

**Teacher-Student Interaction, Peer Relationship and Emotional
Behavioral Problems in Madrassa and Mainstream School Students**



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Declaration

I, Ms. **Ushna Farrukh** ID: **S2016146004** Student of **MS Clinical Psychology** in the subject of **Clinical Psychology session 2016-2018**, hereby declare that the matter printed in the thesis title "Teacher-Student Interaction, Peer-Relationship and Emotional Behavioral Problems in Madrassa and Mainstream Schools" is my own work and has not been printed, published and submitted as research work thesis or publication in any form in any university, research institution etc in Pakistan or abroad.

Dated: _____

Signature of Deponent

Certificate of Approval

Accepted by the faculty of Institute of Clinical Psychology, University of Management and Technology, Lahore in partial fulfilment of the requirements for the degree of MS in Clinical Psychology.

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Dedication

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Abstract

Adolescence is a period which is frequently represented as the negative stage of life, an age of ups and downs going through different physical and psychological changes that bring challenges which are the major cause for Emotional Behavioural in adolescence, negatively impacting their relationships. Therefore, the study aimed to find out the relationship between Teacher-student interaction, Peer relationship and emotional behaviour problems. The indigenous scale was developed to assess the interaction pattern of teachers with students according to cultural norms. The factor analysis revealed an ideal Cronbach alpha for two factors of Teacher-Student Interaction Scale .84 and .82. A significant test retest reliability was found ($0.7 = p < 0.001^{***}$). Peer Relationship Questionnaire (PRQ) and School Children Problem Scale (SCPS) were also administered on 210 adolescents from Madrassa, Government and Private Schools, with the age range of 14 to 18 years. The results of study showed that, there is significant positive relationship between teacher-student interaction, peer relationship and emotional behavioural problems. There is significant difference between three institutes in the prevalence of emotional behavioural problems, moreover the Private schools are more vulnerable towards Emotional Behavioural problems. The limitation of study and further suggestions are also explained in the dissertation.

Introduction

Adolescence is the time period, most commonly characterized by negative life stages where multiples stressors are endured. The age on which a child enters in adolescent's period, is full of attempts and struggles, they make in order to find and set their identities, standards and models besides getting independence from their parents. At a point where the word adolescence comes, majority of grownups have the tendency to mix-up the terms of adolescence and puberty and using them alternatively (Butterworth, 2001).