

**A STUDY ON THE DISRUPTIVE CLASSROOM  
BEHAVIOUR AMONG SECONDARY STUDENTS OF  
KOHIMA DISTRICT**

**THESIS SUBMITTED  
IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE  
DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D.) IN EDUCATION**



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**2022**

**DEPARTMENT OF EDUCATION, NAGALAND UNIVERSITY,  
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2022**

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I, Mrs. Narotola Imchen, hereby declare that the thesis entitled, '**A Study on the Disruptive Classroom Behaviour Among Secondary Students of Kohima District.**' is a record of original work done by me and submitted for the Degree of Doctor of Philosophy to the Department of Education under the supervision of Dr. Khotole Khieya, Associate Professor, Nagaland University, Kohima Campus, Meriema. This research work has not been submitted to any other university/ institution for the award of any degree.

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<b>W</b>	URL: <a href="https://www.ajol.info/index.php/ijhss/article/view/165513/154972">https://www.ajol.info/index.php/ijhss/article/view/165513/154972</a> Fetched: 2020-04-30T09:32:38.0330000		2
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**LIST OF MAPS**

<b>MAP NO</b>	<b>TITLE</b>	<b>PAGE NO</b>
1.1	Map Of Nagaland	1

**LIST OF TABLES**

<b>TABLE NO</b>	<b>TITLE</b>	<b>PAGE NO</b>
1.1	Lists Of Institutions 2019 Registered Under NBSE	3
1.2	Lists Of Institutions Registered Under NBSE In Kohima District (2019)	5
1.3	Sub Districts, Villages And Cities With Highest Literacy Rate In Kohima	6
3.1	List Of Institutions From Where Samples Were Collected	36
3.2	Details Of The Samples: Gender	38
3.3	Details Of The Samples: School Management	38
3.4	Details Of The Samples: Locality	38
3.5	Details Of Items And Questions In Teachers Questionnaire	39
3.6	Details Of Items And Questions In Students Questionnaire	40
3.7	Details Of Items And Questions In Parents Questionnaire	40
3.8	Details Of Items And Questions In The Checklist For Teachers	41
4.1	Checklist For Teachers To Identify Disruptive Class-Room Behaviour	43
4.2	Types Of Disruptive Class-Room Behaviour	45
<b>Various Common Causes Of Disruptive Behaviour</b>		
4.3	Teachers Response On Psychological Characteristics I	49
4.4	Teachers Response On Psychological Characteristics II	50
4.5	Teachers Response On Parental/ Home Factors I	52
4.6	Teachers Response On Parental/ Home Factors II	55
4.7	Teachers Response On Teacher/ School Factors I	55
4.8	Teachers Response On Teacher/ School Factors II	57
4.9	Teaching Experience	57

4.10	Teachers Educational Qualification	58
4.11	Students Personal Factors I	59
4.12	Students Personal Factors II	60
4.13	StudentsResponse On Parental/ Home Factors I	63
4.14	StudentsResponse On Parental/ Home Factors II	64
4.15	StudentsResponse On Parental/ Home Factors III	66
4.16	StudentsResponse On School/ Teacher Factors I	67
4.17	StudentsResponse On School/ Teacher Factors II	68
4.18	Proper Classroom Conditions	70
4.19	Problems Sitting For Long And Listening To Lectures	71
4.20	Not Able To Follow Your Teacher's Explanation	73
4.21	Teachers Guide You	74
4.22	Teacher's Characteristics	75
4.23	Parents Response On Parental/ Home Factors I	76
4.24	Parents Response On Parental/ Home Factors II	77
4.25	Parents Response On Parental/ Home Factors III	78
4.26	Effects Of Disruptive Class-Room Behaviour In The Teaching Process	79
4.27	Effects Of DisruptiveBehaviour In The Learning Process	81
<b>Problems Faced By Children With Disruptive Behaviour</b>		
4.28	Teachers Response On Academic Factors	83
4.29	Teachers Response On Psychological Factors	85
4.30	Teachers Response On Other Factors	86
4.31	Parents Response On School Factors I	88
4.32	Parents Response On School FactorsII	89
4.33	Parents Response On Psychological Factors I	90
4.34	Parents Response On Psychological Factor II	93
4.35	Parents Response On Other Factors I	94
4.36	Parents Response On Other Factor II	95
4.37	Programs And Services Available In Schools	96
4.38	Methods Used By Teachers To Manage Disruptive Class-Room Behaviour	97

<b>Profile Of Secondary Students With Disruptive Behaviour</b>		
4.39	Total Number Of Students In The Class	99
4.40	Respondent's Class	100
4.41	Respondent's Age	101
4.42	Respondent's Gender	101
4.43	Respondent's Locality	102
4.44	School Management	103

**LIST OF FIGURES**

<b>FIGURE NO</b>	<b>TITLE</b>	<b>PAGE NO</b>
1.1	Change In Literacy Rate 2001 To 2011 Kohima	6
<b>Various Common Causes Of Disruptive Behaviour</b>		
4.1	Teachers Response On Psychological Characteristics I	49
4.2	Teachers Response On Psychological Characteristics II	51
4.3	Teachers Response On Parental/ Home Factors I	53
4.4	Teachers Response On Parental/ Home Factors II	55
4.5	Teachers Response On Teacher/ School Factors I	56
4.6	Teachers Response On Teacher/ School Factors II	57
4.7	Teaching Experience	58
4.8	Educational Qualification	59
4.9	Students Personal Factors I	60
4.10	Students Personal Factors II	61
4.11	Find Learning Difficult	62
4.12	Stay Up Late At Night	62
4.13	StudentsResponse On Parental/ Home Factors I	63
4.14	StudentsResponse On Parental/ Home Factors II	65
4.15	StudentsResponse On Parental/ Home Factors III	66
4.16	StudentsResponse On School/ Teacher Factors I	67
4.17	StudentsResponse On School/ Teacher Factors II	69
4.18	Proper Classroom Conditions I	70
4.19	Proper Classroom Conditions II	71
4.20	Problems Sitting For Long And Listening To Lectures I	72

4.21	Problems Sitting For Long And Listening To Lectures II	72
4.22	Not Able To Follow Your Teacher's Explanation I	73
4.23	Not Able To Follow Your Teacher's Explanation II	73
4.24	Teachers Guide You I	74
4.25	Teachers Guide You II	74
4.26	Teacher's Characteristics	75
4.27	Parents Response On Parental/ Home Factors I	76
4.28	Parents Response On Parental/ Home Factors II	77
4.29	Parents Response On Parental/ Home Factors III	78
4.30	Parents Response On Parental/ Home Factors IV	78
4.31	Effects Of Disruptive Class-Room Behaviour In The Teaching Process	80
4.32	Effects Of Disruptive Behaviour In The Learning Process	82
<b>Problems Faced By Children With Disruptive Behaviour</b>		
4.33	Teachers Response On Academic Factors	84
4.34	Teachers Response On Psychological Factors	85
4.35	Teachers Response On Other Factors	87
4.36	Parents Response On School Factors I	88
4.37	Parents Response On School Factors II	89
4.38	Parents Response On Psychological Factors I	91
4.39	Parents Response On Psychological Factor II	93
4.40	Parents Response On Psychological Factor III	93
4.41	Parents Response On Other Factors I	94
4.42	Parents Response On Other Factor II	95
4.43	Parents Response On Other Factor III	95
<b>Profile Of Secondary Students With Disruptive Behaviour</b>		
4.44	Total Number Of Students In The Class	100
4.45	Respondent's Class	100
4.46	Respondent's Age	101
4.47	Respondent's Gender	102
4.48	Respondent's Locality	102
4.49	School Management	103

**ABBREVIATION**

RTE.-	Right to Education
Ph.D. -	Doctor of Philosophy
M.Phil. -	Master of Philosophy
M.Comm. -	Master of Commerce
M. SC.-	Master of Science
MA. -	Master of Arts
B.Sc. -	Bachelor of Science
B.Comm. -	Bachelor of Commerce
BA. -	Bachelor of Arts
B.Tech. -	Bachelor of Technology
B. Ed. -	Bachelor of Education
PGDIT. -	Post Graduate Diploma in Information and Technology
PGDCA. -	Post Graduate Diploma in Computer and Application
CBSE. -	Central Board of School Education
NBSE. -	Nagaland Board of School Education
ICT. -	Information and Communication Technology

## CONTENTS

	PAGE NO
<b>DECLARATION</b>	<b>i</b>
<b>CERTIFICATE</b>	<b>ii</b>
<b>PLAGIARISM FREE UNDERTAKING</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT</b>	<b>v</b>
<b>CONTENTS</b>	<b>vi</b>
<b>LIST OF MAPS</b>	<b>x</b>
<b>LIST OF TABLES</b>	<b>x</b>
<b>LIST OF FIGURES</b>	<b>xii</b>
<b>ABBREVIATION</b>	<b>xiv</b>
 <b>CHAPTER 1</b>	
<b>INTRODUCTION</b>	
1.1 A Brief Introduction To Nagaland	2
1.1.1 Kohima At A Glance	3
1.1.2 History	4
1.1.3 The People	4
1.1.4 Climate	4
1.1.5 Topography	4
1.1.6 Demographics	4
1.1.7 Education	5
1.1.8. Literacy	5
1.2. Introduction Of The Study	7
1.3. Need And Significance Of The Study	7
1.4. Justification Of The Study	9
1.5. Statement Of The Problem	10
1.6. Operational Definitions	10
1.7. Objectives Of The Study	10
1.8. Research Questions	11
1.9. Delimitation Of The Study	11

<b>CHAPTER 2</b>	<b>REVIEW OF LITERATURE</b>	
2.1.	Introduction	12
2.2.	Studies Done In India	12
2.3.	Studies Done Abroad	23
2.4.	Summary Of The Review Of Related Literature	32
<b>CHAPTER 3</b>	<b>METHODOLOGY AND PROCEDURES</b>	
3.1.	Introduction	36
3.2.	Methods	36
3.3.	Population	36
3.4.	Sample	36
3.5.	Tools Used	39
3.5.1	Questionnaire	39
3.5.2	Checklist	41
3.5.3	Interview	41
3.6.	Administration Of Tools And Collection Of Data	41
3.7.	Techniques Used	42
3.7.1	Sampling Technique	42
3.7.2	Percentile Technique	42
3.8	Limitation Of The Research	42
<b>CHAPTER 4</b>	<b>ANALYSIS AND INTERPRETATION</b>	
4.1	Introduction	43
4.2	Data And Interpretation Relating To Checklist	43
4.3	Analysis And Interpretation Of Data Relating To Objective No 1	45
4.4	Analysis And Interpretation Of Data Relating To Objective No 2	48
4.5	Analysis And Interpretation Of Data Relating To Objective No 3	79
4.6	Analysis And Interpretation Of Data Relating To Objective No. 4	83
4.7	Analysis And Interpretation Of Data Relating To Objective No. 5	96

4.8	Analysis And Interpretation Of Data Relating To Objective No. 6	97
4.9	Analysis And Interpretation Of Data Relating To Objective No.7	99
4.10	Analysis And Interpretation Of Data Relating To Objective No. 8	103
4.11	Interview Schedule	104
4.11.1	Analysis And Interpretation Of Data Related To Objective No. 2	104
4.11.2	Analysis And Interpretation Of Data Related To Objective No. 3	105
4.11.3	Analysis And Interpretation Of Data Related To Objective No. 4	106
4.11.4	Analysis And Interpretation Of Data Related To Objective No. 8	106
<b>CHAPTER 5</b>	<b>MAJOR FINDINGS, DISCUSSION AND SUGGESTIONS</b>	
5.1	Introduction	107
5.2	Major Findings Of The Study	107
5.2.1	Major Findings Related To Objective 1: To Identify The Various Types Of Disruptive Behaviour Among Students InThe Classroom	107
5.2.2	Major Findings Related To Objective 2: To Identify The Various Common Causes OfDisruptive Behaviour	109
5.2.3	Major Findings Related To Objective 3: To Examine The Various Effects Of DisruptiveBehaviour In The Teaching Learning Process	117
5.2.4	Major Findings Related To Objective 4:To Find Out The Problems Faced By ChildrenWith Disruptive Behaviour	119
5.2.5	Major Findings Related To Objective 5: To Find Out The Various Special ProgrammesAnd Services Available In Schools For ChildrenWith Disruptive Behaviour	122

5.2.6	Major Findings Related To Objective 6: To Find Out How Teachers Manage Disruptive Classroom Behaviour	123
5.2.7	Major Findings Related To Objective 7: To Bring The Profile Of Secondary Students With Disruptive Behaviour	124
5.2.8	Major Findings Related To Objective 8: To Recommend And Suggest Remedial Measures To Help Children With Disruptive Behaviour	126
5.3	Discussion	127
5.4	Suggestions To Help Children With Disruptive Behaviour	136
<b>CHAPTER 6</b>	<b>SUMMARY OF THE STUDY, EDUCATIONAL IMPLICATION, RECOMMENDATION FOR FURTHER STUDIES AND CONCLUSION</b>	
6.1	Introduction	137
6.2	Summary	137
6.3	Educational Implications Of The Study	165
6.4	Recommendation For Further Research	165
6.5	Conclusion	166
<b>BIBLIOGRAPHY</b>		169
<b>APPENDICES</b>		
Appendix I		175
Appendix II		177
Appendix-III		185
Appendix IV		191
Appendix V		195

**CHAPTER 1: INTRODUCTION**

**MAP NO. 1.1**  
**MAP OF NAGALAND**



<http://www.onefivenine.com/india/villag/state/Nagaland>

### **1.1:A BRIEF INTRODUCTION TO NAGALAND**

Nagaland is one of the beautiful 'seven sisters' state of India. The state is covered by high altitude mountains, fertile soil and has a rich historical heritage. It consists of an area of 16,579 sq. km and the population being 1,980,602 as per 2011 census. It got the status of a state of Indian union on the 1st of December, 1963. It has eleven districts, namely - Kohima, Dimapur, Phek, Wokha, Mokokchung, Tuensang, Mon, Zunheboto, Longleng, Peren and Kiphire.

Ao, Angami, Sumi, Chakesang, Chang, Lotha, Phom, Rengma, Sangtam, Zeme-laingmai (Zeliang), Konyak, Khiamnuingan, Dimasa, Kachari, Yimchunger, Kuki and Pochury make 16 major tribes, there are number of sub-tribes as well. Every tribe is known for its unique and distinct customs, language and dresses. Each festival of respective tribe is different yet characterized by some common features. The festivals relate to and give special importance to agriculture.

Forestry and cottage industries such as woodwork, weaving and pottery also make important sources of income. Tourism, insurance and real estate are also prime industries but are largely limited. The major rivers are Dhansari, Doyang and Jhanji.

The literacy percentage of 2011 census was 80.11% with male being 83.29% and female comprising 76.69%. Formal education in English was first introduced into Naga Hills by the Missionaries in the 1860 followed by the British system to bring Nagas in touch with modern civilization. Prior to this, there were training centers called Morung.

The children after reaching the age of puberty were admitted to their respective dormitories and taught different subjects like political, social, economic and spiritual. The bachelors and maidens dormitories use to function separately but had coordination among them.

At present, schools in Nagaland are operated by the state, central governments and private organizations. Medium of imparting teaching is mainly English language. Under the 10+2+3 system, students can opt for general or professional degree courses.

The number of educational institutions in the state has improved and increased tremendously in recent years.

**TABLE 1.1:**  
**LIST OF INSTITUTIONS 2019 REGISTERED UNDER NBSE**

<b>DISTRICT</b>	<b>GOVERNMENT HIGHER SECONDARY SCHOOLS WITH SECONDARY SECTION</b>	<b>GOVERNMENT HIGH SCHOOLS</b>	<b>PRIVATE HIGHER SECONDARY SCHOOLS WITH SECONDARY SECTION</b>	<b>RECOGNISED PRIVATE HIGH SCHOOLS</b>	<b>PERMITTED SCHOOLS</b>	<b>TOTAL</b>	<b>COLLEGE (GOVT.&amp; PRIVATE)</b>
KOHIMA	7	24	28	23	22	104	5
MOKOKCHUNG	5	37	12	13	6	73	1
TUENSANG	5	24	1	6	17	53	1
MON	5	18	5	2	32	62	—
PHEK	4	35	5	12	6	62	—
WOKHA	3	21	3	6	12	45	1
ZUNHEBOTO	3	22	6	14	15	60	—
TUENSANG	7	23	47	16	89	182	8
KIPHIRE	2	15	1	2	10	30	1
LONGLENG	1	13	—	3	6	23	—
PEREN	2	16	5	4	9	36	—
<b>TOTAL</b>	<b>44</b>	<b>248</b>	<b>113</b>	<b>101</b>	<b>224</b>	<b>730</b>	<b>17</b>

[http://nbsenagaland.com/documents/List%20of%20schools\\_2010/schools2019.pdf](http://nbsenagaland.com/documents/List%20of%20schools_2010/schools2019.pdf)

### **1.1.1: KOHIMA AT A GLANCE**

Kohima is the most populous district of Nagaland. Kohima is divided into 8 sub districts. Kohima Sadar is the most populous sub district with population of about 1.2 lakhs and Tsogin is the least populous sub district with population of 5525. In terms of geographical area, Kohima district is 1463 sq. km which make it the fifth smallest district in area in the state. Population density of Kohima district is 183 persons per km sq. The hilly district of Kohima shares its boundary with the state of Assam and Dimapur district in the west, to the east lays Phek district, state of Manipur and Peren district in the South and Wokha district in the North

### **1.1.2:HISTORY**

Kohima is one of the oldest among the 11 districts of Nagaland and is also the first seat of modern administration as the Headquarters of Naga Hills District (then under Assam) with the appointment of Mr. G.H. Damant as Political Officer in the year 1879. Nagaland became a full-fledged state on the 1st of December, 1963 and Kohima became the capital of the state. Kohima district have been carved out three times. The first in 1973 when Phek district was created out of Kohima, second time in 1998 when Dimapur district was carved out and third time in 2004 Peren district was carved out. The name Kohima came into existence because the Britishers were not able to correctly and comfortably pronounce its original name being “KEWHIRA” which is the name of the village where Kohima town is located.

### **1.1.3:THE PEOPLE**

The indigenous inhabitants of Kohima are Angami Nagas and Rengma Nagas. Kohima, being the capital city, is cosmopolitan in nature with people from all the tribes of Nagaland as well as mainland India residing here.

### **1.1.4:CLIMATE**

Kohima enjoys a moderate version of a humid subtropical climate which is both pleasant and moderate. The state is neither too cold in winters nor too hot during summers. The months of December and January are the coldest months. Occurrence of frost occurs in the higher altitudes, snowfall is seen occasionally. Peak summer months are July and August; during these months temperature ranges an average of 80 to 90 Fahrenheit. Heavy rainfall is seen during summer.

### **1.1.5:TOPOGRAPHY**

Kohima is situated at 25°40’N 94°07’E 25.67°N 94.12°E with an average elevation of 1261 meters (4137 feet), covers an area of 1,463 sq. km and with a density of 213 per sq.km. Kohima town is situated on the top of a high ridge and the town spreads all along the top of the surrounding mountain ranges.

### **1.1.6:DEMOGRAPHICS**

The district has about 2.7 lakhs people; 1.4 lakhs (52%) are males and about 1.3 lakh (48%) are females. Of the total population, 16% are from general caste and 84% are schedule tribes. Child (under 6 years) population comprises 14%, of which 50% are boys and 50% are girls.

There are about 54 thousand households present in the district and on average 5 persons reside in every family. The majority of the population, nearly 55% (about 1.5 lakhs) lives in rural part of Kohima district with density of 103 persons per kmsq. and 45% (about 1.2 lakhs) population live in the urban part with density of 3906 persons per km sq.

#### **SEX RATIO - FEMALES PER 1000 MALE**

As per 2011 census there were 928 females per 1000 male in Kohima district. Sex ratio in general caste was 526 and in schedule tribe was 1032. There were 985 girls under 6 years of age per 1000 boys of the same age in the district. Overall sex ratio has increased by 17 females per 1000 male during the years from 2001 to 2011. Child sex ratio in Kohima has increased by 18 girls per 1000 boys during the same time.

#### **1.1.7: EDUCATION**

Kohima has a large number of private and government schools which are affiliated to NBSE. Few schools have CBSE affiliation. All the schools follow English medium.

**TABLE 1.2**  
**LIST OF INSTITUTIONS REGISTERED UNDER NBSE IN KOHIMA**  
**DISTRICT(2019)**

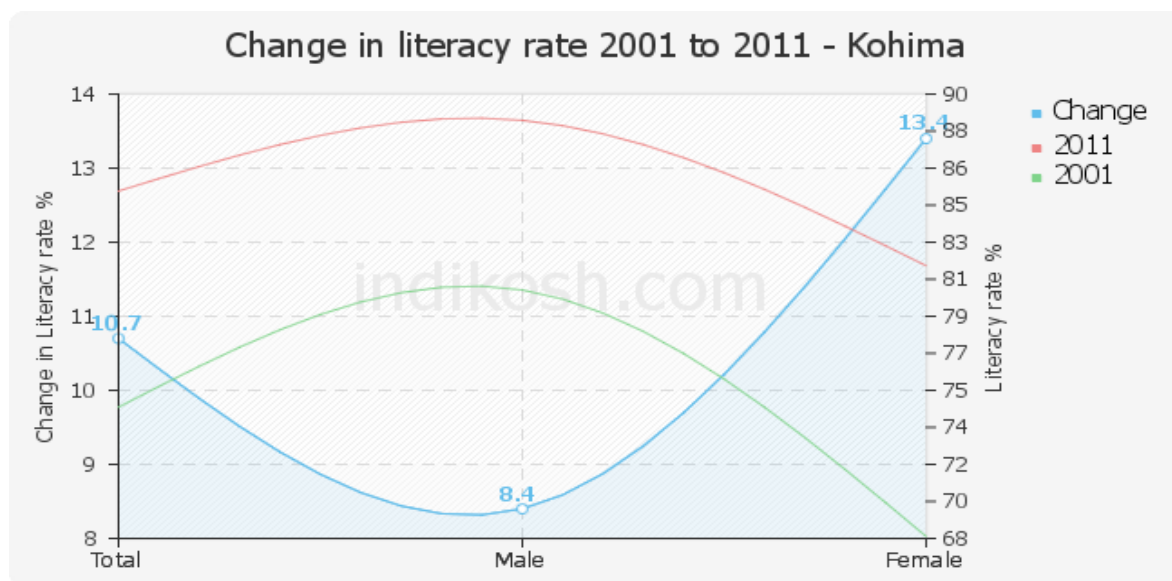
Govt. Higher Secondary Schools with Secondary section	7
Govt. High Schools	24
Private Higher Secondary Schools with Secondary section	28
Recognized Private High Schools	21
Permitted High Schools	24
<b>TOTAL</b>	<b>104</b>

There are 104 schools in Kohima district registered under Nagaland Board of School Education (NBSE)

#### **1.1.8: LITERACY**

According to the 2011 census, 2 lakhs people in the district are literate, among which about 1.1 lakh are males and about 90 thousand are females. Literacy rate (excluding children under 6 years) being 85% of which 89% of male population and 81% of female population being literate.

**FIG 1.1**  
**CHANGE IN LITERACY RATE 2001 TO 2011 KOHIMA**



<https://indikosh.com/dist/282333/kohima>

**TABLE 1.3**  
**SUB DISTRICTS, VILLAGES AND CITIES WITH HIGHEST LITERACY RATE IN KOHIMA**

SUB DISTRICTS		VILLAGES		CITIES	
NAME	SEX RATIO	NAME	SEX RATIO	NAME	SEX RATIO
TSEMINYU	1022	TSEMINYU OLD TOWN	1419	KOHIMA VILLAGE	1013
BOTSA	1001	TSOGIN HQ	138	TSEMINYU	1003
TSOGIN	954	SEWANU	1241	KOHIIMA	918
JAKHAMA	932	KASHANYISHI	1218		
KOHIMA SADAR	930	TSIESE BAWE	1168		
CHIEPHOBOZOU	893	MERIEMA	1141		
SECHU-ZUBZA	814	CHIEDE MODEL VILL	1131		
KEZOCHA	779	TSONSA	1128		
		PHEZHA	1127		
		KHONOMA	1114		

<https://indikosh.com/dist/282333/kohima>

## **1.2: INTRODUCTION OF THE STUDY**

Discipline being a vital aspect of the secondary school administration, teachers and administrators face problems arising from inappropriate behaviour of students in school. Teaching-learning process which had been simple in the past has now become very complicated because of the disruptive behaviour among students which in turn effects the classroom management. Classrooms where disruptive behaviour occur frequently gets less academic engagement time, this interferes with the effort of teachers and fellow students and they often fail to perform well. Disruptive behaviour has now become the huge problem in schools at present. Secondary school teachers have pointed disruptive behaviour as one of the major problem in the teaching-learning process in the classroom. Teachers and school personnel experience has been of great frustration over the years of behavioural problems of children. Teachers attempt to control disruptive behaviour of children cost considerable time; it also leads increased effects on teacher's stress. At times, it becomes extremely difficult for a teacher to organize classrooms and deal with disruptive behaviour simultaneously. Although, most teachers undergo teacher's training courses tailored to understand and deal with children yet many are unable to solve and handle disruptive behaviour among students. Disruptive behaviour should not be regarded as a naughty behaviour of students but a serious problem as it influences the stability and productivity of the classroom. A single child disturbing the whole class to the extent that he/she neither the other children can learn is a common experience of teachers. Child who develops disruptive behaviour pattern shows serious disciplinary problem in school, home and society. Ability to teach most effectively is hampered in teachers that are not ready to manage classroom discipline. Disruptive behaviour also diverts the energy and resource of teachers and school away from the objective and educational mission of school. Apart from disruptive behaviour, classroom management and classroom discipline are also equally important for educational objective. The present study aims to investigate the types and causes of disruptive behaviour as it is a huge problem which must be properly analyzed so that effective solution is found to make it progressively easier to deal.

## **1.3: NEED AND SIGNIFICANCE OF THE STUDY**

Discipline is vital for helping the child's growth and individual personality. Discipline can be termed as the control of behaviour to attain a goal and purpose. According to Sir Percy Nunn, discipline is submission of one's impulses and powers to a regulation. Discipline brings efficiency and economy where there would be otherwise ineffectiveness and waste.

Although, part of one's nature may resist this control, its acceptance, must on the whole be willing acceptance. Discipline is defined in different terms at different levels by teachers e.g. in elementary school, discipline problems may revolve around talking and inattentiveness by children and in secondary schools, discipline problems may also include threats of violence, insubordination, and cutting classes apart from talking and inattentiveness. Discipline, in common, applies to all ages and all grade levels. Teachers are concerned with maintaining order in the classroom so that the attention of students is not distracted or diverted from a learning task. Every teacher is responsible for classroom discipline. Some instances of misbehaviour can be seen in every classroom, regardless of the structure of leadership. It is also observed that some children do not obey the most necessary of rules while others seem to not refrain from disturbing other children, damaging or destroying property, interrupting class or arguing with the teacher. Each regular class seems to have some numbers of children who cannot neither get along nor try to make effort to do so. Finding the causes of problems and changing them is one of the best ways for teachers to solve problems of misbehaviour as most psychologists suggest. Classroom often experiences disruption to the teaching-learning process because of student's disruptive behaviour which has drastic and alarming growth at the secondary stage. This has become a major concern for educators and also the society about the effectiveness of education in making better humans. Hence, some customary rules and regulations are essential for smooth performance and peaceful life. It is most commonly observed that hardly a day passes without the students of one or the other institution causing problem in the classroom. The crucial problem now-a-days for teachers in school and also for parents at home and the community at large is the behaviour of a child. There was a time when school discipline was controlled and maintained with the help of a rod but now this traditional treatment in the schools are no longer in practice. This method is in fact inapplicable and banned. RTE. (2010) suggested that no punishment of any sort should be given to the students. This has resulted in increased intensively which is seen occurring more frequently in classrooms. The problem of disruptive behaviour happens in all schools and this affects everyone involved in the teaching learning process. While the majority of students behave in socially acceptable ways, few who are aggressive or disruptive in nature have a disproportionate influence on the stability and productivity of the classroom. Teachers and school personnel have experienced a great deal of frustration in maintaining conducive learning environment over the years because of behavioural problems. For few children, the social and educational behaviour is not as it should be; they misbehave in and out of the classroom. Teachers who are not able to handle disruptive behaviour among are considered as

poor classroom managers and has become one of the annoying factor. Various interventions have been designed to promote classroom management of disruptive behaviour. One of the major effects of disruptive behaviour is that it decreases the amount of time a teacher spends in teaching and increases the amount to cope in dealing with the problem that arises. Huge amount of frustration has been caused by the fact that there has been no objective way for educators to approach disruptive behaviour. In spite of modern teachers' training courses, teachers feel that they are not ready to deal with the problems that arise due to disruptive behaviour of children. There is an urgent need to give emphasis to student's disruptive behaviour so that some important areas related to classroom management can be highlighted. The need to study in detail the disruptive behaviour and its causes is because much has not been known enough. Adequate study is required to see the relationship between the pupils and the environment to know what decisions or actions are to be taken when there are the behavioural changes. Disruptive behaviour should be effectively controlled so that classroom is managed and effective teaching learning occurs. This study aims to investigate on the types of disruptive behaviour occurring in classrooms. Since disruptive behaviour takes place due to several factors, it is crucial to discover the main factors that causes its existence and from where the disruptive behaviour can be reduced and eliminated. This study may be helpful for teachers by providing solutions to have a better classroom management. Teachers and parents may benefit by understanding the reasons for disruptive behaviour in schools. Student's performance may also improve and the number of school drop-outs may be reduced. Finally, the study may also help schools to manage, control and deal with problems of disruptive behaviour in students.

#### **1.4: JUSTIFICATION OF THE STUDY**

The present study, "A study on the disruptive classroom behaviour among secondary students of Kohima district." is done with an aim to study the different types of disruptive behaviour faced by teachers in the teaching- learning process. Ever since RTE is implemented no punishment of any sort should be given to the students; teachers were found to be in great trouble because even students now are aware of the law against corporal punishment and claim that they cannot be punished at any cost, which in turn has led to rapid increase in more of disruptive behaviour. Such situation demands an urgent need for some techniques to minimize disruptive behaviour which affects the teaching learning process. The present study is an attempt to identify the various types of disruptive behaviour, to find out the cause of the behaviour and to have smooth teaching learning in the classroom. The present study is

performed with an aim to have an organized and effective classroom, a classroom in which the abilities of each individual child is given due opportunity for development, in which teachers would be able to fulfill their proper function as facilitators of learning and in which children may be able to acquire sensibly and enjoyably the techniques for monitoring and guiding their own behaviour. As no study has been done in this area in Nagaland, the researcher feels that it is right to do a study in this area. The study would be enriching and useful and also to suggest measures for improvement in the quality of education as well as quality of life for successful living. Hence, there is a need to study about the disruptive behaviour in the state at all levels i.e., elementary, middle and secondary, but the present study has been limited for the secondary level.

### **1.5: STATEMENT OF THE PROBLEM**

There are different kinds of disruptive behaviour which affects the teaching learning process in the classroom. Thus, the study undertaken is stated as, “A STUDY ON THE DISRUPTIVE CLASSROOM BEHAVIOUR AMONG SECONDARY STUDENTS OF KOHIMA DISTRICT.”

### **1.6: OPERATIONAL DEFINITIONS**

In order to have a better understanding of the concepts, the key terms used in this study are briefly explained as:

1. **DISRUPTIVE BEHAVIOUR:** Disruptive behaviour is when a child is uncooperative and prevents themselves and other children in class from doing their work. A disruptive child also manages to grab a teachers’ attention and prevent the teacher from giving the other children attention.
2. **SECONDARY STUDENTS:** Secondary students here refer to students in grades 9–12 level.
3. **CLASSROOM:** A room in which a class of pupils or students is taught.

### **1.7: OBJECTIVES OF THE STUDY**

- 1) To identify the various types of disruptive behaviour among students in the classroom.
- 2) To find out the various common causes of disruptive behaviour.

- 3) To examine the various effects of disruptive behaviour in the teaching learning process.
- 4) To find out the problems faced by children with disruptive behaviour.
- 5) To find out the various special programmes and services available in schools for children with disruptive behaviour.
- 6) To find out how teachers manage disruptive classroom behaviour.
- 7) To bring out the profile of secondary students with disruptive behaviour.
- 8) To recommend and suggest remedial measures to help children with disruptive behaviour.

### **1.8: RESEARCH QUESTIONS**

1. What are the various types of disruptive behaviour among students in the classroom?
2. What are the common causes of disruptive behaviour?
3. How disruptive behaviour effect the teaching-learning process?
4. What are the various problems faced by children with disruptive behaviour?
5. What are the various special programmes and services available in schools for childrenwith disruptive behaviour?
6. How teachers manage disruptive behaviour in the classroom?
7. What is the profile of secondary students with disruptive behaviour?
8. What recommendations and suggestions can be offered to help children with disruptive behaviour?

### **1.9: DELIMITATION OF THE STUDY**

The study is delimited in the following:

- 1) The study is limited to only Kohima district.
- 2) The study is limited only to secondary students.

## CHAPTER 2: REVIEW OF LITERATURE

### 2.1: INTRODUCTION

A detailed review of related literature is the foundation for substantial and useful research. Review of literature is an important part because it provides the researcher the view of the research steps and procedures. It gives the researcher a clear idea about the nature of studies done and also the vastness of the area. Researcher gets tremendous help to be an expert in the field of his/ her study is important. Without the review of literature the researcher will not be able to understand how studies had been conducted before. Review of literature also helps the researcher in avoiding duplication and providing data on the basis of which one can evaluate and interpret the importance of one's findings.

The review of related literature has been listed under two headings:

1. Studies done in India.
2. Studies done abroad.

### 2.2: STUDIES DONE IN INDIA

**Deepa S. (2017)** studied about academic stress in relation to mental health and decision making styles, relationship between academic stress with mental health and emotional maturity among high school students on the basis of demographic variable. As per the findings, a noteworthy negative relationship is present between academic stress and mental health and also between academic stress and emotional maturity among high school students. In regards to mental health result it showed that students differ in their mental health on the basis of gender.

**Karwe, Santoshi. (2017)** researched about aggression among adolescents, family relations, personality traits and situational stressors as correlates. One of the objectives was: Probing the correlates of aggressive behaviour of adolescents. As per the findings, negative family relations are positively associated with aggression. Few of the findings revealed that negative family relations were shown through harsh parenting and marital hostility.

**Singha, Ranu. (2017)** studied on crime intent among school adolescents of Himachal Pradesh with regards to peer influence, home environment and media. The objective was to study the effect on the crime intent among school adolescents with respect to home, school, peer influence and media, to find out the causes and suggest effective curative measures for minimizing the crime intent among school adolescents. The findings were that the home environment has a significant effect on the crime intent. It was observed that the students coming from uncongenial home environment were more prone in developing crime intent.

Home environment should be made congenial and for this training in parenting for parents/guardians be made to improve the emotional bonds between parents and children and help them to develop self-control in bringing up children. Children should be encouraged to participate in co-curricular activities which highlight their strengths to make them feel safe, special and accepted. Level of expectations should be kept moderate and according to the level of a child. Parents and elder members of the family should treat children in a friendly manner so that they can convey their interests, worries and doubts freely and be guided properly. Children must be provided with love, care, attention and respect. Their uniqueness and individualities should be respected and they must not be compared with another child in regard to their behaviour, studies and work efficiency, etc. Special interest should be taken to overcome their problems and fulfill their needs. School environment applies substantial effect on the crime intent among school adolescents hence there should be to improvement in school settings including changing teaching practices and teaching taught relationships. Co-curricular activities should be made compulsory for the adolescents as it keeps adolescents away from antisocial activities and crime. It also provides openings to participate and gain recognition towards constructive group activities. Parent teacher meetings should be conducted regularly to keep an eye on adolescent's activities and their peer groups. Special care and provision of special teachers/ trained counselors should be provided to emotionally distressed students. Peer influence has a significant effect on the child hence efforts should be done to manage peer pressure/ influence among school adolescents by establishing strong sense of self-esteem, good communication and positive relationship between parents and child as this encourages a child to talk if they are feeling negative pressure from peers.

**Silvia, Fernandes. (2017)** performed research on the psychological study of internet use and its related variables like aggression, depression, coping strategies and interpersonal relationships among high school students and high school students studying in same gender and co-educational schools. The findings showed that internet use significantly predicts aggression and depression. Internet use affected differently the relationships with parents, peers and online friends. Internet has both positive and negative effect on the mood of teenagers. They often utilize the internet as a method of coping with stressful situations however they also observe and often participate in online aggression. Teenagers are observant to the physical and psychological ill-effects of internet.

**Abraham, Vincy. (2017)** performed a study on mental health of adolescent girls. Objectives of the study were - assessing mental health status of adolescent girls, mental health issues giving rise to physical and psychological disturbances in adolescent girls, determining the factors

affecting mental health and its intensity on adolescent girls, understanding the dimensions of personality of adolescent girls affecting their mental health, assessing the influence of home environment and mental health of adolescent girls, understanding coping strategies adopted by adolescent girls in dealing with psychological disturbances and offering suggestions from the perspectives of intervention among adolescents. The results stated that home environment positively correlated to mental health and that correlation test conducted between home environment and personality characters were negative, influence of parents and difference of opinion were the most important factors in determining the home environment as parents play a key role in the life of adolescents. It was also revealed that if a monthly family income is more then there is a better home environment. Test also showed that if the mother is educated and more the father's education the home environment is better. Ordinal position plays important role in determining the personality and mental health of the adolescents. There is a significant difference on the mental health of students based on their age. Students at the age of 15 have more mental health. There is an association between personality traits and mental health and between home environment and mental health of the adolescent girls. Mental health is good for children having lower psychotism. Mental health is better for children having lower depression and higher extroversion. Mental health is also better children having lower emotional instability and higher social interest.

**Chanchal,Bala. (2016)** studied on mental health of adolescents in relation to emotional maturity and family environment. The objectives were to study the differences and work out the co-relation between male and female adolescents (rural and urban) on their mental health, emotional maturity and family environment, study the relationship between different domains of mental health and five dimensions of emotional maturity and to study the relationship between different domains of mental health and eight dimensions of family environment. Significant differences were revealed in the mental health of male and female adolescents. It was observed that male adolescents have better mental health in comforts on to female ones. As per the study, no significant difference was found in mental health and emotional maturity of urban and rural adolescents. The study also revealed that there was no significant difference of family environment between male and female adolescent however there was a significant difference of family environment between urban and rural adolescents. The study also stated that negative correlation exists between mental health and emotional maturity of adolescents and that there exists no significant relationship between mental health and family environment of adolescents.

**Muhammed, K.V. (2015)** researched on deviant behaviour and its related causes in higher secondary school students in Kerala and the objectives were finding the most occurring deviant behaviour and analyzing the various causes of deviant behaviour among higher secondary students as perceived by the higher secondary school students for the relevant sub samples. Some of the findings revealed were: the majority of the higher secondary school students have the perception that the most occurring deviant behaviour among higher secondary school students was those related to the dimension outside the classroom behaviour. The students of aided higher secondary schools and that of rural higher secondary schools perceived media related behaviours as the mostly occurring deviant behaviour among higher secondary school students. Malpractice, transcriptions or copying at the time of project works or examinations, talking in between while teachers are engaged in the class, adjourning oneself from the proceedings in the class, lying to others, showing idleness for matters of academic importance and addiction to movies were perceived by higher secondary school students as most the most occurring deviant behaviour as seen in higher secondary school students. Deviant behavioural manifestations regarding peers like contend behaviour to compete with friends and using abusive words about teachers were most common. The most common deviant behaviour in regards to media as observed by higher secondary students were addiction to movies, misuse of mobile phones and using abusive words among higher secondary school students. Teachers, counsellors and parents perceived that major causes leading to deviant behaviour were misuse of mobile phones, media exposure and unhealthy use of internet.

**Tiwari, G. N., and Panwar, H. (2014)** conducted a study on the management of classroom behaviour problems at secondary level and the objectives were identifying the types of behaviour problems, studying teacher's perception about classroom management and identifying techniques/ strategies used by teachers to handle behaviour problems. The study disclosed that truancy was the most found behaviour problem in government secondary schools. Teachers perceive classroom management as an important module of classroom management and it included preventing misbehavior, creating conducive teaching learning atmosphere and maintaining order which also requires participation of students for outlining of effective class rules. Teachers consider their role as that of setting up rules/ procedures which are followed by all students, acting as a role model, imparting moral education and ensuring that students perform tasks as expected from them. This derived teachers to be practicing more of authoritative form characterized by behavioural principles and higher expectations of appropriate behaviour from students. The study also revealed that the most

common strategies effective in making students alert and attentive in the classroom applied by secondary school teachers are staring at students and asking questions to inattentive students. They show authority by shouting or being louder; a common type of authoritative display applied to prevent any disruptive behaviour in classroom. Time management, setting procedures to begin and dismiss the class, keeping students occupied in work, reminding students about class rules, using nonverbal signals flexible planning of lesson plans and simple and clear instructions by teachers are effective ways to prevent disruption of class. Effective time management by teachers leaves no time for the Student do not get to indulge in any form of disruption and hence class could be conducted in a smooth manner if effective time management is applied by teachers. Disorder results when students are not able to understand teacher's instructions and are clueless about how to proceed.

**Chakrabarty, Nabanita. (2014)** performed research on a critical study of physical, social and emotional problems of adolescent girls of secondary schools in Kamrup, Assam and the objectives of the study were to identify physical, social and emotional problems faced by adolescent girls. The findings revealed that adolescent girls had some special problems related to physical development, adjustment problem at home, health, social and emotional. Adolescent girls of urban and rural areas had momentous differences of problems and urban area students experienced more problems in social and emotional aspects than the students of rural areas. The findings also showed the presence of differences of problems among rural area students.

**Kumar, Rajesh. (2013)** studied on aggression in regards to their emotion competence, self-esteem and certain demographic variables among secondary school students. The study conducted had the following objectives: to study the emotional competency level, self-esteem level, gender wise difference in aggressive behaviour, violent behaviour at different levels of their emotional competence, stream wise difference in aggressive behaviour, family wise difference in aggressive behaviour and institution wise difference in aggressive behaviour among secondary school students. The results revealed the following: The decline of the values in our society may be responsible for increasing aggression among female students as significantly higher aggression score was found in female senior secondary school students than male senior secondary school students. Expressively higher aggression score was found in senior secondary school students studying science stream than students of arts stream. Parents and teachers should not apply compulsion and pressure regarding their selection of stream of studies. Teacher should not compare students unnecessarily in class with their peers, should not engage them in blind race of excelling, should compare children's marks to

motivate them for further learning, mistakes should be dealt properly and remedies should be provided at appropriate time. Science teachers should provide ample time and effort to develop cognitive skills and psychomotor skills for balanced personality development. For proper development of students there should be provision of co-curricular and extra-curricular activities like games, discussions, debates, scouting, dramas, educational exhibition, etc. Suggestively higher aggression score was found in senior secondary school students of private institutions than students of government senior secondary schools. Goals set should be achievable, too high goals may lead to frustration for students. Student's aptitudes, interests, limitations and strengths should be given consideration. Study showed that emotional capability and aggression are not interacted; efforts should be made to enhance the emotional competence level by developing self-analysis mechanism, identifying causes to responses like anger and fear and increasing optimism factor in students. Co-operative learning, transformational learning, emotional intelligence programme, emotional training programme and customized leadership programme may be inculcated in students for developing emotional competence. Extra co-curricular activities, reducing boredom in teaching learning process and introducing creative skills can develop healthy brain in students. Recognition, affection, protection and devotion in hearing the child should be shown by teachers and parents. Teacher training programmes should include components related to strategies for developing mental health and handling cases of high aggression of students. Guidance and counseling programmes of different types should be provided in schools. Regularity of habits should be developed among students which may help the child in developing positive attitude towards own self. Loveable and affectionate atmosphere should be provided to a child by parents.

**Srinivasa Murthy, A. (2012)** researched about personality of adolescents and its relation to their decision making and adjustment. The objectives were the following: Finding the level of influence of different variables on personality, level of adjustment, level of decision making, classifying level of decision making, studying the personality of adolescents in different dimensions and finding the association between personality and adjustment, personality and decision making, personality and academic achievement, adjustment and academic achievement and decision making and academic achievement of adolescents. The major findings were that the adolescents differ in their levels of personality. Among the eleven personality dimensions, school was found to have a significant influence on the personality of adolescents in all the dimensions except in the dimension, sensitivity. Nature of home environment was found to have a significant influence on the personality of adolescents in all

the dimensions except in the two dimensions namely sensitivity and enthusiasm. Adolescents from government school showed having significantly better scores in competition and mental health dimensions as compared to private school adolescents. Adolescents from encouraging home environment were found having significantly better scores in personality, competition, morality dimensions, self-sufficiency and social warmth as compared to adolescents from neutral home environment. Adolescents from neutral home environment were found having considerably better scores in maturity, self-control, leadership and mental health dimensions. Levels of adjustment differ in adolescents. Gender, locality, medium of instruction, type of school, nature of home environment, order of birth and economic background did not impart a significant influence on the levels of adjustment of adolescents. Personality factors has influence on adjustment behaviour and decision making process in adolescents. Personality wise rural adolescents were found better than urban adolescents, adolescence from encouraging home environment were found better than those from neutral homes.

**Rao, Jampa Venkata Rama Chandra. (2011)** studied on psychological problems and interventions of adolescent students. The objectives were following: collecting case studies of the psychological problems both mild and moderate of adolescent students, classifying them, identifying common causes, symptoms of each category of psychological problems and the suited interventions for the specific causes and specific indications of specific psychological problems of adolescents. The findings were educational problems like lack of concentration, lack of interest in education, negative thoughts about education, etc. and behavioural problems like moodiness, dreaminess, irritability, rebelliousness, hyperactivity, etc. Causes identified for these problems were lack of parental care, lack of parental concern, stressful work load, over discipline in school, lack of attention, lack of guidance and improper preparation. The interventions followed were trained for positive thinking, confidence building, anger management, training was given, advised to take guidance from teachers and classmates and suggestions to parents were given to respect their children.

**P, Lakshmi Rani. (2011)** performed research on mental health analysis of intermediate students in relationship to their hardiness and academic achievement. Objectives included: Finding mental health status of 2<sup>nd</sup> year intermediate students and classifying them under academic, personal and social aspects and also finding association between mental health and hardiness and between mental health and academic achievement of intermediate students. The findings showed that in its mental health status the sample of the intermediate students was found having moderate mental health status and the group was found to be heterogeneous. Among students, boys were found to have significantly better mental health

status than girls. Among rural and urban area intermediate students, urban area intermediate students were found having significantly better mental health in academic and social aspects than rural area intermediate students. It was also found that the mental health status of the intermediate students in relative to the educational background of the parents was significantly differing but a significant influence of parental educational background was not found in the social aspect of the mental health of the intermediate students. Among intermediate students, the mental health and academic achievement were found to be significantly associated with each other, while such was not observed with personal and social aspects of mental health and academic achievement. The outcomes also revealed that mental health and hardiness have a significant association and mental health and control aspect of hardiness also have a significant association with each other while commitment and challenge aspects of hardiness did not have significant relationship with mental health.

**Bhanwara, Priyesh. (2011)** researched on knowledge among teachers of behavioural problem among school children. The study had objective like: Detecting the existing awareness among school teachers of behavioural problem in school children. The results showed that the majority of the teachers belonged to the middle age group, were females, married and having B. Ed degree. Most teachers had 1 to 5 years of teaching experience and had former knowledge about children's behavioural problem.

**Pereira, Savitha F. (2008)** performed research on the problems of adolescents and the effectiveness of counselling in Dakshina Kannada District. The objectives were: Understanding adolescents problems, assessing the situation, studying problems faced by parents and teachers in handling adolescents, studying teachers, parents and students knowledge and awareness about service like counselling, studying services and their effectiveness provided by the school authorities in helping adolescents, knowing the effectiveness of teacher's intervention in solving the problems of adolescents, studying counselling services effectiveness delivered in the schools and suggesting ways and means to help the adolescents who are having problems from social work point view. The findings were: Problems of adolescents were neither less nor more in contrast to the problems of adolescents anywhere in the country, less school dropouts and no gender discrimination. The study showed that adolescents do have problems which parents notice but mostly neglect which have further aggravated them. The parents face difficulty handling adolescents because their strictness make children react negatively and being liberal make children take advantage. Adolescents hesitate to share very personal problems with teachers hence teachers are unable to help these adolescents but they do share common problems. Both parents and

teachers have quite knowledge of counselling and its benefits. Parents and teachers meet to discuss the performance and growth of the students. Many schools organize educative programs for creating awareness among parents and for students programmes like personality development, career guidance, sex education, health education, inter school competitions, social service activities, ecofriendly clubs, value education, study tours and picnics. The study revealed that schools in Dakshina Kannada did not emphasize much in counselling but most of the teachers in the sample group attempted counselling their students and from the sample group, 50% of them felt successful and 47.3% felt less successful or unsuccessful in counseling to adolescent in their problems. Many positive suggestions from school authorities were composed and most schools providing counselling felt that it to be made mandatory in every school. Most of the adolescents possessed positive attitude for school and teachers however a less number of adolescents disagreeing to various statements showed negative attitude towards their school and teachers.

**Tulasi, Padmavathi. (2008)** did research on behavioural problems and adjustment of primary school children. The objectives were: Finding the behavioural problems and adjustment of primary school children and classifying them on the areas like - cognitive, physical, emotional, social and moral, finding in primary school children the association between the behavioural problems and academic achievement, between adjustment and academic accomplishment and between behavioural problems and adjustment. It was revealed that there are no pupils with very low and very high levels of behavioural problems. The primary school children have more problems in cognitive area followed by social behaviour and emotional behaviour. The research showed that there is significant association between the behavioural problems and academic achievement and no significant link between the behavioural problems and adjustment of primary school children.

**Sarma, Makunda. (2007)** studied on indiscipline behaviour, causes and remedies among the students in Assam. The objectives were finding various proportions and causes of indiscipline behaviour among students as perceived by teachers and students themselves and preparing reformative measure. The findings discovered that socio cultural causes of indiscipline among students such as broken homes were characterized by unsuitable status position, conflict prone environment and gradual withdrawal of joint family system supported by blind leaning and practice of western culture. Educational causes of indiscipline were poor goal setting, lack of proper guidance, poor infrastructure, etc.

**Bheema, Manral. (1988)** performed study on impact of emotional maturity and prolonged deprivation on indiscipline behaviour. The study was conducted among university students in regards to their academic achievements. The objectives were studying whether indiscipline behaviour tendency have relation to emotional maturity and academic achievement. Studying whether indiscipline behaviour have relation to variables of prolonged deprivation and achievement of students. Studying whether indiscipline behaviour have relation to emotional maturity and continued deprivation of the three groups of students differentiated on the basis of achievement. Studying whether the two groups of students selected on the basis of sex, prolonged deprivation, emotional maturity and achievement vary significantly in indiscipline behaviour. It was found that indiscipline behaviour was related to emotion and also to prolonged deprivation. Behaviour in classroom and behaviour in miscellaneous situation was related to emotional instability. Environment, economic sufficiency and learning experience were related to emotional instability. Parental character towards indiscipline behaviour was differentiated on the basis of achievement.

**Parwal, S. (1987)** performed a study on disciplined verses indiscipline students, their mental capabilities and personality. Some of the objectives were to know whether disciplined and indiscipline students differ in introversion and extroversion. The findings revealed that in comparison to indiscipline students, the disciplined students were found to be more introvert.

**Manaral, J.B.S. (1985)** performed a study on indiscipline behaviour in students related to creativity and personality. The research found the presence of negative correlation between the level of intelligence and the tendency to create indiscipline.

**Pareek, A. (1984)** studied adolescent's problematic behaviour with special reference to their self and other acceptance and their attitude towards freedom. The hypothesis of the study was problematic adolescents don't accept themselves as well as others and have distorted attitude towards their freedom. Home environment and college atmosphere are usually contributing factors in the development of the behaviour problems. The findings revealed that problematic adolescents don't accept themselves as well as others and their attitude does not entirely depend on their home environment. The attitude towards freedom of children among adolescents was negative. Environment played an important role in personality building.

**Malika, K.T. (1981)** studied on analysis of student indiscipline in Indian higher education with special reference given to the problem as it exists in Tamil Nadu which was also the main objective of the study. The result revealed that student's indiscipline was mainly due to real or imaginary disregard of student status, opposition to disciplinary actions against

students, student group rivalry, student's effort to promote their interest/ benefits and sympathy with striking students and involvement in teachers' problems.

**Sumbali, K. (1981)** studied on aggression in children and adolescents. The objectives were: Identifying both gender aggressive and normal students of 8<sup>th</sup> standard and adolescents of college, comparing the quantum of aggression shown by aggressive boys and girls, aggressive children and adolescents and examining the degree of relationship between aggressive and normal students. Some of the findings were: in comparison boys more aggressive than girls, children more prone to aggressive behaviour than senior counterparts, aggressive subjects less intelligent than normal, adolescents from lower economic groups more aggressive than adolescents from higher economic groups, aggressive subjects had poor family relationships, possessed better health adjustments than normal ones, aggressive subjects at the adolescent level found belonging to families with relatively low educational-cultural level, showed poor teacher student relationship and had poor relations with their siblings than normal.

**Sharma, R.K. (1978)** researched on analysis of factors influencing the adolescent's behaviour patterns studying in different school environment. The objectives were: studying behaviour patterns, inter relationship of areas of behaviour patterns of normal adolescents studying in different school environments, analyzing factors of the behaviour patterns which were influential in different socio economic status schools, making a comparative study of the areas of behaviour patterns, factors and differences of behaviour patterns of normal adolescent among different school environments also levels of significance of the differences and attempting to offer suggestions regarding the adolescent development in the Indian situation in the light of the findings. The results of the findings were: in the development of behaviour pattern of the students in all types of schools intelligence was an influencing factor, compared to adolescents in the high SES schools the behaviour pattern of adolescents in low SES schools was significantly better but intelligence level in moderately high SES and high SES adolescents was significantly higher than those in other two categories, school's SES did not had significant influence on the socio metric status of the adolescents, normal adolescents were not rejected by their peers in any type of school environment, more emphasis on sophistication and more complexities in the environment of the school the lower were the behaviour patterns and vice versa. Behaviour patterns of normal adolescents were positively influenced by intelligence, self-disclosure and socio metric status and they were negatively influenced by the SES of the family.

**Sarojini, S. (1971)** studied on personality problems of students of 8 to 16 years. Few of the objectives were finding the personality problems of students of 8 to 16 years in terms of behaviour, adjustment and emotionality. The findings showed that personality problems in terms of behaviour and emotionality were significantly more during the early period of late childhood and pre adolescence. Behaviour, emotionality and adjustment problems were seen more in boys than in girls during the period of late childhood and adolescence. Emotionality and adjustment problems were more for students in co-educational institutions than in single sex schools. Behaviour, emotionality and adjustment problems were experienced more by students from low socio economic status than those from upper, upper middle and lower middle levels. Boys of 14 to 16 years have more adjustment problems than girls. Interaction in personality problems were seen during the periods of late childhood, pre adolescence and early adolescence for both boys and girls.

### **2.3: STUDIES DONE ABROAD:**

**Asiyai, R. I. (2019)** researched on deviant behaviour among secondary school and its impact on students' learning with objectives in urban and rural schools in Edo State such as to identify deviant behaviours prevalent, to ascertain the extent of prevalent deviant behaviours in and small and large schools and to ascertain the impact of deviant behaviour on student's learning. In urban secondary the results found for existing for deviant behaviour were assault, lateness to school, examination malpractice, noise making and fighting, stealing, improper dressing, violent acts, sexual molestation and absenteeism. In rural schools the deviant behaviour prevalent was fighting, absenteeism, examination malpractices, noise making and coming late to school. The study also found that for large schools, the deviant behaviour prevalent were bullying, lateness to school, absenteeism and noise making, violence acts, improper dressing, fighting and sexual molestation. But for small schools, the deviant behaviour prevalent were bullying, violent acts, examination malpractices and noise making.

**Jude, Nicholas Ikechukwu., and Margaret, Kennedy George. (2018)** conducted a study of some factors promoting deviant behaviour among public secondary school students in Rivers State of Nigeria with the research questions such as how does family background, media and societal pressure/ influence promote deviant behaviour among public secondary school students in Rivers state. The result showed that poor family background such as homes where parents fight, home where the father is a drunkard promotes deviant behaviour. The study implies that homes conducive for the child upbringing will lead to the reduction of prevalence

of deviant behaviour in our society. The study also showed that the societal pressure/influence has greatly promoted deviant behaviour.

**Mwaniki, Solomon. (2018)** studied about students' indiscipline on the causes of misbehavior among students in secondary schools of Kenya. The study was conducted to establish the prime causes of learners' misbehavior and the objectives of the study was to find common indiscipline cases in schools and to identify the causes of students misbehavior according to the school administrators and teachers. As per the findings, the most common cases of indiscipline were sneaking from the school and drugs abuse. The result highlighted over-protective guardians as contributing most to students' misbehavior followed by lack of facilities and poor student-teacher relationship. The major causes of indiscipline were inconsistency in punishment to students, poor pupils' background or lack of parental care, peer pressure and drug abuse. It was also recorded that withdrawal of corporal punishment and poor administration contribute to indiscipline equally. Indiscipline in schools was mainly because of unserious guidance and inconsistency in punishment. It was remarked that students copy bad behaviour from fellow students such as drinking alcohol and taking drugs. It was observed that students want differentiate themselves from others. Lack of strictness by teachers and poor student-teacher relationship contribute to indiscipline. Failure to punish wrong doers and use of ineffective punishment to the wrong doers also contributed to indiscipline.

**Karimy, M., Fakri., A ., Vali, E., Vali, Farzaneh., Veiga, Feliciano., Stein, L., and Araban, Marzieh. (2018)** performed research on disruptive behaviour scale for adolescents: development and psychometric properties. The study was aimed to develop and evaluate the psychometric properties of a scale for disruptive behaviour in adolescents. The findings consisted of four factors namely - aggressive school behaviour, classroom deviant behaviour, unimportance of school and defiance to school authorities.

**Jacob, Olumayowa Ayorinde., and Adegboyega, Lateef Omotosho. (2017)** conducted study on perceived causes and incidences of deviant behaviour among the secondary school students in Kwara State. The study investigated student's perception of causes and incidences of deviant behaviour among secondary school students. The research questions included perceived causes and incidences of deviant behaviour among secondary school students. The findings showed that students got engaged in deviant behaviour due to poor academic performance, poor attitude of teachers to work and low education level of parents. The study also revealed that students had no significant difference in their perception on the causes of deviant behaviours based on their age.

**Belle,Louis Jinot. (2017)** performed a study on factors influencing student's behaviour in secondary schools. The study reviewed the causes of misbehaviour by adolescent students in secondary schools and found out that a student is a vulnerable person easily influenced by the school, family, peers at school or community and disorders in the community. An adolescent must receive appropriate guidance from school, family, peers, media and community to have a sustainable positive behaviour. In conclusion, behaviour being a socio-emotional problem may be solved only by having recourse primarily to the teaching of socio-emotional skills to increase the student's social competence and self-discipline.

**Bolu-steve,Foluke N., and Esere,Mary O. (2017)** researched strategies for managing deviant behaviour and the causes of deviant behaviour among In-school adolescents as expressed by secondary school counsellors in Kwara State. The research questions included were male and female counsellors differ on the strategies and the perceived best strategies for managing deviant behaviour among in-school adolescents. The findings disclosed that the major strategy implied was the reinforcement method. Male and female counsellors differ in their views on the strategies for handling deviant behaviours among in-school adolescents and female counselors were referred. Counselling is important students need to be assisted in handling contemporary challenges.

**Latif,M., Khan.,Umar,U. A.,andKhan,A. N. (2016)** performed research on causes of students disruptive classroom behaviour with the objectives to compare the perceptions and to check the differences among the perceptions of university teachers and students regarding the causes of disruptive behaviour of students in classroom settings. Findings of the study showed that in physical environment of the classroom students exhibit disruptive behaviour if the temperature of the classroom is very high or very low, if the seats are not comfortable and in larger class-room size. It was also found that if a teacher does not communicate to the expectations for appropriate classroom behaviour students indulge in gossiping during the class which was the problem regarding teachers and teaching method. The study also showed that students would ask irrelevant questions to divert teacher's attention, for enjoyment and also to clear their confusions. Psychological problem like superiority complex was found to be the cause of rude behaviour of students. Students showed aggressive behaviour when others misbehave with them or when there were some hurdles in their needs. Students shout and laugh for fun enjoyment, submit their assignments late because of laziness and exhibit disruptive behaviour when they were tired.

**Ekechukwu, Rosemary D., and Amaeze, Fidelis Eze. (2016)** did research on the influence of teacher's factors on disruptive behaviour among senior secondary school students in Imo state. The study examined how the extent of teacher's qualifications, experience, marital status and gender influence disruptive behaviour among senior secondary school students. The findings of the study concluded that non-qualified teachers, non-experienced teachers, single teachers, separated teacher, widowed, divorced and male teachers influence disruptive behaviours in secondary schools in Imo State, Nigeria.

**Banda, Martin., and Mweemba, Godfrey. (2016)** performed research on the nature of deviant behaviour patterns prevalent among students in secondary schools in Zambia. The study was done to find out the nature of the deviant behaviours most prevalent among students and to what levels it can increase rapidly. It was found that there were numerous types of deviant behaviours prevalent among the students in high schools like smoking, fighting, class boycotts and school riots. Factors like late coming, use of abusive language, not participating in school programmes, breaking school properties, missing lessons, bringing cell phone, refusing to cooperate with class monitors, tagging names to other students and teachers and gang activities among students were also prevalent, common and wide spread.

**Chikwature, W., Oyedele, V., and Ganyani, I. (2016)** researched about effects of deviant behaviour on academic performance in urban primary schools in Mutare district. The objective of the study was to assess the effects of deviant behaviour on academic performance. The research showed that the majority of teachers use corporal punishment as one of the means to manage deviance in their classes which was equally harmful like all other forms of punishments. Lack of discipline and poor academic results on the part of students shared a close association and this was also responsible for deviant behaviour among them. Frequent disruption of the class-room was also observed. It was identified that there were gaps related to guidance and counseling. It was also found that most teachers were not much professionally knowledgeable in this area and was not able to really help a child with serious deviant behaviour and also the disciplinary committees in schools were not operating very well.

**Gutuza, Regis Fanuel., and Mapolisa, Tichaona. (2015)** studied causes of indiscipline among secondary school students in Nyanga district. The objective of the study was to establish the major cause of indiscipline in order to educate school authorities the importance of promoting proper behaviour. The major findings were bullying, fighting, bunking lessons, late coming, peer pressure, drug abuse, home background, teachers' behaviour and school climate were the causes of indiscipline.

**Ngwokabuenui, Ponfua Yhayeh (2015)** performed research on student's indiscipline emphasis being the most frequent types, causes and possible solutions to curb indiscipline in secondary school in Cameroon. The findings of the study relating to students poor habits were chewing gum in class-room, examination malpractice, coming to school wearing dirty or wrong uniform, fighting, abuse of seniority, low self-concept, poor study habits, restlessness and inattention by some students. School-based causes of student's indiscipline were teacher's lateness and absenteeism, overcrowded classrooms, not so conducive school environment, poor teaching by some teachers. Society based causes of indiscipline were parental over protection of children, unhealthy mass media and unsatisfactory home conditions. The possible solutions to these problems of indiscipline were given as: the provision of moral leadership and moral education, value re-orientation in the society, provision of ample facilities for teaching, sports and games, reduction of class size, establishment of effective parents-teachers association in schools, giving importance to extracurricular activities, enforceable school rules and regulations, healthy teacher-student relationship, high parental and school supervision, counselling and involving of students in decision making as well as in formulating school rules and regulations.

**Maddeh, T., Bennour, N., and Souissi, N. (2015)** researched on the study of student's disruptive behaviour in high school education in physical education classes with objective to analyze and compare the different disciplinary incidents. The findings stated that the most frequent was chatting, the most dominant being arguing and the most frequent was criticizing. Disciplinary behaviours have hardly any influence on class life but it disturbed the good proceeding of the class room. The study angles of disruptive behaviours have become more and more diversified.

**Stavnes, Ragna Lill. (2014)** researched on disruptive behaviour as physical movements in the classroom with two research questions namely types of physical movements linked to disruptive behaviour in the classroom display of disruptive physical movements being related to the skill model. The findings of the study showed the following - the most frequent type of disruptive physical movements found in classroom consisted of off task behaviour where a student was not in his/ her seat. Walking around in the classroom instead of performing assigned task and walking around without interacting with others or when interacting they were talking, touching or disturbing others was also the foremost disruptive behaviour. When the student interacted talking, touching or disturbing others while walking around it not only disturbed the student's own learning but was also seen to disturb other students and the teacher as well. Other display of disruptive behaviour was situation where a student was

sitting in his/ her seat but touching or distracting another student instead of performing other assigned tasks.

**Kaya, D., Kesan, C., and Guvercin, S. (2013)** did research on the opinion of teachers and students on unwanted behaviour in school. The study was to determine unwanted behaviour in the school and where they result from. The findings revealed the situations that disturb educational environment relevant to unwanted behaviour of students. It was observed that extra- curricular talking without permission, not listening to teachers, disliking teacher and attention-grabbing constituted student's unwanted behaviour.

**Al-Zu'bi, Zuhair H. (2013)** performed a study on classroom management problems among teacher and students training at Hashemita University in Jordan. The study identified problem and classroom management among the teachers and students. The research questions were to identify the teachers for classroom management problems and whether there was presence of significant difference on classroom management problems among respondents when grouped according academic performance and gender. It was observed that there were high level of teacher problems, student's problems, school management problems and curriculum problems.

**Ghazi, Safdar Rehman., Shahzada, Gulap., Tariq, Muhammad., and Khan, Abdul Qayum. (2013)** studied about types and causes of student's disruptive behaviour in classroom at the secondary stage in Khyber Pakhtunkhwa, Pakistan and objectives of the study were to discover the different types of student's behaviour, causes of disruptive behaviour as observed by teachers of secondary schools and to give some recommendations for student's disruptive behaviour in classroom. The findings recorded the following types of disruptive behaviour which were listed as - sleeping during teaching, chatting with one another during teaching, coming to classroom habitually late, entering classroom hurriedly with screaming sounds, trying to garner influence among fellow friends, trying to gain supremacy in the classroom to threaten teacher, unnecessarily argument with teachers, bringing noisy electric gadgets in the classroom, blaming each other upon any mischief and initiating quarrel among the students. Causes of student's disruptive behaviour which were reported consisted - inconsistent parenting, poverty, uncaring parents, over-protective parents, bad influences of a student's local community, poor quality teaching, teacher's negative attitude towards a student, repeating change in subject teacher, repeating the same class, lack of motivation from the teachers, poor classroom conditions and psychological problems of students. Recommendations were made based on the findings such as teaching strategies may

be revised, scholarly persons may visit the schools, rules and regulations may be made more motivational and seminars for parents, teachers may be conducted.

**Jacobsen,Kari. (2013)**researched about educator's experiences with disruptive behaviour in the classroom and to find out whether disruptive behaviours were displayed by children having a trauma history or if the behaviours came from children having common childhood disorders like ADHD and also the experiences of the teachers while dealing with disruptive children. The research found that much of disruptive behaviour was displayed by children with various backgrounds. Most of the disruptive children had trauma history. Fifty percent of the children were diagnosed with ADHD. The educators stated that most of the younger children do not have diagnoses because of the difficulty in diagnosing young children and in the older grade educators attributed other causes (such as trying to gain peer attention) instead of trauma for disruptive behaviour.

**Ahmad,Iqbal., Rauf,Muhammad., Zeb,Alam., Rehman,Shafiqur., Khan,Wajid., Rashid,Aqila., andAli,Farman. (2012)**performed a study on teacher's perceptions of classroom management, problems and its solutions in government secondary schools in Chitral, Khyber Pakhtunkhwa, Pakistan. The main objectives of this research were to explore the perceptions of teachers about the concept of classroom management, classroom management problems, effects of classroom management on the quality of teaching and learning, solutions of the classroom management problems and to provide solutions on the basis of study. Findings of the study showed that classroom management was managing only the teaching resources in classroom, facilitating the learning process and managing the teaching and learning process in classroom. Respondents disagreed that the teachers use the available space effectively for student's learning, use different resources to make the classroom activities interesting, encourage students to take part in class activities actively, design different learning activities in classroom, do not like students to ask questions during class time, use simple language to explain concepts in classroom, use their languages effectively in classroom, provide with clear instructions in classroom and create supportive teaching and learning environment. Respondents strongly agreed that the teachers don't use gestures and postures effectively in classroom, do not come to school on time and do not keep positive expectations of their students, do not create friendly environment in classroom, do not respect student's views during classroom discussion and only teachers make the classroom rules and do not share the classroom rules with the students.

**Idu, A., and Ojedapo, D. O. (2011)** conducted a research on indiscipline in secondary schools centered on finding whether the attitude of parents, teachers and peer-group contributes to indiscipline among secondary school students. The findings documented that attitude of parents, teachers and peer-group contribute to indiscipline.

**Al-amarat, Mohammad Salem. (2011)** conducted a research on the classroom problems experienced by teachers at public schools in Tafila province with regards to the behavioural and academic problems faced by school teachers and the proposed solutions. The outcome showed that from the teacher's point of view the level of the classroom problems was medium and there was no significant difference in the academic problems whereas there was a significant difference in the behavioural problems due to the interaction variables, gender, school level and experience.

**Akpan, Mkpouto., Ojinnaka, Ngozi., and Ekanem, Emmanuel. (2010)** researched about behavioural problems among the school children in Uyo, Nigeria and the objectives were to determine the prevalence and pattern of behavioural problems. Findings showed by teachers revealed that behavioural problems were more common among children in government schools and in the lower socio-economic status. Common among boys was anti-social behaviour.

**Yahaya, Azizi., Ramli, Jamaludin., Hashim, Shahrin., Ibrahim, Mohd. Ali., Rahman, Raja Roslan Raja Abd., and Yahaya, Noordin. (2009)** studied on the discipline problems in Johor Bahru and Pasir Gudang, Malaysia among the secondary school students. The objectives of the study was to find the level of discipline problems such as absenteeism, truancy, stealing and fighting and to identify the key factors contributing discipline problems such as teachers, family, peer group influence and school environment based on the perception of discipline by teachers. The findings showed that the level of students discipline problems among the students is high who come from various family backgrounds with the dominant factor being peer group influence.

**Bru, Edwin. (2006)** conducted a study on the factors associated with disruptive behaviour in the classroom with the main aim to test a conceptual model that depicts how student's on-task orientation and opposition to teachers may be influenced by student's perceptions of their own cognitive competence, their perceived relevance of schoolwork and the normative belief that going against school norms increases peer status. The results showed that the perceived low relevance of schoolwork, belief that norm-breaking behaviour elicits peer approval and low perceived cognitive competence increases the likelihood and incidence of off-task behaviour and opposition towards teachers.

**Widmer, Vernon J. (2003)** researched on managing disruptive behaviour in the classroom with two objectives: to prevent student misbehaviour by identifying classroom management strategies that guides student learning and promotes positive behaviour and to provide ways to deal with student misbehaviour. The result of the study was majority stated they had effective classroom management plan and few stated that they would like to develop and implement a classroom management plan. Majority of the respondents also stated that there is at least one student who shows challenging behaviour on a daily basis.

**Mattis, Dalia. (2002)** performed research on psychological and school factors that influence the student's behaviour assigned to a disciplinary alternative education programme with the objective to investigate the relationship among the predictability of selected psychological and school factors and the degree of disruptive behaviour of students assigned to a disciplinary alternative education programme. The major conclusions are - gender, age, peer attachment and parental attachment, supervision and support all have predictive powers with regards to the disruptive behaviour among students.

**Firle, L.C. (1996)** conducted a study on the perceptions of student's behavioural problems and disciplinary actions with the aim to provide information to assist schools in developing and implementing effective disciplinary processes for behavioural problems in grades 10 to 12. The research was conducted to evaluate the degree to which students, parents, teachers and staff member's perceptions agree concerning perceived behavioural problems in school and to determine whether there is an agreement or disagreement among students, teachers, staff members and parents regarding disciplinary methods. The findings showed that students be likely to have a low perception of the disciplinary problems and methods discussed in the study.

**O'Hagan, F. J., and Edmunds, G. (1982)** studied on student's attitude towards teacher's strategies for controlling disruptive behaviour with the objective to ascertain the percentage of reported behaviour variance attributed to subject situation and their interaction. The findings showed that boys were more likely to misbehave than girls and also that nonattendance was more evident for boys.

## **2.4: SUMMARY OF THE REVIEW OF RELATED LITERATURE**

The review of related literature has depicted similar types, causes, effects and suggestions in any kind of indiscipline and disruptive behaviour in Indian as well as abroad studies which are highlighted below:

### **Studies related to various types of disruptive behaviour**

Asiyai, R. I. (2019) researched on deviant behaviour among secondary school and its impact on students' learning with objectives in urban and rural schools in Edo State. Banda, Martin., and Mweemba, Godfrey. (2016) performed research on the nature of deviant behaviour patterns prevalent among students in secondary schools in Zambia. Ngwokabuenui, Ponfua Yhayeh. (2015) performed research on student's indiscipline emphasis being the most frequent types, causes and possible solutions to curb indiscipline in secondary school in Cameroon. Maddeh, T., Bennour, N., and Souissi, N. (2015) researched on the study of student's disruptive behaviour in high school education in physical education classes. Stavnes, Ragna Lill. (2014) researched on disruptive behaviour as physical movements in the classroom. Ghazi, Safdar Rehman., Shahzada, Gulap., Tariq, Muhammad., and Khan, Abdul Qayum. (2013) studied about types and causes of student's disruptive behaviour in classroom at the secondary stage in Khyber Pakhtunkhwa, Pakistan. Yahaya, Azizi., Ramli, Jamaludin., Hashim, Shahrin., Ibrahim, Mohd. Ali., Rahman, Raja Roslan Raja Abd., and Yahaya, Noordin. (2009) studied on the discipline problems in Johor Bahru and Pasir Gudang, Malaysia among the secondary school students. Bru, Edwin. (2006) conducted a study on the factors associated with disruptive behaviour in the classroom.

### **Studies related to common causes of disruptive behaviour**

Muhammed, K. V. (2015) researched on deviant behaviour and its related causes in higher secondary school students in Kerala. Chanchal, Bala. (2016) studied on mental health of adolescents in relation to emotional maturity and family environment. Jude, Nicholas Ikechukwu., and Margaret, Kennedy George. (2018) conducted a study of some factors promoting deviant behaviour among public secondary school students in Rivers state of Nigeria. Mwaniki, Solomon. (2018) studied about students' indiscipline on the causes of misbehavior among students in secondary schools of Kenya. Karimy, M., Fakri., A., Vali, E., Vali, Farzaneh., Veiga, Feliciano., Stein, L., and Araban, Marzieh. (2018) performed research on disruptive behaviour scale for adolescents: development and psychometric properties. Jacob, Olumayowa Ayorinde., and Adegboyega, Lateef Omotosho.

(2017) conducted study on perceived causes and incidences of deviant behaviour among the secondary school students in Kwara State. Belle, Louis Jinot. (2017) performed a study on factors influencing student's behaviour in secondary schools. Latif, M., Khan., Umar, U. A., and Khan, A. N. (2016) performed research on causes of students disruptive classroom behaviour. Ekechukwu, Rosemary D., and Amaeze, Fidelis Eze. (2016) did research on the influence of teacher's factors on disruptive behaviour among senior secondary school students in Imo state. Gutuza, Regis Fanuel., and Mapolisa, Tichaona. (2015) studied causes of indiscipline among secondary school students in Nyanga district. Idu, A., and Ojedapo, D. O. (2011) conducted a research on indiscipline in secondary schools centered on finding whether the attitude of parents, teachers and peer-group contributes to indiscipline among secondary school students. Mattis, Dalia. (2002) performed research on psychological and school factors that influence the student's behaviour assigned to a disciplinary alternative education programme. Malika, K.T. (1981) studied on analysis of student indiscipline in Indian higher education with special reference given to the problem as it exists in Tamil Nadu. Sharma, R. K. (1978) researched on analysis of factors influencing the adolescents behaviour patterns studying in different school environment. Karwe, Santoshi. (2017) researched about aggression among adolescents, family relations, personality traits and situational stressors as correlates. Singha, Ranu. (2017) studied on crime intent among school adolescents of Himachal Pradesh with regards to peer influence, home environment and media. Deepa S. (2017) studied about academic stress in relation to mental health and decision making styles, relationship between academic stress with mental health and emotional maturity among high school students on the basis of demographic variable. Silvia, Fernandes. (2017) performed research on the psychological study of internet use and its related variables like aggression, depression, coping strategies and interpersonal relationships among high school students and high school students studying in same gender and co-educational schools. Abraham, Vincy. (2017) performed a study on mental health of adolescent girls. Bheema, Manral. (1988) performed study on impact of emotional maturity and prolonged deprivation on indiscipline behaviour.

### **Studies related to effects of disruptive behaviour in the teaching learning process**

Chikwature, W., Oyedele, V., and Ganyani, I. (2016) researched about effects of deviant behaviour on academic performance in urban primary schools in Mutare district. Kaya, D., Kesan, C., and Guvercin, S. (2013) did research on the opinion of teachers and students on unwanted behaviour in school. Jacobsen, Kari. (2013) researched about educator's

experiences with disruptive behaviour in the classroom. Al-amarat, Mohammad Salem.(2011)conducted a research on the classroom problems experienced by teachers at public schools in Tafila province with regards to the behavioural and academic problems faced by school teachers and the proposed solutions. Srinivasa Murthy, A. (2012)researched aboutpersonality of adolescents and its relation to their decision making and adjustment. Tulasi, Padmavathi. (2008) did research on behavioural problems and adjustment of primary school children.

### **Studies related to problems faced by children with disruptive behaviour**

Pareek, A. (1984) studied adolescent's problematic behaviour with special reference to their self and other acceptance and their attitude towards freedom.Sumbali, K. (1981) studied on aggression in children and adolescents. Sarojini, S. (1971)studied on personality problems of students of 8 to 16 years. Chakrabarty, Nabanita. (2014)performedresearch on a critical study of physical, social and emotional problems of adolescent girls of secondary schools in Kamrup, Assam. Kumar, Rajesh. (2013)studied onaggression in regards to their emotion competence, self-esteem and certain demographic variables among secondary school students.Parwal, S. (1987)performed a study on disciplined verses indiscipline students, their mental abilities and personality.

### **Studies related to various programmes and services in school for children with disruptive classroom behaviour**

Ahmad, Iqbal., Rauf, Muhammad., Zeb, Alam., Rehman, Shafiqur., Khan, Wajid., Rashid, Aqila., and Ali, Farman. (2012)performed a study on teacher's perceptions of classroom management, problems and its solutions in government secondary schools in Chitral, Khyber Pakhtunkhwa, Pakistan.

### **Studies related to how teachers manage disruptive classroom behaviour**

Tiwari, G. N., and Panwar, H. (2014) conducted a study on the management of classroom behaviour problems at secondary level. Bolu-steve, Foluke N., and Esere, Mary O (2017)researched strategies for managing deviant behaviour and the causes of deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State. Al-Zu'bi, Zuhair H. (2013)performed a study on classroom management problems among teacher and students training at Hashemita University in Jordan.Widmer, Vernon J. (2003) researched on managing disruptive behaviour in the classroom.O'Hagan, F.

J., and Edmunds, G. (1982) studied on student's attitude towards teacher's strategies for controlling disruptive behaviour.

### **Studies related to Profile of students with disruptive behaviour**

Akpan, Mkpouto., Ojinnaka, Ngozi., and Ekanem, Emmanuel. (2010) researched about behavioural problems among the school children in Uyo, Nigeria. Manaral, J. B. S. (1985) performed a study on indiscipline behaviour in students related to creativity and personality.

Rao, Jampa Venkata Rama Chandra. (2011) studied on psychological problems and interventions of adolescent students. P, Lakshmi Rani. (2011) performed research on mental health analysis of intermediate students in relationship to their endurance and academic achievement.

### **Studies related to recommendations and suggestions to help children with disruptive behaviour**

Firle, L. C. (1996) conducted a study on the perceptions of student's behavioural problems and disciplinary actions. Sarma, Makunda. (2007) studied on indiscipline behaviour, causes and remedies among the students in Assam.

## **CHAPTER 3: METHODOLOGY AND PROCEDURES**

### **3.1:INTRODUCTION**

The present chapter deals with research methodology used in the present chapter. Methodology constitutes as a basic necessity in any research study. It is the systematic and theoretical analysis of the body of methods and principles applied to a field of study. Use of proper methodologies in research makes it easier for the researcher to have a clear concept about the research work.

### **3.2:METHODS**

The present study is descriptive type.

### **3.3: POPULATION**

A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. The secondary students are taken as the population of the study. There are 104 secondary schools in Kohima district. There are 7 government higher secondary schools with secondary section, 24 government high schools, 28 private higher secondary schools with secondary section, 21 recognized private high schools and 24 permitted high schools.

### **3.4:SAMPLE**

A sample is a small proportion of the population which is selected for observation and analysis and by observing the characteristics of the sample one can derive certain inferences about the characteristics of the population from which it was drawn. While drawing samples for the study utmost care was taken to include proper representation of both private and government school teachers and students and also parents whose children were studying in government and private schools. Both male and female teachers, students and parents were taken for the study.

**TABLE 3.1: LIST OF INSTITUTIONS FROM WHERE SAMPLES  
WERECOLLECTED**

<b>SL. NO.</b>	<b>NAME OF INSTITUTIONS</b>	<b>LOCALITY</b>
1	GOVERNMENT HIGH SCHOOL, CHANDMARI	URBAN
2	GOVERNMENT HIGH SCHOOL, KIGWEMA	RURAL

3	GOVERNMENT HIGH SCHOOL, JOTSOMA	RURAL
4	DR. N. KIRE HIGHER SECONDARY SCHOOL	RURAL
5	GOVERNMENT HIGH SCHOOL, PWD	URBAN
6	MODEL HIGHER SECONDARY SCHOOL	URBAN
7	CHANDMARI HIGHER SECONDARY SCHOOL	URBAN
8	MT. SINAI HIGHER SECONDARY SCHOOL	URBAN
9	FERNWOOD SCHOOL	URBAN
10	HOLY FAMILY HIGHER SECONDARY SCHOOL	URBAN
11	MERHULIESTA HIGH SCHOOL	URBAN
12	ST. JOSEPH SCHOOL	URBAN
13	CORAGIO SCHOOL	URBAN
14	PUBLIC SCHOOL, DZUVURU	URBAN
15	GENESIS SCHOOL	URBAN
16	LITTLE FLOWER HIGHER SECONDARY SCHOOL	URBAN
17	ST. JOSEPH'S HIGHER SECONDARY SCHOOL, VISWEMA	RURAL
18	THE VINEYARD SCHOOL	URBAN
19	ST. MARY'S CATHEDRAL SCHOOL	URBAN
20	MEZHUR HIGHER SECONDARY SCHOOL	URBAN
21	ST. JOHN'S SCHOOL, KOHIMA	URBAN
22	DAINTY BUDS	URBAN
23	PINEWOOD HIGH SCHOOL	URBAN
24	AZEDON SCHOOL	URBAN
25	SCHOLA' LOJES	URBAN
26	ST. PETER SCHOOL	URBAN
27	TRINITY SCHOOL	URBAN
28	ST. XAVIER, KIDIMA	RURAL
29	CHARITY SCHOOL	URBAN
30	VIKESEL'S VISION SCHOOL	URBAN
31	MODERN ACADEMY	URBAN
32	CHERRY BLOSSOM SCHOOL	URBAN
33	EAST VIEW HOME SCHOOL	URBAN

The above table shows the list of institutions from where data was collected by the investigator.

**TABLE 3.2: DETAILS OF THE SAMPLES: GENDER**

SAMPLES	RESPONSES				
	MALE	%	FEMALE	%	TOTAL
TEACHERS (N <sub>1</sub> =121).	32	26.45%	89	73.55%	121
STUDENTS (N <sub>2</sub> =430).	245	56.98%	185	43.02%	430
PARENTS (N <sub>3</sub> =103).	61	59.22%	42	40.78%	103

The sample consisted of 121 teacher respondents out of which 32 (26.45%) were males and 89 (73.55%) were female respondents. A total of 430 secondary school students were administered for the study out of which 245 (56.98%) were male students and 185 (43.02%) female respondents. 103 parent respondents were included in the present study out of which 61 (59.22%) were male respondents and 42 (40.78%) were female respondents.

**TABLE 3.3: DETAILS OF THE SAMPLES: SCHOOL MANAGEMENT**

SAMPLES	RESPONSES			
	GOVERNMENT	%	PRIVATE	%
Teachers.	21	7.36%	100	82.46%
Students.	50	11.63%	380	88.73%

The sample consisted of 121 teachers out of which 21 (7.36%) of the population were from government schools and 100 (82.46%) were from private schools. 430 secondary school students were administered out of which 50 respondents (11.63%) were from government schools and 380 students (88.737%) were from private schools respectively.

**TABLE 3.4: DETAILS OF THE SAMPLES: LOCALITY**

SAMPLES	RESPONSES				
	URBAN	%	RURAL	%	TOTAL
PARENTS	68	66.01%	35	33.99%	103
TEACHERS	106	87.60%	15	12.4%	121
STUDENTS	367	85.35%	63	14.65%	430

The sample consisted of 103 parent respondents out of which 68 (66.01%) were from urban areas and 35 (33.99%) were from rural areas. 121 teacher respondents out of which 106 (87.60%)

%)were from urban areas and 15(12.4%) from rural areas. 430 secondary school students were administered out of which 367(85.35%) were from urban and 63(14.65%) from rural.

### **3.5: TOOLS USED**

For the present study the investigator used questionnaire and interview schedule as the main tools to collect primary data. Checklist was used by the investigator to identify students with disruptive behaviour.

#### **3.5.1:QUESTIONNAIRE**

Questionnaire is the most used method for data collection in research. It is a device for securing answers to questions filled by the respondent himself/herself. For the present study three sets of self-made questionnaire for students, parents and teachers was constructed which included open ended and close ended forms of questions and in some items space was provided for few suggestions.. The questionnaire was constructed as per the objective of the study. Emphasis was laid on item analysis so as to make data as collected to be more relevant and precise. Devoted attention was given to be concise and clear. To avoid ambiguity the investigator had used simple language.

**The three sets of questionnaire comprised of the following number of items and questions shown in the table**

- A. Questionnaire for Teachers ( $N_1=121$ ).
- B. Questionnaire for Students. ( $N_2=430$ ).
- C. Questionnaire for Parents ( $N_3=103$ ).

**TABLE NO 3.5**

#### **DETAILS OF ITEMS AND QUESTIONS IN TEACHERS QUESTIONNAIRE**

<b>ITEMS</b>	<b>QUESTION NO</b>
Respondents profile.	1 to 7
Various types of disruptive behaviour.	1 to 26
Common causes of disruptive behaviour.	1 to 32
Effects of disruptive behaviour in teaching learning process.	1 to 12
Problems faced by children with disruptive behaviour.	1 to 21
Various programmes and services available in schools.	1 to 5

How teachers manage disruptive behaviour.	1 to 24
Recommendations and suggestions to help children with disruptive behaviour.	1

The above table shows the various items and questions mentioned in the questionnaire for teachers which comprises of the respondents profile and 7 sections as per the objectives of the study.

**TABLE NO 3.6: DETAILS OF ITEMS AND QUESTIONS IN STUDENTS  
QUESTIONNAIRE**

ITEMS	QUESTION NO
Respondents Profile.	1 to 7
Common causes of disruptive behaviour.	1 to 40

The above tables show the various items and questions mentioned in the questionnaire for students which comprises of the respondents profile and 40 items as per the objectives of the study.

**TABLE NO 3.7:DETAILS OF ITEMS AND QUESTIONS IN PARENTS  
QUESTIONNAIRE**

ITEMS	QUESTION NO
Respondents Profile.	1 to 7
Causes and problems faced by children with disruptive behaviour.	1 to 35

The above tables show the various items and questions mentioned in the questionnaire for parents which comprises of the respondents profile and 35 items as per the objectives of the study.

### **Construction of Questionnaires**

After the questionnaire was constructed by the investigator under the guidance of the supervisor, the questionnaire was scrutinized, evaluated and validated by experts. Item analysis was done by the subject experts by reducing few irrelevant items, modifying some items, deleting few items which were similar and ambiguous. The items were revised based on the feedback received from the experts before it was finalized; hence the content validity was established. Pilot study is very essential in research to check the feasibility and validity of the methods and techniques and also to test whether the steps taken are feasible or not. So,

before finalizing the questionnaire, a pilot testing was conducted on 70 students, 30 teachers and 20 parents to examine the value and utility of the questionnaire developed.

### **3.5.2:CHECKLIST**

A checklist is an instrument consisting of prepared list of items of performance which are checked for their presence or absence by the investigator. Checklist helps the researcher to know whether certain trait, attribute or behavior is present which is then checked and calculated. A checklist was developed by the investigator to guide, organize, to ensure consistency and increase efficiency in carrying out the research work smoothly for collecting the samples which will be useful for the study. The checklist was designed and verified by consulting with experts consisting of professors, lecturers, principals and senior teachers for testing and evaluating its validity and reliability. A pilot study was also conducted on few teachers belonging to different schools and experts to achieve content validity and to be more relevant. The main purpose of the checklist in the present study was to identify children who had disruptive behaviour.

**TABLE NO 3.8**

#### **DETAILS OF ITEMS AND QUESTIONS IN THE CHECKLIST FOR TEACHERS**

<b>ITEMS</b>	<b>QUESTION NO</b>
Identification for disruptive classroom behaviour.	1 to 26

The above table shows the various items and dimensions mentioned in the checklist for teachers to identify various characteristics of disruptive classroom behaviour among secondary students. Altogether there are 26 items in the checklist.

### **3.5.3:INTERVIEW**

Interview is a face to face interaction between an interviewer and an interviewee. For the present study the investigator used interview schedules for 20 teachers and 20 parents from both government and private schools. Their views, opinions and suggestions were noted. Structured questions for interview schedule was also framed by consulting with experts and based on the feedback received few questions were reframed before finalizing.

### **3.6: ADMINISTRATION OF TOOLS AND COLLECTION OF DATA**

The researcher distributed the questionnaire which covered the secondary schools in Kohima district. The investigator collected both primary and secondary data. Primary data was

collected personally by the investigator by visiting the different schools in and around Kohima district. The researcher took prior permission from the principals of various schools and made appointments to collect data from the respondents. Data collection was done by establishing and developing good rapport with the respondents. The purpose of the study was explained in brief to whoever came in contact with the investigator which made the work more easy and smooth. Interview was conducted by the researcher personally on few teachers and parents. Interviewing the parents and teachers gave an opportunity to the investigator to get confidential information which was very much beneficial and needed for the study. For secondary data the investigator collected sources from books, journals, documented printed materials, articles, etc.

### **3.7: TECHNIQUES USED**

#### **3.7.1: SAMPLING TECHNIQUE**

The investigator used purposive sampling to select 103 parents, 121 teachers and 430 students from both government and private schools. Simple random sampling and multi stage sampling technique was used to select schools randomly out of 104 schools, a total of 33 schools were selected for the study.

#### **3.7.2: PERCENTILE TECHNIQUE**

Simple percentile technique was used by the investigator to interpret and analyze the data collected. Firstly, the raw data collected through questionnaire and interview was tabulated and converted into percentage. Specific tables and figures are given for the data collected and tabulated by the investigator.

### **3.8: LIMITATION OF THE RESEARCH**

Every study face certain limitations, similarly, there may be some possible limitations in this present study since no study has been done in this area. Firstly, the researcher faced various obstacles during data collection since some school heads and principals were not approachable in spite of requesting several times. Another limitation faced was time constraint especially when interview was conducted because of busy schedules among teachers and parents.

## CHAPTER 4: ANALYSIS AND INTERPRETATION

### 4. 1: INTRODUCTION

#### Analysis of data

Data analysis refers to the process of organizing and interpreting the data gathered by the researcher to receive useful and meaningful information. The present chapter deals with the results based on the data collected and organized. The views of the respondents were taken into account and created into tables and diagrams.

#### Interpretation

Interpretation means drawing inferences from the data collected using analytical method. It helps the investigator to analyze and summarize the information gathered. After analyzing the data, an attempt was made to interpret the data collected based on the objectives of the study.

#### Data collected through Checklist

### 4.2: DATA AND INTERPRETATION RELATING TO CHECKLIST

**TABLE 4.1: CHECKLIST FOR TEACHERS TO IDENTIFY DISRUPTIVE CLASS-ROOM BEHAVIOUR**

ITEMS	% OF RESPONSES	
	YES	NO
Refuses to participate in activities.	94.18	5.82
Does not obey your instructions.	76.04	23.96
Does not pay attention to your lecture.	80.23	19.77
Refuses to cooperate.	66.51	33.49
Disrespectful towards authorities and teachers.	57.67	42.33
Sleeping during lectures.	61.62	38.38
Coming to class habitually late.	32	68
Blaming each other for any mischief done.	52.32	47.68
Trying to become popular among friends.	53.95	46.05
Screaming and talking loudly in the class.	73.95	26.05
Eating out of time.	60	40
Distracted during explanations.	92.09	7.91

Chatting or talking to each other during lectures.	91.16	8.84
Playing with hands, feet, pens, etc.	88.83	11.17
Moving out of their seats.	52.09	47.91
Loosing temper when teacher corrects.	49.06	50.94
Shouting loudly in the class.	59.31	40.69
Wandering/ loitering around during class hours.	51.4	48.60
Show signs of boredom by yawning, leaning over the desk during lectures.	81.16	18.84
Bringing electronic gadgets and mobile phones in the class.	14.89	85.11
Reading magazines and comics during class hours.	5.12	94.88
Helping others or asking help from others during test/exams.	73.02	26.98
Forming gangs or groups to go against the teachers.	6.05	93.95
Continuously asking to go for toilet during class hours.	44.19	55.81
Bullies other children.	26.98	73.02
Does not complete home-work or class-work.	95.34	4.66

From the above mentioned table 4.1, it is observed that 94.18% students refuse to participate in activities whereas 5.82% in spite of being disruptive participates in activities. 76.04% does not obey instructions given and 23.96% obeys to instructions given. 80.23% does not pay attention to lectures and 19.77% pays attention to lectures. 66.51% refuses to cooperate whereas 33.49% cooperates. 57.67% is disrespectful toward authorities and teachers and 42.33% is respectful. 61.62% sleeps during lectures and 38.38% responded negatively. 32% comes to school habitually late whereas 68% is on time. 52.32% blames each other for any mischief done and 47.68% does not blame each other. 53.95% tries to become popular among friends whereas 46.05% responded negatively to this statement. 73.95% screams and talks loudly in the class and 26.05% does not scream and talk loudly. 60% eats out of time whereas 40% responded negatively. 92.09% are distracted during explanations and 7.91% responded negatively. 91.16% chats or talks to each other during lectures whereas 8.84% does not fall in this category. 88.83% plays with hand, feet, pen, etc. and 11.17% does not. 52.09% moves out of their seats whereas 47.91% does not move out of their seats. 49.06% loses temper when teachers correct them and 50.94% responded negatively to this statement. 59.31% shouts loudly in the class and 40.69% do not. 51.4% loiters or wanders around during the class hours and 48.60% does not loiter or wander around during class hours. 81.16% shows signs of boredom by yawning and leaning over the desk during lectures, 18.84% does not

14.89% brings electronic gadgets and mobile phones in the class and 85.11% responded negatively to this statement 5.12% reads magazines and comics during class hours and 94.88% doesn't 73.02% helps others or ask for help from others during test/exams, 26.98% responded negatively. 6.05% forms gangs or groups to go against the teachers whereas 93.95% doesn't. 44.19% continuously ask to go to the toilet during class hours and 55.81% responded negatively 26.98% bullies other children and 73.02% does not fall under this category 95.34% does not complete home-work or class-work and 4.66% responded negatively.

### Data collected through Questionnaire

#### 4.3: ANALYSIS AND INTERPRETATION OF DATA RELATING TO OBJECTIVE NO 1

**TABLE 4.2: TYPES OF DISRUPTIVE CLASS-ROOM BEHAVIOUR**

TYPES	% OF RESPONSES		
	YES	NO	SOMETIMES
Chewing during class hours.	22.31	10.75	66.94
Sleeping during lectures.	16.89	24.44	58.67
Playing with pen, pencil, etc.	27.28	11.57	61.15
Whispering to each other.	28.93	10.74	60.33
Passing unnecessary comments.	16.54	33.88	49.58
Smiling and laughing without any reason to get the attention of teachers or fellow students.	20.67	27.27	52.06
Drawing/ Scribbling on the desk/ benches.	29.76	24.79	45.45
Destroying own things or things belonging to fellow friends/ school property.	6.62	52.89	40.49
Biting nails, playing with hair, etc.	8.27	48.76	42.97
Passing chits to one another.	15.71	37.19	47.10
Writing their name or someone else's names in their hands/ wrist.	12.4	57.85	29.75
Disturbing class mates.	32.07	12.39	54.54
Not bringing all required materials to class.	48.77	1.65	49.58
Interrupting the teacher.	21.49	20.66	57.85

Not following directions if told once.	32.24	8.26	59.50
Excessive Talking.	19.84	31.40	48.76
Tries to get attention of the class by doing something funny or acts silly.	22.32	23.14	54.54
Does not maintain notes properly.	32.25	14.04	53.71
Calling or tagging teachers/friends by funny names.	13.23	36.36	50.41
Humiliating classmates by insulting them.	9.93	47.10	42.97
Pretends to be sick for drawing attention.	16.54	47.93	35.53
Asking irrelevant questions to show superiority.	8.27	57.85	33.88
Does not maintain cleanliness.	19	20.67	60.33
Incomplete class-works and home-works.	41.32	0.83	57.85
Daydreaming constantly.	19	28.75	51.25
Gets distracted easily.	38.01	8.28	53.71

From table no 4.2, it can be concluded that 22.31% students chew gum during class hours whereas 10.75% students do not chew gum during class hours and 66.94% students chew gum sometimes during class hours. The teachers quoted that 16.89% students sleep during lectures, the percentage for not sleeping during lectures was 24.44% and 58.67% students sleep sometimes during lectures. It is also noted that 27.28 % of students play with pen, pencil, etc. and 11.57% of students do not play with pen, pencil, etc. The number of students sometimes playing with pen, pencil, etc. was 61.15%. It was also observed that 28.93% students whisper to each other. 10.74% students did not whisper to each other. 60.33% students whispered to each other sometimes. The percentage of students passing unnecessary comments was 16.54%, 33.88% of students did not pass unnecessary comments whereas 49.58 % of students passed unnecessary comments sometimes. Students smiling and laughing without any reason to get the attention of teachers or fellow students were 20.67% whereas 27.27% of students did not perform this behaviour, 52.06% of students were observed laughing without any reason to get the attention of teachers or fellow students sometimes. It was also observed that 29.76% of students did drawing/ scribbling on the desk/benches. 24.79% of students did not perform drawing/ scribbling on the desk/benches and 45.45% of students did drawing/ scribbling on the desk/benches sometimes. 6.62% of students possessed the behaviour of destroying own things or things belonging to fellow friends/ school property whereas 52.89% of students did not possess the behaviour of destroying own things or things belonging to fellow friends/ school property and 40.49% of students possessed the

behaviour of destroying own things or things belonging to fellow friends/ school property sometimes. The teachers also noticed that biting nails, playing with hair, etc. was common in 8.27% of students. 48.76% of students did not have the habit of biting nails, playing with hair, etc. 42.97% of students did not show the habit of biting nails, playing with hair, etc. It was observed that 15.71% of students passed chits to one another and 37.19% of students were not in this habit. 47.10% of students used to passing chits to one another at times. Writing their name or someone else's names in their hands/wrist was common in 12.4% of students, 57.85% of students did not have the habit of writing their name or someone else's names in their hands/wrist and 29.75% of students were in the habit of writing their name or someone else's names in their hands/wrist sometimes. 32.07% of students disturbed class mates. 12.39% of students did not disturb and 54.54% of students disturbed class mates sometimes. It was also observed that 48.77% of students were in the habit of not bringing all required materials to class. 1.65 % of students were in the habit of bringing all required materials to class. 49.58% of students had the habit of not bringing all required materials to class sometimes. The percentage for interrupting the teacher and also for not interrupting the teacher was 21.49%, 57.85% of students were sometimes interrupting the teacher and 20.66% does not interrupt the teacher. The percentage of students not following directions if told once was 32.24%. The percentage of students following directions if told once was 8.26%. The percentage of students not following directions sometimes if told once was 59.50%. The behaviour of excessive talking was seen in 19.84% of students, 31.40% of students did not show excessive talking behaviour. 48.76% of students showed the behaviour of excessive talking sometimes. It was observed that 22.32% tried to get attention of the class by doing something funny or acts silly. 23.14% did not try to get attention of the class by doing something funny or act silly. 54.54% sometimes tried to get attention of the class by doing something funny or act silly. It was noticed that 32.25% of students did not maintain notes properly whereas 14.04% of students did maintain notes properly. 53.71% did not maintain notes properly sometimes. The behaviour of calling or tagging teachers/friends by funny names was seen in 13.23% of students, 36.36% of students did not show the behaviour of calling or tagging teachers/friends by funny names. 50.41% of students showed the behaviour of calling or tagging teachers/friends by funny names sometimes. Humiliating classmates by insulting them was done by 9.93% of students. Humiliating classmates by insulting them was not done by 47.10% of students. The percentage of students humiliating classmates by insulting them sometimes was 42.97%. The behaviour of pretending to be sick for drawing attention was 16.54%, 47.93% of students did not show the behaviour of

pretending to be sick for drawing attention. 35.53% of students showed the behaviour of pretending to be sick for drawing attention sometimes. The percentage of students asking irrelevant questions to show superiority was 8.27%. The percentage of students not asking irrelevant questions to show superiority was 57.85%. The percentage of students asking irrelevant questions to show superiority sometimes was 33.88%. It was learned that 19% of students do not maintain cleanliness whereas 20.67% of students maintained cleanliness and 60.33% of students did maintain cleanliness sometimes. Incomplete class-works and home-works were seen in 41.32 of students. 0.83% of students did not show the habit of incomplete class-works and home-works. Incomplete class-works and home-works by students sometimes was 57.85%. 19% of students had the habit of day dreaming constantly. 28.75% of students did not have the habit of daydreaming constantly. 51.25% of students were placed under the category of sometimes with the habit of day dreaming constantly. The percentage of students getting distracted easily was 38.01%, the percentage of students not getting distracted easily was 8.28 and the percentage of students getting distracted easily sometimes was 53.71%.

#### **4.4: ANALYSIS AND INTERPRETATION OF DATA RELATING TO OBJECTIVE NO 2**

The various common causes of disruptive behaviour were recorded based on the responses received from Teachers, Students and Parents which has been categorized as follows:

##### **A. Teachers response based on**

1. Psychological characteristics.
2. Parental/Home factors.
3. Teacher/School factors.

##### **B. Students response based on**

1. Personal causes.
2. Parental/Home factors.
3. Teacher/School factors.

##### **C. Parents response based on**

1. Parental/Home factors.

### A. TEACHERS RESPONSE ON CAUSES OF DISRUPTIVE CLASS-ROOM BEHAVIOUR

**TABLE 4.3: TEACHERS RESPONSE ON PSYCHOLOGICAL CHARACTERISTICS I**

PSYCHOLOGICAL CHARACTERISTICS	% OF RESPONSES		
	AGREE	DISAGREE	CAN'T SAY
Boredom.	44.62	14.87	40.51
Emotional problems.	70.24	4.95	24.81
Depression.	41.32	10.74	47.94
Grudges against parents/ teachers/ peers.	27.27	28.09	44.64
Staying up late at night.	43.80	15.70	40.5
Unhealthy eating habits.	39.68	25.61	34.71

**FIG 4.1: TEACHERS RESPONSE ON PSYCHOLOGICAL CHARACTERISTICS I**

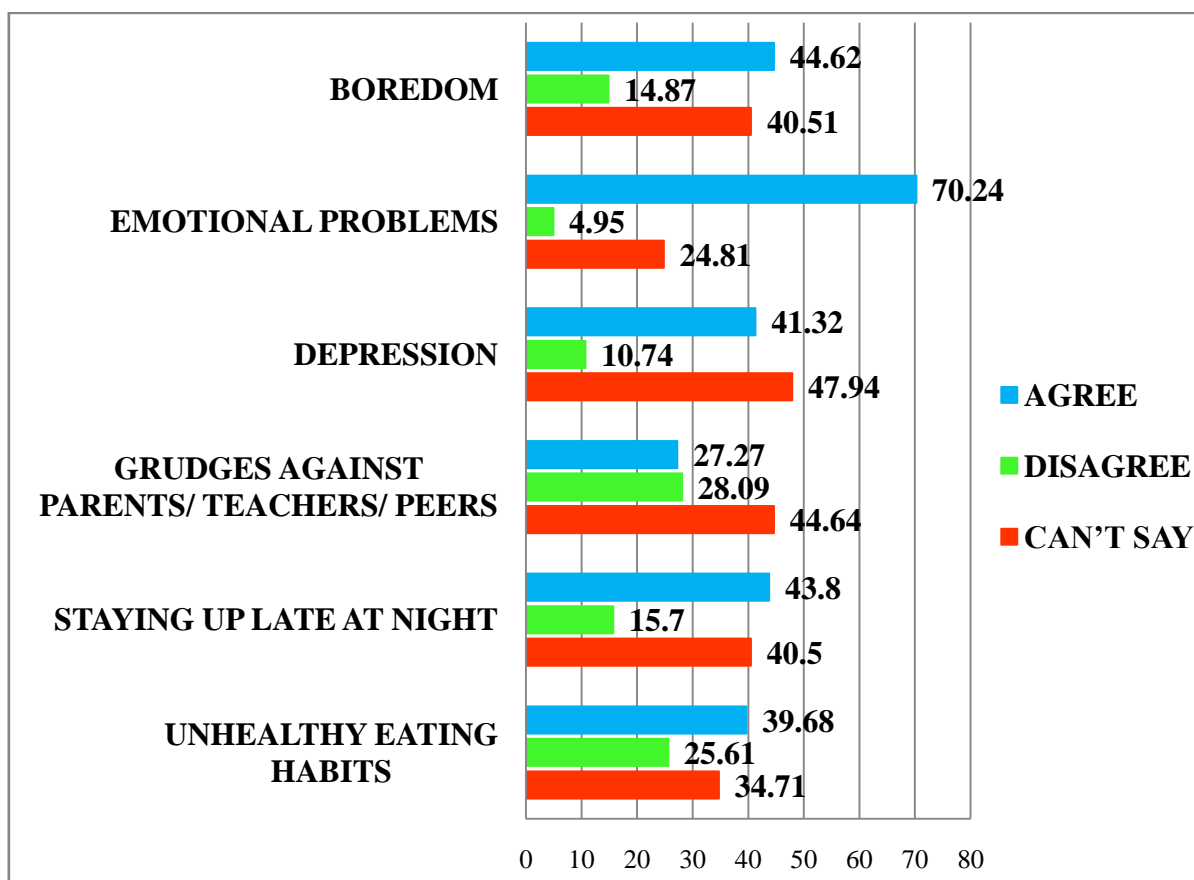


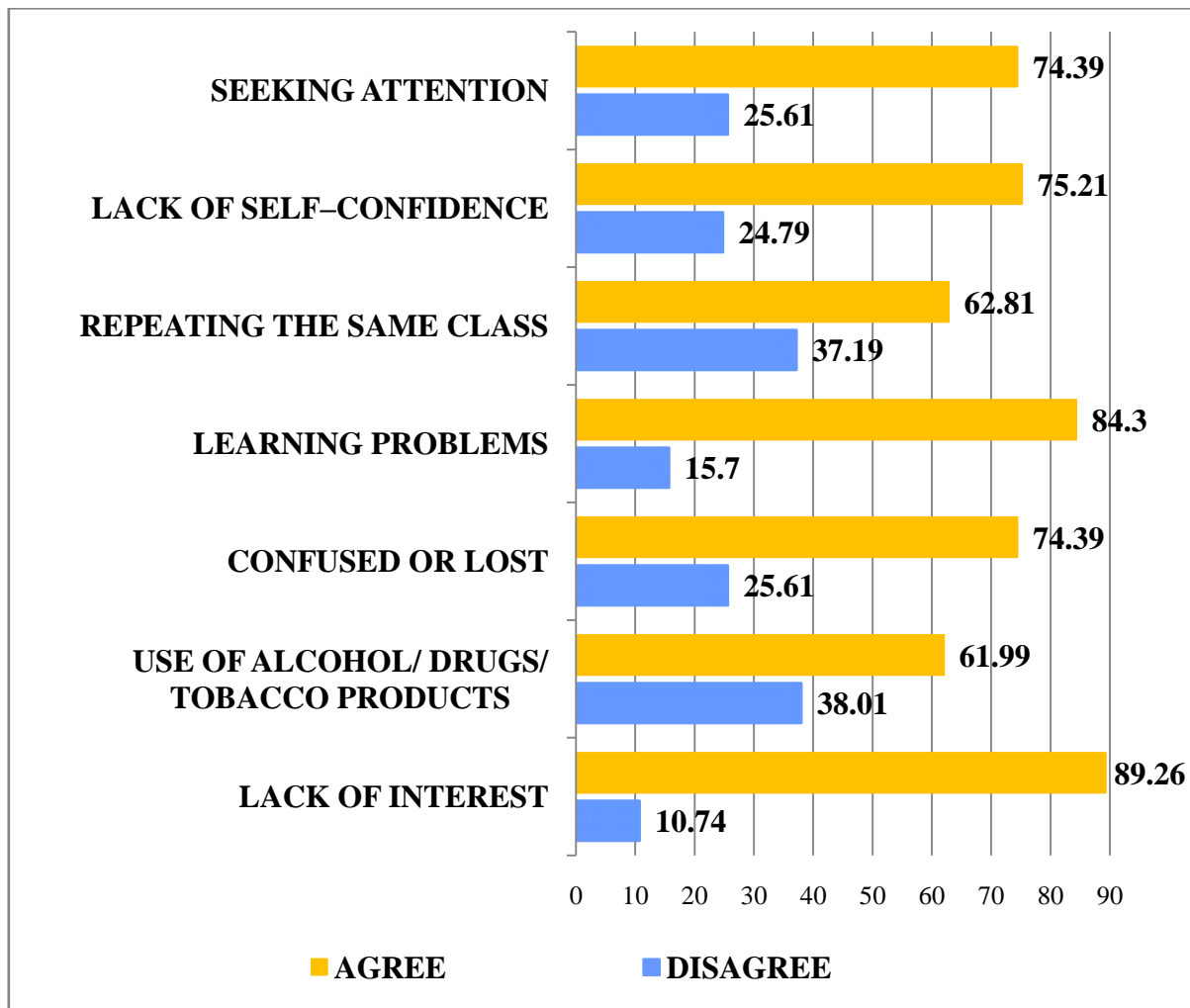
Table no.4.3 and chart no.4.1 reveals that boredom was agreed as one of the causes of disruptive class-room behaviour by 44.62% of the respondents. 14.87% disagreed that

boredom was one of the causes of disruptive class-room behaviour. 40.51% responded with can't say for boredom as one of the causes of disruptive class-room behaviour. From the above table it was also observed that 70.24% of respondents marked emotional problems as one of the causes of disruptive class-room behaviour. The percentage disagreeing to emotional problems as one of the causes of disruptive class-room behaviour was 4.95%. The percentage mentioning can't say to emotional problems as one of the causes of disruptive class-room behaviour was 24.81%. It was noted that 41.32% of respondents agreed that depression as one of the causes of disruptive class-room behaviour, 10.74% disagreed depression as one of the causes of disruptive class-room behaviour 47.94% of respondents were not sure whether depression is one of the causes of disruptive class-room behaviour. Agreeing to grudges against parents/teachers/peers as one of the causes of disruptive class-room behaviour was by 27.27% of respondents as one of the causes of disruptive class-room behaviour. Disagreeing was by 28.09% of respondents. 44.64% stated can't say. Staying up late at night was agreed upon by 43.80% of respondents, disagreeing upon were 15.70% and 40.5% mentioned can't say to be one of the causes of disruptive class-room behaviour. It was also derived that unhealthy eating habits amounted to be agreed upon by 39.68% and disagreeing upon by 25.61%. 34.71% of respondents were under the category of can't say.

**TABLE 4.4: TEACHERS RESPONSE ON PSYCHOLOGICAL CHARACTERISTICS**

**II**

PSYCHOLOGICAL CHARACTERISTICS	% OF RESPONSES	
	AGREE	DISAGREE
Seeking attention.	74.39	25.61
Lack of self –confidence.	75.21	24.79
Repeating the same class.	62.81	37.19
Learning problems.	84.3	15.70
Confused or lost.	74.39	25.61
Use of alcohol/ drugs/ tobacco products.	61.99	38.01
Lack of interest.	89.26	10.74

**FIG 4.2: TEACHERS RESPONSE ON PSYCHOLOGICAL CHARACTERISTICS II**

From the above table and chart, it can be noted that seeking attention was agreed by 74.39% and 25.61% disagreed. Lack of self –confidence was agreed by 75.21% and disagreed by 24.79% of respondents. Repeating the same class was agreed as one of the causes of disruptive class-room behaviour by 62.81% of the respondents. 37.19% disagreed that repeating the same class was one of the causes of disruptive class-room behaviour. 84.3% of the respondents agreed and 15.70% of the respondents disagreed to learning problems as being one of the causes of disruptive class-room behaviour. 74.39% of respondents agreed to confused or lost nature as being one of the causes of disruptive class-room behaviour. 25.61% disagreed to this. Use of alcohol/drugs/tobacco products was agreed by 61.99% of respondents while 38.01% disagreed with the use of alcohol/drugs/tobacco products as one of the causes of disruptive class-room behaviour. The percentage of respondents agreeing to lack of interest to be one of the causes of disruptive class-room behaviour were 89.26% and the percentage of respondents disagreeing to lack of interest to be one of the causes of disruptive class-room behaviour were 10.74%.

# CAUSES OF DISRUPTIVE CLASS-ROOM BEHAVIOUR

**TABLE 4.5**  
**TEACHERS RESPONSE ON PARENTAL/ HOME FACTORS I**

PARENTAL/ HOME FACTORS	% OF RESPONSES		
	AGREE	DISAGREE	CAN'T SAY
Uncaring parents/ No guidance from parents.	47.95	12.39	39.66
Unhealthy neighborhood.	32.24	19	48.76
Unpredictable behaviour of parents.	33.89	13.22	52.89
Lacks guidance from parents.	48.77	13.22	38.01
Very strict parents.	25.45	18.18	55.37
Unhealthy means of recreational facilities.	27.28	35.53	37.19
Broken family.	65.29	4.96	29.75
Single parent.	43.81	11.57	44.62
Alcoholic parents.	62.82	2.47	34.71
Substance abuse parents.	47.93	8.27	43.80
Illiterate parents.	43.81	15.70	40.49

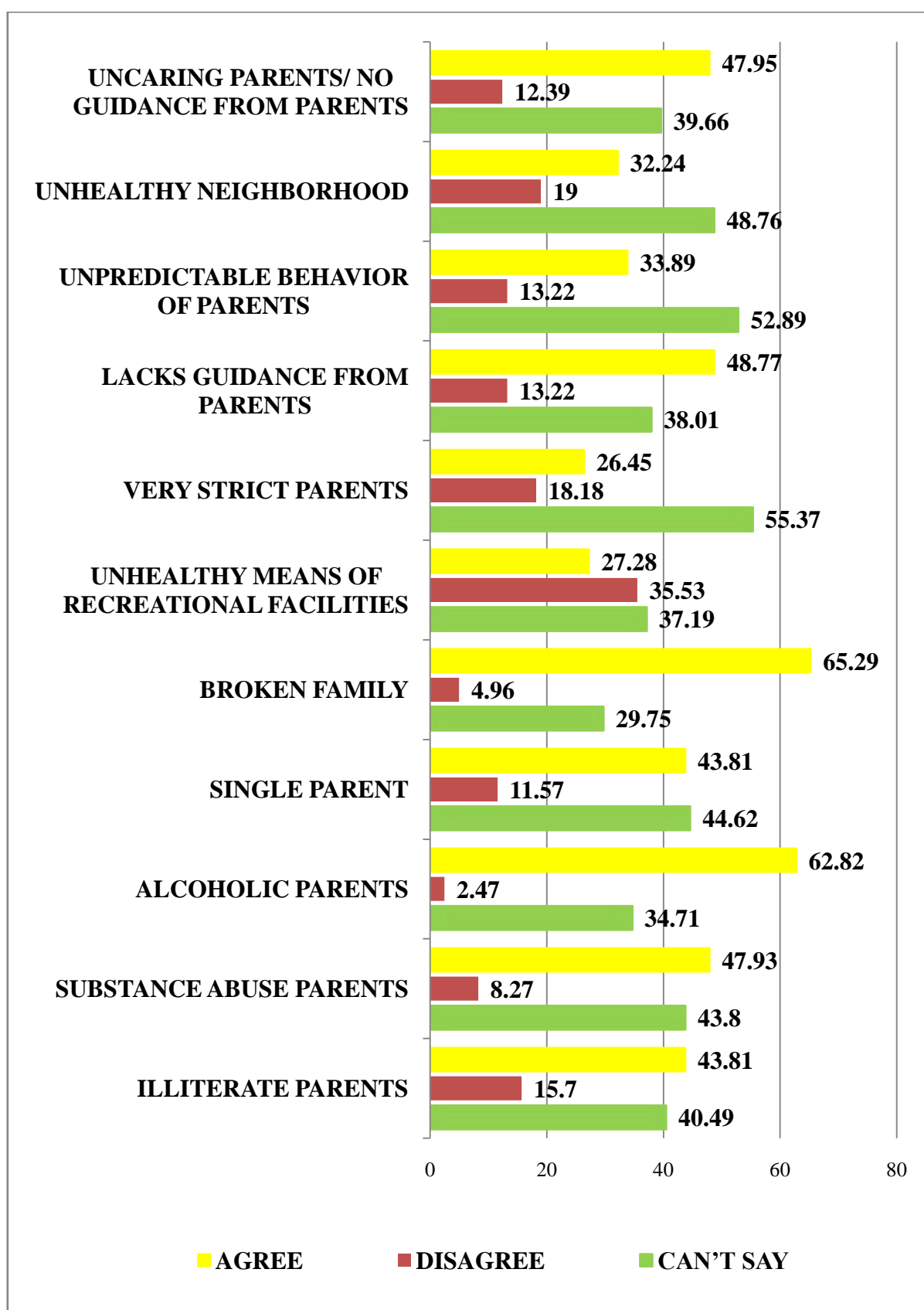
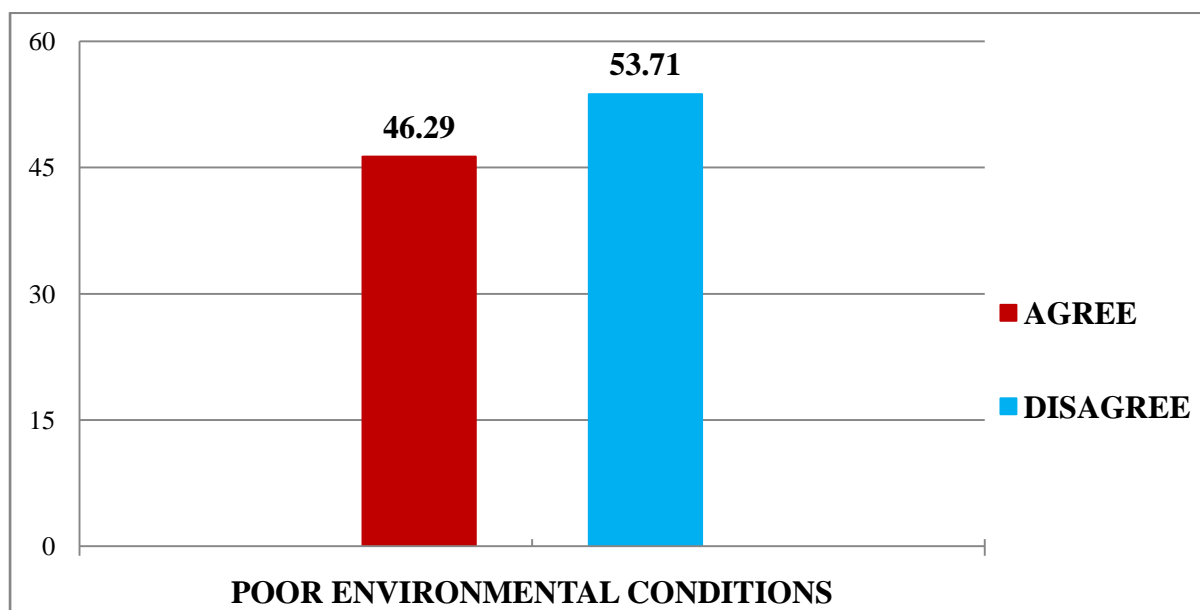
**FIG 4.3: TEACHERS RESPONSE ON PARENTAL/ HOME FACTORS I**

Table 4.5 and chart no 4.3 reveals that, 47.95% of the respondents agreed to uncaring parents/no guidance from parents as one of the factors of disruptive class-room behaviour,

12.39% of respondents disagreed to uncaring parents/no guidance from parents as one of the factors for disruptive class-room behaviour and 39.66% of respondents could agree or disagree to uncaring parents/no guidance from parents as being one of the factor of disruptive class-room behaviour. It was observed that 31.24% of respondents pointed unhealthy neighborhood as one of the causes of disruptive class-room behaviour, 19% of the respondents disagreed to unhealthy neighborhood as one of the causes of disruptive class-room behaviour and 48.76% of respondents were not able to say whether unhealthy neighborhood was one of the causes of disruptive class-room behaviour. Unpredictable behaviour of parents was agreed by 33.89% of respondents as one of the causes of disruptive class-room behaviour. The percentage of respondents disagreeing to unpredictable behaviour of parents as one of the causes of disruptive class-room behaviour was 13.22%. Respondents amounting to 52.89% were under the category of can't say to unpredictable behaviour of parents as one of the causes of disruptive class-room behaviour. The above table also shows that 48.77% of respondents agreed to lack of guidance from parents as one of the causes of disruptive class-room behaviour. 13.22% of respondents disagreed to lack of guidance from parents as one of the causes of disruptive class-room behaviour. 38.01% stated as can't say. Very strict parents as one of the causes of disruptive class-room behaviour was agreed upon by 25.45% and disagreed upon by 18.18%, the percentage of respondents mentioning can't say was 55.37%. Unhealthy means of recreational facilities was agreed by 27.28% of respondents, 35.53% of respondents disagreed to this and 37.19% of respondents mentioned can't say. 65.29% of respondents stated broken family to be one of the causes of disruptive class-room behaviour, 4.96% disagreed and 29.75% of respondents were not able to say whether broken family to be one of the causes of disruptive class-room behaviour. The above table also mentions that 43.81% of respondents agreed single parent to be one of the causes of disruptive class-room behaviour, 11.57% disagreed to this while 44.62% could not say. The above table also derives that 62.82% of respondents blamed alcoholic parents to be one of the causes of disruptive class-room behaviour, 2.47% of respondents disagreed and 34.71% stated can't say. Substance abuse by parents constituted 47.93% of respondents agreeing to be one of the causes of disruptive class-room behaviour. Substance abuse by parents to be one of the causes of disruptive class-room behaviour was disagreed by 8.27%. 43.80% of respondents mentioned can't say. Agreeing to illiterate parents being one of the causes of disruptive class-room behaviour were 43.81% of respondents, disagreeing were 15.70% and not able to say constituted 40.49%.

**TABLE 4.6: TEACHERS RESPONSE ON PARENTAL/ HOME FACTORS II**

PARENTAL/ HOMEFACTORS	% OF RESPONSES	
	AGREE	DISAGREE
Poor environmental conditions.	46.29	53.71

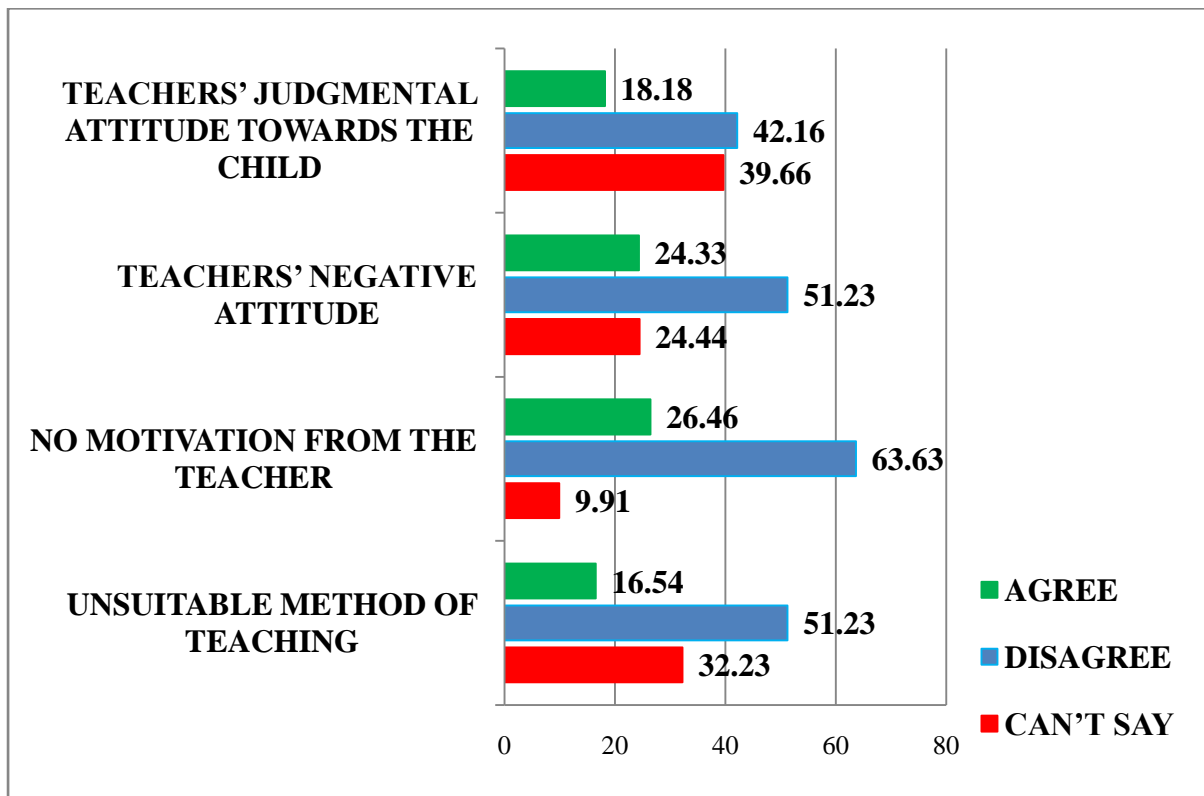
**FIG 4.4: TEACHERS RESPONSE ON PARENTAL/ HOME FACTORS II**

The above table also shows that 46.29.45% agreed and 53.71% of respondents disagreed to poor environmental conditions to be one of the causes of disruptive class-room behaviour.

### CAUSES OF DISRUPTIVE CLASS-ROOM BEHAVIOUR

**TABLE 4.7: TEACHERS RESPONSE ON TEACHER/ SCHOOL FACTORS I**

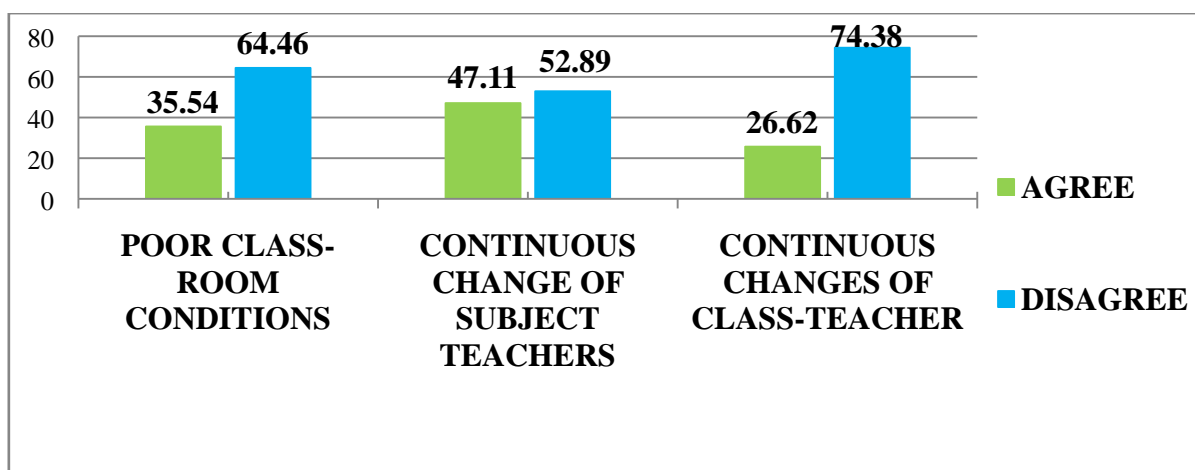
TEACHER/ SCHOOL FACTORS	% OF RESPONSES		
	AGREE	DISAGREE	CAN'T SAY
Teachers' judgmental attitude towards the child.	18.18	42.16	39.66
Teachers' negative attitude.	24.33	51.23	24.44
No motivation from the teacher.	26.46	63.63	9.91
Unsuitable method of teaching.	16.54	51.23	32.23

**FIG 4.5: TEACHERS RESPONSE ON TEACHER/ SCHOOL FACTORS I**

As observed in table no 4.7 and chart no 4.5, the percentage of respondents agreeing to teachers' judgmental attitude towards the child as one of the causes of disruptive class-room behaviour was 18.18% while 42.16% disagreed to teachers' judgmental attitude towards the child as one of the causes of disruptive class-room behaviour and 39.66% of respondents could not either agree or disagree to teachers' judgmental attitude towards the child as one of the causes of disruptive class-room behaviour. The respondents agreeing to teachers negative attitude as one of the causes of disruptive class-room behaviour made 24.33%, the respondents disagreeing to teachers' negative attitude as one of the causes of disruptive class-room behaviour made 51.23% and 24.44% of respondents stated can't say to teachers' negative attitude as one of the causes of disruptive class-room behaviour. 26.46% of respondents agreed to no motivation from the teacher as one of the causes of disruptive class-room behaviour while 63.63% of respondents disagreed to no motivation from the teacher as one of the causes of disruptive class-room behaviour and 9.91% of respondents responded with can't say to no motivation from the teacher as one of the causes of disruptive class-room behaviour. The above table also shows that 16.54% of respondents agreed to unsuitable method of teaching as one of the causes of disruptive class-room behaviour, 51.23% of respondents disagreed to unsuitable method of teaching as one of the causes of disruptive class-room behaviour and 32.23% mentioned can't say.

**TABLE 4.8: TEACHERS RESPONSE ON TEACHER/ SCHOOL FACTORS II**

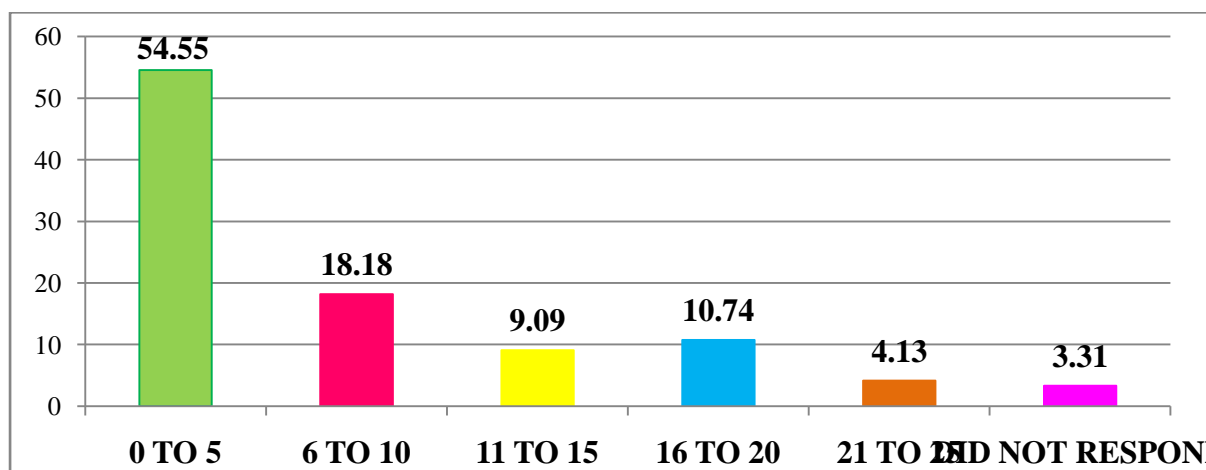
TEACHER/ SCHOOL FACTORS	% OF RESPONSES	
	AGREE	DISAGREE
Poor class-room conditions.	35.54	64.46
Continuous change of subject teachers.	47.11	52.89
Continuous changes of class-teacher.	26.62	74.38

**FIG 4.6: TEACHERS RESPONSE ON TEACHER/ SCHOOL FACTORS II**

As observed in table no 4.8 and chart no 4.6, poor class-room conditions were labeled by 34.54% of respondents while 64.46% were not agreeing to be one of the causes of disruptive class-room behaviour. 47.11% of respondents pointed continuous change of subject teachers as one of the causes of disruptive class-room behaviour. 52.89% disagreed. 26.62% of respondents pointed continuous changes of class-teacher as one of the causes of disruptive class-room behaviour 74.38% disagreed.

**TABLE 4.9 TEACHING EXPERIENCE**

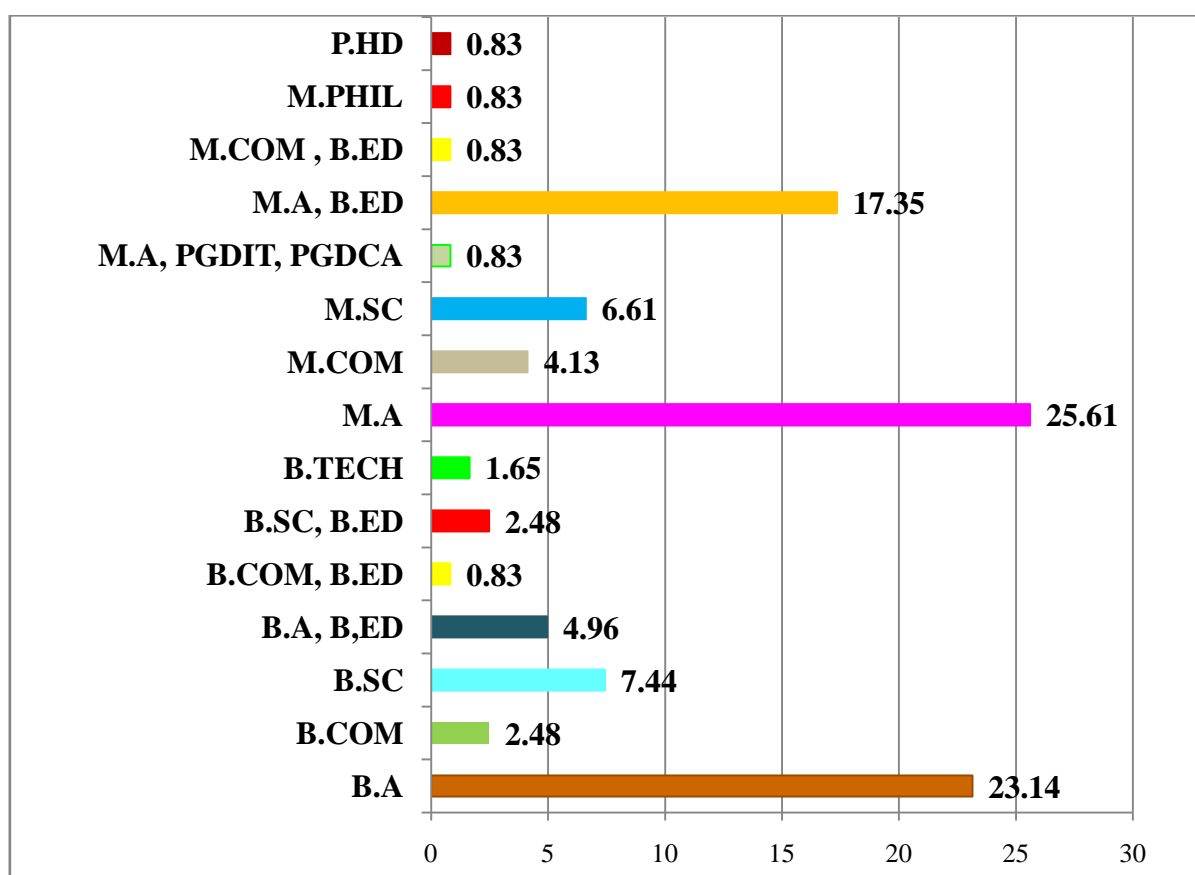
TEACHING EXPERIENCE	RESPONSES	
	NUMBER	%
0-5.	66	54.55%
6-10.	22	18.18%
11-15.	11	9.09%
16-20.	13	10.74%
21-25.	05	4.13%
DID NOT RESPOND.	04	3.31

**FIG 4.7 TEACHING EXPERIENCE**

From table 4.9 and figure No. 4.7, it can be observed that majority of teachers, that is, 54.55% has a teaching experience of 0 to 5 years, 18.18% had 6 to 10 years of experience, 9.09% had 11 to 15 years of teaching experience, 10.74% had 16 to 20 years of experience and 4.13% had 21 to 25 years of experience and 3.31 % did not respond to this question.

**TABLE 4.10 EDUCATIONAL QUALIFICATIONS**

EDUCATIONAL QUALIFICATIONS	RESPONSES	
	NUMBER	%
P.HD.	01	0.83
M.PHIL.	01	0.83
M.COMM, B.ED.	01	0.83
M.A, B.ED.	21	17.35
M.A, PGDIT, PGDCA.	01	0.83
M.SC.	08	6.61
M.COM.	05	4.13
M.A.	31	25.61
B.TECH.	02	1.65
B.SC, B.ED.	03	2.48
B.COMM, B.ED.	01	0.83
B.A, B.ED.	06	4.96
B.SC.	09	7.44
B.COMM.	03	2.48
B.A.	28	23.14

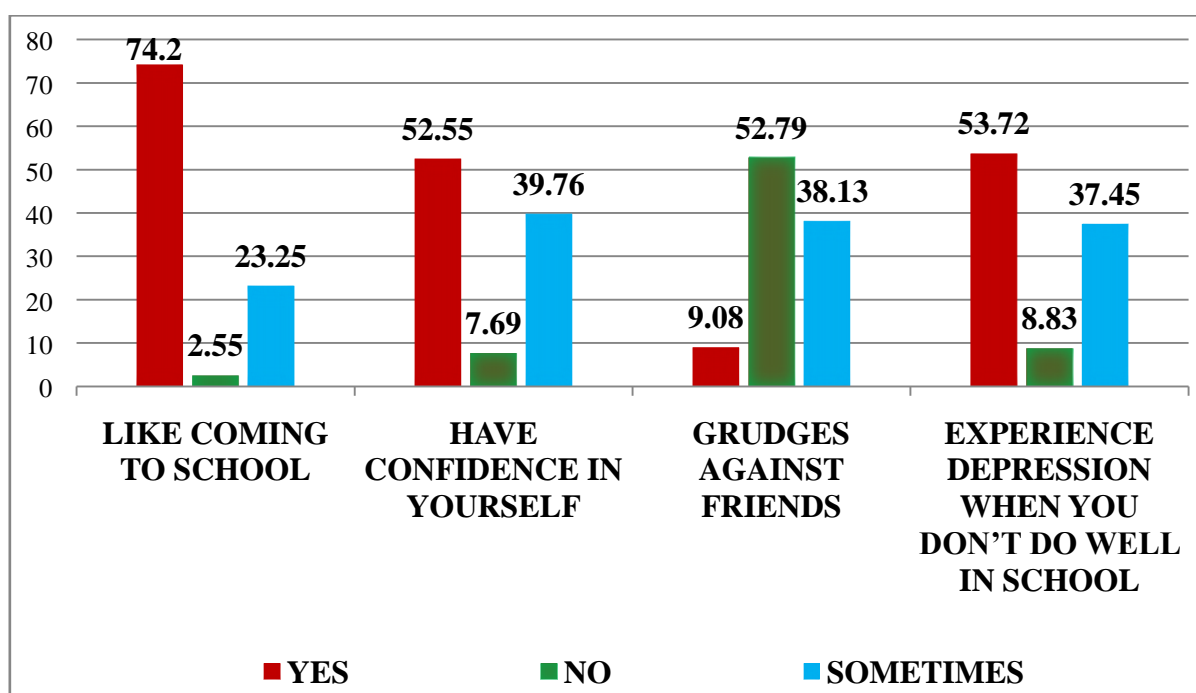
**FIG 4.8: TEACHERS EDUCATIONAL QUALIFICATIONS**

As mentioned in table no 4.10 and chart no 4.8, the respondents educational qualification can be observed as Ph. D 0.83%, M. Phil 0.83%, M. Com( B.Ed) 0.83%, MA (B.Ed)17.35%, MA (PGDIT, PGDCA) 0.83%, M. Sc 6.61%, M. Com 4.13%, MA 25.61%, B.Tech 1.65%, B.Sc (B.Ed.) 2.48%, B.Com (B.Ed) 0.83%, BA (B.Ed) 4.96%, B.Sc 7.44%, B.Com 2.48%, BA 23.14% which proves that most of the teachers are not trained.

#### **B. STUDENTS RESPONSE ON CAUSES OF DISRUPTIVE BEHAVIOUR PERSONAL CAUSES**

**TABLE 4.11:STUDENTS PERSONAL FACTORS I**

PERSONALFACTORS	% OF RESPONSES		
	YES	NO	SOMETIMES
Like coming to school.	74.20	2.55	23.25
Have confidence in yourself.	52.55	7.69	39.76
Grudges against friends.	9.08	52.79	38.13
Experience depression when you don't do well in school.	53.72	8.83	37.45

**FIG 4.9:STUDENTS PERSONAL FACTORS I**

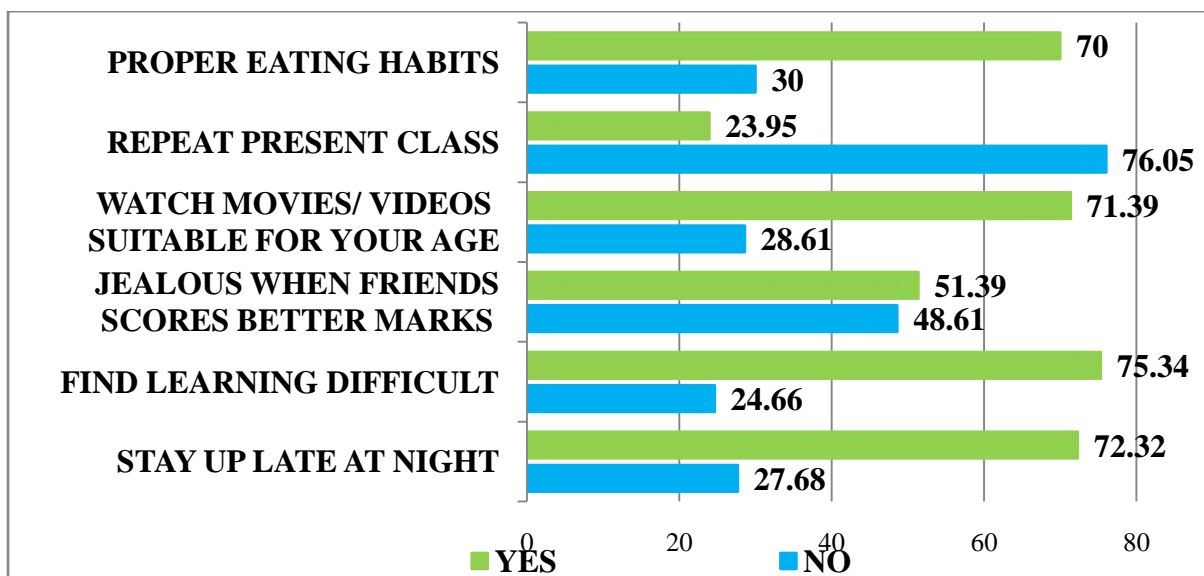
From the above table 4.11 and chart no 4.9, 74.20% of the student respondents likes coming to school whereas 2.55% do not like coming to school and 23.25% like to come to school sometimes. 52.55% respondents have confidence in themselves 39.76% have confidence sometimes and 7.69% doesn't have confidence in them. 9.08% respondents stated that they have grudges against their friends whereas 52.79% does not have any grudges and 38.13% has grudges against their friends sometimes. Upon being asked that whether they experienced depression when they don't do well in school 53.72% and 37.45% said yes and sometimes respectively. 8.83% said no.

**TABLE 4.12STUDENTS PERSONAL FACTORS II**

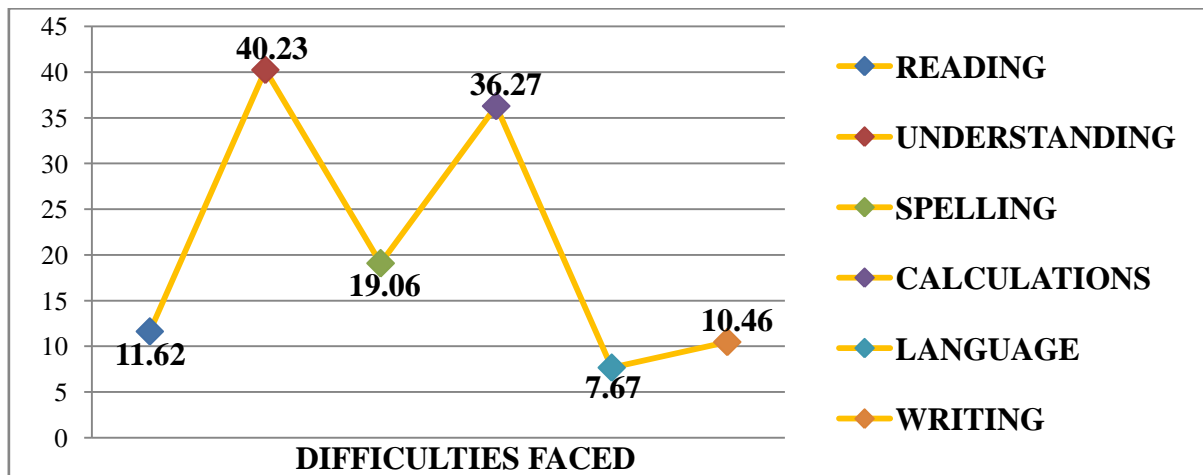
PERSONAL FACTORS	% OF RESPONSES	
	YES	NO
Proper eating habits.	70	30
Repeat present class.	23.95	76.05
Watch movies/ videos suitable for your age.	71.39	28.61
Jealous when friends scores better marks.	51.39	48.61

Find learning difficult. Difficulties faced,	75.34	24.66
(a) Reading.	11.62	
(b) Understanding.	40.23	
(c) Spellings.	19.06	
(d) Calculations.	36.27	
(e) Language.	7.67	
(f) Writing.	10.46	
Stay up late at night.If yes,	72.32	27.68
(a) Watching TV.	24.65	
(b) Playing games.	28.13	
(c) Chatting with friends.	27.20	
(d) Watching YouTube videos.	24.18	

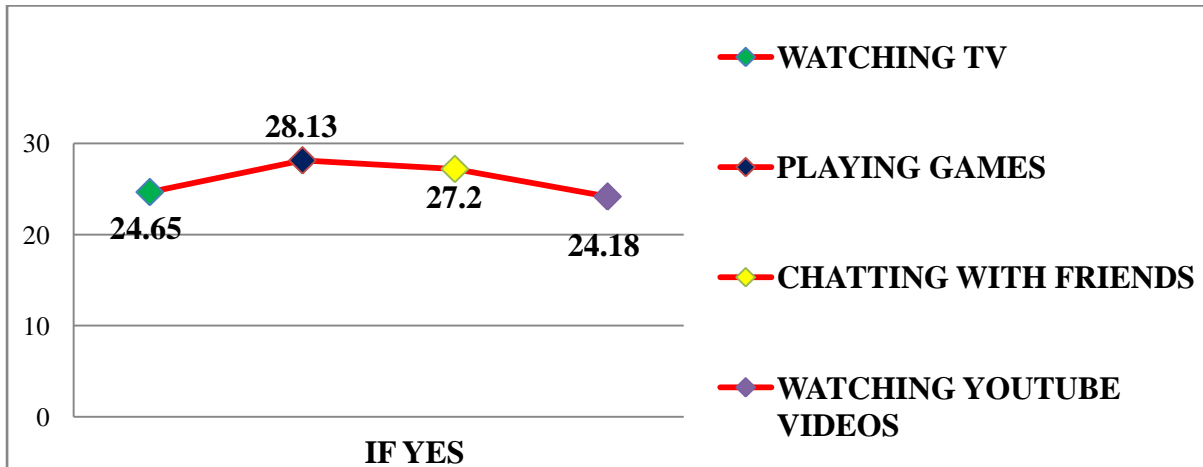
**FIG 4.10 STUDENTS PERSONAL FACTORS II**



As seen in the above table and chart, 70% of the respondent students have proper eating habits while 30% of the respondent students did not have proper eating habits. 23.95% of the respondent students said yes and 76.05% said no to present class being repeated. 71.39% of respondents pointed that they watch movies/ videos suitable for their age whereas 28.61% said no. The percentage of respondents agreeing to get jealous when their friend's scores better marks than them was 51.39%, the percentage of respondents disagreeing was 48.61%. It can be noted that 24.66% doesn't find learning difficult whereas 75.34% finds learning difficult, 27.68% doesn't stay up late at night whereas 72.32% respondents stay up late at night.

**FIG 4.11:FIND LEARNING DIFFICULT**

From table 4.12 and chart no 4.11, it can be noted that 24.66% doesn't find learning difficult whereas 75.34% finds learning difficult which is further categorized in chart no 4.9, 11.62% finds reading difficult, 40.23% finds difficulty in understanding and 19.06% finds spellings difficult. 36.27% finds difficulty in calculations, 7.67% finds language difficult and 10.46% finds difficulty in writing.

**FIG 4.12:STAY UP LATE AT NIGHT**

From table no 4.12 and chart no 4.12 it is observed that 27.68% doesn't stay up late at night whereas 72.32% respondents stay up late at night which is further categorized in chart no 4.10, 24.65% stay up late watching TV, 28.13% stay up late playing games, 27.20% stay up late chatting with friends and 24.18% stay up late watching YouTube videos.

## STUDENTS RESPONSE ON CAUSES DISRUPTIVE BEHAVIOUR: PARENTAL/HOME FACTORS

**TABLE 4.13: STUDENTS RESPONSE ON PARENTAL/ HOME FACTORS I**

PARENTAL/ HOME FACTORS	% OF RESPONSES		
	YES	NO	SOMETIMES
Grudges against your parents.	4.65	61.39	33.96
Get irritated when parents interfere in their work.	24.18	13.02	62.80
Parents monitoring during study time.	36.74	19.06	44.20

**FIG 4.13: STUDENTS RESPONSE ON PARENTAL/ HOME FACTORS I**

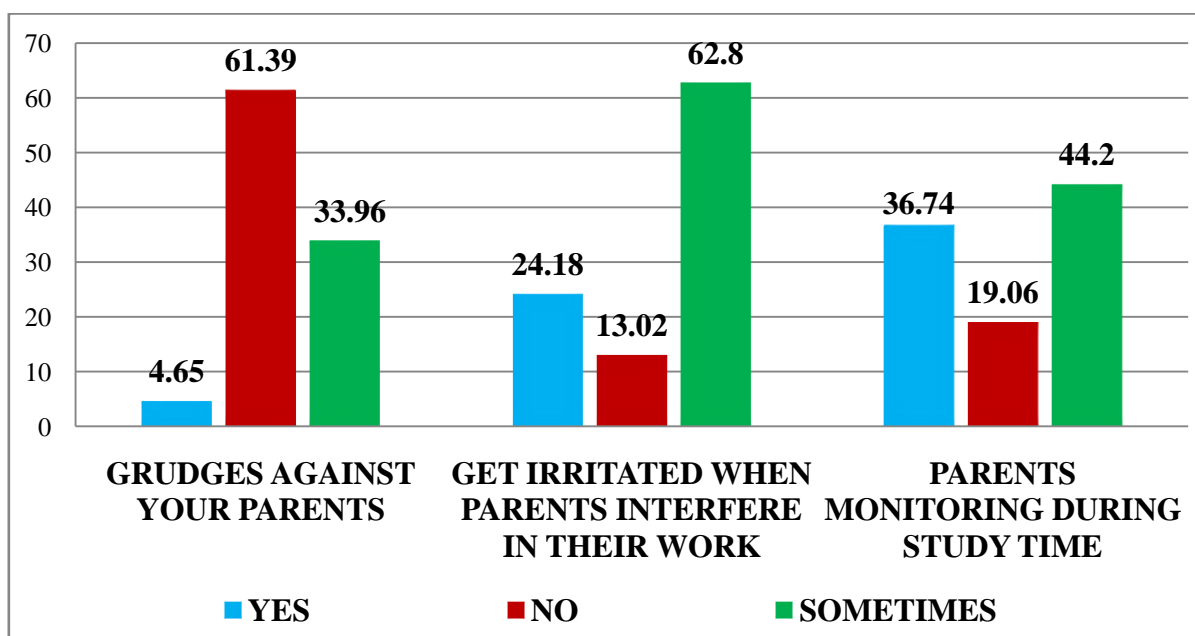


Table and figure no. 4.13 recorded that having grudges against parents was agreed by 4.65% of respondents. 61.39% disagreed. 33.96% had grudges against parents sometimes. 24.18% of respondent students got irritated with their parents when they interfered in their work. 13.02% of respondent students did not get irritated with their parents when they interfered in their work. 62.80% answered sometimes. Upon being asked do your parents monitor you while you study 36.74% said yes, 19.06% said no and 44.20% stated as sometimes.

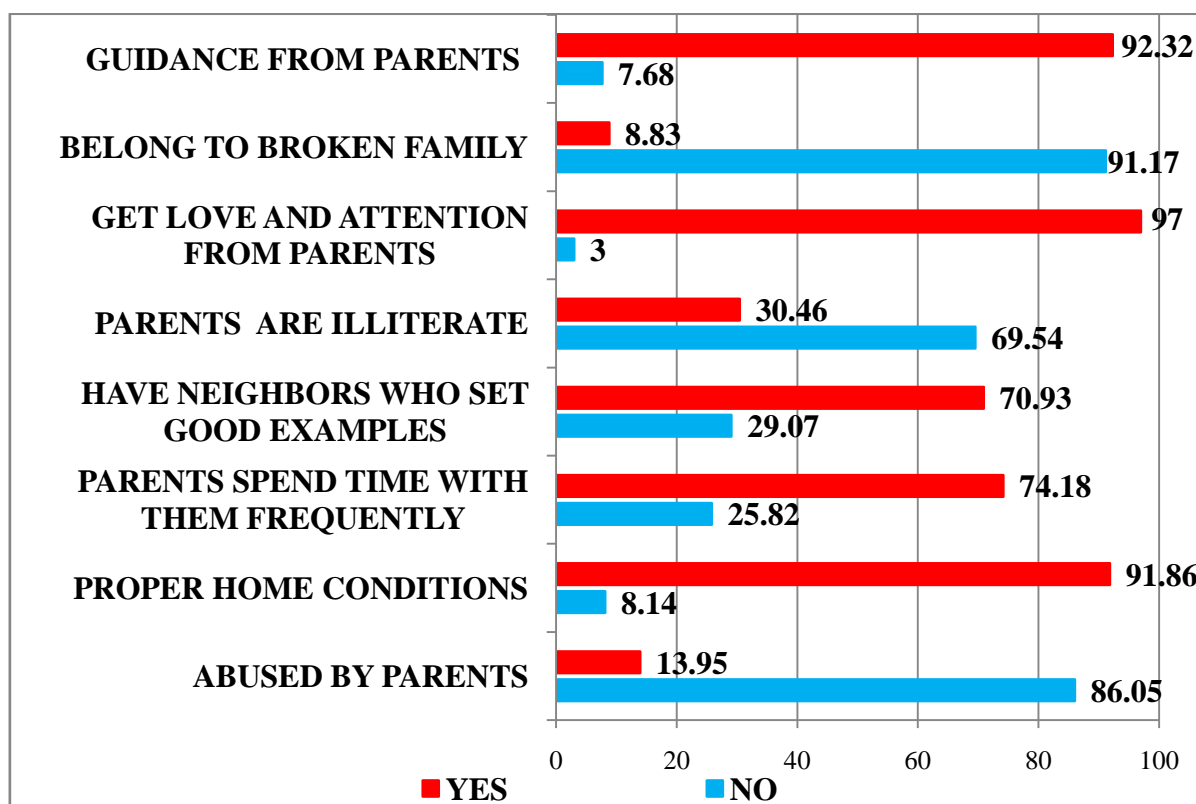
## STUDENTS RESPONSE ON CAUSES DISRUPTIVE BEHAVIOUR

**TABLE 4.14: STUDENTS RESPONSE ON PARENTAL/ HOME FACTORS II**

PARENTAL/ HOME FACTORS	% OF RESPONSES	
	YES	NO
Guidance from parents.	92.32	7.68
Belong to broken family.	8.83	91.17
Get love and attention from parents.	97	3.0
Parents are illiterate.	30.46	69.54
Have neighbors who set good examples.	70.93	29.07
Parents spend time with them frequently:	74.18	25.82
(a) Family prayer.	46.51	
(b) Family outing.	26.7	
(c) Discussing about your interest and likes.	37.67	
(d) Family holiday.	23.48	
Proper home conditions:	91.86	8.14
(a) Proper lighting.	71.39	
(b) Ventilations.	45.58	
(c) Separate room for studying.	58.83	
Parents are into:		
(a) Drugs.	0.23	
(b) Alcohol.	18.88	
(c) Tobacco products.	33.02	
(d) None of the above.	55.81	
Abused by parents:	13.95	86.05
(a) Physically.	6.97	
(b) Verbally.	6.27	
(c) Emotionally.	6.04	
(d) Mentally.	3.25	

## STUDENTS RESPONSE ON CAUSES DISRUPTIVE BEHAVIOUR

**FIG 4.14: STUDENTS RESPONSE ON PARENTAL/ HOME FACTORS II**

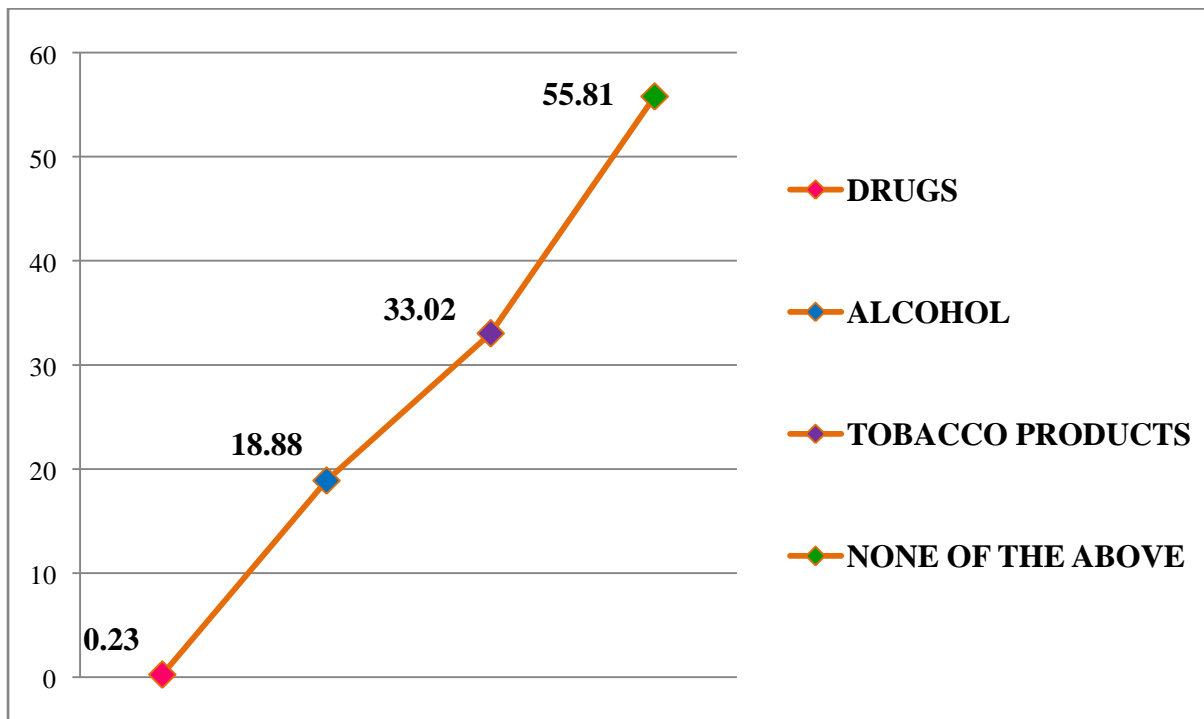


From table and chart no 4.14, it is observed that 92.32% of respondent students got guidance from parents. 7.68% of respondent students answered negative. It was noted that 8.83% of respondents belonged to broken families. 91.17% did not belong to broken families. The respondents agreeing to getting love and attention from their parents made 97% while 3% answered negative. 30.46% of respondents agreed to parents being illiterate. 69.54% of respondents disagreed. 70.93% student respondents agreed that they have neighbors who set good examples and disagreed by 29.0%. Out of the 74.18% of respondent students agreeing to parents spending time with them frequently 46.51% ticked family prayer, 26.7% highlighted family outing, 37.67% use to discuss about their interest and likes and for 23.48% it was family holiday. 25.82% of respondent students said no. Agreeing to have proper home conditions was by 91.86% of respondents which was categorized as proper lighting by 71.39%, ventilations by 45.58% and separate room for studying by 58.83% of respondent students. 8.14% said no to having proper home conditions. 13.95% of respondents agreed that they were abused by their parents which was categorized as 6.97% physically, 6.27% verbally, 6.04% emotionally and 3.25% mentally, 86.05 stated that they were not abused by their parents.

**TABLE 4.15**  
**STUDENTS RESPONSE ON PARENTAL/ HOME FACTORS III**

PARENTAL/ HOME FACTORS	% OF RESPONSES
Parents are into:	
(a) Drugs	
(b) Alcohol	0.23
(c) Tobacco products	18.88
(d) None of the above	33.02
	55.81

**FIG 4.15**  
**STUDENTS RESPONSE ON PARENTAL/ HOME FACTORS III**



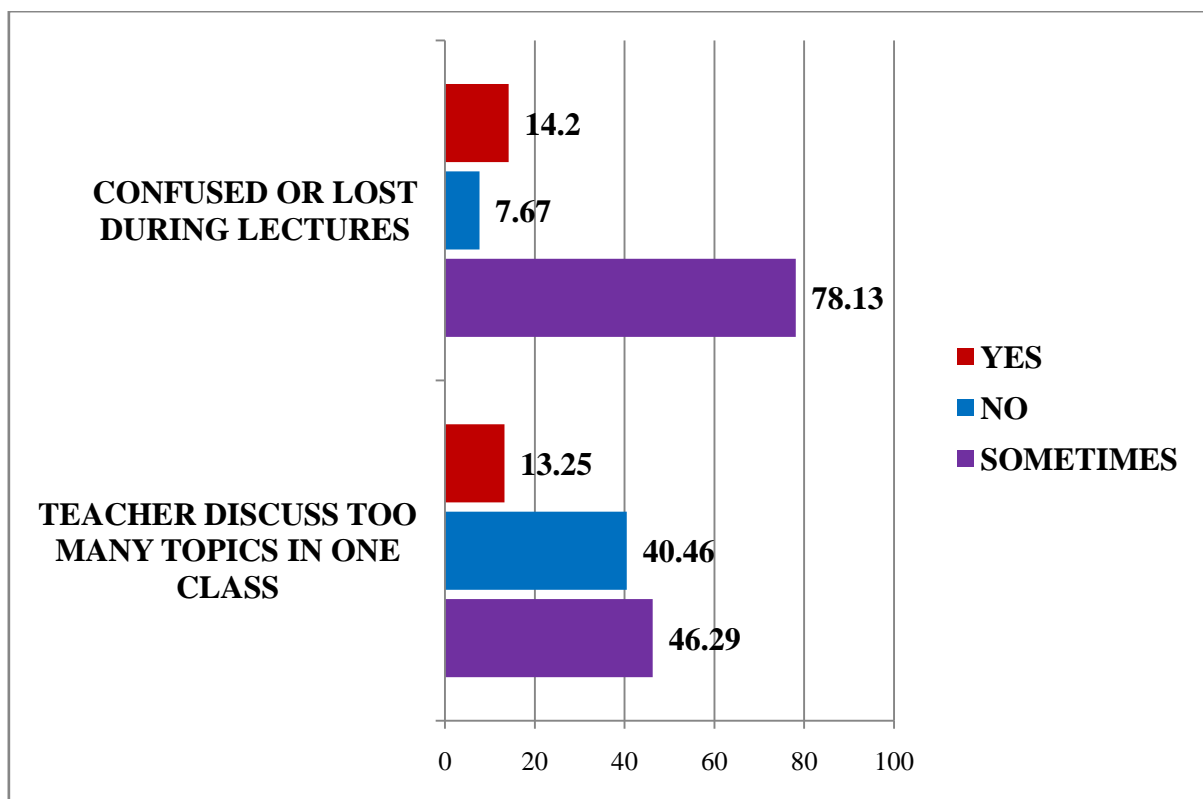
From table 4.15 and figure no. 4.15, it can be observed that 0.23% of respondent students agreed that their parents were into drugs. 18.88% said that that their parents were into the habit of consumption of alcohol, 33.02% of respondents said that their parents were into tobacco products and 55.81% ticked none of the above.

## STUDENTS RESPONSE ON CAUSES DISRUPTIVE BEHAVIOUR

**TABLE 4.16**  
**STUDENTS RESPONSE ON SCHOOL/ TEACHER FACTORS I**

SCHOOL/ TEACHERFACTORS	% OF RESPONSES		
	YES	NO	SOMETIMES
Confused or lost during lectures.	14.20	7.67	78.13
Teacher discusses too many topics in one class.	13.25	40.46	46.29

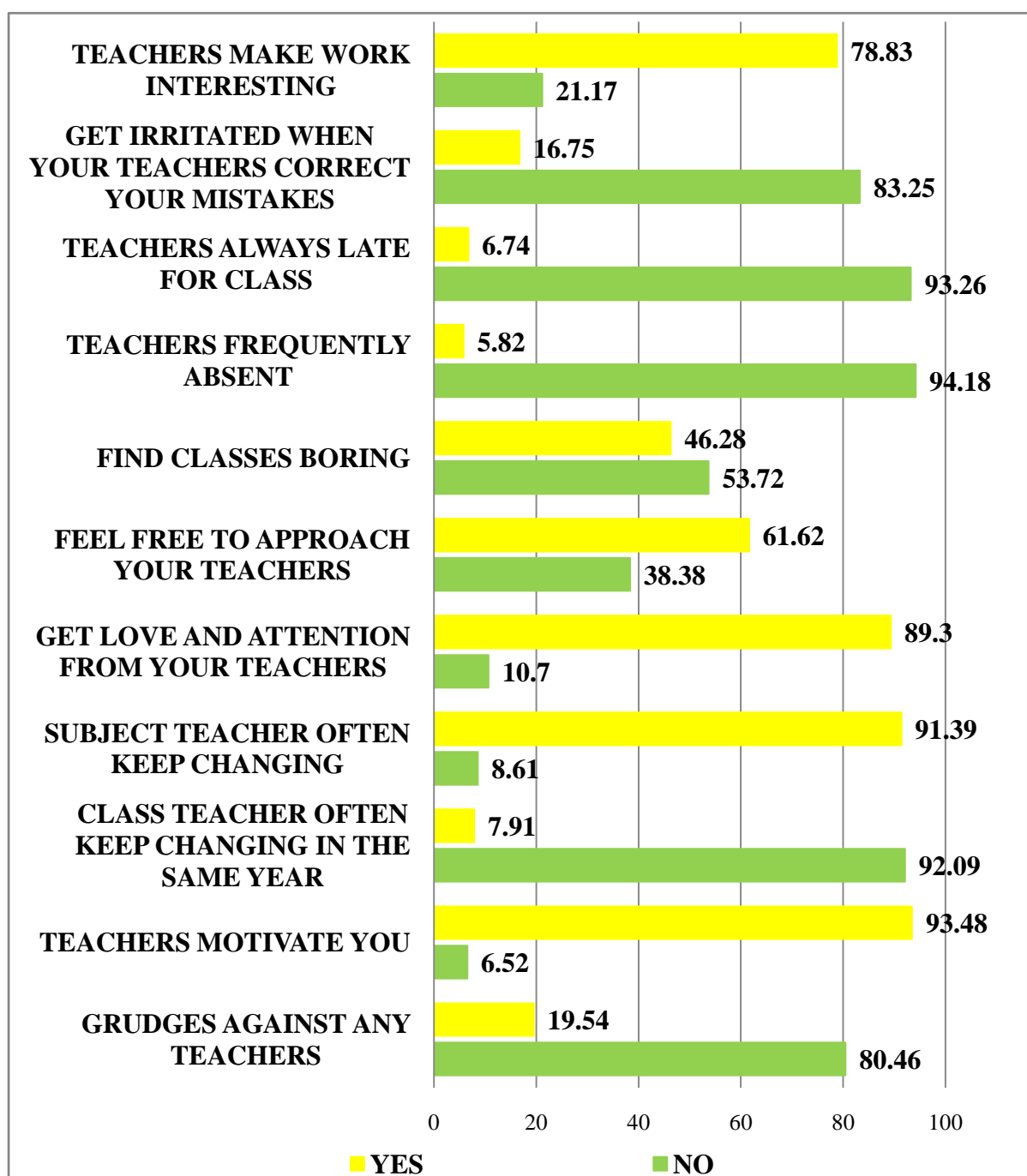
**FIG 4.16**  
**STUDENTS RESPONSE ON SCHOOL/ TEACHER FACTORS I**



From the above table and chart no 4.16, it can be noted that finding own self confused or lost during lectures was agreed by 14.20%, 7.67% disagreed and 78.13% said sometimes. Teacher discussing too many topics in one class showed as 13.25% agreeing, 40.46% disagreeing and 46.29% partially agreeing.

**TABLE 4.17: STUDENTS RESPONSE ON SCHOOL/ TEACHER FACTORS II**

SCHOOL	% OF RESPONSES	
	YES	NO
Teachers make work interesting.	78.83	21.17
Get irritated when your teachers correct your mistakes.	16.75	83.25
Teachers always late for class.	6.74	93.26
Teachers frequently absent.	5.82	94.18
Find classes boring.	46.28	53.72
Feel free to approach your teachers.	61.62	38.38
Get love and attention from your teachers.	89.30	10.70
Subject teacher often keep changing.	91.39	8.61
Class teacher often keep changing in the same year.	7.91	92.09
Teachers motivate you.	93.48	6.52
Grudges against any teachers.	19.54	80.46
Proper classroom conditions: (a) Windows. (b) Lightings. (c) Ventilations. (d) Desks and benches.	89.06 68.13 54.65 57.20 80	10.94
Problems sitting for long and listening to lectures: (a) Gets bored. (b) Attention falls off. (c) Gets distracted. (d) Feel sleepy.	79.30 49.30 42.32 28.83 54.65	20.70
Not able to follow your teacher's explanation: (a) Not according to your level of understanding. (b) Too complicated. (c) Just reads the textbook without explaining.	66.75 15.11 12.79 13.02	33.25
Teachers guide you: (a) Clear your doubts. (b) Give you extra help when you come across difficult topics. (c) Help you in class-work. (d) Makes learning easy.	94.04 72.79 43.48 34.88 51.62	5.96

**FIG 4.17: STUDENTS RESPONSE ON SCHOOL/ TEACHER FACTORS II**

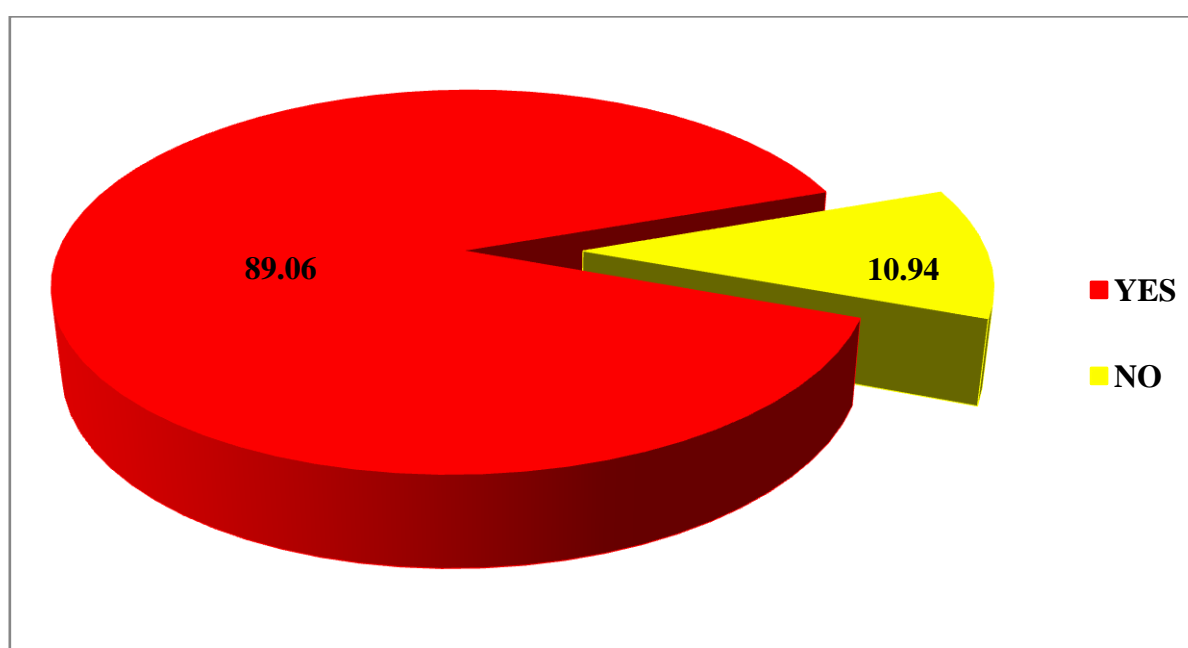
In table and figure no 4.17, it is observed that 78.83% of respondents said yes to teachers making work interesting. 21.17% said no. 16.75% of respondents stated that they get irritated when their teachers corrected their mistakes. 83.25% disagreed. 6.74% of respondents agreed that their teachers were always late for class while 93.26% said no. 5.82% of respondents agreed that their teachers were frequently absent whereas 94.18% of respondent students said no. It was also learnt that 46.28% of respondents found classes boring and 53.72% did not find classes boring. Feeling free to approach their teachers were 61.62% of respondent

students, 38.38% of respondents do not feel free to approach their teachers. 89.30% of respondents agreed getting love and attention from their teachers. 10.70% said no. 91.39% of respondent students agreed that their subject teacher often keeps changing. 8.61% of respondents disagreed. Class teacher often keeps changing in the same year was agreed by 7.91%. The percentage of respondent students disagreeing was 92.09%. 93.48% of respondent students agreed that their teachers motivate whereas 6.52% of respondent students answered negatively. 19.54% respondents stated that they have grudges against few teachers whereas 80.46% said not having grudges against few teachers.

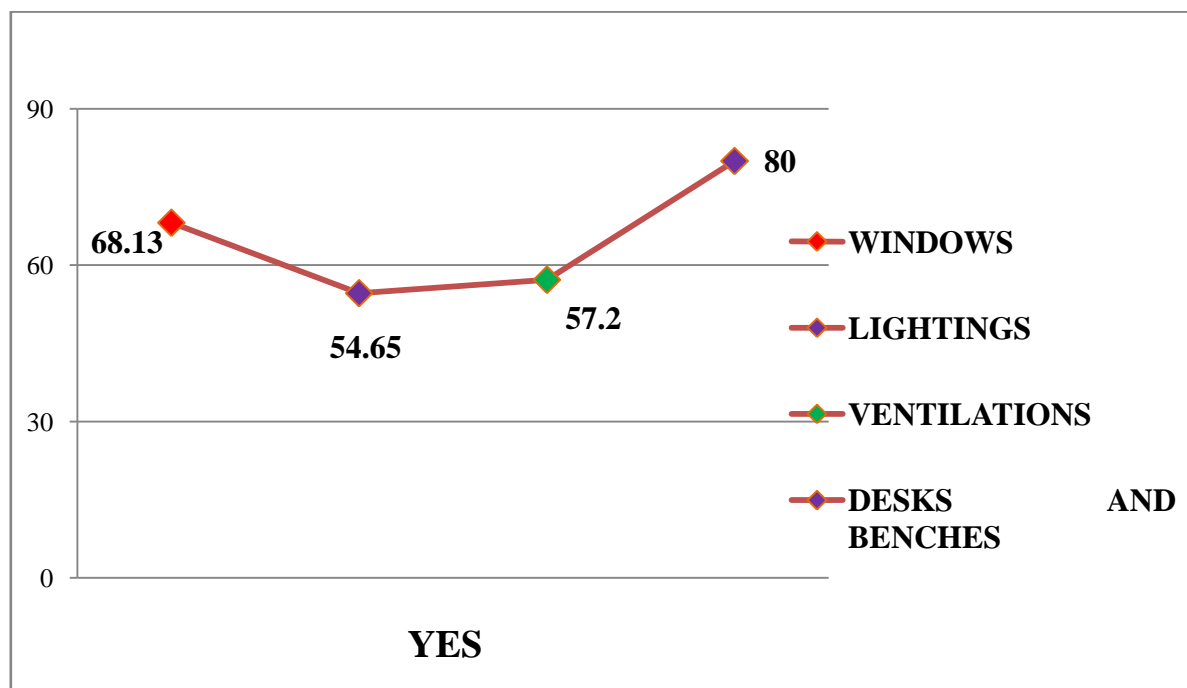
**TABLE 4.18**  
**PROPER CLASSROOM CONDITIONS I**

SCHOOL FACTORS	% OF RESPONSES	
	YES	NO
Proper classroom conditions:	89.06	10.94
(a) Windows.	68.13	
(b) Lightings.	54.65	
(c) Ventilations.	57.20	
(d) Desks and benches.	80	

**FIG 4.18**  
**PROPER CLASSROOM CONDITIONS I**



**FIG 4.19**  
**PROPER CLASSROOM CONDITIONS II**

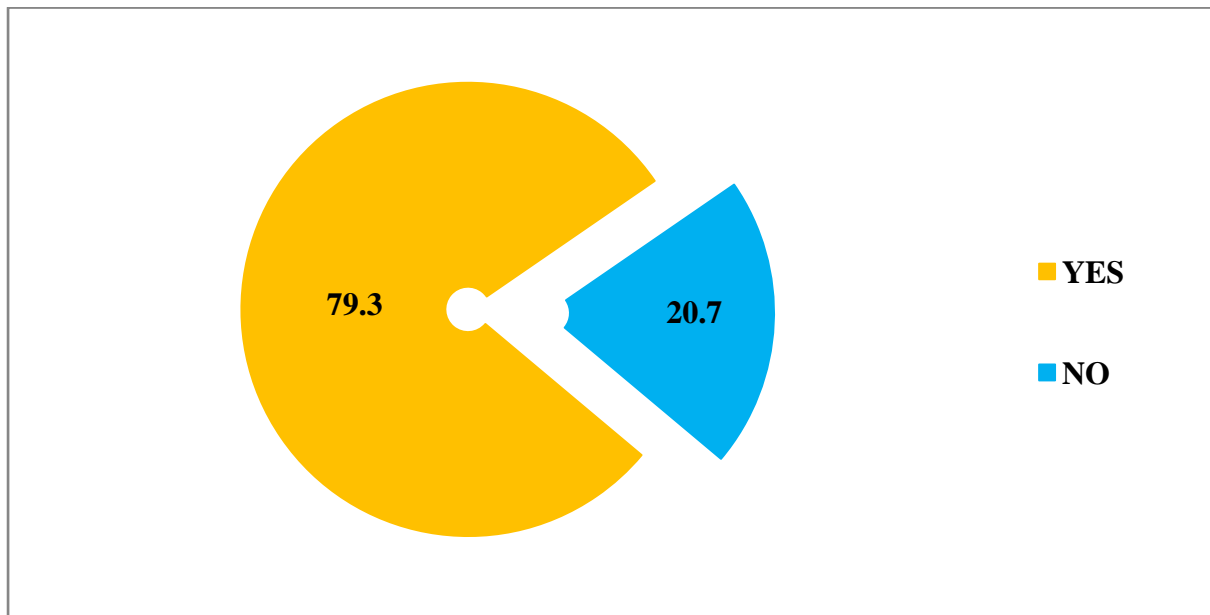


From the above table no 4.18 and figures 4.18 and 4.19, it can be noted that having proper classroom conditions was agreed by 89.06% and was categorized as presence of windows by 68.13%, lightings by 54.65%, ventilations by 57.20% of and desks and benches by 80% of respondent students. Disagreeing to having proper classroom conditions were 10.94%.

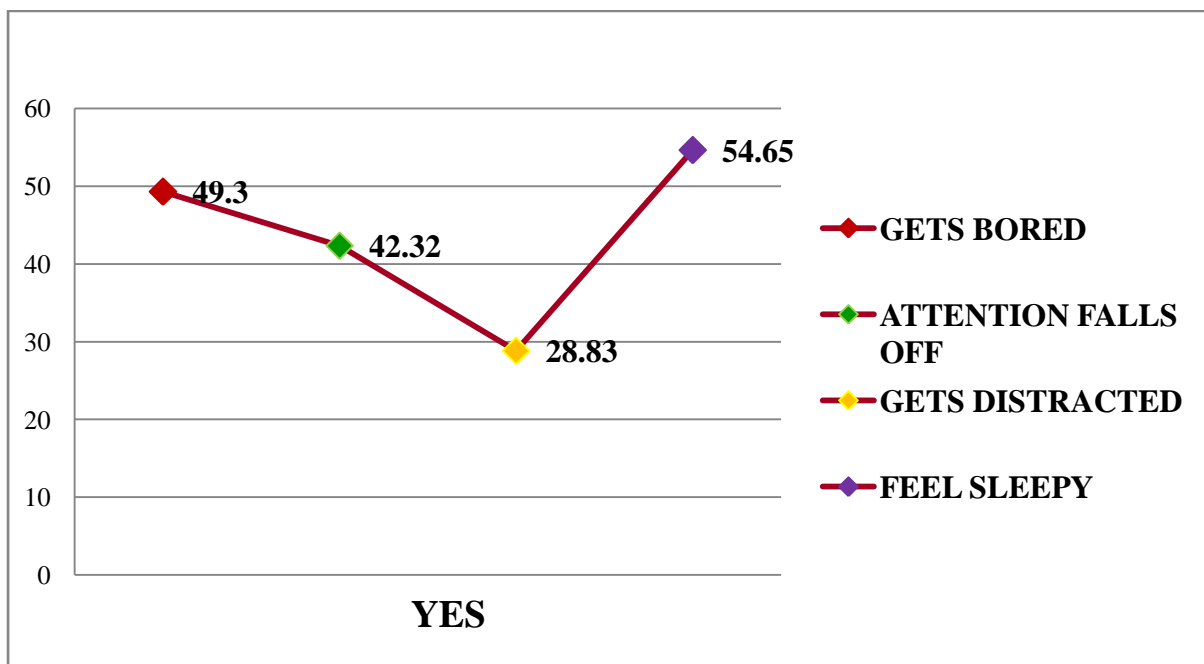
**TABLE 4.19**  
**PROBLEMS SITTING FOR LONG AND LISTENING TO LECTURES**

SCHOOL FACTORS	% OF RESPONSES	
	YES	NO
Problems sitting for long and listening to lectures:	79.30	20.70
(a) Gets bored.	49.30	
(b) Attention falls off.	42.32	
(c) Gets distracted.	28.83	
(d) Feel sleepy.	54.65	

**FIG 4.20**  
**PROBLEMS SITTING FOR LONG AND LISTENING TO LECTURES I**



**FIG 4.21**  
**PROBLEMS SITTING FOR LONG AND LISTENING TO LECTURES II**



From the table and figures above it can be observed that 79.30% of respondents agreed that they have problems sitting for long and listening to lectures because they get bored was mentioned by 49.30%, 42.32% stated that their attention falls off, 28.83% mentioned that they get distracted and 54.65% stated that they feel sleepy whereas 20.70% stated that they do not have any such problems.

**TABLE 4.20:NOT ABLE TO FOLLOW YOUR TEACHER’S EXPLANATION**

SCHOOL FACTORS	% OF RESPONSES	
	YES	NO
Not able to follow your teacher’s explanation:	66.75	33.25
(a) Not according to your level of understanding.	15.11	
(b) Too complicated.	12.79	
(c) Just reads the textbook without explaining.	13.02	

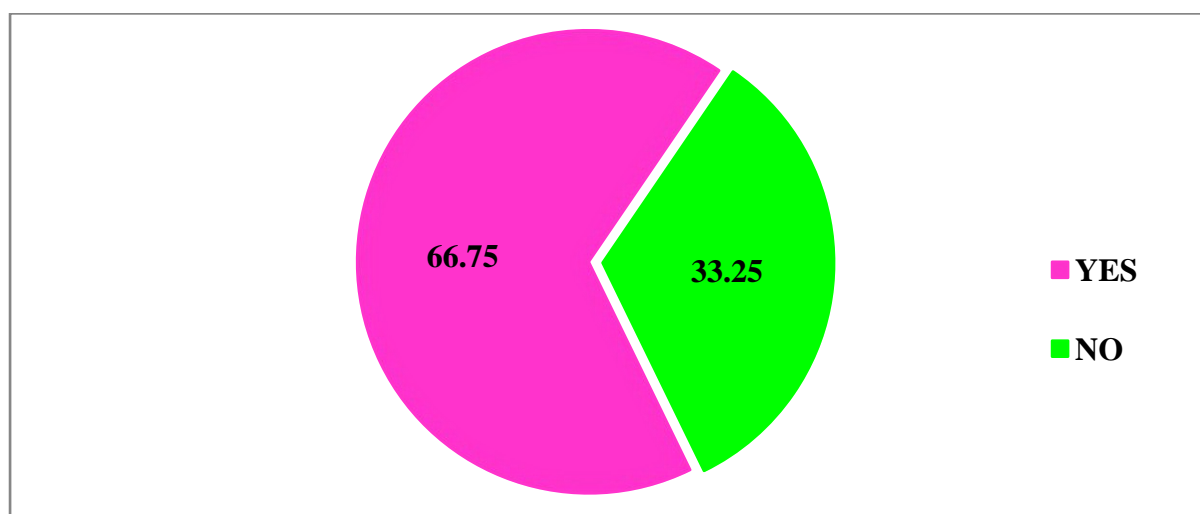
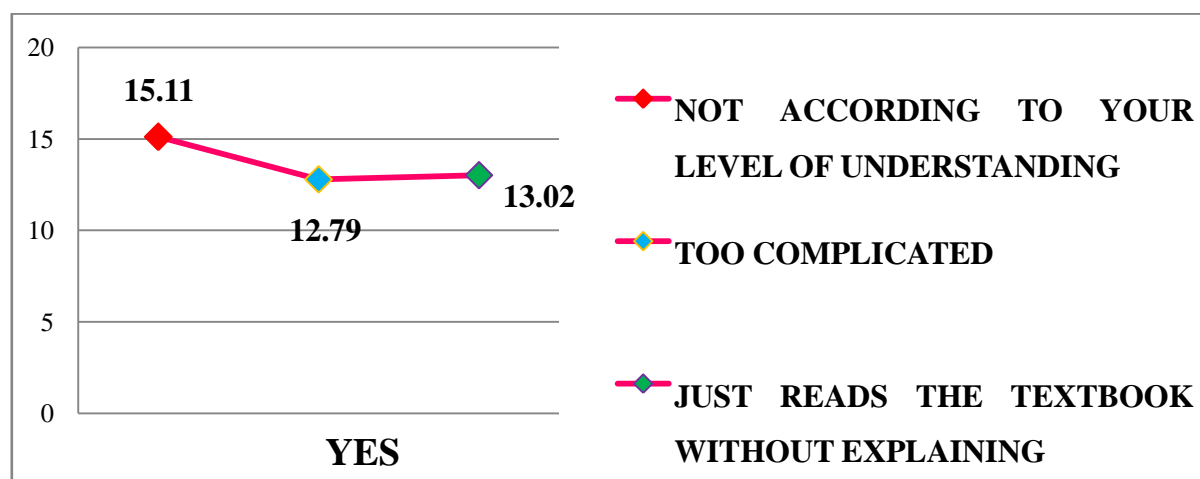
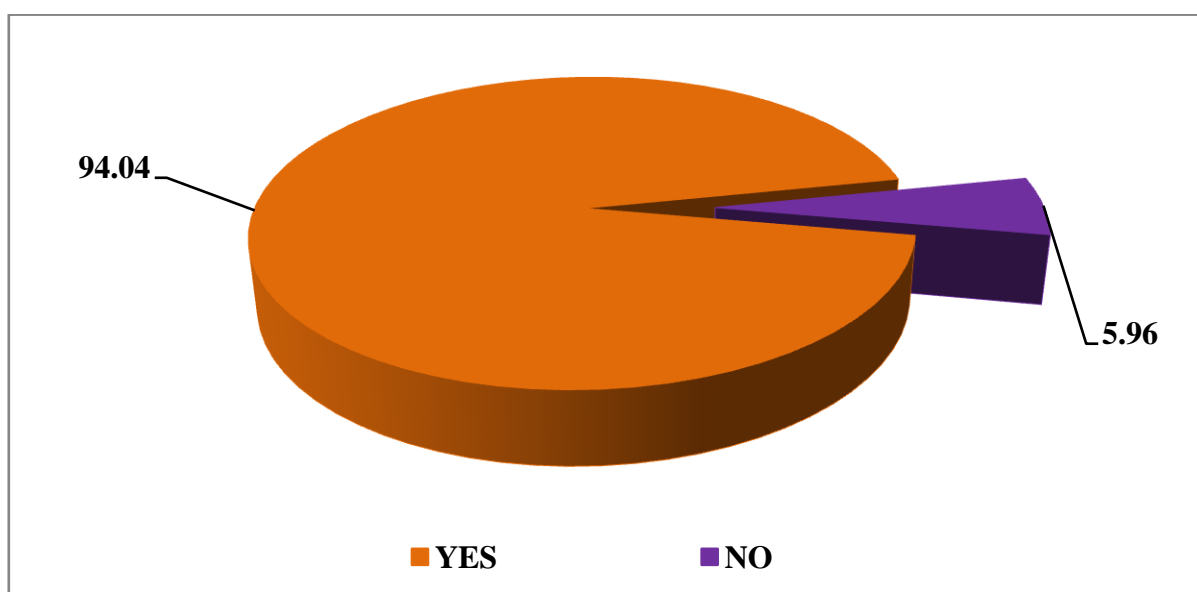
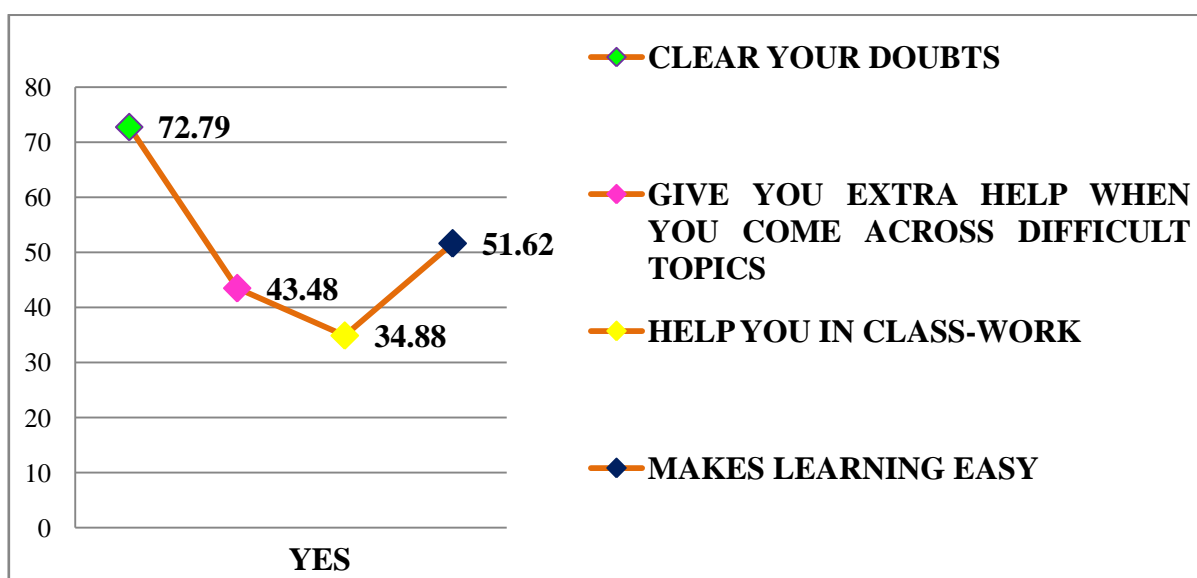
**FIG 4.22:NOT ABLE TO FOLLOW YOUR TEACHER’S EXPLANATION I****FIG4.23:NOT ABLE TO FOLLOW YOUR TEACHER’S EXPLANATION II**

Table no 4.20 and figures no. 4.22 and 4.23 disclosed that respondents agreeing to not able to follow teacher’s explanation were 66.75% out of which 15.11% said not according to their level of understanding, 12.79% said too complicated, 13.02% said that that their teacher just readsthe textbook without explaining and 33.25% were able to followteacher’s explanation.

**TABLE 4.21: TEACHERS GUIDE YOU**

SCHOOL FACTORS	% OF RESPONSES	
	YES	NO
Teachers guide you:	94.04	5.96
(a) Clear your doubts.	72.79	
(b) Give you extra help when you come across difficult topics.	43.48	
(c) Help you in class-work.	34.88	
(d) Makes learning easy.	51.62	

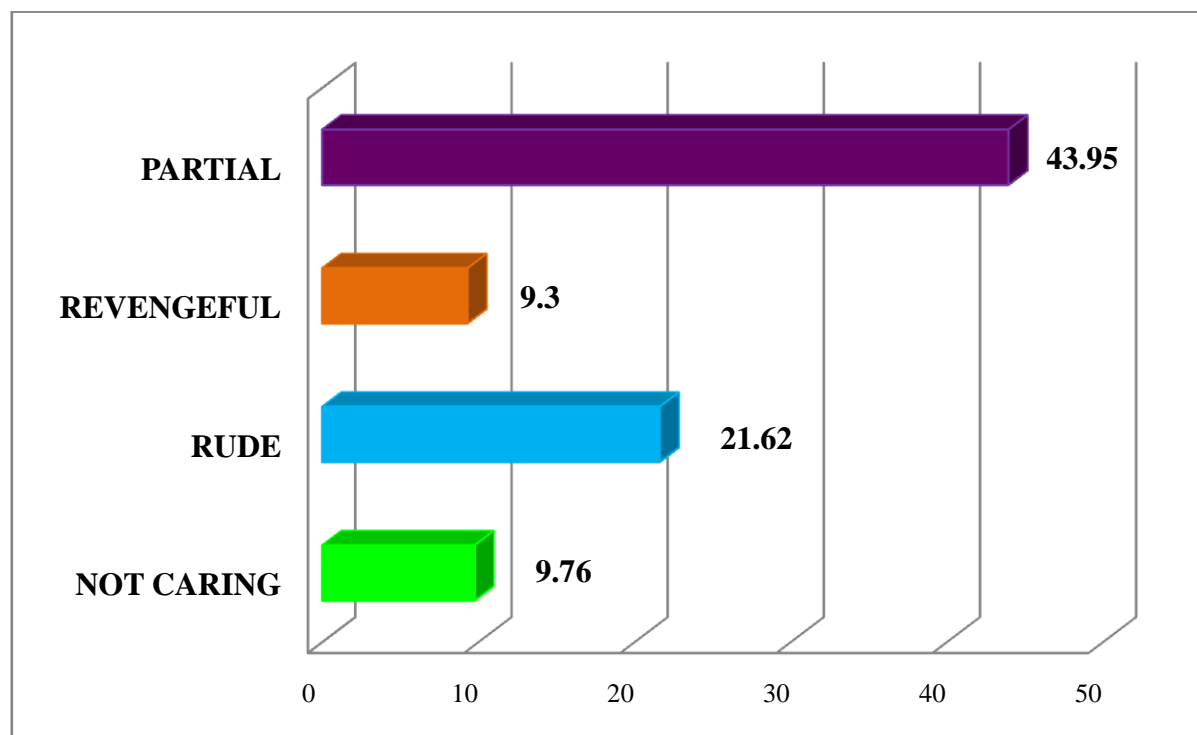
**FIG 4.24: TEACHERS GUIDE YOU I****FIG 4.25: TEACHERS GUIDE YOU II**

Upon being asked whether your teachers guide you. 94.04% of respondents answered yes. The above table and charts shows the percentage of yes was categorized as clearing your doubts which was agreed by 72.79%, 43.48% pointed that their teachers give extra help when they come across difficult topics, helping them in their class-work by teachers was marked by 34.88% and makes learning was agreed by 51.62% of respondent students whereas 5.96% of respondent students did not agree that their teachers guided them.

**TABLE 4.22:TEACHER’S CHARACTERISTICS**

SCHOOL FACTORS	% OF RESPONSES
Teachers are:	
(a) Partial.	43.95
(b) Revengeful.	9.30
(c) Rude.	21.62
(d) Not caring.	9.76

**FIG 4.26:TEACHER’S CHARACTERISTICS**



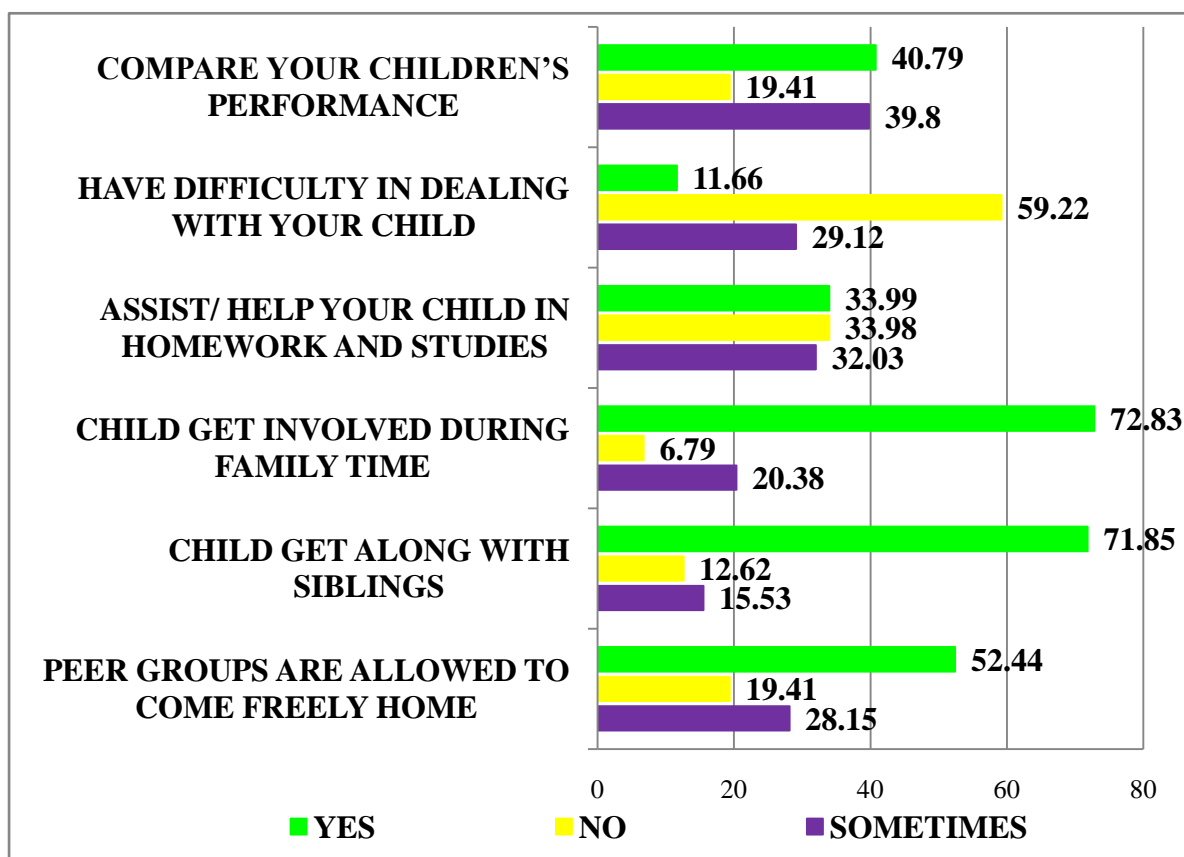
From table 4.22 and figure 4.26, it can be noted that upon being asked whether your teachers are partial, revengeful, rude and not caring.43.95% pointed partial, 9.30% of respondent students said revengeful, 21.62% agreed to teachers being rude and 9.76% of respondents said that their teachers were not caring.

### C. PARENTS RESPONSE ON CAUSES OF DISRUPTIVE BEHAVIOUR

**TABLE 4.23: PARENTS RESPONSE ON PARENTAL/ HOME FACTORS I**

PARENTAL/ HOME FACTORS	% OF RESPONSES		
	YES	NO	SOMETIMES
Compare your children's performance.	40.79	19.41	39.80
Have difficulty in dealing with your child.	11.66	59.22	29.12
Assist/ help your child in homework and studies.	33.99	33.98	32.03
Child get involved during family time.	72.83	6.79	20.38
Child get along with siblings.	71.85	12.62	15.53
Peer groups are allowed to come freely home.	52.44	19.41	28.15

**FIG 4.27: PARENTS RESPONSE ON PARENTAL/ HOME FACTORS I**



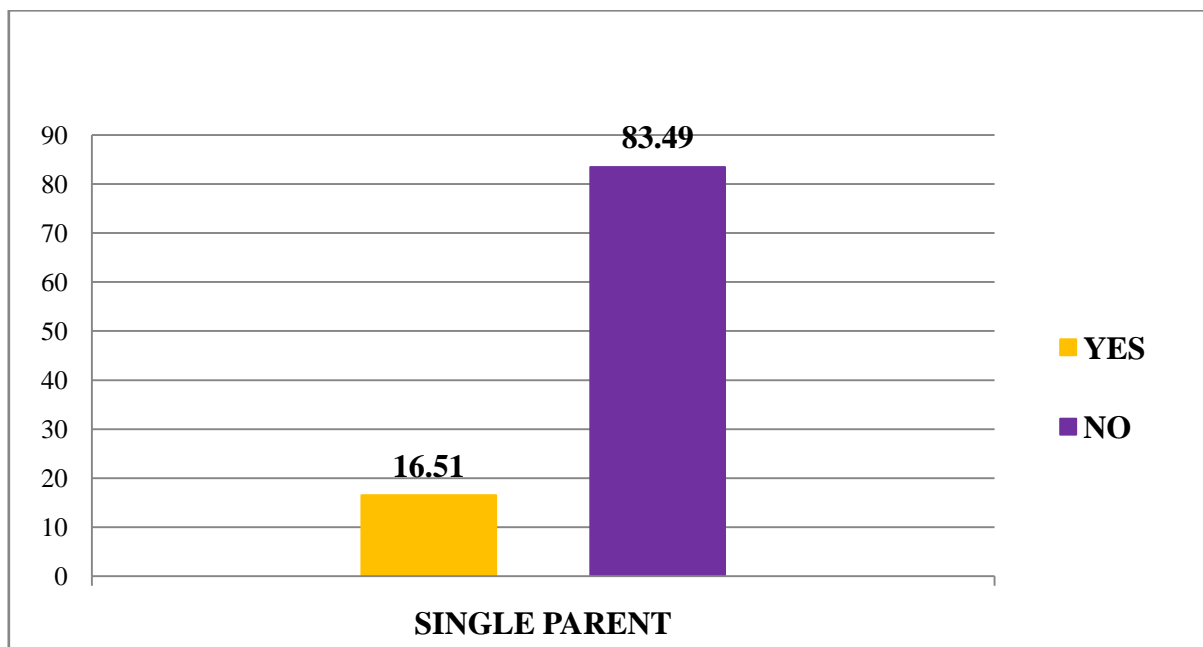
From table no 4.23 and chart no 4.27 under home or parental factor, it was observed that 40.79% of respondent parents compared their child's performance, 19.41% of the respondent

parents said that they do not compare their child's performance and 39.80% of respondent parents compared their child's performance sometimes. The percentage of respondents agreeing and partially agreeing to have difficulty in dealing with their child was 11.66% and 29.12% respectively, 59.22% of respondent parents disagreed. 33.99% mentioned they assist their child in homework and studies, 32.03 stated they do sometimes whereas 33.98 % mentioned they don't. 72.83% of respondents said yes, 6.79% said no and 20.38% said sometimes upon being asked whether their child gets involved during family time. 71.85% of respondents agreed that their child gets along with siblings. 12.62% said no. 15.53% of respondent parents marked sometimes. It was noted that parents allowing peer groups to come freely home amounted 52.44%, 19.41% responded no and 28.15% responded as sometimes.

**TABLE 4.24: PARENTS RESPONSE ON PARENTAL/ HOME FACTORS II**

PARENTAL/ HOME FACTORS	% OF RESPONSES	
	YES	NO
Single parent.	16.51	83.49

**FIG 4.28: PARENTS RESPONSE ON PARENTAL/ HOME FACTORS II**



From table no 4.24 and chart no 4.28 under home or parental factor, it was observed that 16.51% of the respondents are single parents and 83.49% of respondents are not.

**TABLE 4.25: PARENTS RESPONSE ON PARENTAL/ HOME FACTORS III**

PARENTAL/ HOME FACTORS	% OF RESPONSES	
	YES	NO
Spends quality time with your child:	92.24	7.76
(a) Eat together.	80.58	
(b) Play together.	23.30	
(c) Go for outings together.	51.45	
(d) Pray together.	72.81	

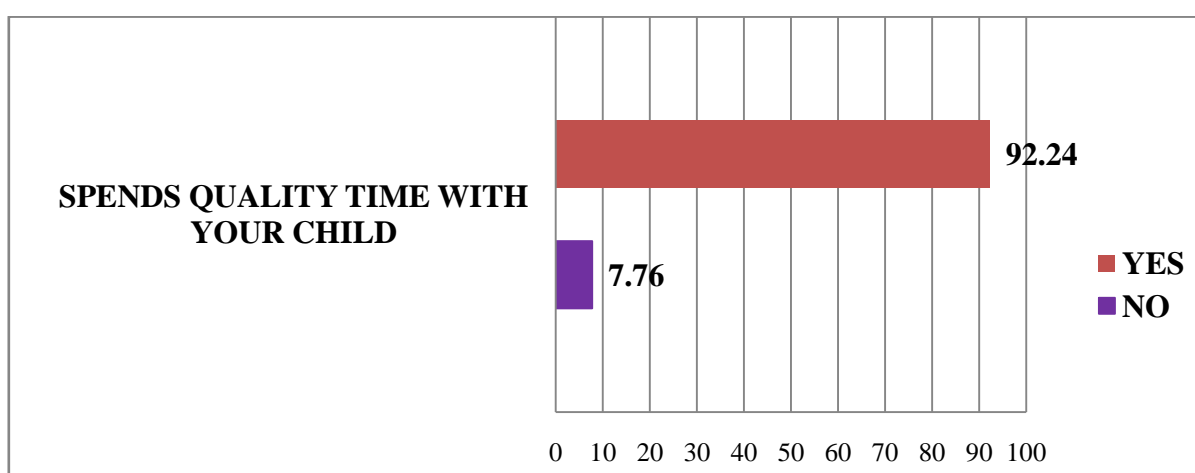
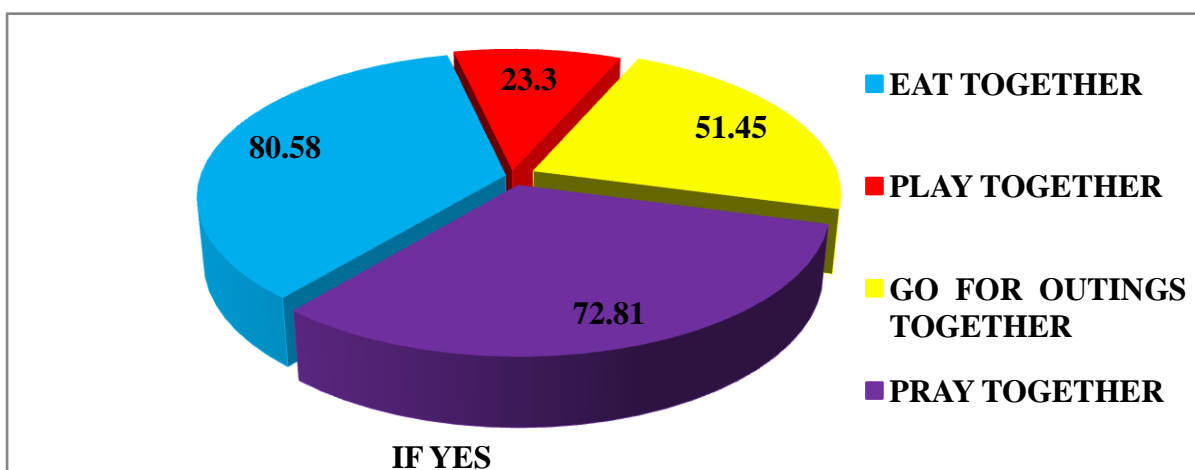
**FIG 4.29: PARENTS RESPONSE ON PARENTAL/ HOME FACTORS III****FIG 4.30: PARENTS RESPONSE ON PARENTAL/ HOME FACTORS IV**

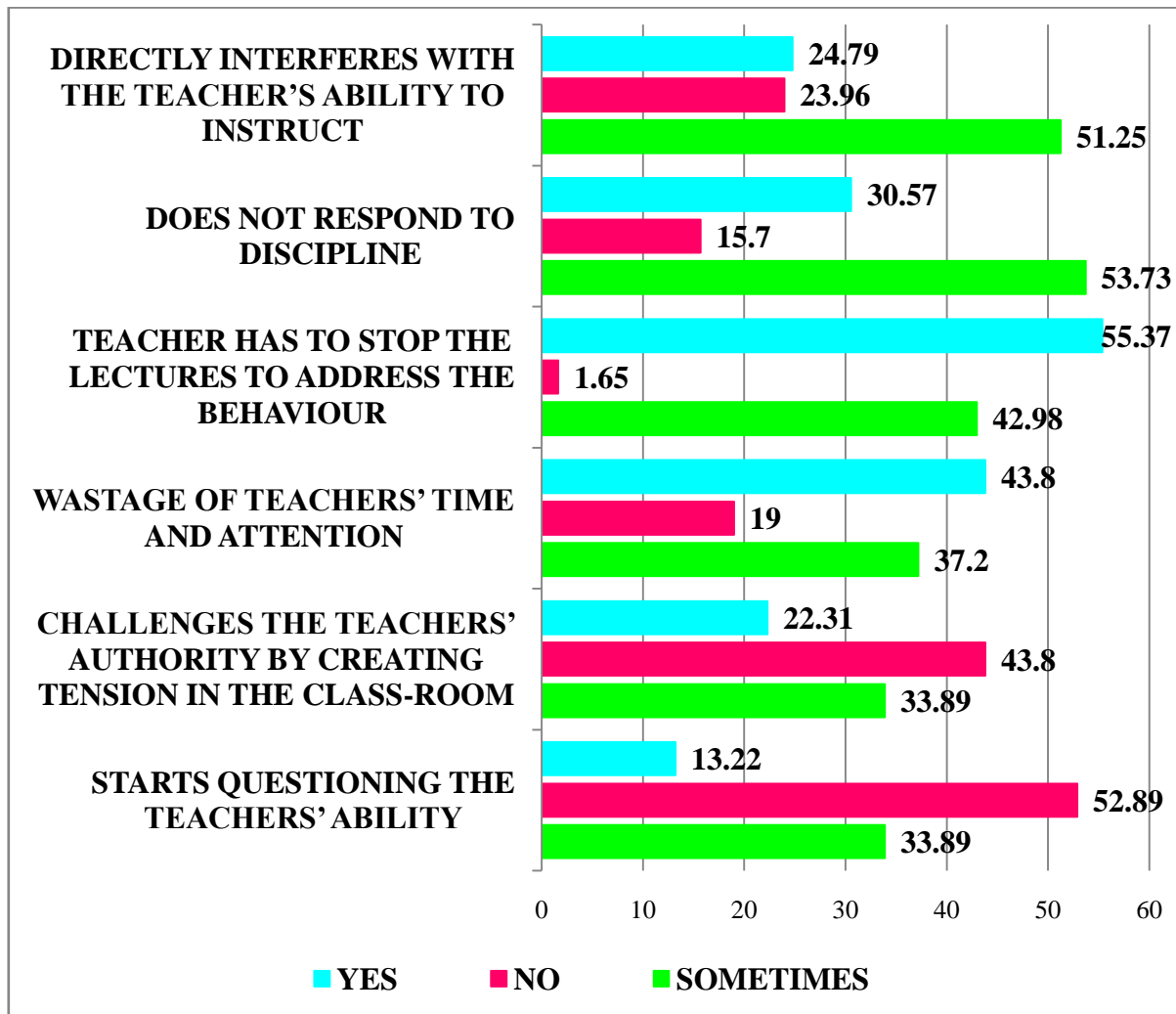
Table 4.25 and figure 4.29 shows the percentage of respondents agreeing to spending quality time with their child was 92.24% which was categorized as shown in chart 4.30 as 80.58% eating together, playing together constituted 23.30%, going for outings together were 51.45% and praying together were 72.81%. The percentage of respondents saying no was 7.76%.

#### 4.5: ANALYSIS AND INTERPRETATION OF DATA RELATING TO OBJECTIVE NO 3

**TABLE 4.26: EFFECTS OF DISRUPTIVE CLASS-ROOM BEHAVIOUR IN THE TEACHING PROCESS**

EFFECTS TEACHING	% OF RESPONSES		
	YES	NO	SOMETIMES
Directly interferes with the teacher's ability to instruct.	24.79	23.96	51.25
Does not respond to discipline.	30.57	15.70	53.73
Teacher has to stop the lectures to address the behaviour.	55.37	1.65	42.98
Wastage of teachers' time and attention.	43.80	19	37.2
Challenges the teachers' authority by creating tension in the class-room.	22.31	43.80	33.89
Starts questioning the teachers' ability.	13.22	52.89	33.89

**FIG 4.31: EFFECTS OF DISRUPTIVE CLASS-ROOM BEHAVIOUR IN THE TEACHING PROCESS**



From table 4.26 and figure 4.31 above it is observed that 24.79% teacher respondents stated that it directly interferes with their ability to instruct, 51.25% stated that it happens to them sometimes, 23.96 responded negatively stating that it does not interfere with their ability to instruct. The diagram above shows that 30.57% of respondents agreed, 15.70% disagreed and 53.73% of respondent teachers stated sometimes that students do not respond to discipline as one of the effects of disruptive class-room behaviour in the teaching learning process. 55.37% of teachers had to stop the lectures to address the behaviour. 1.65% of respondent teachers did not stop the lectures to address the behaviour. 42.98% of teachers did stop the lectures to address the behaviour sometimes. One of the effects was that it leads to the wastage of teachers' time and attention as agreed by 43.80% and partially agreed by 37.2% of respondent teachers. 19% of respondent teachers disagreed. 22.31% of respondent teachers stated that one of the effects was that the students challenged the teachers' authority by

creating tension in the class-room. 33.89% of respondent partially agreed to this effect as sometimes. 43.80% of respondent teachers disagreed. It can be derived from the above chart that 13.22% of respondent agreed that one of the effects of disruptive class-room behaviour in the teaching learning process was that the students started to question the teachers' ability. 33.89% partially agreed. 52.89% of respondent did not consider that one of the effects of disruptive class-room behaviour in the teaching learning process was that the students started to question the teachers' ability.

**TABLE 4.27: EFFECTS OF DISRUPTIVE BEHAVIOUR IN THE LEARNING PROCESS**

<b>EFFECTS LEARNING</b>	<b>% OF RESPONSES</b>		
	<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
Decreases the motivation level of the classmates.	28.92	21.48	49.56
Disturbs the other class-mates ability to learn.	45.45	14.87	39.68
Encourages other students to form disruptive behaviour.	23.96	26.44	49.60
Other class-mates concentration gets diverted.	45.45	3.30	51.25
Causes unpleasant situation in the class.	32.23	17.35	50.42
Causes distress to other students.	23.14	23.96	52.90

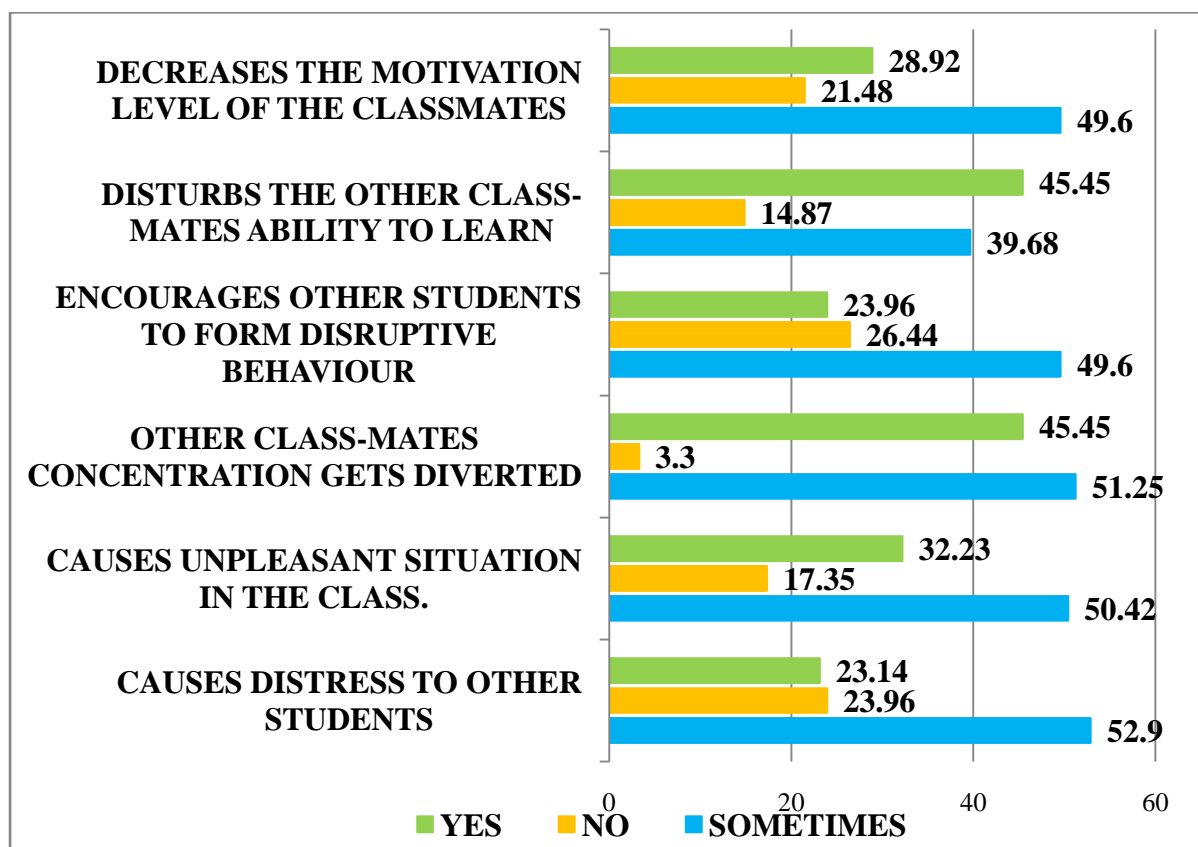
**FIG 4.32: EFFECTS OF DISRUPTIVE BEHAVIOUR IN THE LEARNING PROCESS**

Table no 4.27 and chart no 4.32 reveals that 28.92 % agreed that disruptive behaviour affects the motivation level of the classmates, 49.56% partially agreed whereas 21.48% disagreed. 45.45% of respondents were positive about one of the effects of disruptive classroom behaviour in the teaching learning process was disturbing the other class-mates ability to learn. 14.87% were negative about this and 39.68% partially agreed. The effects of disruptive class-room behaviour in the teaching learning process encourages other students to form disruptive behaviour was agreed upon by 23.96% and sometimes agreed upon by 49.60%. 26.44% of respondent teachers disagreed to this. It was also noted that one of the effects of disruptive class-room behaviour in the teaching learning process was that the other class-mates concentration gets diverted as agreed by 45.45% and partially agreed by 51.25% of respondent teachers. 3.30% disagreed. 32.23% of respondent teaches said yes, 17.35% of respondent teaches said no and 50.42% of respondent teaches said sometimes that one of effects of disruptive class-room behaviour in the teaching learning process was causing unpleasant situation in the class. The above chart also shows that 23.14% of respondent teaches said yes, 23.96% of respondent teachers said no and 52.90% of respondent said sometimes that one of effects of disruptive class-room behaviour in the teaching learning process was causing distress to other students.

#### 4.6: ANALYSIS AND INTERPRETATION OF DATA RELATING TO OBJECTIVE NO. 4

The various problems faced by children with disruptive behaviour were recorded based on the responses received from Teachers and Parents which has been categorized as follows:

##### A. Teachers response based on

- a. Academic factors.
- b. Psychological factors.
- c. Other factors.

##### B. Parents response based on

- a. School factors.
- b. Psychological factors.
- c. Other factors.

#### TEACHERS RESPONSES ON PROBLEMS FACED BY CHILDREN WITH DISRUPTIVE BEHAVIOUR

TABLE 4.28

##### TEACHERS RESPONSE ON ACADEMIC FACTORS

ACADEMIC FACTORS	% OF RESPONSES		
	YES	NO	SOMETIMES
Finds learning very difficult.	39.66	15.70	44.64
Gets bored with lectures in the class-room.	37.19	7.43	55.38
Finds school work very challenging.	42.97	18.18	38.85
Unpleasant remarks on their report cards.	29.75	41.32	28.93
Lack of interest in school.	53.71	14.04	32.25
Finds difficult to concentrate in school work.	61.98	4.95	33.07
Often miss classes.	46.28	20.66	32.06
Tends to score low grades.	73.55	18.18	8.27

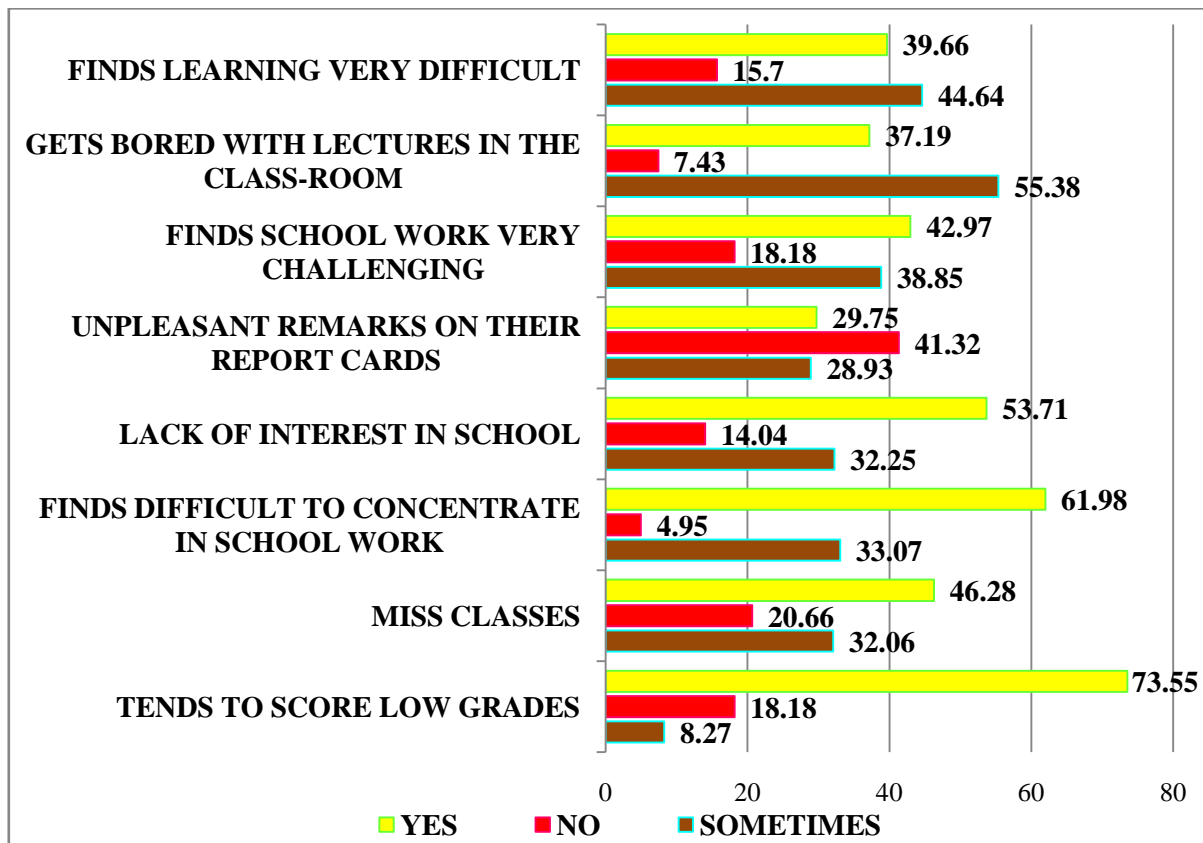
**FIG 4.33:TEACHERS RESPONSE ON ACADEMIC FACTORS**

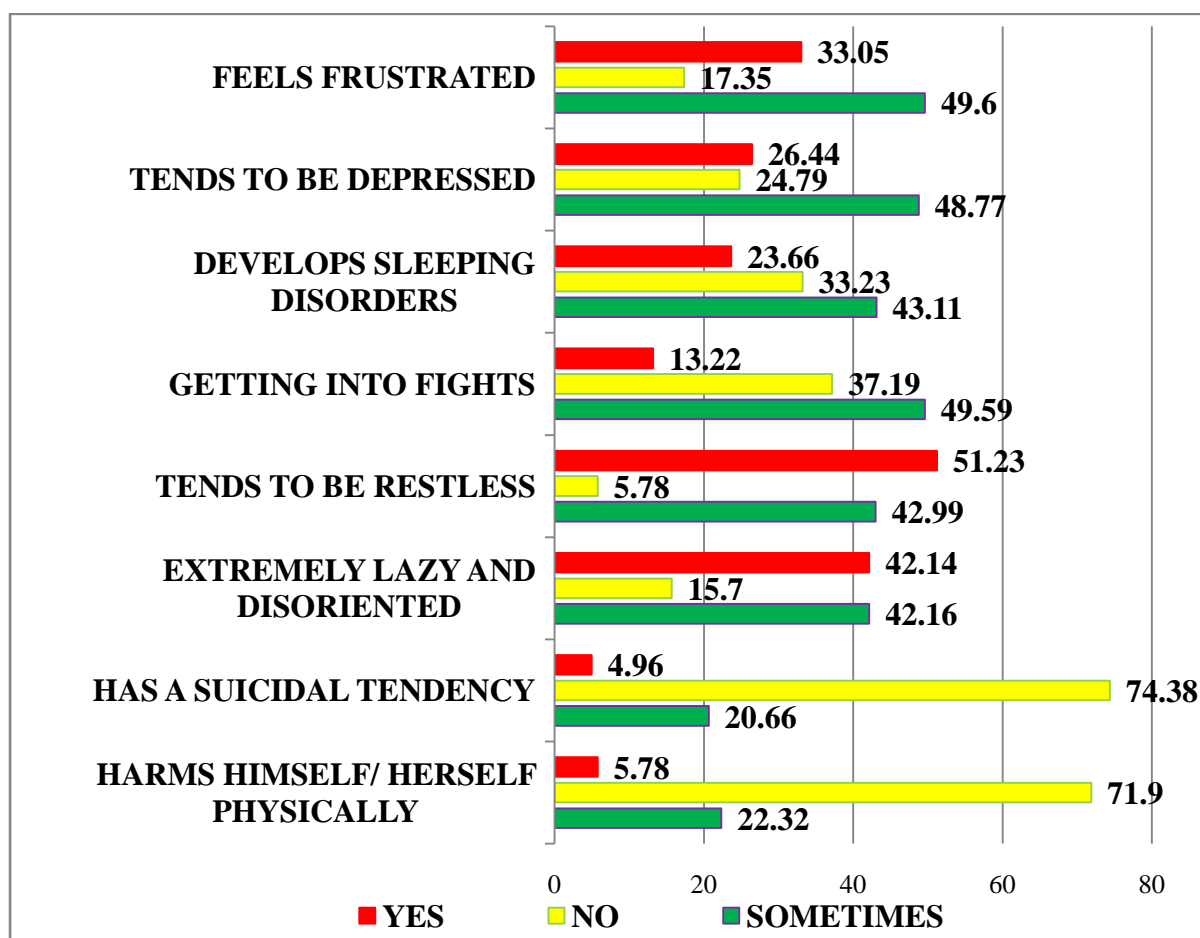
Table 4.28 and chart no 4.33 shows the various problems faced by children with disruptive behaviour. Finds learning very difficult was agreed and partially agreed by 39.66% and 44.64% respectively. 15.70% disagreed. Gets bored with lectures in the class-room was reported yes and sometimes by 37.19% and 55.38% of respondent teachers respectively and 7.43% of respondent teachers marked no. 42.97% of respondent teachers said that children with disruptive behaviour find school work very challenging. 18.18% of respondent teachers said no to this. 38.85% of respondent teachers said that they find school work very challenging sometimes. 29.75% agreed, 41.32% disagreed and 28.93% stated sometimes to unpleasant remarks on report cards as one of the problems faced by children with disruptive behaviour. Lack of interest in school was reported yes and sometimes by 53.71% and 32.25% of respondent teachers respectively. 14.04% of respondent teachers marked no. Finds difficult to concentrate in school work was agreed and partially agreed by 61.98% and 33.07% respectively. 4.95% disagreed. 46.28% of respondent teachers said that children with disruptive behaviour miss classes. 20.66% of respondent teachers said no to this. 32.06% of respondent teachers said that they miss classes sometimes. Tend to score low grades which was agreed by 73.55% and partially agreed by 8.27% of respondent teachers. 18.18% of respondent teachers disagreed.

## TEACHERS RESPONSES ON PROBLEMS FACED BY CHILDREN WITH DISRUPTIVE BEHAVIOUR

**TABLE 4.29:TEACHERS RESPONSE ON PSYCHOLOGICAL FACTORS**

PSYCHOLOGICAL FACTORS	% OF RESPONSES		
	YES	NO	SOMETIMES
Feels frustrated.	33.05	17.35	49.6
Tends to be depressed.	26.44	24.79	48.77
Develops sleeping disorders.	23.66	33.23	43.11
Getting into fights.	13.22	37.19	49.59
Tends to be restless.	51.23	5.78	42.99
Extremely lazy and disoriented.	42.14	15.70	42.16
Has a suicidal tendency.	4.96	74.38	20.66
Harms himself/ herself physically.	5.78	71.90	22.32

**FIG 4.34:TEACHERS RESPONSE ON PSYCHOLOGICAL FACTORS**

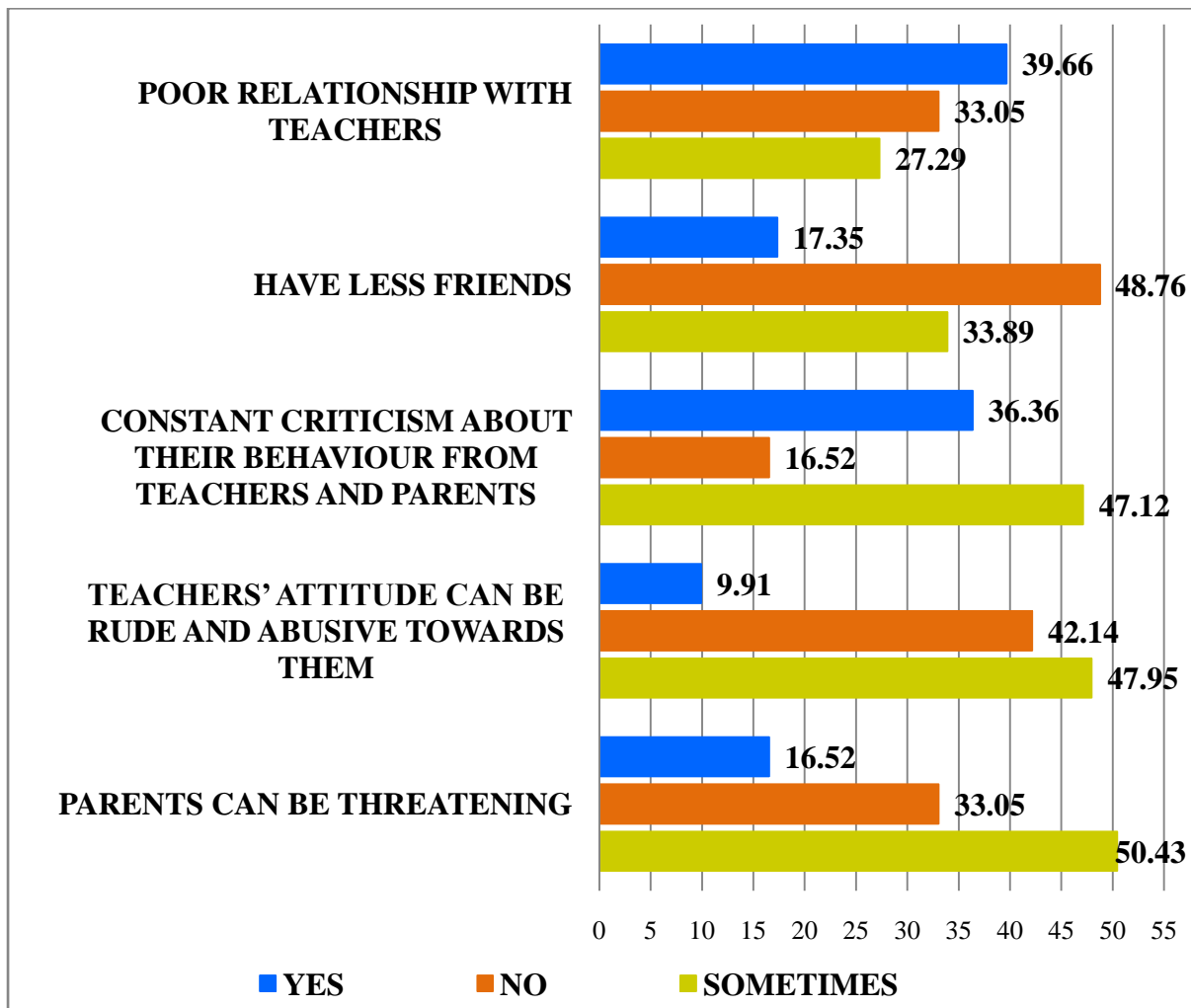


From table no 4.29 and chart no 4.34 it is stated that the ratio of 33.05% agreed, 17.35% disagreed and 49.6% partially agreed that children with disruptive behaviour felt frustrated. Tends to be depressed was reported yes and sometimes by 26.44% and 48.77% of respondent teachers respectively. 24.79% of respondent teachers marked no. It can be derived from the above table that 23.66% of respondent teachers agreed that one of the problems faced by children with disruptive behaviour is that the children developed sleeping disorders. 43.11% partially agreed. 33.23% of respondent teachers did not agree to developing sleeping disorders as one of the problems faced by children with disruptive behaviour. The above table also shows that 13.22% of respondent teachers said yes, 37.19% of respondent teachers said no and 49.59% of respondent teachers said sometimes that one of the problems faced by children with disruptive behaviour is getting into fights. Tends to be restless was agreed and partially agreed by 51.23% and 42.99% respectively whereas 5.78% disagreed. Extremely lazy and disoriented was reported yes by 42.14% and sometimes by 42.16%, 15.70% of respondent teachers marked no. It was also known that one of the problems faced by children with disruptive behaviour is that they have suicidal tendency as noticed by 4.96% of respondent teachers. 74.38% disagreed. 20.66% partially agreed. The above table shows that one of the problems faced by children with disruptive behaviour is that they tend to harm himself/herself physically which was agreed by 5.78% and partially agreed by 22.32% of respondent teachers. 71.90% of respondent teachers disagreed.

#### **TEACHERS RESPONSES ON PROBLEMS FACED BY CHILDREN WITH DISRUPTIVE BEHAVIOUR**

**TABLE 4.30: TEACHERS RESPONSE ON OTHER FACTORS**

<b>OTHERS FACTORS</b>	<b>% OF RESPONSES</b>		
	<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
Poor relationship with teachers.	39.66	33.05	27.29
Have less friends.	17.35	48.76	33.89
Constant criticism about their behaviour from teachers and parents.	36.36	16.52	47.12
Teachers' attitude can be rude and abusive towards them.	9.91	42.14	47.95
Parents can be threatening.	16.52	33.05	50.43

**FIG 4.35: TEACHERS RESPONSE ON OTHER FACTORS**

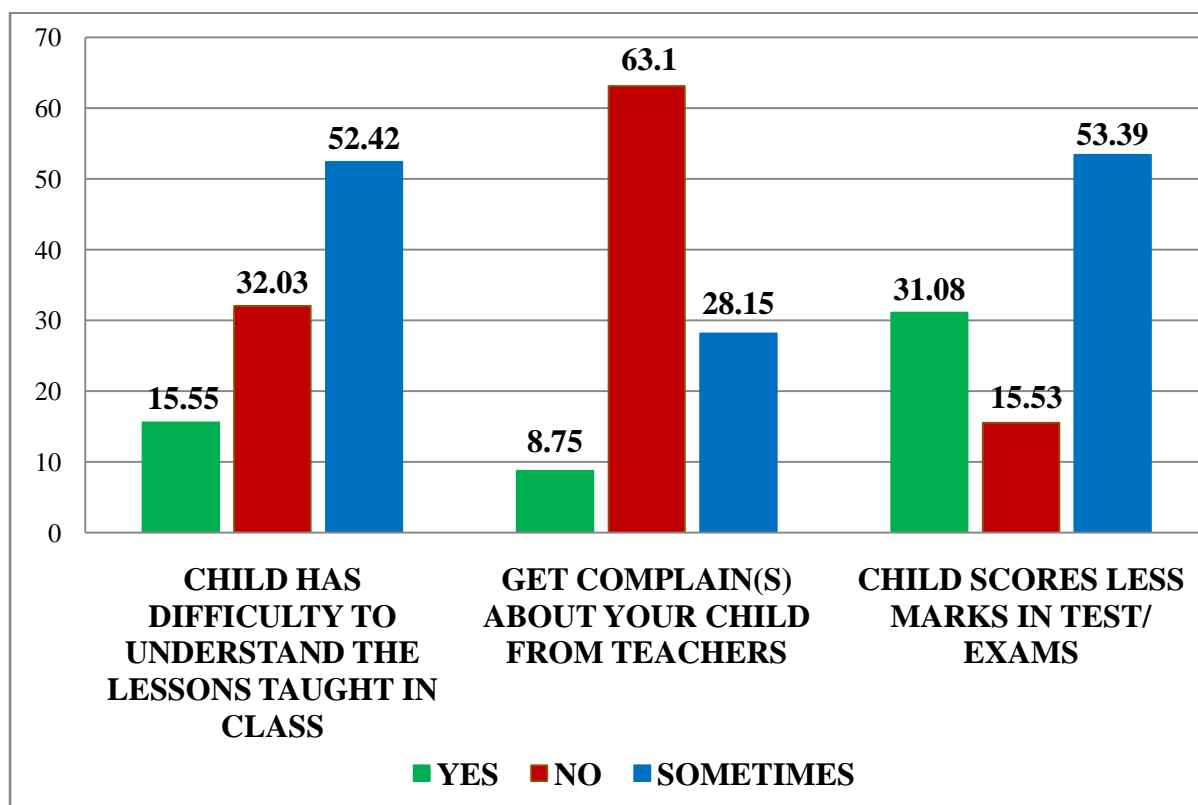
From the above table 4.30 and chart no 4.35, it is observed that one of the problems faced by children with disruptive behaviour is that they had poor relationship with teachers as noticed by 39.66% of respondent teachers. 33.05% disagreed. 27.29% partially agreed. 17.35% ticked yes, 48.76% ticked no and 33.89% ticked sometimes to having less friends as one of the problems faced by children with disruptive behaviour. The above table also shows that one of the problems faced by children with disruptive behaviour is that they receive constant criticism about their behaviour from teachers and parents which was agreed by 36.36% and partially agreed by 47.12% of respondent teachers. 16.52% of respondent teachers disagreed. 9.91% of respondent teachers said that one of the problems faced by the children with disruptive behaviour was that the teachers' attitude can be rude and abusive towards them. 42.14% of respondent teachers said no to this. 47.95% of respondent teachers partially agreed. It was also known that one of the problems faced by children with disruptive behaviour is that their parents can be threatening as noticed by 16.52% of respondent teachers, 50.43% noted as sometimes and 33.05% disagreed.

## PARENTS RESPONSE ON PROBLEMS FACED BY CHILDREN WITH DISRUPTIVE BEHAVIOUR

**TABLE 4.31: PARENTS RESPONSE ON SCHOOL FACTORS I**

SCHOOL FACTOR	% OF RESPONSES		
	YES	NO	SOMETIMES
Child has difficulty to understand the lessons taught in class.	15.55	32.03	52.42
Get complain(s) about your child from teachers.	8.75	63.10	28.15
Child scores less marks in test/ exams.	31.08	15.53	53.39

**FIG 4.36: PARENTS RESPONSE ON SCHOOL FACTORS I**

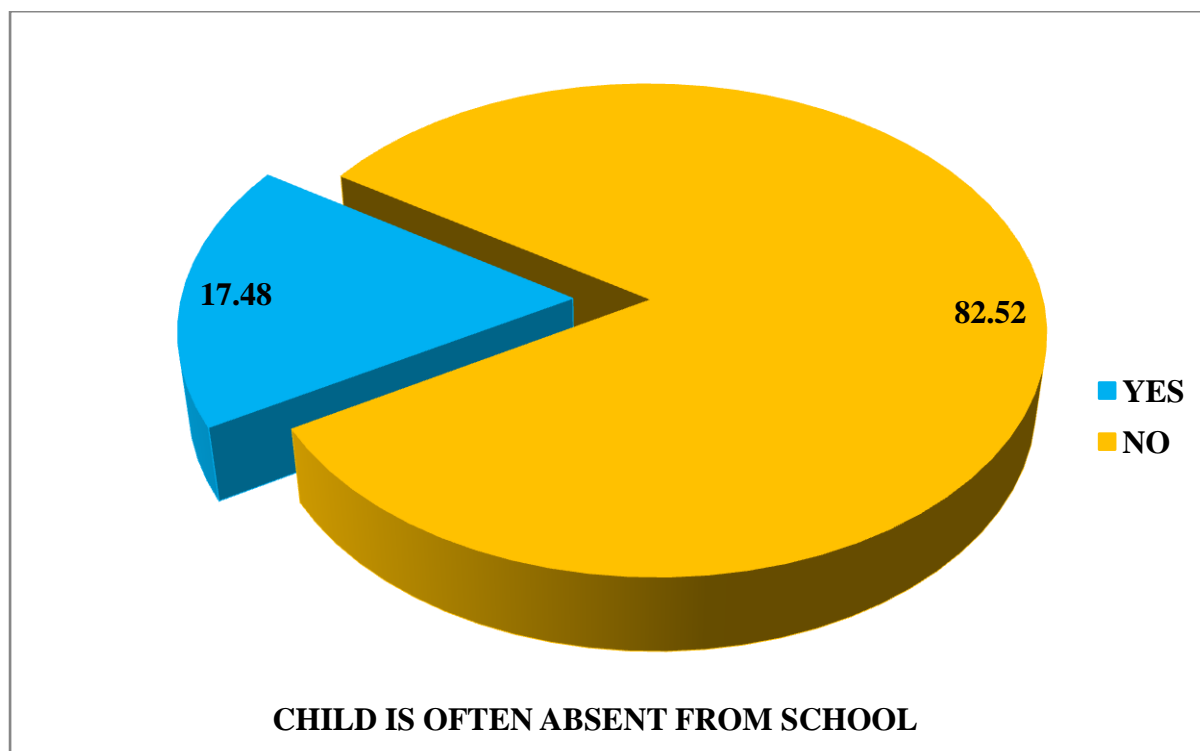


From the above table 4.31 and chart no 4.36 under school factor it is noted that 15.55% of respondents agreed that their child have difficulty to understand the lessons taught in class while 32.03% of respondents said no and 52.42% of respondents responded as sometimes. 8.75% of respondents stated that they get complain(s) about your child from teachers, 63.10% disagreed and 28.15% of respondents said sometimes. Upon being asked whether the child scores less marks in test/ exams 31.08 responded with yes, 15.53% responded with no and 53.39% responded with sometimes.

**TABLE 4.32**  
**PARENTS RESPONSE ON SCHOOL FACTOR II**

SCHOOL FACTOR	% OF RESPONSES	
	YES	NO
Child is often absent from school.	17.48	82.52

**FIG 4.37**  
**PARENTS RESPONSE ON SCHOOL FACTORS II**



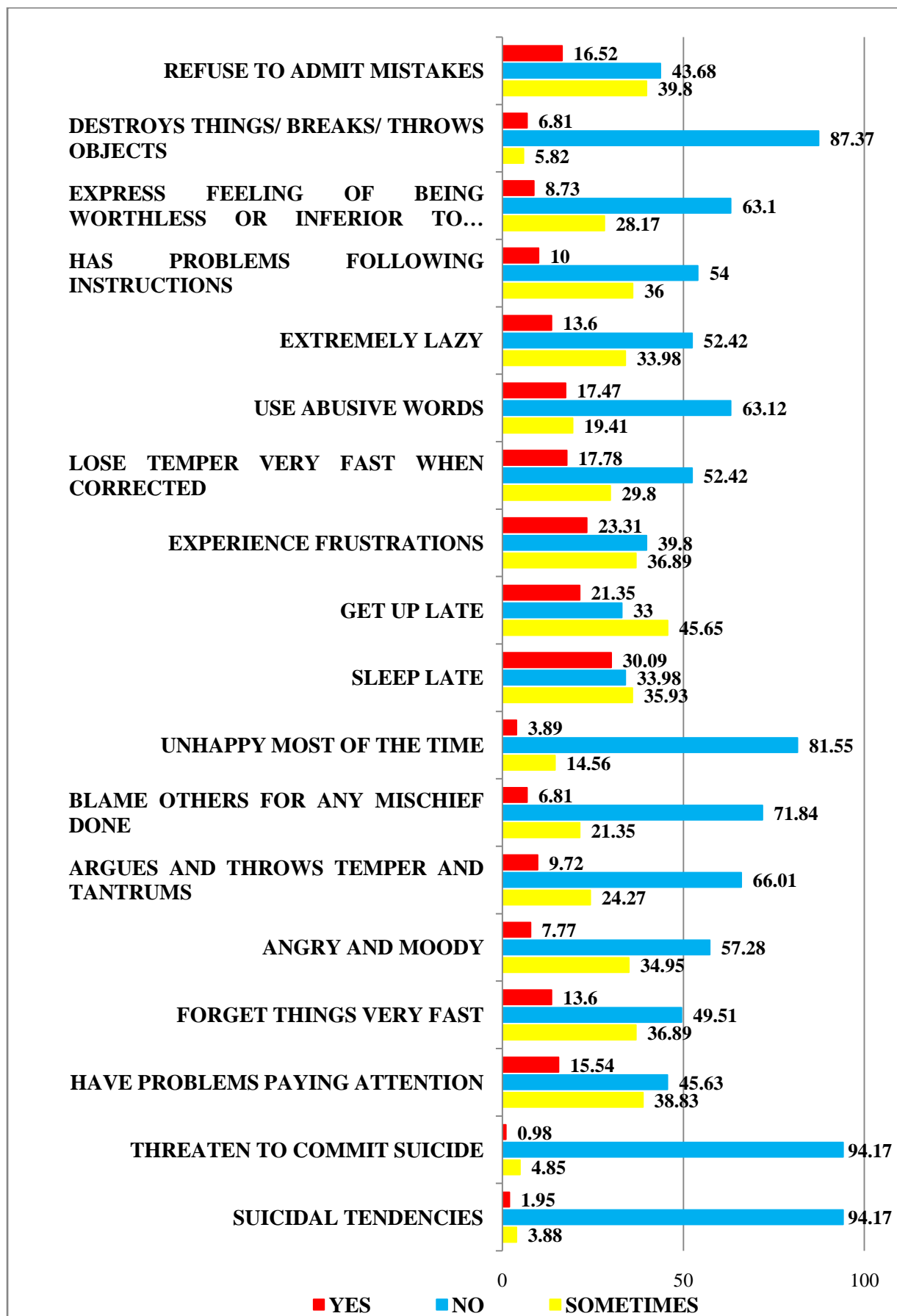
From the above table and chart under school factor it is noted that child often being absent from school was agreed by 17.48% and 82.52% disagreed.

# **PARENTS RESPONSE ON PROBLEMS FACED BY CHILDREN WITH DISRUPTIVE BEHAVIOUR**

**TABLE 4.33**  
**PARENTS RESPONSE ON PSYCHOLOGICAL FACTORS I**

<b>PSYCHOLOGICAL FACTORS</b>	<b>% OF RESPONSES</b>		
	<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
Refuse to admit mistakes.	16.52	43.68	39.80
Destroys things/ breaks/ throws objects.	6.81	87.37	5.82
Express feeling of being worthless or inferior to others.	8.73	63.10	28.17
Has problems following instructions.	10	54	36
Extremely lazy.	13.60	52.42	33.98
Use abusive words.	17.47	63.12	19.41
Lose temper very fast when corrected.	17.78	52.42	29.80
Experience frustrations.	23.31	39.80	36.89
Get up late.	21.35	33	45.65
Sleep late.	30.09	33.98	35.93
Unhappy most of the time.	3.89	81.55	14.56
Blame others for any mischief done.	6.81	71.84	21.35
Argues and throws temper and tantrums.	9.72	66.01	24.27
Angry and moody.	7.77	57.28	34.95
Forget things very fast.	13.60	49.51	36.89
Have problems paying attention.	15.54	45.63	38.83
Threaten to commit suicide.	0.98	94.17	4.85
Suicidal tendencies.	1.95	94.17	3.88

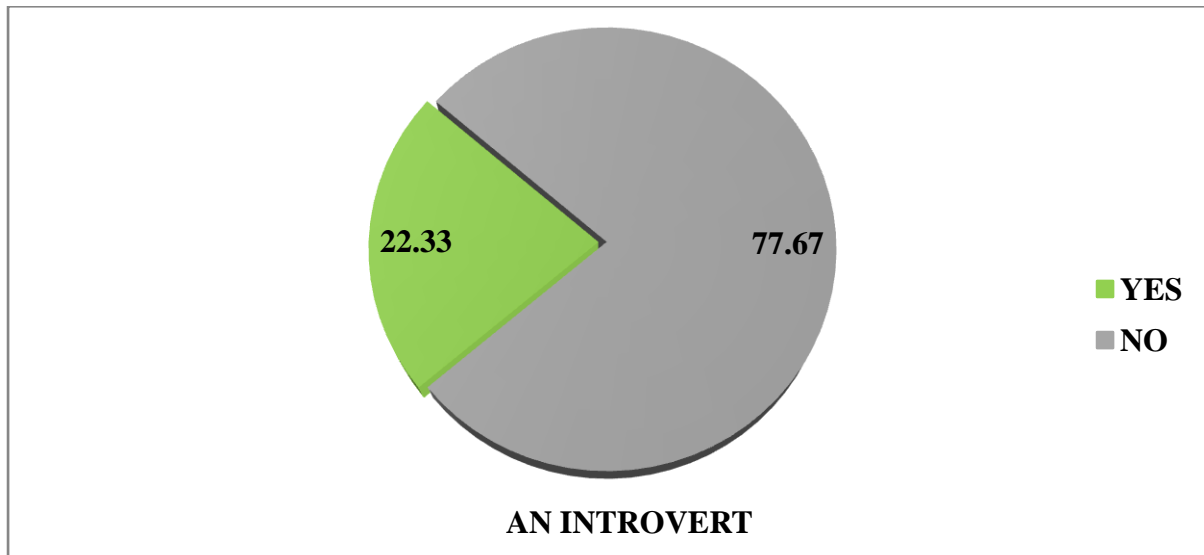
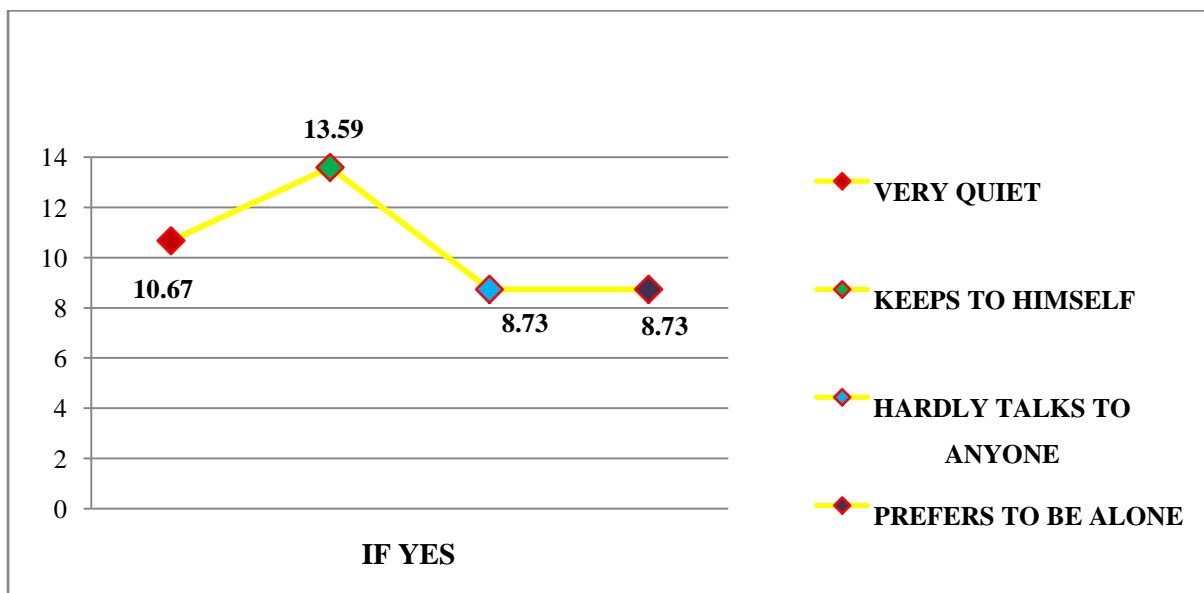
FIG 4.38: PARENTS RESPONSE ON PSYCHOLOGICAL FACTORS I



From the above table no 4.33 and chart no 4.38, it was observed that 16.52% of respondents marked child refuse to admit mistakes, the percentage disagreeing was 43.68%, the percentage mentioning sometimes was 39.80%. 6.81% agreed that child destroys things/ breaks/ throws objects and 5.82% stated as sometimes whereas 87.37% disagreed. 8.73% of respondents agreed that their child expresses feeling of being worthless or inferior to others. 63.10% of respondents disagreed that their child expresses feeling of being worthless or inferior to others. 28.17% stated as sometimes. Child having problems following instructions was agreed upon by 10% and disagreed upon by 54%, the percentage of respondents mentioning sometimes was 36%. Child being extremely lazy was agreed upon by 13.60% and partially agreed as sometimes by 33.98% respectively, the percentage of respondents mentioning no was 52.42%. Child using abusive words was agreed upon by 17.47% and partially agreed as sometimes by 19.41% respectively. The percentage of respondent parents stating no was 63.12%. 17.78% agreed and 29.80% of respondent parents partially agreed child losing temper very fast when corrected, 52.42% disagreed. Upon being asked whether you feel your child experience frustrations 23.31% said yes and 36.89% responded sometimes. 39.80% responded no. It was also learnt that 21.35% of respondents said that their child do get up late. 33% marked no and 45.65% marked sometimes. Child sleep late was answered as yes by 30.09% and sometimes by 35.93% of respondent parents. 33.98% said no. 3.89% of respondents stated that their child is unhappy most of the time, 81.55% said no. 14.56% responded sometimes. Child blame others for any mischief done brought 6.81% yes, 71.84% marked no and 21.35% of respondent parents said sometimes. 9.72% of respondents agreed and 24.27% partially agreed that their child argue and throw temper and tantrums respectively. 66.01% stated that they their child does not argue and throw temper and tantrums. Agreeing to child being angry and moody were 7.77% of respondents, 57.28% said no whereas 34.95% responded as sometimes. Child forgets things very fast were marked yes by 13.60%, 49.51% responded no and 36.89% said sometimes. Upon being asked whether your child have problems paying attention 15.54% said yes, 45.63% said no and 38.83% responded as sometimes. Child threatening to commit suicide was agreed yes by 0.98% and 4.85% as sometimes by respondent parents, 94.17% responded no. Child having suicidal tendencies was responded 1.95% yes and 3.88% as sometimes by respondent parents but 94.17% disagreed.

**TABLE 4.34: PARENTS RESPONSE ON PSYCHOLOGICAL FACTOR II**

PSYCHOLOGICAL FACTOR	% OF RESPONSES	
	YES	NO
An introvert.	22.33	77.67

**FIG 4.39: PARENTS RESPONSE ON PSYCHOLOGICAL FACTOR II****FIG 4.40: PARENTS RESPONSE ON PSYCHOLOGICAL FACTOR III**

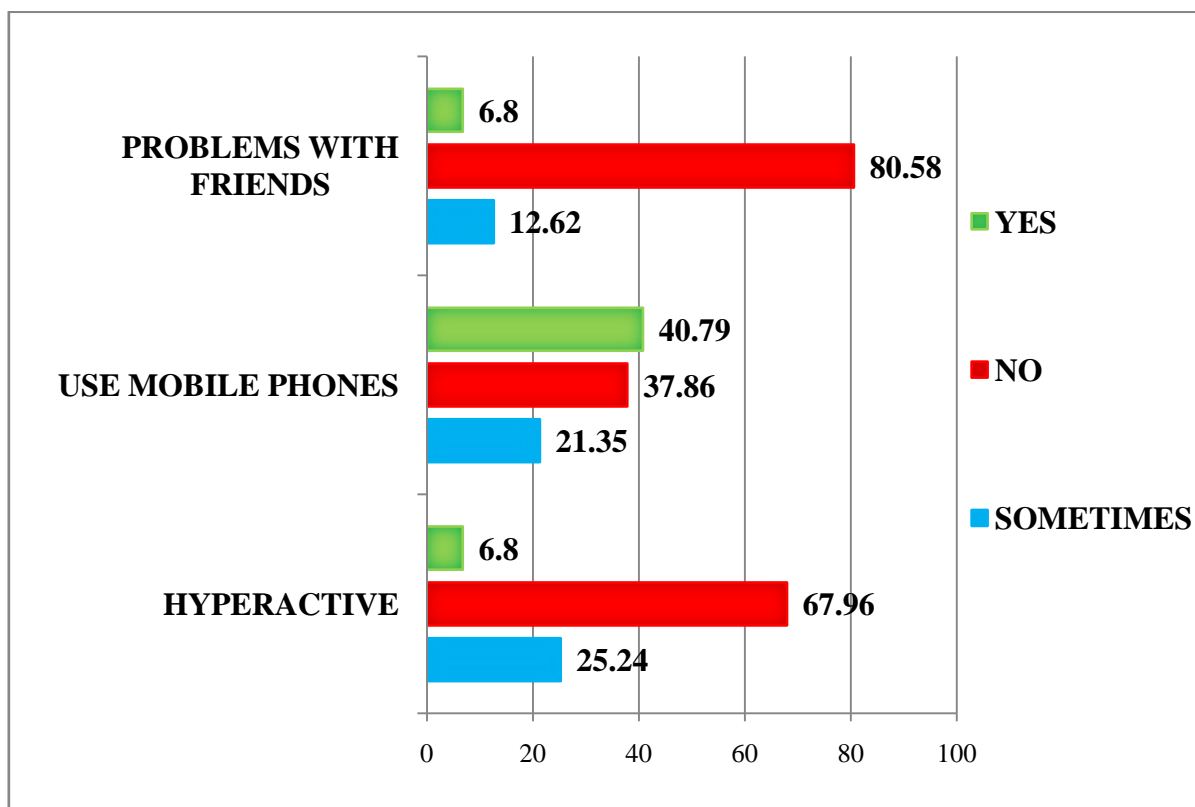
From table no 4.34 and chart no 4.39, 22.33% of respondent parents stated that their child is an introvert which was categorized in chart no 4.40 as 10.67% being very quiet, keeps to himself constituted 13.59%, hardly talks to anyone were recorded as 8.73% and prefers to be alone was 8.73%. The percentage of respondents saying no was 77.67%.

## PARENTS RESPONSE ON PROBLEMS FACED BY CHILDREN WITH DISRUPTIVE BEHAVIOUR

**TABLE 4.35: PARENTS RESPONSE ON OTHER FACTORS I**

OTHER FACTORS	% OF RESPONSES		
	YES	NO	SOMETIMES
Problems with friends.	6.8	80.58	12.62
Use mobile phones.	40.79	37.86	21.35
Hyperactive.	6.8	67.96	25.24

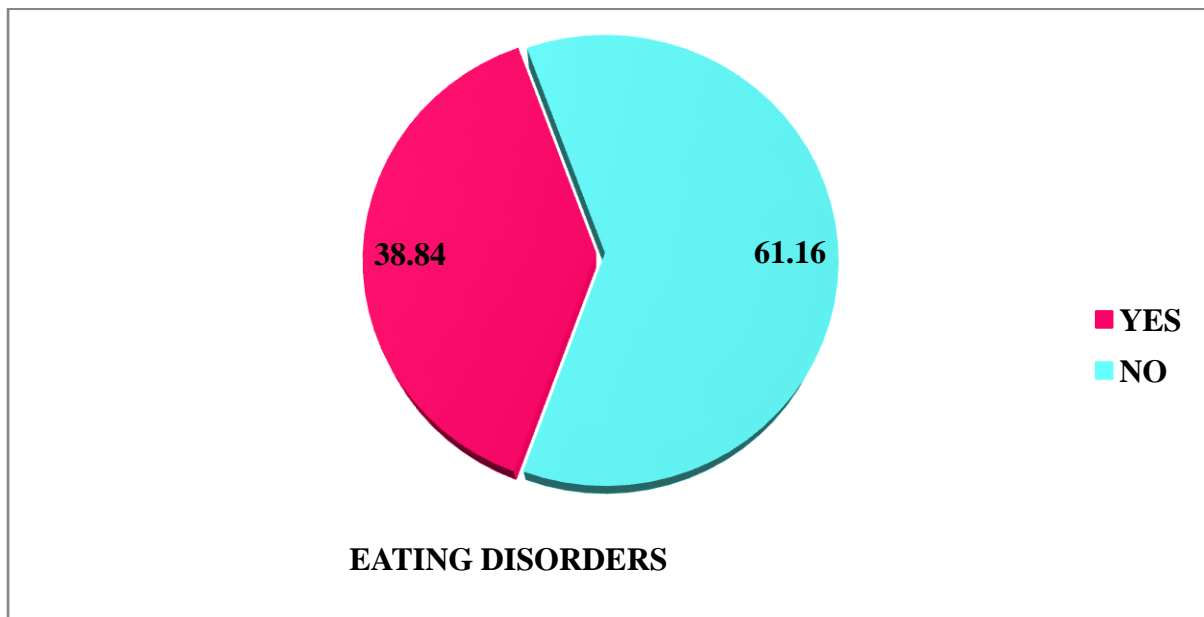
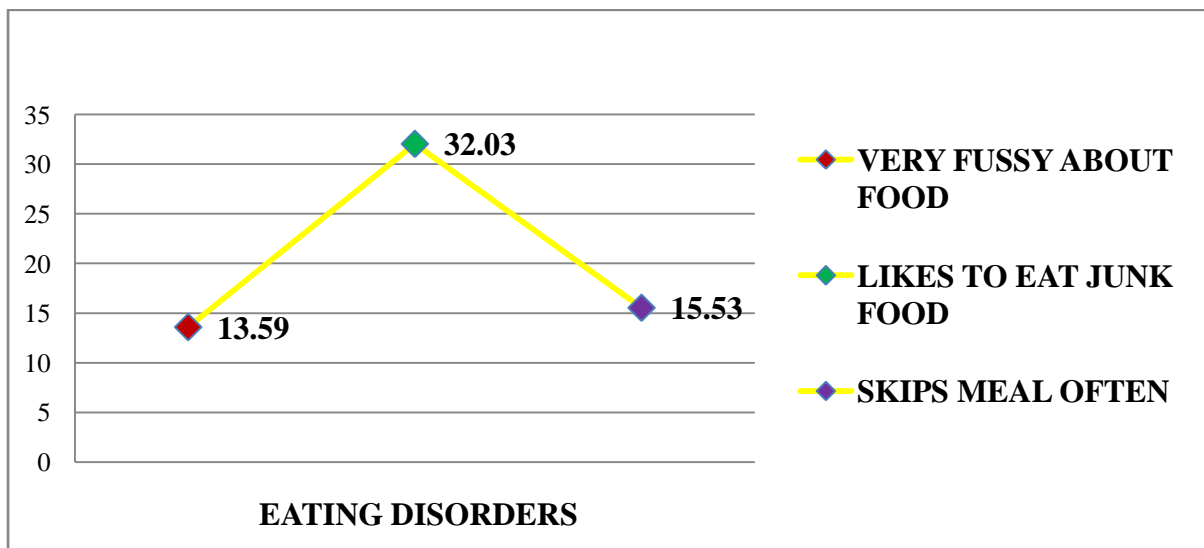
**FIG 4.41: PARENTS RESPONSE ON OTHER FACTORS I**



From the above table no 4.35 and chart no 4.41, it is noted that 6.8% agreed that their child has problems with friends and 12.62% mentioned as sometimes whereas 80.58% of respondent parents marked that their child does not have problems with friends. 40.79% of respondents agreed their children use mobile phones, 21.35% partially agreed and 37.86% of respondent parents denied. 6.8% of respondents said yes, 67.96% said no and 25.24% said sometimes upon being asked whether their child is hyperactive.

**TABLE 4.36: PARENTS RESPONSE ON OTHER FACTOR II**

OTHER FACTOR	% OF RESPONSES	
	YES	NO
Eating disorders.	38.84	61.16

**FIG 4.42: PARENTS RESPONSE ON OTHER FACTOR II****FIG 4.43: PARENTS RESPONSE ON OTHER FACTOR III**

From table 4.36 and charts no 4.42 and 4.43, it is observed that child having eating disorders was agreed by 38.84% was categorized as very fussy about food by 13.59%, likes to eat junk food by 32.03% and skips meal often by 15.53% whereas 61.16% stated that they don't have eating disorders.

#### 4.7: ANALYSIS AND INTERPRETATION OF DATA RELATING TO OBJECTIVE NO. 5

**TABLE 4.37: PROGRAMS AND SERVICES AVAILABLE IN SCHOOLS**

PROGRAMS AND SERVICES AVAILABLE	% OF RESPONSES	
	YES	NO
Counselor in school:	33	67
a) Class teacher.		48.76
b) Subject teacher.		38.84
c) Principal/ Headmistress.		45.45
School organize programs for students on discipline:	45.45	54.55
a) Once in two years.	9.91	
b) Once a year.	19.83	
c) Every six months.	7.43	
d) Every three months.	8.26	
Remedial teaching classes:	90.08	9.92
a) Oral test.	70.24	
b) Written test.	77.68	
c) Coaching classes.	59.50	
d) Re-test.	44.62	
Conduct programs on how to maintain discipline:	86.77	13.23
a) During school assembly.	85.95	
b) Conducting seminars.	19	
c) Value educational classes.	33.88	
d) Orientation programs.	15.70	
Detention room.	5.78	94.22

From the table no.4.37, it can be seen that 33% schools have a counselor in the school whereas 67% schools does not have a counselor, so counseling is done by different people, 48.76% stated it is done by class teacher, 38.84% stated subject teachers give counseling and 45.45% stated it is either done by principal, headmaster or headmistress. 54.55% schools does not organise any programs on discipline for students whereas 45.45% schools organize programs for discipline for students out of which 9.91% conducts once in two years, 19.83% organises once a year, 7.43% organises every six months and 8.26% conducts every three

months. 9.92% schools does not have remedial teaching classes whereas 90.08% has remedial teaching classes and it is done through different ways, 70.24% conducts oral test, 77.68% through written test, 59.50% has coaching classes and 44.62% conducts re-test. 13.23% schools does not conduct programs on how to maintain discipline whereas 86.77% does through various ways, 85.95% conducts during school assembly, 19% conducts seminars, 33.88% has value education classes and 15.70% conducts orientation programs. 94.22% schools do not have a detention room and 5.78% schools have detention rooms for students. Those schools having detention room to let the disruptive students study or complete the work under the guidance of one teacher.

#### **4.8: ANALYSIS AND INTERPRETATION OF DATA RELATING TO OBJECTIVE NO. 6**

**TABLE 4.38: METHODS USED BY TEACHERS TO MANAGE DISRUPTIVE CLASS-ROOM BEHAVIOUR**

<b>METHODS USED BY TEACHERS</b>	<b>% OF RESPONSES</b>		
	<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
Give a simple stare.	35.55	10.74	53.71
Send them out of class.	16.52	43.82	39.66
Call out their names.	70.24	1.65	28.11
Talk to them after your class.	53.71	6.61	39.68
Keep calm and cool.	19.83	27.27	52.9
Moving around the class.	73.55	4.13	22.32
Give them some responsibilities to carry out.	68.59	1.65	29.76
Increase your tone.	56.19	4.13	39.68
Ignore the child.	00	75.20	24.8
Don't give attention.	1.65	80.16	18.19
Pause for some time.	64.46	5.78	29.76
Leave the class.	00	90.08	9.92
Ask questions to the distracted child.	59.51	4.13	36.36
Call for their parents.	6.62	35.53	57.85

Send them to the principal's office.	7.45	29.75	62.80
Warn the child.	56.21	4.13	39.66
Ignore minimal problems.	24.79	24.79	48.76
Remind the dos and don'ts in your class.	83.48	1.65	14.87
Give more attention to the disruptive child.	64.47	3.30	32.23
Shift the disruptive child to the front seat.	57.86	4.13	38.01
Stand near the disruptive child.	42.16	7.43	50.41
Give them counseling.	47.95	0.82	51.23
Increasing classroom activity engagement.	44.64	8.26	47.10
Improving instructional methods.	66.12	00	33.88

From table no. 4.38, it can be stated that teachers use different ways to manage disruptive classroom behaviour. 35.55% gives a simple stare, 53.71% does it sometimes and 10.74% does not use this method. 16.52% send them out of class, 39.66% uses this method sometimes whereas 43.82% does not prefer to use this method. Calling out their names is done by 70.24%, 28.11% does it sometimes and 1.65% does not follow this method. Talking to them after class is done by 53.71%, 39.68% does it sometimes and 6.61% does not follow this. 19.83% keeps calm and cool, 52.9% follows this at times and 27.27% stated as no. Moving around the class is done by 73.55%, 4.13% does not do so and 22.32% does it sometimes. 68.59% gives them some responsibilities to carry out, 29.76% uses this method at times whereas 1.65% does follow this. 56.19% increases their tone, 39.68% uses this method at times and 4.13% does not increase their tone. It was found that none of the teachers ignore the child, 24.80% of the respondent ignores the child sometimes whereas 75.20% does not use this method. 1.65% don't give attention, 18.19% does it sometimes whereas 80.16% does not opt for this. Pause for sometime is followed by 64.46% whereas 5.78% doesn't prefer to use this method and 29.76% does it at times. None of the teacher respondent leave the class, 9.92% leaves the class at times whereas 90.08% doesn't use this method. Ask questions to the distracted child is done by 59.51% and 36.36% does it sometimes whereas 4.13% does not. 6.62% calls for their parents whereas 35.53% doesn't use this method and 57.85% does it at times. 7.45% sends them to the principal's office whereas 62.80% does it sometimes and 29.75% does not use this method. Warn the child is done by 56.21%, 39.66% does it sometimes and 4.13% doesn't. 24.79% ignores minimal problems whereas 24.79% does not and 48.76% does it at time. Reminds the do's and don'ts in your class is done by 83.48%

whereas 1.65% does not follow this and 14.87% does it at times. 64.47% gives more attention to the disruptive child, 32.23% use this method sometimes and 3.30% doesn't follow this. 57.86% shifts the disruptive child to the front seat whereas 4.13% does not do this and 38.01% follow this method sometimes. Stands near the disruptive child is done by 42.16%, 7.43% does not do and 50.41% does it at times. 47.95% gives them counseling, 51.23% gives them counseling sometimes and 0.82% does not follow this method. Increasing classroom activity engagement is done by 44.64% whereas 8.62% doesn't and 47.10% does it at times. 66.12% improves instructional methods 33.88% does it sometimes whereas not even one teacher respondent opted for this method.

#### **4.9: ANALYSIS AND INTERPRETATION OF DATA RELATING TO OBJECTIVE NO. 7**

A total of 430 student respondents were taken from both government and private schools for this study.

**TABLE 4.39**  
**TOTAL NUMBER OF STUDENTS IN THE CLASS**

TOTAL NUMBER OF STUDENTS	RESPONSES	
	NUMBER	%
5-14.	42	9.77%
15-24.	96	22.33%
25-34.	77	17.90%
35-44.	96	22.33%
45-54.	36	8.37%
55-64.	52	12.09%
65-74.	25	5.81%
75-84.	03	0.70%
85-94.	00	0%
95-104	03	0.70%

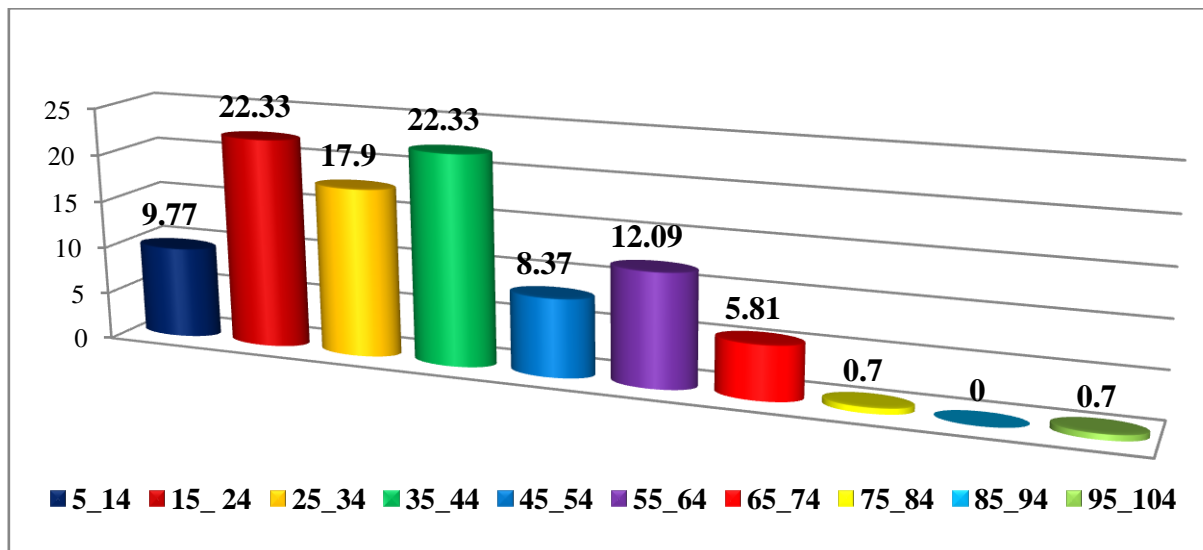
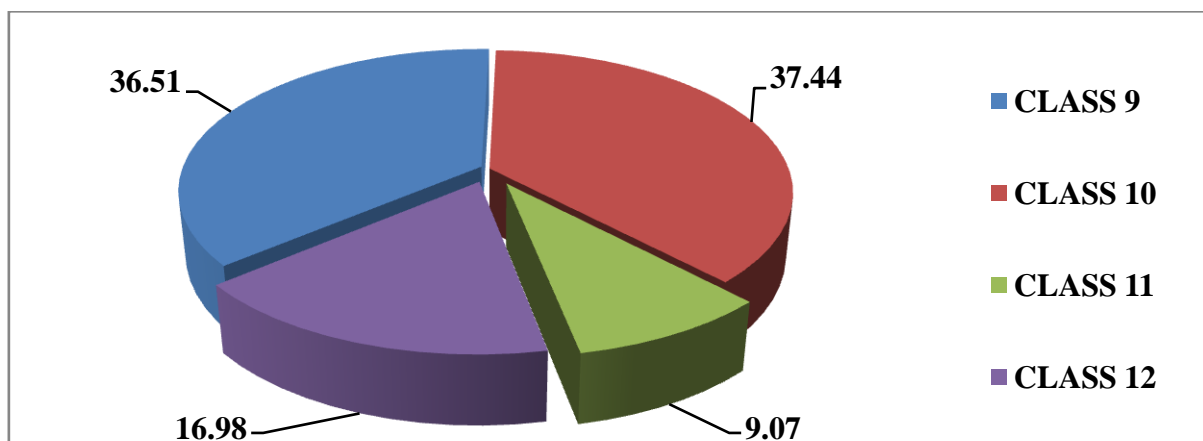
**FIG 4.44: TOTAL NUMBER OF STUDENTS IN THE CLASS**

Table 4.39 and chart no. 4.44 reveals the total numbers of students in a class which are as follows: 5 to 14 is 9.77%, 15 to 24 is 22.33%, 25 to 34 is 17.90%, 35 to 44 is 22.33%, 45 to 54 is 8.37%, 55 to 64 is 12.09%, 65 to 74 is 5.81%, 75 to 84 is 0.70%, 85 to 94 is 0% and 95 to 104 is 0.70% respectively.

**TABLE 4.40:RESPONDENT'S CLASS**

RESPONDENT'S CLASS	RESPONSES	
	NUMBER	%
9	157	36.51%
10	161	37.44%
11	39	9.07%
12	73	16.98%

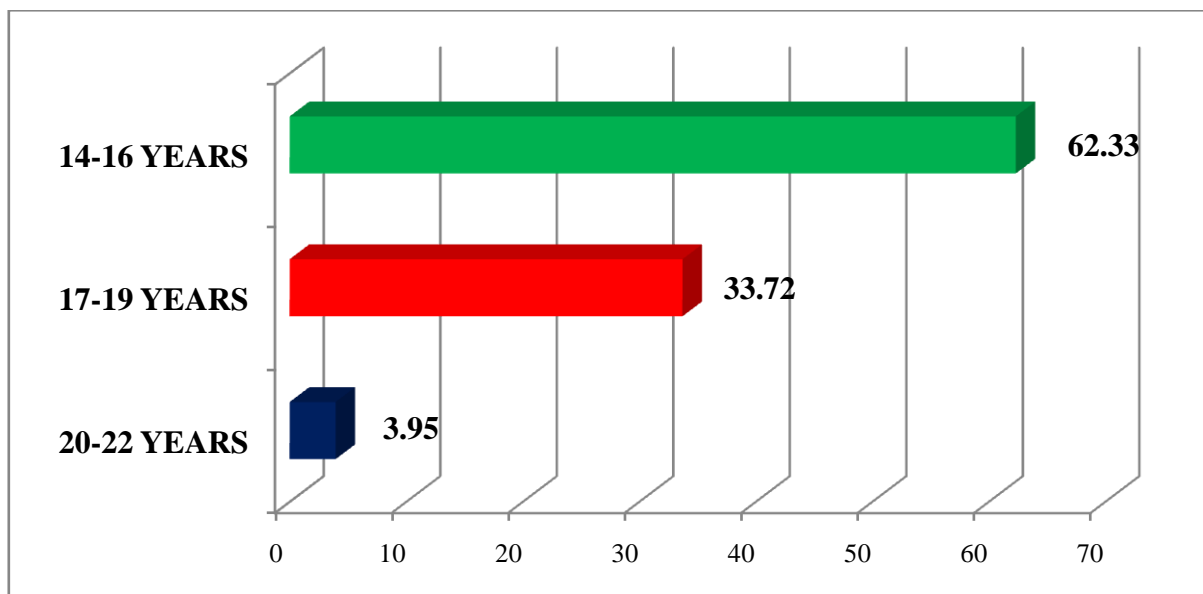
**FIG 4: 45RESPONDENT'S CLASS**

As indicated in table 4.40 and chart no. 4.45, class 9 has 36.51% students with disruptive behaviour. Class 10 has the highest number with 37.44% students having disruptive behaviour. Class 11 has 9.07%. Class 12 has 16.98% students with disruptive behaviour.

**TABLE 4.41**  
**RESPONDENT'S AGE**

RESPONDENT'S AGE	RESPONSES	
	NUMBER	%
14-16.	268	62.33%
17-19.	145	33.72%
20-22.	17	3.95%

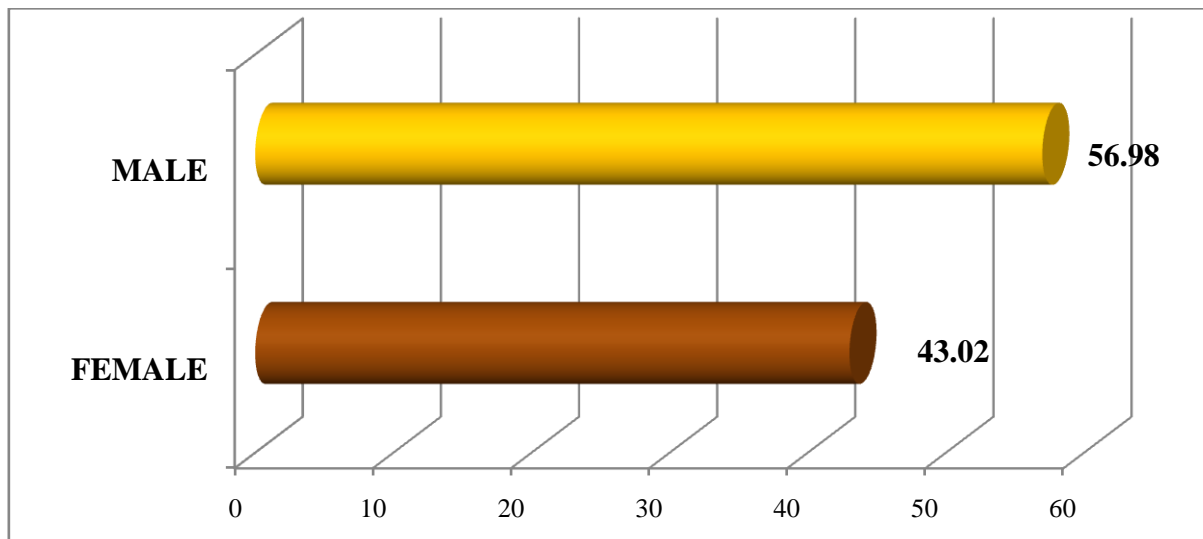
**FIG 4.46:RESPONDENT'S AGE**



From table 4.41 and chart no .4.46, it is seen that disruptive behaviour is common for the following age groups, 14 to 16 years (62.33%) which is the highest followed by 17 to 19 year (33.72%.) and 20 to 22 years ( 3.95%) respectively.

**TABLE 4.42:RESPONDENT'S GENDER**

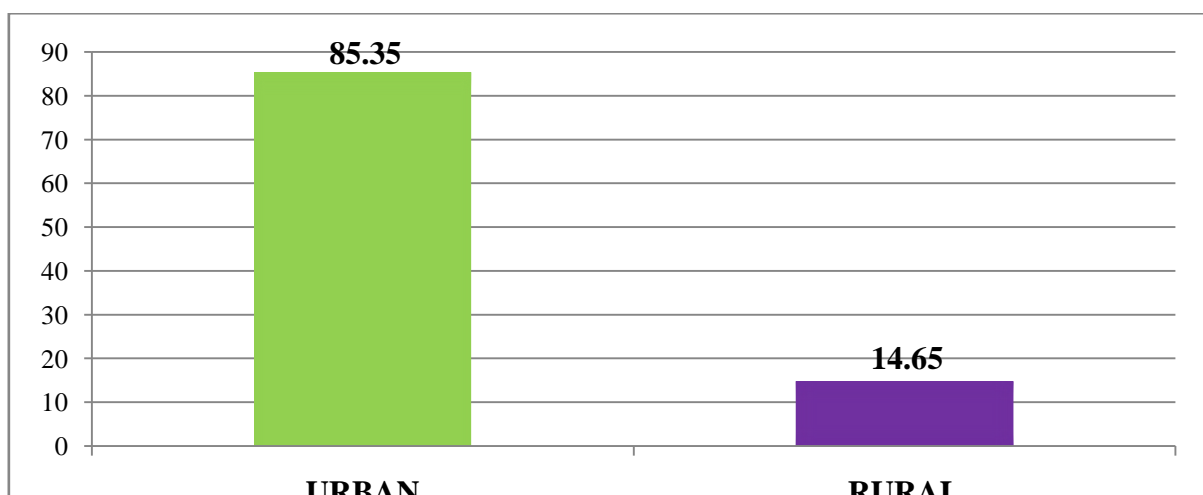
RESPONDENT'S GENDER	RESPONSES	
	NUMBER	%
Male.	245	56.98%
Female.	185	43.02%

**FIG 4.47: RESPONDENT'S GENDER**

From table 4.42 and chart no 4.47, it is observed that 56.98% boys and 43.02% girls are found with disruptive behaviour which states that boys are more disruptive than girls.

**TABLE 4.43: RESPONDENT'S LOCALITY**

RESPONDENT'S LOCALITY	RESPONSES	
	NUMBER	%
Urban.	367	85.35%
Rural.	63	14.65%

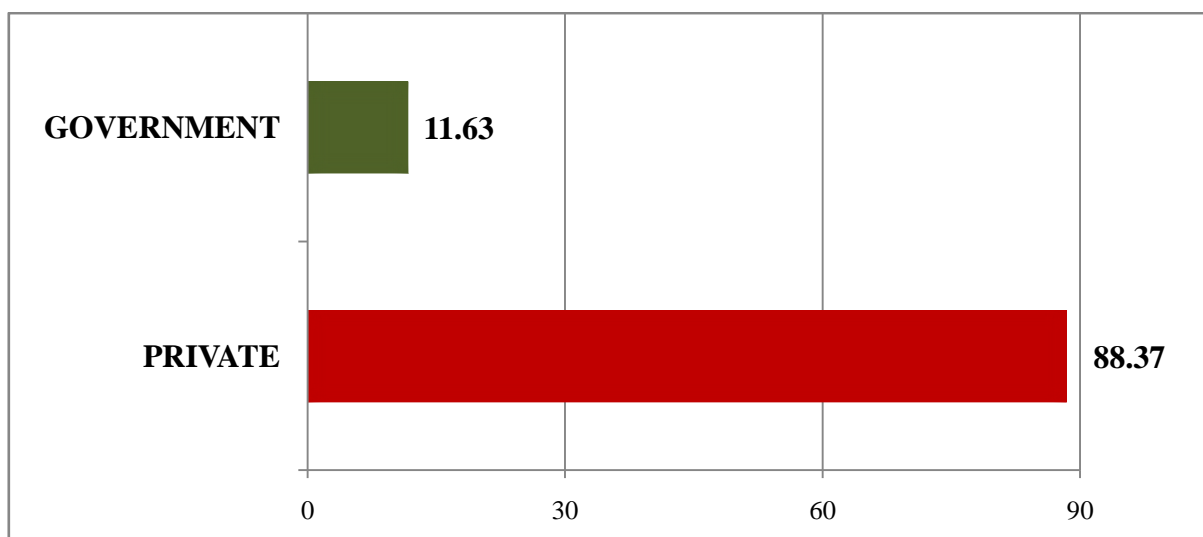
**FIG 4.48: RESPONDENT'S LOCALITY**

As seen in table 4.43 and chart no 4.48 that the urban students are more disruptive with 85.35% than the rural students with 14.65%.

**TABLE 4.44**  
**SCHOOL MANAGEMENT**

SCHOOL MANAGEMENT	RESPONSES	
	NUMBER	%
Government.	50	11.63
Private.	380	88.37

**FIG 4.49**  
**SCHOOL MANAGEMENT**



As presented in table 4.44 and chart no. 4.49, it is found that private schools have more disruptive students (88.37%) than government school students (11.63%).

#### **4.10: ANALYSIS AND INTERPRETATION OF DATA RELATING TO OBJECTIVE NO. 8**

Few suggestions/remedial measures to deal with disruptive children as stated by teachers.

- Informal talks apart from studies.
- Avoid insulting the child.
- Avoid comparing the child with other children.
- Try to identify the root cause of the deviant behaviour.
- Positive attitude from teachers.
- Redirect the deviant behavior.

## **Data collected through Interview Schedule**

### **4.11:INTERVIEW SCHEDULE**

When teachers were asked if parents are responsible if a child is disruptive, 65% of the teachers agreed that parents are responsible if a child is disruptive, 25% partially agreed to this question and 10% disagreed to this statement. Upon being asked if they communicate with parents when they come across a disruptive child in their class, 70% of the teachers stated that they communicate with parents whereas 30% stated they do not communicate with parents. Those who communicate with parents use different methods which are highlighted below:

- Call up parents.
- Personal meeting.
- Home visitation.
- Send warning letter.

#### **4.11.1: ANALYSIS AND INTERPRETATION OF DATA RELATED TO OBJECTIVE NO. 2**

When teacher and parent respondents were asked the root cause for disruptive behaviour among children, the following points were recorded.

- ❖ Over protective parents.
- ❖ No proper home environment.
- ❖ No cooperation from parents.
- ❖ Poor background.
- ❖ Peer pressure.
- ❖ Students imitate parent's actions.
- ❖ Low self-esteem.
- ❖ Health problems.
- ❖ Unhappy homes.
- ❖ Poor teacher student relationship.
- ❖ Poor teaching.
- ❖ Lack of facilities.
- ❖ Poor parent child relationship (Step children).
- ❖ Unhealthy neighborhood.
- ❖ Laziness.

- ❖ No love and affection from teachers.
- ❖ Less interaction between teacher and student.
- ❖ Less interaction between parents and children.
- ❖ No motivation from teachers.
- ❖ No motivation from parents.
- ❖ Defective method of teaching.
- ❖ Unsympathetic teachers.
- ❖ Treated harshly at homes.

#### **4.11.2: ANALYSIS AND INTERPRETATION OF DATA RELATED TO OBJECTIVE NO. 3**

Both parents and teachers stated the following effects of disruptive behaviour on the child.

- Withdraws from family time.
- Lies a lot.
- Attention seeking by trying to defame the family and teachers.
- Dishonest.
- Limited to academic performance.
- Rude behaviour.
- Short span of attention.
- Extremely lazy.
- Poor connection with classmates and teachers.

#### **The problems faced by teachers and parents while dealing with a disruptive child**

- ✓ Teachers feel incompetent.
- ✓ Teachers feel inadequate.
- ✓ Wastage of time and energy.
- ✓ Loses temper.
- ✓ Lack of patience.
- ✓ Parents feel helpless.
- ✓ Parents feel low.
- ✓ Misunderstanding between parents.
- ✓ Family life becomes disoriented.
- ✓ Tension and fights between children and parents.

#### **4.11.3: ANALYSIS AND INTERPRETATION OF DATA RELATED TO OBJECTIVE NO. 4**

Upon being asked what are the problems faced by children with disruptive behaviour, the following points were recorded from the teacher and parent respondents

1. Drops school in the middle of the year.
2. Feeling of inferiority is seen.
3. Lacks interest for future studies.
4. They tend to withdraw from family time.
5. Tends to lie a lot and seeks attention by trying to defame the family and teachers.
6. Dishonest.
7. Limit themselves to academic performance.
8. Behaves rudely.
9. Has short span of attention.
10. Extremely lazy.
11. Has poor connection with classmates and teachers.

#### **4.11.4: ANALYSIS AND INTERPRETATION OF DATA RELATED TO OBJECTIVE NO. 8**

**Few suggestions/remedial measures to deal with a disruptive child as stated by parents and teacher**

- ✓ Healthy relationship between teachers and students.
- ✓ Healthy relationship between parents and children.
- ✓ Teacher's good communication skills.
- ✓ Teacher's good management skills.
- ✓ Teaching style should be efficient.
- ✓ Child needs special remedial help.
- ✓ Praise the child at times by mentioning his/her good qualities.

## **CHAPTER 5: MAJOR FINDINGS, DISCUSSION AND SUGGESTIONS**

### **5.1: INTRODUCTION**

After extensive analysis and interpretation of the data, the investigator has brought out the findings of the study based on the objectives of the study. This chapter highlights the findings made through questionnaires and interviews. Discussion and conclusion of the study based on the findings are also done. The chapter further includes suggestions for improvement, educational implication and suggestions for future research in this area.

### **5.2: MAJOR FINDINGS OF THE STUDY**

The investigator has brought out the findings from the three sets of questionnaire and interview schedule based on all the eight objectives of the study and highlighted below:

#### **5.2.1: MAJOR FINDINGS RELATED TO OBJECTIVE 1: TO IDENTIFY THE VARIOUS TYPES OF DISRUPTIVE BEHAVIOUR AMONG STUDENTS IN THE CLASSROOM**

1. It was also observed that 48.77% of students were in the habit of not bringing all required materials to class, 49.58% does not bring all required materials sometimes which show that this is one major type of disruptive behaviour.
2. Incomplete class-works and home-works were seen in 41.32 % of students and observed in 57.85% sometimes.
3. Students getting distracted easily were recorded as 38.01 and students getting distracted easily sometimes were 53.71%.
4. Not following directions if told once was 32.24%. The percentage of students not following directions sometimes if told once was 59.50%.
5. 32.07% of students disturbed class mates and 54.54% of students disturbed class mates sometimes.
6. It was also observed that 29.76 % of students did drawing/ scribbling on the desk/benches and 45.45% of students did drawing/ scribbling on the desk/benches sometimes.
7. It was also observed that 28.930% students whisper to each other and 60.33 % students whispered to each other sometimes.
8. It is also noted that 27.28 % of students play with pen, pencil, etc. and the number of students sometimes playing with pen, pencil, etc. was 61.15 %.

9. It was observed that 22.32% tried to get attention of the class by doing something funny or act silly. 54.54% sometimes tried to get attention of the class by doing something funny or act silly.
10. The percentage for interrupting the teacher was 21.49%. 57.85% of students were sometimes interrupting the teacher.
11. The behaviour of excessive talking was seen in 19.84% of students, 48.76% of students showed the behaviour of excessive talking sometimes.
12. Students smiling and laughing without any reason to get the attention of teachers or fellow students were 20.67 % and 52.06 % of students were observed laughing without any reason to get the attention of teachers or fellow students sometimes.
13. 19% of students had the habit of day dreaming constantly. 51.25% of students were placed under the category of sometimes with the habit of Day dreaming constantly.
14. It was learned that 19% of students does not maintain cleanliness and 60.33% of students did maintain cleanliness sometimes.
15. The percentage of students passing unnecessary comments was 16.54% and 49.58 % of students passed unnecessary comments sometimes.
16. It was observed that 15.71% of students passed chits to one another and 47.10% of students used to passing chits to one another at times.
17. 16.89% students sleep during lectures and 58.67 % students sleep sometimes during lectures.
18. The behaviour of calling or tagging teachers/friends by funny names was seen in 13.23% of students, 50.41% of students showed the behaviour of calling or tagging teachers/friends by funny names sometimes.
19. Writing their name or someone else's names in their hands/wrist was common in 12.4% of students and 29.75% of students were in the habit of writing their name or someone else's names in their hands/wrist sometimes.
20. Humiliating classmates by insulting them was done by 9.93% of students. The percentage of students humiliating classmates by insulting them sometimes was 42.97%.
21. The behaviour of pretending to be sick for drawing attention was 16.54%, 35.53% of students showed the behaviour of pretending to be sick for drawing attention sometimes.
22. The percentage of students asking irrelevant questions to show superiority was 8.27%. The percentage of students asking irrelevant questions to show superiority sometimes was 33.88%.

23. The teachers also noticed that biting nails, playing with hair, etc. was common in 8.27% of students and 42.97% of students show the habit of biting nails, playing with hair, etc. at times.
24. 6.62% of students possessed the behaviour of destroying own things or things belonging to fellow friends/ school property and 40.49% of students possessed the behaviour of destroying own things or things belonging to fellow friends/ school property sometimes.
25. It was noticed that 32.25% of students did not maintain notes properly and 53.71% did not maintain notes properly sometimes.
26. It can be concluded that 22.31 % students chew gum during class hours and 66.94 % students chew gum sometimes during class hours.

From the responses the following types of disruptive behaviour was also noted: Bringing toys(keychain, pen holders, decorative pouches, etc.), constantly looking at the watch, flipping the pages of textbook/ notebook often, imitating the teachers and giggling , attitude problem, often turns back to talk to friends, reserved and irresponsive.

### **5.2.2: MAJOR FINDINGS RELATED TO OBJECTIVE 2: TO IDENTIFY THE VARIOUS COMMON CAUSES OF DISRUPTIVE BEHAVIOUR**

The study explored that various common causes of disruptive behaviour as expressed by students, teachers and parents are categorized into four, categories, personal, psychological, home/parents and school/teacher.

#### **Students' Personal Views**

1. 74.20% of the student respondents likes coming to school whereas 2.55% do not like coming to school and 23.25% like to come to school sometimes.
2. 52.55% respondents have confidence in themselves 39.76% have confidence sometimes and 7.69% doesn't have confidence in them.
3. 24.66% doesn't find learning difficult, 75.34% find learning difficult, 11.62% find reading difficult, 40.23% find difficulty in understanding, 19.06% find spellings difficult, 36.27% find difficulty in calculations, 7.67% find language difficult and 10.46% find difficulty in writing.
4. It is recorded that 27.68% doesn't stay up late at night whereas 72.32% respondents stay up late at night. 24.65% stay up late watching TV, 28.13% stay up late playing games, 27.20% stay up late chatting with friends and 24.18% stay up late watching YouTube videos.

5. 9.08% respondents stated that they have grudges against their friends whereas 52.79% does not have any grudges and 38.13% has grudges against their friends sometimes.
6. 70% of the respondent students have proper eating habits while 30% of the respondent students did not have proper eating habits.
7. 23.95% of the respondent students said yes and 76.05% said no to present class being repeated.
8. 71.39% of respondents pointed that they watch movies/ videos suitable for their age. 28.61% said no.
9. Upon being asked that whether they experienced depression when they don't do well in school 53.72% and 37.45% said yes and sometimes respectively, 8.83% said no.
10. The percentage of respondents agreeing to get jealous when their friends scores better marks than them was 51.39%. The percentage of respondents disagreeing was 48.61%.

## **PSYCHOLOGICAL CHARACTERISTICS**

1. Boredom was agreed as one of the causes of disruptive class-room behaviour by 44.62% of the respondents. 14.87% disagreed that boredom was one of the causes of disruptive class-room behaviour and 40.51 % responded with can't say for boredom as one of the causes of disruptive class-room behaviour.
2. It was also observed that 70.24% of respondents marked emotional problems as one of the causes of disruptive class-room behaviour. The percentage disagreeing to emotional problems as one of the causes of disruptive class-room behaviour was 4.95%. The percentage mentioning can't say to emotional problems as one of the causes of disruptive class-room behaviour was 24.81%.
3. It was noted that 41.32% of respondents agreed that depression as one of the causes of disruptive class-room behaviour, 10.74% disagreed depression as one of the causes of disruptive class-room behavior and 47.94% of respondents were not sure that depression is one of the causes of disruptive class-room behaviour.
4. Agreeing to grudges against parents/teachers/ peers as one of the causes of disruptive class-room behaviour was by 27.27% of respondents as one of the causes of disruptive class-room behaviour. Disagreeing was by 28.09% of respondents. 44.64% stated can't say.

5. Staying up late at night was agreed upon by 43.80% of respondents, disagreeing upon were 15.70% and 40.5% mentioned can't say to be one of the causes of disruptive class-room behaviour.
6. It was also derived that unhealthy eating habits amounted to be agreed upon by 39.68% and disagreeing upon by 25.61%. 34.71% of respondents were under the category of can't say.
7. Seeking attention was agreed by 74.39% and 25.61% disagreed.
8. Lack of self –confidence was agreed by 75.21% and disagreed by 24.79% of respondents.
9. Repeating the same class was agreed as one of the causes of disruptive class-room behaviour by 62.81% of the respondents. 37.19% disagreed that repeating the same class was one of the causes of disruptive class-room behaviour.
10. 84.3% of the respondents agreed and 15.70% of the respondents disagreed to learning problems as being one of the causes of disruptive class-room behaviour.
11. 74.39% of respondents agreed to confused or lost nature as being one of the causes of disruptive class-room behaviour. 25.61% disagreed to this.
12. Use of alcohol/ drugs/tobacco products was agreed by 61.99% of respondents while 38.01% disagreed with the use of alcohol/drugs/tobacco products as one of the causes of disruptive class-room behaviour.
13. The percentage of respondents agreeing to lack of interest to be one of the causes of disruptive class-room behaviour were 89.26% and the percentage of respondents disagreeing to lack of interest to be one of the causes of disruptive class-room behaviour were 10.74%.

## **PARENTAL/ HOME FACTORS**

- 1) 92.32% of respondent students got guidance from parents. 7.68% of respondent students answered negative.
- 2) It was noted that 8.83% of respondents belonged to broken families. 91.17% did not belong to broken families.
- 3) The respondents agreeing to getting love and attention from their parents made 97% while 3% answered negative.
- 4) Having grudges against parents was agreed by 4.65% of respondents. 61.39% disagreed. 33.96% had grudges against parents sometimes.

- 5) 30.46% of respondents agreed to parents being illiterate. 69.54% of respondents disagreed.
- 6) 24.18% of respondent students got irritated with their parents when they interfered in their work. 13.02% of respondent students did not get irritated with their parents when they interfered in their work, 62.80% answered sometimes.
- 7) Out of the 74.18% of respondent students agreeing to parents spending time with them frequently 46.51% ticked family prayer, 26.7% highlighted family outing, 37.67% use to discuss about their interest and likes and for 23.48% it was family holiday. 25.82% of respondent students said no.
- 8) Having neighbors who set good examples was agreed by 70.93% and disagreed by 29.07.
- 9) Upon being asked do your parents monitor you while you study 36.74% said yes, 19.06% said no and 44.20.
- 10) Agreeing to have proper home conditions was by 91.86% of respondents which was categorized as proper lighting by 71.39%, ventilations by 45.58% and separate room for studying by 58.83% of respondent students. 8.14% said no to having proper home conditions.
- 11) 0.23% of respondent students agreed that their parents were into drugs. 18.88% said that that their parents were into the habit of consumption of alcohol, 33.02% of respondents said that their parents were into tobacco products and 55.81% ticked none of the above.
- 12) 13.95% of respondents agreed that they were abused by their parents which was categorized as 6.97% physically, 6.27% verbally, 6.04% emotionally and 3.25% mentally. 86.05 stated that they were not abused by their parents.
- 13) 47.95% of the respondents agreed to uncaring parents /no guidance from parents as one of the factors of disruptive class-room behaviour, 12.39% of respondents disagreed to uncaring parents /no guidance from parents as one of the factors for disruptive class-room behaviour and 39.66% of respondents could agree or disagree to uncaring parents /no guidance from parents as being one of the factor of disruptive class-room behaviour.
- 14) It was observed that 32.24% of respondents pointed unhealthy neighborhood as one of the causes of disruptive class-room behaviour, 19% of the respondents disagreed to unhealthy neighborhood as one of the causes of disruptive class-room behaviour and 48.76% of respondents were not able to say whether unhealthy neighborhood was one of the causes of disruptive class-room behaviour.

- 15) Unpredictable behaviour of parents was agreed by 33.89% of respondents as one of the causes of disruptive class-room behaviour. The percentage of respondents disagreeing to unpredictable behaviour of parents as one of the causes of disruptive class-room behaviour was 13.22%. Respondents amounting to 52.89% were under the category of can't say to unpredictable behaviour of parents as one of the causes of disruptive class-room behaviour.
- 16) 48.77% of respondents agreed to lack of guidance from parents as one of the causes of disruptive class-room behaviour. 13.22% of respondents disagreed to lack of guidance from parents as one of the causes of disruptive class-room behaviour. 38.01% stated as can't say.
- 17) Very strict parents as one of the causes of disruptive class-room behaviour was agreed upon by 25.45% and disagreed upon by 18.18%, the percentage of respondents mentioning can't say was 55.37%.
- 18) Unhealthy means of recreational facilities was agreed by 27.28% of respondents, 35.53% of respondents disagreed to this and 37.19% of respondents mentioned can't say.
- 19) 65.29% of respondents stated broken family to be one of the causes of disruptive class-room behaviour, 4.96% disagreed and 29.75% of respondents were not able to say whether broken family to be one of the causes of disruptive class-room behaviour.
- 20) 43.81% of respondents agreed single parent to be one of the causes of disruptive class-room behaviour, 11.57% disagreed to this while 44.62% could not say.
- 21) 62.82% of respondents blamed alcoholic parents to be one of the causes of disruptive class-room behaviour, 2.47% of respondents disagreed and 34.71% stated can't say.
- 22) Substance abuse by parents constituted 47.93% of respondents agreeing to be one of the causes of disruptive class-room behaviour. 8.27% disagreed that substance abuse by parents to be one of the causes of disruptive class-room behaviour and 43.80% of respondents mentioned can't say.
- 23) Agreeing to illiterate parents being one of the causes of disruptive class-room behaviour were 43.81% of respondents, disagreeing were 15.70% and not able to say constituted 40.49%.
- 24) 46.29% agreed and 53.71% of respondents disagreed to poor environmental conditions to be one of the causes of disruptive class-room behaviour.
- 25) It was observed that 16.51% of the respondents are single parents and 83.49% of respondents are not.

- 26) 40.79% of respondent parents compared their child's performance, 19.41% of the respondent parents said that they do not compare their child's performance and 39.80% of respondent parents compared their child's performance sometimes.
- 27) The percentage of respondents agreeing and partially agreeing to have difficulty in dealing with their child was 11.66% and 29.12% respectively. 59.22% of respondent parents disagreed.
- 28) 33.99% mentioned they assist their child in homework and studies, 32.03 stated they do sometimes whereas 33.98 % mentioned they don't.
- 29) 72.83% of respondents said yes, 6.79% said no and 20.38% said sometimes upon being asked whether their child gets involved during family time.
- 30) 71.85% of respondents agreed that their child gets along with siblings. 12.62% said no. 15.53% of respondent parents marked sometimes.
- 31) It was noted that parents allowing peer groups to come freely home amounted 52.44%, 19.41% responded no and 28.15% responded as sometimes.
- 32) The percentage of respondents agreeing to spending quality time with their child was 92.24% which was categorized as 80.58% eating together, playing together constituted 23.30%, going for outings together were 51.45% and praying together were 72.81%. The percentage of respondents saying no was 7.76%.
- 33) 40.79% of respondents agreed their children use mobile phones, 21.35% partially agreed and 37.86% of respondent parents denied.
- 34) 6.8% of respondents said yes and 25.24% said sometimes upon being asked whether their child is hyperactive.
- 35) It is noted that 6.8 agreed that their child has problems with friends and 12.62% mentioned as sometimes.

### **SCHOOL/TEACHER FACTORS**

- 1) 78.83% of respondents said yes to teachers making work interesting. 21.17% said no.
- 2) 16.75% of respondents stated that they get irritated when their teachers corrected their mistakes. 83.25% disagreed.
- 3) 6.74% of respondents agreed that their teachers were always late for class while 93.26% said no.
- 4) 5.82% of respondents agreed that their teachers were frequently absent. 94.18% of respondent students said no.

- 5) It was also learnt that 46.28% of respondents found classes boring and 53.72% of respondents did not find classes boring.
- 6) Having proper classroom conditions agreed by 89.06% was categorized as presence of windows by 68.13%, lightings by 54.65%, ventilations by 57.20% of and desks and benches by 80% of respondent students. Disagreeing to having proper classroom conditions were 10.94%.
- 7) Upon being asked whether your teachers are partial, revengeful, rude and not caring. 43.95% pointed partial, 9.30% of respondent students said revengeful, 21.62% agreed to teachers being rude and 9.76% of respondents said that their teachers were not caring.
- 8) Finding own self confused or lost during lectures was agreed by 14.20%, 7.67% disagreed. 78.13% said that they find themselves confused or lost during lectures sometimes.
- 9) Agreeing to teacher discussing too many topics in one class were 13.25% of respondents, disagreeing were 40.46% and partially agreeing were 46.29%.
- 10) Feeling free to approach their teachers were 61.62% of respondent students, 38.38% of respondents do not feel free to approach their teachers.
- 11) 79.30% of respondents agreed that they have problems sitting for long and listening to lectures because they get bored was mentioned by 49.30%, 42.32% stated that their attention falls off, 28.83% mentioned that they get distracted and 54.65% stated that they feel sleepy whereas 20.70% stated that they do not have any such problems.
- 12) 89.30% of respondents agreed getting love and attention from their teachers. 10.70% said no.
- 13) 91.39% of respondent students agreed that their subject teacher often keeps changing 8.61% of respondents disagreed that their subject teacher often keeps changing.
- 14) Class teacher often keeps changing in the same year was agreed by 7.91%. The percentage of respondent students disagreeing was 92.09%.
- 15) Agreeing to not able to follow teacher's explanation were 66.75%. Not able to follow teacher's explanation were 33.25% out of which 15.11% said not according to your level of understanding, 12.79% said too complicated and 13.02% said that that their teacher just read the textbook without explaining.
- 16) 93.48% of respondent students agreed that their teachers motivate. 6.52% of respondent students answered negative.
- 17) Upon being asked whether your teachers guide you 94.04% of respondents answered yes. The percentage of yes was categorized as clearing your doubts which was agreed by

72.79%, 43.48% pointed that their teachers give extra help when they come across difficult topics, helping them in their class-work by teachers was marked by 34.88% and makes learning was agreed by 51.62% of respondent students. 5.96% of respondent students did not agree that their teachers guided them.

- 18) 19.54% stated that they had grudges against few teachers whereas 80.46% responded negatively.
- 19) The percentage of respondents agreeing to teachers' judgmental attitude towards the child as one of the causes of disruptive class-room behaviour was 18.18% while 42.16% disagreed to teachers' judgmental attitude towards the child as one of the causes of disruptive class-room behaviour and 39.66% of respondents could not either agree or disagree to teachers' judgmental attitude towards the child as one of the causes of disruptive class-room behaviour.
- 20) The respondents agreeing to teachers negative attitude as one of the causes of disruptive class-room behaviour was 24.33%, the respondents disagreeing to teachers' negative attitude as one of the causes of disruptive class-room behaviour made 51.23% and 24.44% of respondents stated can't say to teachers' negative attitude as one of the causes of disruptive class-room behaviour.
- 21) 26.46% of respondents agreed to no motivation from the teacher as one of the causes of disruptive class-room behaviour while 63.63% of respondents disagreed to no motivation from the teacher as one of the causes of disruptive class-room behaviour and 9.91% of respondents responded with can't say to no motivation from the teacher as one of the causes of disruptive class-room behaviour.
- 22) 16.54% of respondents agreed to unsuitable method of teaching as one of the causes of disruptive class-room behaviour, 51.23% of respondents disagreed to unsuitable method of teaching as one of the causes of disruptive class-room behaviour and 32.23% mentioned can't say.
- 23) Poor class-room conditions were labeled by 35.54% of respondents while 64.46% were not agreeing to be one of the causes of disruptive class-room behaviour.
- 24) It was also observed that 47.11% of respondents pointed continuous change of subject teachers as one of the causes of disruptive class-room behaviour whereas 52.89% disagreed.
- 25) It was also noted that 26.62% of respondents pointed continuous changes of class-teacher as one of the causes of disruptive class-room behaviour whereas 74.38% disagreed.

- 26) 54.55% teachers had teaching experience of 0 to 5 years, 18.18% had 6 to 10 years of experience, 9.09% had 11 to 15 years of teaching experience, 10.74% had 16 to 20 years of experience and 4.13% had 21 to 25 years of experience and 3.31 % did not respond to the question asked.
- 27) The respondents educational qualification can be observed as: Ph.D 0.83%, M. Phil 0.83%, M. Com( B. Ed) 0.83%, MA (B.Ed)17.35%, MA (PGDIT, PGDCA) 0.83%, M. Sc 6.61%, M. Com 4.13%, MA 25.61%, B.Tech 1.65%, B.Sc (B.Ed) 2.48%, B.Com (B.Ed) 0.83%, BA (B.Ed) 4.96%, B.Sc 7.44%, B.Com 2.48% and BA 23.14%.

Apart from the ones mentioned above the following points were also observed when teachers were asked if parents are responsible if a child is disruptive, 65% of the teachers agreed that parents are responsible if a child is disruptive, 25% partially agreed to this question and 10% disagreed to this statement. Few more causes were also found such as, over protective parents, no proper home environment, no cooperation from parents, poor background, peer pressure, students imitate parent's actions, low self-esteem, health problems, unhappy homes, poor teacher student relationship, poor teaching, lack of facilities, poor parent child relationship (Step children), laziness, less interaction between teacher and student, less interaction between parents and children, no motivation from parents, defective method of teaching, unsympathetic teachers, treated harshly at homes.

### **5.2.3: MAJOR FINDINGS RELATED TO OBJECTIVE 3: TO EXAMINE THE VARIOUS EFFECTS OF DISRUPTIVE BEHAVIOUR IN THE TEACHING LEARNING PROCESS**

The study manifests that disruptive behaviour effects teaching-learning process in a number of ways, which are mentioned below:

- 1) 55.37% of teachers had to stop the lectures to address the behaviour, 42.98% of teachers partially agreed to this statement.
- 2) 45.45% of respondents were positive that students with disruptive behaviour disturb the other class-mates ability to learn, 39.68% partially agreed to this.
- 3) The other class-mates concentration gets diverted as agreed by 45.45% and partially agreed by 51.25% of respondent teachers.
- 4) One of the affect was that teachers' time and attention is wasted as agreed by 43.80% and partially agreed by 37.2% of respondent teachers.

- 5) 32.23% of respondent teachers said yes and 50.42% of respondent teaches said sometimes that one of effects of disruptive class-room behaviour in the teaching learning process was causing unpleasant situation in the class.
- 6) 30.57% of respondents agreed and 53.73% of respondent teachers stated sometimes to students not responding to discipline. As one of the effects of disruptive class-room behaviour in the teaching learning process.
- 7) 28.92 % agreed that disruptive behaviour affects the motivation level of the classmates, 49.56% partially agreed.
- 8) 24.79% teacher respondents stated that it directly interferes with their ability to instruct, 51.25% stated that it happens to them sometimes.
- 9) The effects of disruptive class-room behaviour in the teaching learning process encourages other students to form disruptive behaviour was agreed upon by 23.96% and sometimes agreed upon by 49.60% of students.
- 10) 23.14% of respondent teaches said yes and 52.90% of respondent said sometimes that one of effects of disruptive class-room behaviour in the teaching learning process was causing distress to other students.
- 11) 22.31% of respondent teachers stated that one of the effects was that the students challenged the teachers' authority by creating tension in the class-room. 33.89% of respondent partially agreed to this effect as sometimes.
- 12) 13.22% of respondent agreed that one of the effects of disruptive class-room behaviour in the teaching learning process was that the students started to question the teachers' ability. 33.89% partially agreed.

Apart from the points mentioned above few more effects were disclosed on the problems faced by teachers and parents while dealing with a disruptive child such as discourages the teacher, does not respond to questions asked by the teacher, tends to bring down the morale of the teacher, mental stress on the teacher, effects completion of courses, does not cooperate with classmates during activities. Teachers feel incompetent and inadequate, waste a lot of time and energy, loses temper and lacks patience.

#### **5.2.4: MAJOR FINDINGS RELATED TO OBJECTIVE 4: TO FIND OUT THE PROBLEMS FACED BY CHILDREN WITH DISRUPTIVE BEHAVIOUR**

The study divulges that the major problems faced by children with disruptive behaviour which can be categorized as:

1. Tend to score low grades was agreed by 73.55% and partially agreed by 8.27% of respondent teachers.
2. Finds difficult to concentrate in school work was agreed and partially agreed by 61.98% and 33.07% respectively.
3. Lack of interest in school was reported yes and sometimes by 53.71% and 32.25% of respondent teachers respectively.
4. Tends to be restless was agreed and partially agreed by 51.23% and 42.99% respectively.
5. 46.28% of respondent teachers said that children with disruptive behaviour miss classes. 32.06% of respondent teachers said that they miss classes sometimes.
6. 42.97% of respondent teachers said that children with disruptive behaviour find school work very challenging. 38.85% of respondent teachers said that they find school work very challenging sometimes.
7. Extremely lazy and disoriented was reported yes by 42.14% and sometimes by 42.16% of respondent teachers.
8. It was also known that one of the problems faced by children with disruptive behaviour is that they had poor relationship with teachers as noticed by 39.66% of respondent teachers. 27.29% partially agreed.
9. Finds learning very difficult was agreed and partially agreed by 39.66% and 44.64% respectively.
10. Gets bored with lectures in the class-room was reported yes and sometimes by 37.19% and 55.38% of respondent teachers respectively.
11. Receive constant criticism about their behaviour from teachers and parents was agreed by 36.36% and partially agreed by 47.12% of respondent teachers.
12. The respondent teachers in the ratio of 33.05% agreed, 49.6% partially agreed that children with disruptive behaviour felt frustrated.
13. 29.75% agreed and 28.93% stated sometimes to unpleasant remarks on report cards as one of the problems faced by children with disruptive behaviour.
14. Tends to be depressed was reported yes and sometimes by 26.44% and 48.77% of respondent teachers respectively.

15. 23.66% of respondent teachers agreed that one of the problems faced by children with disruptive behaviour is that the children developed sleeping disorders. 43.11% partially agreed.
16. 17.35% agreed and 33.89% ticked sometimes to having less friends as one of the problems faced by children with disruptive behaviour.
17. It was also known that one of the problems faced by children with disruptive behaviour is that their parents can be threatening as noticed by 16.52% of respondent teachers and 50.43% partially agreed.
18. 13.22% of respondents said yes and 49.59% of respondents said sometimes that one of the problems faced by children with disruptive behaviour is getting into fights.
19. 9.91% of respondent teachers said that one of the problems faced by the children with disruptive behaviour was that the teachers' attitude can be rude and abusive towards them and 47.95% of respondent teachers partially agreed.
20. Tends to harm himself/herself physically which was agreed by 5.78% and partially agreed by 22.32% of respondent teachers.
21. It was also known that one of the problems faced by children with disruptive behaviour is that they have suicidal tendency as noticed by 4.96% of respondent teachers and 20.66% partially agreed.
22. It is noted that child often being absent from school was agreed by 17.48%.
23. 15.55% of respondents agreed that their child have difficulty to understand the lessons taught in class and 52.42% of respondents responded as sometimes.
24. 8.75% of respondents stated that they get complain(s) about your child from teachers and 28.15% of respondents said sometimes.
25. Upon being asked whether the child scores less marks in test/ exams 31.08% responded with yes and 53.39% responded as sometimes.
26. 16.52% of respondents marked child refuse to admit mistakes, the percentage mentioning sometimes was 39.80%.
27. 6.81% agreed that child destroys things/ breaks/ throws objects and 5.82% stated as sometimes.
28. 8.73% of respondents agreed that their child expresses feeling of being worthless or inferior to others and 28.17% stated as sometimes.
29. Child having problems following instructions was agreed upon by 10% and the percentage of respondents mentioning sometimes was 36%.

30. Child being extremely lazy was agreed upon by 13.60% and partially agreed as sometimes by 33.98% respectively.
31. Child using abusive words was agreed upon by 17.47% and partially agreed as sometimes by 19.41% respectively.
32. 17.78% agreed and 29.80% of respondent parents partially agreed child losing temper very fast when corrected.
33. Upon being asked whether the child experience frustrations 23.31% said yes and 36.89% responded sometimes.
34. It was also learnt that 21.35% of respondents said that their child do get up late and 45.65% marked sometimes.
35. Child sleep late was answered as yes by 30.09% and sometimes by 35.93% of respondent parents.
36. 3.89% of respondents stated that their child is unhappy most of the time, 14.56% responded sometimes.
37. Child blame others for any mischief done brought 6.81% yes and 21.35% of respondent parents said sometimes.
38. 9.72% of respondents agreed and 24.27% partially agreed that their child argue and throw temper and tantrums respectively.
39. Agreeing to child being angry and moody were 7.77% of respondents, 34.95% responded as sometimes.
40. Child forgets things very fast were marked yes by 13.60% and 36.89% said sometimes.
41. Upon being asked whether your child have problems paying attention 15.54% said yes and 38.83% responded as sometimes.
42. Child threatening to commit suicide was agreed yes by 0.98% and 4.85% as sometimes by respondent parents.
43. Child have suicidal tendencies was responded 1.95% yes and 3.88% as sometimes by respondent parents.
44. 22.33% of respondent parents stated that their child is an introvert which was categorized as 10.67% being very quiet, 13.59% stating that their child keeps to himself, 8.73% said hardly talks to anyone and 8.73% of responding parents said that their child prefers to be alone.
45. Child having eating disorders agreed by 38.84% was categorized as very fussy about food by 13.59%, likes to eat junk food by 32.03% and skips meal often by 15.53%.

The study also disclosed that children with disruptive behaviour drops school in the middle of the year, feeling of inferiority is seen and lacks interest for future studies. They tend to withdraw from family time, tends to lie a lot, seeks attention by trying to defame the family and teachers, dishonest, limit themselves to academic performance, behaves rudely, has short span of attention, extremely lazy and has poor connection with classmates and teachers.

### **The problems faced by parents while dealing with a disruptive child**

- ✓ Parents feel helpless.
- ✓ Parents feel low.
- ✓ Misunderstanding between parents.
- ✓ Family life becomes disoriented.
- ✓ Tension and fights between children and parents.

### **5.2.5: MAJOR FINDINGS RELATED TO OBJECTIVE 5: TO FIND OUT THE VARIOUS SPECIAL PROGRAMMES AND SERVICES AVAILABLE IN SCHOOLS FOR CHILDREN WITH DISRUPTIVE BEHAVIOUR**

From the study it can be seen that 33% schools have a counselor in the school whereas 67% schools does not have a counselor, so counseling is done by different people, it is stated that 48.76% is done by class teacher, 38.84% is done by subject teachers and 45.45% is either done by principal, headmaster or headmistress.

Few schools mentioned that counseling was done by:

1. Administrators.
2. All the teachers.
3. Vice Principal.
4. Asst. Headmistress.
5. Refers to councillor (SCERT).

The study affirms that 94.22% schools do not have a detention room and 5.78% schools have detention rooms for students. Those schools having detention room to let the disruptive students study or complete the work under the guidance of one teacher. The study exposed that 54.55% schools does not organise any programs on discipline for students whereas 45.45% schools organize programs for discipline for students out of which 9.91% conducts once in two years, 19.83% organises once a year, 7.43% organises every six months and 8.26% conducts every three months. Some schools conducts discipline check every

month and has individual interaction with that particular student. It was also noted that 9.92% of schools does not have remedial teaching classes whereas 90.08% has remedial teaching classes and it is done through different ways, 70.24% conducts oral test, 77.68% through written test, 59.50% has coaching classes and 44.62% conducts re-test. Some schools take extra one hour class for the low grade students after school and remedial class subject wise for the weak child. It was observed that 13.23% of schools does not conduct programs on how to maintain discipline whereas 86.77% does through various ways, 85.95% conducts during school assembly, 19% conducts seminars, 33.88% has value education classes and 15.70% conducts orientation programs. Few schools conduct bible camps and topics on discipline is discussed during the annual parents, teachers and students meet.

#### **5.2.6: MAJOR FINDINGS RELATED TO OBJECTIVE 6: TO FIND OUT HOW TEACHERS MANAGE DISRUPTIVE CLASSROOM BEHAVIOUR**

The study revealed that teachers use different ways to manage disruptive classroom behaviour such as

1. Reminds the dos and don'ts in your class is done by 83.48% and 14.87% does it at times so, majority of the teachers follow this method.
2. Moving around the class is done by 73.55% and 22.32% does it sometimes.
3. Calling out their names is done by 70.24%, and 28.11% does it sometimes
4. 68.59% gives them some responsibilities to carry out, 29.76% uses this method at times.
5. 66.12% improves instructional methods and 33.88% does it sometimes.
6. Pause for some time is followed by 64.46% and 29.76% does it at times
7. 64.47% gives more attention to the disruptive child, 32.23% uses this method sometimes.
8. Ask questions to the distracted child is done by 59.51% and 36.36% does it sometimes.
9. 57.86% shifts the disruptive child to the front seat and 38.01% follow this method sometimes.
10. Warn the child is done by 56.21%, 39.66% does it sometimes.
11. 56.19% increases their tone, 39.68% uses this method at times.
12. Talking to them after class is done by 53.71%, 39.68% does it sometimes.
13. 47.95% gives them counseling, 51.23% gives them counseling sometimes.
14. Increasing classroom activity engagement is done by 44.64% and 47.10% does it at times.
15. Stands near the disruptive child is done by 42.16% and 50.41% does it at times.

16. 35.55% gives a simple stare, 53.71% does it sometimes.
17. 24.80% ignores the child sometimes but 75.20% respondents do not use this method.
18. 24.79% ignores minimal problems and 48.76% does it at times.
19. 19.83% keeps calm and cool, 52.9% follows this at times.
20. 16.52% send them out of class, 39.66% uses this method sometimes.
21. 9.92% leaves the class at times whereas 90.08% doesn't do it.
22. 6.62% calls for their parents and 57.85% does it at times.
23. 7.45% sends them to the principal's office whereas 62.80% does it sometimes.
24. 1.65% don't give attention, 18.19% does it sometimes.

It was also revealed that 70% of the teachers communicate with parents whereas 30% does not communicate with the parents. Those who communicate with parents use the following methods: call up parents, personal meeting, home visitation and some send warning letter.

#### **5.2.7: MAJOR FINDINGS RELATED TO OBJECTIVE 7: TO BRING THE PROFILE OF SECONDARY STUDENTS WITH DISRUPTIVE BEHAVIOUR**

1. The study recorded that disruptive behaviour is highest for the age groups, 14 to 16 years which is 62.33%, followed by 17 to 19 years which recorded 33.72% and 20 to 22 years which is 3.95%.
2. It is observed that disruptive behaviour is seen in boys more which is 56.98% compared to girls which are 43.02%.
3. Urban students are more disruptive with 85.35% than the rural students with 14.65%.
4. It is found that private schools have more disruptive students 88.37% than government school students 11.63%.
5. The study reveals that class 10 has the highest number with 37.44% students having disruptive behaviour followed by class 9 with 36.51%, class 12 has 16.98% students with disruptive behaviour and class 11 has 9.07%.
6. The study disclosed that the total number of students in a class also affects the behaviour of students as classes with 5 to 14 has 9.77%, 15 to 24 has 22.33%, 25 to 34 has 17.90%, 35 to 44 has 22.33%, 45 to 54 has 8.37%, 55 to 64 has 12.09%, 65 to 74 has 5.81%, 75 to 84 has 0.70%, 85 to 94 has 0% and 95 to 104 has 0.70% respectively.

The study discovered that some forms of disruptive behaviour are very extreme, some come under moderate and some are mild, which has been categorized below based on the percentage recorded.

1. 95.34% of the students with disruptive behaviour does not complete home-work or class-work which and 4.66% students in spite of being disruptive does not fall in this category.
2. 94.18% students refuse to participate in activities whereas 5.82% in spite of being disruptive participates in activities.
3. 92.09% are distracted during explanations and 7.91% responded negatively.
4. 91.16% chats or talks to each other during lectures whereas 8.84% does not fall in this category.
5. 88.83% plays with hand, feet, pen, etc. and 11.17% does not.
6. 81.16% shows signs of boredom by yawning and leaning over the desk during lectures, 18.84%% does not.
7. 80.23% does not pay attention to lectures and 19.77% pays attention to lectures.
8. 73.95% screams and talks loudly in the class and 26.05% does not scream and talk loudly.
9. 73.02% helps others or ask for help from others during test/exams, 26.98% responded negatively.
10. 61.62% sleeps during lectures and 38.38% responded negatively.
11. 60% eats out of time whereas 40% responded negatively.
12. 59.31% shouts loudly in the class and 40.69% do not.
13. 57.67% is disrespectful toward authorities and teachers and 42.33% is respectful.
14. 53.95% tries to become popular among friends whereas 46.05% responded negatively to this statement.
15. 52.32% blames each other for any mischief done and 47.68% does not blame each other.
16. 52.09% moves out of their seats whereas 47.91% does not move out of their seats.
17. 51.4% loiters or wanders around during the class hours and 48.60% does not loiter around or wanders around during class hours.
18. 49.06% loses temper when teachers correct them and 50.94% responded negatively to this statement.
19. 44.19% continuously ask to go to the toilet during class hours and 55.81% responded negatively.
20. 32% comes to school habitually late whereas 68% is on time.

21. 26.98% bullies other children and 73.02% does not fall under this category.
22. 14.89% brings electronic gadgets and mobile phones in the class and 85.11% responded negatively to this statement.
23. 66.51% refuses to cooperate whereas 33.49% cooperates.
24. 76.04% does not obey instructions given and 23.96% obeys to instructions given.
25. 6.05% forms gangs or groups to go against the teachers whereas 93.95% doesn't.
26. 5.12% reads magazines and comics during class hours and 94.88% doesn't.

#### **5.2.8: MAJOR FINDINGS RELATED TO OBJECTIVE 8: TO RECOMMEND AND SUGGEST REMEDIAL MEASURES TO HELP CHILDREN WITH DISRUPTIVE BEHAVIOUR**

From the study the following suggestions can be utilized by teachers to help and guide children with disruptive behaviour

1. Proper guidance and special attention.
2. By giving positive feedback on the task they have done.
3. Be firm and direct.
4. Encouragement.
5. Try to make the class more interesting by using unique techniques.
6. Home visitation and try to know their background and counsel them.
7. Try to know the root cause of the deviant behaviour
8. Show love and be tender, and gradually try to identify the problem because every child has different problems.
9. Make him/her the class monitor to show him/her important and worth.
10. Personal discussion regarding behaviour.
11. Make the child understand the benefit of attentiveness in the class.
12. Use of behaviour modification strategy in the classroom.
13. Call out of seat and make the disruptive child and make the disruptive child stand next to the teacher with his/her book.
14. Stand in front and read the text.
15. Continuous monitoring and give the class-work and home-work.
16. Use proximity to limit negative actions and choose the best time to discipline the child as well as empathize with the child.
17. A teacher who is specialized in dealing with special child should be employed.

18. Update ourselves by reading or receiving or checking out videos to handle disruptive behaviour.
19. Healthy relationship between teachers and students.
20. Healthy relationship between parents and children.
21. Teacher's good communication skills.
22. Teacher's good management skills.
23. Teaching style should be efficient.
24. Child needs special remedial help.
25. Praise the child.
26. Informal talks apart from studies.
27. Avoid insulting the child.
28. Avoid comparing the child with other children.
29. Seminars for parents, students and teachers.
30. Positive attitude from teachers.
31. Redirect the deviant behaviour.
32. Healthy relationship between teachers and students
33. Healthy relationship between parents and children
34. Teachers good communication skills
35. Teachers good management skills
36. Teaching style should be efficient
37. Child needs special remedial help
38. Praise the child at times by mentioning his/her good qualities.

### **5.3: DISCUSSION**

The present study was researched to get detail knowledge about disruptive class-room behaviour among secondary students of Kohima district. The findings revealed had similarities as well as differences with the studies done previously which are categorized below:

#### **The various types of disruptive behaviour among students in the classroom**

It was also observed from the present study that 48.77% of students were in the habit of not bringing all required materials to class, 49.58% does not bring all required materials sometimes which show that this is one major type of disruptive behaviour. Not following directions if told once was 32.24%. The percentage of students not following directions

sometimes if told once was 59.50%. 32.07% of students disturbed class mates and 54.54% of students disturbed class mates sometimes. It was observed that 22.32% tried to get attention of the class by doing something funny or acts silly. 54.54% sometimes tried to get attention of the class by doing something funny or act silly. The percentage for interrupting the teacher was 21.49%. 57.85% of students were sometimes interrupting the teacher. It was learned that 19% of students does not maintain cleanliness and 60.33% of students did maintain cleanliness sometimes. The percentage of students passing unnecessary comments was 16.54% and 49.58 % of students passed unnecessary comments sometimes. The behaviour of calling or tagging teachers/friends by funny names was seen in 13.23% of students, 50.41% of students showed the behaviour of calling or tagging teachers/friends by funny names sometimes. 6.62% of students possessed the behaviour of destroying own things or things belonging to fellow friends/ school property and 40.49% of students possessed the behaviour of destroying own things or things belonging to fellow friends/ school property sometimes. Similar types of disruptive classroom behaviour among students in the classroom was also found in studies done by Ghazi, Safdar Rehman., Shahzada, Gulap., Tariq, Muhammad., and Khan, Abdul Qayum. (2013) Asiyai, R. I. (2019) Kaya, D., Kesan, C., and Guvercin, S. (2013) Muhammed, K.V. (2015) Banda, Martin., and Mweemba, Godfrey (2016), Ngwokabuenui, Ponfua Yhayeh. (2015), Stavnes, Ragna Lill (2014) which were talking in between while teachers are engaged in the class, use of abusive language, not participating in school programs, tagging names to other students and teachers, talking without permission, not listening to teachers, attention-grabbing constituted student's unwanted behaviour, noise making, improper dressing, sleeping during teaching, chatting with one another during teaching, student being out-of seat, walking around in the classroom when other assigned activities should be performed. Poor habits like chewing gum in class, wearing dirty and wrong uniform, restlessness and inattention by some students was also revealed as the most frequent types of disruptive behaviour observed in the classroom. Behaviour like sitting in his/her seat but touching and distracting other students when other assigned tasks should be performed was also found.

### **The common causes of disruptive behaviour**

In the study done by Ngwokabuenui, Ponfua Yhayeh. (2015) the finding proved that the various school-based causes of students indiscipline are teachers lateness, absenteeism, overcrowded classrooms, unconducive school environment, harsh school rules and regulations, poor teaching by some teachers and poor leadership of some school

administrators. The identified society based are: parental over protection of children, poor value system, injustice in the society revealed by the practice of favouritism, wholesome mass media and unsatisfactory home condition in some homes. The present study discovered similar causes like parental/home factors, school and teacher factors, psychological, personal and other factors contributing to be the causes of disruptive behaviour. Study done by Ghazi, Safdar Rehman., Shahzada, Gulap., Tariq, Muhammad., and Khan, Abdul Qayum. (2013) also recorded similar causes of students' disruptive behaviour such as inconsistent parenting, uncaring parents, over-protective parents, bad influences on a student's local community, poverty, poor quality teaching, teacher's negative attitude towards student, repeating change in subject teacher, repeating the same class, lack of motivation from teachers, classroom poor conditions, some psychological problems of students. The causes found in the present are psychological problems in child, uncaring parents, poor classroom environment, poor teaching, negative attitude towards teachers and no motivation from teachers and parents. Latif, M., Khan U A., and Khan, A. N. (2016) findings of his study showed that in physical environment of the classroom students exhibit disruptive behaviour if the seats are not comfortable and in larger class-room size. It was also found that if a teacher does not communicate to the expectations for appropriate classroom behaviour students indulge in gossiping during the class which was the problem regarding teachers and teaching method. The study also showed that students would ask irrelevant questions to divert teacher's attention, for enjoyment and also to clear their confusions. Psychological problem like superiority-complex was found to be the cause of rude behaviour of students. Students showed aggressive behaviour when others misbehave with them or when there were some hurdles in their needs. Students shout and laugh for fun enjoyment, submit their assignments late because of laziness and exhibit disruptive behaviour. According to the findings of Gutuza, Regis Fanuel., and Mapolisa, Tichaona. (2015), peer pressure, home background, teachers' behaviour and school climate were the causes of indiscipline. Idu, A., and Ojedapo, D. O. (2011) recorded that attitude of parents, teachers and peer-group contribute to indiscipline in their study. Findings from the studies of Abraham, Vincy. (2017) Jude, Nicholas Ikechukwu., and Margaret, Kennedy George. (2018) recorded that influence of parents and difference of opinion were the most important factors in determining the home environment as parents play a key role in the life of adolescents. The result showed that poor family background such as homes where parents fight, home where the father is a drunkard promotes deviant behaviour. The study implies that homes conducive for the child upbringing will lead to the reduction of prevalence of deviant behaviour in our society. The study also

showed that the societal pressure/influence has greatly promoted deviant behaviour. Similar findings were also found in Bhanwara, Priyesh. (2011) that majority of the teachers had 1 to 5 years of teaching experience. Mwaniki, Solomon. (2018) findings recorded those over-protective guardians, lack of facilities and poor-student-teacher relationship as contributing mostly to student's misbehaviour, poor teaching was ranked as contributing least to student misbehaviour. The two main leading causes of indiscipline are inconsistency of administration of punishment to students and poor pupils' background or parental care. Some other minor causes of indiscipline are peer pressure, drug abuse, poor student-student relationship, unserious guidance and counseling teachers and inconsistency of punishment administration. The present study depicted the same causes such as poor facilities, poor relationship between teachers and students, not able to follow teacher's explanation, no love, care and motivation from parents, use of tobacco and alcohol, etc. In the study done by Rao, Jampa Venkata Rama Chandra. (2011) the major findings were educational problems such as lack of concentration, lack of interest in education, negative thoughts about education, etc. Behavioural problems like, moodiness, dreaminess irritability, rebelliousness, hyperactivity, etc. Identified causes were lack of parental care and concern, stressful work load and over discipline in the school, lack of attention, lack of guidance and improper preparation, etc. The findings in the present study observed that the causes of disruptive behaviour were no guidance, love and attention from parents, no motivation and guidance from parents and teachers, not able to follow teachers explanation, etc. Respondents also recorded that the disruptive child tends to be introvert or hyperactive, they experience boredom, depression, lack of interest, finds learning difficult, lack of self-confidence and feels frustrated. Sarma, Makunda. (2007) the findings were based on socio-cultural causes of indiscipline among students like broken homes. Educational causes of indiscipline among students like poor goal setting, lack of proper direction, poor infrastructure, etc. The findings in the present study observed that some causes of disruptive behaviour are: broken family, lack of guidance from parents and no proper home conditions. Ekechukwu, Rosemary D., and Amaeze, Fidelis Eze. (2016). The findings of the study concluded that non-qualified teachers, non-experienced teachers which was also recorded in the present study. Pareek, A (1984) The findings from the studies were problematic adolescents did not accept themselves as well as others was similar in the present study but their attitude did not entirely depend on their home environment was contradicting with the present study. Similar findings in the present study was apart from home factors other factors also contributed to disruptive behaviour such as psychological, school and other factors. In Manral, Bheema (1988) study the findings revealed

that emotion was related to indiscipline behaviour, emotional instability was related to behaviour in classroom and behaviour in miscellaneous situation. Indisciplined behaviour was also related to prolonged deprivation. The emotional instability was related to environment, economic sufficiency, learning experience, parental character towards indiscipline behaviour. In the present study psychological factors, parental and home factors and personal factors such as no confidence, confused or lost ,depression, etc. were a major cause of disruptive behaviour. Ahmad, Iqbal., Rauf, Muhammad., Zeb, Alam., Rehman, Shafiqur., Khan, Wajid., Rashid, Aqila., and Ali, Farman. (2012) findings show that a majority of the respondents disagree that the teachers use simple language to explain concepts in classroom. Respondents strongly disagree that the teachers come to school in time and disagree that the teachers keep positive expectations of their students. It was also stated that the teachers do not provide clear instructions to the students in classroom, it was disagreed that the teachers creates supportive teaching and learning environment in classroom. Respondents strongly agree that the teachers create friendly environment in classroom but some strongly disagree that the teachers encourage students to take part in class activities actively. Findings in the present study revealed that teachers doesn't make leaning interesting or help when the students come across a difficult topic. A teacher make the work for students too complicated and not according to the level of understanding, discusses too many topics in one class and students don't feel free to approach the teachers.

### **How disruptive behaviour effect the teaching-learning process?**

The study manifests that disruptive behaviour effects teaching-learning process in a number of ways, 55.37% of teachers had to stop the lectures to address the behaviour, 42.98% of teachers partially agreed to this statement, 45.45% of respondents were positive that students with disruptive behaviour disturb the other class-mates ability to learn, 39.68% partially agreed to this. The other class-mates concentration gets diverted as agreed by 45.45% and partially agreed by 51.25% of respondent teachers. One of the affect was that teachers' time and attention is wasted as agreed by 43.80% and partially agreed by 37.2% of respondent teachers. 32.23% of respondent teachers said yes and 50.42% of respondent teaches said sometimes that one of effects of disruptive class-room behaviour in the teaching learning process was causing unpleasant situation in the class. Maddeh, T., Bennour, N., and Souissi, N. (2015) Disciplinary behaviours have hardly any influence on class life but it disturbed the good proceeding of the class room. The study angles of disruptive behaviours have become more and more diversified. 28.92 % agreed that disruptive behaviour effects the motivation

level of the classmates, 49.56% partially agreed. 24.79% teacher respondents stated that it directly interferes with their ability to instruct, 51.25% stated that it happens to them sometimes. The effects of disruptive class-room behaviour in the teaching learning process encourages other students to form disruptive behaviour was agreed upon by 23.96% and sometimes agreed upon by 49.60% of students. It gives mental stress to the teacher, effects completion of courses, does not cooperate with classmates during activities, Teachers also feel incompetent, inadequate, helpless, feel low, wastage of time and energy, loses temper and lacks patience. Stavnes, Ragna Lill. (2014) the findings revealed that the most frequent types of disruptive behaviour observed in the classroom was student being out-of seat, walking around in the classroom when other assigned activities should be performed. Walking around without interacting with others is first and foremost seen as disruptive to the student's own learning, while walking around not only disturbed the student's own learning, but was seen to disturb other students and the teacher as well. Manaral, J.B.S. (1985) study found the presence of negative correlation between the level of intelligence and the tendency to create indiscipline.

### **The various problems faced by children with disruptive behaviour**

Tends to score low grades was agreed by 73.55% and partially agreed by 8.27% of respondent teachers, finds difficult to concentrate in school work was agreed and partially agreed by 61.98% and 33.07% respectively. Lack of interest in school was reported yes and sometimes by 53.71% and 32.25% of respondent teachers respectively. Tends to be restless was agreed and partially agreed by 51.23% and 42.99% respectively. 46.28% of respondent teachers said that children with disruptive behaviour miss classes. 32.06% of respondent teachers said that they miss classes sometimes. Study by Pereira, Savitha F. (2008) showed that adolescents do have problems which parents notice but mostly neglect which have further aggravated them. The parents face difficulty handling adolescents because their strictness make children react negatively and being liberal make children take advantage. Adolescents hesitate to share very personal problems with teachers hence teachers are unable to help these adolescents but they do share common problems. Both parents and teachers have quite school and teachers however a less number of adolescents disagreeing to various statements showed negative attitude towards their school and teachers. The study done by Pareek, A (1984) observes that problematic adolescents did not accept themselves as well as others. Firle, L. C. (1996) studies showed that students tend to have a low perception of the disciplinary problems and methods discussed in the study. In Parwal, S. (1987) study, the

findings revealed that in comparison to indiscipline students, the disciplined students were found to be more introvert.

### **The various special programmes and services available in schools for children with disruptive behaviour**

From the present study it is observed that 33% schools have a counselor in the school whereas 67% schools does not have a counselor, so counseling is done by different people, it is stated that 48.76% is done by class teacher, 38.84% is done by subject teachers and 45.45% is either done by principal, headmaster or headmistress. Few schools mentioned that counseling was done by administrators, all the teachers, vice principal, asst. headmistress, refers to councillor (SCERT). The study exposed that 54.55% schools does not organise any programs on discipline for students whereas 45.45% schools organize programs for discipline for students out of which 9.91% conducts once in two years, 19.83% organises once a year, 7.43% organises every six months and 8.26% conducts every three months. It was observed that 13.23% schools does not conduct programs on how to maintain discipline whereas 86.77% does through various ways, 85.95% conducts during school assembly, 19% conducts seminars, 33.88% has value education classes and 15.70% conducts orientation programs. Studies done by Widmer, Vernon J. (2003) stated they had effective classroom management plan and few stated that they would like to develop and implement a classroom management plan whereas Chikwature, W., Oyedele, V., and Ganyani, I. (2016) research showed that the majority of teachers use corporal punishment as one of the means to manage deviance in their classes which was equally harmful like all other forms of punishments which was not found in the present study. The researcher did not come across any school or teachers using corporal punishment. It was identified that there were gaps related to guidance and counseling. It was also found that most teachers were not much professionally knowledgeable in this area and was not able to really help a child with serious deviant behaviour and also the disciplinary committees in schools were not operating very well which was very similar to the present research study.

### **How teachers manage disruptive behaviour in the classroom?**

In the present study teachers use various methods to manage disruptive behaviour in the classroom highlighted as: reminds the dos and don'ts in your class is done by 83.48% and 14.87% do it at times so, majority of the teachers follow this method. 68.59% gives them some responsibilities to carry out, 29.76% uses this method at times. Ask questions to the

distracted child is done by 59.51% and 36.36% do it sometimes. Increasing classroom activity engagement is done by 44.64% and 47.10% do it at times. 35.55% gives a simple stare, 53.71% do it sometimes. Similar methods were also noted in the study done by Tiwari, G. N., Panwar, Heena (2014) and it included preventing misbehavior, creating conducive teaching learning atmosphere and maintaining order which also requires participation of students for framing of effective class rules. The study also revealed that the most common strategies effective in making students alert and attentive in the classroom applied by secondary school teachers are staring at students and asking questions to inattentive students.

### **Profile of secondary students with disruptive behaviour**

The study recorded that disruptive behaviour is highest for the age groups, 14 to 16 years which is 62.33%, similar findings were observed in the study by Sarojini, S. (1971) where behaviour, emotionality and adjustment problems were seen more in boys than in girls during the period of late childhood and adolescence. Boys of 14 to 16 years have more adjustment problems than girls. Interaction in personality problems were seen during the periods of late childhood, pre adolescence and early adolescence for both boys and girls. In Mattis, Dalia. (2002), study, the findings showed gender and age all have predictive powers with regards to the disruptive behaviour among students. In the study of O'Hagan, F. J., and Edmunds, G. (1982) the findings showed that boys were more likely to misbehave than girls and also that truancy was more evident for boys which is similar to the present study that disruptive behaviour is seen in boys more which is 56.98% compared to girls which is 43.02%. Similar findings were observed in the studies done by Sumbali, K. (1981) that boys are more aggressive than girls. Akpan, Mkpouto., Ojinnaka, Ngozi., and Ekanem, Emmanuel. (2010) findings revealed that behavioural problems were more common among children in government schools and in the lower socio-economic status whereas in the present study it is recorded that urban students are more disruptive with 85.35% than the rural students with 14.65%. It is found that private schools have more disruptive students 88.37% than government school students 11.63% which is contradicting with the present study.

### **Recommendations and suggestions that can be offered to help children with disruptive behaviour**

The study found similar recommendations and suggestions which can be offered to help children with disruptive behaviour in the studies of Belle, Louis Jinot (2017), Kumar, Rajesh (2013), Srinivasa Murthy A (2012), Bolu-steve, Foluke N., and Esere, Mary O. (2017) such

as personality factors has influence on adjustment behaviour and decision making process in adolescents. Knowledge of counselling and its benefits is emphasized upon. Parents and teachers should meet to discuss the performance and growth of the students. Schools should organize educative programs for creating awareness among parents and for students programs like - personality development, career guidance, sex education, health education, inter school competitions, social service activities, ecofriendly clubs, value education, study tours and picnics. An adolescent must receive appropriate guidance from school, family, peers, media and community to have a sustainable positive behaviour. Teacher should not compare students unnecessarily in class with their peers, should not engage them in blind race of excelling, should compare children's marks to motivate them for further learning, mistakes should be dealt properly and remedies should be provided at appropriate time. For proper development of students there should be provision of co-curricular and extra-curricular activities like games, discussions, debates, scouting, dramas, educational exhibition, etc. Student's aptitudes, interests, limitations and strengths should be given consideration. Co-operative learning, transformational learning, emotional intelligence programme, emotional training programme and customized leadership programme may be inculcated in students for developing emotional competence. Extra co-curricular activities, reducing boredom in teaching learning process and introducing creative skills can develop healthy brain in students. Recognition, affection, protection and devotion in hearing the child should be shown by teachers and parents. Teacher training programmes should include components related to strategies for developing mental health and handling cases of high aggression of students. Guidance and counseling programmes of different types should be provided in schools. Regularity of habits should be developed among students which may help the child in developing positive attitude towards own self. Loveable and affectionate environment should be provided to a child by parents.

#### **5.4: SUGGESTIONS TO HELP CHILDREN WITH DISRUPTIVE BEHAVIOUR**

1. Educational Institutions should arrange seminars and workshops on personality development and importance of discipline for students.
2. Educators and parents should encourage students to share their problems related to home or parental, educational, personal or psychological freely.
3. Counsellors should be appointed in every school to help students having behavioural issues and other aspects.
4. Schools should organize various kinds of programmes and activities for all round development for children.
5. Seminars for parents should be conducted for better parenting skills and healthy home environment so that they will be aware about different behavioural problems and remedial measures.
6. Class-room participation and engagements should be made compulsory and mandatory to keep children engaged and occupied.
7. Teachers should implement new strategies on how to handle and manage the classroom and deal with disruptive behavioural issues.
8. Orientation courses for teachers, parents and students should be conducted regularly.
9. Value education classes should be part of the school curriculum.

## **CHAPTER 6:SUMMARY OF THE STUDY, EDUCATIONAL IMPLICATION, RECOMMENDATION FOR FURTHER STUDIES AND CONCLUSION**

### **6.1:INTRODUCTION**

The present chapter summarizes the study in brief.The investigator made an attempt to present the educational implication of the study, the recommendation for further studies and concludes the study.

### **6.2: SUMMARY**

#### **6.2.1: INTRODUCTION OF THE STUDY**

Discipline being a vital aspect of the secondary school administration, teachers and administrators face problems arising from inappropriate behaviour of students in school. Teaching-learning process which had been simple in the past has now become very complicated because of the disruptive behaviour among students which in turn effects the classroom management. Classrooms where disruptive behaviour occur frequently gets less academic engagement time, this interferes with the effort of teachers and fellow students and they often fail to perform well. Disruptive behaviour has now become the huge problem in schools at present. Secondary school teachers have pointed disruptive behaviour as one of the major problem in the teaching-learning process in the classroom. Teachers and school personnel experience has been of great frustration over the years of behavioural problems of children. Teachers attempt to control disruptive behaviour of children cost considerable time; it also leads increased effects on teacher's stress. At times, it becomes extremely difficult for a teacher to organize classrooms and deal with disruptive behaviour simultaneously. Although, most teachers undergo teacher's training courses tailored to understand and deal with children yet many are unable to solve and handle disruptive behaviour among students. Disruptive behaviour should not be regarded as a naughty behaviour of students but a serious problem as it influences the stability and productivity of the classroom. A single child disturbing the whole class to the extent that he/she neither the other children can learn is a common experience of teachers. Child who develops disruptive behaviour pattern shows serious disciplinary problem in school, home and society. Ability to teach most effectively is hampered in teachers that are not ready to manage classroom discipline. Disruptive behaviour also diverts the energy and resource of teachers and school away from the objective and educational mission of school. Apart from disruptive behaviour, classroom management and classroom discipline are also equally important for educational objective. The present study aims to investigate the types and causes of disruptive behaviour as it is a huge problem which

must be properly analyzed so that effective solution is found to make it progressively easier to deal.

### **6.2.2: NEED AND SIGNIFICANCE OF THE STUDY**

Discipline is vital for helping the child's growth and individual personality. Discipline can be termed as the control of behaviour to attain a goal and purpose. According to Sir Percy Nunn, discipline is submission of one's impulses and powers to a regulation. Discipline brings efficiency and economy where there would be otherwise ineffectiveness and waste. Although, part of one's nature may resist this control, its acceptance, must on the whole be willing acceptance. Discipline is defined in different terms at different levels by teachers e.g. in elementary school, discipline problems may revolve around talking and inattentiveness by children and in secondary schools, discipline problems may also include threats of violence, insubordination, and cutting classes apart from talking and inattentiveness. Discipline, in common, applies to all ages and all grade levels. Teachers are concerned with maintaining order in the classroom so that the attention of students is not distracted or diverted from a learning task. Every teacher is responsible for classroom discipline. Some instances of misbehaviour can be seen in every classroom, regardless of the structure of leadership. It is also observed that some children do not obey the most necessary of rules while others seem to not refrain from disturbing other children, damaging or destroying property, interrupting class or arguing with the teacher. Each regular class seems to have some numbers of children who cannot neither get along nor try to make effort to do so. Finding the causes of problems and changing them is one of the best ways for teachers to solve problems of misbehaviour as most psychologists suggest. Classroom often experiences disruption to the teaching-learning process because of student's disruptive behaviour which has drastic and alarming growth at the secondary stage. This has become a major concern for educators and also the society about the effectiveness of education in making better humans. Hence, some customary rules and regulations are essential for smooth performance and peaceful life. It is most commonly observed that hardly a day passes without the students of one or the other institution causing problem in the classroom. The crucial problem now-a-days for teachers in school and also for parents at home and the community at large is the behaviour of a child. There was a time when school discipline was controlled and maintained with the help of a rod but now this traditional treatment in the schools are no longer in practice. This method is in fact inapplicable and banned. RTE (2010) suggested that no punishment of any sort should be given to the students. This has resulted in increased intensively which is seen occurring more

frequently in classrooms. The problem of disruptive behaviour happens in all schools and this affects everyone involved in the teaching learning process. While the majority of students behave in socially acceptable ways, few who are aggressive or disruptive in nature have a disproportionate influence on the stability and productivity of the classroom. Teachers and school personnel have experienced a great deal of frustration in maintaining conducive learning environment over the years because of behavioural problems. For few children, the social and educational behaviour is not as it should be; they misbehave in and out of the classroom. Teachers who are not able to handle disruptive behaviour among are considered as poor classroom managers and has become one of the annoying factor. Various interventions have been designed to promote classroom management of disruptive behaviour. One of the major effects of disruptive behaviour is that it decreases the amount of time a teacher spends in teaching and increases the amount to cope in dealing with the problem that arises. Huge amount of frustration has been caused by the fact that there has been no objective way for educators to approach disruptive behaviour. In spite of modern teachers' training courses, teachers feel that they are not ready to deal with the problems that arise due to disruptive behaviour of children. There is an urgent need to give emphasis to student's disruptive behaviour so that some important areas related to classroom management can be highlighted. The need to study in detail the disruptive behaviour and its causes is because much has not been known enough. Adequate study is required to see the relationship between the pupils and the environment to know what decisions or actions are to be taken when there are the behavioural changes. Disruptive behaviour should be effectively controlled so that classroom is managed and effective teaching learning occurs. This study aims to investigate on the types of disruptive behaviour occurring in classrooms. Since disruptive behaviour takes place due to several factors, it is crucial to discover the main factors that causes its existence and from where the disruptive behaviour can be reduced and eliminated. This study may be helpful for teachers by providing solutions to have a better classroom management. Teachers and parents may benefit by understanding the reasons for disruptive behaviour in schools. Student's performance may also improve and the number of school drop-outs may be reduced. Finally, the study may also help schools to manage, control and deal with problems of disruptive behaviour in students.

### **6.2.3:JUSTIFICATION OF THE STUDY**

The present study, "A study on the disruptive classroom behaviour among secondary students of Kohima district." is done with an aim to study the different types of disruptive behaviour

faced by teachers in the teaching- learning process. Ever since RTE is implemented no punishment of any sort should be given to the students; teachers were found to be in great trouble because even students now are aware of the law against corporal punishment and claim that they cannot be punished at any cost, which in turn has led to rapid increase in more of disruptive behaviour. Such situation demands an urgent need for some techniques to minimize disruptive behaviour which affects the teaching learning process. The present study is an attempt to identify the various types of disruptive behaviour, to find out the cause of the behaviour and to have smooth teaching learning in the classroom. The present study is performed with an aim to have an organized and effective classroom, a classroom in which the abilities of each individual child is given due opportunity for development, in which teachers would be able to fulfill their proper function as facilitators of learning and in which children may be able to acquire sensibly and enjoyably the techniques for monitoring and guiding their own behaviour. As no study has been done in this area in Nagaland, the researcher feels that it is right to do a study in this area. The study would be enriching and useful and also to suggest measures for improvement in the quality of education as well as quality of life for successful living. Hence, there is a need to study about the disruptive behaviour in the state at all levels i.e., elementary, middle and secondary, but the present study has been limited for the secondary level.

#### **6.2.4: STATEMENT OF THE PROBLEM**

There are different kinds of disruptive behaviour which affects the teaching learning process in the classroom. Thus, the study undertaken is stated as, “A STUDY ON THE DISRUPTIVE CLASSROOM BEHAVIOUR AMONG SECONDARY STUDENTS OF KOHIMA DISTRICT.”

#### **6.2.5: OPERATIONAL DEFINITIONS**

In order to have a better understanding of the concepts, the key terms used in this study are briefly explained as:

**Disruptive behaviour:** Disruptive behaviour is when a child is uncooperative and prevents themselves and other children in class from doing their work. A disruptive child also manages to grab a teachers’ attention and prevent the teacher from giving the other children attention.

**Secondary students:** Secondary students here refer to students in grades 9–12 level.

**Classroom:** A room in which a class of pupils or students is taught.

### **6.2.6: OBJECTIVES OF THE STUDY**

To identify the various types of disruptive behaviour among students in the classroom.

1. To find out the various common causes of disruptive behaviour.
2. To examine the various effects of disruptive behaviour in the teaching learning process.
3. To find out the problems faced by children with disruptive behaviour.
4. To find out the various special programmes and services available in schools for children with disruptive behaviour.
5. To find out how teachers manage disruptive classroom behaviour.
6. To bring out the profile of secondary students with disruptive behaviour.
7. To recommend and suggest remedial measures to help children with disruptive behaviour.

### **6.2.7: RESEARCH QUESTIONS**

What are the various types of disruptive behaviour among students in the classroom?

1. What are the common causes of disruptive behaviour?
2. How disruptive behaviour effect the teaching-learning process?
3. What are the various problems faced by children with disruptive behaviour?
4. What are the various special programmes and services available in schools for children with disruptive behaviour?
5. How teachers manage disruptive behaviour in the classroom?
6. What is the profile of secondary students with disruptive behaviour?
7. What recommendations and suggestions can be offered to help children with disruptive behaviour?

### **6.2.8:DELIMITATION OF THE STUDY**

The study is delimited in the following:

1. The study is limited to only Kohima district.
2. The study is limited only to Secondary students.

### **6.2.9: POPULATION OF THE STUDY**

The secondary students are taken as the population of the study. There are 104 secondary schools in Kohima district. There are 7 government higher secondary schools with secondary section, 24 government high schools, 28 private higher secondary schools with secondary section, 21 recognized private high schools and 24 permitted high schools.

### **6.2.10: SAMPLE OF THE STUDY**

While drawing samples for the study utmost care was taken to include proper representation of both private and government school teachers and students and also parents whose children were studying in government and private schools. Both male and female teachers, students and parents were taken for the study. The sample consisted of 103 parent respondents out of which 61(59.22%) were male respondents and 42 (40.78%) were female respondents. Similarly, a total of 121 teacher respondents were included in the present study out of which 32 (26.45%) were males and 89 (73.55%) were female respondents. 430 secondary school students were administered for the study out of which 245 (56.98%) were male students and 185 (43.02%) female respondents. The sample consisted of 121 teachers out of which 21 (7.36%) of the population were from government schools and 100 (82.46%) were from private schools. 430 secondary school students were administered out of which 50 respondents (11.63%) were from government schools and 380 students (88.737%) were from private schools respectively. The sample consisted of 103 parent respondents out of which 68 (66.01%) were from urban areas and 35(33.99%) were from rural areas. The sample consisted of 121 teachers out of which 106(87.60 %) were from urban areas and 15(12.4%) from rural areas. 430 secondary school students were administered out of which 367(85.35%) were from urban and 63(14.65%) from rural.

### **6.2.11: TOOLS USED**

For the present study the investigator used questionnaire and interview schedule as the main tools to collect primary data. Checklist was used by the investigator to identify students with disruptive behaviour.

#### **Questionnaire**

Questionnaire is the most used method for data collection in research. It is a device for securing answers to questions filled by the respondent himself/herself. For the present study three sets of self-made questionnaire for students, parents and teachers was constructed which

included open ended and close ended forms of questions and in some items space was provided for few suggestions.. The questionnaire was constructed as per the objective of the study. Emphasis was laid on item analysis so as to make data as collected to be more relevant and precise. Devoted attention was given to be concise and clear. To avoid ambiguity the investigator had used simple language.

### **Construction of Questionnaires**

After the questionnaire was constructed by the investigator under the guidance of the supervisor, the questionnaire was scrutinized, evaluated and validated by experts. Item analysis was done by the subject experts by reducing few irrelevant items, modifying some items, deleting few items which were similar and ambiguous. The items were revised based on the feedback received from the experts before it was finalized; hence the content validity was established. Pilot study is very essential in research to check the feasibility and validity of the methods and techniques and also to test whether the steps taken are feasible or not. So, before finalizing the questionnaire, a pilot testing was conducted on 70 students, 30 teachers and 20 parents to examine the value and utility of the questionnaire developed.

### **Checklist**

A checklist is an instrument consisting of prepared list of items of performance which are checked for their presence or absence by the investigator. Checklist helps the researcher to know whether certain trait, attribute or behavior is present which is then checked and calculated. A checklist was developed by the investigator to guide, organize, to ensure consistency and increase efficiency in carrying out the research work smoothly for collecting the samples which will be useful for the study. The checklist was designed and verified by consulting with experts consisting of professors, lecturers, principals and senior teachers for testing and evaluating its validity and reliability. A pilot study was also conducted on few teachers belonging to different schools and experts to achieve content validity and to be more relevant. The main purpose of the checklist in the present study was to identify children who had disruptive behaviour.

### **Interview**

Interview is a face to face interaction between an interviewer and an interviewee. For the present study the investigator used interview schedules for 20 teachers and 20 parents from both government and private schools. Their views, opinions and suggestions were noted.

Structured questions for interview schedule was also framed by consulting with experts and based on the feedback received few questions were reframed before finalizing.

#### **6.2.12:ADMINISTRATION OF TOOLS AND COLLECTION OF DATA**

The researcher distributed the questionnaire which covered the secondary schools in Kohima district. The investigator collected both primary and secondary data. Primary data was collected personally by the investigator by visiting the different schools in and around Kohima district. The researcher took prior permission from the principals of various schools and made appointments to collect data from the respondents. Data collection was done by establishing and developing good rapport with the respondents. The purpose of the study was explained in brief to whoever came in contact with the investigator which made the work more easy and smooth. Interview was conducted by the researcher personally on few teachers and parents. Interviewing the parents and teachers gave an opportunity to the investigator to get confidential information which was very much beneficial and needed for the study. For secondary data the investigator collected sources from books, journals, documented printed materials, articles, etc.

#### **6.2.13: TECHNIQUES USED**

##### **Sampling technique**

The investigator used purposive sampling to select 103 parents, 121 teachers and 430 students from both government and private schools. Simple random sampling and multi stage sampling technique was used to select schools randomly out of 104 schools, a total of 33 schools were selected for the study.

##### **Percentile technique**

Simple percentile technique was used by the investigator to interpret and analyze the data collected. Firstly, the raw data collected through questionnaire and interview was tabulated and converted into percentage. Specific tables and figures are given for the data collected and tabulated by the investigator.

#### **6.2.14: LIMITATION OF THE RESEARCH**

Every study face certain limitations, similarly, there may be some possible limitations in this present study since no study has been done in this area. Firstly, the researcher faced various obstacles during data collection since some school heads and principals were not

approachable in spite of requesting several times. Another limitation faced was time constraint especially when interview was conducted because of busy schedules among teachers and parents.

### **6.2.15: ANALYSIS AND INTERPRETATION OF DATA**

The present chapter deals with the results based on the data collected and organized. The views of the respondents were taken into account and created into tables and diagrams. After analyzing the data, an attempt was made to interpret the data collected based on the objectives of the study.

### **6.2.16: MAJOR FINDINGS OF THE STUDY**

The investigator has brought out the findings from the three sets of questionnaire and interview schedule based on all the eight objectives of the study and highlighted below:

#### **Objective 1: To identify the various types of disruptive behaviour among students in the classroom**

1. It was also observed that 48.77% of students were in the habit of not bringing all required materials to class, 49.58% does not bring all required materials sometimes which show that this is one major type of disruptive behaviour.
2. Incomplete class-works and home-works were seen in 41.32 % of students and observed in 57.85% sometimes.
3. Students getting distracted easily were recorded as 38.01 and students getting distracted easily sometimes were 53.71%.
4. Not following directions if told once was 32.24%. The percentage of students not following directions sometimes if told once was 59.50%.
5. 32.07% of students disturbed class mates and 54.54% of students disturbed class mates sometimes.
6. It was also observed that 29.76 % of students did drawing/ scribbling on the desk/benches and 45.45% of students did drawing/ scribbling on the desk/benches sometimes.
7. It was also observed that 28.93 students whisper to each other and 60.33 % students whispered to each other sometimes.

8. It is also noted that 27.28 % of students play with pen, pencil, etc. and the number of students sometimes playing with pen, pencil, etc. was 61.15 %.
9. It was observed that 22.32% tried to gets attention of the class by doing something funny or act silly.54.54% sometimes tried to get attention of the class by doing something funny or act silly.
10. The percentage for interrupting the teacher was 21.49%. 57.85% of students were sometimes interrupting the teacher.
11. The behaviour of excessive talking was seen in 19.84% of students, 48.76% of students showed the behaviour of excessive talking sometimes.
12. Students smiling and laughing without any reason to get the attention of teachers or fellow students were 20.67 % and 52.06 % of students were observed laughing without any reason to get the attention of teachers or fellow students sometimes.
13. 19% of students had the habit of day dreaming constantly. 51.25% of students were placed under the category of sometimes with the habit of Day dreaming constantly.
14. It was learned that 19% of students does not maintain cleanliness and 60.33% of students did maintain cleanliness sometimes.
15. The percentage of students passing unnecessary comments was 16.54% and 49.58 % of students passed unnecessary comments sometimes.
16. It was observed that 15.71% of students passed chits to one another and 47.10% of students used to passing chits to one another at times.
17. 16.89% students sleep during lectures and 58.67 % students sleep sometimes during lectures.
18. The behaviour of calling or tagging teachers/friends by funny names was seen in 13.23% of students, 50.41% of students showed the behaviour of calling or tagging teachers/friends by funny names sometimes.
19. Writing their name or someone else's names in their hands/wrist was common in 12.4% of students and 29.75% of students were in the habit of writing their name or someone else's names in their hands/wrist sometimes.
20. Humiliating classmates by insulting them was done by 9.93% of students. The percentage of students humiliating classmates by insulting them sometimes was 42.97%.
21. The behaviour of pretending to be sick for drawing attention was 16.54%, 35.53% of students showed the behaviour of pretending to be sick for drawing attention sometimes.

22. The percentage of students asking irrelevant questions to show superiority was 8.27%.The percentage of students asking irrelevant questions to show superiority sometimes was 33.88%.
23. The teachers also noticed that biting nails, playing with hair, etc. was common in 8.27% of students and 42.97% of students show the habit of biting nails, playing with hair, etc. at times.
24. 6.62% of students possessed the behaviour of destroying own things or things belonging to fellow friends/ school property and 40.49% of students possessed the behaviour of destroying own things or things belonging to fellow friends/ school property sometimes.
25. It was noticed that 32.25% of students did not maintain notes properly and 53.71% did not maintain notes properly sometimes.
26. It can be concluded that 22.31 % students chew gum during class hours and 66.94 % students chew gum sometimes during class hours.

From the responses the following types of disruptive behaviour was also noted: Bringing toyskey chains, pen holders, decorative pouches, etc., constantly looking at the watch, flipping thepages of textbook/ notebook often, imitating the teachers and giggling, attitude problem, often turns back to talk to friends, reserved and irresponsive.

### **Objective 2: To identify the various common causes of disruptive behaviour**

The study explored that various common causes of disruptive behaviour as expressed by students, teachers and parents are categorized into four, categories, personal, psychological, home/parents and school/ teacher.

### **Students' Personal Views**

1. 74.20% of the student respondents likes coming to school whereas 2.55% do not like coming to school and 23.25% like to come to school sometimes.
2. 52.55% respondents have confidence in themselves 39.76% have confidence sometimes and 7.69% doesn't have confidence in them.
3. 24.66% doesn't find learning difficult,75.34% finds learning difficult, 11.62% find reading difficult, 40.23% find difficulty in understanding, 19.06% find spellings difficult, 36.27% find difficulty in calculations, 7.67% find language difficult and 10.46% find difficulty in writing.

4. It is recorded that 27.68% doesn't stay up late at night whereas 72.32% respondents stay up late at night. 24.65% stay up late watching TV, 28.13% stay up late playing games, 27.20% stay up late chatting with friends and 24.18% stay up late watching YouTube videos.
5. 9.08% respondents stated that they have grudges against their friends whereas 52.79% does not have any grudges and 38.13% has grudges against their friends sometimes.
6. 70% of the respondent students have proper eating habits while 30% of the respondent students did not have proper eating habits.
7. 23.95% of the respondent students said yes and 76.05% said no to present class being repeated.
8. 71.39% of respondents pointed that they watch movies/ videos suitable for their age. 28.61% said no.
9. The percentage of respondents agreeing to get jealous when their friends scores better marks than them was 51.39%. The percentage of respondents disagreeing was 48.61%.

### **Psychological characteristics**

1. Boredom was agreed as one of the causes of disruptive class-room behaviour by 44.62% of the respondents. 14.87% disagreed that boredom was one of the causes of disruptive class-room behaviour and 40.51 % responded with can't say for boredom as one of the causes of disruptive class-room behaviour.
2. Upon being asked that whether they experienced depression when they don't do well in school 53.72% and 37.45% of the student respondent said yes and sometimes respectively, 8.83% said no.
3. It was also observed that 70.24% of respondents marked emotional problems as one of the causes of disruptive class-room behaviour. The percentage disagreeing to emotional problems as one of the causes of disruptive class-room behaviour was 4.95%. The percentage mentioning can't say to emotional problems as one of the causes of disruptive class-room behaviour was 24.81%.
4. It was noted that 41.32% of respondents agreed that depression as one of the causes of disruptive class-room behaviour, 10.74% disagreed depression as one of the causes of disruptive class-room behavior and 47.94% of respondents were not sure that depression is one of the causes of disruptive class-room behaviour.

5. Agreeing to grudges against parents/teachers/ peers as one of the causes of disruptive class-room behaviour was by 27.27% of respondents as one of the causes of disruptive class-room behaviour. Disagreeing was by 28.09% of respondents. 44.64% stated can't say.
6. Staying up late at night was agreed upon by 43.80% of respondents, disagreeing upon were 15.70% and 40.5% mentioned can't say to be one of the causes of disruptive class-room behaviour.
7. It was also derived that unhealthy eating habits amounted to be agreed upon by 39.68% and disagreeing upon by 25.61%. 34.71% of respondents were under the category of can't say.
8. Seeking attention was agreed by 74.39% and 25.61% disagreed.
9. Lack of self –confidence was agreed by 75.21% and disagreed by 24.79% of respondents.
10. Repeating the same class was agreed as one of the causes of disruptive class-room behaviour by 62.81% of the respondents. 37.19% disagreed that repeating the same class was one of the causes of disruptive class-room behaviour.
11. 84.3% of the respondents agreed and 15.70% of the respondents disagreed to learning problems as being one of the causes of disruptive class-room behaviour.
12. 74.39% of respondents agreed to confused or lost nature as being one of the causes of disruptive class-room behaviour. 25.61% disagreed to this.
13. Use of alcohol/ drugs/tobacco products was agreed by 61.99% of respondents while 38.01% disagreed with the use of alcohol/drugs/tobacco products as one of the causes of disruptive class-room behaviour.
14. The percentage of respondents agreeing to lack of interest to be one of the causes of disruptive class-room behaviour were 89.26% and the percentage of respondents disagreeing to lack of interest to be one of the causes of disruptive class-room behaviour were 10.74%.

#### **Parental/ Home factors**

1. 92.32% of respondent students got guidance from parents. 7.68% of respondent students answered negatively.
2. It was noted that 8.83% of respondents belonged to broken families. 91.17% did not belong to broken families.

3. The respondents agreeing to getting love and attention from their parents made 97% while 3% answered negative.
4. Having grudges against parents was agreed by 4.65% of respondents. 61.39% disagreed. 33.96% had grudges against parents sometimes.
5. 30.46% of respondents agreed to parents being illiterate. 69.54% of respondents disagreed.
6. 24.18% of respondent students got irritated with their parents when they interfered in their work. 13.02% of respondent students did not get irritated with their parents when they interfered in their work, 62.80% answered sometimes.
7. Out of the 74.18% of respondent students agreeing to parents spending time with them frequently 46.51% ticked family prayer, 26.7% highlighted family outing, 37.67% use to discuss about their interest and likes and for 23.48% it was family holiday. 25.82% of respondent students said no.
8. Having neighbors who set good examples was agreed by 70.93% and disagreed by 29.07.
9. Upon being asked do your parents monitor you while you study 36.74% said yes, 19.06% said no and 44.20.
10. Agreeing to have proper home conditions was by 91.86% of respondents which was categorized as proper lighting by 71.39%, ventilations by 45.58% and separate room for studying by 58.83% of respondent students. 8.14% said no to having proper home conditions.
11. 0.23% of respondent students agreed that their parents were into drugs. 18.88% said that that their parents were into the habit of consumption of alcohol, 33.02% of respondents said that their parents were into tobacco products and 55.81% ticked none of the above.
12. 13.95% of respondents agreed that they were abused by their parents which was categorized as 6.97% physically, 6.27% verbally, 6.04% emotionally and 3.25% mentally. 86.05 stated that they were not abused by their parents.
13. 47.95% of the respondents agreed to uncaring parents/no guidance from parents as one of the factors of disruptive class-room behaviour, 12.39% of respondents disagreed to uncaring parents/no guidance from parents as one of the factors for disruptive class-room behaviour and 39.66% of respondents could agree or disagree to uncaring parents /no guidance from parents as being one of the factor of disruptive class-room behaviour.
14. It was observed that 32.24% of respondents pointed unhealthy neighborhood as one of the causes of disruptive class-room behaviour, 19% of the respondents disagreed to

unhealthy neighborhood as one of the causes of disruptive class-room behaviour and 48.76% of respondents were not able to say whether unhealthy neighborhood was one of the causes of disruptive class-room behaviour.

15. Unpredictable behaviour of parents was agreed by 33.89% of respondents as one of the causes of disruptive class-room behaviour. The percentage of respondents disagreeing to unpredictable behaviour of parents as one of the causes of disruptive class-room behaviour was 13.22%. Respondents amounting to 52.89% were under the category of can't say to unpredictable behaviour of parents as one of the causes of disruptive class-room behaviour.
16. 48.77% of respondents agreed to lack of guidance from parents as one of the causes of disruptive class-room behaviour. 13.22% of respondents disagreed to lack of guidance from parents as one of the causes of disruptive class-room behaviour. 38.01% stated as can't say.
17. Very strict parents as one of the causes of disruptive class-room behaviour was agreed upon by 25.45% and disagreed upon by 18.18%, the percentage of respondents mentioning can't say was 55.37%.
18. Unhealthy means of recreational facilities was agreed by 27.28% of respondents, 35.53% of respondents disagreed to this and 37.19% of respondents mentioned can't say.
19. 65.29% of respondents stated broken family to be one of the causes of disruptive class-room behaviour, 4.96% disagreed and 29.75% of respondents were not able to say whether broken family to be one of the causes of disruptive class-room behaviour.
20. 43.81% of respondents agreed single parent to be one of the causes of disruptive class-room behaviour, 11.57% disagreed to this while 44.62% could not say.
21. 62.82% of respondents blamed alcoholic parents to be one of the causes of disruptive class-room behaviour, 2.47% of respondents disagreed and 34.71% stated can't say.
22. Substance abuse by parents constituted 47.93% of respondents agreeing to be one of the causes of disruptive class-room behaviour. 8.27% disagreed that substance abuse by parents to be one of the causes of disruptive class-room behaviour and 43.80% of respondents mentioned can't say.
23. Agreeing to illiterate parents being one of the causes of disruptive class-room behaviour were 43.81% of respondents, disagreeing were 15.70% and not able to say constituted 40.49%.
24. 46.29% agreed and 53.71% of respondents disagreed to poor environmental conditions to be one of the causes of disruptive class-room behaviour.

25. It was observed that 16.51% of the respondents are single parents and 83.49% of respondents are not.
26. 40.79% of respondent parents compared their child's performance, 19.41% of the respondent parents said that they do not compare their child's performance and 39.80% of respondent parents compared their child's performance sometimes.
27. The percentage of respondents agreeing and partially agreeing to have difficulty in dealing with their child was 11.66% and 29.12% respectively. 59.22% of respondent parents disagreed.
28. 33.99% mentioned they assist their child in homework and studies, 32.03 stated they do sometimes whereas 33.98 % mentioned they don't.
29. 72.83% of respondents said yes, 6.79% said no and 20.38% said sometimes upon being asked whether their child gets involved during family time.
30. 71.85% of respondents agreed that their child gets along with siblings. 12.62% said no. 15.53% of respondent parents marked sometimes.
31. It was noted that parents allowing peer groups to come freely home amounted 52.44%, 19.41% responded no and 28.15% responded as sometimes.
32. The percentage of respondents agreeing to spending quality time with their child was 92.24% which was categorized as 80.58% eating together, playing together constituted 23.30%, going for outings together were 51.45% and praying together were 72.81%. The percentage of respondents saying no was 7.76%.
33. 40.79% of respondents agreed their children use mobile phones, 21.35% partially agreed and 37.86% of respondent parents denied.

### **School/ Teacher factors**

1. 78.83% of respondents said yes to teachers making work interesting. 21.17% said no.
2. 16.75% of respondents stated that they get irritated when their teachers corrected their mistakes. 83.25% disagreed.
3. 6.74% of respondents agreed that their teachers were always late for class while 93.26% said no
4. .582% of respondents agreed that their teachers were frequently absent. 94.18% of respondent students said no.
5. It was also learnt that 46.28% of respondents found classes boring and 53.72% of respondents did not find classes boring.

6. Having proper classroom conditions agreed by 89.06% was categorized as presence of windows by 68.13%, lightings by 54.65%, ventilations by 57.20% of and desks and benches by 80% of respondent students. Disagreeing to having proper classroom conditions were 10.94%.
7. Upon being asked whether your teachers are partial, revengeful, rude and not caring. 43.95% pointed partial, 9.30% of respondent students said revengeful, 21.62% agreed to teachers being rude and 9.76% of respondents said that their teachers were not caring.
8. Finding own self confused or lost during lectures was agreed by 14.20%, 7.67% disagreed. 78.13% said that they find themselves confused or lost during lectures sometimes.
9. Agreeing to teacher discussing too many topics in one class were 13.25% of respondents, disagreeing were 40.46% and partially agreeing were 46.29%.
10. Feeling free to approach their teachers were 61.62% of respondent students, 38.38% of respondents do not feel free to approach their teachers.
11. 79.30% of respondents agreed that they have problems sitting for long and listening to lectures because they get bored was mentioned by 49.30%, 42.32% stated that their attention falls off, 28.83% mentioned that they get distracted and 54.65% stated that they feel sleepy whereas 20.70% stated that they do not have any such problems.
12. 89.30% of respondents agreed getting love and attention from their teachers. 10.70% said no.
13. 91.39% of respondent students agreed that their subject teacher often keeps changing 8.61% of respondents disagreed that their subject teacher often keeps changing
14. Class teacher often keeps changing in the same year was agreed by 7.91%. The percentage of respondent students disagreeing was 92.09%.
15. Agreeing to not able to follow teacher's explanation were 66.75%. Not able to follow teacher's explanation were 33.25% out of which 15.11% said not according to your level of understanding, 12.79% said too complicated and 13.02% said that that their teacher just read the textbook without explaining.
16. 93.48% of respondent students agreed that their teachers motivate. 6.52% of respondent students answered negative.
17. Upon being asked whether your teachers guide you 94.04% of respondents answered yes. The percentage of yes was categorized as clearing your doubts which was agreed by 72.79%, 43.48% pointed that their teachers give extra help when they come across difficult topics, helping them in their class-work by teachers was marked by 34.88% and

makes learning was agreed by 51.62% of respondent students. 5.96% of respondent students did not agree that their teachers guided them.

18. 19.54% stated that they had grudges against few teachers whereas 80.46% responded negatively.
19. The percentage of respondents agreeing to teachers' judgmental attitude towards the child as one of the causes of disruptive class-room behaviour was 18.18% while 42.16% disagreed to teachers' judgmental attitude towards the child as one of the causes of disruptive class-room behaviour and 39.66% of respondents could not either agree or disagree to teachers' judgmental attitude towards the child as one of the causes of disruptive class-room behaviour.
20. The respondents agreeing to teachers negative attitude as one of the causes of disruptive class-room behaviour was 24.33%, the respondents disagreeing to teachers' negative attitude as one of the causes of disruptive class-room behaviour made 51.23% and 24.44% of respondents stated can't say to teachers' negative attitude as one of the causes of disruptive class-room behaviour.
21. 26.46% of respondents agreed to no motivation from the teacher as one of the causes of disruptive class-room behaviour while 63.63% of respondents disagreed to no motivation from the teacher as one of the causes of disruptive class-room behaviour and 9.91% of respondents responded with can't say to no motivation from the teacher as one of the causes of disruptive class-room behaviour.
22. 16.54% of respondents agreed to unsuitable method of teaching as one of the causes of disruptive class-room behaviour, 51.23% of respondents disagreed to unsuitable method of teaching as one of the causes of disruptive class-room behaviour and 32.23% mentioned can't say.
23. Poor class-room conditions were labeled by 35.54% of respondents while 64.46% were not agreeing to be one of the causes of disruptive class-room behaviour.
24. It was also observed that 47.11% of respondents pointed continuous change of subject teachers as one of the causes of disruptive class-room behaviour whereas 52.89% disagreed.
25. It was also noted that 26.62% of respondents pointed continuous changes of class-teacher as one of the causes of disruptive class-room behaviour whereas 74.38% disagreed.
26. 54.55% teachers had teaching experience of 0 to 5 years, 18.18% had 6 to 10 years of experience, 9.09% had 11 to 15 years of teaching experience, 10.74% had 16 to 20

yearsof experience and 4.13% had 21 to 25 years of experience and 3.31 % did not respond to the question asked.

27. The respondents educational qualification can be observed as Ph. D 0.83%, M. Phil 0.83%, M. Com( B.Ed) 0.83%, MA (B.Ed)17.35%, MA (PGDIT, PGDCA) 0.83%, M. Sc 6.61%, M. Com 4.13%, MA 25.61%, B.Tech 1.65%, B.Sc (B.Ed) 2.48%, B.Com (B.Ed) 0.83%, BA (B.Ed) 4.96%, B.Sc 7.44%, B.Com 2.48% and BA 23.14%.

Apart from the ones mentioned above the following points were also observed when teachers were asked if parents are responsible if a child is disruptive, 65% of the teachers agreed that parents are responsible if a child is disruptive, 25% partially agreed to this question and 10% disagreed to this statement. Few more causes were also found such as, over protective parents, no proper home environment, no cooperation from parents, poor background, peer pressure, students imitate parent's actions, low self-esteem, health problems, unhappy homes, poor teacher student relationship, poor teaching, lack of facilities, poor parent child relationship (step children), laziness, less interaction between teacher and student, less interaction between parents and children, no motivation from parents, defective method of teaching, unsympathetic teachers, treated harshly at homes.

### **Objective 3: To examine the various effects of disruptive behaviour in the teaching learning process**

The study manifests that disruptive behaviour effects teaching-learning process in a number of ways, which are mentioned below:

1. 55.37% of teachers had to stop the lectures to address the behaviour, 42.98% of teachers partially agreed to this statement.
2. 45.45% of respondents were positive that students with disruptive behaviour disturb the other class-mates ability to learn, 39.68% partially agreed to this.
3. The other class-mates concentration gets diverted as agreed by 45.45% and partially agreed by 51.25% of respondent teachers.
4. One of the affect was that teachers' time and attention is wasted as agreed by 43.80% and partially agreed by 37.2% of respondent teachers.
5. 32.23% of respondent teachers said yes and 50.42% of respondent teaches said sometimes that one of effects of disruptive class-room behaviour in the teaching learning process was causing unpleasant situation in the class.

6. 30.57% of respondents agreed and 53.73% of respondent teachers stated sometimes that students do not respond to discipline as one of the effects of disruptive class-room behaviour in the teaching learning process.
7. 28.92 % agreed that disruptive behaviour affects the motivation level of the classmates, 49.56% partially agreed.
8. 24.79% teacher respondents stated that it directly interferes with their ability to instruct, 51.25% stated that it happens to them sometimes.
9. The effects of disruptive class-room behaviour in the teaching learning process encourages other students to form disruptive behaviour was agreed upon by 23.96% and sometimes agreed upon by 49.60% of students.
10. 23.14% of respondent teachers said yes and 52.90% of respondent said sometimes that one of effects of disruptive class-room behaviour in the teaching learning process was causing distress to other students.
11. 22.31% of respondent teachers stated that one of the effects was that the students challenged the teachers' authority by creating tension in the class-room. 33.89% of respondent partially agreed to this effect as sometimes.
12. 13.22% of respondent agreed that one of the effects of disruptive class-room behaviour in the teaching learning process was that the students started to question the teachers' ability. 33.89% partially agreed.

Apart from the points mentioned above few more effects were disclosed on the problems faced by teachers and parents while dealing with a disruptive child such as discourages the teacher, does not respond to questions asked by the teacher, tends to bring down the morale of the teacher, mental stress on the teacher, effects completion of courses, does not cooperate with classmates during activities, Teachers also feel incompetent, inadequate, helpless, feel low, wastage of time and energy, loses temper and lacks patience.

#### **Objective 4: To find out the problems faced by children with disruptive behaviour**

The study divulges that the major problems faced by children with disruptive behaviour which can be categorized as:

1. Tend to score low grades was agreed by 73.55% and partially agreed by 8.27% of respondent teachers.

2. Finds difficult to concentrate in school work was agreed and partially agreed by 61.98% and 33.07% respectively.
3. Lack of interest in school was reported yes and sometimes by 53.71% and 32.25% of respondent teachers respectively.
4. Tends to be restless was agreed and partially agreed by 51.23% and 42.99% respectively.
5. 46.28% of respondent teachers said that children with disruptive behaviour miss classes. 32.06% of respondent teachers said that they miss classes sometimes.
6. 42.97% of respondent teachers said that children with disruptive behaviour find school work very challenging. 38.85% of respondent teachers said that they find school work very challenging sometimes.
7. Extremely lazy and disoriented was reported yes by 42.14% and sometimes by 42.16% of respondent teachers.
8. It was also known that one of the problems faced by children with disruptive behaviour is that they had poor relationship with teachers as noticed by 39.66% of respondent teachers. 27.29% partially agreed.
9. Finds learning very difficult was agreed and partially agreed by 39.66% and 44.64% respectively.
10. Gets bored with lectures in the class-room was reported yes and sometimes by 37.19% and 55.38% of respondent teachers respectively.
11. Receive constant criticism about their behaviour from teachers and parents was agreed by 36.36% and partially agreed by 47.12% of respondent teachers.
12. The respondent teachers in the ratio of 33.05% agreed, 49.6% partially agreed that children with disruptive behaviour felt frustrated.
13. 29.75% agreed and 28.93% stated sometimes to unpleasant remarks on report cards as one of the problems faced by children with disruptive behaviour.
14. Tends to be depressed was reported yes and sometimes by 26.44% and 48.77% of respondent teachers respectively.
15. 23.66% of respondent teachers agreed that one of the problems faced by children with disruptive behaviour is that the children developed sleeping disorders. 43.11% partially agreed.
16. 17.35% agreed and 33.89% ticked sometimes to having less friends as one of the problems faced by children with disruptive behaviour.

17. It was also known that one of the problems faced by children with disruptive behaviour is that their parents can be threatening as noticed by 16.52% of respondent teachers and 50.43% partially agreed.
18. 13.22% of respondents said yes and 49.59% of respondents said sometimes that one of the problems faced by children with disruptive behaviour is getting into fights.
19. 9.91% of respondent teachers said that one of the problems faced by the children with disruptive behaviour was that the teachers' attitude can be rude and abusive towards them and 47.95% of respondent teachers partially agreed.
20. Tends to harm himself/herself physically which was agreed by 5.78% and partially agreed by 22.32% of respondent teachers.
21. It was also known that one of the problems faced by children with disruptive behaviour is that they have suicidal tendency as noticed by 4.96% of respondent teachers and 20.66% partially agreed.
22. It is noted that child often being absent from school was agreed by 17.48%.
23. 15.55% of respondents agreed that their child have difficulty to understand the lessons taught in class and 52.42% of respondents responded as sometimes.
24. 8.75% of respondents stated that they get complain(s) about your child from teachers and 28.15% of respondents said sometimes.
25. Upon being asked whether the child scores less marks in test/ exams 31.08% responded with yes and 53.39% responded as sometimes.
26. 16.52% of respondents marked child refuse to admit mistakes, the percentage mentioning sometimes was 39.80%.
27. 6.81% agreed that child destroys things/ breaks/ throws objects and 5.82% stated as sometimes.
28. 8.73% of respondents agreed that their child expresses feeling of being worthless or inferior to others and 28.17% stated as sometimes.
29. Child having problems following instructions was agreed upon by 10% and the percentage of respondents mentioning sometimes was 36%.
30. Child being extremely lazy was agreed upon by 13.60% and partially agreed as sometimes by 33.98% respectively.
31. Child using abusive words was agreed upon by 17.47% and partially agreed as sometimes by 19.41% respectively.
32. 17.78% agreed and 29.80% of respondent parents partially agreed child losing temper very fast when corrected.

33. Upon being asked whether the child experience frustrations 23.31% said yes and 36.89% responded sometimes.
34. It was also learnt that 21.35% of respondents said that their child do get up late and 45.65% marked sometimes.
35. Child sleep late was answered as yes by 30.09% and sometimes by 35.93% of respondent parents.
36. 3.89% of respondents stated that their child is unhappy most of the time, 14.56% responded sometimes.
37. Child blame others for any mischief done brought 6.81% yes and 21.35% of respondent parents said sometimes.
38. 9.72% of respondents agreed and 24.27% partially agreed that their child argue and throw temper and tantrums respectively.
39. Agreeing to child being angry and moody were 7.77% of respondents, 34.95% responded as sometimes.
40. Child forgets things very fast were marked yes by 13.60% and 36.89% said sometimes.
41. Upon being asked whether your child have problems paying attention 15.54% said yes and 38.83% responded as sometimes.
42. Child threatening to commit suicide was agreed yes by 0.98% and 4.85% as sometimes by respondent parents.
43. Child have suicidal tendencies was responded 1.95% yes and 3.88% as sometimes by respondent parents.
44. 22.33% of respondent parents stated that their child is an introvert which was categorized as 10.67% being very quiet, 13.59% stating that their child keeps to himself, 8.73% said hardly talks to anyone and 8.73% of responding parents said that their child prefers to be alone.
45. Child having eating disorders agreed by 38.84% was categorized as very fussy about food by 13.59%, likes to eat junk food by 32.03% and skips meal often by 15.53%.

The study also disclosed that children with disruptive behaviour drops school in the middle of the year, feeling of inferiority is seen and lacks interest for future studies. They tend to withdraw from family time, tends to lie a lot, seeks attention by trying to defame the family and teachers, dishonest, limit themselves to academic performance, behaves rudely, has short span of attention, extremely lazy and has poor connection with classmates and teachers.

**Objective 5: To find out the various special programmes and services available in schools for children with disruptive behaviour**

From the study it can be seen that 33% schools have a counselor in the school whereas 67% schools does not have a counselor, so counseling is done by different people, it is stated that 48.76% is done by class teacher, 38.84% is done by subject teachers and 45.45% is either done by principal, headmaster or headmistress.

Few schools mentioned that counseling was done by:

1. Administrators
2. All the teachers
3. Vice Principal
4. Asst. Headmistress
5. Refers to counsellor (SCERT)

The study affirms that 94.22% schools do not have a detention room and 5.78% schools have detention rooms for students. Those schools having detention room to let the disruptive students study or complete the work under the guidance of one teacher. The study exposed that 54.55% schools does not organise any programs on discipline for students whereas 45.45% schools organize programs for discipline for students out of which 9.91% conducts once in two years, 19.83% organises once a year, 7.43% organises every six months and 8.26% conducts every three months. Some schools conducts discipline check every month and has individual interaction with that particular student. It was also noted that 9.92% schools does not have remedial teaching classes whereas 90.08% has remedial teaching classes and it is done through different ways, 70.24% conducts oral test, 77.68% through written test, 59.50% has coaching classes and 44.62% conducts re- test. Some schools takes extra one hour class for the low grade students after school and remedial class subject wise for the weak child. It was observed that 13.23% schools does not conduct programs on how to maintain discipline whereas 86.77% does through various ways, 85.95% conducts during school assembly, 19% conducts seminars, 33.88% has value education classes and 15.70% conducts orientation programs. Few schools conduct bible camps and topics on discipline is discussed during the annual parents, teachers and students meet.

### **Objective 6: To find out how teachers manage disruptive classroom behaviour**

The study revealed that teachers use different ways to manage disruptive classroom behaviour such as:

1. Reminds the dos and don'ts in your class is done by 83.48% and 14.87% do it at times so, majority of the teachers follow this method.
2. Moving around the class is done by 73.55% and 22.32% do it sometimes.
3. Calling out their names is done by 70.24%, and 28.11% do it sometimes.
4. 68.59% gives them some responsibilities to carry out, 29.76% uses this method at times.
5. 66.12% improves instructional methods and 33.88% do it sometimes.
6. Pause for some time is followed by 64.46% and 29.76% do it at times
7. 64.47% gives more attention to the disruptive child, 32.23% uses this method sometimes.
8. Ask questions to the distracted child is done by 59.51% and 36.36% do it sometimes.
9. 57.86% shifts the disruptive child to the front seat and 38.01% do it sometimes.
10. Warn the child is done by 56.21%, 39.66% do it sometimes.
11. 56.19% increases their tone, 39.68% uses this method at times
12. Talking to them after class is done by 53.71%, 39.68% do it sometimes.
13. 47.95% gives them counseling, 51.23% gives them counseling sometimes.
14. Increasing classroom activity engagement is done by 44.64% and 47.10% do it at times.
15. Stands near the disruptive child is done by 42.16% and 50.41% do it at times.
16. 35.55% gives a simple stare, 53.71% does it sometimes.
17. 24.80% of the respondent ignores the child sometimes but 75.20% prefer not to use this method.
18. 24.79% ignores minimal problems and 48.76% do it at time.
19. 19.83% keeps calm and cool, 52.9% follows this at times.
20. 16.52% send them out of class, 39.66% uses this method sometimes.
21. 9.92% leaves the class at times whereas 90.08% doesn't do it.
22. 6.62% calls for their parents and 57.85% do it at times.
23. 7.45% sends them to the principal's office whereas 62.80% do it sometimes.
24. 1.65% don't give attention, 18.19% do it sometimes.
25. It was also revealed that 70% of the teachers communicate with parents whereas 30% does not communicate with the parents. Those who communicate with parents use the following methods: Call up parents, Personal meeting, Home visitation and some send warning letter.

### **Objective 7: To bring out the profile of secondary students with disruptive behaviour**

1. The study recorded that disruptive behaviour is highest for the age groups, 14 to 16 years which is 62.33%, followed by 17 to 19 years which recorded 33.72% and 20 to 22 years which is 3.95%.
2. It is observed that disruptive behaviour is seen in boys more which is 56.98% compared to girls which are 43.02%.
3. Urban students are more disruptive with 85.35% than the rural students with 14.65%.
4. Private schools have more disruptive students 88.37% than government school students 11.63%.
5. The study reveals that class 10 has the highest number with 37.44% students having disruptive behaviour followed by class 9 with 36.51%, class 12 has 16.98% students with disruptive behaviour and class 11 has 9.07%.
6. The study disclosed that the total number of students in a class also affects the behaviour of students as classes with 5 to 14 has 9.77%, 15 to 24 has 22.33%, 25 to 34 has 17.90%, 35 to 44 has 22.33%, 45 to 54 has 8.37%, 55 to 64 has 12.09%, 65 to 74 has 5.81%, 75 to 84 has 0.70%, 85 to 94 has 0% and 95 to 104 has 0.70% respectively.

The study discovered that some forms of disruptive behaviour are very extreme, some come under moderate and some are mild, which has been categorized below based on the percentage recorded.

1. 95.34% of the students with disruptive behaviour does not complete home-work or class-work which and 4.66% students in spite of being disruptive does not fall in this category.
2. 94.18% students refuse to participate in activities whereas 5.82% in spite of being disruptive participates in activities.
3. 92.09% are distracted during explanations and 7.91% responded negatively.
4. 91.16% chats or talks to each other during lectures whereas 8.84% does not fall in this category.
5. 88.83% plays with hand, feet, pen, etc. and 11.17% does not.
6. 81.16% shows signs of boredom by yawning and leaning over the desk during lectures, 18.84% does not.
7. 80.23% does not pay attention to lectures and 19.77% pays attention to lectures.
8. 73.95% screams and talks loudly in the class and 26.05% does not scream and talk loudly.

9. 73.02% helps others or ask for help from others during test/exams, 26.98% responded negatively.
10. 61.62% sleeps during lectures and 38.38% responded negatively.
11. 60% eats out of time whereas 40% responded negatively.
12. 59.31% shouts loudly in the class and 40.69% do not.
13. 57.67% is disrespectful toward authorities and teachers and 42.33% is respectful.
14. 53.95% tries to become popular among friends whereas 46.05% responded negatively to this statement.
15. 52.32% blames each other for any mischief done and 47.68% does not blame each other.
16. 52.09% moves out of their seats whereas 47.91% does not move out of their seats.
17. 51.4% loiters or wanders around during the class hours and 48.60% does not loiter around or wanders around during class hours.
18. 49.06% loses temper when teachers correct them and 50.94% responded negatively to this statement.
19. 44.19% continuously ask to go to the toilet during class hours and 55.81% responded negatively.
20. 32% comes to school habitually late whereas 68% is on time.
21. 26.98% bullies other children and 73.02% does not fall under this category.
22. 14.89% brings electronic gadgets and mobile phones in the class and 85.11% responded negatively to this statement.
23. 66.51% refuses to cooperate whereas 33.49% cooperates.
24. 76.04% does not obey instructions given and 23.96% obeys to instructions given.
25. 6.05% forms gangs or groups to go against the teachers whereas 93.95% doesn't.
26. 5.12% reads magazines and comics during class hours and 94.88% doesn't.

**Objective 8: To recommend and suggest remedial measures to help children with disruptive behaviour**

From the study the following suggestions can be utilized by teachers to help and guide children with disruptive behaviour.

1. Proper guidance and special attention.
2. By giving positive feedback on the task they have done.
3. Be firm and direct.
4. Encouragement.

5. Try to make the class more interesting by using unique techniques.
6. Home visitation and try to know their background and counsel them.
7. Try to know the root cause of the deviant behaviour.
8. Show love and be tender, and gradually try to identify the problem because every child has different problems.
9. Make him/her the class monitor to show him/her important and worth.
10. Personal discussion regarding behaviour.
11. Make the child understand the benefit of attentiveness in the class.
12. Use of behaviour modification strategy in the classroom.
13. Call out of seat and make the disruptive child and make the disruptive child stand next to the teacher with his/her book.
14. Stand in front and read the text.
15. Continuous monitoring and give the class-work and home-work.
16. Use proximity to limit negative actions and choose the best time to discipline the child as well as empathize with the child.
17. A teacher who is specialized in dealing with special child should be employed.
18. Update ourselves by reading or receiving or checking out videos to handle disruptive behaviour.
19. Healthy relationship between teachers and students.
20. Healthy relationship between parents and children.
21. Teacher's good communication skills.
22. Teacher's good management skills.
23. Teaching style should be efficient.
24. Child needs special remedial help.
25. Praise the child.
26. Informal talks apart from studies.
27. Avoid insulting the child.
28. Avoid comparing the child with other children.
29. Seminars for parents, students and teachers.
30. Positive attitude from teachers.
31. Redirect the deviant behaviour.
32. Healthy relationship between teachers and students.
33. Healthy relationship between parents and children.
34. Teacher's good communication skills.

35. Teacher's good management skills.
36. Teaching style should be efficient.
37. Child needs special remedial help.
38. Praise the child at times by mentioning his/her good qualities.

### **6.3: EDUCATIONAL IMPLICATIONS OF THE STUDY**

1. The present study will help teachers and parents to identify the behavioural problems among children and to be watchful about their own behavior which has an unavoidable effect on the children's behaviour.
2. This study will help to minimize the behavioural problems among children.
3. The study will help teachers/policy makers and administrators to develop rules and that are appropriate and suitable for the betterment of the children.
4. The study will help parents/teachers to be more flexible for changing their attitude towards children with behavioural problems.
5. The present study will help teachers/educators to develop and apply interventions which will help to change the students' behaviour by using positive interactive approaches.
6. This study will help administrators/teachers/parents to develop a plan and practice using different procedures and methods to stop disruptive behaviour before it becomes severe and extreme.
7. The present study will help teachers to identify students with disruptive behaviour and know the characteristics related to disruptive behaviour and deal with them.

### **6.4: RECOMMENDATION FOR FURTHER RESEARCH**

Study on disruptive behaviour among middle school children of Nagaland.

1. Study on disruptive behaviour among secondary students of Nagaland.
2. A study on psychological problems among adolescents in Nagaland.
3. A study on indiscipline among secondary school students of Nagaland.
4. A study on association between behavioural health and academic performance among secondary students.
5. Study on parental influence and behavioural adjustment among school students.
6. Study on emotional intelligence and psychological competency among secondary students.
7. A study on mental health issues and stress among school students in Nagaland.

## 6.5: CONCLUSION

Discipline being a vital aspect of the secondary school administration, teachers and administrators face problems arising from inappropriate behaviour of students in school. Teaching-learning process which had been simple in the past has now become very complicated because of the disruptive behaviour among students which in turn effects the classroom management. There was a time when school discipline was controlled and maintained with the help of a rod but now this traditional treatment in the schools are no longer in practice. This method is in fact inapplicable and banned. RTE (2010) suggested that no punishment of any sort should be given to the students. This has resulted in increased intensity which is seen occurring more frequently in classrooms. The problem of disruptive behaviour happens in all schools and this affects everyone involved in the teaching learning process. Classrooms where disruptive behaviour occur frequently gets less academic engagement time, this interferes with the effort of teachers and fellow students and they often fail to perform well. Disruptive behaviour has now become the huge problem in schools at present. Secondary school teachers have pointed disruptive behaviour as one of the major problem in the teaching-learning process in the classroom. Teachers and school personnel experience has been of great frustration over the years of behavioural problems of children. Teachers attempt to control disruptive behaviour of children cost considerable time; it also leads increased effects on teacher's stress. At times, it becomes extremely difficult for a teacher to organize classrooms and deal with disruptive behaviour simultaneously. Although, most teachers undergo teacher's training courses tailored to understand and deal with children yet many are unable to solve and handle disruptive behaviour among students. Disruptive behaviour should not be regarded as a naughty behaviour of students but a serious problem as it influences the stability and productivity of the classroom. A single child disturbing the whole class to the extent that he/she neither the other children can learn is a common experience of teachers. Child who develops disruptive behaviour pattern shows serious disciplinary problem in school, home and society. Ability to teach most effectively is hampered in teachers that are not ready to manage classroom discipline. Disruptive behaviour also diverts the energy and resource of teachers and school away from the objective and educational mission of school. Apart from disruptive behaviour, classroom management and classroom discipline are also equally important for educational objective. The present study aimed to investigate the types and causes of disruptive behaviour as it is a huge problem which must be properly analyzed and effective solution is found to make it progressively easier to deal. Discipline is vital for helping the child's growth and individual personality.

Discipline can be termed as the control of behaviour to attain a goal and purpose. Teachers are concerned with maintaining order in the classroom so that the attention of students is not distracted or diverted from a learning task, every teacher is responsible for classroom discipline. Classroom often experiences disruption to the teaching-learning process because of student's disruptive behaviour which has drastic and alarming growth at the secondary stage. This has become a major concern for educators and also the society about the effectiveness of education in making better humans. Hence, some customary rules and regulations are essential for smooth performance and peaceful life. It is most commonly observed that hardly a day passes without the students of one or the other institution causing problem in the classroom. The crucial problem now-a-days for teachers in school and also for parents at home and the community at large is the behaviour of a child. While the majority of students behave in socially acceptable ways, few who are aggressive or disruptive in nature have a disproportionate influence on the stability and productivity of the classroom. Teachers and school personnel have experienced a great deal of frustration in maintaining conducive learning environment over the years because of behavioural problems. For few children, the social and educational behaviour is not as it should be; they misbehave in and out of the classroom. Teachers who are not able to handle disruptive behaviour among are considered as poor classroom managers and has become one of the annoying factor. Various interventions have been designed to promote classroom management of disruptive behaviour. One of the major effects of disruptive behaviour is that it decreases the amount of time a teacher spends in teaching and increases the amount to cope in dealing with the problem that arises. Huge amount of frustration has been caused by the fact that there has been no objective way for educators to approach disruptive behaviour. In spite of modern teachers' training courses, teachers feel that they are not ready to deal with the problems that arise due to disruptive behaviour of children. There was an urgent need to give emphasis to student's disruptive behaviour so that some important areas related to classroom management can be highlighted. Adequate study was required to see the relationship between the pupils and the environment to know what decisions or actions are to be taken when there are the behavioural changes. Disruptive behaviour should be effectively controlled so that classroom is managed and effective teaching learning occurs. Since disruptive behaviour takes place due to several factors, it is crucial to discover the main factors that causes its existence and from where the disruptive behaviour can be reduced and eliminated. This study may be helpful for teachers by providing solutions to have a better classroom management. Teachers and parents may benefit by understanding the reasons for disruptive behaviour in schools. Student's

performance may also improve and the number of school drop-outs may be reduced. Finally, the study may also help schools to manage, control and deal with problems of disruptive behaviour in students. The present study was performed with an aim to have an organized and effective classroom, a classroom in which the abilities of each individual child is given due opportunity for development, in which teachers would be able to fulfill their proper function as facilitators of learning and in which children may be able to acquire sensibly and enjoyably the techniques for monitoring and guiding their own behaviour. The study would be enriching and useful for improvement in the quality of education as well as quality of life for successful living. There are different kinds of disruptive behaviour which affects the teaching learning process in the classroom. Thus, the study undertaken is stated as, “A STUDY ON THE DISRUPTIVE CLASSROOM BEHAVIOUR AMONG SECONDARY STUDENTS OF KOHIMA DISTRICT.” From the study few suggestions can be utilized by teachers to help and guide children with disruptive behaviours such as proper guidance and special attention, show love and be tender, and gradually try to identify the root cause of the deviant behaviour because every child has different problems. Make the child understand the benefit of attentiveness in the class and make use of behaviour modification strategy in the classroom. This study will help teachers and parents to identify the behavioural problems and minimize it by dealing with them appropriately and apply suitable methods for the betterment of the children. It will also help parents/teachers to be more flexible for changing their attitude towards children with behavioural problems by developing and applying interventions which will help to change the students’ behaviour by using positive interactive approaches. Educational Institutions should arrange seminars and workshops on personality development and importance of discipline for students. Counsellors should be appointed in every school to help students having behavioural issues and other aspects and also organize various kinds of programmes and activities for all round development for children. Further research should be done on disruptive behaviour among secondary students of Nagaland and on mental health issues and stress among school students in Nagaland.

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## APPENDIX I: CHECKLIST FOR TEACHERS

Dear Respondent,

I am a research scholar from the Department of Education, Nagaland University. I am doing a study on the topic, “A Study On The Disruptive Classroom Behaviour Among Secondary Students of Kohima District.”

In view of this, I respectfully choose you as one of my respondent to answer the attached questions for the completion of my study.

Please provide your honest response and I assure you that your valuable answers will be treated with utmost confidentiality.

Thank You for your cooperation.

Yours sincerely,

Narotola Imchen.

Research Scholar, Department of Education,

Meriema, Kohima Campus, Nagaland University.

### SECTION 1: CHECKLIST FOR TEACHERS TO IDENTIFY DISRUPTIVE CLASSROOM BEHAVIOUR

Do you have students who have the following types of behavior in your class?

SL. NO	QUESTIONS	RESPONSES	
		YES	NO
1	Refuses to participate in activities.		
2	Does not obey your instructions.		
3	Does not pay attention to your lecture.		
4	Refuses to cooperate.		
5	Disrespectful towards authorities and teachers.		
6	Sleeping during lectures.		
7	Coming to class habitually late.		
8	Blaming each other for any mischief done.		
9	Trying to become popular among friends.		
10	Screaming and talking loudly in the class.		
11	Eating out of time.		

12	Distracted during explanations.		
13	Chatting or talking to each other during lectures.		
14	Playing with hands, feet, pens, etc.		
15	Moving out of their seats.		
16	Loosing temper when teacher corrects.		
18	Shouting loudly in the class.		
19	Wandering/ loitering around during class hours.		
29	Show signs of boredom by yawning, leaning over the desk during lectures.		
21	Bringing electronic gadgets and mobile phones in the class.		
22	Reading magazines and comics during class hours.		
23	Helping others or asking help from others during test/exams.		
24	Forming gangs or groups to go against the teachers'.		
25	Screaming and talking loudly in the class.		
26	Eating out of time.		
27	Distracted during explanations.		

## APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a research scholar from the Department of Education, Nagaland University. I am doing a study on the topic, “A Study On The Disruptive Classroom Behaviour Among Secondary Students of Kohima District.”

In view of this, I respectfully choose you as one of my respondent to answer the attached questions for the completion of my study.

Please provide your honest response and I assure you that your valuable answers will be treated with utmost confidentiality.

Thank You for your cooperation.

Yours sincerely,

Narotola Imchen.

Research Scholar, Department of Education

Meriema, Kohima Campus, Nagaland University.

### SECTION 1: PROFILE OF THE RESPONDENT

Name: .....

Gender: Male/ Female

Educational Qualification: .....

Name of the School: .....

Nature of the School Management

(Private / Government):

Years of Experience: .....

Marital Status (Married/Unmarried)

### SECTION 2: TYPES OF DISRUPTIVE CLASS-ROOM BEHAVIOR

SL. NO	QUESTIONS	RESPONSES		
		YES	NO	SOMETIMES
1	Chewing during class hours.			
2	Sleeping during lectures.			
3	Playing with pen, pencil, etc.			

4	Whispering to each other.			
5	Passing unnecessary comments.			
6	Smiling, laughing without any reason to get the attention of teachers or fellow students.			
7	Drawing/ scribbling on the desk/benches.			
8	Destroying own things or things belonging to fellow friends/ school property.			
9	Biting nails, playing with hair, etc.			
10	Passing chits to one another			
11	Writing their name or someone else's names in their hands/wrist.			
12	Disturbing class mates.			
13	Not bringing all required materials to class.			
14	Interrupting the teacher.			
15	Not following directions if told once.			
16	Excessive talking.			
18	Tries to gets attention of the classby doing something funny or acts silly.			
19	Does not maintain notes properly.			
29	Calling or tagging teachers/friendsby funny names.			
21	Humiliating classmates by insulting them.			
22	Pretends to be sick for drawing attention.			
23	Asking irrelevant questions to show superiority.			
24	Does not maintain cleanliness.			
25	Incomplete class-works and home-works.			
26	Daydreaming constantly.			
27	Gets distracted easily.			
Any other characteristics, please specify: .....				

**SECTION 3: CAUSES OF DISRUPTIVE CLASS-ROOM BEHAVIOR**

SL. NO	QUESTIONS	RESPONSES		
		AGREE	DISAGREE	CAN'T SAY
1	Seeking attention.			
2	Poor class-room conditions.			
3	Boredom.			
4	Poor environmental conditions.			
5	Uncaring parents/No guidance from parents.			
6	Unhealthy neighborhood.			
7	Lack of self-confidence.			
8	Teachers' judgmental attitude towards the child.			
9	Repeating the same class.			
10	Emotional problems.			
11	Depression.			
12	Teachers' negative attitude.			
13	Unpredictable behavior of parents.			
14	No motivation from the teacher.			
15	Learning problems.			
16	Lacks guidance from parents.			
18	Continuous change of subject teachers.			
19	Very strict parents.			
29	Continuous changes of class-teacher.			
21	Grudges against parents/teachers/peers.			
22	Confused or lost.			
23	Unhealthy eating habits.			
24	Unsuitable method of teaching.			
25	Unhealthy means of recreational facilities.			
26	Broken family.			
27	Single parent.			

28	Alcoholic parents.			
29	Substance abuse parents.			
30	Use of alcohol/drugs/tobacco products.			
31	Illiterate parents.			
32	Staying up late at night.			
33	Lack of interest.			
Any other causes please specify: .....				

#### SECTION 4: EFFECTS OF DISRUPTIVE CLASS-ROOM BEHAVIOUR IN THE TEACHING-LEARNING PROCESS

SL. NO	QUESTIONS	RESPONSES		
		YES	NO	SOMETIMES
1	Directly interferes with the teacher's ability to instruct.			
2	Decreases the motivation level of the classmates.			
3	Does not respond to discipline.			
4	Disturbs the other class-mates ability to learn.			
5	Teacher has to stop the lectures to address the behaviour.			
6	Encourages other students to form disruptive behaviour.			
7	Wastage of teachers' time and attention.			
8	Challenges the teachers' authority by creating tension in the class-room.			
11	Other class-mates concentration gets diverted.			
12	Causes unpleasant situation in the class.			
13	Causes distress to other students.			
14	Starts questioning the teachers' ability.			
Can you mention some more effects of Disruptive Class-room behaviour in the teaching-learning process? .....				

## SECTION 5: PROBLEMS FACED BY CHILDREN WITH DISRUPTIVE BEHAVIOUR

SL. NO	QUESTIONS	RESPONSES		
		YES	NO	SOMETIMES
1	Tends to score low grades.			
2	Often miss classes.			
3	Finds difficult to concentrate in school work.			
4	Lack of interest in school.			
5	Poor relationship with teachers.			
6	Unpleasant remarks on their report cards.			
7	Feels frustrated.			
8	Have less friends.			
9	Finds school work very challenging.			
10	Constant criticism about their behaviour from teachers and parents.			
11	Teachers' attitude can be rude and abusive towards them.			
12	Parents can be threatening.			
13	Gets bored with lectures in the class-room.			
14	Finds learning very difficult.			
15	Tends to be depressed.			
16	Develops sleeping disorders.			
17	Getting into fights.			
18	Tends to be restless.			
19	Harms himself/herself physically.			
20	Has suicidal tendencies.			
21	Extremely lazy and disoriented.			
Any other, kindly specify: .....				

**SECTION 6: PROGRAMS AND SERVICES AVAILABLE IN THE SCHOOL**

SL. NO	QUESTIONS	RESPONSES	
		YES	NO
1	<p>Do you have a counsellor in the school?</p> <p>If no, who councils the students?</p> <p>Class- teacher ( )</p> <p>Subject-teacher ( )</p> <p>Principal/ Headmaster/ Headmistress ( )</p> <p>Any other, please specify:</p> <p>.....</p>		
2	<p>Do you have a detention room?</p> <p>If yes, what does the child do when he/she is sent there</p> <p>.....</p>		
3	<p>Does your school organize programs for students on discipline?</p> <p>If yes, how often do you have? (Kindly tick below)</p> <p>(a) Once in two years ( )</p> <p>(b) Once a year ( )</p> <p>(c) Every six months ( )</p> <p>(d) Every three months. ( )</p> <p>Any other, kindly specify:</p> <p>.....</p>		
4	<p>Do you have remedial teaching classes?</p> <p>If yes, kindly mention how it is done? (Multiple Ticks Allowed)</p> <p>(a) Oral test ( )</p> <p>(b) Written test ( )</p> <p>(c) Coaching classes ( )</p> <p>(d) Re-test ( )</p>		

	Any other, kindly specify: .....		
5	<p>Does your school conduct programs on how to maintain discipline?</p> <p>If yes, how is it done? (Multiple Ticks Allowed)</p> <p>(a) During school assembly ( )</p> <p>(b) Conducting seminars ( )</p> <p>(c) Value education classes ( )</p> <p>(d) Orientation programs ( )</p> <p>Any other, please specify: .....</p>		
6	<p>Mention some of the special programs and services in your school for children with disruptive behavior.</p> <p>.....</p>		

### SECTION 7: HOW DO YOU MANAGE DISRUPTIVE CLASS-ROOM BEHAVIOUR

SL. NO	QUESTIONS	RESPONSES		
		YES	NO	SOMETIMES
1	Give a simple stare.			
2	Send them out of class.			
3	Call out their names.			
4	Talk to them after your class.			
5	Keep calm and cool.			
6	Moving around the class.			
7	Give them some responsibilities to carry out.			
8	Increase your tone.			
9	Ignore the child.			
10	Don't give attention.			
11	Pause for some time.			

12	Leave the class.			
13	Ask questions to the distracted child.			
14	Call for their parents.			
15	Send them to the principal's office.			
16	Warn the child.			
17	Ignore minimal problems.			
18	Remind the do's and don'ts in your class.			
19	Give more attention to the disruptive child.			
20	Shift the disruptive child to the front seat.			
21	Stand near the disruptive child.			
22	Give them counseling.			
23	Increasing classroom activity engagement.			
24	Improving instructional methods.			
Kindly suggest some methods/strategies/ways that you use to handle a disruptive child in your class apart from the ones mentioned above? .....				

**SECTION 8: WHAT RECOMMENDATIONS AND SUGGESTIONS CAN BE OFFERED TO HELP CHILDREN WITH DISRUPTIVE BEHAVIOUR**

.....

.....

### **APPENDIX III: QUESTIONNAIRE FOR STUDENTS**

Dear Respondent,

I am a research scholar from the Department of Education, Nagaland University. I am doing a study on the topic, “A Study On The Disruptive Classroom Behaviour Among Secondary Students of Kohima District.”

In view of this, I respectfully choose you as one of my respondent to answer the attached questions for the completion of my study.

Please provide your honest response and I assure you that your valuable answers will be treated with utmost confidentiality.

Thank You for your cooperation.

Yours sincerely,

Narotola Imchen.

Research Scholar, Department of Education,

Meriema, Kohima Campus, Nagaland University.

#### **SECTION 1: PROFILE OF THE RESPONDENT**

Name: .....

Gender: Male / Female

Age: .....

Name of the School: .....

Nature of the School Management: .....

(Private / Government): .....

Class: .....

**SECTION 2: ASSESSMENT ABOUT ONESELF**

SL. NO	QUESTIONS	RESPONSES		
		YES	NO	SOMETIMES
1	Do you like coming to school?			
2	Do you have confidence in yourself			
3	Do you find learning difficult? If yes, what difficulties do you face? (a) Reading ( ) (b) Understanding ( ) (c) Spellings ( ) (d) Calculations ( ) (e) Language ( ) (f) Writing ( ) Any other, please specify: .....			
4	Do you stay up late at night? If yes, kindly tick why do you stay up late (Multiple ticks allowed) (a) Watching TV ( ) (b) Playing games ( ) (c) Chatting with friends ( ) (d) Watching YouTube Videos ( ) Any other reason, please specify: .....			
5	Do you have any grudges against your friends?			
6	Do you have proper eating habits?			
7	Did you repeat your present class?			
8	Do you watch movies/ videos suitable for your age?			
9	Do you experience depression when you don't do well in school?			
10	Do you get jealous when your best friend scores better marks than you?			

**SECTION 3: RELATIONSHIP WITH PARENTS AND HOME ENVIRONMENT**

SL. NO	QUESTIONS	RESPONSES		
		YES	NO	SOMETIMES
1	Do your parents guide you?			
2	Do you belong to a broken family?			
3	Do you get love and attention from your parents?			
4	Do you have any grudges against your parents?			
5	Are your parents illiterate?			
6	Do you get irritated with your parents when they interfere in your work?			
7	<p>Do your parents spend time with you frequently?</p> <p>If yes, please specify by ticking (Multiple ticks allowed)</p> <p>Family prayer ( )</p> <p>(a) Family outing ( )</p> <p>(b) Discussing about your interest and likes ( )</p> <p>(d) Family holiday ( )</p> <p>Any other, please specify:</p> <p>.....</p>			
8	Do you have neighbours who set good examples?			
9	Do your parents monitor you while you study?			
10	<p>Do you have proper home conditions?</p> <p>If yes, please tick (Multiple ticks allowed)</p> <p>(a) Windows ( )</p> <p>(b) Lighting ( )</p> <p>(c) Ventilations ( )</p> <p>(d) Separate room for studying ( )</p>			

11	Are your parents into, (please tick) (a) Drugs ( ) (b) Alcohol ( ) (c) Tobacco products ( ) (d) All the above ( ) Any other, please specify: .....			
12	Are you abused by your parents?  If yes, kindly specify by ticking  (a) Physically ( ) (b) Verbally ( ) (c) Emotionally ( ) (d) Mentally ( )			

#### SECTION 4: RELATIONSHIP WITH TEACHERS

SL. NO	QUESTIONS	RESPONSES		
		YES	NO	SOMETIMES
1	Do your teachers make work interesting?			
2	Do you get irritated when your teachers interfere in your work?			
3	Are your teachers always late for class?			
4	Are your teachers frequently absent?			
5	Do you find classes boring			
6	Do you have proper classroom conditions?  If yes, please tick  (a) Windows ( ) (b) Lightings ( ) (c) Ventilations ( ) (d) Desks and Benches ( )			

7	Do you think your teachers are: (Multiple ticks allowed) (a) Partial ( ) (b) Revengeful ( ) (c) Rude ( ) (d) Not caring ( ) Any other, please specify: .....			
8	During lectures do you find yourself confused or lost?			
9	Does your teacher discuss too many topics in one class?			
10	Do you feel free to approach your teachers?			
11	Do you have problems sitting for long and listening to lectures? If yes, kindly specify why by ticking (Multiple ticks allowed) (a).Gets bored ( ) (b) Attention falls off ( ) (c) Gets distracted ( ) (d) Feel Sleepy ( ) Any other, kindly specify: .....			
12	Do you get love and attention from your teachers?			
13	Does your subject teacher often keep changing?			
14	Does your class teacher often keep changing in the same year?			
15	Are you able to follow your teacher's explanation? (a) Not according to your level of understanding ( ) (b) Too complicated ( ) (c) Just reads the textbook without explaining ( )			

	Any other, kindly specify: .....			
16	Do your teachers motivate you?			
17	Do your teachers guide you?  If yes, kindly tick in what way (Multiple ticks allowed)  (a) Clear your doubts ( ) (b) Give you extra help when you come across difficult topics ( ) (c) Helps you in your class-works ( ) (d) Makes learning easy ( )			
18	Do you have any grudges against your teachers?			

## APPENDIX IV: QUESTIONNAIRE FOR PARENTS

Dear Respondent,

I am a research scholar from the Department of Education, Nagaland University. I am doing a study on the topic, “A Study on the Disruptive Classroom Behaviour among Secondary Students of Kohima District.”

In view of this, I respectfully choose you as one of my respondent to answer the attached questions for the completion of my study.

Please provide your honest response and I assure you that your valuable answers will be treated with utmost confidentiality.

Thank You for your cooperation.

Yours sincerely,

Narotola Imchen.

Research Scholar, Department of Education,

Meriema, Kohima Campus, Nagaland University.

### SECTION 1: PROFILE OF THE RESPONDENT

Name: (Mr. / Mrs.) .....

Occupation .....

Name of the Child: .....

Name of the School: .....

Nature of the School Management

(Private / Government): .....

Class in which your child is studying: .....

Address:

.....

**SECTION 2: COMMON CAUSES OF DISRUPTIVE BEHAVIOUR**

SL. NO	QUESTIONS	RESPONSES		
		YES	NO	SOMETIMES
1	Are you a single parent?			
2	Do you compare your children's performance?			
3	Do you have difficulty in dealing with your child?			
4	Does your child scoreless marks in test/exams?			
5	Do you assist/ help your child in homework and studies?			
6	Does your child get involved during family time?			
7	Does your child gets along with siblings?			
8	Do you allow peer groups to come freely home?			
9	Does your child use mobile phones?			
10	Is your child hyperactive?			

**SECTION 3: PROBLEMS FACED BY CHILDREN WITH DISRUPTIVE BEHAVIOUR**

SL. NO	QUESTIONS	RESPONSES		
		YES	NO	SOMETIMES
1	Is your child often absent from school?			
2	Does your child refuse to admit mistakes?			
3	Does your child have problems with friends?			
4	Does your child destroys things/ breaks/ throws objects?			
5	Does your child have difficulty to understand the lessons taught in class?			
6	Does your child express feeling of being worthless or inferior to others?			
7	Does your child have problems following instructions?			
8	Is your child extremely lazy?			
9	Does your child use abusive words?			

10	Do you get complain(s) about your child from teachers?			
11	Do you spend quality time with your child?			
12	<p>Is your child often absent from school?</p> <p>If yes, kindly specify:</p> <p>(a) Eat together ( )</p> <p>(b) Play together ( )</p> <p>(c) Go for outings together ( )</p> <p>(d) Pray together ( )</p> <p>Any other, please specify:</p> <p>.....</p>			
13	Does your child lose temper very fast when corrected?			
14	Do you feel your child experiences frustrations?			
15	<p>Does your child have eating disorders?</p> <p>If yes, kindly specify:</p> <p>(a) Very fussy about food ( )</p> <p>(b) Likes to eat junk food ( )</p> <p>(c) Skips meal often ( )</p> <p>Any other, please specify:</p> <p>.....</p>			
16	Does your child get up late?			
17	Does your child sleep late?			
18	Is your child unhappy most of the time?			
19	Does your child blame others for any mischief done?			
20	Does your child argues and throws temper and tantrums?			
21	Is your child angry and moody?			
22	Is your child into substance abuse?			

23	Does your child forget things very fast?			
24	Does your child have problems paying attention?			
25	Does your child threaten to commit suicide?			
26	Does your child have suicidal tendencies?			
27	<p>Is your child an introvert?</p> <p>If yes, kindly specify:</p> <p>(a) Very quiet ( )</p> <p>(b) Speak to himself ( )</p> <p>(c) Doesn't talk to anyone ( )</p> <p>(d) Prefers to be alone ( )</p> <p>Any other please specify:</p> <p>.....</p>			

**APPENDIX V****INTERVIEW QUESTIONS**

SL. NO	QUESTIONS	RESPONSES		
		YES	NO	SOMETIMES
1	Do you think parents are responsible if a child is disruptive?			

SL. NO	QUESTIONS	RESPONSES	
		YES	NO
1	Do you communicate with parents if you come across a disruptive child in your class? If yes, how do you communicate? .....		

SL. NO	QUESTIONS
1	What do you think is a root cause for disruptive behaviour among children?
2	What are the problems faced by children with disruptive behaviour?
3	What are the effects of disruptive behaviour on a child?
4	What are the problems you face while dealing with a disruptive child?
5	Can you state few suggestions/ remedial measures to deal with a disruptive child?

Narotola Imchen,  
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Department of Education,  
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