

Construction and Validation of Scale to Measure the Behaviour Disorder among Under Graduate Students

Dr. R. Senthil Kumar¹, Magalakshmi J²

¹Asst Professor, Department of Curriculum Planning and Evaluation, Tamil Nadu Teachers Education University, Karappakam, Chennai, Tamil Nadu.

²Ph.D. Research Scholar, Department of Curriculum Planning and Evaluation, Tamil Nadu Teachers Education University, Karappakam, Chennai, Tamil Nadu.

The study has been conducted to examine the Behaviour Disorder among under graduate students. The sample consists of 150 under graduate students from various colleges in Chennai. Samples of 150 under graduate students were selected for the investigation. The main objective of the present study is to develop a research tool to measure the Behaviour Disorder among under graduate students. The researcher has used survey method for the study. The researcher had attempted to construct and standardize the Behaviour Disorder scale to measure the Behaviour Disorder among under graduate students.

Keywords: Behaviour Disorder, under graduate students.

1. Introduction

The study of behavior disorders among undergraduate students is essential due to the increasing prevalence of mental health challenges in this demographic, driven by academic stress, social pressures, and personal transitions. Behavior disorders such as anxiety, depression, and attention deficits can significantly impact students' academic performance, social interactions, and overall well-being. Early identification and intervention can prevent long-term consequences and foster emotional resilience. Additionally, such studies inform the development of tailored mental health programs, policies, and support systems, promoting an inclusive and supportive educational environment while reducing stigma and encouraging students to seek help. So it was a need to study Behaviour Disorder among under graduate students.

Objective

To develop a research tool to measure the Behaviour Disorder among under graduate students.

Behaviour Disorder

Behaviour Disorder scale has been developed and validated by the investigator. A lot of

literature on Behaviour Disorder, test construction procedures was used for the construction of the tool. The Behaviour Disorder scale was constructed after having discussions with psychologists and experts in the field of education. The test has been prepared on five point rating scale based on Likert's type. Initially positive and negative statements were prepared in English version. The scoring procedure for the tool for the option Very often is given a score of 5, Often is given a score of 4, Sometimes is given a score of 3, occasionally is given a score of 2 and never is given a score of 1. The minimum score for the tool is 50 and maximum score of the tool is 250.

Item Analysis

The draft tool prepared by the investigator was administered on a sample of 150 undergraduate students. Each statement has five alternative responses; namely Very often, Often Sometimes, occasionally and never scoring was done for all the statements. The minimum score would be 50 and the maximum score would be 250. It is most efficient to do the checking as a single operation after all booklets have been scored.

Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25% and the bottom 25% of scores alone were taken into account. The difference in means of the high and low groups for each item was tested for significance by computing the t-ratios. Items with t-value of 1.96 and above were selected for the final tool. Thus, the final tool contains 40 items; the list of items with the t-value is presented in Table-1. Split-half method was also used to find out the consistency of the test.

Table 1: BEHAVIOUR DISORDER

S.No	t-value	Selected / Not Selected
1	2.614	Selected
2	2.201	Selected
3	2.669	Selected
4	1.996	Selected
5	3.065	Selected
6	0.491	Not Selected
7	3.223	Selected
8	3.342	Selected
9	4.135	Selected
10	3.264	Selected
11	0.946	Not selected
12	2.264	Selected
13	2.313	Selected
14	3.338	Selected
15	5.455	Selected
16	3.761	Selected

S.No	t-value	Selected / Not Selected
17	1.821	Not selected
18	2.214	Selected
19	1.301	Not selected
20	3.732	Selected
21	3.114	Selected
22	2.111	Selected
23	3.205	Selected
24	3.823	Selected
25	1.690	Not selected
26	2.283	Selected
27	4.185	Selected
28	3.111	Selected
29	4.243	Selected
30	2.121	Selected
31	4.121	Selected
32	4.511	Selected
33	0.953	Not selected
34	3.528	Selected
35	4.424	Selected
36	4.020	Selected
37	3.154	Selected
38	2.111	Selected
39	0.727	Not selected
40	2.131	Selected
41	1.143	Not selected
42	4.311	Selected
43	3.507	Selected
44	0.211	Not selected
45	4.711	Selected
46	1.454	Not selected
47	7.611	Selected
48	3.801	Selected
49	3.404	Selected
50	2.242	Selected

Reliability

The reliability of test can be defined as the correlation between two or more sets of scores on equivalent tests from the same group of individuals. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of “true-ability” free from chance error. Test-retest (repetition) method was used to arrive at the reliability of the tool. Repetition of a test is the simplest method of determining the agreement between the two set of scores; the test is given and repeated on the same group; and the correlation computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores. The value of correlation co-efficient shows that there is high positive degree of correlation between the two tests and are given in Table-2.

Table 2: Reliability Co-Efficient of Behaviour Disorder

S.No.	Method of Reliability	Values
1.	Test-retest (Repetition)	0.84
2	Split-Half	0.86

Validity

The appropriateness, meaningfulness and usefulness of the specific inferences made from test scores. In research, if findings are to be appropriate, meaningful and useful, they need to be valid. The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as “the degree to which a test measures what it measures.” The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of Behaviour Disorder scale is 0.86.

Description of the Final Tool

The final tool with 40 statements was prepared in English version with 5-point rating scale based on Likert’s type. The scoring procedure for the tool with the option. The scoring procedure for the tool for the option Very often is given a score of 5, Often is given a score of 4, Sometimes is given a score of 3, occasionally is given a score of 2 and never is given a score of 1. The minimum score for the tool is 50 and maximum score of the tool is 250.

FINAL TOOL

Table 3: BEHAVIOUR DISORDER SCALE

S.No	Statements	Very often	Often	Sometimes	Occasionally	Never
1	Makes improper comments to teachers					
2	Does not turn in homework assignments					
3	Ignores significances of his/her behavior					

4	Fails to accomplish assignments self-sufficiently					
5	Earns failing grades on tested performance					
6	Does not prepare for assigned events					
7	Does not continue on-task					
8	Does not perform scholastically at his/her ability level					
9	Does not follow written instructions					
10	Does not follow verbal commands					
11	Is reluctant to attempt new assignments or responsibilities					
12	Has difficulty with short-term or long-term remembrance					
13	Has trouble understanding abstract concepts					
14	Does not perform or whole classroom assignments during class time					
15	Requires repetitive drill and practice to learn what other students master simply					
16	Fights with other students					
17	Becomes physically violent with teachers					
18	Does not understand what he/she reads					
19	Is easily angered, annoyed, or upset					
20	Has little or no interaction with teachers					
21	Has little or no communication with peers					
22	Makes unsuitable comments to other students					
23	Responds improperly to typical physical exchanges with other students					
24	Is not accepted by other students					
25	Bothers other students who are trying to work, listen, etc.					
26	Responds inappropriately to others' attempts to be friendly, complimentary, kindly,					
27	Does not share, allow others to take their turn, participate in activities or games, etc.					
28	Makes unnecessary physical contact with others					
29	Fails to observe with teachers or other school personnel					
30	Makes sexually related comments or engages in behavior with sexual implications					
31	Lies, denies, overstates, distorts the truth					
32	Makes unnecessary comments or noises in the classroom					
33	Blames other persons or materials to avoid taking responsibility for his/her mistakes					
34	Steals or forcibly takes things from other students, teachers, the school building, etc.					
35	Engages in inappropriate behaviors while placed					
36	Behaves in a manner unsuitable for the situation					

37	Tries to avoid situations, assignments, responsibilities					
38	Blames other persons or resources to avoid taking accountability for his/her mistakes					
39	Steals or forcibly takes things from other students, teachers, the school building, etc.					
40	Reacts physically in response to enjoyment, disappointment, disclosure, pleasure, fear, etc					

2. Conclusion

This research tool focuses on gathering information about the Behaviour Disorder among under graduate students. Behavioral disorders among undergraduate students are often influenced by academic pressures, societal expectations, and personal stressors. The rigid structures of educational institutions, parental expectations, and contemporary social environments play a significant role in exacerbating these issues. Such factors can lead to negative behavioral patterns, affecting academic performance and interpersonal relationships. Left unaddressed, these challenges can create long-term repercussions on students' personal and professional lives. It is essential for mental health professionals, families, and educational institutions to work collaboratively to identify and address these issues early. Proactive interventions can not only improve students' well-being but also pave the way for a more positive and productive future.

References

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