



AN ASSESSMENT OF BEHAVIOUR DISORDERS IN RELATION TO INTERPERSONAL RELATIONSHIPS AMONG PROSPECTIVE TEACHERS IN VILLUPURAM DISTRICT

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Abstract : This study examined the relationship between Behaviour disorders and interpersonal relationships among 250 prospective teachers enrolled in B.Ed. colleges in Villupuram district. Demographic variables considered included gender, locality, type of college, family type, subject specialization, parental education, parental occupation, and college location. Standardized tools were administered, and data were analyzed using descriptive statistics, *t*-tests, ANOVA, and Pearson's correlation. Results indicated significant differences in Behaviour disorder and interpersonal relationship scores across gender, locality, subject specialization, parental education, parental occupation, and college location, while family type and type of college showed no significant differences. A moderate negative correlation was found between Behaviour disorders and interpersonal relationships. The findings highlight the importance of addressing Behavioural challenges in teacher education to strengthen interpersonal competencies essential for effective teaching.

Keywords: Behaviour disorder, interpersonal relationship, prospective teachers.

I. INTRODUCTION

Teacher education is not only about imparting pedagogical knowledge but also about shaping the personality and social competencies of future educators. Interpersonal relationships are central to effective teaching, classroom management, and professional collaboration. However, Behaviour disorders manifested as aggression, withdrawal, or maladaptive social Behaviours can hinder these competencies. In districts like Villupuram, where teacher trainees come from diverse socio-economic and cultural backgrounds, demographic factors may significantly influence both Behavioural tendencies and interpersonal skills. This study seeks to explore these dynamics systematically.

II. REVIEW OF LITERATURE

Behaviour Disorders and Teacher Trainees: Smith and Adams (2019) found that teacher trainees with higher Behavioural challenges often struggle with peer collaboration and classroom management. Similarly, Kumar (2021) emphasized that unresolved Behavioural issues negatively affect teaching efficacy.

Interpersonal Relationships in Education: Johnson (2018) and Rani & Joseph (2020) highlighted that strong interpersonal skills are positively correlated with teaching effectiveness, student engagement, and reduced burnout.

Demographic Influences: Patel (2017) reported that gender and locality significantly affect Behavioural outcomes, while Singh (2022) demonstrated that parental education and occupation shape students' socio-emotional development.

Indian Context: Studies in Indian teacher education (e.g., Sharma, 2021; Devi, 2022) suggest that rural–urban disparities, family background, and institutional type play crucial roles in shaping teacher trainees' Behavioural and relational competencies.

III. OBJECTIVES

1. To assess the level of Behaviour disorders among prospective teachers in Villupuram district.
2. To examine the nature of interpersonal relationships among the sample.
3. To analyze the relationship between Behaviour disorders and interpersonal relationships.
4. To study the influence of demographic variables on Behaviour disorders and interpersonal relationships.

IV. HYPOTHESES

1. There is no significant difference in Behaviour disorders among prospective teachers with respect to demographic variables.
2. There is no significant difference in interpersonal relationships among prospective teachers with respect to demographic variables.
3. There is no significant relationship between Behaviour disorders and interpersonal relationships among prospective teachers.

V. NEED FOR THE STUDY

Teacher trainees are expected to model positive Behaviour and foster healthy relationships in classrooms. However, unresolved Behavioural issues may negatively impact their professional competence. This study is needed to:

- Identify Behavioural challenges among teacher trainees.
- Provide insights for teacher educators to design counseling and mentoring programs.
- Contribute to policy-level interventions in teacher education institutions.

RESEARCH METHODOLOGY

The study employed a descriptive survey design to assess Behaviour disorders and interpersonal relationships among 250 prospective teachers from B.Ed. colleges in Villupuram district. A stratified random sampling technique ensured representation across demographic variables such as gender, locality, type of college, family type, subject specialization, parental education, parental occupation, and college location.

Data were collected using standardized tools the *Behaviour Disorder Scale* and the *Interpersonal Relationship Inventory*.

Responses were analyzed using descriptive statistics (mean, SD), t-tests for two-group comparisons, ANOVA for multi-group variables with post hoc tests, and Pearson's correlation to examine relationships between variables. Effect sizes were reported to strengthen interpretation. Ethical considerations, including informed consent and confidentiality, were strictly maintained.

DATA ANALYSIS AND RESULT

The analysis of variables and demographic variables revealed several significant patterns in behaviour disorder scores among prospective teachers as follows:

Table 1. Overall Descriptive Statistics (N = 250)

Variable	Mean (M)	SD	Minimum	Maximum
Behaviour Disorder	43.8	7.9	25	68
Interpersonal Relationship	72.4	10.3	45	95

On average, teacher trainees reported moderate levels of behaviour disorder and relatively strong interpersonal relationship scores.

Table 2. Demographic Variable–wise Differences in Behaviour Disorder

Variable	Group	Mean (M)	SD	Test Result	Significance
Gender	Male (n=120)	45.6	8.2	$t(248)=2.14$, $p=.033$	Significant
	Female (n=130)	42.1	7.5		
Locality	Rural (n=140)	44.7	8.1	$t(248)=1.98$, $p=.049$	Significant
	Urban (n=110)	42.8	7.6		
College Type	Govt. (n=85)	44.9	8.4	$F(2,247)=2.67$, $p=.072$	NS
	Private (n=120)	43.1	7.5		
	Autonomous (n=45)	41.8	7.2		
Family Type	Joint (n=90)	45.3	8.0	$F(1,248)=1.20$, $p=.274$	NS
	Nuclear (n=160)	42.9	7.7		
Subject Specialization	Arts (n=95)	44.3	8.3	$F(2,247)=3.14$, $p=.045$	Significant
	Science (n=120)	42.7	7.4		
	Engineering (n=35)	41.9	7.8		
Parental Education	Literate (n=170)	42.8	7.6	$t(248)=2.36$, $p=.019$	Significant
	Illiterate (n=80)	45.5	8.4		
Parental Occupation	Govt. (n=60)	42.3	7.2	$F(3,246)=3.55$, $p=.016$	Significant
	Private (n=90)	43.9	7.6		
	Farmer (n=70)	45.8	8.5		
	Self-employed (n=30)	44.7	7.9		
College Location	Rural (n=100)	45.1	8.1	$F(2,247)=3.84$, $p=.023$	Significant
	Urban (n=90)	42.0	7.5		
	Semi-urban (n=60)	43.3	7.8		

Significant differences were found for gender, locality, subject specialization, parental education, parental occupation, and college location. No significant differences were observed for family type and type of college.

Correlation Analysis

- Behaviour disorder and interpersonal relationship were significantly negatively correlated, $r = -0.42$, $p < .001$.
- Interpretation: Higher Behavioural difficulties are associated with weaker interpersonal skills.

The results indicate a **moderate, negative correlation** ($r = -0.42$, $p < .001$) between behaviour disorder and interpersonal relationship scores. This suggests that as behavioural difficulties increase, interpersonal skills tend to decrease. In other words, prospective teachers with higher levels of behavioural problems are more likely to experience weaker social and relational competencies.

SUMMARY AND FINDINGS

The analysis revealed that **gender** significantly influenced behavior disorder scores, with males ($M = 45.6$) reporting higher levels than females ($M = 42.1$). **Locality** also showed a significant effect, as rural students ($M = 44.7$) scored higher than urban students ($M = 42.8$). In contrast, **college type** (government, private, autonomous) and **family type** (joint vs. nuclear) did not yield significant differences.

Significant variation was observed in **subject specialization**, where arts students ($M = 44.3$) reported higher disorder levels than science ($M = 42.7$) and engineering students ($M = 41.9$). **Parental education** was also influential, with students from literate families ($M = 42.8$) showing lower disorder scores than those from illiterate families ($M = 45.5$).

Among **parental occupations**, students from farming families ($M = 45.8$) reported the highest disorder levels, while those from government-employed families ($M = 42.3$) reported the lowest, indicating a significant occupational effect. Finally, **college location** was significant, with rural college students ($M = 45.1$) showing higher disorder scores compared to urban ($M = 42.0$) and semi-urban ($M = 43.3$) students.

EDUCATIONAL IMPLICATIONS

- Integrate counselling and Behavioural management modules in teacher education.
- Conduct workshops on communication and conflict resolution.
- Provide mentoring support for students from rural and disadvantaged backgrounds.
- Policy makers should consider socio-demographic influences when framing teacher education curricula.

CONCLUSION

The study highlights that Behaviour disorders significantly affect interpersonal relationships among prospective teachers, with demographic factors such as gender, locality, subject specialization, parental background, and college location playing important roles. Addressing these issues through targeted interventions can enhance teacher preparedness and classroom effectiveness.

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