

A Study on Situational Awareness and Peer Influenced Behaviour Disturbance of Secondary Students

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Abstract:

Personality is a fundamental determinant of an individual to regulate the process of adaptability in respect to the nature of environmental changeability. Effective transformation of knowledge is awareness regarding any issue. In this study, the matter of situational awareness has been selected as an independent variable of the study; and peer influenced behaviour disturbance is another important variable of present study. A survey type descriptive research method has been conducted in this study to find out the relevant answers regarding the matter of assumptions. Through the effective practice of awareness about the factors of situation or collective form of situation, an individual will be able to take effective decisions on the basis of own abilities or potentialities in terms of the favourability of the situation. Peer influenced means the influence by the peer group on the process of taking decisions regarding anything. Behaviour disturbance is a fundamental parameter of an individual that represents the abnormality in behaviour as per the criterion of a situation. In this study, investigator has intended to study the level of behaviour disturbance influenced by peer group. To measure the variable, to find out the relationship between the variables and to determine the nature of difference in terms of the corresponding strata of the study, present study has been designed. At the end of the study, the moderate level of situational awareness and peer influenced behaviour disturbance have been found; insignificant strata wise difference regarding the said variables have been found; relationship between the variables have been found in connection to the rural and boys group of sample respectively. On the basis of this result, it has been interpreted that situational awareness is not related with the variable of behaviour disturbance; side by side gender and locality are not the indicators of influencing factors of said variables. And finally, it has been observed that in every cases measurement has been found in moderate level.

Keywords: Situational Awareness, Peer Influenced, Behaviour Disturbance and Peer Influenced Behaviour Disturbance

1.0. Introduction:

Situation is an important parameter of any measurement by which an individual will be able to take effective decisions regarding the matter of any perceived problems as well as corresponding solutions. Therefore, it has been clearly determined that situation is fundamental index to assess and to evaluate any measurable aspects. Situation indicates a position or set of interactive things in a particular time and particular place (*Cambridge Dictionary*). The term 'Situation' has come from the Latin term 'Situs' which means a place or a position. So, situation is an important indicator of measurable things of a place to conceptualise the corresponding matter on the basis of different measurable aspects. Awareness is another important issue by which it will be established that an individual has the complete understanding about any knowledge. To comprehend the matter related to the issues of corresponding knowledge, the significance of awareness will be justified. Awareness is another name of individual understanding regarding any measurable things. It is a process to comprehend the matter which is going on (*Merriam Webster Dictionary*). To obtain functional knowledge regarding any subject, issue or situation is known as awareness (*Macmillan Dictionary*). Awareness is a process to concern about the reality of any situation that helps to comprehend the actual things of any situation (*Oxford Dictionary*). Therefore,

individual perception regarding situation is known as awareness. It will be classified on the basis diversity of knowledge concern. Some of them are activity oriented awareness, cultural awareness, social awareness, location oriented awareness, workplace awareness, and knowledge awareness respectively. Effective perception regarding any action that is going on is known as the activity awareness. Culture is a combination of different values, beliefs knowledge and perceptions of a society. Through the development of corresponding comprehension regarding the fundamentals aspects of the culture, an individual will be able to develop a understanding regarding the said culture. There is a universal system that is society by which a lot of different social activities on which tasks, the development of effective consciousness will be known as social awareness. Awareness about any object in terms of any locality is known as location awareness; similarly, the effective comprehension regarding the different aspects of a workplace is known as workplace awareness. Therefore, situational awareness is an understanding of an individual regarding the matter of functional points of a situation. This awareness will help to measure the things of any situation on the basis of effective understanding; it also helps to conceptualise the role of an individual in a particular situation. On the basis of effective measurement of individual understanding, an individual will be able to be effective in always changing situation.

Behavioural disturbance is an abnormality of human personality which assures the inefficiency to organise individual psychological as well as physiological system in respect to the nature of environment. Through the practice of abnormality, an individual will not be able to regulate individual efforts in terms of the nature of the environmental changeability. Due to the abnormality in human personality, an individual will be diverting from the actual level of effective utilization of individual efforts in connection with the actual objectives of appropriate manifestation of human resources. To assure the whole personality, it is needed to integrate individual efforts to regulate individual attempts as per the basic characteristics. There are so many corresponding aspects of human personality namely psychological, emotional, social, moral and aesthetic respectively. Through the effective practice of those psycho-physiological aspects, an individual will be able to modify own behavioural pattern as per the basic characteristics of the environment. When an individual will not enable own self to adjust with the as per the nature of corresponding change of the situation and opt some non-existent desirable ways to move forward for meeting the actual objectives of the life. The reflection of abnormality in personality pattern will stimulate some abnormal ways to fulfil the target of life. On the basis of practicing the abnormal ways will create a lot of problems in life that is not expected to manifest individual resources ad per the reality consideration. The abnormality of school going students has been focused in this study to find out the corresponding problems of students on the basis of the characteristics of abnormality. There are so many influencing components to generate the abnormality in behavioural pattern. In this study, investigator has intended to study the level of influence of peer group to develop abnormality rapidly to create behavioural abnormality or nature of disturbances. To find out the relevant influences of peer group in respect to gender as well as locality, present study has been designed technically. The relationship between situational awareness and behavioural disturbances has been measured as well as mean difference has been studied in this study. The complete procedures of present study has been presented below which has reflected a concrete status of present study. On the basis of this analysis, it has been assured the acceptance level of corresponding assumptions.

2.0. Objectives of the study:

At the end of the study, investigator intends to find out some valuable answers regarding some specific questions related to the interconnectedness of the variable as well as the influences of peer group to regulate the reflection of behavioural disturbances. Investigator wants –

- To measure the variable of the study in respect to the specific determinant.
- To find out the relationship between situational awareness and behavioural disturbances.
- To determine the level of strata wise mean differences in terms of situational awareness as well as behavioural disturbances of the secondary students.

3.0. Methodology of Research:

In this study, a method of descriptive study has been followed to describe the actual reality in connection with the nature or problems of present study. The basic sequence of the study has been presented below to conceptualize the actual pattern of study as well as the design of corresponding research.

3.1. Population and Sampling:

All the secondary school students of Malda District have been considered as a population of the study. By implementing the purpose sampling technique, the representative data has been collected to measure the relevant aspects of present study. In this regard, 200 secondary students have been selected to conduct this study.

3.2. Terms Define:

To conceptualize the study and corresponding aspects of the study, the related terms have been defined below.

3.2.1. Situational Awareness:

Situational awareness is an understanding of an individual regarding a definite situation or facts of the situation. It is a perception regarding an issue related to the situation by which an individual will enable to take effective decisions.

3.2.2. Behaviour Disturbances:

Behaviour disturbance is an indicator of human personality that represents the nature of human abnormality in action, in doing and in feeling. It is a measurable and reflective aspect of human personality that is not desirable to the effective development of human personality.

3.2.3. Peer Influenced Behaviour Disturbance:

It is an abnormality of an individual that created by the influence of people from same group in respect to the disturbing characteristics of an individual. In this study, a behavioural disturbance of students of secondary education system influenced by the people of same group is considered appear influence behavioural disturbances.

3.3. Dimension of Situational Awareness:

Dimensions of situational awareness have been classified into –

- i. Aware through identifying elements of the situation
- ii. Aware through processing elements of the situation for cognition about it
- iii. Aware through comprehending elements of the situation

3.4. Dimension of Peer Influenced Behaviour Disturbance:

Dimensions of Peer Influenced Behaviour Disturbance have been classified into-

- i. Behaviour Observe In the Class
- ii. Behaviour Observe In the Library
- iii. Behaviour Observe In the play Ground
- iv. Behaviour Observe In the Peer Group
- v. Behaviour Observe In the office Room

3.5. Scoring Key of Situational Awareness Scale:

To quantify the responses against the items of situational awareness, a definite scoring key has been developed and used in this study. The said key has been presented below.

Table – 1 Scoring Key for Situational Awareness Scale

| Option → | <i>Strongly Agree</i> | <i>Agree</i> | <i>Indifference</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|-----------------|-----------------------|--------------|---------------------|-----------------|--------------------------|
| Positive Item → | 5 | 4 | 3 | 2 | 1 |

| | | | | | |
|-----------------|---|---|---|---|---|
| Negative Item → | 1 | 2 | 3 | 4 | 5 |
|-----------------|---|---|---|---|---|

3.6. Scoring Key of Peer Influenced Behaviour Disturbance:

A specific scoring key has been developed against the measurement of second scale that is Peer Influenced Behaviour Disturbance. The said key is presented below.

Table – 2 Scoring Key for Peer Influenced Behaviour Disturbance

| Option → | <i>Strongly Agree</i> | <i>Agree</i> | <i>Indifference</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
|-----------------|-----------------------|--------------|---------------------|-----------------|--------------------------|
| Positive Item → | 5 | 4 | 3 | 2 | 1 |
| Negative Item → | 1 | 2 | 3 | 4 | 5 |

3.7. Interpretation Index of Situational Awareness:

To interpret the result against the response regarding situational awareness of secondary students, an interpretational index has been developed which is presented below.

Table -3 Interpretational Index of SA

| Serial No | Raw Score | Interpretation |
|-----------|-----------|----------------|
| 1. | 121 -150 | High |
| 2. | 106 – 120 | Above Average |
| 3. | 75 -105 | Moderate |
| 4. | 60 -74 | Below Average |
| 5. | 30-59 | Low |

3.8. Interpretation Index of Peer Influenced Behaviour Disturbances:

An interpretational index to interpret the result against peer influenced behaviour disturbance has been developed and presented below.

Table -4 Interpretational Index of PIBD

| Serial No | Raw Score | Interpretation |
|-----------|-----------|----------------|
| 1. | 141-175 | High |
| 2. | 123 – 140 | Above Average |
| 3. | 88 – 122 | Moderate |
| 4. | 70-87 | Below Average |
| 5. | 37 -69 | Low |

4.0. Analysis and Interpretation:

Collected data against the situational awareness and peer influenced behaviour disturbances of secondary students have been analyzed below.

Table -5 Descriptive Analysis of Situational Awareness

(Gender cum Locality wise analysis)

| | N | Mean | | Std. Deviation |
|-------------|-----------|-----------|------------|----------------|
| | Statistic | Statistic | Std. Error | Statistic |
| SARG | 50 | 83.4600 | 3.18327 | 22.50915 |
| SAUB | 50 | 94.8400 | 2.30498 | 16.29869 |
| SARB | 50 | 96.2800 | 2.32643 | 16.45035 |
| SAUG | 50 | 99.0200 | 2.00295 | 14.16303 |

By observing the above table, it has been observed that awareness level regarding the situation has been found in moderate level. In terms of gender cum locality base of the analysis, the higher level scattered has been found in the case of rural girls and lower level scattered has been found in the case of urban girls secondary students. On the basis of descriptive value, it has been observed that urban girls is the higher performer group in respect to mean value and rural girls is the lower performer group in terms of the issue of situational awareness.

Table -6 Descriptive Analysis of Situational Awareness
(Locality wise analysis)

| | N | Mean | | Std. Deviation |
|----------------|-----------|-----------|------------|----------------|
| | Statistic | Statistic | Std. Error | Statistic |
| SARURAL | 100 | 89.8700 | 2.06450 | 20.64498 |
| SAURBAN | 100 | 96.9300 | 1.53355 | 15.33548 |

In the above table, it has been found that situational awareness of secondary students has been analyzed with the help of descriptive statistics. Moderate level of awareness has been found in this case of corresponding measurement. This is result is representative to describe the situation due to the lower value of standard error.

Table -7 Descriptive Analysis of Situational Awareness
(Gender wise analysis)

| | N | Mean | | Std. Deviation |
|----------------|-----------|-----------|------------|----------------|
| | Statistic | Statistic | Std. Error | Statistic |
| SAGIRLS | 100 | 91.2400 | 2.02779 | 20.27793 |
| SABOYS | 100 | 95.5600 | 1.63078 | 16.30785 |

From the table -7, it has been found that gender wise situational awareness has been analyzed in this segment of the measurement. Moderate level of situational awareness has been found in this case by which descriptively proved that there is a slight variation in respect to the response against the situational awareness of secondary students.

Table -8 Descriptive Analysis of Situational Awareness
(Total data based)

| | N | Mean | | Std. Deviation |
|----------------|-----------|-----------|------------|----------------|
| | Statistic | Statistic | Std. Error | Statistic |
| SATOTAL | 200 | 93.4000 | 1.30682 | 18.48128 |

Through the effective analysis of total data found against the situational awareness, it has been observed that moderate level of awareness has been noticed in respect to the measurement of a situation.

To conceptualise the representative reliability of this measurement, a descriptive analysis has been done with the help of Bootstrap technique to maximize the sample number from 200 to 10000. Through the analysis of the reality of the corresponding data, the following result has been found.

Table -9 Descriptive Analysis of Situational Awareness
(Through Bootstrap Technique)

| | | Statistic | Bootstrap ^a | | | |
|------|---------|-----------|------------------------|------------|-----------------------------|---------|
| | | | Bias | Std. Error | BCa 95% Confidence Interval | |
| | | | | | Lower | Upper |
| N | Valid | 200 | 0 | 0 | . | . |
| | Missing | 0 | 0 | 0 | . | . |
| Mean | | 93.4000 | -.0097 | 1.3041 | 90.8400 | 95.9750 |

| | | | | | |
|---|----------|---------|--------|----------|----------|
| Std. Deviation | 18.48128 | -.06141 | .89851 | 16.76150 | 20.04476 |
| Skewness | -.343 | .005 | .129 | -.593 | -.076 |
| Std. Error of Skewness | .172 | | | | |
| a. Unless otherwise noted, bootstrap results are based on 10000 bootstrap samples | | | | | |

From the above table, it has been observed that the representative data is very low bias to describe the basic features of response against the measurable variable of the study. Level of scattered response by individual response has been found in very low level. By studying the representative value of central tendency, it has been interpreted that awareness about the situation is neither higher nor lower; it has been found as moderate level.

Table -10 Descriptive Analysis of Peer Influenced Behavioural Disturbance
(Gender cum Locality wise analysis)

| | N | Mean | | Std. Deviation |
|---------------|-----------|-------------|------------|-----------------------|
| | Statistic | Statistic | Std. Error | Statistic |
| PIBDRB | 50 | 111.1200 | 3.12797 | 22.11809 |
| PIBDUB | 50 | 112.0200 | 3.15303 | 22.29532 |
| PIBDUG | 50 | 116.5400 | 2.64948 | 18.73468 |
| PIBDRG | 50 | 119.8200 | 2.55753 | 18.08448 |

By observing the above table, it has been observed that the selected groups have reflected a moderate level of peer influenced behaviour disturbance. But, in the case of rural girl secondary students, slight variation of response has been assessed properly. In the case of rural boy and urban boy, response variation has been found in higher level.

Table -11 Descriptive Analysis of Peer Influenced Behavioural Disturbance
(Locality wise analysis)

| | N | Mean | | Std. Deviation |
|------------------|-----------|-------------|------------|-----------------------|
| | Statistic | Statistic | Std. Error | Statistic |
| PIBDURBAN | 100 | 114.2800 | 2.06134 | 20.61336 |
| PIBDRURAL | 100 | 115.4700 | 2.05699 | 20.56989 |

By observing the above table, it has been observed that there exists similarity in respect to the response of secondary students regarding the matter of behavioural disturbance influenced by peer group. Response deviation has not been found in this case due to the similarity of result found in the measurement of standard deviation.

Table -12 Descriptive Analysis of Peer Influenced Behavioural Disturbance
(Gender wise analysis)

| | N | Mean | | Std. Deviation |
|------------------|-----------|-------------|------------|-----------------------|
| | Statistic | Statistic | Std. Error | Statistic |
| PIBDBOYS | 100 | 111.5700 | 2.20991 | 22.09907 |
| PIBDGIRLS | 100 | 118.1800 | 1.83932 | 18.39322 |

From the above table, it has been observed that mean value of girl secondary students has been found slight higher than boy secondary students. On the basis of this circumstances, it has been observed that behavioural disturbance is slight higher than boy secondary students; but, they are found in moderate level measurement.

Table -13 Descriptive Analysis of Peer Influenced Behavioural Disturbance
(Total data based analysis)

| | N | Mean | | Std. Deviation |
|------------------|-----------|-----------|------------|----------------|
| | Statistic | Statistic | Std. Error | Statistic |
| PIBDTOTAL | 200 | 114.8750 | 1.45300 | 20.54849 |

From the table -13, it has been observed that performance of corresponding samples against the variable of present study is moderate. It is representative due to the marginal value of standard error of mean and corresponding standard deviation is normal in nature.

Table -14 Descriptive Analysis of Peer Influenced Behavioural Disturbance
(Through Bootstrap Technique)

| | | Statistic | Bootstrap ^a | | | |
|-------------------------------|---------|-----------|------------------------|------------|-----------------------------|----------|
| | | | Bias | Std. Error | BCa 95% Confidence Interval | |
| | | | | | Lower | Upper |
| N | Valid | 200 | 0 | 0 | . | . |
| | Missing | 0 | 0 | 0 | . | . |
| Mean | | 114.8750 | -.0025 | 1.4355 | 112.0600 | 117.6000 |
| Std. Deviation | | 20.54849 | -.06155 | .86679 | 18.91825 | 22.04746 |
| Skewness | | -.047 | .004 | .130 | -.319 | .215 |
| Std. Error of Skewness | | .172 | | | | |

a. Unless otherwise noted, bootstrap results are based on 10000 bootstrap samples

To conceptualise the acceptance level of measured result of present study in respect to the higher level of sample quantitative parameter, the bootstrap technique has been used in this regard against the result found for the peer influenced behaviour disturbance. In this case, the value has been found in moderate level also.

After analysis of the descriptive result, the analysis of inference against the corresponding variables of the study has been done which are presented below to find out the dimension wise mean difference level.

Table -15 Analysis of Mean Difference in respect to Situational Awareness
(Dimension wise analysis)

| | Paired Differences | | | t | df | Sig. (2-tailed) |
|--------------------------|--------------------|----------------|-----------------|--------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | | | |
| SAUB - SAUG | -4.18000 | 17.98150 | 2.54297 | -1.644 | 49 | .107 |
| SARB - SARG | 12.82000 | 32.57123 | 4.60627 | 2.783 | 49 | .008 |
| SAURBAN - SARURAL | -1.44000 | 23.41390 | 3.31123 | -.435 | 49 | .666 |
| SABOYS - SAGIRLS | -4.18000 | 17.98150 | 2.54297 | -1.644 | 49 | .107 |

By observing the table -15, it has been found that dimension wise mean difference is not significant on the basis of corresponding result on situational awareness. But in the case of rural boy and rural girl secondary students, the significant mean difference has been found. Therefore, in one case the corresponding null hypothesis has been rejected; but, in other cases, null-hypothesis has been accepted.

Table -16 Analysis of Mean Difference in respect to Peer Influenced Behaviour Disturbance
(Dimension wise analysis)

| | Paired Differences | | | t | df | Sig. (2-tailed) |
|------------------------------|--------------------|----------------|-----------------|--------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | | | |
| PIBDUB - PIBDUG | -4.52000 | 30.64094 | 4.33328 | -1.043 | 49 | .302 |
| PIBDRB - PIBDRG | -8.70000 | 29.41001 | 4.15920 | -2.092 | 49 | .042 |
| PIBDURBAN - PIBDRURAL | .90000 | 33.07644 | 4.67772 | .192 | 49 | .848 |
| PIBDBOYS - PIBDGIRLS | -4.52000 | 30.64094 | 4.33328 | -1.043 | 49 | .302 |

From the above table, it has been observed that there exists no dimension wise mean difference regarding peer influenced behaviour disturbance of secondary students. In both cases of significance, this result has been found insignificant in respect to behavioural disturbance.

Table -16 Analysis of Relationship between Situational Awareness and Peer Influenced Behaviour Disturbance
(in respect to Urban Students)

| | | SAURBAN | PIBDURBAN |
|------------------|---------------------|---------|-----------|
| SAURBAN | Pearson Correlation | 1 | -.040 |
| | Sig. (2-tailed) | | .694 |
| | N | 100 | 100 |
| PIBDURBAN | Pearson Correlation | -.040 | 1 |
| | Sig. (2-tailed) | .694 | |
| | N | 100 | 100 |

From the above table, it has been observed that insignificant relationship between the variables have been found in respect to the response by urban secondary students. Therefore, the corresponding null –hypothesis will be accepted.

Table -17 Analysis of Relationship between Situational Awareness and Peer Influenced Behaviour Disturbance
(in respect to Urban Students through Spearman's rho)

| | | | SAURBAN | PIBDURBAN |
|-----------------------|------------------|-------------------------|---------|-----------|
| Spearman's rho | SAURBAN | Correlation Coefficient | 1.000 | -.014 |
| | | Sig. (2-tailed) | . | .892 |
| | | N | 100 | 100 |
| | PIBDURBAN | Correlation Coefficient | -.014 | 1.000 |
| | | Sig. (2-tailed) | .892 | . |
| | | N | 100 | 100 |

To assess the nature of measurement regarding the relationship between situational awareness and peer influenced behavioural disturbance, the analysis of Spearman's rho has been measured. On the basis of that analysis, the similar type of result has been found. Insignificant relationship has been found in this regard.

Table -18 Analysis of Relationship between Situational Awareness and Peer Influenced Behaviour Disturbance
(in respect to Rural Students)

| | | SARURAL | PIBDRURAL |
|------------------|---------------------|---------|-----------|
| SARURAL | Pearson Correlation | 1 | .000 |
| | Sig. (2-tailed) | | .997 |
| | N | 100 | 100 |
| PIBDRURAL | Pearson Correlation | .000 | 1 |
| | Sig. (2-tailed) | .997 | |
| | N | 100 | 100 |

Through effective studying the above table, it has been observed against the response by rural secondary students that there exists significant relationship between the variables.

Table -19 Analysis of Relationship between Situational Awareness and Peer Influenced Behaviour Disturbance
(in respect to Rural Students through Spearman's rho)

| | | SARURAL | PIBDRURAL |
|-----------------------|------------------|-------------------------|-----------|
| Spearman's rho | SARURAL | Correlation Coefficient | 1.000 |
| | | Sig. (2-tailed) | .914 |
| | | N | 100 |
| | PIBDRURAL | Correlation Coefficient | -.011 |
| | | Sig. (2-tailed) | 1.000 |
| | | N | 100 |

In the case of Spearman's rho, the significant relationship has been found as per the probability of the corresponding measurement. Therefore, the relationship between variables of present study has been found.

Table -20 Analysis of Relationship between Situational Awareness and Peer Influenced Behaviour Disturbance
(in respect to Boy Students)

| | | SABOYS | PIBDBOYS |
|-----------------|---------------------|--------|----------|
| SABOYS | Pearson Correlation | 1 | .007 |
| | Sig. (2-tailed) | | .945 |
| | N | 100 | 100 |
| PIBDBOYS | Pearson Correlation | .007 | 1 |
| | Sig. (2-tailed) | .945 | |
| | N | 100 | 100 |

Relationship between situational awareness and peer influenced behavioural disturbance has been found significant against the response provided by the boy secondary students. Therefore, corresponding null-hypothesis will be rejected.

Table -21 Analysis of Relationship between Situational Awareness and Peer Influenced Behaviour Disturbance
(in respect to Boys Students through Spearman's rho)

| | | SABOYS | PIBDBOYS |
|--|--|--------|----------|
|--|--|--------|----------|

| | | | | |
|----------------|----------|-------------------------|-------|-------|
| Spearman's rho | SABOYS | Correlation Coefficient | 1.000 | .010 |
| | | Sig. (2-tailed) | . | .919 |
| | | N | 100 | 100 |
| | PIBDBOYS | Correlation Coefficient | .010 | 1.000 |
| | | Sig. (2-tailed) | .919 | . |
| | | N | 100 | 100 |

Similar result in respect to the result about the relationship between situational awareness and peer influenced behavioural disturbances has been found. In the analysis of Spearman's rho, this result has been found in respect to the response provided by the boy secondary students regarding the same matter.

Table -22 Analysis of Relationship between Situational Awareness and Peer Influenced Behaviour Disturbance
(in respect to Girls Students)

| | | SAGIRLS | PIBDGIRLS |
|-----------|---------------------|---------|-----------|
| SAGIRLS | Pearson Correlation | 1 | -.014 |
| | Sig. (2-tailed) | | .892 |
| | N | 100 | 100 |
| PIBDGIRLS | Pearson Correlation | -.014 | 1 |
| | Sig. (2-tailed) | .892 | |
| | N | 100 | 100 |

From the above table, it has been found that situational awareness and peer influenced behavioural disturbances is not related to each other in respect to response provided by the girl secondary students.

Table -23 Analysis of Relationship between Situational Awareness and Peer Influenced Behaviour Disturbance
(in respect to Girls Students through Spearman's rho)

| | | | SAGIRLS | PIBDGIRLS |
|----------------|-----------|-------------------------|---------|-----------|
| Spearman's rho | SAGIRLS | Correlation Coefficient | 1.000 | -.030 |
| | | Sig. (2-tailed) | . | .766 |
| | | N | 100 | 100 |
| | PIBDGIRLS | Correlation Coefficient | -.030 | 1.000 |
| | | Sig. (2-tailed) | .766 | . |
| | | N | 100 | 100 |

Insignificant relationship between situational awareness and peer influenced behavioural disturbance has been found; therefore, corresponding null-hypothesis will be accepted.

Table -24 Analysis of Relationship between Situational Awareness and Peer Influenced Behaviour Disturbance
(in respect to Total Students)

| | | SATOTAL | PIBDTOTAL |
|-----------|---------------------|---------|-----------|
| SATOTAL | Pearson Correlation | 1 | -.022 |
| | Sig. (2-tailed) | | .754 |
| | N | 200 | 200 |
| PIBDTOTAL | Pearson Correlation | -.022 | 1 |
| | Sig. (2-tailed) | .754 | |
| | N | 200 | 200 |

From the above table, it has been observed that situational awareness and peer influenced behavioural disturbance is not related to each other. Therefore, corresponding hypothetical aspects will be rejected in this regard.

Table -25 Analysis of Relationship between Situational Awareness and Peer Influenced Behaviour Disturbance
(in respect to Total Students through Spearman's rho)

| | | | SATOTAL | PIBDTOTAL |
|----------------|-----------|-------------------------|---------|-----------|
| Spearman's rho | SATOTAL | Correlation Coefficient | 1.000 | -.020 |
| | | Sig. (2-tailed) | . | .783 |
| | | N | 200 | 200 |
| | PIBDTOTAL | Correlation Coefficient | -.020 | 1.000 |
| | | Sig. (2-tailed) | .783 | . |
| | | N | 200 | 200 |

Through the effective analysis of the relationship between situational awareness and peer influenced behavioural disturbance by implementing the technique of Spearman's rho, there exists no significant relationship between the variables of the study.

5.0.Conclusion:

At the end of the study, it has been found that situational awareness of secondary students in respect to the selected dimensions is moderate in nature. Similarly, peer influenced behavioural disturbance is also found in moderate level. These two variables are not related to each other as well as dimension wise mean difference has not been found. Therefore, it is concluded that situational awareness is not an effective determinant of behavioural disturbance created by the influence of peer group.

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