

**EMOTIONAL AND BEHAVIORAL PROBLEMS OF HIGHER
SECONDARY STUDENTS IN KERALA.**

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Dissertation

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DECLARATION

I, **FELISHA.P**, do hereby declare that this dissertation entitled, **“EMOTIONAL AND BEHAVIORAL PROBLEMS OF HIGHER SECONDARY STUDENTS IN KERALA.”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, **Dr. Manoj Praveen .G**, do hereby certify that the dissertation entitled, **“EMOTIONAL AND BEHAVIORAL PROBLEMS OF HIGHER SECONDARY STUDENTS IN KERALA”**, is a record of bonafide study and research carried out by **FELISHA .P**, of M.Ed. Programme (2019-21), under my supervision and guidance, and has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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INTRODUCTION

⇒ *Need and Significance of the Study*

⇒ *Statement of the Problem*

⇒ *Definition of Key Terms*

⇒ *Variable of the Study*

⇒ *Objectives of the Study*

⇒ *Hypotheses of the Study*

⇒ *Methodology*

⇒ *Scope and Limitations of the Study*

⇒ *Organization of the Report*

INTRODUCTION

Education is the most powerful weapon which you can use to change the world.

-Nelson Mandela

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators, however learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Formal education is commonly divided formally into such stages as preschool, primary school, secondary school and then college, university, or apprenticeship. A right to education has been recognized by some governments and the United Nations. In most regions, education is compulsory up to certain age. There is a movement for education reform, and in particular for evidence-based education.

Adolescence is a period of transition when changes in their attitude and behaviour are most rapid. It is a crucial period when the individual attains maturity physically, intellectually, emotionally, socially and sexually. The growth achieved, the experience gained, the responsibilities felt and the relationships developed at this stage determine the future of an individual. This is the time when the individual is striving to wean himself from the family in order to become a self-sufficient and independent person. It is a particular phase of life

stimulating and requiring adult like patterns of coping with behaviours in relation to various tasks, in creating opportunities to „try out“ strategies and to experiment in relatively supported contexts and hopefully in giving young persons the skills with which they can confidently start their journey through adult life.

The plus two or higher secondary schooling period refers to the late adolescent period. Adolescence is a period of constant stress, strain, storm and strife emanating from the rapid and dramatic physical changes that occur. This is a wonderful period of life filled with new feelings, higher level of self -awareness and a sense of almost unlimited horizons to explore. Adolescence is a period with a myriad of changes. It is a period of transition during which cognitive, physical, personality and social changes occur. Adolescence is considered as the time when a ‘new birth’ occurred in the personality of the individual, because rapid and marked changes occur in an individual at this time, transforming him an individual having totally new personality (Hurlock,1955).

Adolescence is widely accepted as a problem age. This means that the adolescent has many problems that must be solved in a manner satisfactory to him and to social group. It also means that adolescent is a problem to his parents, teachers and society in general. The adolescent stages is early adolescence 10-13 (growth spurt and secondary sexual characters) Middle adolescence 14-16 years (independence and identity), experimentation and relationship with peers and opposite sex late adolescence 17-19 years.

Higher secondary stage is the end of adolescent period. According to Leon Kissingner, human beings are full of emotions and the teacher who knows how to use it will have dedicated learners. According to WHO Estimate shows that up 20% adolescents have one or more mental or behavioural problems. Studies conducted in different parts of the world show that prevalence of behavioural and emotional problems in adolescents ranges from 16.5% to 40.8% and in India it is the range of 13.7% to 50%.As adolescents from one fifth of India's population, this means a sizable disease burden on the society .Lack of data on the subject precludes an assessment of the magnitude of the problem which is essential for effective health care planning.

Biological changes that the adolescent experience in the body leads to heightened interest in body image and becomes conscious about their body. Attitudes towards the body are closely related to self-concept which has a direct impact on the psychological adjustment and happiness in later years. The changes in the body image brings not only a sense of grandiose about the self, but also a kind of ego-centrism that involves an imaginary audience and a personal fable about being unique and in destructive (Santrock, 1989).

During adolescence emotional tension generates from the physical and glandular changes. The emotionality during adolescence is mainly attributed to the fact that the individual finds himself exposed to new social situations for which there were no preparation during his/her earlier childhood. He/She feels insecure as he/she has to make adjustments to new patterns of behaviour and to new social expectations (Sen., 1989).

Behaviour problems of adolescent's is perhaps best seen as a loose collection of characteristics, the first and probably most common is the interaction between personal characteristics of students and environmental factors, some of which are located within students; others which are disorders of the environment in which the adolescent operates.

The array of manifestations that might fall into any of these categories is enormous. Adolescents' problems may manifest themselves in terms of extreme withdrawal from social involvement, leading to social isolation within school. At another level, the adolescent with behaviour problems may simply be preoccupied with emotional concerns to the extent that this interferes with the learning process. Adolescents with such difficulties may also engage in attention-seeking behaviours, which can involve activities that attract the positive or negative attention of others. The energy that is devoted to such behaviour is often at the expense of, legitimate classroom behaviour, and consequently tends to attract the negative attention of

Teachers in the form of reprimands and punishments. To the attention seeking behaviour, negative attention is a desirable alternative to no attention at all.

Adolescence is a difficult time for many young people. During this period, they must contend with physical changes, pressure to conform to current social trends and peer behaviour, and increased expectations from family members, teachers, and other adults. They must also contend with the pressures of conflicting messages from society, peers, teachers and parents on performance,

achievement and belonging. The usual challenges of adolescence are compounded by the presence of difficult family situations, inadequate school systems, disintegrating family systems and exposure to alcohol or other drugs. Without support and guidance, these young people are at high risk to develop problems in the emotional, academic, social behavioural realms.

Emotional behavioural problem begin during childhood or adolescence and have consequences for daily life, such as school attendance, ability to learn, substance use ,violence and social relations, and tend to persist into adulthood. The types of problems may differ by the age of the child, and may include a wide variety of problems such as conduct problems, anti-social behaviour, anxiety, depression, and substance use, which are among the most prevalent child and adolescent mental health problems

Emotional and behavioural problems have a high prevalence and can have long-lasting consequences not for adolescents but also for their families and society as a whole (Jaspers et al.2012). Emotional and behavioural problems in adolescence, if left untreated, may have negative long-term consequences. Behavioural problems can be linked to poor educational outcomes and the failure to finish school attendance, long-term unemployment, poor interpersonal relationships and parenting difficulties in adulthood (Ogundele 2018, Smith et al.2014, national institute for Health and clinical Excellence 2006). Emotional and behavioural problems can be associated with a number of factors (Offord 1998). One of the important domains is the family environment, where we can find risk as well as protective factors (WHO 2005). Several previous studies have shown

divorce to be linked with heightened emotional as well as behavioural problems among adolescents (Simons et al.2010)and behavioural problems.

Emotional and behavioural problems among children and adolescents have long been a topic of interest across a range of disciplines. In recent years, there has been an increase in such problems among children and adolescent in many countries and the need to monitor and reduce the overall public health burden caused by such problems has been identified. Emotional problems consist of internalizing symptoms such as depression and phobias, while behavioural problems include externalizing symptoms such as conduct, hyperactivity and disruptive disorder. Emotional disorders in children and adolescents may resolve themselves over time but many also persist into adult life as anxiety or affective disorders, and tend to become chronic if not given early treatment. Many emotional problems are not easily recognized by teachers. However, one of the key risk factors for emotional and behavioural problems is the parenting that a child receives. (Emotional and behavioural problems among children: issues and trends in Malaysia.)

Emotional and behavioural problems (EBP) of children and adolescents are a common concern of parents and mental health stakeholders alike. Most EBP begin during childhood or adolescence and have consequences for daily life, such as school attendance, ability to learn, substance use, violence and social relations, and tend to persist into adulthood. The types of problems may differ by the age of the child, and may include a wide variety of problems. Similarly, studies suggest that emotional problems increase with age and place affected children at risk of

not only developing anxiety disorder and depressive disorder, but also incur deficiencies in social problem-solving skills, learning problems, academic underachievement, and cognitive deficiencies. Therefore, children who suffer from emotional and behavioural problems are at increased risk of developing future problems that interfere with diverse aspects of their lives which affect their mental health

Most young children display behaviours that would not be socially acceptable in adolescence and adulthood such as tantrums, unfounded fears and anxious behaviour, aggressive behaviour, hitting, disruptive behaviour and defiance. A child's feelings and behaviours are influenced by temperament, culture, relationships, health, family circumstances, experience of early childhood care and way of education and a range of other factors. Almost children show difficulties in managing their feelings behaviour at times, particularly during certain stages of development. Because of this complexity, it can be difficult to determine whether a child's behaviour or feelings may need further assessment. Sometimes the emotional or behavioural problems in the children like those described above are temporary. They can often be addressed successfully as the child develops further and is provided with guidance and support from family and care-givers. Developing a close partnership with the family is important, to ensure consistency across the home and service settings. If there are ongoing emotional or behavioural problems in early childhood, there may be an underlying development delay or disorder or a greater risk of some types of mental illness in childhood or later in life.

Emotional and behavioural problems often arise, tend to increase with age and are associated to other problems of anti-social nature (Freire and Amado, 2009, Marcelli and Branconnier, 2005a, 2005b). The emotional problems can appear in the form of anxiety, isolation and mood swings which deeply affect their academic life, their relationship with their schoolmates and compromise their future development, and this remains stable throughout adolescence (brown and Myers, 2011, Monteiro and Fonseca, 1998, Simoes and Formosinho, 2005). Emotional and behavioural problems among children have been increasing in many western as well as the eastern countries. Although the problem has been given attention and priority in terms of early detection, many children with early symptoms of emotional and behavioural problems has still not been detected at the early stages.

The number of school children and adolescents with emotional and behavioural problems seems to have increased in recent decades. This represents a major challenge to schools in Norway and the rest of the western world (Achenbach, Dumenci and rescorla, 2002: chazan, laing and Davies, 1994, Collishaw et al., 2004, Nordahl and sorlie, 1998, Ogden, 1995, Rutter and Smith, 1995, West and sweeting, 2003, Winkley, 1996). Emotional and behavioural problems are likely to influence 'students ' current and future ability to function, both socially and academically. Hence, reducing negative behaviour and emotional problems in school is essential for fostering the best possible growth and adjustment in young people. In fact in Norway today increased efforts are being undertaken to find measures that can improve student's adjustment in school.

A number of epidemiological studies on emotional and behavioural problems among children had been conducted for the past 30 years to monitor the burden of disease and to provide mental health facilities to the affected children. The prevalence of emotional and behavioural problems ranged from 1% to 51% in the western countries according Roberts and colleagues (1998). However these studies were mostly carried out in the United States and the United Kingdom. (Emotional and behavioural problems among children: issues and trends in Malaysia).

In this era, emotional and behavioural problems are very important in student life. Some of the problems can be solved by the teachers and some problems can be done by the treatment. Students needs are not fulfilled that why these problems are occurring. Emotional behaviour problems make positive and negative changes.

NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is the period between the ages of 10 and 19 years old (WHO, 2008). Entering middle school coincides with changes taking place in terms of physical, social and cognitive development (Burke, Brennan & Roney, 2010). Adolescence is the most significant period an individual's life. It emerges from childhood and merges into adulthood. This is also known as the "teenage period". It is a period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual, sex and social outlook. It is the period of anxieties, worries, ambitions, conflicts and complexity. The rapid growth of the body brings about moodiness, irritability, emotional tensions and restlessness.

The traditional processes of growing up means having to cope with the socio cultural effects of fairly dramatic bodily changes. Teen age brings a number of first experiences, and everybody feels uncomfortable and can experience low-self-esteem in new situations until the necessary coping skills are learned. Early-life emotional and behavioural problems constitute an important risk factor for future mental and physical health problems. However, these problems can begin to pose difficulties to individuals and their families from the moment they emerge in childhood or adolescence, with potential for associated disruption across a wide range of social, cognitive and educational domains.

The transition between childhood and adolescence is linked to particularly striking changes in behaviour. Adolescence is also a period of pronounced physical change associated with puberty, including sexual maturation and gain in weight, height and physical strength. There are also increasingly well-documented changes in brain structure and function, particularly in the maturation of the frontal lobe. In addition to physical changes, adolescence is accompanied by increases in mental capabilities, particularly in reasoning, decision-making and planning. In addition to marked changes within an individual, adolescence sees large changes in social and societal context, both of which may affect behaviour and behavioural problems. Adolescents are expected to take up more adult societal roles in most cultures and personal relationships change, with a transition from parents as the most significant source of emotional support to same-sex peers.

Now day's adolescents appear to be more stressed, possibly due to factors such as the rise of social media and cyber bullying, the increasing proportion of single-parent families, greater emphasis on examinations and academic performance, and the ideal body image portrayed by the media. Serious emotional and behavioural problems usually begin during adolescence and have implications for daily life, such as school attendance, ability to learn, substance use, violence, and social relations. Emotional and behavioural problems among adolescents tend to persist into adulthood. Addressing adolescents' social-emotional needs is important for a healthy personal development, to prevent health and mental health problems later in life, and to improve social participation.

Adolescence is that period in one's life when intelligence is at its peak, setting of permanent personality traits begins, decision regarding future profession is made, and also a period marked by extreme emotional instability. This is a period of identity crisis, physical, sexual and spiritual. The young child is trying to cope up with the rapid changes in body growth and maturation and becomes comfortable with his/her own emerging sexuality against a backdrop of societal norms and parental expectations.

Adolescence is a critical developmental period for emotional and behavioural problems.(Wang, Liu, Wu, Yang & Wang, 2014). Emotional behavioural problems begin during childhood or adolescence and have consequences for daily life, such as school attendance, ability to learn, substance use, violence and social relations, and tend to persist into adulthood. The types of

problems are conduct problems, anti-social behaviour, anxiety, depression, and substance use, which are among the most prevalent child and adolescent mental health problems. Similarly, studies suggest that emotional problems increase with age and place affected children at risk of not only developing anxiety disorder and depressive disorder, but also incur deficiencies in social problem-solving skills, learning problems, academic underachievement, and cognitive deficiencies. Therefore, children who suffer from emotional and behavioural problems are at increased risk of developing future problems. (Magai, Malik and Koot, 2018).

Emotional and behavioural difficulties in adolescence have been linked to impaired functioning later in life in areas, such as academic performance, peer relationships, family functioning, physical and mental health, and employment. The treatment of emotional or behavioural problems is more difficult, and less successful, later in childhood and adulthood, and thus preventative interventions are crucial in preventing adverse outcomes for children.

Emotional and behavioural problems have a high prevalence and can have long-lasting consequences not only for adolescents but also for their families and society as a whole. (Thuen, 2014). Sometimes the emotional or behavioural problems in the children like those described above are temporary. They can often be addressed successfully as the child develops further and is provided with guidance and support from family and care –givers (Parasar & Maurya, 2018).

Successful intervention of emotional and behavioural problems found in the educational institutions, family and clinical setting, is often dependent on an appreciation of the complex interplay of the personal and social factors. It should

always be focused on creating the circumstances in which attachments and connections can safely be made. This can be done through adjusting the adolescent's environment, changing the ways in which others see and interact with the adolescent, through helping the adolescent to see him or herself and others in new ways, and by developing new social and cognitive skills (Gaines & Barry, 2008; Gowers, 2008; Kerfoot, 2009; Neil et al, 2009; Richardson et al, 2009; Squire, 2005; Shirk et al, 2009).

Hence the researcher selected the problems of adolescents among higher secondary students and from researchers personal felt experience during B.Ed. internship experience. Many of the problems that the researcher experienced at that time, have come to be now among the children after the teachers. The researcher came to this topic because during those days many difficulties were faced by the researcher and the problems are lying, lack of reproducing, lack of memory, lack of attention, stealing, lack of adjustment with teachers etc. Normal children are healthy, happy and well adjusted. This adjustment is developed by providing basic emotional needs along with physical and physiological needs for their mental well-being.

The emotional needs are considered as emotional food for healthy behaviour. Students should have opportunity for development of independence, trust, confidence and Self-respect. These all needs required to be satisfied to ensure optimum behavioural problems are the significant deviation from socially accepted normal behaviour. These problems are mainly due to failure in adjustment to external environment and presence of internal conflict. Behaviour

means the way in which one acts or conducts oneself, especially towards others. A behaviour is considered to be maladaptive when it is inappropriate, when it interferes with adaptive functioning, or when others misunderstand it in terms of cultural inappropriateness. Inability to communicate, difficulty with tasks, unfamiliar surroundings, loud noises, frantic environment, physical -discomfort may create behaviour problems. As a teacher we have to deal with many students so it will be difficult for us if this problem exists; so to find out what their actual problem and how they differ from students to students. In this study we are trying to find out whether the gender, subject of study and socioeconomic status differ in emotional and behavioural problems.

Though a series of studies have been conducted in the western countries and a few studies in India, to the best of researcher's knowledge, there wasn't any attempt to make a comprehensive assessment of the emotional and behavioural problems of adolescents in Kerala.

Among all, researcher's experience as a teacher trainee in a secondary school gave an opportunity to understand and experience the depth of various emotional and behavioural problems faced by the students and that inspired the researcher to take up the study. The present study is an attempt to find out the various emotional and behavioural problems of plus two students or higher secondary school students .The researcher select survey method for the present study and use questionnaire as research tool .And the sample consists of higher secondary school students.

STATEMENT OF THE PROBLEM

The present study is entitled as ‘EMOTIONAL AND BEHAVIOURAL PROBLEMS OF HIGHER SECONDARY STUDENTS IN KERALA.’

DEFINITION OF KEY TERMS

Emotional and Behavioural Problems

‘Emotional and Behaviour Problems’ are those represented by problems from eight domains viz 1. Attention problems: distractibility and inability to maintain concentration sufficiently. 2. Academic problems: the difficulties in understanding or performing the academic tasks expected from his/her grade level. 3. Anxiety: the tendency to be worried, fearful, tense regarding imagined or real matters. 4. Depression: feeling sad or unhappy, and stressed. 5. Psychosomatics: the oversensitivity and complaints about insignificant physical discomfort. 6. Aggression: the verbal or physical threat towards others. 7. Conduct problems: the participation in inappropriate social behavior, violation of rules and instructions, and destruction of public property. 8. Hyperactivity: over activity, impulsivity, and acting without thinking. (Sartawi & Hussien, 2013).

Higher secondary school students

Those students are studying in +1, +2 of school following are state board syllabus, CBSE, ICSE.

For the present study the higher secondary school students operationally defined as those students are studying in plus one and plus two in Kerala state board syllabus.

VARIABLES OF THE STUDY

A variable is defined as an attribute of an object of study that has a quantity or quality that varies.

The present study is designed with two variables. Those are Emotional problems and behavioural problems.

OBJECTIVES OF THE STUDY

- 1) To find out the extent of emotional and behavioural problems (EBP) of higher secondary school students in total sample and subsamples based on:
 - Gender
 - Subject of the study
 - Socio-economic status

 - 2) To find out relationship between emotional and behavioural problems (EBP) and socio-economic status of students in the total sample and subsamples based on:
 - Gender
 - Subject of study.
-

3) To find out whether there is any significant difference in emotional and behavioural problems (EBP) of students studying in higher secondary school between the subsample based on:

- Gender
- Socio Economic Status
- Subject of study.

HYPOTHESES OF THE STUDY

1) There will not be any significant relationship between emotional and behavioural problems (EBP) and socio-economic status of students in the total sample and subsamples based on:

- Gender
- Subject of study.

2) There will not be any significant difference in emotional and behavioural problems (EBP) of students studying in higher secondary school between the subsample based on:

- Gender
 - Socio Economic Status
 - Subject of study.
-

METHODOLOGY

It deals with precise description of the sample used for the study, tools employed and statistical techniques used.

Method

The present study adopts survey method in order to understand the extent of emotional and behaviour problems among higher secondary school students.

Sample

The sample for the present study consists of 400 students from various higher secondary schools of Kozhikode district of Kerala state,

Tool

The investigator developed Questionnaire on emotional and behavioural problems of higher secondary school students of Kerala with the help of supervising teacher.

Statistical Techniques

In the present study the collected data were analysed using the following statistical techniques.

- Basic descriptive statistics
-

In the present study the investigator use basic statistics mean, median, mode, standard deviation, skewness and kurtosis were examined for the collected data of total sample and sub sample

- Percentile analysis
- correlation
- To analysis of mean variation scores the researcher used
- ANOVA and t-test based on sub samples

Data Collection Procedure

After deciding on the sample for present study, the researcher contacted the principals of the selected schools and requested permission through a permission letter to administer the test and to collect data .Owing to the outbreak of the Covid pandemic, the investigator opted to collect data through online mode using the platform of Google form .The same is send to students by collecting their Whatsapp number and explained what they ought to do through audio messaging in regards to completing and submitting the Google Form.

SCOPE OF THE STUDY

The present study of the research entitled ‘EMOTIONAL AND BEHAVIOURAL PROBLEMS OF HIGHER SECONDARY STUDENTS IN KERALA.’, is very useful and valuable. The main objective of the present study was to study the extent of emotional and behaviour problems of higher secondary School students. The scope of the study was wide as a general topic. This research has very scope towards higher secondary school students in Kerala

because the study highlights the emotional and behaviour Problems of higher secondary School Students of Kozhikode district in Kerala. An appropriate tool was employed to measure the variable. The tool was administrated on a sample of 400 Higher Secondary School Students.

LIMITATIONS

Limitations are some cut back or restrictions present during the study of the time carried out .It decides the boundaries of the study even with the due efforts by the researcher are follows The researcher has limited the studies on only 8 emotional behavioural problems they are Attention problem, anxiety, academic problems, depression, Psychosomatics, aggression and conduct problems . The researcher is limited to carry out the study in a small sample. Only 400 students were selected as sample. The sample selected for the study was not a state wide one. The researcher selected higher secondary schools only from Kozhikode district for this study.

ORGANIZATION OF THE REPORT

The report of the present study has been presented in five chapters.

Chapter I deals with the introduction, need and significance of the study, statement of the problem, definition of key terms, hypotheses, objectives, methodology, scope and limitation of the study.

Chapter II give conceptual over view of emotional behavioural problems and also presents detailed a review of the related studies.

Chapter III presents the methodology of the study .This covers a discussion of the variables, tools employed for the study, selection of sample, administration of the tools, consolidation of data and statistical procedures used for analysis.

Chapter IV presents the details of analysis of data interpretation and discussion of result.

Chapter V presents major findings of the study, tenability of the hypotheses, educational implication and suggestions for further study.

REVIEW OF RELATED LITERATURE

⇒ *Studies on Teaching Learning of Arabic Language*

⇒ *Studies on Upper Primary Schools*

⇒ *Studies on Problems of Teaching in Upper Primary
Schools*

⇒ *Studies on Problems of Teaching in School
Education*

⇒ *Studies on Quality of Education*

⇒ *Conclusion*

REVIEW OF RELATED LITERATURE

Survey of related literature is an essential pre requisite to actual planning and execution of any research work. It is like surveying a place and calculate the distance and other peripherals and then drew the plan, it helps the researcher to avoid repetition, duplication of the same work and get idea about different methodologies, tools, etc. The review of related literature gives a clear cut idea about the problem on which the researcher is carrying the research.

According to Galvan (2009), literature review is "a process of finding the sources of relevant material for particular topic or subject." Literature means "the selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed." Biography, and reflective essays as well as literature can be classified according to historical periods, genres, and political influences"

Literature reviews are essential in any research as they will support the argument of the writer with a variety of experiences often times not possible to duplicate in the researcher's situation (Machi & McEvoy, 2016).

Review of relevant research studies is useful to recognize the contributions of different researchers, and also explains why these studies and theory are important for the proposed study .Hence an attempt has been made to review the related literature that will help in understanding the different aspects of emotional and behavioural problems of adolescents

CONCEPTUAL FRAME WORK OF EMOTIONAL AND BEHAVIOURPROBLEMS OF ADOLESCENCE

The Origin of the word Adolescence is from the Latin verb 'adolescere', which means, "to grow up." It can be defined as the transitional stage of development between childhood and adulthood, representing the period during which a person is biologically adult but emotionally not at full maturity (Papalia, Olds & Feldman, 2006). Steinberg (2014) defined adolescence as a critical period of development and a stage which begin with puberty and leads to social independence. Significant physiological, cognitive, and behavioural changes take place during this period. According to Spano (2004) adolescence is divided into three stages: early (12 to 14 years), middle (15 to 16 years) and late (17 to 19 years).Higher secondary school students belongs to late adolescence

Adolescence is a transitional period between childhood and adulthood, from ages 10 to 19 years .Symptoms of mental health problems in childhood and adolescence are usually classified into two broadband categories, emotional and behavioural problems (Kovacs & Devlin, 1998). Emotional and behavioural problems (EBP) of children and adolescents are a common concern for parents and mental health stakeholders alike .Adolescent's emotional and behavioural problems predict numerous problematic outcomes in adulthood that involve

serious challenges across many important life domains including family functioning, mental health, education, and employment.

The adolescents are living in the highly competitive world. There is a pressure of maintaining the social status in the peer group, the pressure of school, parents, etc. There is the struggle to develop independence and autonomy while still needing the parental guidance. These often can lead to a development of stress and tension in adolescents, in turn leading to behaviour and emotional problems. Adolescents face more psychological and physical stress which may lead to development emotional and behavioural issues.

Adolescents' mental health problems are wide range of emotional and behavioural problems that range from minor difficulties to more severe ones. Mental well-being is essential for better quality of life. Happy and confident adolescents are most likely to grow into happy and confident adults, who in turn will contribute to the health and well-being of nations. Emotional health and well-being among young people have implications for their self-esteem, behaviour, school attendance, educational achievement, social cohesion, future health and life chances

Mental and emotional health or well-being is important to enable one to manage the life successfully. Emotional and spiritual resilience allows an individual to enjoy life and to survive the adverse life events. The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity".

Hall & Elliman (2003) defined an emotional and behavioural problem as “behaviour or distressed emotions, which are common or usual in children at some stage of development, but become abnormal by their frequency or severity or their inappropriateness for a particular child’s age compared to the majority of ordinary children.” According to Brien (2003), behavioural problems could be defined as those actions by the person which put negative impact on the person as well as the other people. These acts could provide harm to the person and the significant others.

“Emotional problems” is a higher-order construct related to the more general concept of psychopathology in childhood and adolescence (Kovacs & Devlin, 1998) Emotional problems refer to symptoms of anxiety and depression, and are the most common mental health problems in childhood and adolescence. It refers to symptoms of anxiety and depression, such as sadness, loneliness, worrying, feelings of worthlessness and anxiousness. From a psychological perspective, emotional problems have major personal costs, including reduced levels of functioning in relation to family and friends, school achievements and subjective wellbeing. From a public health perspective, emotional problems have large economic costs related to treatment, medical and psychological care, and reduced work capacity later in life

Adolescents' mental health problems are wide range of emotional and behavioural problems that range from minor difficulties to more severe ones.

Children with emotional and behavioural conditions are more likely to have poor academic performance, and are less likely to engage in social activities

outside of school. Learners' perception on the teaching learning environment are associated with emotional and behavioural problems of learners. A student's feelings and behaviour are fully influenced by temperament, culture, relationships, health, family circumstances, experiences of early childhood care and way of education and a range of other factors. Sometimes the emotional or behavioural problems in the children are temporary.

Emotional and Behaviour Problems' are those represented by problems from eight domains viz 1. Attention problems: distractibility and inability to maintain concentration sufficiently. 2. Academic problems: the difficulties in understanding or performing the academic tasks expected from his/her grade level. 3. Anxiety: the tendency to be worried, fearful, tense regarding imagined or real matters. 4. Depression: feeling sad or unhappy, and stressed. 5. Psychosomatics: the oversensitivity and complaints about insignificant physical discomfort. 6. Aggression: the verbal or physical threat towards others. 7. Conduct problems: the participation in inappropriate social behaviour, violation of rules and instructions, and destruction of public property. 8. Hyperactivity: over activity, impulsivity, and acting without thinking. (Sartawi & Hussien, 2013)

Attention problems: distractibility and inability to maintain concentration sufficiently.

Children can seem not to be paying attention when they should because they are daydreaming or are distracted by something going on in their life. They may run around simply because they have a lot of energy to burn. It can affect learners' social skills and make it difficult for them to make and keep friends. As

a result, they can experience sadness and feelings of rejection. They tend to daydream, are easily distracted, and have short attention spans. It always seems like they don't listen when they are spoken to. At school they don't finish projects and their schoolwork is usually careless and disorganized.

The learners have attention problem, are associated with negative outcomes for children and adolescents, including poorer school performance and increased aggression.

Academic problems: the difficulties in understanding or performing the academic tasks expected from his/her grade level. These adolescents generally have poor academic achievement and have had little success with or felt little satisfaction resulting from participation in school-related activities. They often have engaged in high-risk behaviours, such as having unprotected sex, taking drugs, and engaging in violence. School problems during the adolescent years may be the result of Rebellion and a need for independence, mental health disorders, such as anxiety or depression, Substance use, Family conflict, learning disorders and Behaviour disorders.

Anxiety: the tendency to be worried, fearful, tense regarding imagined or real matters. Anxiety is defined, by language dictionaries, as “Psychiatry: a nervous disorder marked by excessive uneasiness [a feeling of anxiety or discomfort] and apprehension [anxiety or fear that something bad or unpleasant will happen], typically with compulsive behaviour or panic attacks [sudden overwhelming feelings of acute and disabling anxiety]”

Anxiety refers to the brain response to danger, stimuli that an organism will actively attempt to avoid. This brain response is a basic emotion already present in infancy and childhood, with expressions falling on a continuum from mild to severe. Anxiety disorders are the most common mental health disorders of adolescence. Different kinds of anxiety affect young people at different times in development. Phobias and separation anxiety affect primarily young children; social anxiety develops later, as peer relationships become more important. The main anxiety disorders that could be the focus of attention for clinicians and researchers include panic disorder, agoraphobia, social anxiety disorder, generalized anxiety disorder, obsessive-compulsive disorder, posttraumatic stress disorder, acute stress disorder, and specific phobia..

Fingernail biting, hand trembling, heart pounding, insomnia, nervousness, nightmares, palmar perspiration, pressures or pains in the head, shortness of breath when not exercising or working hard, and sick headaches, as well as a frequently objectless feeling of uncertainty and helplessness, a blocking of communication, an intellectual and emotional preoccupation, and an interference with thinking processes and concentration are all indicators of anxiety (Rosenberg, 1965).

Depression: The Oxford English Dictionary defines depression as “a mental condition characterized by severe feelings of hopelessness and inadequacy, typically accompanied by a lack of energy and interest in life feeling sad or unhappy, and stressed.

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities you once enjoyed. It can lead to a variety of emotional and physical problems and can decrease your ability to function at work and at home (APA). While depression results from a complex interaction of psychological, social, and biological factors (World Health Organization, 2018).

As estimated by WHO, depression shall become the second largest illness in terms of morbidity by another decade in the world, already one out of every five women, and twelve men have depression. Not only adults, but also two percent of school children, and five percent of teenagers also suffer from depression, and these mostly go unidentified.

Depressive illness comes under different types they are (1) Major depression is manifested by a combination of symptoms that interfere with the ability to work, sleep, eat and enjoy once pleasurable activities.. ii). Dysthymia, a less severe type of depression, involves long-term, chronic symptoms that do not disable, but keep you from functioning at “full steam” or from feeling good. Sometimes people with dysthymia also experience major depressive episodes iii) Manic-depressive or bipolar is not nearly as prevalent as other forms of depressive illnesses. It involves cycles of depression and elation or mania

Psychosomatics: the oversensitivity and complaints about insignificant physical discomfort. Psychosomatic disorder is a disease which involves both mind and body. Some physical diseases are thought to be particularly prone to being made

worse by mental factors such as stress and anxiety. Psychosomatic disorder, condition in which psychological stresses adversely affect physiological (somatic) functioning to the point of distress. It is a condition of dysfunction or structural damage in bodily organs through inappropriate activation of the involuntary nervous system and the glands of internal secretion. Psychosomatic symptom emerges as a physiological concomitant of an emotional state. There is a mental aspect to every physical disease

Psychosomatic symptoms pertaining to the interrelations of mind and body; having bodily symptoms of psychic, emotional, or mental origin. Psychosomatic disorder (psychosomatic illness) a disorder in which the physical symptoms are caused or exacerbated by psychological factors, such as migraine headache, lower back pain, or irritable bowel syndrome. Each person responds in a unique way to stress; emotions affect one's sensitivity to trauma and to irritating elements in the environment, susceptibility to infection, and ability to recover from the effects of illness.

Conduct problems: the participation in inappropriate social behaviour, violation of rules and instructions, and destruction of public property."Conduct disorder" refers to a group of repetitive and persistent behavioural and emotional problems in youngsters. Children and adolescents with this disorder have great difficulty following rules, respecting the rights of others, showing empathy, and behaving in a socially acceptable way.

Conduct disorder, a severe form of externalising behaviour, has been highlighted as one of the most common psychiatric disorders among adolescents.

Conduct disorder causes severe functional impairment and often presents with other disorders such as depression and anxiety.

Children or adolescents with conduct disorder may exhibit some of the following behaviours: Aggression to people and animals such as bullies, threatens or intimidates others delights in being cruel and mean to others, starts physical fights, has used a weapon that could cause serious physical harm to others (e.g. a bat, brick, broken bottle, knife or gun), is physically cruel to people or animals, steals from a victim while hurting them, forces someone into sexual activity ,shows no genuine remorse after an aggressive episode.

Destruction of Property. They deliberately engaged in fire setting with the intention to cause damage and deliberately destroys other's property. Deceitfulness, lying, or stealing

They has broken into someone else's building, house, or car lies to obtain goods, or favours or to avoid obligations and steals items without confronting a victim (e.g. shoplifting, but without breaking and entering) Serious violations of rules they are often stays out at night despite parental objections, runs away from home and often stays away from.

Hyperactivity: over activity, impulsivity, and acting without thinking. It is defined as a condition characterized by spontaneous gross motor activity or restlessness that is excessive for the age of the individual. Although a prominent feature of attention-deficit/hyperactivity disorder, it is not diagnostic of any particular disorder and must be correlated with other findings to identify the appropriate diagnosis (APA).

Hyper activity includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behaviour. Children with hyper activity may also struggle with low self-esteem, troubled relationships and poor performance in school.

A child who shows a pattern of hyperactive and impulsive symptoms may often: Fidget with or tap his or her hands or feet, or squirm in the seat, have difficulty staying seated in the classroom or in other situations, be on the go, in constant motion, run around or climb in situations when it's not appropriate, have trouble playing or doing an activity quietly, talk too much, blurt out answers, interrupting the questioner, have difficulty waiting for his or her turn, and interrupt or intrude on others' conversations, games or activities.

STUDIES RELATED TO EMOTIONAL BEHAVIOURAL PROBLEMS

Harikrishnan, Sailo (2021) had conducted a research study named as Prevalence of emotional and behavioral problems among school-going adolescents: A cross-sectional study. The objectives of the present study were to assess the prevalence of emotional and behavioral problems across gender and location. It analyzes the Strengths and Difficulties Questionnaire (SDQ) total score with socio-demographic details among school-going adolescents in Kollam district. Materials and Methods: A cross-sectional study of 600 school-going adolescents between Class VIII to XII from the rural and urban areas in Kollam district was carried out using a cluster sampling method. A self-reported SDQ was administered to the respondents. Results: The findings indicate that a little more than a tenth of school-going adolescents had emotional and behavioral problems

and multiple regression analysis revealed a significant association in SDQ total score with the type of schools, settings, and socioeconomic status.

Tayebi, Yektatalab & Akbarzadeh (2020) had conducted a study named as Emotional and behavioural problems of 9–18-year-old girls and its relationship to menarche age. The purpose of this research was to study the emotional and behavioral problems of 9–18-year-old girls and their relationship to menarche age. This cross-sectional study was done on girls aged 9–18 years old in Shiraz city. A cluster sampling method was used to select about 2000 students in 2015. Then, a questionnaire including demographic characteristics and strengths and difficulties (SDQ) was completed for each of them. The SPSS software was used to analyze the collected data via descriptive statistics and chi-square tests. The result of this study showed that there was a significant relationship between the age of menarche and emotional and behavioural problems.

Oeseburg, Jansen, Groothoff, Dijkstra & Reijneveld (2020) had studied the emotional and behaviour problems of students named as emotional and behavioural problems in adolescents with intellectual disability with and without chronic diseases. The aim of this study was to assess the association between chronic diseases in ID-adolescents and emotional and behavioural problems in a large school-based sample. Methods used for obtained data on 1044 ID-adolescents, aged 12–18 years, attending secondary schools in the Netherlands. Parents of the adolescents completed the Dutch version of the Strengths and Difficulties Questionnaire and questions about chronic diseases in their child and about the background of the child. Results: Prevalence rates of emotional and

behavioural problems were generally high in ID-adolescents with chronic diseases.

Penafrancia (2020) had under gone a study titled as behavioural problems of students observed by the secondary teachers in the class room as a basis for a proposed intervention scheme .This study attempted to assess the behavioral problems observed by the Public High School Teachers inside the classroom in the Division of City Schools of Quezon City and to determine the possible intervention scheme. This study used the descriptive method of research using survey-checklist. The sample consist of fifty (50) Public High School Teachers composed of principals, head teachers, and master teachers served as respondents in this study in selected schools of District IV Quezon City, Philippines. The result showed that common behavioral problems of students are also attributed to the faults of the teachers' lack of motivation.

Kefale, Boka, Mengstu, Belayneh, Zeleke (2019) had conducted a study entitled as Emotional and behavioural problems and associated factors among children and adolescents on highly active anti-retroviral therapy in public hospitals of West Gojjam zone, Amhara regional state of Ethiopia, 2018: a cross-sectional study. The main purpose of this study was To assess the prevalence and associated factors of Emotional and Behavioural Problems among children and adolescents on Highly Active Anti-Retroviral Therapy in the public hospitals of West Gojjam Zone, Amhara regional state of Ethiopia. An institutional based cross sectional study was conducted by screening 411 children and adolescents for emotional and behavioural problems using Pediatric Symptomatology Check List

(PSCL). Systematic random sampling technique was used to select the study participants. The result of this study showed that the prevalence of Emotional and Behavioural Problems is high among children and adolescents on HAART.

Lower age, care giver's mental distress, non-self -disclosure status, having non-kin care giver and parental loss were variables significantly associated with EBPs Wells, Hunnikin, Ash & Goozen (2019) had under gone a research work named as Children with Behavioural Problems Misinterpret the Emotions and Intentions of Others. This study investigated emotion and intention recognition in children with behavioural problems and examined their relationship and relations with behaviour problem severity. Participants were 7–11 year old children with behavioural problems who were taking part in an early intervention program and typically developing controls. Participants completed emotion recognition and Theory of Mind tasks. Teachers and parents rated children's emotional and behavioural problems. Children with behavioural problems showed impaired emotion and intention recognition. Emotion recognition and intention recognition were positively related and inversely associated with behavioural problem severity and, independently of one another, predicted behavioural problems.

Wang, Wang & Lin (2019) had studied Study problems and depressive symptoms in adolescents during the COVID-19 outbreak: poor parent-child relationship as a vulnerability. The study aimed to investigate the prevalence of depressive symptoms, their association with study-relevant problems, and the moderating effect of parent-child relationship among Chinese adolescents during the school closures. The researchers performed a cross-sectional analysis with

data collected in middle and high schools in Taizhou, China. Students completed an online survey. Depressive symptoms were assessed using the Children's Depression Inventory. Three types of study problems were recorded, including having difficulty in studying at home, dislike of remote learning, and excessive screen entertainment time. Parental relationships were categorized into good or normal relationship and poor relationship. Linear regression and logistic regression analyses were conducted to investigate the associations between study-relevant problems and depressive symptoms. The result of this study showed that all the study problem measures were associated with more severe depressive symptoms. There was a moderating effect of the parental relationship on the associations between study problems and depressive symptoms.

Magai, Malik & Koot (2018) had carried out a study titled as Emotional and Behavioural Problems in Children and Adolescents in Central Kenya. The study included Child Behavior Checklist reports from 1022 Kenyan parents on their children (ages 6–18 years) and Youth Self-Reports from 533 adolescents (ages 12–18) living in Kenya's Central Province.

EBP in Kenya are highly prevalent compared to multi-cultural standards for parent reports, with 27 and 17% scoring in the borderline and clinical range, respectively. Based on parent reports, younger children scored higher on EBP than older children, and higher on internalizing problems. Based on self-reports girls scored higher than boys, particularly on internalizing problems. The study provides evidence on elevated parent-reported EBP in Kenyan youths. Mental health providers should focus on interventions that reduce EBP in Kenyan youths.

Maurya, Parasar & Sharma (2018) had conducted a research work titled as The effect of single parent and both parents family on emotional and behavioral problems. This study was two group comparative designs on a sample of 60 children in age group of 6-18 years hailing from an equal number of single and both parent family homes to examine their reported prevalence of problem and to see whether students (males & females) and intact and non-intact families has difference in their Emotional and Behavioural Problems. For assessment of problem behaviors in children, the Emotional and Behavior Problem Scale (EBPS-2) was used in this study. Results show that, on the whole, children from intact parent family homes have fewer behaviour problems than those from single parent households. In relation to associated variables, more boys than girls are reported as having additional problem behaviours within the studied sample in the present study.

Amado & Guerra (2018) conducted a study entitled as Behavioral Problems of Intermediate Pupils as Perceived by the Teachers in Selected Public Elementary Schools. This study determined the behavioral problems of intermediate pupils as perceived by the teachers in selected public elementary schools. It specifically aimed to determine the teachers' profile in terms of age, sex, length of service, employment status and grade level handled; determine the teachers' perception of behavioral problems and their causes; establish relationship between profile and perception on the pupils' behavioral problems; and propose possible measures to reduce behavioral problems of pupils. The researcher used the descriptive method of research with 91 teacher-respondents who are teaching intermediate pupils in selected public elementary schools.

Findings showed that majority of the teachers in selected public schools in this study are 37 years old and above, mostly female and have been teaching for not more than ten (10) years yet they have permanent employment status and are teaching Level 5 pupils. The researcher concluded that absenteeism, laziness and naughtiness are the most common behavioral problems observed among the pupils; over protection of the parent, poor parental guidance, and broken family due to certain circumstances were identified as the main causes of behavioral problems; perceptions on the behavioral problems of pupils observed varies on the years of service of the teachers; and a proposed program was formulated to address the behavioral problems observed to the pupils.

Yusuf, Sabarinah (2017) undergone a study entitled as Emotional Problems in High School Students in Jakarta. The main purpose of the study was to describe the frequency and factors of emotional problems among high school students in Jakarta. An analysis employed polynomial logistic regression using 941 students obtained by a survey purposively conducted in one vocational and two public high schools in 2015 by the Ministry of Health. All first and second-grade students, in similar numbers per school, were assessed using a self-administered SDQ questionnaire that measured emotional problems. Results showed that emotional problems were differentiated by gender on the questionnaire: Girls measured 19% abnormal and 16.7% borderline, and boys measured 6.2% abnormal and 5.4% borderline. Likewise, girls were almost three-times more likely to score “abnormal” than were boys (95% CI was 1.7 to 4.8). Vocational school students were at double the risk, compared to public school students, of having emotional problems.

Meghali & Gayatree (2017) had conducted a study named as a study on behavioural problems of primary school children and its influence on their academic achievement. The main purpose of the study was to identify the common behavioural problems of the primary school children. And also find out the behavioural problems in relation to the variables –a) Age b) Gender c) Number of children in the family d) Birth order of the child among the siblings.

Gupta, Mongia & Garg (2017) had carried out a study titled as A descriptive study of behavioural problems in school going children. In this study the researcher selected the sample as five hundred children aged 6–18 years were randomly selected from a government school in Kanpur, Uttar Pradesh, and assessed for cognitive, emotional, or behavioural problems using standardized tools. Result of this research implies that about 22.7% of children showed behavioural, cognitive, or emotional problems. Additional screening and evaluation tools pointed toward a higher prevalence of externalizing symptoms among boys than girls.

Hasan, Asif Husain & Akbar (2016) had published a research article titled as Behavioural Problems of Adolescents. In the present article, writers discuss externalizing and internalizing behavioural problems associated with adolescents. Beside, forms of externalizing behavioural problems such as aggression and delinquency; internalizing behavioural problems such as anxiety, depression, psychosomatic complaints, and substance abuse.

Bista, Thapa, Sapkota, Suman & Pokharel (2016) had carried out a research named as Psychosocial Problems among Adolescent Students: An

Exploratory Study in the Central Region of Nepal. This study sought to assess the prevalence of psychosocial dysfunction and its association with family-related factors among adolescent Nepali students. Taking 787 adolescent students from 13 schools of Hetauda municipality, we accomplished a cross-sectional study. A set of structured questionnaire and Y-PSC was adopted to collect data, which were analyzed using SPSS with 95% of confidence interval. Result of this study showed that One-fifth (17.03%) adolescent students suffered with psychosocial dysfunction. Male students (9.50%) were more affected, compared to female students (7.80%).

Sandip, Jogdand, Naik (2014) had conducted Study of family factors in association with behavior problems amongst children of 6-18 years age group The investigators were attempted to study the associated family factors on the development of behavior problems amongst children of 6-18 years of the age group in the urban slum area of Government Medical Colleges (GMC) in Miraj, Maharashtra, India. The study revealed that i) absence of either one parent or both real parents were associated with the prevalence of behaviour problems among children. ii) Alcoholism in parents was also considered as one of the causes of development of behaviour problems among children of 6-18 years of age. iii) Caretaker of the child in the absence of the parents was also responsible for the development of behaviour problem among children. iv) It was revealed that majority of the behaviour problem children belonged to the nuclear family. v) There was a significant association between the prevalence of behavior problems with the absence of either or both real parents and alcoholism in the parent or caretaker.

Taj, Mubeenand, Agalya (2014) had conducted a study entitled A study of behavioural problems in primary school children in a rural setting India. The main objectives of the study were i) to study the existence of behavioural problems among primary school children in a rural area of Dharmapuri district of Tamilnadu. ii) To study the association between scholastic performance and behavioural problems. The major findings of the study were i) the prevalence rate of behavioural/emotional problems at primary school was found 63.7%. ii) It was found that children who had lesser behavior problems were able to do well academically. iii) The study showed a negative significant correlation between the academic performance and behavioural problems. iv) The teachers can serve as a valuable resource both for identifying behavioural problems early and providing an appropriate support to the child and his/her family as a part of the multidisciplinary mental health services providing the team.

Crowley & Jacklyn (2014) in his scholarly article The association of symptoms of Anxiety in children ages 6-12 years and the exposure to violence in India mentioned about i) the effect of violence in media in the development of anxiety among children. ii) The association between symptoms of anxiety and violence in the in children ages 6-12 years. He had revealed that there was an association between different symptoms of anxiety and violence in media. It was found in his writings that i) violence seen in graphic pictures and reporting of horrific stories by local news lead to the development of anxiety in children. ii) Some horrified or terrible terrorist attacks displayed in news channels caused diminished appetite, withdrawal from their surroundings and rebellious behavior.

iii) The fictional violence that was viewed by children in different cartoon networks channel lead children to justify violence as a means of self-defense.

Reijneveld, Wiegersma, Ormel, Verhulst, Vollebergh WAM, Jansen DEMC (2014) carried out a study named as Adolescents' Use of Care for Behavioral and Emotional Problems: Types, Trends, and Determinants. This study aimed to assess use of care by adolescents because of behavioral and emotional problems, overall and by type, and its determinants, for ages 10–19 years. This study was conducted around 2935 students ,the sample were randomly selected from the Population Registers of five municipalities in the north of the Netherlands and were included if they were aged 10–11 and attended a school that was willing and able to participate in the survey .The researchers obtained longitudinal data on 2,230 adolescents during ages 10–19 from four measurements regarding use of general care and specialized care (youth social care and mental healthcare) in the preceding 6 months, the Child Behavior Checklist (CBCL) and Youth Self-Report, and child and family characteristics. The obtained data was analysed by multilevel logistic regression. The researchers found that in the age range 10–19 years, the use of care services because of behavioral and emotional problems was rather high but mostly involved general care.

Kalita, Rina (2013) had conducted a research study leading to Ph.D. in Education from Gauhati University on Influence of social institution in the formation of deviant behaviour among juvenile delinquents the investigation was designed to study the influence of school, family, religious institutions, and mass

media in the formation of deviant behaviour among delinquents. The study revealed that i) uncongenial home environment, inadequate school environment were mainly responsible for the formation of deviant behaviour among juvenile delinquents. ii) Religious institutions and mass media also play a vital role in the formation of deviant behaviour among juvenile delinquents.

Mian, Nicholas and Carter (2013) in their scholarly article assessment of anxiety and depression in early child highlighted in the recognition and assessment of anxiety and depression in early childhood. The study revealed that i) anxiety and depression disorders were distressing and harm to young children and their families. ii) Diagrammatic interviews, observational systems, child report assessments, psycho physiological tests etc. were found helpful to reduce the problems of anxiety and depression. iii) Lack of awareness among parents lead these problems more severe. iv) When the children were identified with these problems then also rates of participations in clinical services, including preventive efforts remain low. Jayalekshmi, N B (2012) did her research study leading to Ph.D. from Manonmaniam Sundaranar University on: Family and school climate predictors of behavioural disorders in early adolescents. The main objective of the study was to study the family and school climate as a predictor of behavioural disorders in early adolescents. The study revealed that i) in respect of parents education mother worked in the Government sector and self-employed father rendered better family climate in comparison to the parents working in other sectors. ii) The climate of the urban school is better than the rural school. iii) Overall school climate of the Tamil medium school is better than English medium school. iv) Monthly income of the parents also plays a vital role in the

development of the behavioural disorder. The study revealed that in early adolescents whose monthly income is in between 10,000 20,000 showed more conduct disorder, motor excess and overall behavior disorder than early adolescents of parents whose monthly income is below 10,000.

Anderson, (2012) did his research study on Psycho educational process as strategies for students presenting with emotional and behaviour disorders. The main objectives of the study were i) to know how the teacher could use behaviour modification and computer aided instructions to help students to adjust to behavioural problems in the class room and ii) to know how the experience of teachers could inform future interventions for reducing behavioural (aggression, conflicts) in the education system. The study highlighted that i) on the basis of the experience of the teachers children who misbehave in the most unusual ways are labeled as problem children and to bring them in line they are bound to give them corporal punishment. ii) They are rejected by their peers and others with whom they come in contact because they are uncontrollable, unpredictable and erratic in nature. iii) Due to their poor neuromuscular coordination their ability to learn also very poor and low. But iv) the students were able to use cellular phones and video cameras to take photographs and record several activities. v) Using computer aided instructions were more motivating to them.

Choudhury, Babli (2012) had conducted her research study leading to the Ph.D. degree in Education from Gauhati University on the title aggressive behaviour among school going adolescents with special reference to Kamarup district. The main objectives of the study were i) to study the nature of aggressive

behaviour among school going adolescents. ii) To study the home/family as a factor responsible for leading the adolescents towards aggressiveness. iii) To study the role of the electronic media in leading the adolescents towards aggressiveness. iv) To study the impact of aggressive behaviour on the mental health of the adolescents. The study revealed that i) due to scolded by others, criticized, punished, beaten without reason, adolescents show their aggressive behaviour. ii) When others do not agree with them then also they show their aggressive behaviour. iii) Aggression is universal, varies in intensity and differs from individual to individual. iv) Conflicting home environment, lack of family cohesiveness, lack of role model in the family, lack of communication with parents, busy schedule of parents etc. were mainly responsible for the development aggressive behaviour among adolescents. v) Autocratic attitudes of teachers, ineffective teaching methods, polluted academic environment, strict discipline, biasness attitudes of the teachers etc. were also responsible for aggressive behaviour. vi) Violent serials, news in television, violent video games, internet browsing etc. responsible for leading the adolescents towards aggressiveness. vii) Highly aggressive adolescents significantly differed from average aggressive adolescents in respect to their mental health. viii) The high aggression of adolescents had an impact of low mental health.

Valverde, Vitalle, Sampio & Schoen (2012) had conducted a study titled as Survey of Behavioral/Emotional Problems in an Adolescent Outpatient Service. This study's main objective was to identify the main behavioral and emotional problems perceived by adolescents attending an outpatient service. The researcher had chosen 320 adolescents were included in the study. The respondents were not

undergoing psychotherapy and self-applied the Youth Self Report in the ambulatory's waiting room. The main problem reported was Anxious/Depressed. The researcher found that male adolescents obtained higher scores for Social Problems and lower scores for Delinquent Behavior, while females obtained lower scores for Somatic Complaints and higher scores for the Anxious/Depressed scale. Social Problems were associated with the initial phase of adolescence. In terms of incidence, less than one quarter of the adolescents presented problems, suggesting that adolescence is not a period of turbulence. Some adolescents require a more detailed evaluation because they reported behaviors indicative of mental disorders.

Sarma, Dipannita (2011) in her study entitled as behavioural problems of pre-school children of working mothers wanted to examine the causes of behavioural problems of working mothers having only one child. The major findings of the study were-i) in the age group of 2-4 years boys showed behavioural problems like the temper tantrum, hyper activeness and lying. Less percentage of problems like thumb sucking, hair plucking, head banging were seen. ii) it was found that children belonged to mothers who were engaged in business and other private jobs tend to exhibit more behavioural problems than children whose mother were the doctor, engineer and teacher. iii) Children belong to highly educated parents showed more behavioural problems than those whose parents were comparatively less educated.

Pathak, Sharma, Parvan, Gupta, Ojha & Goel (2011). had under gone a research study entitled as behavioural and emotional problems in school going

adolescents. The main purpose of the present study was to explore the prevalence and patterns of behavioural and emotional problems in adolescents. It was also aimed to explore associations between socio-environmental stressors and maladaptive outcomes. School based cross-sectional study was conducted. Stratified random sampling was done. 1150 adolescents in 12 to 18 year age group in grades 7 to 12 in 10 co-educational schools (government run and private) were the subjects of the study. Behavioural and emotional problems were assessed using Youth Self-Report (2001) questionnaire. Family stressors were assessed using a pre-tested 23 item questionnaire. Univariate and multivariate analysis were performed. Multiple logistic regression analysis was also done. Result of this study showed that type of school, type of family, socioeconomic status, relationship with father, mother and employment and educational status were not found to be significantly associated.

Akpan, Ojinnaka & Ekanem (2010) had conducted a research study on Academic performance of school children with behavioural disorders in Uyo, Nigeria. They had attempted to compare the academic performance of primary schoolchildren with behavioural disorders. The study revealed that i) pupils with anti social behavior underachieved more than others. ii) School absence rate had no significant influence on their performance. iii) Behavioural disorders were associated with poor academic performance in school children in UYO. iv) While 26.5% and 12.9% pupils with behavioral disorders had high and poor academic performance respectively and 38.6 % and 9.1% pupils without such disorders had high and poor performances respectively.

Kafle, Vaidya & Panta (2010) had conducted a study on behavior problems among primary school children in slum dwelling area of Kthamandu Valley . The main objectives of the study were i) to study the common behavioural problems in relation to psychological aspects like behavior, dental hygiene, eating habits and physical activity at primary school age and ii) to find out morbidity in habit disorders in the age group of 6-10 years. The study revealed that i) different types of common behavior problems such as nail biting (12.1%), thumb sucking (7.7%), bed wetting (6.0%), food fad (1.5%),temper tantrum (3.2%) etc. were found among primary school children of 6-10 years of age. ii) gender wise there was no any statistical difference in habit disorders. iii) multiple factors of psycho- social environment i.e. parenting style which is consistent or contradictory, family or marital problems, child abuse or neglect, overindulgence, injury or chronic illness, separation or bereavement etc. were found responsible the morbidity in habit disorders. iv) significant association had been found between learning disabilities and behavior problems.

Rice, Elisabeth & Cherng (2010) had conducted a study on and the academic achievement of students with emotional disturbance. The main objective of the study was to examine the relation between the gender and the academic achievement of students with emotional disturbance. The study revealed that students with emotional disturbances have the significant academic failure. It was also found that after identification and school intervention, students with emotional disturbances showed poor academic achievement and high rates of drop out and school failure with 80%-90%. They have secured very low scored below on tests of reading and math achievement.

Meer, Crone & Reijneveld (2010) had studied the emotional behaviour problems in adolescents titled as Gender differences in the association between pre-adolescent smoking initiation and emotional or behavioural problems. The main purpose of this study was to assess the relationship beyond clinical cut-off values of problem behaviour and smoking. Cross-sectional national survey among 9-13 year old children with data on smoking and Childhood Behaviour Checklist (CBCL) (N = 960). Relationships between smoking and tertiles of CBCL-scores were assessed. Results: Smoking was reported by 5.9% of the children (7.1% boys and 5.0% girls, $P > 0.100$). Relationships between smoking and problem behaviour were present in girls, but in boys. Among girls, smoking was associated with attention problems, thought problems, and delinquent behaviour.

Carneiro, Pedro & Ginja, Rita (2009) had conducted a study on behavioural problems in children and adolescents . The main objective of the study was to study the impact of Head start (a preschool programme for poor children i.e. children from low income family) on the behavioural problem children. The major findings of the study were i) participation in head start reduces the incidence of behavioural problems, depression, criminal behaviour, and obesity of children at ages 12 -13 years and 16 17 years. ii) Variations in family size, family structures also affect the behaviours of the children.

Thuen & Bru (2009) had conducted a study titled as Are Changes in Students' Perceptions of the Learning Environment Related to Changes in Emotional and Behavioural Problems? The present study explored students' perceptions of the learning environment are associated with emotional and

behavioural problems. The study used one group pre-test post-test design to minimize the influence of individual characteristics on associations of perceived learning environment with EBP. Results suggest that associations between learning environment factors (LEF) and EBP are not merely reflections of individual characteristics. Change in off-task-orientation was significantly associated with changes in all LEF, strongest with meaningfulness of schoolwork, teachers' emotional support and adaptation of schoolwork.

Miranda, Nanuel, Inmaculada & Melia, Amanda. (2008) did a study entitled The main objectives of the study were to study the emotional and behavioural problems in children with attention deficit hyperactivity disorder and to find out its impact of age and learning disabilities. The study revealed that i) There is a significant relation between attention deficit hyperactivity disorder and low academic performance, which usually worsens as the behavioural manifestations of the disorder become more severe.

CONCLUSION

The review of literature was carried out to acquaint with the existing body of knowledge in the area of the study. It gave a theoretical back ground for the study and provide guidelines in the planning of the research work. The investigator reviewed International, National and state level studies to carry out the review of literature. Extensive review of related studies shows that there are many studies done on related to emotional and behavioural problems of school going students. The review of related studies enabled the researcher to gather extensive information and gave wide perception on the present on the topic of

present study .various studies about emotional and behavioural problems of students very important to students, teachers and parents.

METHODOLOGY

⇒ *Design of the Study*

⇒ *Variable of the Study*

⇒ *Tools Used for the Study*

⇒ *Sample Selected for the Study*

⇒ *Data Collection Procedure*

⇒ *Scoring and Consolidation of Data*

⇒ *Statistical Techniques used for Analysis*

METHODOLOGY

Methodology Is the Strategies or procedure adopted in research study investigation. Methodology occupies a very vital role in any type of research study. It is a way to systematically solve the research problem. Methodology is the general research strategy that outlines the way in which is to be undertaken and, and among other things, identifies the methods to be used in it. These methods described in the methodology, defines the means or mode of data collection or, sometimes how a specific result is to be calculated (Howell, K.E.2013).

According to the American Heritage dictionary of English language, methodology can be defined as" methodology can properly refer to the theoretical analysis of the methods appropriate to field of study or to the body of methods and principles particular branch of knowledge."

A research methodology in specific techniques that are adopted in research process to collect, assemble and evaluate data. It define the tools are used to gather relevant information in a research study. In short research methodology is the organised questioning and exploration by hypothesis formation or scientific testing of any inquisition or by following a set of standard rules for that procedures.

The success of any research study depends up on the appropriateness of the method, tool and technique. The present study is emotional and behavioural problems among higher secondary school students.

Methodology of the study is described under the following major headings

- Design of the study
- Variables of the study
- Tools used for the study
- Sample selected for the study
- Data Collection procedure
- Scoring and consolidation of the data
- Statistical technique used for analysis

DESIGN OF THE STUDY

The Research Design is intended to provide an appropriate Framework for a study. The objective of the study was to find out the extent of emotional and behavioural problems (EBP) of higher secondary school students .Hence the method adopted for the present study was a Survey method.

VARIABLES OF THE STUDY

A variable is defined as anything that has a quantity or quality that varies. A variable is defined as an attribute of an object of study that has a quantity or quality that varies.

The present study is designed with two variables. Those are Emotional problems and behavioural problems.

SAMPLE SELECTED FOR THE STUDY

The population of the present study was Higher Secondary students in the state of Kerala .The sample consisted 200 higher secondary school students of various schools from Kozhikode district .The sample was selected under stratified sampling technique by giving due representation to the different factors like Gender, subject of specialization, and socio-economic status.

Gender of the Sample

Many researches show that the gender of the human being has an important role in many cases. So the researcher decided to give due representation to male and female students while selecting the sample.

Subject of specialization

There are three subjects that are mainly studied in higher secondary level. Science, commerce and Humanities are the main stream .The present study deals with subject of specialization of learners. So each subject has due representation.

Socioeconomic Status

Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. So the researcher give due representation to the socio economic status of the learner.

TOOL USED FOR THE STUDY

Tools are instruments used to collect information for performance assessment, self- evaluation and external evaluation. Research tools are the instruments used for the purpose of Data Collection. These are measurable and observable for data analysis and interpretation. These tools are constructed by researcher according to the objectives of the study. It is very important to decide the tools for collecting relevant information. The quality of data depends upon the quality of the tools used by an investigator for collecting information from the sources.

In the present study the researcher use the following tool for collecting the relevant and adequate information the investigator develop a questionnaire on emotional behavioural problems with the help of supervising teacher to test the emotional and behavioural problems of higher secondary school students.

Description of Tool

Questionnaire on emotional behavioural problems (Manoj & Felisha -2020).

Questionnaire on emotional behavioural problems was constructed by the researcher with the help supervising teacher. The questions were made out of considering the eight dimensions of emotional behavioural problems .They are attention problems, academic problems, anxiety problems, depression, psychosomatics, aggression, conduct problems, and hyper activity. The development of tool was as follows.

Planning of the Test

In the present study the researcher used a questionnaire on emotional behavioural problems made by the investigator with the help of supervising teacher in order to measure the extent of emotional behavioural problems of higher secondary school students .It consist of 8 areas of emotional behavioural problems.

Preparation of the Preliminary Questionnaire

While preparing the questionnaire on emotional behavioural problems the researcher selected the eight core areas of emotional behavioural problems. They are attention problems, academic problems, anxiety problems, depression, psychosomatics, aggression, conduct problems, and hyper activity they were included in the test.

Attention Problems

Attention problems are the distractibility and inability to maintain concentration sufficiently. It is the inability of a child to attend a specific task, give attention to details or complete a school task.

Eg:- While teacher taking the class students engage their own activities such as talking with others or playing with pen, box, or other equipment.

Academic Problems

It is a specific problem that an individual is having with learning. The difficulties in understanding the academic tasks expected from his/her grade level

or age level. These problems include disinterest in a subject, time management (procrastination), lack of attention from teachers, bullying, and violent behaviour.

Eg:- Learners postponed the class works especially the Maths English subjects.

Anxiety

Anxiety is a mental health disorder characterised by feelings of worry, anxiety or fear that are strong enough to interfere with one's daily activities.

Eg:- Students having an increased heart rate while facing a strange person, or a group.

Depression

Feeling sad, or unhappy and stressed. Depression is a common and serious behavioural problem that negatively affect how one feel, the way one think and how one act.

Eg:- In group activities all students engaged where as one of them not participate that work. He/she sit in a gloomy mood.

Psychosomatics

The over sensitivity and complaints about insignificant physical discomfort.

There can be physical effects from mental illness, worrying about a disease can lead to physical symptoms. Psychosomatic disorders include diseases like eczema, stomach ulcers, hypertension, psoriasis, and even heart disease.

Eg:- With some mental illnesses you may not eat, or take care of yourself, very well which can cause physical problems.

Aggression

It is a range of behaviour that can result in both physical and psychological or emotional harm to oneself, others or objects in the environment. Aggression is the verbal or physical threat towards others. There are different types of aggression they are Accidental aggression.

Eg:- hitting another child while putting arm through a coat sleeve.

Expressive Aggression

Eg:- While playing a child he/she does not notice the other child is not happy when the blocks are knocked down.

Hostile Aggression-Hostile aggression takes place when the primary intention of the behaviour is to harm the other player.

Eg:- Hitting an opponent who has just been aggressive against a player.

Conduct Problems:

It refers to a group of repetitive and persistent behavioral and emotional problems in youngsters. Children and adolescents with this disorder have great difficulty following rules, respecting the rights of others, showing empathy, and behaving in a socially acceptable way.

Eg- Students are not ready to obey the school rules such as wearing uniform, keep discipline in the class room, etc.

Hyperactivity

It means having increased movement, impulsive actions, and a shorter attention span, and being easily distracted. It is over activity. Impulsivity and acting without thinking.

Eg:- Students feel difficulty participating in quiet activities (such as reading, writing, drawing etc.)

(Appendix -1 draft awareness test on constitutional values)

Try Out

Preliminary test administrated to a sample of 200 higher secondary school students.

The next step in the construction and standardization of the questionnaire is to find out the lower value and upper value for each items in the questionnaire. After that the investigator finds out mean and standard deviation. And finally the investigator finds out the t-value which form the basis of item selection was done.

Item Analysis

After the scoring of items, item analysis was carried out. As it was questionnaire, the researcher finds out mean, standard deviation and t-value of each items. The items having the t-value below the value of 1.96 are rejected and the items having the t-value above the value of 1.96 are accepted. The following table shows the description of item number, lower value, upper value, number of items, mean, standard deviation and t-value.

Table :1

Item analysis of each item

Item Number	Group	N	Mean	Std. Deviation	T
01	Upper	54	3.0741	1.25671	6.088
	Lower	54	1.9444	.52903	6.088
02	Upper	54	2.1296	.91211	-5.458
	Lower	54	3.2037	1.12232	-5.458
03****	Upper	54	3.1296	1.28923	-1.593
	Lower	54	3.4815	.98557	-1.593
04	Upper	54	2.7407	1.18457	-3.511
	Lower	54	3.5000	1.05955	-3.511
05	Upper	54	3.0926	1.32136	-2.385
	Lower	54	3.0926	.99615	-2.385
06****	Upper	54	3.4259	1.26792	-1.097
	Lower	54	3.6481	.78084	-1.097
07	Upper	54	3.3333	1.14924	3.516
	Lower	54	2.5926	1.03739	3.516
08	Upper	54	3.1296	1.11670	5.062
	Lower	54	2.1667	.84116	5.062
09	Upper	54	3.6111	1.08882	-2.207
	Lower	54	4.0000	.70040	-2.207
10	Upper	54	2.8148	1.15727	7.584
	Lower	54	2.0185	.96569	7.584
11	Upper	54	4.0185	1.31380	5.330
	Lower	54	2.4630	.92805	5.330
12	Upper	54	3.4815	1.35465	2.292
	Lower	54	2.3148	1.06284	2.292
13	Upper	54	3.4815	1.35465	2.292
	Lower	54	2.3148	1.06284	2.292
14****	Upper	54	2.1296	1.11670	1.009
	Lower	54	1.9630	.47436	1.009
15****	Upper	54	3.5185	1.48884	.597

	Lower	54	3.3704	1.05144	.597
16	Upper	54	3.2963	1.14314	4.525
	Lower	54	2.3704	.97702	4.525
17	Upper	54	3.3519	1.24624	6.109
	Lower	54	2.1481	.73734	6.109
18	Upper	54	3.4630	1.38336	6.925
	Lower	54	2.0370	.61316	6.925
19	Upper	54	2.8889	1.28367	-3.751
	Lower	54	3.6852	.88646	-3.751
20***	Upper	54	2.1111	1.36902	.354
	Lower	54	2.0370	.69941	.354
21***	Upper	54	4.2222	1.19222	1.352
	Lower	54	3.9630	.75143	1.352
22	Upper	54	3.1852	1.59094	4.677
	Lower	54	2.0556	.78708	4.677
23	Upper	54	2.8704	1.41483	3.210
	Lower	54	2.1481	.85578	3.210
24	Upper	54	3.0000	1.27383	4.148
	Lower	54	2.1667	.74606	4.148
25	Upper	54	3.2963	1.39581	4.746
	Lower	54	2.2222	.90422	4.746
26	Upper	54	2.9074	1.29248	4.318
	Lower	54	2.0556	.65637	4.318
27***	Upper	54	3.1667	1.39744	1.953
	Lower	54	2.7037	1.03941	1.953
28	Upper	54	3.5000	1.17762	-2.311
	Lower	54	3.9259	.66876	-2.311
29	Upper	54	3.2037	1.30860	4.591
	Lower	54	2.2593	.75698	4.591
30***	Upper	54	2.1481	1.15591	1.029
	Lower	54	1.9630	.64319	1.029
31	Upper	54	3.7963	1.30860	8.537
	Lower	54	2.0741	.69640	8.537

32	Upper	54	2.5370	1.22417	2.102
	Lower	54	2.1296	.72804	2.102
33	Upper	54	2.8704	1.55462	4.614
	Lower	54	3.9259	.63992	4.614
34	Upper	54	3.8889	1.00314	7.884
	Lower	54	2.4259	.92353	7.884
35	Upper	54	4.0000	1.22859	6.699
	Lower	54	2.5000	1.09458	6.699
36	Upper	54	4.0000	1.25893	7.665
	Lower	54	2.3519	.95478	7.665
37	Upper	54	4.3519	1.19996	9.170
	Lower	54	2.3889	1.01715	9.170
38	Upper	54	3.8148	1.18280	4.863
	Lower	54	2.7037	1.19163	4.863
39	Upper	54	4.0000	1.38727	6.164
	Lower	54	2.5000	1.12853	6.164
40	Upper	54	3.8889	1.29828	4.826
	Lower	54	2.7037	1.25337	4.826
41****	Upper	54	3.9815	1.17346	-.296
	Lower	54	4.0370	.72588	-.296
42****	Upper	54	4.2963	.94429	.759
	Lower	54	4.1852	.51667	.759
43	Upper	54	4.4259	.81500	2.096
	Lower	54	4.1111	.74395	2.096
44	Upper	54	3.1296	1.21386	6.722
	Lower	54	1.9074	.55859	6.722
45	Upper	54	3.1852	1.10016	7.635
	Lower	54	1.9259	.50849	7.635
46	Upper	54	2.8704	1.15000	5.715
	Lower	54	1.8519	.62668	5.715
47****	Upper	54	1.9630	1.25838	1.618
	Lower	54	1.6667	.47583	1.618
48****	Upper	54	1.5370	.96569	-.494

	Lower	54	1.6111	.52903	-.494
49	Upper	54	2.3519	1.26129	3.325
	Lower	54	1.7407	.48312	3.325
50	Upper	54	3.5926	1.31060	8.386
	Lower	54	1.9074	.68041	8.386
51	Upper	54	2.3704	1.27821	2.991
	Lower	54	1.8148	.47876	2.991
52	Upper	54	3.1852	.99193	7.338
	Lower	54	2.0370	.58157	7.338
53	Upper	54	3.3333	1.30312	7.391
	Lower	54	1.9074	.55859	7.391
54	Upper	54	3.1296	1.38790	4.970
	Lower	54	2.0926	.65209	4.970
55	Upper	54	2.6296	1.35000	3.942
	Lower	54	1.8519	.52870	3.942

*** Items are rejected

Finalisation of the Test

In first round, items having the score below 1.96 are rejected and the items having the score above 1.96 are accepted. Thus final questionnaire on emotional behaviour problems consists of 43 items (*Appendix II –Final questionnaire on emotional behaviour problems*).

Reliability of the Tool

Reliability is the degree of consistency that instrument or procedure demonstrates whatever it is measuring, it does so consistently (Best & Khan, 2014). To ensure the reliability of the questionnaire the researcher uses Cronbachs Alpha .724. Hence the tool is highly reliable one.

Validity of the Tool

Validity is that quality of data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best & Khan 2011). The researcher ensured the validity of the tool by using face validity and construct validity. Face validity was ensured by giving the prepared draft test to the experts and after considering their suggestions, some modification was done.

Construct validity is concerned with the meaning and interpretation of the test obtained in terms of psychological or theoretical construct (Koul,2009). The questionnaire was constructed on 8 core areas and it has strong theoretical background. The questionnaire was constructed on the basis of eight core areas of emotional behavioural problems. They are attention problems, academic problems, anxiety problems, depression, psychosomatics, aggression, conduct problems, and hyper activity they were included in the test.

DATA COLLECTION PROCEDURE

The collection of data is an extremely important of all research endeavours, for the conclusion of a study are based on what data reveal. As the result, the kind of data to be collected, the method of collection to be used, and the scoring of the data need to be considered with care. The term data is referred by Fraenkel & Walen (1993,) as the kinds of information researchers obtain on the subjects of their research. An important decision for every researcher to make during the planning phase of an investigation, therefore, is what kinds of data he or she intends to collect. The device the researcher used to collect data is called an instrument.

After deciding on the sample for present study, the researcher contacted the principals of the selected schools and requested permission through a permission letter to administer the test and to collect data .Owing to the outbreak of the Covid pandemic, the investigator opted to collect data through online mode using the platform of Google form .The same is send to students by collecting their Watsapp number and explained what they ought to do through audio messaging in regards to completing and submitting the Google Form.

SCORING AND CONSOLIDATION OF DATA

The Google form were scored as per the scoring key prepared by the researcher .The scores obtained on the test were then consolidated and tabulated for further analysis . After rejecting the incomplete answer forms the investigator had 200 Goole forms for scoring.

STATISTICAL TECHNIQUE USED FOR ANALYSIS

Statistical knowledge help the researcher to use the proper methods to collect relevant and adequate to employ the accurate analysis and effectively present the result.

The present study as part of primary analysis descriptive analysis of Mean Median standard deviation skewness and kurtosis for the emotional behavioural problems test score Major analysis of the study s percentile analysis correlation t-test and ANOVA.

Descriptive Statistics

For the present study in descriptive statistics, the researcher analyses the result of emotional behavioural test. It means that the researcher computes the scores of mean, median, mode, standard deviation, Skewness and kurtosis students' emotional behavioural problems.

Mean (X) is calculated by dividing the sum of all scores by the number of scores.

The following formula is used in frequency distribution: Mean can also be calculated using the formula:-

$$\bar{X} = \frac{\sum fX}{\sum f}$$

Where

$$\bar{X} = \text{mean}$$

f = is the number of occurrences

$\sum f x$ = sum of product of the $f x$

$\sum f$ = is the total number of occurrences

Median (Me) is the middle point in a distribution of scores

$$\text{Median} = l + \frac{h}{f} \left(\frac{N}{2} - c \right)$$

Where;

l = lower class boundary of the median class.

h = size of the median class interval

f = frequency corresponding to the median class

N = sum of the frequency

C = cumulative frequency preceding median class

Mode (M_o) is the most frequency occurring score in a distribution. The formula is

$$\text{Mode} = 3 (\text{median}) - 2 (\text{mean})$$

Standard Deviation (S/SD) is a measure of the extent to which scores in a distribution deviate from their mean).

$$SD = \sqrt{\frac{\sum |x - \bar{x}|^2}{n}}$$

Where:

X = each value in the dataset

\bar{X} = mean all of values of the data set

N = number of values in the data set

Skewness: Many times it is seen that the mean, median and mode of the distribution don't fall at the same place, i.e. the scores may extend much farther in one direction than the other. Such a distribution is called a skewed distribution.

Positively skewed distribution: The distribution is positively skewed when most of the scores pile up at the low end (or left) of the distribution and spreads out more gradually towards the high end of it. In a positively skewed distribution, the mean falls on the right side of the median.

Negatively skewed distribution: The distribution is negatively skewed if the scores are concentrated towards the upper value and it is positively skewed if they cluster towards lower value. The mean of the distribution is higher than the median in positive skewness whereas the median value is greater than the mean in negative skewness.

Kurtosis

The term “Kurtosis” refers to “Peakedness” or the flatness of a frequency distribution as compared with the normal. A frequency distribution more peaked than the normal is said to be Leptokurtic and a frequency distribution flatter than the normal is called Platykurtic. A normal curve is also termed as Mesokurtic. Positive kurtosis indicates a relatively peaked distribution leptokurtic and negative kurtosis indicates a relatively flat distribution, which is platykurtic.

Percentile Analysis

Percentiles indicate the percentage of scores that fall below a particular value. They tell you where a score stands relative to other scores. Percentiles are a great tool to use when the researcher need to know the relative standing of a value.

Percentiles can be calculated using the formula $n = (P/100) \times N$, where P = percentile, N = number of values in a data set (sorted from smallest to largest), and n = ordinal rank of a given value.

Pearson Coefficient of Correlation ‘r’

Pearson Coefficient of Correlation is a measure of linear correlation between two sets of data. It is the ratio between the covariance of two variables and the product of their standard deviations; thus it is essentially a normalised measurement of the covariance, such that the result always has a value between -1 and 1.

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

Where

- r = correlation coefficient
- $X_{(i)}$ = values of the x-variable in a sample
- \bar{X} = mean of the values of the x-variable
- $Y_{(i)}$ = values of the y-variable in a sample
- \bar{y} = mean of the values of the y-variable

t-test (test the significant difference between the means of two groups)

The statistical technique ‘Test of significance of Mean Difference for large Independent sample is used to find out if there exist any significant difference among the relevant sub sample gender and types of management.

The test of significance of mean difference for large independent sample is known as t-test the following formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where

X1 - Mean of the group 1

X2 - Mean of the group II

S1 – Standard .Deviation of group I

S2 - Standard deviation of group II

n1 - Sample size of the group I

n2 - Sample size of the group II

Analysis of Variance (ANOVA)

The analysis of variance is an effective way to determine whether the means of more than two samples are different to attribute to sampling error. It helps us to know whether the difference between the means of the given sample are significant in a single classification or one-way analysis variance, the relationship between one independent and one dependent variable is examined (Best & Khan, 2014).

The analysis of variance consist these operations

- The variance of the score of four groups is combined into one composite group known as the total group variance (v_t)
 - The mean value of the variance of each of the four groups , computed separately is known as within groups variance (v_w)
 - The difference between the total groups' variance and the within groups variance is known as the between variance groups ($v_t-v_w=v_b$)
-

- The F ratio is computed by $F = \frac{v_b}{v_w}$ (between groups variance) / (within group variance)

For the present study the researcher used analysis of variance (ANOVA) to determine the emotional behaviour problems among higher secondary school students based on subject of specialization

**ANALYSIS AND
INTERPRETATIONS**

⇒ *Preliminary Analysis*

⇒ *Major Analysis*

ANALYSIS AND INTERPRETATIONS

This chapter deals with the statistical analysis of the collected data and its interpretations. Analysis can be defined as the thorough study of collected data, which is converted to tabulated form so as to determine the actual facts, which are inherent. The present study was intended to find out emotional and behavior problems among higher secondary school students. The data collected were analyzed with reference to the objectives of the study.

OBJECTIVES OF THE STUDY

- To find out the extent of emotional and behavioral problems (EBP) of higher secondary school students in total sample and sub sample based on;
 - a. Gender
 - b. Subject of study
 - c. Socio economic status
 - To find out relationship between emotional and behavioral problems (EBP) and socio economic status of students in the total sample and sub samples based on;
 - a. Gender
 - b. Subject of study
 - To find out whether there is any significant difference in emotional and behavior problems (EBP) of students studying in higher secondary school between the sub sample.
 - a. Gender
-

- b. Socio economic status
- c. Subject of study

HYPOTHESES OF THE STUDY

- There will not be any significant relationship between emotional and behavioral problems (EBP) and socio economic status of students in the total sample and sub samples based on;
 - a. Gender
 - b. Subject of study
- There will not be any significant difference in emotional and behavioral problems (EBP) of students studying in higher secondary school between the sub sample based on;
 - a. Gender
 - b. Socio economic status
 - c. Subject of study

PRELIMINARY ANALYSIS

For the study the data has been collected by means of a standardized questionnaire on emotional behavioral problems. The score of this tool yielded the required data of the sample 200 and they were subjected to statistical treatment. The scores obtained for the total sample were classified into frequency distribution. By converting the obtained scores for questionnaire on emotional and behavioral problems into frequency distribution the Arithmetic Mean, Median, Mode, Standard Deviation, skewness and Kurtosis were calculated. The result of the calculations is given in Table 3. The primary analysis was done to find out

whether the total sample was normally distributed or not with regard to the variable emotional and behavioral problems. Summary of preliminary analysis for the total sample is presented in Table 2.

Table 2

Descriptive Statistics of Emotional and Behavioral Problems for the Total Sample and subsamples

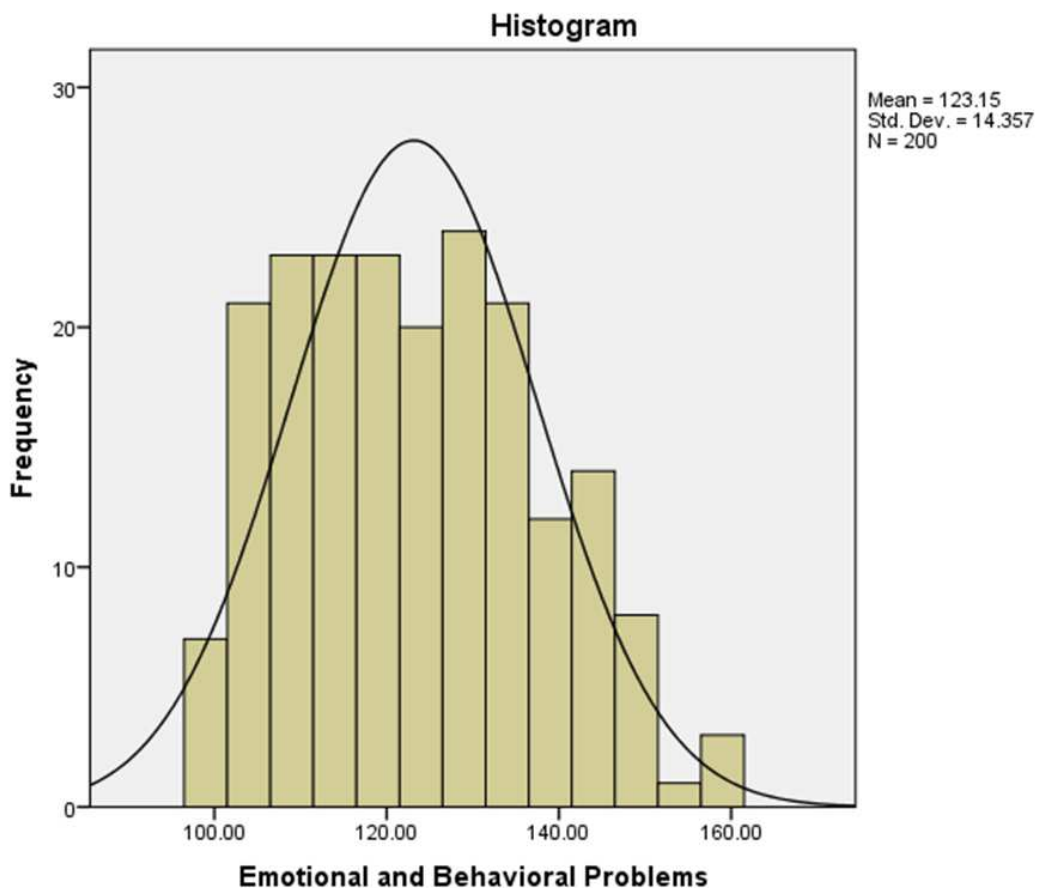
Emotional and Behavioral Problems	Total	Gender		Subject			SES	
		Female	Male	Science	Commerce	Humanities	Low SES	High SES
N	200	140	60	61	66	73	114	86
Mean	123.14	125.7	117	126.5	118	124	123	123
Median	122.00	125.	112	129	114	123	122	122
Mode	114	114	108	108	102	114	114	108
SD	14.3	13.500	14.58	14.14	14.95	13.05	14.52	14.21
Skewness	.304	.251	.760	-.306	.778	.341	.256	.381
SE of Skewness	.172	.205	.309	.306	.295	.821	.226	.260
Kurtosis	-.714	-.420	-.692	-.852	-.200	-.328	-.756	-.626
SE of Kurtosis	.342	.407	.608	.604	.582	.555	.449	.514

From Table 2 Mean, Median, Mode of Emotional and Behavioral Problems for total sample is found to be 123.122, and 114 respectively. These values of mean, median and mode are almost equal. Emotional and Behavioral Problems scores were normally distributed for total sample with skewness of .304

(SE = .172) and kurtosis of $-.714$ (SE = .342). Standard deviation of total sample is found to be 14.35.

From the obtained values of mean, meadian, mode, skweness and kurtosis of Emotional and Behavioral Problems for total sample and relevant subsamples, it can be concluded that distribution of scores of Emotional and Behavioral Problems is approximately normal. In addition to the indices provided in table, Figure shows histogram of the distribution with normal curve of Emotional and Behavioral Problems for the total sample.

Figure 1.



Extend of Emotional and Behavioral Problems of Higher Secondary School Students

Table 3

Percentiles	Total	Gender		Subject			SES	
		Female	Male	Science	Commerce	Humanities	Low SES	High SES
P ₁₀	104.0	108.0	102.0	108.0	102.0	106.4	104.0	105.7
P ₂₀	108.0	114.0	104.0	111.4	104.0	114.0	108.0	108.4
P ₃₀	114.0	118.0	107.0	116.6	107.0	117.0	114.0	113.0
P ₄₀	118.0	121.0	108.0	122.8	111.0	120.0	118.0	118.0
P ₅₀	122.0	125.0	122.5	129.0	114.5	123.0	122.0	122.5
P ₆₀	127.0	129.0	115.6	133.0	120.2	128.0	127.0	128.0
P ₇₀	131.0	133.0	123.0	135.0	124.9	130.0	131.0	132.0
P ₈₀	136.0	137.0	132.8	137.0	132.0	136.2	136.0	135.6
P ₉₀	143.0	143.9	142.9	145.8	140.6	143.6	143.5	143.3

From the table 3 the 10th percentile score of the Emotional and Behavioral Problems of secondary school students for total sample is 104. That means only 10 percent of higher secondary school students scoreless than 104 or 90 percent of higher secondary school students score above 104. Similarly 50th percentile is 122. That means 50 percent of higher secondary school students score less than 122 or 50 percent of higher secondary school students score above 122.

Relationship between Emotional and Behavioral Problems and Socio Economic Status of higher secondary school students for total sample and relevant subsamples.

Table 4

Pearson coefficient of correlation of Emotional and Behavioral Problems and Socio Economic Status of higher secondary school students for total sample and relevant subsamples.

Sample	Pearson coefficient of correlation 'r'
Total	.037
Female	-.030
Male	.115
Science	.093
Commerce	-.132
Humanities	.101

From Table 4, it can be seen that the coefficient of correlation between the variables Emotional and Behavioral Problems and Socio Economic Status of higher secondary school students for total sample is .037. The value obtained suggested that there is no significant relationship between Emotional and Behavioral Problems and Socio Economic Status at .05 levels of significance.

Effect of Gender on Emotional and Behavioral Problems of higher secondary school students

Table 5

Data and results of comparison of Emotional and Behavioral Problems of higher secondary school students based on Gender

Variable	Gender	N	Mean	Std. Deviation	t value
Emotional and Behavioral Problems	Female	140	125.73	13.50	4.05**
	Male	60	117.10	14.58	

****Significant at .01 level**

The observed t-value of Emotional and Behavioral Problems for Male and Female is 4.05. The obtained t-value reaches the limit of 0.01 levels (2.48) in Emotional and Behavioral Problems. This indicates that there exist a significant difference in the mean scores of Emotional and Behavioral Problems between Male and Female higher secondary students. Further the mean score showed that Emotional and Behavioral Problems score is high for the female samples than male.

Graphical representation of mean comparison of Emotional and Behavioral Problems between Female and Male higher secondary school students are presented in figure.

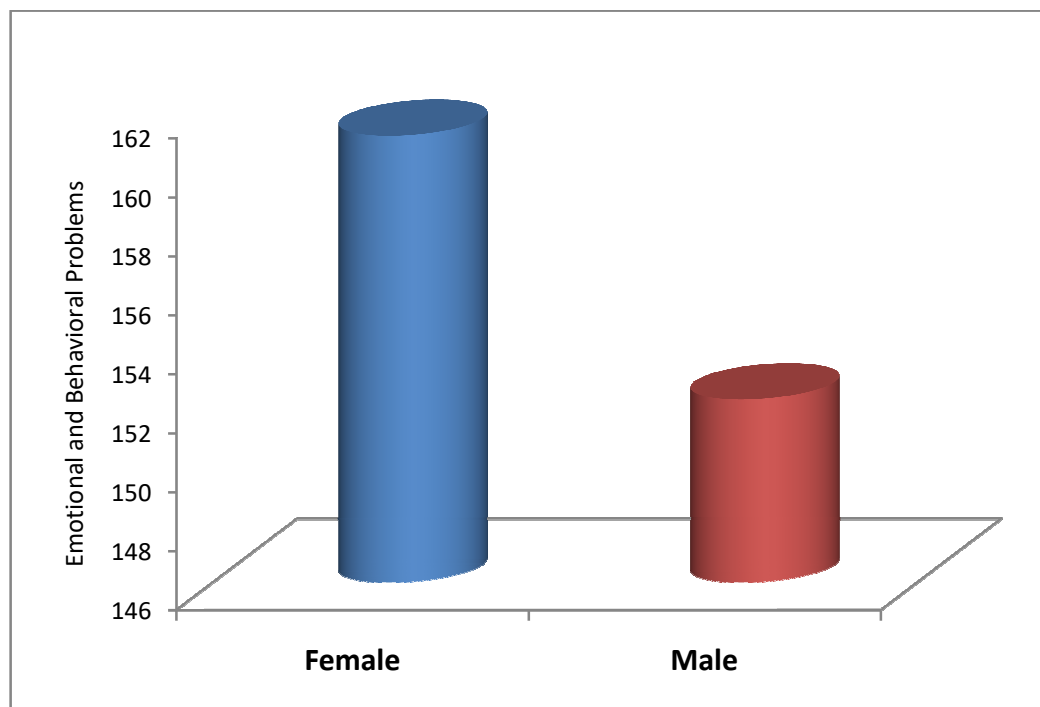


Figure2: Mean score comparison of Emotional and Behavioral Problems between Female and Male higher secondary school students

Effect of Subject on Emotional and Behavioral Problems of higher secondary school students

Table 6

ANOVA of Emotional and Behavioral Problems by subject among higher secondary school students

Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2207.072	2	1103.536	5.602	.004
Within Groups	38809.723	197	197.004		
Total	41016.795	199			

Table 6 shows that there is a significant effect of subject on Emotional and Behavioral Problems of higher secondary school students ($F(2,197) = 5.602, p <$

.01). Mean scores of Emotional and Behavioral Problems differ significantly among Science (M=126.50), Commerce (M=118.56, and Humanities (M=124.47,) groups.

To check the significance of difference of scores between the Groups, Post Hoc tests were carried out. Results of the Post Hoc tests are given in table

Table 7

Summary of Post Hoc test for on Emotional and Behavioral Problems by subject among higher secondary school students

Variable	Type of School		Mean Difference	Std. Error	P
Emotional and Behavioral Problems	Science	Commerce	7.94	2.49	.007
	Science	Humanities	2.02	2.43	.707
	Humanities	Commerce	-5.91	2.38	.048

Table shows that there is a significant difference in Emotional and Behavioral Problems for students studying in Science and Commerce at 0.01 level of significance and Humanities and Commerce at .05 level of significance. It indicates that the mean scores on Emotional and Behavioral Problems for students studying in Science and Commerce differ significantly from each other. Also, the mean score on Emotional and Behavioral Problems for students studying in Humanities and Commerce differ significantly from each other. There is no significant difference in mean scores on Emotional and Behavioral Problems of students studying in Science and Humanities.

The mean plot of Emotional and Behavioral Problems based on subject is presented in the figure 3.

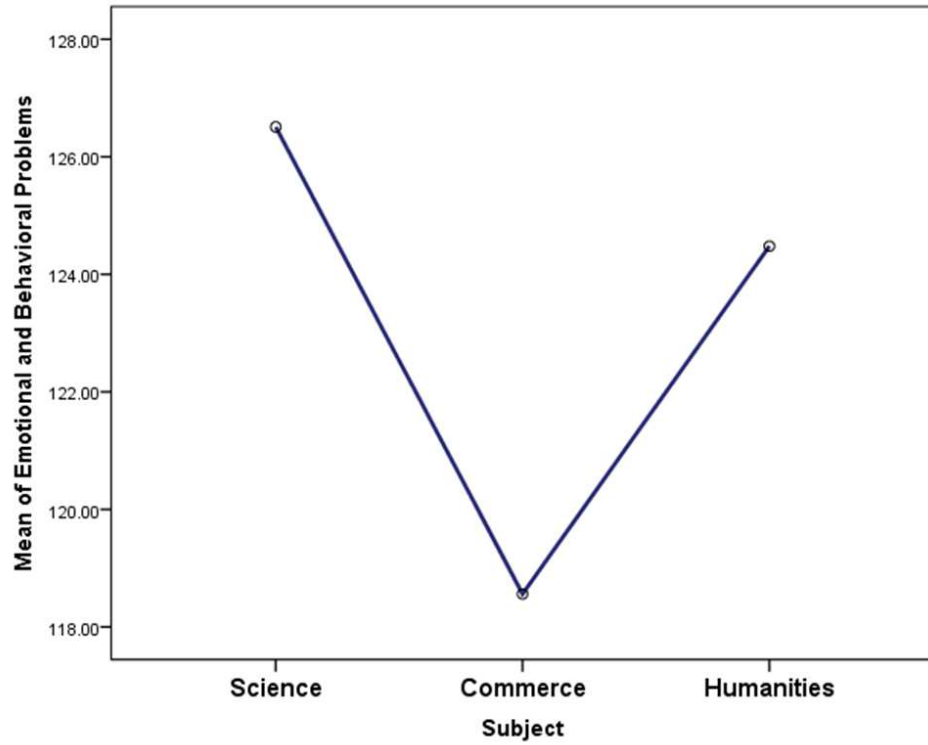


Figure 3: Mean plot of Emotional and Behavioral Problems based on subject

Effect of Socio Economic Status on Emotional and Behavioral Problems of higher secondary school students

Table8

Data and results of comparison of Emotional and Behavioral Problems of higher secondary school students based on SES

Variable	SES group	N	Mean	Std. Deviation	t value
Emotional and Behavioral Problems	Low SES	114	123.70	14.52	.085*
	High SES	86	123.24	14.21	

* Not significant

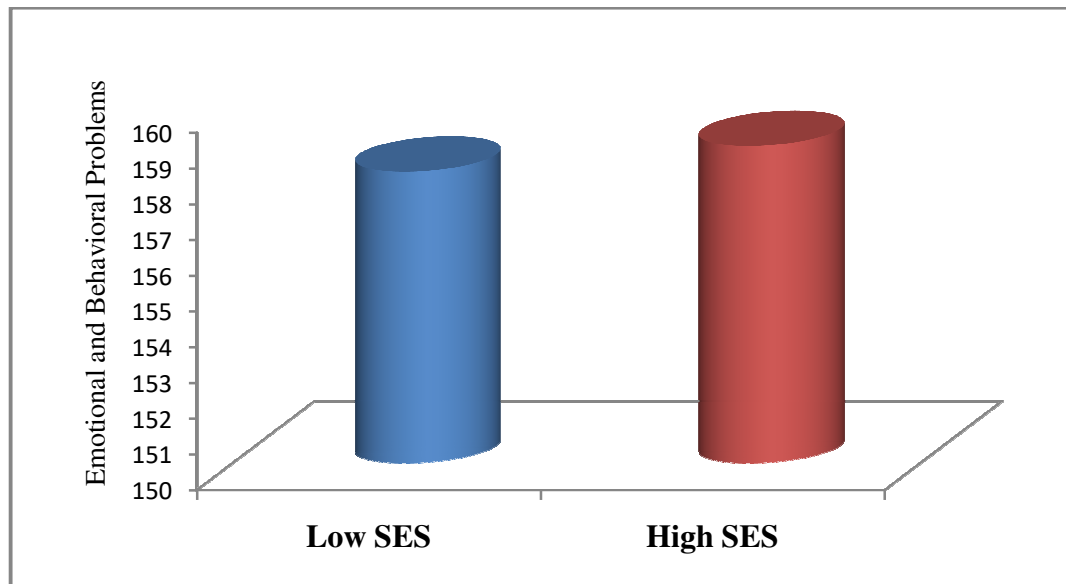


Figure:4 Mean score comparison of Emotional and Behavioral Problems between Low SES and High SES higher secondary school students

**SUMMARY, FINDINGS, AND
SUGGESTIONS**

⇒ *Study in Retrospect*

⇒ *Major Findings of the Study*

⇒ *Tenability of Hypotheses*

⇒ *Educational implications for the Study*

⇒ *Suggestions for Further Study*

SUMMARY, FINDINGS, AND SUGGESTIONS

Educational research is expected to provide remedial recommendations for various issues in the field of education .An important purpose of research studies is to arrive at generalization based on interpretation .The analysis of data and interpretations of result done in the preceding chapters are to be discussed in the broader perspective with findings ,valid conclusions, and interpretation of the study . This chapter gives an overview of the procedures adopted for the investigation ,its conclusion based on findings ,educational implications and suggestions for further research .

STUDY IN RETROSPECT

The various aspects related to the different levels of the present study such as problem, variable , objectives, hypothesis and methodology are given in a nut shell

Restatement of the Problem

The problem of present study was stated as "EMOTIONAL AND BEHAVIOURAL PROBLEMS AMONG HIGHER SECONDARY SCHOOL STUDENTS"

Variable of the Study: The present study is designed with two variables. Those are Emotional problems and behavioural problems.

Objectives of the Study

- To find out the extent of emotional behavioural problems (EPB) of higher secondary school students in total sample and sub sample based on
 - Gender
 - Subject of study
 - Socio economic status

 - To find out relationship between emotional and behavioural problems and socio economic status of students in the total sample and sub sample based on
 - Gender
 - Subject of study

 - To find out whether there is any significant difference in emotional and behavioural problems of students studying in higher secondary school between the sub sample based on
 - Gender
 - Socio economic status
 - Subject of study
-

Hypotheses of the Study

- There will not be any significant relationship between emotional and behavioural problems (EBP) and socio-economic status of students in the total sample and sub sample based on
 - Gender
 - Subject of study

- There will not be any significant difference in emotional and behavioural problems (EBP) of students studying in higher secondary school between the sub sample based on
 - Gender
 - Socio – economic status
 - Subject of study

Methodology of the Study

It deals with precise description of the method, sample tools statistical techniques used in the present study.

Method of Study

The present study adopts survey method in order to understand the extent of emotional and behavioural problems among higher secondary school students.

Sample

The sample for the present study consists of 200 higher secondary school students from various higher secondary schools of Kozhikode district in Kerala.

Tools used for the Study

The investigator developed questionnaire on emotional and behavioural problems of higher secondary school students.

Statistical technique used for the study

- Primary Analysis
- Major Analysis

Primary Analysis

To know the nature of data, the following statistical techniques are used
Mean, median, mode, standard deviation, skewness and kurtosis

Major Analysis

- Percentiles
 - Correlation
-

- Two-tailed test for significance of difference between means for large independent sample (t-Test)
- One –Way ANOVA used when one variable having more than two levels.

MAJOR FINDINGS OF THE STUDY

A brief description of the major findings of the present study is summarized below:

- The study find out that the extent of emotional behaviour problems among higher secondary school students are only 10 % of higher secondary school students score less than 104, similarly 50% of higher secondary school students score less than 122
 - The study reveals that the coefficient of co relation between the variables emotional and behavioural problems and socio economic status of higher secondary school students for total sample is .037. The value obtained suggested that there is no significant relationship between emotional and behavioural problems and socio economic status at .05 level
 - The finding of the study indicate that there exist a significant difference in the mean score of emotional behavioural problems between male and
-

female .the t value of emotional behavioural problems for male and female is 4.05. The obtained t value reaches the limit of 0.01 level (2.48) in emotional and behavioural problems. And the mean score showed that emotional and behavioural problems score is higher for the female than the male students.

- The study found that there is a significant effect of subject of study on emotional and behavioural problems of higher secondary school students, (F(2.197)=5.602,p <.01).Mean score of emotional and behavioural problems differ significantly among science (M=126.50), Commerce (M=118.56) and Humanities (M=124.47) groups .
- The result of post Hoc Test reveals that there is a significant difference in emotional and behavioural problems for students studying in science and commerce at .05 level of significance. It indicates that the mean scores on emotional and behavioural problems for students studying in science and commerce differ significantly from each other .
- The mean score on emotional and behavioural problems for students studying in Humanities and commerce differ significantly from each other .

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- There is no significant difference in mean score on emotional and behavioural problems of students studying in Science and Humanities.
- The study revealed that there is no effect of socio economic status on emotional and behavioural problems of higher secondary school students.

TENEABILITY OF THE HYPOTHESES

- The first hypothesis states that There will not be any significant relationship between emotional and behavioural problems (EBP) and socio-economic status of students in the total sample and sub sample based on gender and subject of the study .The result of the study indicates that there is no effect of socio economic status on emotional and behavioural problems of higher secondary school students . There for the first hypothesis is fully substantiated.
- The second hypothesis is states that there will not be any significant difference in emotional and behavioural problems (EBP) of students studying in higher secondary school between the sub sample based on Gender, socio economic status and subject of study.

The result of the study shows that there is exist a significant difference in the mean score of emotional behavioural problems between male and female .The t value of emotional behavioural problems for male and female is 4.05. The

obtained t value reaches the limit of 0.01 level (2.48) in emotional and behavioural problems. And the mean score showed that emotional and behavioural problems score is higher for the female than the male students .

The result shows that there is no effect of socio economic status on emotional and behavioural problems of higher secondary school students.

The result of the study reveals that there is a significant difference in emotional and behavioural problems for students studying in science and commerce at .05 level of significance. It indicates that the mean scores on emotional and behavioural problems for students studying in science and commerce differ significantly from each other. And also the mean score on emotional and behavioural problems for students studying in Humanities and commerce differ significantly from each other . And the result shows that there is no significant difference in mean score on emotional and behavioural problems of students studying in Science and Humanities. Hence here the second hypothesis is partially accepted and partially rejected.

CONCLUSION

The distribution of the variable emotional behavioural problems among higher secondary school students is approximately normal .From the analysis it is

found that the majority of higher secondary school students are having the scored above 104 and above 50% of higher secondary school students score above 122 scores on emotional behavioural problem questionnaire The result of the study indicates that there is no effect of socio economic status on emotional and behavioural problems of higher secondary school students .

The result of the study reveals that there is a significant difference in emotional and behavioural problems for students studying in science and commerce at .05 level of significance. It indicates that the mean scores on emotional and behavioural problems for students studying in science and commerce differ significantly from each other. And also the mean score on emotional and behavioural problems for students studying in Humanities and commerce differ significantly from each other. And the result shows that there is no significant difference in mean score on emotional and behavioural problems of students studying in Science and Humanities.

EDUCATIONAL IMPLICATIONS

The result of study has various implications in educational field which may help in the field of education. The basic purpose of education is harmonious development of students both in physical, mental, emotional. And also to create

skill and knowledge. The study has showed that the higher secondary school students female students have much score than the male students .so the study has implications in educational field .

It is very essential to have to study the emotional behavioural problems among students. It helps students to have self aware and help the teachers to understand about the students at nutshell. The major educational Implications of emotional behavioural problems of higher secondary school students are follows:

- According to the results of this study, the study help to developed some educational programs based on the problems and psychological characteristics of the girls in order to prepare themselves for coping with adolescent conditions.
 - It is necessary to develop mental health programs appropriate for adolescent age based on their problems and educational conditions.
 - This study emphasizes the need for periodic screening of children among schools for emotional and behavioural problems and suggests remedial measures.
 - This study help the parents and teachers to early identification of emotional behaviour problems of students and give remedial measure's according to the problems.
-

SUGGESTIONS FOR FURTHER STUDIES

Every Educational Research has its own limitations and shortcomings. The present research has no expectations as it focus on emotional behavioural problems among higher secondary school students in Calicut district. So for the continuation of the present study the researcher put forward the following suggestions

- The study can be repeated using a sample in other educational levels viz: Secondary school, college level, and also professional course on state wide or any district wise sample
 - This study can be applied on a large sample of 500 senior secondary students of government and private schools students.
 - Correlation between Stress & Academic achievement with respect to emotional behavioural problems
 - The study can also be done on graduate and Post graduate students on different universities.
 - To study the effectiveness of IQ and EQ in the modification of Behavioural aspect.
 - This study can be also being done on teaching profession and the emotional behavioural problems of teachers
 - Correlation between Stress & Adjustment with respect to emotional behavioural problems among students
 - A comparative study of emotional and behavioural problems conducted in between working women and non-working women.
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APPENDICES

APPENDIX I

FAROOK TRAINING COLLEGE DRAFT QUESTIONNAIRE OF EMOTIONAL AND BEHAVIOURAL PROBLEMS (MALAYALAM)

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നിർദ്ദേശങ്ങൾ:

ഞാൻ Felisha കോഴിക്കോട് ഫാറൂഖ് ട്രെയിനിങ് കോളേജിൽ MED രണ്ടാം വർഷ വിദ്യാർത്ഥി ആണ്. കോഴ്സിന്റെ ഭാഗമായുള്ള പഠനത്തിന്റെ വിവര ശേഖരണമാണ് ഇതിലൂടെ ഉദ്ദേശിക്കുന്നത്. താഴെ തന്നിരിക്കുന്ന പ്രസ്താവനകൾ നല്ലപോലെ വായിച്ചു. ഓരോ പ്രസ്താവനകൾക്കും നേരെ നൽകിയിട്ടുള്ള പ്രതികരണത്തിൽ നിന്നും നിങ്ങൾക്ക് ഏറ്റവും യോജിച്ച പ്രസ്താവന മാർക്ക് ചെയ്യുക. നിങ്ങൾ രേഖപ്പെടുത്തുന്ന ഉത്തരങ്ങൾ പഠനത്തിന്റെ അവിശ്വത്തിന് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഞാൻ ഉറപ്പു നൽകുന്നു.

PERSONAL DATA

വിദ്യാർത്ഥിയുടെ പേര്:

ലിംഗം:

- ആൺ
- പെൺ

പഠിക്കുന്ന ക്ലാസ്സ്:

- ഒന്നാം വർഷം
- രണ്ടാം വർഷം

പഠിക്കുന്ന വിഷയം:

- സയൻസ്
- കൊമേഴ്സ്
- ഹ്യൂമാനിറ്റീസ്

കുടുംബത്തിന്റെ വരുമാനം:

- 2 ലക്ഷത്തിന്റെ മുകളിൽ
- 2ലക്ഷത്തിന്റെ താഴെ 1 ലക്ഷത്തിന്റെ മുകളിൽ
- 1 ലക്ഷത്തിന് താഴെ

രക്ഷിതാക്കളുടെ വിദ്യാഭ്യാസ യോഗ്യത:

- പ്രൊഫഷണൽ ബിരുദം
- ഫ്രീ ഡിഗ്രി
- ഹൈസ്കൂൾ
- ഹൈസ്കൂളിലും താഴെ
- സ്കൂളിൽ പോയിട്ടേയില്ല

രക്ഷിതാക്കളുടെ ജോലി

- ഗവണ്മെന്റ് ജോലി
- കുലിപ്പണി
- എൻജിനീയർ
- ഡോക്ടർ
- ടീച്ചർ

QUESTIONNAIRE OF EMOTIONAL AND BEHAVIOURAL PROBLEMS

1. ഞാൻ ഒരു ചോദ്യംമുഴുവനായും കേൾക്കുന്നതിനു മുന്നേ തന്നെ ഉത്തരം എഴുതാൻ ശ്രമിക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

2. എനിക്ക് പലപ്പോഴും ക്ലാസിൽ ശ്രദ്ധ കിട്ടാറില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു

- അറിയില്ല
 - വിധേയമാക്കുന്നു
 - പൂർണ്ണമായും വിധേയമാക്കുന്നു
3. പലപ്പോഴും എനിക്ക് കളികളിൽ ശാന്തമായി ഏർപ്പെടാൻ പറ്റുന്നില്ല.
- പൂർണ്ണമായും വിധേയമാക്കുന്നു
 - വിധേയമാക്കുന്നു
 - അറിയില്ല
 - വിധേയമാക്കുന്നു
 - പൂർണ്ണമായും വിധേയമാക്കുന്നു
4. ഒരു പ്രവർത്തി ചെയ്യുന്ന സമയത്ത് പരിപൂർണ്ണ ശ്രദ്ധ കൊടുക്കാൻ എനിക്ക് പറ്റുന്നില്ല.
- പൂർണ്ണമായും വിധേയമാക്കുന്നു
 - വിധേയമാക്കുന്നു
 - അറിയില്ല
 - വിധേയമാക്കുന്നു
 - പൂർണ്ണമായും വിധേയമാക്കുന്നു
5. ഞാൻ ടീച്ചേഴ്സ് തരുന്ന പ്രവർത്തനങ്ങൾ സ്പ്രിംഗ് ചെയ്യാറില്ല.
- പൂർണ്ണമായും വിധേയമാക്കുന്നു
 - വിധേയമാക്കുന്നു
 - അറിയില്ല
 - വിധേയമാക്കുന്നു

○ പൂർണ്ണമായും വിധേയമാകുന്നു

6. ഞാൻ ഉത്സാഹത്തോടെ ചർച്ചകളിലും, സംഘ പ്രവർത്തനങ്ങളിലും, പഠനപ്രവർത്തനങ്ങളിലും പങ്കെടുക്കാറില്ല.

○ പൂർണ്ണമായും വിധേയമാകുന്നു

○ വിധേയമാകുന്നു

○ അറിയില്ല

○ വിധേയമാകുന്നു

○ പൂർണ്ണമായും വിധേയമാകുന്നു

7. ഞാൻ ഹോം വർക്ക് ചെയ്യാതെ ക്ലാസ്സിൽ വരാറുണ്ട്.

○ പൂർണ്ണമായും വിധേയമാകുന്നു

○ വിധേയമാകുന്നു

○ അറിയില്ല

○ വിധേയമാകുന്നു

○ പൂർണ്ണമായും വിധേയമാകുന്നു

8. ഞാൻ പഠനപ്രവർത്തനങ്ങളേക്കാൾ മറ്റു പ്രവർത്തനങ്ങൾ കാണ് പ്രാധാന്യം കൊടുക്കാറുള്ളത്.

○ പൂർണ്ണമായും വിധേയമാകുന്നു

○ വിധേയമാകുന്നു

○ അറിയില്ല

○ വിധേയമാകുന്നു

○ പൂർണ്ണമായും വിധേയമാകുന്നു

9. പഠനപ്രവർത്തനങ്ങളിൽ എനിക്ക് ഒട്ടും താല്പര്യം തോന്നാറില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

10. രക്ഷിതാക്കളും ടീച്ചർമാരും പഠിക്കാൻ പറയുമ്പോൾ എനിക്ക് ദേഷ്യം തോന്നുന്നു.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

11. ഒരു സംഘത്തിന്റെ മുന്നിൽ ഞാൻ അഭിമുഖീകരിക്കുന്ന സമയത്ത് എനിക്ക് പേടി തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

12. ആളുകളെ അഭിമുഖീകരിക്കാൻ എനിക്ക് നാണം തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

13. ടീച്ചേഴ്സിനോട് സംസാരിക്കുമ്പോൾ പേടി തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

14. കൂട്ടുകാരുമൊത്ത് ഗ്രൂപ്പ് വർക്ക് ചെയ്യുവാൻ എനിക്ക് ബുദ്ധിമുട്ട് ഉണ്ടാകാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

15. ഞാൻപെട്ടെന്ന് ആരുമായിട്ടും കൂട്ടം കൂടാറില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു

- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

16. എനിക്ക് പണ്ട് ആസ്വദിച്ചിരുന്ന പ്രവർത്തനങ്ങളിൽ ഇപ്പോൾ താൽപ്പര്യം നഷ്ടപ്പെട്ടിട്ടുണ്ട്.

- പൂർണ്ണമായും വിധേയമാക്കുന്നു
- വിധേയമാക്കുന്നു
- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

17. എനിക്ക് ചിന്തിക്കാനോ ശ്രദ്ധ കേന്ദ്രീകരിക്കാനോ തീരുമാനങ്ങൾ എടുക്കാനോ ബുദ്ധിമുട്ട് അനുഭവപ്പെടുന്നുണ്ട്.

- പൂർണ്ണമായും വിധേയമാക്കുന്നു
- വിധേയമാക്കുന്നു
- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

18. ഞാൻ ഒരു പരാജയമാണെന്ന് എനിക്ക് പലപ്പോഴും തോന്നാറുണ്ട്.

- പൂർണ്ണമായും വിധേയമാക്കുന്നു
- വിധേയമാക്കുന്നു
- അറിയില്ല

- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

19. എനിക്ക് വായന, പഠനം തുടങ്ങിയ കാര്യങ്ങളിൽ ശ്രദ്ധി കൂവാൻ സാധിക്കുന്നില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

20. ഞാൻ എപ്പോഴും വീട്ടിൽ തന്നെ ഇരിക്കാൻ ഇഷ്ടപ്പെടുന്നു.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

21. കൂട്ടുകാരുമൊത്ത് അടിച്ചു പൊളിച്ചു നടക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

22. ചെറിയ ഒരു അസുഖം വരുമ്പോഴെങ്കിലും എനിക്ക് മാത്രമായ

എന്തോ അസുഖമുണ്ടെന്ന് എപ്പോഴും ഞാൻ ചിന്തിക്കുന്നുണ്ട്.

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

○ വിധേയമാക്കുന്നു

○ അറിയില്ല

○ വിധേയമാക്കുന്നു

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

23. ഇടക്കിടക്ക് അസുഖം വരുന്നതിൽ എനിക്ക് പേടി തോന്നുന്നുണ്ട്.

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

○ വിധേയമാക്കുന്നു

○ അറിയില്ല

○ വിധേയമാക്കുന്നു

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

24. ശരീരത്തിൽ എന്തെങ്കിലും അസ്വഭാവികൾ ഉണ്ടോ എന്ന് ഇടയ്ക്കിടെ

പരിശോധിക്കുന്നുണ്ട്.

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

○ വിധേയമാക്കുന്നു

○ അറിയില്ല

○ വിധേയമാക്കുന്നു

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

25. ഇടയ്ക്കിടെ കാരണമില്ലാതെ ക്ഷീണം തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

26. ആരെങ്കിലും എന്നെ പ്രകോപിപ്പിച്ചാൽ ഞാൻ അവനെ /അവളെ അടിക്കും.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

27. ഞാൻ ഒരു ശാന്തനായ വ്യക്തിയാണ്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

28. ചില സമയങ്ങളിൽ എനിക്ക് മറ്റുള്ളവരോട് അസൂയ തോന്നുന്നു അപ്പോൾ എനിക്ക് മറ്റൊന്നും ചിന്തിക്കാൻ കഴിയുന്നില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

29. എന്നെ ആരെങ്കിലും പ്രോകോപിപ്പിക്കുമ്പോൾ ഞാൻ നിശബ്ദമായി നിൽക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

30. എനിക്ക് ഇഷ്ടമില്ലാത്തവരെ പറ്റി ഞാൻ അപവാദം പറയാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

31. എനിക്ക് എന്തെങ്കിലും ഇത്ര ദേഷ്യം എന്ന് ഞാൻ ചിന്തിക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു

- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

32. ഞാൻ തർക്കിക്കുന്ന വ്യക്തി ആണെന്ന് എന്റെ സുഹൃത്തുക്കൾ പറയാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

33. എനിക്ക് എന്റെ ദേഷ്യത്തെ നിയന്ത്രിക്കാൻ കഴിയാറില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

34. ആളുകൾ എന്നെ കളിയാക്കി ചിരിക്കുന്നതായി എനിക്ക് ചിലപ്പോഴൊക്കെ തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു

- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

35. ദേശവും വരുമ്പോൾ ഞാൻ എന്റെ പെൻ, book, scale, എന്നിവ നശിപ്പിക്കാറുണ്ട്.

- പൂർണ്ണമായും വിധേയമാക്കുന്നു
- വിധേയമാക്കുന്നു
- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

36. പുച്ച, പട്ടി, പക്ഷികൾ എന്നിവയെ ഒരു കാരണവും ഇല്ലാതെ ഞാൻ കല്ലെടുത്ത് എറിയാറുണ്ട്.

- പൂർണ്ണമായും വിധേയമാക്കുന്നു
- വിധേയമാക്കുന്നു
- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

37. ഞാൻ സ്കൂളിൽ പൂച്ചെടികളും മരങ്ങളും അടിച്ചു തകർക്കാറുണ്ട്.

- പൂർണ്ണമായും വിധേയമാക്കുന്നു
- വിധേയമാക്കുന്നു
- അറിയില്ല

- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

38. ബെഞ്ചിൽ കുത്തിവരക്കാനും, ബ്ലേഡ് കൊണ്ടു ചുരണ്ടാനും എനിക്കിഷ്ടമാണ്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

39. ഞാൻ മനപ്പൂർവ്വം സ്കൂൾ ഉപകരണങ്ങൾ തകർക്കുകയോ കേടുവരുത്തുകയോ ചെയ്യാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

40. അനുവാദമില്ലാതെ ക്ലാസ്സിൽ ഞാൻ ശീതളപാനീയങ്ങൾ കഴിക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല

- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

41. ഞാൻ സ്കൂളിൽ കൃത്യസമയത്ത് എത്താറില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

42. സ്കൂൾ അധ്യാപകരെയും അധികാരികളെയും ഞാൻ കാര്യമാക്കാറില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

43. ടീച്ചർ ക്ലാസ്സിൽ പ്രവേശിക്കുമ്പോൾ ഞാൻ എഴുന്നേറ്റു നിൽക്കാറില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

44. ഞാൻ ഹോംവർക്ക് ചെയ്യുമ്പോഴും ക്ലാസ്സ് വർക്കുകൾ ചെയ്യുമ്പോഴും വിശദാംശങ്ങളിൽ ശ്രദ്ധിക്കാതെ, അശ്രദ്ധമായ തെറ്റ് വരുത്താറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിരോധിക്കുന്നു
- പൂർണ്ണമായും വിരോധിക്കുന്നു

45. എനിക്ക് പഠന പ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കാൻ പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിരോധിക്കുന്നു
- പൂർണ്ണമായും വിരോധിക്കുന്നു

46. അധ്യാപകർ പഠന ഭാഗങ്ങൾ വായിച്ചു തരുമ്പോൾ ശാന്തമായി കേട്ടിരിക്കാൻ പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിരോധിക്കുന്നു

○ പൂർണ്ണമായും വിയോജിക്കുന്നു

47. ഞാൻ മൃഗങ്ങളോട് ശാരീരികമായി ക്രൂരത കാണിക്കാറുണ്ട്.

○ പൂർണ്ണമായും യോജിക്കുന്നു

○ യോജിക്കുന്നു

○ അറിയില്ല

○ വിയോജിക്കുന്നു

○ പൂർണ്ണമായും വിയോജിക്കുന്നു

48. ഞാൻ വിലപിടിപ്പുള്ള വസ്തുക്കൾ മോഷ്ടിക്കാറുണ്ട്.

○ പൂർണ്ണമായും യോജിക്കുന്നു

○ യോജിക്കുന്നു

○ അറിയില്ല

○ വിയോജിക്കുന്നു

○ പൂർണ്ണമായും വിയോജിക്കുന്നു

49. ഞാൻ ടീച്ചർ പഠിപ്പിക്കുന്ന സമയത്ത് ബഞ്ചിൽ ഇരുന്ന്
കറങ്ങാറുണ്ട്.

○ പൂർണ്ണമായും യോജിക്കുന്നു

○ യോജിക്കുന്നു

○ അറിയില്ല

○ വിയോജിക്കുന്നു

○ പൂർണ്ണമായും വിയോജിക്കുന്നു

50. അധ്യാപകർ പഠിപ്പിക്കുന്ന സമയം ഞാൻ പേന, ബുക്ക്,

കൈവീരലുകൾ എന്നിവ ഉപയോഗിച്ച് കളിക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

51. ഞാൻ ദൈനം ദിന പ്രവർത്തനങ്ങൾ മറന്നു പോകാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

52. എനിക്ക് ഊഴം കാത്തിരിക്കുന്നത് ബുദ്ധിമുട്ടായി തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

53. എനിക്ക് ക്ലാസ്സ് റൂമുകളിലും മറ്റും തുടർച്ചയായി ഇരിക്കുവാൻ

ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

54. ഡെസ്ക് ബെഞ്ചിനും മുകളിലോടെയും ഇടയിലൂടെയും ഓടിക്കളിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

55. കളിക്കിടയിൽ ഞാൻ സുഹൃത്തുക്കളുമായി അടി പിടി കൂടാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

FAROOK TRAINING COLLEGE
DRAFT QUESTIONNAIRE OF EMOTIONAL AND BEHAVIOURAL
PROBLEMS (ENGLISH)

Dr. Manoj Praveen. G

Associate Professor
Farook Training College

Felisha P.

M.Ed Student
Farook Training College

Instructions

The following are the questions to check emotional behavioural problems. Read each questions carefully and record your responses honestly. Each question has ABCDE options as answers. After reading the questions you should furnish the respective column with tick mark. Would you mind answering all questions? I would like to ensure that all the information availed through this survey will only be utilized for research purpose.

Felisha. P.

Name of the students ; -----

Gender: Male

Female

Standard XI XII

Subject of study: Science Commerce Humanities

Annual Family Income

Below 1lack

Below two lack and above 1 lack

Above two lack

The educational qualification of parents

Professional degree

Pre-degree (plus two)

High school

Below high school

Never gone to school

Occupation of parents

Government job

Coolie

Engineer

Doctor

Teacher

1) I try to write the answer before I hear the whole questions

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

2) I often do not get attention in class

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

3) Often I cannot play games calmly

- a) I fully agree
- b) Agree
- c) Not decided

d) Disagree

e) Strongly disagree

4) I cannot pay full attention while doing an action or an activity

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

5) I do not regularly do the activities that teachers give me

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

6) I do not enthusiastically participate in discussion , group activities or learning activities

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

7) I come to class without doing home work

a) I fully agree

b) Agree

- c) Not decided
- d) Disagree
- e) Strongly disagree

8) I tend to focus on other activities rather than learning activities

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

9) I am not at all interested in learning activities

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

10) I get angry when parents and teachers tell me to study

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

11) I feel scared when I face a group of people

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

12) I feel embarrassed to face people

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

13) I feel scared when I talk to the teachers

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

14) I find it difficult to work in groups with friends

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree

e) Strongly disagree

15) I do not mingle with any one immediately

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

16) I have lost interest in the activities I used to enjoy

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

17) I have difficulty in thinking. Concentrating or making decisions

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

18) I often feel like I am a failure

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

19) I cannot concentrate on reading and studying

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

20) I always like to sit at home

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

21) I don't like to hang out with friends

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

22) Even when I have a minor illness, I always think that I have a serious illness

a) I fully agree

b) Agree

- c) Not decided
- d) Disagree
- e) Strongly disagree

23) I am afraid that of getting sick from time to time

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

24) I frequently check out to see if there are any abnormalities in the body

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

25) Feeling tired from time to time for no reason

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

26) If any one provokes me, I will beat him or her

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

27) I am a calm person

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

28) Sometimes I feel jealous of others so I can think of nothing else

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

29) When someone provokes me, I keep quite

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree

e) Strongly disagree

30) I often make gossips about people I do not like

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

31) I often wonder why I'm so angry

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

32) My friends say that I am somewhat argumentative

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

33) I can't control my anger

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

34) Sometimes I feel like people are making fun of me

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

35) When I get angry I destroy my pen, books and scale

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

36) I throw stones at cats, dogs and birds for no apparent reason

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

37) I used to smash flowers and trees at school

a) I fully agree

b) Agree

- c) Not decided
- d) Disagree
- e) Strongly disagree

38) I like to scribble on the bench and scrap with a blade

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

39) I deliberately break or damage school equipment is often done

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

40) I drink soft drinks in class without permission

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

41) I do not reach school on time

- a) I fully agree

- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

42) I do not care about school authorities and teachers

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

43) I do not standup when a teacher enters the class

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

44) When I do home work and class work, I often make careless mistakes without paying attention to details

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

45) I feel difficult to organize learning activities

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

46) I feel difficult to keep quite when teachers reading the lesson

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

47) I showed cruelty towards animals

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

48) I steel valuable objects

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree

e) Strongly disagree

49) I sit on the bench and walk around while the teacher teaches in the class

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

50) When teachers teach, I play with pens, books and fingers

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

51) I tend to forget about daily activities

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

52) I feel it hard to take turns

a) I fully agree

b) Agree

c) Not decided

- d) Disagree
- e) Strongly disagree

53) I find it difficult to sit constantly in classroom and then

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

54) To run on and off to the desk and bench I'd love to

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

55) I quarrel with friends during the play time

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

FAROOK TRAINING COLLEGE
FINAL QUESTIONNAIRE OF EMOTIONAL AND BEHAVIOURAL
PROBLEMS (MALAYALAM)

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Farook Training College

Felisha P.

M.Ed Student
Farook Training College

നിർദ്ദേശങ്ങൾ:

ഞാൻ Felisha. കോഴിക്കോട് ഫാറൂഖ് ട്രെയിനിങ് കോളേജിൽ MED രണ്ടാം വർഷ വിദ്യാർത്ഥി ആണ്. കോഴ്സിന്റെ ഭാഗമായുള്ള പഠനത്തിന്റെ വിവര ശേഖരണമാണ് ഇതിലൂടെ ഉദ്ദേശിക്കുന്നത്. താഴെ തന്നിരിക്കുന്ന പ്രസ്താവനകൾ നല്ലപോലെ വായിച്ചു. ഓരോ പ്രസ്താവനകൾക്കും നേരെ നൽകിയിട്ടുള്ള പ്രതികരണത്തിൽ നിന്നും നിങ്ങൾക്ക് ഏറ്റവും യോജിച്ച പ്രസ്താവന മാർക്ക് ചെയ്യുക. നിങ്ങൾ രേഖപ്പെടുത്തുന്ന ഉത്തരങ്ങൾ പഠനത്തിന്റെ അവിശ്വര്യത്തിന് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഞാൻ ഉറപ്പു നൽകുന്നു.

PERSONAL DATA

വിദ്യാർത്ഥിയുടെ പേര്:

ലിംഗം:

- ആൺ
- പെൺ

പഠിക്കുന്ന ക്ലാസ്സ്:

- ഒന്നാം വർഷം
- രണ്ടാം വർഷം

പഠിക്കുന്ന വിഷയം:

- സയൻസ്
- കൊമേഴ്സ്
- ഹ്യൂമാനിറ്റീസ്

കുടുംബത്തിന്റെ വരുമാനം:

- 2 ലക്ഷത്തിന്റെ മുകളിൽ
- 2ലക്ഷത്തിന്റെ താഴെ 1 ലക്ഷത്തിന്റെ മുകളിൽ
- 1 ലക്ഷത്തിന് താഴെ

രക്ഷിതാക്കളുടെ വിദ്യാഭ്യാസ യോഗ്യത:

- പ്രൊഫഷണൽ ബിരുദം
- ഫ്രീ ഡിഗ്രി
- ഹൈസ്കൂൾ
- ഹൈസ്കൂളിലും താഴെ
- സ്കൂളിൽ പോയിട്ടേയില്ല

രക്ഷിതാക്കളുടെ ജോലി

- ഗവണ്മെന്റ് ജോലി
- കുലിപ്പണി
- എൻജിനീയർ
- ഡോക്ടർ
- ടീച്ചർ

QUESTIONNAIRE OF EMOTIONAL AND BEHAVIOURAL PROBLEMS

1. ഞാൻ ഒരു ചോദ്യംമുഴുവനായും കേൾക്കുന്നതിനു മുന്നേ തന്നെ ഉത്തരം എഴുതാൻ ശ്രമിക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിരോധിക്കുന്നു
- പൂർണ്ണമായും വിരോധിക്കുന്നു

2. എനിക്ക് പലപ്പോഴും ക്ലാസിൽ ശ്രദ്ധ കിട്ടാറില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു

- അറിയില്ല
 - വിധേയമാക്കുന്നു
 - പൂർണ്ണമായും വിധേയമാക്കുന്നു
3. പലപ്പോഴും എനിക്ക് കളികളിൽ ശാന്തമായി ഏർപ്പെടാൻ പറ്റുന്നില്ല.
- പൂർണ്ണമായും വിധേയമാക്കുന്നു
 - വിധേയമാക്കുന്നു
 - അറിയില്ല
 - വിധേയമാക്കുന്നു
 - പൂർണ്ണമായും വിധേയമാക്കുന്നു
4. ഒരു പ്രവർത്തി ചെയ്യുന്ന സമയത്ത് പരിപൂർണ്ണ ശ്രദ്ധ കൊടുക്കാൻ എനിക്ക് പറ്റുന്നില്ല.
- പൂർണ്ണമായും വിധേയമാക്കുന്നു
 - വിധേയമാക്കുന്നു
 - അറിയില്ല
 - വിധേയമാക്കുന്നു
 - പൂർണ്ണമായും വിധേയമാക്കുന്നു
5. ഞാൻ ടീച്ചേഴ്സ് തരുന്ന പ്രവർത്തനങ്ങൾ സ്പ്രിംഗ് ചെയ്യാറില്ല.
- പൂർണ്ണമായും വിധേയമാക്കുന്നു
 - വിധേയമാക്കുന്നു
 - അറിയില്ല
 - വിധേയമാക്കുന്നു

○ പൂർണ്ണമായും വിധേയമാകുന്നു

6. ഞാൻ ഹോം വർക്ക് ചെയ്യാതെ ക്ലാസ്സിൽ വരുന്നുണ്ട്.

○ പൂർണ്ണമായും വിധേയമാകുന്നു

○ വിധേയമാകുന്നു

○ അറിയില്ല

○ വിധേയമാകുന്നു

○ പൂർണ്ണമായും വിധേയമാകുന്നു

7. ഞാൻ പഠനപ്രവർത്തനങ്ങളേക്കാൾ മറ്റു പ്രവർത്തനങ്ങൾ കാണ്

പ്രാധാന്യം കൊടുക്കുന്നുള്ളത്.

○ പൂർണ്ണമായും വിധേയമാകുന്നു

○ വിധേയമാകുന്നു

○ അറിയില്ല

○ വിധേയമാകുന്നു

○ പൂർണ്ണമായും വിധേയമാകുന്നു

8. പഠനപ്രവർത്തനങ്ങളിൽ എനിക്ക് ഒട്ടും താല്പര്യം തോന്നാറില്ല.

○ പൂർണ്ണമായും വിധേയമാകുന്നു

○ വിധേയമാകുന്നു

○ അറിയില്ല

○ വിധേയമാകുന്നു

○ പൂർണ്ണമായും വിധേയമാകുന്നു

9. രക്ഷിതാക്കളും ടീച്ചർമാരും പഠിക്കാൻ പറയുമ്പോൾ എനിക്ക് ദേഷ്യം തോന്നുന്നു.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

10. ഒരു സംഘത്തിന്റെ മുന്നിൽ ഞാൻ അഭിമുഖീകരിക്കുന്ന സമയത്ത് എനിക്ക് പേടി തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

11. ആളുകളെ അഭിമുഖീകരിക്കാൻ എനിക്ക് നാണം തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

12. ടീച്ചർമാർ സഹായിക്കുമ്പോൾ പേടി തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

13. എനിക്ക് പണ്ട് ആസ്വദിച്ചിരുന്ന പ്രവർത്തനങ്ങളിൽ ഇപ്പോൾ താൽപ്പര്യം നഷ്ടപ്പെട്ടിട്ടുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

14. എനിക്ക് ചിന്തിക്കാനോ ശ്രദ്ധ കേന്ദ്രീകരിക്കാനോ തീരുമാനങ്ങൾ എടുക്കാനോ ബുദ്ധിമുട്ട് അനുഭവപ്പെടുന്നുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

15. ഞാൻ ഒരു പരാജയമാണെന്ന് എനിക്ക് പലപ്പോഴും തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു

- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

16. എനിക്ക് വായന, പഠനം തുടങ്ങിയ കാര്യങ്ങളിൽ ശ്രദ്ധി കൂവാൻ സാധിക്കുന്നില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

17. ചെറിയ ഒരു അസുഖം വരുമ്പോഴെക്കും എനിക്ക് മാതൃകയായ എന്തോ അസുഖമുണ്ടെന്ന് എപ്പോഴും ഞാൻ ചിന്തിക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

18. ഇടക്കിടക്ക് അസുഖം വരുന്നതിൽ എനിക്ക് പേടി തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു

- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

19. ശരീരത്തിൽ എന്തെങ്കിലും അസ്വഭാവികൾ ഉണ്ടോ എന്ന് ഇടയ്ക്കിടെ പരിശോധിക്കാറുണ്ട്.

- പൂർണ്ണമായും വിധേയമാക്കുന്നു
- വിധേയമാക്കുന്നു
- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

20. ഇടയ്ക്കിടെ കാരണമില്ലാതെ ക്ഷീണം തോന്നാറുണ്ട്.

- പൂർണ്ണമായും വിധേയമാക്കുന്നു
- വിധേയമാക്കുന്നു
- അറിയില്ല
- വിധേയമാക്കുന്നു
- പൂർണ്ണമായും വിധേയമാക്കുന്നു

21. ആരെയെങ്കിലും എന്നെ പ്രകോപിപ്പിച്ചാൽ ഞാൻ അവനെ /അവളെ അടിക്കും.

- പൂർണ്ണമായും വിധേയമാക്കുന്നു
- വിധേയമാക്കുന്നു
- അറിയില്ല

- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

22. ചില സമയങ്ങളിൽ എനിക്ക് മറ്റുള്ളവരോട് അസൂയ തോന്നുന്നു
അപ്പോൾ എനിക്ക് മറ്റൊന്നും ചിന്തിക്കാൻ കഴിയുന്നില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

23. എന്നെ ആരെങ്കിലും പ്രോകോപിപ്പിക്കുമ്പോൾ ഞാൻ നിശബ്ദമായി
നിൽക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

24. എനിക്ക് എന്തുകൊണ്ടാണ് ഇത്ര ദേഷ്യം എന്ന് ഞാൻ
ചിന്തിക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല

- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

25. ഞാൻ തർക്കിക്കുന്ന വ്യക്തി ആണെന്ന് എന്റെ സുഹൃത്തുക്കൾ പറയാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

26. എനിക്ക് എന്റെ ദേഷ്യത്തെ നിയന്ത്രിക്കാൻ കഴിയാറില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു
- പൂർണ്ണമായും വിധോജിക്കുന്നു

27. ആളുകൾ എന്നെ കളിയാക്കി ചിരിക്കുന്നതായി എനിക്ക് ചിലപ്പോഴൊക്കെ തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധോജിക്കുന്നു

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

28. ദേഷ്യം വരുമ്പോൾ ഞാൻ എന്റെ പെൻ, book, scale, എന്നിവ നശിപ്പിക്കാറുണ്ട്.

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

○ വിധേയമാക്കുന്നു

○ അറിയില്ല

○ വിധേയമാക്കുന്നു

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

29. പൂച്ച, പട്ടി, പക്ഷികൾ എന്നിവയെ ഒരു കാരണവും ഇല്ലാതെ ഞാൻ കല്ലെടുത്ത് എറിയാറുണ്ട്.

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

○ വിധേയമാക്കുന്നു

○ അറിയില്ല

○ വിധേയമാക്കുന്നു

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

30. ഞാൻ സ്കൂളിൽ പുച്ചെടികളും മരങ്ങളും അടിച്ചു തകർക്കാറുണ്ട്.

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

○ വിധേയമാക്കുന്നു

○ അറിയില്ല

○ വിധേയമാക്കുന്നു

○ പൂർണ്ണമായും വിധേയമാക്കുന്നു

31. ബെഞ്ചിൽ കുത്തിവരക്കാനും, ബ്ലേഡ് കൊണ്ടു ചുരണ്ടാനും എനിക്കിഷ്ടമാണ്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

32. ഞാൻ മനപ്പൂർവ്വം സ്കൂൾ ഉപകരണങ്ങൾ തകർക്കുകയോ കേടുവരുത്തുകയോ ചെയ്യാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

33. അനുവാദമില്ലാതെ ക്ലാസ്സിൽ ഞാൻ ശീതളപാനീയങ്ങൾ കഴിക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

34. ടീച്ചർ ക്ലാസ്സിൽ പ്രവേശിക്കുമ്പോൾ ഞാൻ എഴുന്നേറ്റു നിൽക്കാറില്ല.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

35. ഞാൻ ഹോംവർക്ക് ചെയ്യുമ്പോഴും ക്ലാസ്സ് വർക്കുകൾ ചെയ്യുമ്പോഴും വിശദാംശങ്ങളിൽ ശ്രദ്ധിക്കാതെ, അശ്രദ്ധമായ തെറ്റ് വരുത്താറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

36. എനിക്ക് പഠന പ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കാൻ പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

37. അധ്യാപകർ പാഠ ഭാഗങ്ങൾ വായിച്ചു തരുമ്പോൾ ശാന്തമായി

കേട്ടിരിക്കാൻ പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

38. ഞാൻ ടീച്ചർ പഠിപ്പിക്കുന്ന സമയത്ത് ബഞ്ചിൽ ഇരുന്ന്

കറങ്ങാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

39. അധ്യാപകർ പഠിപ്പിക്കുന്ന സമയം ഞാൻ പേന, ബുക്ക്,

കൈവിരലുകൾ എന്നിവ ഉപയോഗിച്ച് കളിക്കാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിയോജിക്കുന്നു
- പൂർണ്ണമായും വിയോജിക്കുന്നു

40. ഞാൻ ദൈനം ദിന പ്രവർത്തനങ്ങൾ മറന്നു പോകാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

41. എനിക്ക് ഊഴം കാത്തിരിക്കുന്നത് ബുദ്ധിമുട്ടായി തോന്നാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

42. എനിക്ക് ക്ലാസ്സ് റൂമുകളിലും മറ്റും തുടർച്ചയായി ഇരിക്കുവാൻ ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിധേയമാകുന്നു
- പൂർണ്ണമായും വിധേയമാകുന്നു

43. ഡെസ്ക് ബെഞ്ചിനും മുകളിലോടെയും ഇടയിലോടെയും ഓടിക്കളിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിരോധിക്കുന്നു
- പൂർണ്ണമായും വിരോധിക്കുന്നു

44. കളിക്കിടയിൽ ഞാൻ സുഹൃത്തുക്കളുമായി അടി പിടി കൂടാറുണ്ട്.

- പൂർണ്ണമായും യോജിക്കുന്നു
- യോജിക്കുന്നു
- അറിയില്ല
- വിരോധിക്കുന്നു
- പൂർണ്ണമായും വിരോധിക്കുന്നു

FAROOK TRAINING COLLEGE
FINAL QUESTIONNAIRE OF EMOTIONAL AND BEHAVIOURAL
PROBLEMS (ENGLISH)

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Felisha P.

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Instructions

The following are the questions to check emotional behavioural problems. Read each questions carefully and record your responses honestly. Each question has ABCDE options as answers. After reading the questions you should furnish the respective column with tick mark. Would you mind answering all questions? I would like to ensure that all the information availed through this survey will only be utilized for research purpose.

Felisha. P.

Name of the students ; -----

Gender: Male

Female

Standard XI XII

Subject of study: Science Commerce Humanities

Annual Family Income

Below 1lack

Below two lack and above 1 lack

Above two lack

The educational qualification of parents

Professional degree

Pre-degree (plus two)

High school

Below high school

Never gone to school

Occupation of parents

Government job

Coolie

Engineer

Doctor

Teacher

1) I try to write the answer before I hear the whole questions

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

2) I often do not get attention in class

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

- 3) I cannot pay full attention while doing an action or an activity
- a) I fully agree
 - b) Agree
 - c) Not decided
 - d) Disagree
 - e) Strongly disagree
- 4) I do not regularly do the activities that teachers give me
- a) I fully agree
 - b) Agree
 - c) Not decided
 - d) Disagree
 - e) Strongly disagree
- 5) I come to class without doing home work
- a) I fully agree
 - b) Agree
 - c) Not decided
 - d) Disagree
 - e) Strongly disagree
- 6) I tend to focus on other activities rather than learning activities
- a) I fully agree
 - b) Agree
 - c) Not decided
 - d) Disagree

e) Strongly disagree

7) I am not at all interested in learning activities

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

8) I get angry when parents and teachers tell me to study

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

9) I feel scared when I face a group of people

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

10) I feel embarrassed to face people

a) I fully agree

b) Agree

c) Not decided

- d) Disagree
- e) Strongly disagree

11) I feel scared when I talk to the teachers

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

12) I have lost interest in the activities I used to enjoy

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

13) I have difficulty in thinking. Concentrating or making decisions

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

14) I often feel like I am a failure

- a) I fully agree
- b) Agree

- c) Not decided
- d) Disagree
- e) Strongly disagree

15) I cannot concentrate on reading and studying

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

16) Even when I have a minor illness, I always think that I have a serious illness

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

17) I am afraid that of getting sick from time to time

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

18) I frequently check out to see if there are any abnormalities in the body

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

19) Feeling tired from time to time for no reason

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

20) If any one provokes me, I will beat him or her

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

21) Sometimes I feel jealous of others so I can think of nothing else

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

22) When someone provokes me, I keep quite

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

23) I often wonder why I'm so angry

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

24) My friends say that I am somewhat argumentative

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

25) I can't control my anger

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree

e) Strongly disagree

26) Sometimes I feel like people are making fun of me

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

27) When I get angry I destroy my pen, books and scale

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

28) I throw stones at cats, dogs and birds for no apparent reason

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

29) I used to smash flowers and trees at school

a) I fully agree

b) Agree

c) Not decided

- d) Disagree
- e) Strongly disagree

30) I like to scribble on the bench and scrap with a blade

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

31) I deliberately break or damage school equipment is often done

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

32) I drink soft drinks in class without permission

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

33) I do not standup when a teacher enters the class

- a) I fully agree
- b) Agree

- c) Not decided
- d) Disagree
- e) Strongly disagree

34) When I do home work and class work, I often make careless mistakes without paying attention to details

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

35) I feel difficult to organize learning activities

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

36) I feel difficult to keep quite when teachers reading the lesson

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree
- e) Strongly disagree

37) I sit on the bench and walk around while the teacher teaches in the class

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

38) When teachers teach, I play with pens, books and fingers

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

39) I tend to forget about daily activities

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree
- e) Strongly disagree

40) I feel it hard to take turns

- a) I fully agree
- b) Agree
- c) Not decided
- d) Disagree

e) Strongly disagree

41) I find it difficult to sit constantly in classroom and then

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

42) To run on and off to the desk and bench I'd love to

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

43) I quarrel with friends during the play time

a) I fully agree

b) Agree

c) Not decided

d) Disagree

e) Strongly disagree

