

## CLASS ROOM BEHAVIOUR OF CHILDREN-A STUDY

**G. Balaji**

Senior Research Fellow, Department of Education, Osmania University, Hyderabad, Telangana State  
[gugulothubalu825@gmail.com](mailto:gugulothubalu825@gmail.com)

### INTRODUCTION

One of the most important groups in the life of a child is the classroom group. Therefore in the field of educational development, all educationists and Social scientists are constantly seeking new and different techniques of working with the children in the classroom situations. It is more important to understand the collective behaviour of children in the classroom in the context of the factors that Influence their behaviour. One such factor, which is currently getting more and more attention as a contributor to school learning, is 'classroom morale' which is the product of total classroom climate. Efficiency of learning and achievement of any outcome in a group situation such as the classroom group is dependent upon many factors such as the abilities and characteristics of students. The Concept of Morale according to all port (1952) defines morale as an individual's attitude in a group Endeavour .Morale also has been defined as a feeling of togetherness.

The Concept of value has been slightly analysed as the term 'value' is very difficult to define satisfactorily. Some Philosophers have even considered it as a fundamental category, as indefinable like 'yellow'. Yet, the concept of value is so deeply embedded in human actions and thoughts that one should make an effort at least to understand its meaning and ramifications. First, one could draw a distinction between fact and value or, to be more precise, between factual assertions and value judgments." The atomic bomb can kill millions of people is a statement of fact whereas 'use of atomic bomb is wrong 'is a judgment of value. "The sunset is red' is a statement of fact whereas "The sunset is beautiful is a Judgment of value to which the attributes of true or false simply do not apply. Judgments or value which are made on objects, actions, events, etc. employ terms like 'good' , 'bad', right ,wrong, beautiful ugly and so on which are our basic value terms. Indian philosophy distinguished between fact and 'value' in a slightly different way. The knowledge of facts leads to action and satisfaction of desires or ends which is value.

Values refer to those things that men desire like, or prefer. And men do in fact desire many things: money, power, food, happiness, security, wealth, adventure, peace. These are their values men do not desire certain other things e.g.- suffering, pain, hunger, Poverty, ignorance. These are to them disvalues. They extend from highly concrete, Mundane, petty and immediate desires to lofty, general, ultimate and abstract ideals from Marriage, job, house, promotion to social justice, peace, secularism, equality. But not all the things that men do in fact desire are desirable.

#### **Motivation and Behaviour**

Motivation is defined as an urge in an individual to perform goal directed behavior. Therefore, motivation cannot be inflicted from outside but it is an intrinsic desire in a man to achieve the target goal through performance or activity. Motives are expression of person's need. Hence, they are personal and internal. Incentives on the other hand are external to the person. They are made part of work environment by management in order to encourage workers to accomplish task. The motivational model indicates that a sense of felt deprivation generates needs and such needs create tension in an individual. The individual perceive and makes cost benefit analysis on the ways and means of releasing such tension. Once such perception is cleared, individual pounces upon the activities and achieves some results. If it is success he feels rewarded and falls in the cycle of motivation again.

If it is failure he feels punished and once again after due modification of ways and means pounces back on the cycle or feels frustrated. Therefore, motivation leads to a goal directed behavior. Two different models of motivation are the expectancy model and behavior modification. The expectancy model states that motivation is a product of how much one wants something and the probability that a certain action will lead to it. The formula is  $\text{valence} \times \text{expectancy} = \text{motivation}$ . Valence is the strength of a person's performance for one outcome in relation to others. Expectancy is the strength of belief that a given act will be followed by particular outcomes.

Behavior modification states that behavior depends on its consequences. It is achieved through operant condition. Its various approaches include positive and negative reinforcement, shaping, and extinction. Punishment normally is not used. Reinforcement can be continuous or partial. Criticism of behavior modification is that it manipulates people and does not apply very well in complex work environments. Cognitive models dominate thinking about motivation, but behavior modification is finding increasing use. Most attention has been given to type A motivation (macro motivation); but in order to build a complete motivational environment, more emphasis must be given to type B motivation (micro motivation). Motivation therefore, though is a dominant intrinsic urge in an individual yet the leader of the team can guide the ways and means by which the followers can satisfy their needs. It is obviously difficult to motivate an individual since he is guided by expressed motivation or unconscious motivation and multiplicity of motivational sequences. It is easy to introduce a team motivation or group motivation where the individual idiosyncrasy loses importance and the group goal becomes the target.

### OBJECTIVES OF THE STUDY

1. To study the classroom behaviour of children with respect to Gender.
2. To find out the classroom behaviour of children with respect to Type of Management.

### HYPOTHESES OF THE STUDY

- 1) There is a significant difference in classroom behaviour of children between boys and girls.
- 2) There is no significant difference in classroom behaviour of children with respect to Type of Management.

## SAMPLE OF THE STUDY

The representative proportion of the population is called a sample" all the items under consideration in any field of inquiry constitute a 'universe' or 'population'. Quite often we select only a few items from the universe for our study purpose. The items so selected constitute what is technically called a sample. Sampling plays a vital role in carrying out any research study. It is the back bone of a research study. A good sample is one which, with in restrictions imposed by its size, will reproduce the characteristics of the population with the greatest possible accuracy. Sample should be free from error due to bias or due to deliberate selection of the sample. It should be free from random sampling error. It should not suffer from incomplete coverage of units selected from study. That is it should not ignore the failures in the sample is responding to the study

Relatively small samples, properly selected may be much more reliable than bad samples poorly selected, but at the same time, it is very essential, that a sample is adequate in size. So that it can become rally reliable. In the samples only such units should be included which as far as possible are independent. While constructing a sample it is important that measurable or unknown probability sample. Techniques are used. This will substantially reduce the likely discrepancies. The researcher has planned to take IX class students of government and private schools to know the comparative study of the classroom behaviour of children like classroom activities, assembly, obedience, forgiveness, on the high school children will genuinely help in the study to obtain authentic information.

The researcher will be required to prepare a research design that he will have to state the conceptual structure with in which research would be conducted the preparation of such a design facilities research to be as efficient as possible yielding maximal information, in other words the function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money Here, the tool used is the questionnaire.

## TOOLS OF THE STUDY

A group of 25 students belong to IX class Govt. High School, khammam 25 students belong to VIII class Govt. karepally High School kahammam. A Group of 25 Students IX Class Private High School, khammam, and 25 students from Private high school, karepally khammam were taken as sample.

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts to gather in new arrangements for the purpose of interpretation.

The analysis of data was carried out based on the guidelines provided by the following hypothesis structured on the study. The nature and characteristics of each group of sample is believed to be expressed by the central tendency of the scores showed, by the mean value and standard deviation, hence, mean value represents the nature of particular group. The level of difference b/w the group is to measured by a t-value.

Hypothesis is usually considered as the principle instrument in research. Its main function is to suggest new experiments and observations. For a researcher hypothesis is a formal question that he intends to resolve. Hypothesis may be defined as a preposition or a set of prepositions set forth as a explanation for the occurrence of some specified group of phenomena asserted merely a provisional conjecture to guide some investigation or accepted as a group of students. The analysis of data was carried out based on the guidelines provided by the following hypothesis structured on the study.

**The below Table shows the mean scores standard deviation and t-value of gender.**

Sample	Mean scores	Standard deviation	T – value
Boys	64.7	3.277	<b>2.892</b>
Girls	67.9	3.912	

Significant at 0.01 level

The calculated value is 2.892, at 0.01 level the table value is 2.63, as the table value is less than the calculated value. The null hypothesis is rejected.

**INFERENCE:-**After analysis of data if was found that the classroom behaviour of children found in significant with respect to gender.

Above table shows that there is significant difference in classroom behaviour of children found in gender.

The below Table shows the mean scores standard deviation and t-value of the government and private schools with respect to classroom behaviour of children.

Sample	Mean scores	Standard deviation	T – value
Government Schools	54.7	2.977	<b>1.547</b>
Private schools	53.88	2.2824	

Not significant at 0.01 level

The calculated value is 1.547, at 0.01 level the table value is 2.63, as the table value is greater than the calculated value. The null hypothesis is accepted.

**INFERENCE:-**After analysis of data it was found that the classroom behaviour of children found in government and private schools of khammam district., do not significant. Above table shows that there is no significant difference in classroom behaviour of children found in Government and private schools.

### FINDINGS OF THE STUDY

Statistical analysis of the data collected leads to the following findings.

1. The classroom behavior of children found in government and private schools of khammam district do not significantly differ.
2. There is a significant difference between the classroom behaviour of children with respect to Gender.

### SUGGESTIONS FOR FURTHER STUDY:-

- A similar study may be carried out using different variables such as teacher – student relations with regard to freedom discipline and confidence, teacher and student interactions in the classroom, motivation factors student preparation and achievement, frequency of monitoring homework and progress rewards and punishment, emotional, behaviour, misbehaviour of boys and girls expectation from the students.
- A similar study can also be conducted on primary school children.
- Every School must to teach moral science classes. Why because more useful to develop the moral values in children.
- Every parent should tell to children about moral values how to behave in society and community.
- Teacher has a role model so every teacher must to know how to behave in society and with students.
- Every school should be conducted moral values orientation programmes for teachers and students.

## CONCLUSION

The school can attain its aim, goals and fulfill its responsibility only when the entire school plant is adequately set up. The school plant should therefore be a congenial place where the child can pass the formative years of his life healthfully and comfortably and can prepare himself for successful future life.

The present study was carried out by the investigator is significant difference between boys and girls classroom behavior, especially girls behavior in like achievement, competition, courage, creativity, duty, freedom, friendship, justice, obedience, patience, respect for others and teachers of high school students with better than the boys. The results of hypothesis 2 are to find out the classroom behavior of Government and Private Schools children, findings of hypothesis is that the classroom behavior is not differ in govt. and private school children. Here the study stressed and conclude that more moral values, way of behaviour are need to develop in high school children to need guidance for that particular student at that time of adolescence.

1. Aggarwal Y.P (1998) Statistical Methods – concepts applications and computation sterling, New Delhi.
2. Gupta SP (1996) Statistical Methods, New Delhi, Surfan Chand & Sons
3. Harold E. Mitzel, encyclopedia of educational research volume 4 & volume 1, fifth edition, the free press, A division of mecmillan publishing corporation Inc. New York Collier Mecomillan Publishers, London.