

# Organizational Environment And Emotional Behavioral Disorder (EBD) Of Students: High School Qualitative Analysis

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## Abstract

The study's primary purpose was to shed light on the methods through which school principals assemble administrative data to analyze students' emotional and behavioral disorders (EBD). In this regards for the accomplishment of this broad aim, information of school principals have been collected about the student behavior this helps to make decisions related with students to change their behavior in achieving their academic goals. Further, school official's behavioral data observed to improve students' grades and motivation to become productive members of society with that the role of school principals also observed in the promotion of students' academic and social success. The research qualitative in nature, data was collected, from the high secondary schools (HSS) of Lahore region, for this through convenient sampling six (06) different school and head teachers and principals were selected for face-to-face interviewed. The interview data was recorded and analyzed with thematic analysis, further, from the given opinions three (03) main themes were drawn, theme one (01) related with the principals' experience and current perspective on using the technique for gathering behavioral data from students, second (02) theme, based on the administration's ideas that helps for utilized better students' academic results and career goals. And third (03) theme gave the idea of principals and efforts put in place and intervention strategies created are assisting students with EBD in making more academic progress. Because school administration believed that collecting and analyzing data help them to better manage their student's emotional and behavioral issues, the findings of this study serve to help administration and teachers to resolve student's emotional behaviors to increase academic attainments.

**Key words:** Organization, Education, Emotions and Behaviors, School Environment

## Introduction

Emotional and behavioral instability may be a symptom of a more serious underlying mental health disorder. Both have an impact on a child's functioning in most or all aspects of life. A child with EBD may struggle to control their emotions and make acceptable behavioral choices in a range of social situations. A child's capacity to excel in school, manage their emotions and activities, and find fulfilment in their life might all suffer as a result of an emotional or behavioral disorder. These issues

have an influence on the child's overall mental health. This covers their emotions, behaviors, social development, and cognitive abilities. Children with emotional and behavioral issues have a difficult time dealing with the demands of ordinary life. Students with significant behavioral issues have an extraordinarily high failure risk when it comes to academic accomplishment. Students with emotional/behavioral disorders (EBD), for example, do poorly academically and drop out at greater rates than students with any other

impairment group. Students with EBD had greater rates of exclusion from regular classes, as well as higher rates of retention and attrition, than their general education peers, and they had higher rates of exclusion from regular classes than their disabled counter parts. Students at risk for EBD who have not been diagnosed with a disability but exhibit significant behavioral problems at school are frequently met with reactive administrative strategies such as suspension or expulsion and/or curricular inflexibility, which have little positive impact and, in many cases, reduce students' chances of success (Collins et al., 2023).

Meanwhile, the low academic standards and highly segregated nature of many self-contained or "low-track" classes intended for children with behavioral challenges foster student aversion to academic involvement, making this technique counter-productive with these children (Yeager et al., 2022). All students at risk of dropping out, including those with behavioral issues, may benefit from more experiential and inclusive educational approaches that include active student engagement with peers and community adults, interesting and meaningful learning tasks, hands-on activities, and the development of supportive personal relationships (Balart et al., 2023). Academic settings, through offering a friendly and inclusive environment that fosters good mental health and well-being, play an important part in controlling students' emotional and behavioral issues. This might involve making necessary modifications and offering support services like as counselling and social skills training to assist students with emotional and behavioral difficulties in succeeding academically and socially (Tharaldsen et al., 2022).

Furthermore, academic contexts may foster a culture of acceptance and tolerance toward students with emotional and behavioral issues, which can aid in the reduction of stigma and prejudice. Additionally, teachers and staff may be taught on how to identify and react to

students with emotional and behavioral issues to give the appropriate support and interventions (Peltier et al., 2020). Aside from the significance of academic contexts in the management of students' emotional and behavioral problems, it is equally critical to evaluate the larger social and systemic variables that might contribute to the development and maintenance of these illnesses. Poverty, trauma, and prejudice are examples, as is access to mental health resources and support (Koppenborg et al., 2022).

Moreover, emotional and behavioral issues are complex and varied, and no one technique or solution is likely to be beneficial for all adolescents. To successfully assist and treat these illnesses in academic settings, a complete and holistic strategy that addresses each student's specific needs and circumstances, as well as the wider social and systemic elements that lead to emotional and behavioral problems, is required (Koppenborg et al., 2022). School principals and instructors may improve services for children with EBD by analyzing and applying incidence statistics at their school, as well as learning how to approach students with behavioral challenges. The first step in developing a framework and program that is beneficial to students is collecting and analyzing occurrence information, but this can be a mind-boggling and overwhelming task, especially for school principals who juggle multiple assignments in a single week, held day by day, or even for a few hours. Data on student behavior is critical for schools to concentrate on increasing students' academic progress (Mihut et al., 2022). If children with EBD are not treated, they may develop major behavioral problems. The primary objective of creating a learning-friendly atmosphere should be promoted to reduce the occurrence of behavioral disorders. School principals must have access to the tools of collecting such information in order to guarantee that they have accurate information on occurrences affecting students. If there is a dearth of specific knowledge, it will be

difficult to create a conducive atmosphere in which students can learn (Flynn et al., 2022)

In addition, there are various gaps in the research about the importance of academic settings in the management of students' emotional and behavioral issues, such as: There is little evidence on the usefulness of particular therapies and adjustments for adolescents with emotional and behavioral issues in academic settings. There is a scarcity of research on the effects of inclusive and supportive academic settings on the mental health and well-being of students with emotional and behavioral problems. There has been little study on the usefulness of teacher and staff training programs in identifying and reacting to children with emotional and behavioral issues.

Furthermore, there are behavioral concerns with students at school, principals and teachers have access to a wealth of tools that may help. The research is conducted about schools proceeds to accommodate children with EBD both within and outside of the classroom. Another goal of this research is to understand more about the challenges that data principals encounter. It is critical to understand the tactics and tools utilized by principals when analyzing student incident records to collect valuable data. This research also investigates how much educational institutions consider the efficiency of remedial interventions for students with EBD. Students with EBD have challenges not just in the classroom, but also at home, on the playground, in the cafeteria, and elsewhere. This complicates the matter even further. To address the research concerns, this inquiry adopts a qualitative technique. The goal of this qualitative research is to discover how principals get information about behavioral patterns and decide where to make changes.

### Research Questions

The following research objectives were developed for achieving desired results,

1. How much information do school principals have about student behavior to utilize in making decisions and persuading students to change their behavior to accomplish academic and long-term goals?
2. Can school officials use behavioral data to improve students' grades and motivation to become productive members of society?
3. How assured are school principals that the mechanisms they put in place to promote and facilitate students' academic and social success are effective?

### Literature Review

Classroom routines help students perform responsibly and drive home the importance of standards-based education. Humans need routines to perform well and to learn effectively. The ringing of bells at the beginning and end of each class session acts as a visual reminder of the day's events. These signals are structured and predictable, so they help the mind relax (Whatnall et al., 2022). It is essential for classroom routines and the environment instructors envision for their classrooms to work together to provide the sort of learning environment they desire to give for their students. If a teacher wants to create an atmosphere that promotes group work in the classroom, they should structure the classroom to reflect the expected behaviors of their students. Instead of labelling students slow learners or using them as instances of cheating, try praising them for the confidence they've gained by working through their difficulties (Jung & Ryu, 2022).

Teachers are able to effectively reinforce these routines by showing their gratitude to the students who follow the norms set out in the classroom. It's important to recognize and reward students for their efforts in class, both individually and as a group. Acknowledgment of a job well done might come in the form of a handshake, a round of applause, a potluck supper, or any number of

other gestures. It's important for teachers to be explicit so that students may understand the mutual reliance that exists between them and their teacher (Lara, 2022). The students are taught routines in which they are expected to participate and behave in a predetermined manner. By starting each day with a message of the day, morning greetings, and a brain storming activity, teachers may provide their students a reliable signal about what they can expect from the day ahead. Teachers' level of formality or informality in their interactions with students may be gauged in a number of ways. The students are expected to behave in a certain way, for as by being quiet and preparing to take notes (Clifford et al., 2020).

Furthermore, Mullen & Hunt (2022) stated that establishing classroom norms is crucial for managing student behavior while utilising EBD. The purpose of these suggestions is to give students the confidence they need to do their best work and learn in a stimulating setting. Standards as a technique of conveying desires may be the most cost-effective method of classroom management (Paralkar & Knutson, 2021). Teachers may foster a positive domain that raises lead taking after proper behavior and prevents negative cycles of inappropriate conduct if they base their classroom management framework on clear and universally understood rules. This is achieved by changing the focus of classroom discussion from inappropriate to acceptable behavior. Teachers must ultimately deliver consistent results while doing this because of the administration of following and regulating disruptive behavior (Chen & Lim, 2022).

Emotional and Behavioral Disorder Fosters a Dynamic and Productive Classroom in this regard majority of teachers are worried to take initiative to find a suspicious person who seems emotionally unstable and mentally ill. The truth is that a teacher has no power to force a student to pay attention, keep going, or do anything else that is expected of them. A teacher has the power to set the stage for a student's future success. This is achieved

through conveying expectations and giving guidance, resources, and encouragement (K. Lisnyj et al., 2022). The best way to create such an atmosphere in the classroom is to establish assumptions, objectives, and standards that require interdependence among students. We should be encouraging children to be successful and providing them with a range of resources and tools to accomplish so, rather than urging them to "Focus all alone work" or "Stress over yourself or accept the disappointment of other students." (K. T. Lisnyj et al., 2021).

When dealing with disruptive students in the classroom, School-Wide Positive Behavior Support Program (SWPBS) is a tried-and-true strategy. One of the more efficient approaches is SWPBS, however there are many other. SWPBS is a systematic approach used in educational settings with the goal of helping all children succeed socially and academically by attending to their unique blend of social, psychological, and behavioral needs. How we achieve this goal is through catering to the students' emotional, psychological, and behavioral requirements (Balart et al., 2023). SWPBS is an all-encompassing approach to managing student behavior that can be adapted to fit each school's environment. Many experts in the field agree with this. Moreover, it provides strategies and options derived from statistical evaluation. It's helpful for figuring out what students really need (Borgen et al., 2021).

As Gagnon (2022) opinioned that the academic achievement may be out of reach for students with behavioral issues if teachers insist on a calm, focused classroom. Students with behavioral issues have been seen to try to come up with excuses to skip school for long stretches of time. Fascism takes another form when students who have been the subject of repeated disciplinary measures are made to wait in the administration's office before being allowed to interact with upper management. It implies that students with EBD are not included in the regular curriculum. The use of

school-wide data is crucial in educational institutions, as it may be used for both recognizing recurring patterns of student behavior and aiding in the allocation of scarce resources (Collie, 2022).

### **Methodology of Research**

In social sciences researches the qualitative technique would be most suited for the study for various reasons as approaches to qualitative research are great for understanding people's viewpoints on their present conditions (Isaak et al., 2022). The purpose of this research was to obtain insight into the methods through which principals' collect, analyze, and use data for the development of student behavior. Spence et al., (2020), explained that a qualitative study will first inquire "how" to find the source of the issue, and then the researcher will strive to understand the environment in which the problem is happening. The researcher analyzed the participants' thoughts on their personal experiences while collecting data from students with EBD. Second, a qualitative method enables the researcher to investigate intangible notions (such as attitudes, behaviors, or ways of thinking) that are notoriously difficult to validate using quantitative tools (Vawter & McMurtrie, 2022). Third, studying phenomena in their natural environments requires a qualitative approach (Totonchi et al., 2022).

### **Population and Sampling**

The researcher used a technique known as "deliberate sampling" to choose certain principals for in-depth interviews. In population all the higher secondary schools of Lahore district taken as population, then with the help of convenient sampling six (06) HSS were selected then the head teachers and principals of school taken as the respondents of the present study. Further, all the participants are selected depending on how well each institution understands the approach of the study attending interest schools. The persons participated in this research were chosen with care researcher defines purposeful selection.

Principals were selected expressly for this research since they are often seen as the leaders of their respective organizations.

### **Data Analysis**

The study was a qualitative research for this purpose thematic analysis technique used, it is hard to conduct qualitative research using just one technique since data analysis is a way of constructing meaning. The following main themes were drawn from the opinions of the respondents.

#### **Theme 1: School Administration's Perspectives about learners Behavioral Data**

This above theme result further divided into two (02) more sub themes as,

##### **(A) Administrator's perspective during data collection**

In the school administrators data collecting included participant's attendance record, dropout rate and students elimination or suspension. This section includes all the detail about the strategies used by different administrators while recording the specific occurrences about students EBD. Different responses has been generated at the point of data collection like administrator Abdul Rahman stated that "he collected the data from individuals class involvement to organizational disciplinary behavioral patterns and archive the complete records" Administrator takes another initiative to collect data he used data collection strategy in two zones. In first zone he monitored all the assessment practiced used by the concerned school and in second zone he monitored feedback practices given by the teachers. He collected behavioral data in this manner. Bilal clarified that he has sharp and strong memory probably, he used to rely on his own ability to recall the specific events or happenings in this regard.

Another administrator Qasim said that there is no as such record has been observed about students EBD in his school. Teachers are responsible to cater such type of issues by their

selves in the class rooms. One school administrator Muzamil described that he record student's disruptive type of behavior in his school like use of physical abuse, violence and slang language.

### **(B) Administrator's perspective during data Analysis**

Principals utilized data from the resources office and conversations with faculty members as data sources. Based on the data gathered, the office created papers to address concerns of children's delinquent behavior and mental health. Principals make judgements based on data analysis. They were given discretion in determining how to react to the children's improper behavior and emotional problems. Teachers and other school personnel were given the same opportunity to participate in data analysis. Teachers used to make assumptions about their students' health and treat them in the classroom appropriately. When teachers lose control, they must report the disruptive behaviors of concerned individuals to the principals in order to observe and record their unstable emotional behavioral patterns for timely management.

According to the results of this research, school administrators were given the freedom to independently acquire and assess data prior to making strategic choices. "If I were to speak about student data gathering methods," Haris stated, "I would say that we closely observed students' academic tracks and acquired data on students' academic development." When it comes to gathering data, we're not very concerned with things like emotional breakdowns or behavioral issues.

### **Theme 2: Administrators observations about learners Behavioral patterns**

The observations of participants were compiled along with this result further have four (04) more sub themes for the use of already discovered data.

#### **A. Identifying specific incidents**

#### **B. Selecting students who are considered to be at risk**

#### **C. Planning interventions and creative activities**

#### **D. Behavioral difficulties in a proactive rather than reactive manner.**

All four of these components are deconstructed and explored in depth, considered as the participants' reactions.

#### **(A) Identifying specific incidents**

Several principals have said that they use data to detect situations and youngsters who are demonstrating bad behaviors. Furthermore they gathered data to highlight the frequency of disruptive behaviors. Moiz used students' participation rate in class room activities as data source to find out the significant correlation between the students' academic performance which result in decrease in failure or dropout rate. He stated that there is positive correlation between students participation rate in class room activities with increase in academic performance. Occurrence of EBD in students decrease their academic performance as well as class room participation.

#### **(B) Selecting students who are considered to be at risk**

When preparing an intervention or technique to address the problem, identifying unacceptable behavior is an excellent place to start. In this regard school administrators gathered information about disruptive emotional and behavioral pattern of students to prevent the chance of repetitive behavior or event. Administrators record such behaviors and if a new case is diagnosed in the organization then administrator treat it with the assistance of previous record. Hence, the purpose of these therapies or techniques are to improve behavioral issues. Principals were able to focus on five major concerns using the gathered data: (1) low attendance, (2) poor assessment grades, (3) tardiness in class, (4) lack of classroom attention, and (5) inappropriate behavior with other children.

Tahir states that we determined whether or not a student would fail based on their attendance

rate and performance on weekly and monthly examinations. If a student is often absent, we will request a meeting in the office with the student's parent or guardian to address the child's academic achievement and the reasons behind his or her absences.

**(c) Planning interventions and creative activities**

According to a principal, problems arise during the transition time when students are unable to master the essential duties and proceed to the next level. It may be beneficial at this time to "reinforce" positive behavior in the children to make them easier to handle. If the "directive" or "reinforcement" is given correctly, the reinforcement approach may be successful. In a triggered situation, the message given to youngsters may be directive or intended to reinforce. We say a student has high antecedent compliance if they are more likely to follow instructions because of how those instructions were given to them. The term "antecedent" refers to the conditions, whether favorable or bad, that have a direct influence on the children's behavior. Researchers studied antecedent-based approaches such as pre-correction and active supervision. They investigated numerous ways for dealing with the children's behavior. Pre-correction is a classroom intervention method that encourages children to participate in constructive behaviors before they become a problem. The presence of the instructor and the allocated tasks inform the following aspects of active supervision: During rounds, (1) instructors rotate about the classroom, (2) teachers examine the highlighted location on a regular basis, and (3) teachers scan the room as a group. Teachers have chosen to use these tactics to assist student recall what kind of behavior is expected of them.

**(C) Behavioral difficulties in a proactive rather than reactive manner**

Principals or administrators should begin intervening and taking other actions while the issue is still in its early stages. Proactive tactics outperform reactive ones by a

wide margin. Teachers should convene a meeting to address classroom and schoolwide behavior requirements. The capacity to self-regulate one's behavior is a key skill that students may find beneficial. Data gathering at regular periods has both a reactive and long-term goal. In any event, cultivating a learning-friendly environment is difficult when there is a scarcity of specialized knowledge.

**Theme 3: School officials efforts to improve learners performance with BED**

With this result have been find three (03) more sub themes,

**(A) Structure of School**

The first theme for school principals should be to establish a data gathering and analysis structure inside the institution. Principals who took part in the research praised the study's capacity to acquire and analyze data quickly and efficiently to show patterns in student behavior. Participants believed that establishing a framework was critical to assisting students in staying on track, and this attitude was echoed by everyone. Nonetheless, two in-depth applications of causal frameworks, such as those that rely on recollection or transcribed notes of behavior occurrences, were used. A structured approach of data gathering and analysis aids understanding of the framework's implications.

**(B) Behavioral standards and norms**

Second, participants believed that establishing similar behavioral standards and norms for students might improve academic achievement throughout the institution. Overall building-level management of practices may be enhanced by first identifying potentially unsafe portions of the building, such as the corridors leading to the toilets, which are often unattended, and then establishing consistent standards for those types of regions across the school. Furthermore, if the staff shared the same set of needs, instructors would be more inclined to communicate with students in the same

language. All students, to the extent practicable and appropriate, should be given a clear summary of these goals. Furthermore, strategies must be developed to support the creation and execution of systematic practices that provide orderly teaching and demonstrating for predicted far-reaching practices for students.

### **(C) Social learning culture**

Third, the educational environment has a significant impact on the overall leadership of the students. As a consequence, a social learning culture has emerged in which students are encouraged to use social practices to supplement their own knowledge. Although none of the authorities explicitly said it, they all appeared to imply that there wasn't much in place to encourage a learning atmosphere. The administration came to the conclusion that the institution's overall learning environment, or culture, was unproductive. If data analysis offers insights that lead to changes that better direct students to the targeted outcomes, there may be space for improvement. Consistent expectations, clear definitions of fundamental norms, and a culture of capacity built by a purposeful approach for dealing with behavioral activities are all critical for success. Furthermore, establishing standards for student behavior by providing them with a similar language, set of experiences, and set of expectations provides a good basis for a healthy school culture.

### **Discussion and Conclusion**

The results of this research analyzed the school's administration that managing the student behavior at learning place. Principals' attention was analyzed by focusing of their behaviors with students and activity creation. The school's general culture and the rules of conduct have a major effect in determining students' behavior. The findings of this research indicate that frequent data analysis by school principals is critical for developing behavioral changes in children. Furthermore, schools provide children with information and

assistance to assist them in dealing with their diseases.

Moreover, the results also relate with Moore et al., (2020) that have opinion that the majority of people who talked believed that implementing a consistent approach would reduce student behavior concerns while increasing academic attainment. The group also agreed that taking a cautious approach would provide concrete outcomes. The outcomes may be classified with student behavior at the school level. Moreover this concept also related with Liang (2022) study that participants like students' presence, tardiness, and participation with the content being taught are all recorded in the classroom. The study concludes that principals should also enable teachers to take direction of the classroom in appropriate way it is critical that instructors have awareness of the behavioral issues of their students faced and adopt best approach to solve their emotional behavioral disorders.

### **Recommendation**

As on the behalf of this study's there are some recommendations were drown as,

1. The resulted recommended about the various changes in the structure of school environment, different tanning and awareness content should be used for teachers and principals about to handle the emotional and behavioral disorders of the students.
2. Instructors may teach students about to demonstrate good behavior when they have concerns about what is expected of them or how to interact with others in a courteous manner.
3. The outcomes recommended that students should be educated about the norms of behavior required on school premises.
4. A culture of accountability should be adopted towards all teachers that have responsibility to manage the students discipline in the classroom.



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