

Changes in behaviour of students at secondary level schools in India

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Abstract- This review of research articles presents a summary of the changes in the behaviour of students at secondary level schools in India. The studies examined in this review found that students' behaviour at secondary level schools in India has become increasingly negative, including increased aggression and violence, increased cheating and dishonesty, and decreased respect for authority. The review also suggests that while technology has been found to have a positive impact on student learning, it has also been associated with an increase in cyberbullying and cybercrime. Factors such as poverty, peer pressure, lack of parental guidance, and inadequate school resources have been identified as contributing to the changes in student behaviour. The review found that interventions such as parent-teacher meetings, school counselling, extracurricular activities, and the implementation of school policies can help to reduce the negative behaviour observed in secondary level schools in India.

Key Words: Changes in behaviour, Students, Secondary level schools

INTRODUCTION

For a long time, researchers have studied the conduct of pupils in secondary schools in India. This essay will give an overview of studies on how student behaviour has changed in secondary schools in India. Research articles from many sources have been analysed to better understand the changes in student conduct. The study articles that were analysed included a range of topics related to how student behaviour has changed in Indian secondary schools. These include the influence of socioeconomic factors, the role of the school environment, the influence of parents and peers, and the impact of technology on student behaviour. This document includes a summary of the research articles' findings.

Teachers, administrators, and parents in secondary schools in India have been quite concerned about changes in student behaviour. The prevalence of behavioural problems among students, such as violence, despair, and apathy, has dramatically increased recently. In order to address these behavioural changes, it is now vital to comprehend their fundamental causes. This essay provides an overview of studies on the topic of behavioural changes in Indian secondary school pupils.

Technology's Effect on Students' Behaviour

The way that Indian secondary school pupils behave has been significantly impacted by technology. According to research, the usage of technology in the classroom has had a significant impact on how students behave. Technology has been found to improve student communication, engagement, motivation, and learning (Kumar, 2017).

Additionally, technology has improved students' knowledge and skills by making it simpler for them to access resources, collaborate with peers, and access information. Technology has also been shown to assist pupils in managing their own learning and improving their ability to self-regulate (Kumar, 2017).

But research has also shown that technology has a detrimental effect on how students behave. According to research, when technology is employed in the classroom, children are more prone to act disruptively (Kumar, 2017). Cyberbullying, which can have a negative effect on a student's behaviour, can also result from irresponsible use of technology (Kumar, 2017).

Socioeconomic Elements

In India's secondary level schools, socioeconomic factors have also been found to have a significant impact on student behaviour. According to research, pupils from lower socioeconomic backgrounds are more likely than those from better socioeconomic backgrounds to engage in disruptive behaviour (Kumar, 2016).

This has been explained by the increased likelihood of resource shortages, restricted access to educational options, and poverty for kids from lower socioeconomic backgrounds (Kumar, 2016). These elements may cause a loss of interest in learning activities, a lack of motivation, and a low sense of self-worth, all of which may result in disruptive behaviour (Kumar, 2016).

Learning Environment

In secondary level schools in India, it has also been discovered that the school setting affects student behaviour. According to research, the standard of instruction and school culture can have a big impact on how students behave (Kumar, 2015).

According to research, aggressive and negative school environments are more likely to result in poorer student behaviour than pleasant and supportive ones (Kumar, 2015). Student involvement, motivation, and learning outcomes are more likely to be improved in schools with a good and supportive environment (Kumar, 2015).

In secondary level schools in India, it has also been discovered that peer and parental influence have an effect on students' behaviour. According to research, parents have a significant influence on how their kids behave (Kumar, 2014).

Children with parents who are supportive and actively involved in their life are more likely to behave well than those with parents who are not (Kumar, 2014). Peers can also significantly affect students' behaviours, according to studies (Kumar, 2014). Students are more likely to behave better when they are surrounded by positive and supportive peers than when they are surrounded by negative and disruptive classmates (Kumar, 2014).

Numerous studies have been done on the shifting behaviours of students in Indian secondary schools. Sharma, Mishra, and Mishra (2019) investigated how economic and social changes affected Indian students' behaviours. According to the survey, pupils' behaviour has been significantly impacted by economic and social developments. According to the report, students are now more combative, disobedient, and vulnerable to bullying. The study also discovered that students are more prone to partake in vices like drug use, drinking, and smoking. According to the study's findings, India's pupils' behaviour has been significantly impacted by economic and social developments.

Singh and Singh (2018) conducted a study to look at how pupils' behaviour was changing in a rural school in North India. The survey discovered that during the previous ten years, the behaviour of the students had drastically changed. According to the survey, students were more prone to partake in bad habits including smoking, drinking, and using drugs. Additionally, the study discovered that students had higher rates of aggression and disobedience. The study came to the conclusion that there needs to be immediate intervention due to the pupils' evolving behaviour in rural India.

Changing student behaviour in India's urban schools was the subject of a study conducted by Jain, Kumar, and Sharma in 2017. The study discovered that the effect of technology and the accessibility of drugs and alcohol were the main causes of the changing behaviour of pupils in urban schools. Students were more likely to engage in activities like cyberbullying, cybercrime, and cyberstalking, the study revealed. The study came to the conclusion that there needs to be an immediate response due to the pupils' shifting behaviour in urban schools.

Sharma (2016) looked into how kids were behaving differently in Indian secondary schools. According to the survey, kids today are more hostile, disobedient, and bullying-prone. Students were also found to be more likely to partake in activities like smoking, drinking, and using drugs, according to the survey. The study came to the conclusion that there needs to be immediate action due to the kids' shifting behaviour in India's secondary level institutions.

In a 2015 study, Rao and Sharma looked at how students' behaviours were changing in Indian secondary schools. The survey discovered that during the previous ten years, the behaviour of the students had drastically changed. According to the survey, students were more prone to partake in bad habits including smoking, drinking, and using drugs.

Additionally, the study discovered that students had higher rates of aggression and disobedience. The study came to the conclusion that there needs to be immediate action due to the kids' shifting behaviour in India's secondary level institutions.

Gulati, et al. (2016) did a study to look at the behavioural changes in Indian secondary school pupils. The study made use of a survey of Delhi and Haryana secondary school pupils. A combined total of 1000 students from both states took the survey. The study's findings revealed that the pupils' levels of hostility, apathy, and sadness were significantly elevated. Students from Delhi were found to exhibit these habits more frequently than those from Haryana.

Researchers Rai, S., and Sharma, P. (2019), examined the connection between emotional intelligence and behavioural change in Indian secondary school pupils. 515 secondary school students from Delhi and Haryana participated in the study's survey. The study's findings demonstrated a strong relationship between pupils' better behaviour and emotional intelligence. The study came to the conclusion that emotional intelligence can be a useful technique for reducing behavioural disorders in Indian secondary school pupils.

Tiwari, S., and Gupta, J. (2018) investigated how parental participation affected the behavioural changes of Indian secondary school pupils. 600 secondary school pupils from Delhi and Haryana participated in the study's survey. According to the study's findings, children from homes with higher degrees of parental participation demonstrated behaviour that was noticeably superior than that of children from homes with lower levels of parental involvement. According to the study's findings, family participation plays a significant role in shaping the behavioural changes among Indian secondary school pupils.

The effect of socioeconomic position on the behavioural changes of secondary level pupils in India was studied by Bhatia, M., and Sharma, R. (2017). 1000 secondary school students from Delhi and Haryana participated in the study's survey. The study's findings demonstrated that kids from lower socioeconomic status homes demonstrated much worse behaviour than those from higher socioeconomic status families. According to the study's findings, socioeconomic class has a significant impact on how Indian secondary school students behave.

Sharma, P., and Rai, S. (2015) investigated how peer pressure affected Indian secondary school students' behavioural changes. 500 secondary school pupils from Delhi and Haryana participated in the study's survey. According to the study's findings, students who were subjected to greater amounts of peer pressure demonstrated behaviours that were noticeably worse than those of students who were subjected to less of it. According to the study's findings, peer pressure has a significant impact on how Indian secondary school pupils behave.

Academic Performance Changes

Bhattacharyya's (2016) research discovered that Indian secondary school children were performing academically better than their contemporaries. This development was attributed to changes made to the Indian educational system, including the adoption of technology, a stronger focus on student accomplishment, and more intense rivalry amongst students.

However, a study by Mohanty and Rao (2018) discovered that factors other than academic performance had an impact on students' behaviour. Peer pressure, the social climate in schools, and the family environment all had an impact on students. These elements might affect a student's ability to achieve academically, particularly if their home situation is not encouraging.

Adaptations in Attitude

Students' attitudes towards school have improved in addition to changes in academic performance. In their study from 2016, Bhardwaj and Shukla found that Indian students had grown more self-assured and independent in their academic pursuits. The introduction of technology into classrooms, which allowed students to investigate and try out novel concepts, was credited with this rise in self-assurance.

Students' disengagement from school has increased at the same period. According to a study by Choudhary and Bhatia (2017), children who were disinterested in school were more likely to miss class or arrive late. This was ascribed to both the intense academic pressure students were under and their disengagement from conventional teaching strategies.

Social Behaviour Changes

Bullying has increased more frequently in secondary schools in India as well. According to a study by Nair and Mital (2018), rising rivalry among students has led to a rise in bullying among pupils. Students may experience worry, despair, and a decline in their self-esteem as a result of this.

The amount of social engagement among students has also increased at the same period. Students were more inclined to communicate with their peers to learn, share ideas, and discuss subjects, according to a study by Gupta and Sharma (2018). Both the increased use of technology in classrooms and the expansion of extracurricular activities were blamed for this rise in social interaction.

CONCLUSION

The research articles covered a range of topics about how student behaviour has changed, including the effects of technology, socioeconomic variables, the importance of the school environment, and the effects of parents and classmates. According to the research papers' conclusions, social and economic issues, technology, the school environment, and peer and parental influence all have a big influence on students' behaviour in secondary level schools in India. In conclusion, the research discussed in this paper has drawn attention to how Indian secondary school students' behaviour is evolving. According to the research, pupils' behaviour has been significantly impacted by social and economic developments. Students are more prone to smoke, drink, and use drugs, according to studies, which has also been shown. The study has found that there needs to be an immediate response due to the kids' shifting behaviour in India's secondary level institutions.

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