



## COMPLAINING NATURE AS A BEHAVIORAL PROBLEM OF PRIMARY SCHOOL STUDENTS': BASED ON TEACHERS' PERCEPTION

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### Abstract

Exploring different category of student's problem behaviors'inside the classroom, it is also important to identify the students Common behavioral problems, reason from their misbehavior and the disruptive ones from the teachers'Perspectives. This study aimed to look at the conceptions of primary school Students behavioral problems in classrooms, and to spot the main common, disruptive, unacceptable problematic behaviorfrom teachers' perspective. A list of student's complaint and misbehavior was generated. Results showed that the foremost common and disruptive problem behavior was verbal aggression, physical aggression,quarrelling with classmate and destroying things in term of indisciplinedisobedience and rudeness. The teachers perceived student behavioral problems as those behaviors' involving rule breaking,the implicit norms or expectations, being inappropriate within the classroom settings and upsetting teaching and learning, which mainly required intervention from teachers. Also attempt to see the fundamental behavior behind this sort of behavior.

### Keywords:

Complaining Nature  
Primary School Students  
Teachers' Perception

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## INTRODUCTION

Complain is something wrong or not satisfactory. Same at the time in students' academic purpose, almost all students will complain about different curriculum activity and teaching learning activity of school. The complaints could be a sign of little not-satisfaction or a warning sign of problem. Students' misbehavior is a problem affecting school curriculum across the nation. The student's misbehavior and complaining nature has badly increased worldwide. Complaining behavior is defined as misbehaviour that is considered inappropriate for the setting or situation in which it occurs.

In our study we have got found the rationale behind student complaining behavior inside the classroom. Student misbehaviors like disruptive talking, long-term avoidance of work, harassing classmates, joking, interfering with learning activities, roughness to teacher, verbal insults, disobedience and bitterness, mild to severe, ranging from infrequent to frequent is a thorny issue in everyday classroom. Teachers many times reported that these disturbing behaviors in the classroom are unacceptable and stressors, they had to spend a great deal of time and energy to manage the classroom. Obviously, student misbehaviours hold back the smoothness and effectiveness of teaching-learning of the student and his/her classmates. Moreover, it has shown that misbehavior not only a common problem of students but also it's a family environmental problem. Somehow it's a maladjusted problem of student. It is of primary importance to teachers' to identify what exactly is this behavior inside the classroom.

### STATEMENT OF THE PROBLEM:

Complaining nature as a behavioral problem of primary school student's: based on teachers perception.

### OBJECTIVES OF THE STUDY

This qualitative study attempted to explore and understand student problematic behavior. Some objectives of these studies are as follows:

1. To study the complaining behavior of students inside the classroom. Through-
  - Identify the complaining area.
  - Identify the background of students about whom complain arises.
  - To identify the nature of students who make complain.
2. To study the strategies to deal with the problem children.

### DELIMITATION OF THE STUDY:

1. The study is focuses on complaining nature of primary school students, in the view point of class teachers.
2. In the study only thematic techniques is used for identifications of behavioral problem
3. The present study limited to data collection in the year 2018-2019.
4. Conclusions of the study are based on only primary data.

## METHODOLOGY

### RESEARCH TYPES

This study is a **Descriptive Research** types.

These studies are also gather data regarding teachers' perceptions of disruptive behavior of learners, and its impact in the classroom. This was done through the use of an interview and questionnaires.

### THE POPULATION:

The population of the study constituted all boys and girls students, and all teachers of govt. aided primary school of Minakhan Block under North-24 Parganas, West Bengal, India during 2018-2019 academic session.

### SAMPLING TECHNIQUES

The sample chosen for this study was representative of the target population. With this objective in mind **purposive sampling** was done. Participants are selected according to the needs of the study.

Purposive sampling technique is used for the selection of samples because we want to access a particular of a study are selected because we fit a particular profile. The samples of the study are heterogeneous types of students coming from different locality, religious and family. This is a non-probability sampling technique.

### THE SAMPLE

10 primary school in The North 24 Pargana District, West Bengal chosen for this study. The Schools are located in suburban and village in Minakhan Block. The study is mainly confined to the teachers and students of govt. aided primary school in Minakhan Block. From the population 200 sample (40 teachers and 160 students') are taken for the study.

Table 1. Showing No of Complaining Students and No. of Teachers' Participation

Sl. No.	Schools	No. of Complaining Students	No. of Teachers' participation	Sl. No.	Schools	No of Complaining Students	No. of Teachers' Participation
1	School No-1	20	7	6	School No-6	20	7
2	School No-2	15	6	7	School No-7	25	8
3	School No-3	12	4	8	School No-8	15	7
4	School No-4	14	6	9	School No-9	10	4
5	School No-5	15	5	10	School No-10	14	6

### TOOLS AND TECHNIQUES:

To study the Complaining nature as a behavioural problem of lower primary school students a questionnaire and interview were used to collect primary data for the study.

- **Questionnaire And Interview**

Self-made questionnaire and face to face interview were used for collecting data. Open-ended questions for teachers and close-ended questions for student were used. Face to face interview conduct with teachers.

### THE PARTICIPANTS

The study involved a total of two hundred (200) participants, one hundred sixty(160) students and forty (40) teachers. The students were selected from class-i to class-iv of all the ten (10) schools. Students were chosen based on the suggestion of teachers' identifications. The selection of the students illustrated representative cases of misbehaved students of all ten (10) schools. Selected student were considered by the class teacher to be very disruptive due to their constant involvement in various acts of problematic complaining nature.

### DATA COLLECTION PROCEDURE

Interviews were scheduled after consultations with the headmaster and teachers of the students involved. It was on time for all scheduled sessions and the selected students were readily available. At the every school the headmasters kindly consented to the use of the common room for this purpose. During all interviews distractions were at a minimum and the conditions were conducive to open discussions. All interviews were conducted in the afternoon and teachers were quite open and responsive. The Interview was of a period of forty-five (45) minutes. All Students are even comfortable with the discussion and were able to respond openly. This gesture was also extended to the headmaster and class teachers, along with expressions of gratitude for their cooperation.

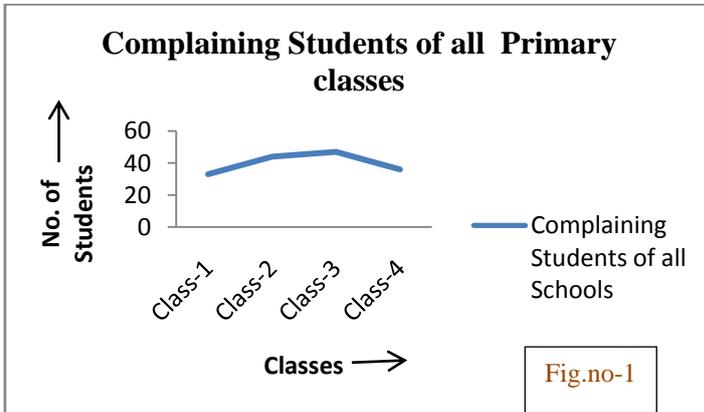
### DATA ANALYSIS AND INTERPRETATION

As is typical of qualitative research, the data was studied inductively **Thematic analysis (Mainly, Pie-Graph, Bar-Graph and Line-Graph)** was done this was achieved by reading through the data and colour coding various parts to indicate that they are classify to some thematic idea. It's a simplest, process enables to quickly retrieve and collect together all the text and other data that they have associated with some thematic idea so that they can be examined together. Finally these themes were grouped according to their relation to research questions.

**GRAPHICAL REPRESENTATION:**

**LINE GRAPH TABLE:2**

Showing Complaining Students among Table for complaining students  
 All classes of all schools among all class of all schools

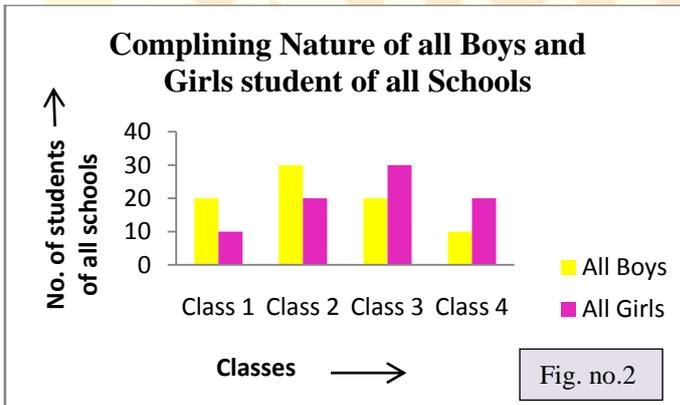


Classes	Complaining Students of all Primary Classes
Class-1	33
Class-2	44
Class-3	47
Class-4	36

Fig. no. 1 and Table: 2 Shown the complaining nature of students of each class, and it represent that class-iii is more complaining in nature than other class.

**BAR-GRAPH TABLE:3**

Showing Complaining Nature of Table for complaining nature of  
 Boys and Girls Student students in each class in all school



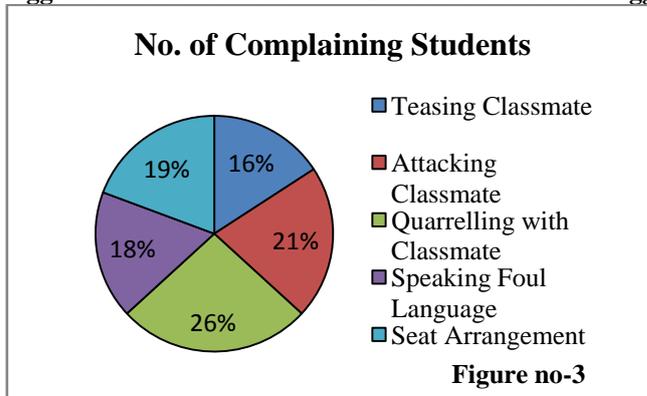
Classes of all Schools	All Boys	All Girls
Class 1	20	10
Class 2	30	20
Class 3	20	30
Class 4	10	20

Fig. no-2 and Table-3 Shows the gender related issue. It represents that comparatively boys are more complaining than girls students. But in class-iii girls are more complaining than boys. According to all class-teachers, students of class-ii and class-iii are more complaining than other classes.

## NATURE OF COMPLAIN

### PIE GRAPH TABLE NO-4

Showing different types of verbal Aggression of all classes. Table for no. of complaining Students and Verbal Aggression



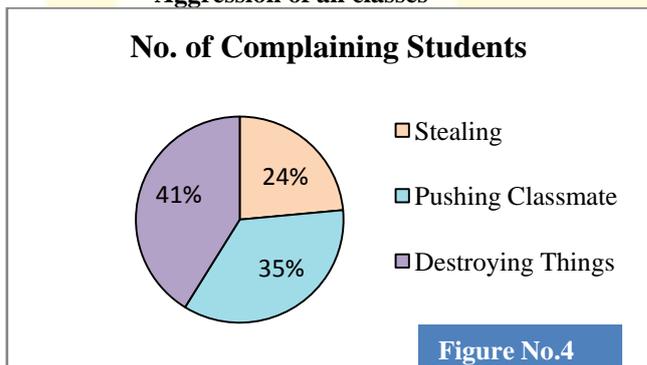
Verbal Aggression of all Schools	No. Of complaining students
Teasing Classmate	90
Attacking Classmate	120
Quarrelling with Classmate	150
Speaking Foul Language	100
Seat Arrangement	110

Table no.4 and figure no. 3 shows that verbal aggression of all 10 schools. Verbal aggression are teasing classmate (16%), attacking classmate (21%), quarrelling with classmate (26%), speaking foul language (18%) and seat arrangement (19%). Maximum students are quarrelling with classmate .

### PIE GRAPH TABLE NO- 5

Showing different types of physical Aggression of all classes

Table for no. of complaining students and physical aggression



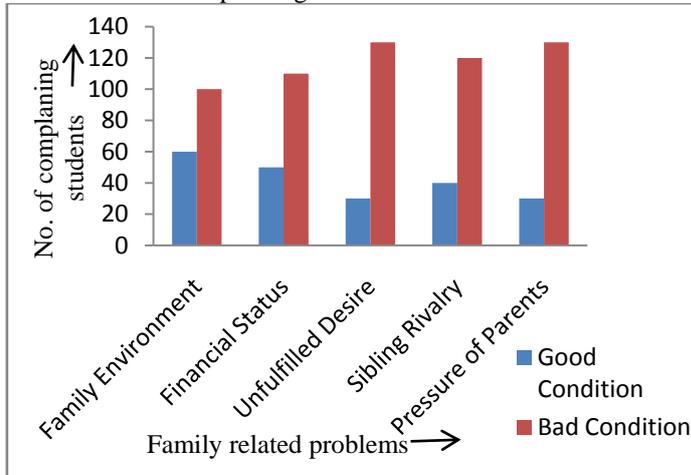
Physical Aggression of all Schools Students	No. of Complaining Students
Stealing	80
Pushing Classmate	120
Destroying Things	140

Table no. 5 and figure no. 4 shows that physical aggression of all ten (10) schools. Physical aggressions are stealing something (24%), pushing classmate (35%) and destroying things (41%). Maximum behavioral problem found in destroying things of others.

## FAMILY BACKGROUND OF SAMPLE STUDENTS

### BAR GRAPH

Showing Family background of Complaining students



### TABLE NO-6

the table for family background of complaining students

Family Related Issue	Good Condition	Bad Condition
Family Environment	60	100
Financial Status	50	110
Unfulfilled Desire	30	130
Sibling Rivalry	40	120
Pressure of Parents	30	130

In Fig no. 5 and table no. 6 we have seen complaining nature of students which family background are very weak. Here we see family background of students plays a vital role to decrease their mental health as well as their behavior. Poor family environment mainly absent of good thinking power of family members, unfulfilled desire of child it's may be their desire are abolish or unimportant to parents, that why normal health is choiced and child's adopt a negative behavior. Sibling rival is another reason to complaints behavior. Here we study that boys children have more prioritised of their family comparatively girls. Most of the students have poor financial status they don't have get things as their needs, some of them are coming schools for Mid-day meal.

This are some reason may be to build an indiscipline and disrupted nature of children and it is bust in classroom. In all the reasons the poor family environment is most unfortunate vital problem, to bring a children nature is more complaining in school.

## INTERPRETATION

When asked what teaches think causes students to have interaction in negative behavior students from school in the study identified the influence of their peers. Sometimes they do see their friends doing it and they follow them and do it too. A student from the oneschool said that 'they does act that way from being in bad company.....when they bad friends want to fight and curse and thing...and then they does end up doing the same thing see them do in it and follow them'. One student from one school class-ii group from the school simply responded, 'from their friends', while two of his classmates expressed agreement by nodding their heads.

One students of one school of class-iv, when asked why they themselves misbehaved, directed the blame towards their peers. Another student from the same group added that 'they want to see what I do in my book so they does pull my book and thing and then I does have to push them away and hit them for they to stop'. This tendency to cast the blame on other students was also seen in the response of a student from all the Schools. A student from one school class-ii group of School went a bit further by rationalizing that 'if someone quarrel with you then you does have to quarrel back.....and then you does get in unease because the teacher does say that you misbehaving'. This views that when they react in a negative manner to a particular situation. Another student of the same class continued: 'yeah and they do tease them and make them cry and thing..... because they like them.

Moreover, none of the students of the class-ii groups in fewschools seemed to think that complaining behavior had anything to do with getting attention as no student from these groups alluded to it in their responses.

The students in schools found ways to explain how their negative behaviors were to be blamed on their peers. They felt that the attitudes and encouragement of their peers played an important part in student behavior. As such even though they may not want to have interaction in negative behaviour, the inspirations and

encouragement of their friends and other students place them in a position where they feel that they have no choice.

The students of all schools mention no criminal activities within the community. However, a student of the class-iv in one school alluded to the element of community influence by explaining that 'some children does hear people execrating and thing and see them smoking and thing once they going home and that is how they does learn to do it'. The teachers should mention various forms of media as being influential in the level of indiscipline complaining behavior presented by students.

## DISCUSSION

The present study attempted to look at classroom misbehaviors perceived by ten (10) primary school students of Minakhan Block in North-24 Parganas, West Bengal, India. Some behaviour were mentioned by the students, verbal aggression, physical aggression, including talking out of turn, playing in the time of learning, doing something in private, out of seat, sleeping, no attentiveness/looking out of window, nonverbal communication, separating classmates, making noise during class, disturbing other classmates. The present findings showed that many of the problematic behaviour categories are similar to those reported in the studies conducted in the socio-cultural contexts and they are consistent with those reported by teachers and students as well. The findings generated from teachers' opinion for the students' behavior, primarily students are verbally aggressive. No difference found between girls and boys students for problematic behavior. It is also found that many students creates problem without any serious problems to disrupt the classroom. The teachers should mention various forms of media as being influential in the level of indiscipline behavior displayed by students.

Students expressed the view that the family environment contributed to the development of habits of negative behavior. They perceived that students learnt how to curse, quarrel, smoke and drink alcohol from other adults in the family. Lower socio economic status, less educated family member and misbehavior of children is major reason for complaining nature of student. The study revealed that students were able to observe the activities of the parents of their peers and identify links between actions and habits of the parents' and their children. Actually family played a major role for this disrupted behavior.

## REASONS FOR COMPLAINING BEHAVIOR

Using data from representative sample, this study examined classroom misbehavior or complaining nature is associated with various ways. These can be categorized into the following themes;

- **The Community**

The influence of the community was given by students being important to the development of positive or negative behaviors. The community to which the school in question belongs is noted for criminal activities, many of which are physically aggressive. In this study community plays a vital role for complaining nature of students during class.

- **Peer Influence**

Most of the students explained that whenever they misbehaved it was in reaction to the actions of others and that they were not to be held responsible for the outcomes. The students are in the study also admitted to the need for gain attention from their peers. They seemed to think that a display of negative behavior sometimes brought fame and acclamation from their classmates.

- **The Family Environment**

According to our study it was one of the main reason, the family background is strongly correlated with Students disrupted behavior in their classroom. It expressed the view that the home environment contributed to the development of negative behavior. Communication from father to mother and parent to children tends to be one way and top down. When parent speak, children are expected to listen without questioning. Children do not express their desire on the other way father tends to be distant, so when he does intervene, he is more effective in controlling children's misbehaviour. That is why children are negative and indiscipline in nature.

## **STRATEGIES FOR DEALING WITH STUDENTS COMPLAINT (ACCORDING TO TEACHERS)**

Whenever students show misbehavior in the classroom, teachers will never support those undesirable misbehaviors no matter what was the excuse. Concerning why a person shows a behavior is no reason to tolerate it. Understanding the strategies of a behavior will help in knowing how to deal with that problematic behavior.

### **TEACHER SHOULD FOLLOW SOME STRATEGIES TO DEAL WITH THE COMPLAINTS.**

Classroom order improved when students learned that successful classroom management depends on conscientiously acting a few strategies and a lot of little ones.

- **Keep your outcome as minimum as possible.**

Allocate the smallest consequence when a rule is broken by the students and see if that gets the job done. Primarily don't use huge consequences too early.

- **Teachers should follow the first step of hypnosis.**

Teachers' like hypnotists can strand along a series of requests by asking students to do something most are already doing, then waiting for total compliance, and finally issuing another instruction. It's greater for teachers to say, "look at me" and wait for compliance, instead of saying, "Stop talking, turn around, open the 23no. Page of your book, take your pencil and write on paper."

- **Mention problems and be creative.**

When teacher enter class, complaining students had to talk about a content-related question or a random dumb question. After answering, they were directed to take a seat, quiet, and follow instructions on the board. Students talking or violating any of the discipline were sent to the back of the line.

- **Appropriate teaching as a classroom management strategy.**

Curriculum presentation innovations should be looked at for students with behavioral problems. Involvement in the teaching learning processes of students with behavioral problems is very important. Teacher will use demonstration method, question-answer method, discussion method and interactive method for effective learning. Teachers should pre-plan and create interesting lessons and deliver them with more interesting way.

- **Make positive phone calls home and send letters.**

Teachers send a positive letter to home to every student's guardians, encourage its placement on the refrigerators.

- **Positive reinforcement**

Teachers should trying to change students' behavior through positive reinforcement. Right and good work deserves more praise especially the complaining nature of the students.

- **Talk privately with the student**
- **Established a complaint quota**

Students, who are continuing complaining, inform them they can complain two or three per day. So, students will need to think carefully before making a complaint. Positively encourage the student to look on the bright side.

#### **4. Rehearse transitions.**

Most disruptions occur before the bell rings and between activities. "Silent 30" was teachers signal for all students to clear their desks and sit silently within half a minute. A class reward occurred after 30

were completed successfully. Students loved how visitors witnessing the routine would drop their jaws in surprise.

## FINDINGS

The report shows that most of the problems among problematic students are- quarrelling with classmate, destroying things, pushing classmate, attacking classmate. In most cases students are creating this problem without any appropriate reason.

Background is one of the most important reasons for the complaining nature of students. Primarily we have seen that family, community; peer-groups indirectly influence their negative behavior. Unhealthy family environment, sibling rivalry and pressure of parents related to their misbehavior also found in this research.

Even, it appears that there are no differences in complaining behavior even on the basis of gender.

Teachers always try to solve the problems of complaining students. Another best part was some teachers are gives some duties of the students who are created problems, like- tree plantation, compass cleaning etc.

It is equally important for future research to the reasons behind student's complaining nature, misbehavior and the effective means of managing student behaviors' from both students' and teachers' perspectives.

## CONCLUSION

The impact of the complaining behavior of student will be Comparable to that of student family background. Complaining nature of the student is positively related with poor family background. In this study we also know parents are less bothered in his/her child nourishment even they don't know there child will be brought up a negative character.

The teacher was state that in a verbal procedure they handle their students whom are more complaining in classroom. Sometimes they called guardian to inform their children's negative attitude.

The teacher informed that to handle much more disrupted behavior they change the teaching strategies. Some time they change their tone.

Finally all above the discussion we have concluded that, the study has clearly revealed that the ways in which students rationalize their own negative behavior aligns closely with the factors outlined in the literature. It is manifest that students were able to identify some behavioral factors through their own observations and experiences. As such, we can conclude that the main factors which contribute to student complaining behavior include peer influence, the home environment, the community, and the teachers.

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