

Effect of Teachers' Involvement on Behaviour Adjustment of Boys and Girl During Adolescent Years

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Abstract- Behaviour adjustment of adolescents is a major subject of concern to all the stakeholders namely educators, parents and policymakers. Researchers have been investigating variables which have a direct bearing on the behaviour aspects of adolescents as it affects not only the overall wellbeing of them but also academic achievement. A number of literatures suggest that the relationship, which children have with their teachers, have a noteworthy effect on their development. Research in this area has indicated that positive teacher-child relationship influences development of children as positively as does the parent-child bonding. Children possibly look for the same kind of security and emotional support from their teachers as they do to their parents. This paper tries to bring out the effect of teacher's involvement on behaviour adjustment of adolescents for both boys and girls. It also aims at finding the different ways boys and girls perceive their teachers' support and also how this support affects them with respect to gender.

Findings of the present study have important implications for the researchers, policy makers, educational psychologists and counselors in taking appropriate measures for improving students' school-conduct, psychological adjustment in more significant ways.

KeyWords- Teacher involvement; behaviour adjustment; adolescents

I. INTRODUCTION

United Nations defines an 'Adolescent' as an individual aged between 12-19 years. Adolescence is a stage in human life when rapid changes take place where an individual grows physically, mentally and socially while his personality develops new dimensions (Kasomo, 2006 in Gicharu, R.N & Sindabi, A.M, 2016). These years are one of the most interesting years of development where children not only experience physical but also hormonal changes which can lead them to both positive and negative consequences. It is a crucial period of life filled with changes, difficulties and special problems, a period of "storm" and "stress" "turbulent" and "unstable," a time of self-discovery and self-assertion ((Okech, 1997 in Masese, Nasongo, & Ngesu, 2012). The reasons most likely are biological changes causing mood swings coupled with the fact that their brains are still developing to understand the same (8 Casey, B. J., Jones, R.

M., & Hare, T. A. (2008) in Murphey, Barry, & Vaughn, 2013).

There have been many studies that indicate that without proper guidance, adolescents can easily divert to wrong doings resulting in problems like aggressive behavior or indifference towards studies. Santrock (2010) reveals that adolescents who are unable to establish positive identity may perform poorly in schools since they lack successful adult with whom to identify and may develop negative identity.

Countless literature suggests that teachers play pivotal role in students' development, academic achievements, and psychological adjustment (Pianta, 1999; Wentze Kathryn R., 2002; Cattley Georgina, 2004; Fredriksen K & Rhodes J, 2004; Blazer D, 2016). Children may look to their teachers for the same kind of security and emotional response as they do to their parent. It was observed that changes in 'perceptions of teacher's support' predicted changes in both self-esteem and depression among middle school students, such that students who perceived increasing teacher support showed corresponding decrease in depressive symptoms and increase in self-esteem and vice versa (Fredriksen K & Rhodes J, 2004). Furthermore, it was also found that supportive relationship from teachers not only motivates students to learn and perform well but also helps in their psychological adjustment and emotional well being (Fredriksen K.& Rhodes J., 2004).

II. DEFINITIONS FOR THE STUDY

A. *Perceived Teachers' Support*

Teachers' support includes perception of trust and love, as well as communications of empathy and care. It includes teachers' interest and involvement in students' wellbeing outside academic progress and reflects students' perceptions of teachers' effort to connect on an emotional level.

B. *Behaviour Adjustment Outcome*

Behaviour adjustment outcome includes the positive effect on the behaviour of kids through the support given by their teachers. It includes motivation to attend school, better understanding of rules and less occurrence of tantrums, destructive behavior, fighting and disobedience incidents.

III. METHOD

A. *Participants*

The sample consisted of 80 students (12-14 years old) from a CBSE school in Mumbai. The 10-15 age range is referred to

as the 'middle years of schooling' and comprises of adolescents.

B. Measures

Support from teachers was assessed on with nineteen questions, rated on a 3-point scale, ranging from 1 (Always) to 3 (Never). For example, 'If I express my problems I am listened to by teacher: (a)Always (b)Sometimes (c)Never'. A number of further questions were related to students' classroom behaviour (Discipline, aggression, respect of rules, participation), such as: 'I participate in class activities.' The 10 items were rated on a 3-point scale, ranging from 1 (Always) to 3(Never).

IV. RESULTS

The findings present the analysis of teacher support for adolescent samples from classes 8th and 9th. Data were analyzed using one-way analysis of variance for the variables, teacher support and student. The data from the sample is presented in Table 1 and Figures 1, 2 and 3. By comparing the means in table1 it can be seen that the amount of support perceived from teachers in the students is somewhat higher in girls than that of boys. It can be seen that similar linear trends emerged in the behaviour adjustment outcome data. Figure 1 clearly shows that average support by teachers as perceived by girls is more than that of boys while from figure 2 we can see that girls were found to be slightly better adjusted than boys. Significant difference was found in the amount of support that girls perceived from teachers than that of boys. It also shows that both perceived a steady amount of high support. Figure 3 indicates the correlation of the support girls perceived from their teachers with the behaviour adjustment outcome as evaluated by them. Similarly Figure 4 depicts the correlation of the support that boys perceived from their teachers with the self evaluated behaviour adjustment outcome. It can be understood that while there is a positive correlation between perceived support and the average behaviour adjustment outcome for both boys and girls but the correlation was definitely higher for girls. Girls' behaviour was found to be positively affected by teachers support more than that of boys.

TABLE I. CORRELATION OF AVG TEACHERS' SUPPORT & AVG BEHAVIOUR OUTCOME

	<u>Avg Teachers' Support</u>	<u>Avg Behaviour Adj Outcome</u>	<u>Correlation (r)</u>
Boys	39.875	23.15	0.353153333
Girls	42.025	24.70	0.7177423

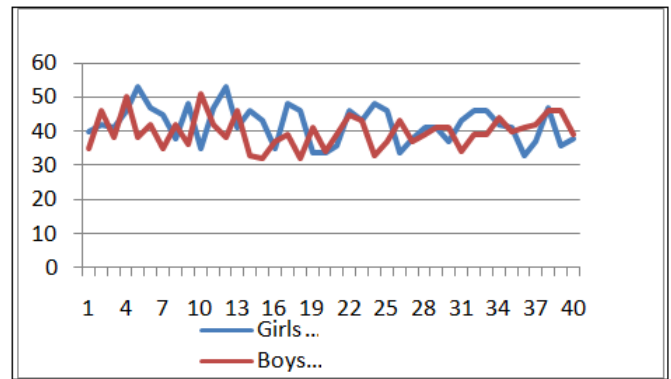


Fig.1: Teachers Support As Perceived By Boys & Girls

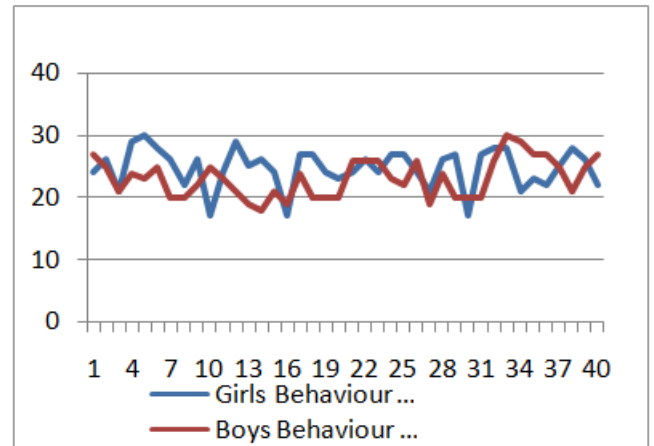


Fig.2: behaviour adjustment outcome of boys & girls

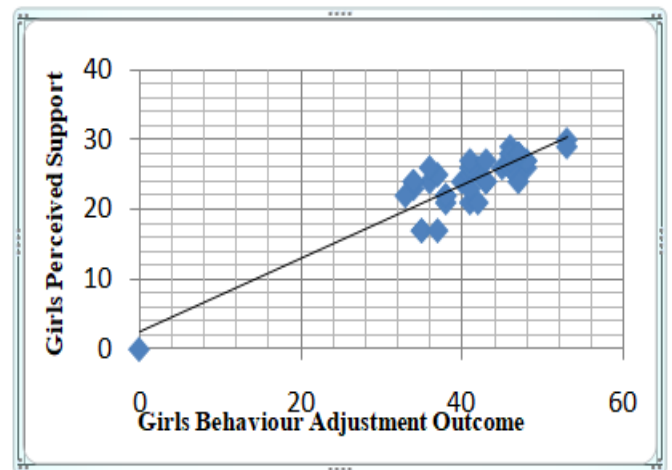


Fig.3: Correlation Between Girls' Perceived Support & Behaviour Adj Outcome

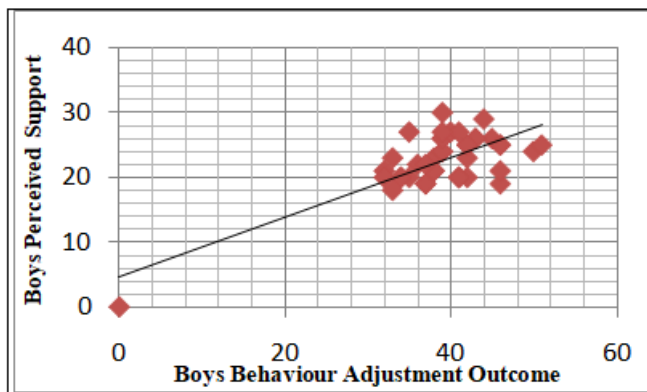


Fig.4: Correlation between boys' perceived support & behaviour adj outcome

V. CONCLUSION

Study concludes that students' cordial relationships with teachers have found to improve the adolescents behaviour. Girls were found to perceive greater support from teachers as compared to boys. On the similar lines, the correlation of adjustment with respect to support from teachers is also higher in girls. Positive better relationships with teachers serve as a secure base for young children as they have confidence that if things get difficult or if they are upset, they can count on their teachers to recognize and respond to their problems.

VI. DISCUSSION

Research in the area of teacher-student relationships has been examined through different perspectives and orientations. All of these studies point to the fact that in order to support students both emotionally and academically, the teacher-student relationship must be cordial and supportive. The main purpose of this study was to determine the relationship between middle school students' perceptions of the support provided by their teachers and students' behaviour adjustment with respect to classroom. The research study used a student self report instrument created from existing measures that focused on the alterable aspects of the relationship between teachers and their adolescent student. The study found positive correlation with the support and behaviour adjustment of the students with girls perceiving more support as well as better correlation. For further studies it is recommended to learn more about teacher-student relationships with different variables and also considering parameters like parents education, income group and family dynamics with the aim of improving social-emotional development of adolescents.

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