

Management Problems of High School Students in Mizoram

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The study conducted among high school students in Mizoram found out that 20.25 were having emotionally insecure and fear, 1.26 percentage were lack of parental support in their learning, 36.70 percentage were not dare to approach their school authorities like principal and teachers and as a result 35.44percentage have faced problems in studies, 44.30 percentage were having problems in time management, 40.50 percentage were found to have an emotion of worrying and 26.58 percentage were facing problems in poor memorization. Therefore, the administrators, the teachers and parents play significant roles for the social and intellectual functioning of the child in shaping their characters in an acceptable life manner.

Key words: Time management, neglect, stress.

Introduction:

Rapid development in each and every corner of human life creates psycho-social problems for the youths especially among those who are spending their challenging adolescent period. In order to lead a successful social life to be able to compete with the growing world, one needs to be courageously and conscientiously confronted the daily life with rational thinking ability. So that individuals can enjoy a successful social life in different walks of life. Therefore, the present study investigated the social and educational needs as well as problems of the high school students in order to lead a successful life while living in the society.

Review of Related Literature:

Taruna, C. & MadhuSahni (2008) stated that parents can contribute in diverse ways towards development outcomes of their children. More direct ways through which parent can influence academic performance of the children is through cognitive stimulation.

Najma Unnisa (2011) affirmed that the class room teacher plays the most strategic role in ameliorating the environment to bring about an improved adjustment of pupil. Raymond N. hatch and Buford Stifle describe the role of the class room teacher in providing a healthy environment as one that would complement the adjustment process of each pupil. There is a close relationship between adjustment and education. Well-adjusted individuals prosper well in their educational endeavour. Those who have adjustment problems in schools and college will be related in their scholastic progress. Hence, teacher should ensure that their students adjust well to the academic environment of the school. There are various problems faced by students in classroom. The top eight (8) classroom challenges, according to teachers are – lack of team work, empathy and support between teachers, teachers working too many roles at the same time, no time to deal with bodily functional, teachers being made accountable for more than they should, not enough time to plan, excessive paper work for data collection, keeping up with the expectations of school administrations. (www.classcraft.com 8 teacher challenges-2018)

The ten major challenges currently facing public schools, based on the perspective of

many involved in the the world of education today are classroom size, poverty, family factors, technology, bullying, student attitude and bahaviours, no child left behind, parent involvement. ([www.public schoolreview.com 10-major-challenges-facing-publ..](http://www.publicschoolreview.com/10-major-challenges-facing-publ..))

No two individuals with a learning difficulty are exactly alike in many conditions such as dyslexia, attention deficit disorder, attention deficit hyperactive disorder, dyscalculia, and dysgraphia exist on a wide- spectrum. ([www. Readandspell.com types-of-learning-difficulties](http://www.Readandspell.com/types-of-learning-difficulties)). There are many types of disciplinary problems in the classroom like bullying, disrespect, aggression and defiance. Though some classroom management issues result from teachers' lack of plan, may come from issues students bring with them into the classroom. ([study.com academy- lesson-disciplinary- problems-in-the-classroom](http://study.com/academy/lesson-disciplinary-problems-in-the-classroom)). Seven(7) classroom challenges and seven(7) simple solutions- seat arrangement, time constrain, high noise levels, personality clashes, different levels, class size, monolingual classes. ([busyteacher.org. 21386-7-classroom-management-challenges-overcome](http://busyteacher.org/21386-7-classroom-management-challenges-overcome)). The causes of classroom discipline problems are Problems at home- issues and stresses at home are a major reason for students to act in class. Peers- students who are bullied by their peers are also prone to discipline issues in the classroom. Perception and Disabilities.(education.gov.py > web >

[index. php > teachers > tips-for-teaching > item](http://index.php?teachers=tips-for-teaching)). Classroom management is the discipline that makes teaching and learning achievable in the teaching learning process. It is the teacher who plays the major role in planning, organising procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress, anticipating potential problems. ([files.eric.ed.gov>fulltext](http://files.eric.ed.gov/fulltext))

Statement of the problem:

Management Problems of High School Students in Mizoram.

Objective of the study:

- To investigate the various management problems of high school students.

Methodology and Procedure:

The investigator went to the St. Paul's high school and requested permission to the school authority to collect data. After taking permission, questionnaire was administered among the high school students.

Population:

The population comprised of all the high school students in Mizoram.

Sample:

Sample consisted of the students of St. Paul's high school.

Tool employed:

The investigator developed questionnaire comprising of 5 questions relating to the educational and social life of the students at home as well as at school was used for collection of data

Data analysis and interpretation:

From the collected data, number of responses in a particular problem faced by the subjects were counted and converted into percentages as-

Table 1: Common problems faced at school-

S/N	Problems faced at school	Number of Students	Percentage
1	Inferiority to friends	3	3.79%
2	Problems in studies	28	35.44%
3	Neglect by teachers	3	3.3%
4	Neglect by friends	1	1.26%
5	Being bullied	1	1.26%
6	Fear	16	20.25%
7	School authorities	20	25.31%

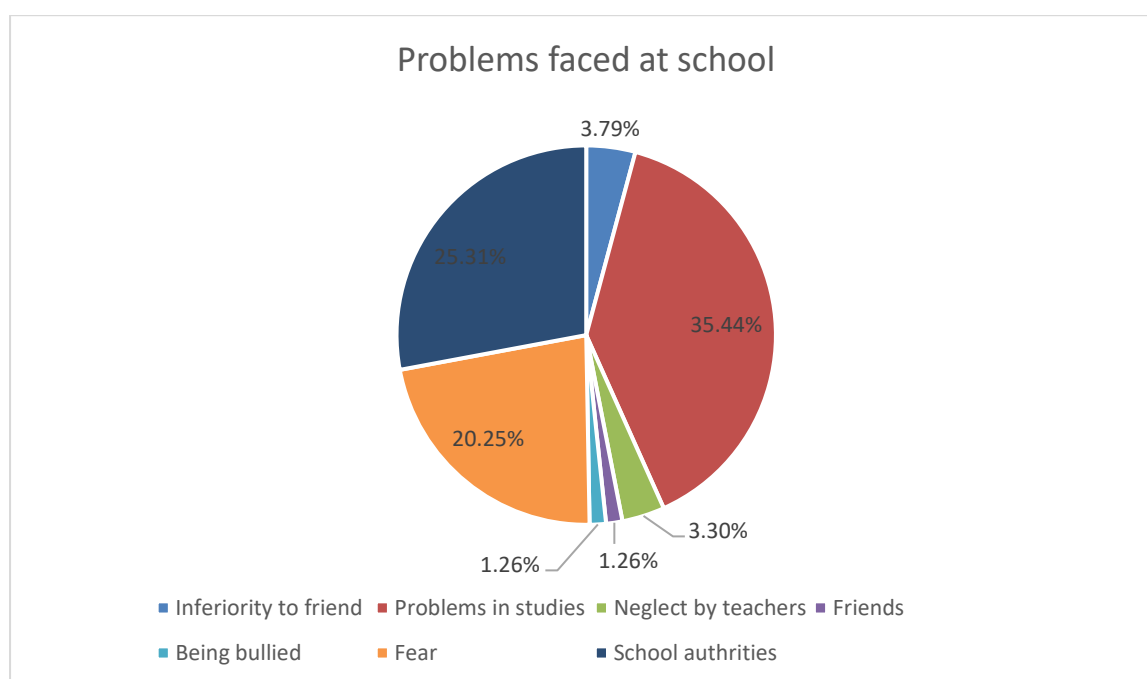


Chart 1: Common problems faced at school.

3.79% have inferiority complex to their friends, 35.44 % faced problems in studies, 3.3% felt that they were neglected by their teachers, 1.26% felt neglected by their friends, 1.26% were found to face being

bullied, 20.25% were having fear and insecure and 25.31% of the participants were found to have problems with school authorities as indicated in table 1 and chart 1.

Table 2: Problems faced in studies-

S/N	Problems faced in studies	Number of Students	Percentage
1	Study time management	35	44.30%
2	Worry	32	40.50%

3	Anxiety	1	1.26%
4	Lack of time in exam hall	2	2.53%
5	Poor memory	21	26.58%
6	Lack of parents' support	1	1.26%

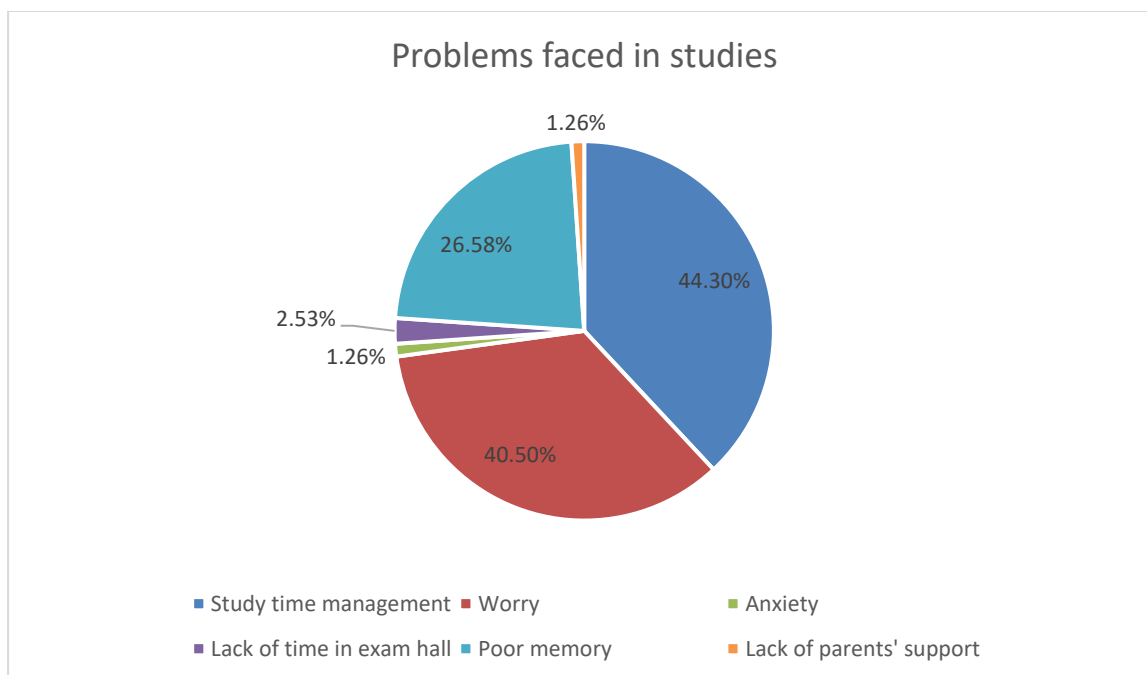


Chart 2: Problems faced in studies.

Table 2 and chart 2 pointed out that 44.30% were having problems in study time management, 40.50% had problems in worrying, 1.26% had anxiety, 2.53%

had lack of time in exam hall, 26.58% were facing problems in poor memorization and 1.26% were found to have lack of parents' support.

Table 3: Difficulties in relationship with-

S/N	Difficulties in relationship[with-	Number of Students	Percentage
1	Classmate	8	10.12%
2	Opposite sex	21	26.58%
3	Teachers	13	16.45%
4	Students' leaders	5	6.32%
5	Principal / school authorities	29	36.70%

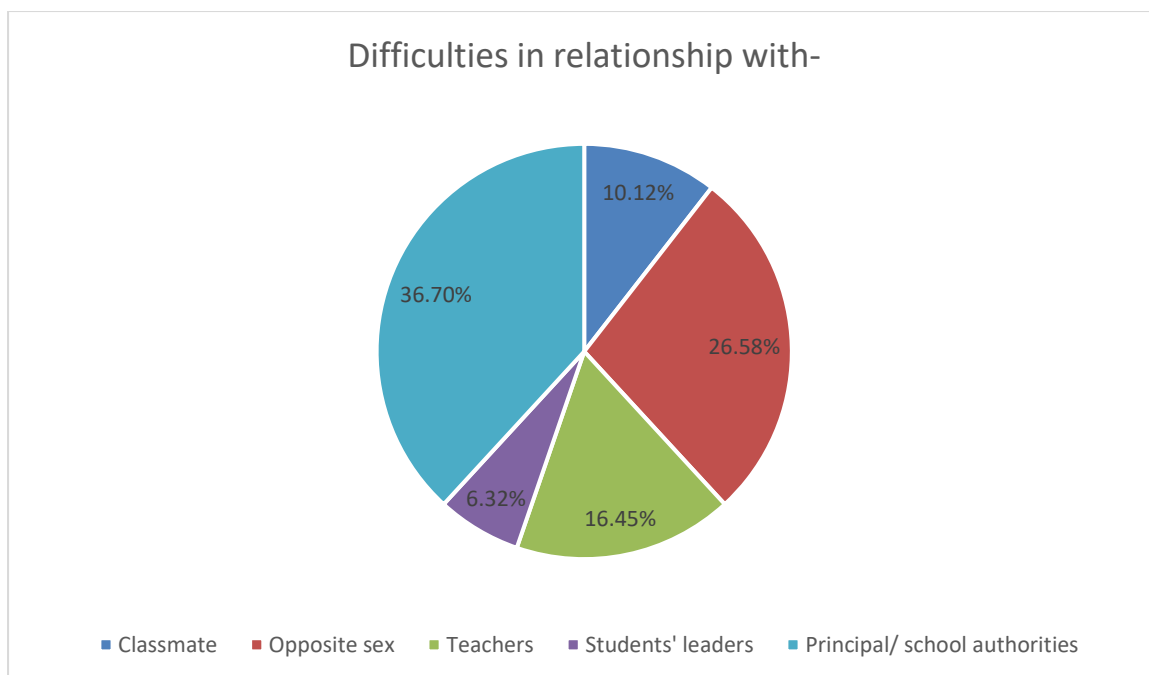


Chart 3: Difficulties in relationship

Participants of 10.12% were facing difficulty in relationship with their classmate, 26.58% had difficulty in relationship with opposite sex, 26.58% had difficulty with teachers, 6.32% had

difficulty with student leaders and 36.70% were found to have difficulty in relationship with principal / school authority as shown in table 3 and chart 3.

Table 4: Steps taken to overcome stress-

S/N	To overcome stress-	Number of Students	Percentage
1	Participate in recreational activities	6	7.6%
2	Speak to family	10	12.65%
3	Pray to God	53	67.08%
4	Keep quiet and do nothing at all	26	32.91%
5	Start crying	9	11.39%



Chart 4: Steps taken to overcome stress

Table 4 and chart 4 revealed that 7.6% of the subjects took steps to overcome their stress by participate in recreational activities, 12.65% were speak to their family to overcome stress, 67.08% turned

to God when they have stress, 32.91% keep quiet and do nothing at all when they have stress and 11.39% were found to start crying to overcome their stress.

Table 5: Priorities given in various walks of life

S/N	Priorities given-	Number of Students	Percentage
1	How to study	18	22.78%
2	How to manage time	19	24.05 %
3	How to get rid of bad habits	14	17.72%
4	How to write exams	5	6.32%
5	How to use mobile phones properly	6	7.59%
6	How to stop watching too much TV	7	8.86%

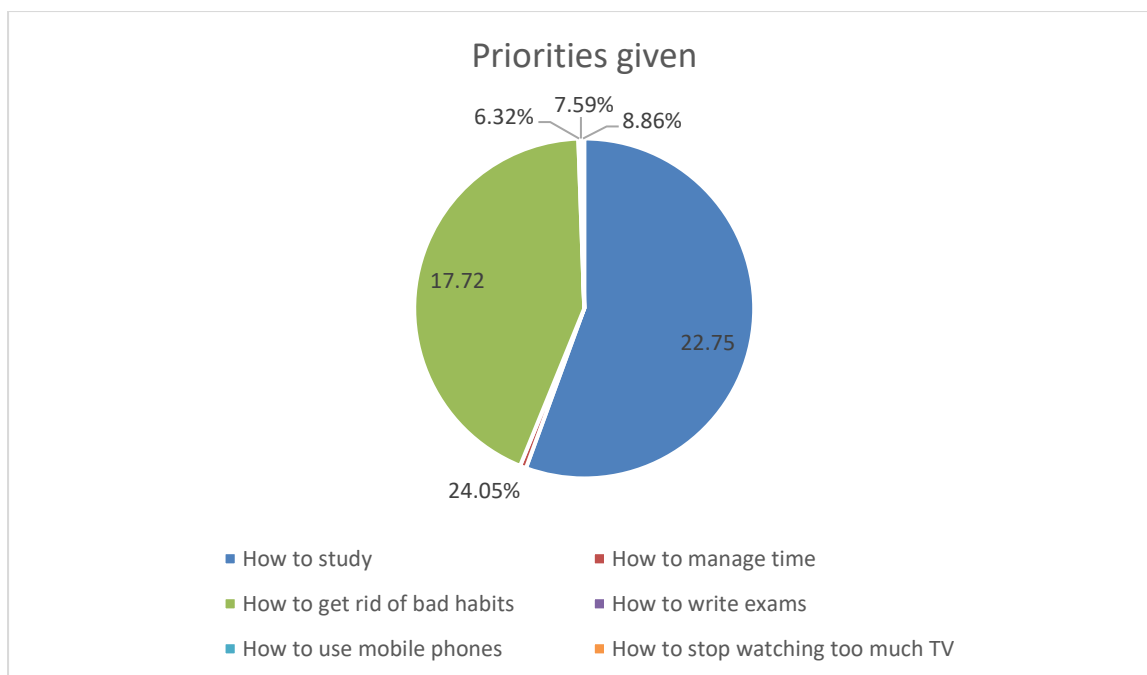


Chart 5: Priorities given in various walks of life

Unlike the other table 1 to 4, table 5 and Chart 5 is analyzed based on the scores allotted for different areas as 22.78 % gave top priority in how to study, 24.05% put priority in how to manage time, 17.72% assigned priority in how to get rid of bad habits, 6.32% gave priority in how to write exam, 7.59% put priority in how to use mobile phones properly and 8.86% of respondents gave top priority in how to stop watching too much TV.

Discussions in relation to Review of Related Literature:

From the present study, it was found out that 20.25 percentage were having fear and insecure at home as well as in school, 1.26 percentage were lack of parental support in their learning. In connection to the findings, Taruna C.Dhall & MadhuSahni, (2008) clearly observed that parents can contribute in diverse ways towards development outcomes of their children through cognitive stimulation. Likewise, Aggarwal, J.C. (2007) mentioned the important role of teachers in facilitating learning when they take into account the needs of the learners. Therefore, teachers should realize their important role even from the findings it is cleared that 36.70 percentage were not dare to approach their

school authorities like principal and teachers as a result 35.44 percentage were found to have problems in studies. Najma Unnisa (2011) strongly quoted that there is a close relationship between adjustment and education. Well-adjusted individuals prosper well in their educational endeavour. Therefore, to be able to adjust well in the school and at home, the care takers must take into account the all-round needs of the learners.

Conclusions:

The study conducted among high school students covering different problems faced by the students found out that high school students could not manage their time in an effective way. A few students felt that they were neglected by their teachers in school.

Suggestions:

Besides teaching basic skills and knowledge, high school students need to guide in their various walks of life as well as to give moral and physical support so that the students could bridge the gap of their moral requirements as well as they could adjust themselves in an acceptable manner. Students are also needed to guide in their time schedule and told them to be

adhered to their time framed so that they10. could achieve in the academic sphere and life time experiences.

Limitations of the study:

The investigator confined only on high school students. It is desirable to cover elementary and higher stages of school12. education so that the prevailing picture of all the stages could be realized.

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