

# Behavioural problems of students faced by school administration in Punjab

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■ **ABSTRACT** : Private schools faced lesser behavioural problems of students than Govt. school, the students are more disciplined in private school and each child is made to follow proper discipline. However, Govt. school teachers do not focus on discipline and are more concerned about their teaching job and do not concentrate on social and overall development of children. Discipline in these schools is not generally paid attention and students generally lack disciplined behaviour which is never taught to them. The student was conducted in both private and Govt. schools and the results revealed that behaviour problems were faced by the Govt. school teachers were more than the private school teachers.

■ **KEY WORDS**: Behavioural problems, Value education, Discipline

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Students all over the country face a number of problems which dishearten them. It leads to sheer desperation among the students community giving rise to students unrest. Many students will not admit their problems due to various reasons and their affects their future prospects and over a period of time these can badly hamper a students' psyche. Usually students face general symptoms of emotional imbalance as part of growing up as adolescents and these become more pronounced because of the hectic student life. There is always a reason for misbehaviour. Dealing with behavior problems of students, parents involvement can go a long way to reducing these behaviour problems at schools. The best place to start is by finding out who your child's home-room (or home-group, pastoral or form) teacher is. The home-room teacher is usually the person responsible for tracking your child's overall progress at school, by monitoring your child's attendance, behaviour and academic progress. Knowing the year level coordinator (s) and individual subject teachers is also important. All such negativens can be effectively controlled with the aid of participation of teachers and parents because students do better at school when their parents and families are involved.

As teachers to identify the problem and have a better chance of finding the solution. In some cases, teacher might need to try a few strategies before you find the right one. A lot of research studies have been conducted in the world to identify the relation of academic dishonesty of students with the effect on their professional behaviour. The results indicated that there is a difference in the ethical behaviour of male and female students. Family background and values play a very important role in shaping up the ethical behaviour of students. Families still consider it to be their primary responsibility of teaching their children a code of ethical behaviour that includes respect and concern for others, honesty, self-control, respect for legislative authority, fidelity and courtesy and ensuring that children receive the necessary education and moral supervision to become responsible members to the society. Arguably, the responsibility for reducing cheating lies with both students and academic institutions and one of the most important components to promoting academic integrity on the campuses is to increase the understanding of what constitutes cheating and increase the communication about academic integrity between students and faculty. If the business

discipline has become corrupt in practice, then it seems necessary that ethics education be built into a required curriculum. Academicians are reflecting deeply both about the role of ethical training in the curriculum and about how it can be modified to create a better future (Bhatia, 2012). Value education has a profound positive content based on our heritage, national and universal goals and perfection. It is necessary that the teacher in relation to his students should understand that the students interest and welfare are his first and foremost concern and share responsibility with the parents of his students, in the task of shaping each student's purposes and action towards the attainment of socially acceptable ends (Srivastava, 2003).

## ■ RESEARCH METHODS

The study was carried out in the state of Punjab. Both the govt and private schools were selected from the rural areas of Punjab. Following the criterion of selecting one district for socio cultural zone, three districts *i.e* Ludhiana, Jalandhar and Tarn Taran from malwa, doaba and majha regions, respectively were selected through simple random sampling procedure. From each socio- cultural region one district was selected randomly. Out of 12 districts (Malwa) one district Ludhiana was selected by random sampling. Out of 7 districts (Doaba) one district Jalandhar was selected by random sampling. Again out of 3 districts (Majha) one district Tarn Taran was selected by random sampling. Thus, in all three districts were selected from three socio- economic regions and 4 schools (2 government and 2 private schools are

selected from each district. An interview schedule cum questionnaire was developed for collection of data from targeted administrators / headmasters / principals (6 private and 6 government schools).

## ■ RESEARCH FINDINGS AND DISCUSSION

'Problems' being faced by the school Principals/ Headmasters with reference to students' as reported by Principals of Secondary level Schools are displayed in Table 1. The mean scores ( $\pm$ Standard Deviation) for each problem being faced are presented for Principals of Government and Private Schools, separately. Note that the scores varied between 0 to 3 where score 0 indicates 'Never'; score 1 shows 'Rarely'; score 2 points to 'Occasionally' and score 3 signifies 'Daily/Frequently'.

### Never occurring behaviors:

The 'never' occurring students' behaviours as reported by the Principals of Government schools included 'Weapon use/possession'; 'Alcohol use/possession' and 'Inappropriate sexual behaviour'. All these behaviours were also reported as never occurring by the Principals of Private schools. However, in addition to these behaviours Principals of Private schools also included 'Physical injury to teacher' and 'Physical injury to other students' as 'never' occurred behaviours.

### Rarely occurring behaviours:

The rarely occurring behaviour among students of

Table 1: Student related problems faced by the principals/headmasters of secondary schools					
'Problems' being faced by the school Principals/Headmasters with reference to students	Principals of Government schools n=6		Principals of private schools n=6		t-value and level of significance of difference between Government and private schools
	Mean score	+Standard deviation	Mean score	+Standard deviation	
Arriving late at school	2.83	1.21	1.16	0.40	2.23*
Absenteeism	2.67	0.51	1.50	0.83	2.90**
Skipping class	1.83	0.83	0.67	1.21	1.38 <sup>NS</sup>
Violating dress code	2.50	0.54	1.67	0.81	2.07*
Classroom disturbance/indiscipline	2.67	0.51	1.83	0.83	2.90**
Cheating in examination	1.83	0.75	1.00	0.63	2.07*
Theft	1.00	0.81	1.00	0.89	0.67 <sup>NS</sup>
Intimidation or verbal abuse of other students	2.67	0.81	1.33	1.03	1.86 *
Physical injury to other students	2.16	0.81	0.5	0.54	4.56**
Intimidation or verbal abuse of teachers	2.16	0	0.67	0.81	4.00**
Physical injury to teachers	1.00	0.81	0.16	0.40	3.13**
Alcohol use/possession	0.5	0.51	0.16	0.40	0.62 <sup>NS</sup>
Weapon use/possession	0.81	0	0.33	0.81	2.98**
Inappropriate sexual behaviour	0.16	0	0.33	0.81	1.00 <sup>NS</sup>
Mobiles	2.67	0.81	1.50	1.04	1.53 <sup>NS</sup>

\* and \*\* indicate significance of values at P=0.05 and 0.01, respectively, NS= Non- significant

Government schools was reported by the Principals included 'Theft' and 'Physical injury to teachers'. In contrast, the rarely reported behaviours of Private school students comprised of 'Absenteeism'; 'Cheating in examination'; 'Theft'; 'Intimidation or verbal abuse of other students' and 'Mobiles'.

#### Occasionally occurring behaviours:

'Skipping classes'; 'Cheating in examination'; 'Physical injury to other students' and 'Intimidation or verbal abuse of teachers' were reported by the Government school Principals as the occasionally occurring behaviours of students in their schools. On the other hand the behaviours those were reported to occur occasionally among Private school students included, 'Violating dress code' and 'Classroom disturbance/indiscipline'.

#### Daily/frequently occurring behaviours:

Principals of Government schools reported that they daily/frequently face problems with students for their 'Arriving late at school'; 'Absenteeism'; 'Violating dress code'; 'Classroom disturbance/indiscipline'; 'Intimidation or verbal abuse of other students and 'Mobiles'. It had been noticed that none of the Principal of Private schools reported any problem behaviour occurring daily/frequently.

The above observations amply indicate that the students of Private schools show better behaviours in school than students from Government schools.

The principals/headmasters reported about the 'Extent'

of problems being faced are displayed in Table 2. The mean scores ( $\pm$  Standard Deviation) for each problem being faced are presented for Principals of Government and Private Schools, separately. Note that the scores varied between zero to 2 where score zero indicates 'Not a problem'; score 1 shows 'Minor problem' and score 2 points to 'Serious problem'.

#### 'Not a problem':

It has been noted that there no behaviour among students of Government school which could be categorized as 'Not a problem'. On the other hand, Principals of Private schools could report many behaviours of their students which they reported as 'Not a problem' namely 'Skipping class'; 'Cheating'; 'Theft'; 'Physical injury to teachers'; 'Alcohol use/possession'; 'Weapon use/possession and 'Inappropriate sexual behaviour'.

#### 'Minor problem':

The behavioural problems that Principals of Government schools recognized as 'Minor problems' in magnitude included behaviours like 'Weapon use/possession; 'Alcohol use/possession; 'Physical injury to teachers and 'Theft'. Principals of Private schools reported the following students' behaviours as of minor degree: 'Arriving late at school'; 'Absenteeism'; 'Violating dress code'; 'Classroom disturbance/indiscipline'; 'Intimidation or verbal abuse of other students'; 'Physical injury to other students'; 'Intimidation or verbal abuse of teachers' and 'Mobiles'.

**Table 2 : 'Extent' of problems related to students faced by principals of secondary schools**

'Extent' of problems being faced by the principals with reference to students	Principals/Headmasters of Government schools n=6		Principals/Headmasters of private schools n=6		t-value and level of significance of difference between Government and private schools
	Mean score	+Standard deviation	Mean score	+Standard deviation	
Arriving late at school	2	0.40	0.83	0.40	4.24**
Absenteeism	2	0	1.00	0	-
Skipping class	1.67	0.40	0	0	11.00**
Violating dress code	1.83	0.51	0.83	0.40	3.10**
Classroom disturbance/indiscipline	2	0	0.67	0.51	6.32**
Cheating	1.67	0.40	0.33	0.51	5.58**
Theft	1.33	0.51	0	0	6.32**
Intimidation or verbal abuse of other students	1.83	0.51	0.83	0.40	3.10**
Physical injury to other students	2	0	0.67	0.51	6.32**
Intimidation or verbal abuse of teachers	1.83	0.40	1.16	0.40	2.82**
Physical injury to teachers	1.16	0.40	0	0	7.00**
Alcohol use/possession	1.00	0.40	0	0	7.00**
Weapon use/possession	0.67	0.40	0	0	5.00**
Inappropriate sexual behaviour	1.67	0.83	0.16	0.40	3.50**
Mobiles	2	0.40	1.50	0.54	1.19 <sup>NS</sup>

\*\* indicate significance of value at P=0.01, NS= Non- significant

**'Serious problem':**

The Principals of Government schools expressed that the following students' behaviour problems occur in their schools to a serious extent: 'Arriving late at school'; 'Absenteeism'; 'Skipping class'; 'Violating dress code'; 'Classroom disturbance/indiscipline'; 'Cheating'; 'Intimidation or verbal abuse of other students'; 'Intimidation or verbal abuse of teachers' and 'Inappropriate sexual behaviour'. It is worth noting that Principals of Private schools did not find any behavioural problem of serious magnitude.

The above observations bring fourth that in Government schools students' behaviour problems are not only widespread but are of serious degree as well. In contrast, in Private schools students' behaviour problems are under check and of minor degree.

**Suggested measures:**

In this regard the school administration will need to develop and possess skills for developing values among students.

- Parents and teachers should teach the students to balance

fun and work and talking about alcohol/drugs their side effects.

- A lot of extracurricular activities are organized for overall development of students.
- Teachers should strict about behaviours issues and do not tolerate any kind of misbehaviour.
- Value education should be introduced in the education system and make it compulsory of the students.
- Work experience and social services should be made an essential part of the school.

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