
A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

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ABSTRACT

The present study is an attempt to find out the institution related problems encountered by students at higher secondary stage. The study was made on 400 students of higher secondary stage, studying in different degree colleges and higher secondary schools of Kamrup District of Assam. The sample for study was selected by stratified random sampling procedure. The tools used in this study were-(i) Questionnaire (ii) Interview schedule and (iii) Personal Data Sheet. The statistical techniques used for the study was Percentage. Results shows that students encounter a variety of problems related to their educational institutions. Learning difficulty, anxiety for examination, teacher behavior, dissatisfaction towards management of institution, adjustment difficulty with peer are some of the very significant problems encountered by the students at higher secondary stage.

Keywords: *Higher secondary stage, Institution related problems, Teacher, Peer Group, Management*

The teacher is the most important aspect of an educational environment. It is the teacher who determines largely the climate of a learning situation. Directly, the teacher affects the way the child feels himself, by the way he corrects behavior or by the way he interprets his academic work. Indirectly, he influences child's personality by helping him to adjust to the group and by helping the group to adjust to him.

Although in childhood the teacher is unquestionably the most important influential factor of the school environment, this is frequently not true in adolescence. Because at this time each teacher comes in contact with the student only when he teach the subject of his specialty. As a result few

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A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

adolescents have enough contact with their teachers to be markedly influenced by them. However the influence of teacher on personality development during adolescence years is important.

Adolescence generally believes that the teacher judges him. If he believes that the teacher thinks him as a poor student in the class room this will have an unfavorable influence. If he believes that the teacher dislikes him and he interprets the teacher's words and action to mean that he is rejecting then he will never be able to concentrate in the teaching of the teacher.

Another aspect of teacher's influence is how the teacher treats the adolescent students. If the teacher is interested in the adolescent and his problems and is willing to discuss them to find solution then the adolescent will be a better-adjusted person and his self-concept will be improved. This is because of the feeling of the adolescent that the teacher thinks he is important enough to devote valuable time to him. "When the student perceives the relationship with the teacher as warm and friendly, his achievements are far better than when he perceives the relationship as hostile, punitive or rejected. Many underachievers are the product of a hostile teacher-student relationship" (Hurlock, 1976).

Teacher's influence is felt in the method he uses to motivate student to study. When he praises a student for his performance then the self-concept of the recipient will improve. In contrast, if the teacher uses blame, reproof and punishment as the ways of motivating adolescent student then the victim will think of himself as failure.

The relationship between teacher and student is determined partly by teacher's attitude towards the student and partly by student's attitude towards the teacher. Teacher's favoritism towards a few students of the class causes trouble to other students. The deprived students feel neglected and suffer in complexities. Teachers show favoritism sometimes on the basis of grades making non-achievers despair and sometimes on the basis of socio-economic background causing anxieties to others.

It is only the teacher who can maximize the student's achievement motivation, healthy competitiveness and a sense of competence by encouraging and rewarding his efforts, channelizing his willingness and learning and sparing him the pain of having attention drawn to his family and limitations.

Peer plays a crucial role in the psychological and social development of most of the adolescents. Of course, peer influences do not begin in adolescence but they are especially critical then. Adolescents are more dependent on peer relationship than are younger children. In adolescence, many years of adolescent's inner life and outward behavior become difficult to share with parents. It is with their peers that adolescents have opportunity to intimately share their problems

A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

and experiences. Furthermore, in the peer group he can belong and find the status he so badly needs.

So far as school behavior is concerned peer group may either a positive or a negative influence. Students who are accepted by the peers have a favourable attitude towards school. This attitude is expressed in academic achievement that enabled the student to be promoted with his class-mate. As well as he is encouraged to participate in the extra curricular activities that occupies the social life of the school or college. He becomes self-confident, happy and secure. He feels free to be original and creative. He feels that he is being supported in his originality by the approval of his peers and he begins to influence other students with his academic and extra-curricular activities. Thus a low-grade student may have personal gain by the attachment with his high-grade peers.

Students who are rejected by peers develop a negative attitude towards everything in school situation and they have little motivation to do their works. In this regard Coleman(1961) rightly states that, “he will take his psychological self and energies elsewhere, leaving only a physical self in the school”. A peer-rejected student is often depressed and unhappy and develops an inferiority complex. Sometime they become trouble-makers to requite for their lack of acceptance and many become truants.

Peer group influences may induce a student to neglect his studies despite strong family commitment to intellectual pursuits. Peer influences also are such which may encourage adolescent to smoke, to engage in vandalism, to be rebellious against authority, to experiment with drugs, sex and alcoholic drinks.

Along with teacher and peer, educational institutions i.e. school or colleges also play a significant role in the personality development of children. Schools and colleges are the chief determinants of what a person thinks of himself and of what his habitual pattern of behavior will be. Children spend more time in school than in any other place outside home. As they reach the adolescent years they spend more of their working time in school than in home.

It is the school where a child for the first time comes in contact with other children who are geographically remote from him and whose socio-economic and cultural background may be quite different. The school makes for the broadening of the child’s social horizon, and if it is an adequate school it can play a decisive role in his learning to make a successful social adjustment. Student’s learning also depends to a large extent on the management of the institution in which he is studying in. The rules and regulations of the institutions are somewhat different from each other with regard to its management.(In this study, the term “management” is used to indicate the nature of institution.)

A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

In our state there are three types of institutions which provide higher secondary education, they are—Higher Secondary School, Degree College and Junior college. Student can enroll himself as the student of higher secondary stage in any of these three institutions. As a result students of same grade may get different experiences regarding their educational institution with regard to its management. A student receiving higher secondary education in a Higher Secondary School have to obey all the strict rules and regulations of the school education. Since they are still in school, they have been considered as children and they are highly protected by school authority. Their progress in schools being shared with their parents, their behavior always being reported to the parents and a constant vigil is being kept on their conduct. By and large, attempts are made by teachers to mould and shape them in a particular manner and hence incidents of violating school discipline are less. In school, students are in a close contact with the teachers and therefore teachers can understand the student's problem very well.

Students who come to Degree Colleges for pursuing higher secondary education find a total freedom even in regard to attending classes. In the college, students are responsible for their own behavior. There is no interaction between parents and teachers as there is in school and so parents seldom know what is happening to their wards. As the students enrolment in the Degree Colleges are very high, the relation between teacher and student is 'touch and go' type. When a student shows lower academic achievement, no special efforts are put in to improve his or her work. The teacher of a Degree College needs to teach both in higher secondary classes and degree classes which increases their teaching load and anxiety. In a Degree College, there are always senior students of degree classes with whom the higher secondary level's students need to adjust with them as newcomers. Also, students have fewer contacts with each teacher as the academic works are departmentalized here.

In the Junior Colleges students get more freedom in comparison to the students of Higher Secondary Schools and Degree Colleges. Since these colleges are meant for the higher secondary stage only, interaction between teachers and students helps both of them to understand each other considerably well. As the teachers of the Junior Colleges devoted their times for the higher secondary classes only, they have less teaching burden and have less anxiety. Students also experienced neither the problem of adjustment nor they have the problem of elder-brotherly behavior as they all are in the same standard.

REVIEW

Researches on school quality have shown that school factors are significant in explaining learner's achievement. The environment of school or college has a major role in the physical, emotional and moral development of the students. Brookover (1977) conducted a study on school climate and school achievement at Michigan and came to the conclusion that the teacher in higher achieving schools spends a large proportion of class time in instruction. Secondly,

A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

those schools with higher achievement are likely to use more instructional activities in which groups of students are competing as team rather than individually. Etinge (1981) carried out a correlation study of pupil-teacher relationship and academic achievement. The pupil-teacher relationship was identified as consisting of two aspects-interpersonal relationship and locus of responsibility. The analysis of data showed that the sex of the student was a contributing factor of inter-personal relationship variables. All the inter-personal variables for both instruments were found to be significantly related to achievement. Upadhaya (1982) conducted a study on tribal population of Boster District in Madhya Pradesh. It was founded that each of the three aspects of class-room environment- interpersonal relationship, goal orientation and system maintenance and change was significantly related to academic achievement. Farooqui and Jones (1994) conducted a comparative study of the achievement level of students studying in schools under different educational management. Result of the study indicated that the performance of school under private management was highest while that of government's school was lowest. Shukla (1994) investigated the relationship of school factors with language and mathematics achievement of primary school students. She found that facilities for teacher, adequate class-room facilities, teaching experience of headmaster, time devoted to teaching, educational facilities available in the school had a salutary effect on the student's achievement. Ved Parkash (1996) conducted a study on educational aspirations, school adjustment and values of +2 arts and science male students in relation to school environment. Results of the study confirmed that students belonging to rich school environment were significantly better adjusted than those coming from poor school environment and there was a positive and significant relationship between school environment and school adjustment. Suneetha and Mayuri (2000) conducted a study to find out the effect of nine selected school factors on the scholastic success of IX and X grade children of Hyderabad The result indicated that school factors like experienced and trained teachers, good moral of the teacher, teacher-student interaction were observed to be contributing for child's high academic achievement.

Objective

- To identify the institution related problems encountered by higher secondary students.
- To find out the problems encountered by higher secondary students in the context of--
- Teacher
- Peer group
- Management

METHODS

Sample

The present study was conducted on 400 students of XI standard selected by using stratified random sampling procedure from 46 Degree Colleges and 46 Higher Secondary Schools of Kamrup District of Assam. (The Junior Colleges of the district which also provide higher

A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

secondary education are omitted from the study due to lack of homogeneity in regard to management, standard of teaching, medium of instruction etc.)

Tools

For this study only Self-Structured tools were used. They are--

- 1) Questionnaire
- 2) Personal Data Sheet
- 3) Interview Schedule

Data Collection

After getting the permission from the Heads of the concerned institutions, data was collected during working hours. The tools were conducted at the ease of the students so that more reliable result could be obtained.

Data Analysis

In order to analysis of data Percentage was used to facilitate relative comparison between the groups.

INSTITUTION RELATED PROBLEMS:

In order to identify the institution related problems self-structured tools were used and the responses were sorted out and placed in appropriate tables. The problems that are felt by more than 25% of students were identified as ‘Intensively Felt’ problems for the study and problems felt by less than 25% of the students were identified as ‘Mildly Felt’ problems. Various kinds of problems, number of students and percentage of students are shown in table-1

Table_1 Institution Related problems (Intensively Felt)

Problems	HSS(N=200)		DCS(N=200)		Total Students(N=400)	
	No. of Students	%	No. of Students	%	No of Students	%
1.Worry about examination	158	79	154	77	312	78
2.Favouritism of teacher	141	70.5	159	79.5	300	75
3.Fear of success not coming up to the parental expectation	121	60.5	148	74.0	269	67.25
4.worry for future occupation	153	76.5	159	79.5	312	78

A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

Problems	HSS(N=200)		DCS(N=200)		Total Students(N=400)	
	No. of Students	%	No. of Students	%	No of Students	%
5.Lack of decisiveness	136	68	127	63.5	263	65.7
6.Lack of concentration	107	53.5	84	42	191	47.75
7.Fear of failure	110	55	91	45.5	201	50.25
8.Disturbance by opposite sex	103	51.5	102	51	205	51.25
9.Hesitation before brilliant students	105	52.5	110	55	215	53.75
10.Joining a wrong course for lack of guidance	98	49	87	43.5	185	46.25
11.Adjustment difficulty with classmate	80	40	95	47.5	175	43.75
12.Illness during examination	85	42.5	91	45.5	176	44
13.Subjects are not of own choice	55	27.5	73	36.5	128	32
14.Inability to follow lesson	55	27.5	56	28	111	27.75

(HSS—Higher secondary student, DCS—Degree college Student, N—Number of student)

Table-1 represents ‘intensively felt institution related problems’ of the students. Responses of Higher Secondary School’s students (HSS) and Degree College’s students (DCS) are shown separately in the table. The table shows how Higher Secondary School students and Degree College students differ in facing institution related problems. Problems like, ‘favouritism of teacher’, ‘fear of success not coming up to the parental expectation’ is higher in case of Degree College’s students, while problems like ‘lack of concentration’, ‘fear of failure’, ‘joining a wrong course for lack of guidance’ are found higher in case of Higher Secondary School’s students. It is seen that problems like ‘worry about examination’ and ‘worry for future occupation’ are identified as high scored (78%) institution related problems encountered by the students of higher secondary stage. In case of other problems the two group’s i. e. HSS and DCS does not differ much.

Table –2 represents ‘mildly felt institution related problems of higher secondary level’s students. Numbers of respondents of Higher Secondary School students (HSS) and Degree College students (DCS) were shown separately in the table. The table has shown that problems like ‘lack of intimate friend’; ‘dislike school/college’ is higher in case of students of Higher Secondary

A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

School; while problems like ‘no encouragement from teacher’, ‘no understanding with teacher’, ‘class miss for peer group’ is higher in case of students studying at Degree College. 8.5% students of Degree Colleges reported that they have problem of ‘language difficulty’, whereas students of Higher Secondary School reported that they have no such problem.

Table—2 Institution Related problems (Mildly Felt)

Problems	HSS(N=200)		DCS(N=200)		Total Student (N=400)	
	No. of student	%	No. of Students	%	No. of Students	%
1.Unsuitable curriculum	22	11	21	10.5	43	10.75
2. Dislike school/college	31	15.5	11	5.5	42	10.5
3.Lack of intimate friend	34	17	18	9	52	13
4.Teacher’s aggression	12	6	13	6.5	25	6.25
5.Teacher’s dominance	16	8	14	7	30	7.5
6.No encouragement from teacher	9	4.5	15	7.5	24	6
7.No understanding with teacher	7	3.5	21	10.5	28	7
8.Language difficulty	----	----	17	8.5	17	8.5
9. Like to tease other	14	7	13	6.5	27	6.75
10.Class miss for peers	10	5	40	20	50	12.5

(HSS—Higher Secondary School Student, DCS—Degree college Student, N-Number of student)

As per objective of the study the Institution Related Problems were also analyzed in the context of ‘teacher’ ‘peer group’ and ‘management’ from table-1 and table-2.

a) The Institution Related Problems identified in the context of teacher:

1. Favouritism of teacher (75%)
2. Teacher’s aggression (6.25%)
3. Teacher’s dominance (7.5%)
4. No encouragement from teacher (6%)

A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

5. No understanding with teacher (7%)

Problems like 'favouritism of teacher' and 'no understanding with teacher' is higher in case of the students of Degree Colleges.

b) The Institution Related Problems identified in the context of peer group:

1. Hesitation before brilliant student (53.75%)
2. Disturb by opposite sex (51.25%)
3. Adjustment difficulty with class mate (43.75%)
4. Class miss for peer (12.5%)
5. Lack of intimate friend (13%)
6. Like to tease other (6.75%)

Problems like 'hesitation before brilliant student', 'adjustment difficulty with class-mate', 'class miss for peer' is higher in case of the students of Degree Colleges, While problems like 'lack of intimate friend' is higher in case of Higher Secondary Schools.

c) The Institution Related Problems identified in the context of management:

1. Unsuitable curriculum (10.75%)
2. Dislike school/college (10.5%)

The problem of 'dislike school/college' is higher in case of students of Higher Secondary Schools.

CONCLUSION

The study indicated that students encountered a variety of problems related to their educational institutions at the higher secondary stage.

--'Worry about examination', 'fear of success not coming up to the parental expectation', 'worry for future occupation', 'lack of decisiveness', 'lack of concentration', 'fear of failure', 'joining a wrong course for lack of guidance', 'illness during examination', 'subjects are not of own choice', 'inability to follow lessons' are some of the very significant problems faced by the students at this stage.

--Students identified some problems, which are specifically related to 'teacher'. These are- 'favouritism of teacher', 'teacher dominance', 'teacher aggression', 'no encouragement from teacher' and 'no understanding with teacher'.

--There are some problems which are related to peer group, such as- 'hesitation before brilliant students', 'disturb by opposite sex', 'adjustment difficulty with class-mate', 'class miss for peer', 'lack of intimate friend' and 'like to tease other'.

A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

--Though negligible in the importance of study, students reported two problems related to management of educational institution; these are- 'unsuitable class-room' and 'dislike school/college'.

--The percentage of students having problems is nearly equal in both types of institutions.

It is apparent from the study that in a school or college situation most students meet problems in some area of school or college life. Kakkar (1964)', Etinge (1981) and Suneetha and Mayuri (2000) also viewed that students problems are not unitary. These are interrelated to the behavior of parents, teachers, peer group and authority of institution and to a great extent it is related to the academic atmosphere provided to them.

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Conflict of Interests

The author declared no conflict of interests.

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A Study of Institution Related Problems Encountered By Students at Higher Secondary Stage In Relation To Teacher, Peer Group and Management

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