



A Study of Behavioural Problems of Secondary School Students of Ahmedabad District

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1. Introduction

The seeds of civilization may have been sown in the mind of human being with the birth of first question to the process of thinking and reasoning to unfold the unknown of nature around him. The question of course, might have made the man hearty. Probably, he could not content himself with one question alone. Each succeeding question must have added to his fund of environmental secrets loaded with germs of civilization. The unending questioning answering chain, the mother of the present culture and civilization, is still on. It will continue to be so in the times to come as it is the key to cultural enrichment and growth of civilization.

The process of questioning answering as the key to enculturation and encivilisation is best illustrated by the developmental mode of a child. As soon as a child lands into new environment, the varied stimuli raise a stream of questions in his mind. He looks and swindles around to seek answers to these streams of questions. He explores the mother, the life giving objects, her geography particularly the resource of milk. Gradually, he explores further her voice, gestures, and movements etc. The process continuous with other persons and objects surrounding him through different sensory observations and corresponding reactions to these observations.

2. Statement of the problem

It is necessary to clear the subject. The study of the subject is very important to know the level of clarity of Behavioural Problems of secondary school students.

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In present research the study has been conducted to know the behavioural problem of secondary school students in context to various variables like gender and types of educational boards.

3. Definitions of Key Words of the Problem

3.1 Behavioural Problems

Behaviour problems refer to the behaviours of a person which create problems, interference, difficulty, inconvenience, and obstacles for him/her and for others.

According to Dr. J.C. Mafatia (1965), "Behaviour problems in children are not disease but symptoms or reactions caused by emotional disturbances or environmental adjustment." Therefore, behaviour problems are the reactions of students generated by the emotional and environmental conflicts.

3.2 Operational Definition

In present research the scores received by the students on Behavioural Problem scale is Behavioural Problem.

4. Variables of the Research

In the present study, Behavioural problems was the dependent variable. The researcher proposes to check and verify the effect of independent variables like the gender (Boys/Girls), Types of Board (GSEB and others) of Ahmedabad City.

5. Objectives of the Research

The objectives of the present study are as under

1. To study the behavioural problems of secondary school students.
2. To study behavioural problems of secondary schools students of Ahmedabad city in context to Gender.
3. To study behavioural problems of secondary schools students of Ahmedabad city in context to types of Board.

6. Hypothesis of the Research

The null hypotheses formed by researcher are as follows

- Ho₁** There is no significant difference between the mean score of Boys and Girls of secondary school students on behavioural problems scale
- Ho₂** There is no significant difference between mean score of students of GSEB and Other Board on behavioural problems scale.

7. Area of Research

In present research researcher studied behavioural problems of secondary students in relation to certain variables. So the area of the research is Educational Psychology.

8. Types of Research

The present research followed the present situation, so the present research is Applied Research.

9. Importance of the Research

The importance of the present research is following

1. We can bring tremendous positive changes among students.
2. To know the attitude of the new generation towards their classmates, teachers, school, family, society, nation and world.
3. To know their maladjustment problems of students in classroom.
4. To understand their causes of behavioural changes, by investigating about their habits, hobbies and interest field.
5. To know about their life style, standard of living and social environment.
6. To know about their food habits, and on the basis of it one can know factors affecting behavioural changes due to food habits.
7. To understand about their social stratification, their family income which affects their behavioural changes.
8. To bring necessary changes in their attitudes, food habits by detecting the causes.
9. To study about the habits of GSEB students and CBSE students.
10. To understand about their views on today's scenario of teacher, classmates, school, society as well nation.

10. Limitations of this Research

The following are the delimitations of the study

1. The present study was limited to the students of the secondary schools in Ahmedabad city.
2. The present study was limited to the secondary school students of English medium.
3. The present study was limited to students of 2019-20

11. Origin of the Problem

The period of Adolescence is filled with intellectual and emotional changes in addition to other major biological and physical changes. It is a time of discovery of self and one's relationship to the world around him or her. There are five recognized psychosocial issues that teens deal with during their adolescent years. These include

- Establishing an identity.
- Establishing autonomy.
- Establishing intimacy.
- Becoming comfortable with one's sexuality.
- Making achievement.

These issues bring about such changes in youths as; spending more time with their friends than with their family, keeping a diary, locking up their rooms, become involved in multiple hobbies, become more argumentative, would not want to be seen with their parents in public etc.

The researcher works with the secondary school students who were passing through adolescence or puberty period. She was observing the behavioural changes and due to that problems faced by the adolescents and therefore she decided to research on problems of the behavioural changes in the secondary school students of Ahmedabad in context to certain variables.

12. Population of Study

In the present study all the Secondary school students studying in English medium schools of Ahmedabad city in GSEB and all other board are the population of study. The total number of English medium secondary schools of Ahmedabad district is shown as under. All the 218 secondary school students of standard 9th and 10th were the population of this research

13. Sample of the study

To constitute the sample the researcher has got the list of secondary school affiliated with GSEB from DEO office and list of secondary schools affiliated with others board from internet. Next the researcher selected 4 English medium schools randomly by lottery method In sample researcher randomly selected 2 schools affiliated with GSEB while 2 from others board. All the students present on the day of data collection were the sample of the present research. The researcher has used stratified random sampling technique in the present study to select the sample. Thus researcher selected 203 secondary school students in sample.

14. Research Methodology

In the present study the researcher has employed the survey method. It is the most popular and most widely used researcher method in education researcher can gather information in terms of individual scores by a standardized test.

15. Tools of the Study

In present research researcher has used standardise tool made by Dr. Palak Trivedi. The test contains 75 statements with three point rating scale. The reliability was found by Test Retest method which is 0.74 and 0.81 from Spilt Half Method. The congruent validity of test is 0.69.

16. Data Collection of the Study

In the present study the researcher used standardize tool . Researcher first took the permission of Principals from selected schools and personally went to the schools. Then she gave information about her research work and necessary instruction about Behavioural Problem Scale. Researcher also took the help of School teachers. She collected all the data and gratitude her thanks to the students, teachers and principal for their cooperation in data collection.

17. Analysis and Interpretation of the Data

In order to analyze and interpret the data obtained by the administering the students Behavioural Problems. The following statically techniques are used with the help of computer aid

1. Mean
2. Standard deviation
3. t value

The test of the significance of the difference between two mean is known as t value. In the present study, researcher used t value. Because there is comparison between two variables.

18. Testing of Hypothesis

The analysis and interpretation of scores on Behavioural Problems Scale of Secondary school students in relation to Gender is as follow.

Table 1: Statistics of Boys and Girls on Behavioural problems scale.

Gender	Number N	Average \bar{x}	Standard Deviation (SD)	Standard Error of Mean	t-score	Significance level
Boys	102	45.18	11.47	0.32	3.46	0.01
Girls	101	44.07	11.22			

In above table 1 we can see that mean values of Boys and Girls are 45.18 and 44.07 respectively. The S.D. value is 11.47 and 11.22. SED is 0.32. with the help of all these values computed t is 3.46 which is higher than the tabulated value 2.58 at 0.01 level so null hypothesis;

H₀₁ “There is no significant difference between the mean score of Boys and Girls of secondary school students on behavioural problems scale.” is not accepted. Therefore we can say that there is significant difference between the average score of Boys and Girls on Behavioural Problems scale. Behavioural Problems of Boys students are higher than that of Girls students. It means there is an effect of gender on Behavioural Problems.

The standard error of Mean, t-value and the significant level of score on Behavioural problems scale of students of GSEB and Other Board are computed for testing the null hypothesis. This detail is given in below Table-2.

Table 2: Standard Error of Mean, t-value and significant level of scores on Behavioural Problems scale of students of GSEB and Other Board

Educational Board	Number N	Average \bar{x}	Standard Deviation (SD)	Standard Error of mean	t-score	Significant level
GSEB	113	44.49	11.26	0.66	1.81	NS
Other	90	43.30	11.74			

In above table 2 we can see that mean values of students of GSEB and Other Board are 44.49 and 43.30 respectively. The S.D. value is 11.26 and 11.74 SED is 0.66. With the help of all these t values computed is 1.81 which is lower than the tabulated value 1.96 at 0.05 level so null hypothesis;

H₀₂ “There is no significant difference between mean score of students of GSEB and Other Board on behavioural problems scale.” is not rejected. Therefore we can say that there is no significant difference between the mean score of students of GSEB and Other Board on Behavioural Problems scale. We can see the Behavioural problems of both the students of GGSEB and Other Board is same. It means there is no effect of Educational Board on Behavioural Problems. The Behavioural problems found to be equal for both GSEB and Other Board.

Therefore we can say that there is significant difference between the average score of Boys and Girls on Behavioural Problems scale. Behavioural Problems of Boys students are higher than that of Girls students in GSEB board. It means there is an effect of gender of GSEB on Behavioural Problems.

19. Findings of the study

The following are the major findings of this study

- As the Gender is concerned there was significant difference between the mean score of Boys and Girls secondary School on Behavioural problems scale. The problems of Behavioural in Boys found high in comparison of Girls. It might be possible due to the gender differences.
- As the Educational Board is concerned there was no significant difference between the mean score of secondary school students of GSEB and other Board on Behavioural problems scale. The Behavioural problems found to be equal for secondary school students of GSEB and other Board.

20. Educational Implications

At the end of study, some thinking is necessary about diagnosis of behaviour problems among students. In order to prevent further aggravation of behaviour problems among students, the following suggestions are made.

1. Make school environment more attractive.
2. Arrange different sports, games and competitions so that students can become strong and healthy in school.
3. Arrange group activities like various cultural programmes, travelling and group cleaning so that students can cultivate friendships with each other in school.
4. Celebrate festivals of each religion and offer prayers of different religions to cultivate religiously and feelings of religious tolerance among students.
5. Organise medical camps in the schools so that physical problems of students can be detected and treated.
6. Schools should provide guidance services so that the problems faced by students can be ameliorated and their confidence can be increased.
7. Arrange elocution and essay writing competitions in schools so that students do not hesitate from public speaking.
8. Utilize interesting and varied teaching methods.
9. Reduce the fear and burden of examination among students.
10. Make education student centered.
11. Bring about necessary changes in the present evaluation and assessment system.
12. The academicians should be sympathetic to poor students.
13. Teachers and principals should demonstrate loving and caring attitude towards students of the school.
14. Pay attention to students activities in the schools and remain in contact with the parents/guardians of the students.
15. Cultivate self discipline among students instead of improving external discipline on them.

21. Suggestions for future Research

It is not only difficult but impossible to think of a research without the limitations. While conducting the research the research becomes more familiar with the variables and at the end finds other possibilities which leads towards the new areas for further study. Following are the areas for further researcher.

1. The research could be conducted for other types of the schools.
2. The research could be conducted with other tests on the high school students.
3. The research could be conducted in primary schools, higher secondary schools and colleges.
4. The research can also be conducted with other variables like Medium, Income of parents, Education of parents, Types of school management, personality traits, birth order etc.

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