CHAPTER FIVE

SUMMARY-FINDINGS
IMPLICATIONS AND SUGGESTIONS

INTRODUCTION

SUMMARY

FINDINGS

IMPLICATION OF THE STUDY

SUGGESTIONS
INTRODUCTION:

Adolescence is so important a stage in one's life, that it cannot be relegated into the background - it is a favourable period from the education point of view - for the adolescent has to evolve into the society as an efficient adult, capable of playing his due role in the society and attaining his desirable status.

During this period the individual undergoes great stress and strain. The rapid and uneven physiological changes, his heightened curiosity and creativity, affect the behaviour of adolescents in several ways - he may be lead astray as he faces several perplexing situations - like fear, shame, boredom, indifference, restlessness, lack of confidence, annoyance, worry, emotional shock, pre-occupation with sex, hate etc. These situations lead the adolescent towards certain behaviour problems relating to school life such as 'Cheating', 'Day dreaming', 'Absconding Classes', 'Lying,' 'Gangstering Aimlessly', 'Non-participation in Extra curricular activities' etc. Some behaviour problems related to social situations are 'Overfashion consciousness', 'Refuting parental supervision,' 'Interest in the opposite sex', 'Feeling of insecurity' etc. Still others stemming from physiological changes in adolescents may be 'Clumsiness', 'Shyness' etc.

These behaviour problems have a direct bearing on the adolescents Academic Achievement. Hence the need of the present study at the +2 level of education, which undoubtedly, is the crucial period in the education of the adolescent. Identification of the Behaviour Problems which manifest themselves and hinder the adolescents Academic Achievement, is important. Through a careful understanding of the adolescent and his demographic background Educationists/Psychologists, Teachers, Parents and peers will be able to help and guide the adolescent in the proper direction so that his academics do not suffer and he attains his desirable status.

The research work which has been reported in the earlier chapters of this thesis is one such attempt done in the direction mentioned above. A brief summary and conclusions of the study are given below for the convenience of the reader.
SUMMARY:

The introductory chapter introduces the reader to the 'Adolescence' - which is a global phenomenon. It has been studied in the time dimension indicating that adolescent behaviour problems have existed in the past, they are present today and will continue to exist in the future - in one form or the other.

Adolescence has been termed a 'problematic age'. Its characteristics, needs, maturation, and the numerous factors affecting adolescent behaviour, which in turn influence their academic achievement, have been thoroughly examined - culminating in the formation of the objectives of the study.

Following were the major and minor objectives of the study:

Major Objectives:

1. To identify the most frequent behaviour problems prevalent in Adolescents (16-17 years).
2. To explore the relation of Behaviour Problems of Adolescents and their Academic Achievement.
3. To identify certain Demographic Variables associated with Behaviour Problems in Adolescents (16-17 years).

Minor Objectives:

1. To find out the extent of agreement in the occurrence of Behaviour Problems in Adolescents as perceived by Educationists, Psychologists, Teaching staff and the Adolescents themselves.
2. To find out the Teaching staff's perception of the severity of Adolescent Behaviour problems according to their selected demographic variables.

The second chapter of the thesis which follows the introductory first chapter discusses reviews of researches done in India only. The reviews were compiled and grouped under demographic groups under study. The general conclusion of each group were summed up.
The third chapter is devoted to the Methodology and Procedure of the study. The paradigm developed by the researcher which underlines the study is presented. Opening with a brief theoretical background it chalks out the research design. The research design as indicated in the flow chart, has been dealt with in three stages.

_The preparatory stage_ involved a systematic selection of behaviour problems and the tools necessary for their identification. The second stage _the main study_ gives details of the sample, development and standardization of the necessary tools, procedure of collection of data, and the statistical techniques involved. The third stage _the confirmatory study_ was undertaken to find the trend and nature of the twentyeight behaviour problems as a result of a lapse in time of two years eight months - that is data collected in 1986 and a recent collection in 1989 just before presentation of the results.

The research procedure outlines the field study which is in keeping with the time plan. The following type of data was collected for analysis:

1) Adolescent Behaviour Problems as perceived by Teaching staff according to their selected demographic variables.
2) Adolescent Behaviour Problems as perceived by Educationists/Psychologists.
3) Most frequent behaviour problems as perceived by the Adolescents.
4) Relation of behaviour problems of Adolescents with their Academic Achievement.
5) Certain Demographic Variables associated with behaviour problems in adolescents.
6) Academic Achievement of the Adolescent sample.

**Salient Features of the Plan:**

The salient feature of the plan was to study Adolescent Behaviour problems through a tri-polar approach. Educationists/Psychologists,
Teachers and the Adolescents in relation to the selected Demographic Variables and Academic Achievement.

Chapter four forms the main bulk of the thesis. The analysis of data was attempted in seven parts in keeping with the objectives of the study as follows:

**Part-I**: Teachers analysis of adolescent behaviour problems in the form of ratings.

**Part-II**: Educationists and Psychologists analysis of adolescent behaviour problems depending on the ranking system.

**Part-III**: Analysis of adolescent behaviour problems as perceived by the Adolescents themselves.

**Part-IV**: Analysis of adolescent behaviour problems and its relation with the selected 10 Demographic variables.

**Part-V**: Analysis of adolescent behaviour problems and its relation with their Academic Achievement.

**Part-VI**: A correlative study of adolescent Behaviour Problems as perceived by Educationists/Psychologists, Teaching staff and the Adolescents based on ranking system.

**Part-VII**: A correlative confirmatory study on adolescent behaviour problems as perceived by adolescents-Past and Present.

The present chapter has dealt with a summary of the study. The findings implications of the study along with suggestions follows:

**MAJOR FINDINGS OF THE STUDY**:

A large number of revealing and interesting findings have emerged from this study, regarding the nature and extent of adolescent behaviour problems and the selected ten demographic factors which may be responsible for influencing the frequency of their prevalence and its relationship to the adolescents' Academic Achievement.

However, only some major findings have been enumerated here,
to put into the limelight, the sharp focus on the thrust of the present investigation.

1) The researcher has found out the general trend of behaviour problems in Indian adolescents as perceived by Educationists. (Yeole, C.M., 1986) found that the nature of behaviour problems have changed from unwarranted demonstrative behaviour like making noise, agitating for rights, talking, defacing furniture, etc. in 1940, to a sharp upward anti-social delinquent behaviour tinted with greater interest in sex in 1985. Behaviour problems like Smoking, Absenteeism, Eve-teasing, Cheating in examination, Gang warfare, Reading sexy literature, etc. are found to be frequent.

2) Through a study on problem coping strategy of adolescents (Yeole, C.M. 1985). The researcher has found that Indian adolescents depend more on their parents for solving their problems than on other adults, peers or teachers.

3) The Teaching staff of Higher Secondary Schools and Junior Colleges of Kolhapur shows homogeneity in their perception of the frequency in prevalence of adolescents' behaviour problems, which affect their Academic Achievement. 'Non-participation in extra-curricular activities' followed by 'Interest in Opposite sex', 'Shyness', 'Irresponsibility' and 'Forgetting' are the behaviour problems found to be most frequently prevalent in adolescents by the teaching staff, whereas 'Eating or chewing in class' following by 'Challenging', 'Seclusiveness' and 'Smoking' are the least prevailing problems, according to the Teaching staff.

4) Educationists/Psychologists perceive 'Disobedience' followed by 'Irresponsibility', 'Interest in the opposite sex' and 'Cheating' as the frequently prevailing adolescent problems with 'Sexual perversion', 'Seclusiveness', 'Non-participation in extra-curricular activities' as the least prevalent behaviour problems influencing adolescents' Academic Achievement.

5) A study of the relationship of adolescent behaviour problems with their Academic Achievement is seen in 4.55.
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<th>Sr. No.</th>
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**Index:** NS = Non significant relationship.  
S = Significant relationship at 0.05  
S* = Highly significant relationship at 0.01 significant level.
Studying table 4.55 only six behaviour problems were found related to adolescents' academic achievement.

The following five behaviour problems were found to have a highly significant relationship at 0.01 significance level. They are -

1. Loose-in-the-tongue
2. Clumsiness
3. Gangstering aimlessly
4. Disobedience
5. Forgetting.

Behaviour problem Refuting parental supervision was found to have a significant relationship at 0.05 significance level.

These six behaviour problems have been compiled in the following three groups of academic achievement: low, medium and high achievers.

a) In low Academic Achievers (47% and less)
'Loose in the tongue' and 'Disobedience' were found to be the most frequently prevalent behaviour problems.

b) In Medium Academic Achievers (48% to 65%)
'Forgetting' and 'Clumsiness' were found to be the most frequently prevalent behaviour problems.
'Gangstering aimlessly' and 'Refuting parental supervision' were found frequent in both the low and medium Academic Achievers.

c) In High Academic Achievers (66% and above)
No relationship was found with any of the 28 behaviour problems - indicating that high achievers do not have any behaviour problems.
## TABLE 4.8

### TABLE SHOWING THE RELATIONSHIP OF THE 28 ADOLESCENT BEHAVIOUR PROBLEMS WITH THE SELECTED 16 DEMOGRAPHIC VARIABLES

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### INDEX

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6) A study on the relationship of the twenty eight adolescent behaviour problems with the selected 10 demographic variables is seen in the proceeding table 4.8. It has brought out the following findings which have been compiled under the 10 group of demographic variables as follows:

a) The variable 'Adolescents Sex' is found related to 11 behaviour problems - with 'Over fashion consciousness', 'Interest in opposite sex', 'Refuting parental supervision', 'Challenging', 'Teasing', 'Reading cheap literature', 'Day dreaming' and 'Smoking' most prevalent in male adolescents. 'Lying', 'Jealousy', 'Eating or chewing in class' are problems frequent in female adolescents.

b) The variable adolescents 'Faculty of study' - is found related to 6 behaviour problems - 'Reading cheap literature', 'Jealousy', 'Day dreaming' and 'Over-talkativeness' are found to be prevalent in Commerce faculty adolescents and 'Loose-in-the-tongue' and 'Stubbornness' are frequent in Art faculty adolescents.

c) The variable -adolescents 'Medium of instruction' - is found related to five behaviour problems : 'Loose-in-the-tongue', 'Refuting parental supervision', 'Jealousy', 'Disobedience', 'Gangstering aimlessly' are found to be frequent in Marathi medium adolescents.

d) No behaviour problems is found related to the 'Type of institution' attended by adolescents.

e) Ten behaviour problems have been found related to the adolescents 'Type of education., 'Jealousy', 'Challenging', 'Being temperamental' are found frequent in adolescents from co-educational institutions. 'Absconding classes', 'Overtalkativeness', 'Sexual perversion' are more frequent in girls educational institutions. Girls feel that boys smoke to derive peace of mind. 'Interest in the opposite sex', 'Challenging', 'Refuting parental supervision', 'Non-participation in extra-curricular activities' are more frequent in adolescents from 'male educational institutions'.
f) (i) The variable adolescents' Father's occupation' is found related to four behaviour problems: 'Non-participation in extra-curricular activities', 'Refuting parental supervision' are found most frequent in adolescents whose fathers are farmers, whereas 'Irresponsibility' is frequent in business class adolescents.

(ii) The variable, adolescents' Mother's occupation' is found unrelated to all the 28 behaviour problems.

g) The variable adolescents' Father's income' is related to only two variables. 'Teasing' is found to be frequent in adolescents whose fathers' income falls above Rs. 2500.00 p.m., whereas 'Gangstering aimlessly' is frequent in the Rs. 1000.00 to Rs. 2500.00 p.m. income group.

h) (i) The variable, adolescents' Father's education' is found related to two behaviour problems, 'Forgetting' being frequent in adolescents with uneducated fathers and a medium tendency of 'Smoking' is peculiar to adolescents with educated fathers.

(ii) 'Forgetting' and 'Feeling of insecurity' are frequent among adolescents with uneducated mothers.

i) Both the behaviour problems 'Loose-in-the-tongue' and 'Interest in the opposite sex' prevail in adolescents from joint families.

j) The variable, 'Number and ages of adolescents siblings' is found related only to 'Feeling of insecurity' which is found to be high among adolescents who may be the 'only child' of their parents or one with equal number of siblings older and younger than him/her.

7) The co-efficient of correlations worked out by the researcher brought out the following findings:

a) A high correlation was found between Teachers and Adolescents of Class XI in Higher Secondary schools as compared to Teachers and Adolescents of Class XI of Junior College, regarding the frequency in prevalence of the 28 behaviour problems.
b) Higher Secondary School Adolescents have far greater agreement among themselves than Junior College Adolescents about the frequency of the 28 behaviour problems. All the Secondary School and Junior College Adolescents show agreement but on a lower level, regarding the frequency in prevalence of the 28 behaviour problems.

c) Teachers and Educationists/Psychologists show a high degree of correlation in their perception of the frequency of behaviour problems in adolescents - but their perception is found to be diverse from the adolescents perception.

8) The correlative confirmatory study between the rank order of the twenty eight behaviour problems collected as data for the research in 1986 and those collected for the confirmatory study in 1989 shows a coefficient correlation of .84. This indicates a high degree of agreement. No pronounced change in the trend and nature of the twenty eight adolescent behaviour problems is found as a result of a lapse in time of two years and eight months.

IMPLICATIONS OF THE STUDY:

For centuries success or failure in examinations from a fixed curriculum, set the educational standards of the day. The individual learners performance was the unit of measure, and his relative performance on academic measure was the multiplier factor by which the total standard was measured. Though this system yet exists in India, yet it is only recently that the philosophy of education, political ideology and sociological theory have shaken faith in this single standard. Social class, poverty in youth, pedagogical theory, family influences, racial isolation, the climate of the school - have all been reported as important factors for the learners cognitive measure of performance.

The modern age is characterised as an age of 'angry young men and women', sociologically it is an age of all round social struggles, where the youth of today is causing grave concern all over the world, the intensity of the developing
countries like India can be easily imagined. It is, therefore, clear that educationists, sociologists, psychologists social workers and parents of every country should come forward with their concrete suggestions to combat with this manifestation of Satan in our youth.

Socially unaccepted behaviour may range in degree of seriousness from harmless pranks or the occasional display of uncooperative behaviour to more or less permanent personal and social maladjustment that show itself in behaviours that may harm the individual who engages in it or others who may be the victims of his disturbed behaviour.

Is this not something more dangerous than an atomic explosion? We clamour complete disarmament, but what about the inner explosion of crime and violence in every individual? Is it not an urgent matter calling for immediate attention of all sections of society in general and educational practitioners and administrators in particular?

The present study brings to the foreground commonly prevalent adolescent behaviour problems and their relationship with the adolescents' academic achievement and the effect of some selected influencing demographic factors. This study would greatly help educational practitioners like Principals, Teachers and Parents to predict school/college academic achievement, as well as in the explanation of behaviour having both, theoretical and practical implications. It would also prove useful to the adolescents themselves.

Few implications of this study for the concerned authorities are given here along with suggestions for their specific roles.

**A) Implications for Educational Administrators:**

The main objective in a socialistic society of the developmental needs of the nation and society in a scientific age, is to help future students develop desired competency by providing the needed environment and the relevant setting to facilitate the future adolescents to become successful workers.
Policy makers should cautiously and carefully prepare courses of study which should be job-oriented and life-based. Our present courses are diverse from the situation providing students ample opportunity of indulging in misbehaviour, resulting in poor academic achievement.

The psychological basis for a sense of individual worth as an adult rests upon the acquisition of competence in a work role during adolescence. A sense of competence is not acquired on the basis of 'reassurances' but rather upon the actual experience of succeeding in a socially important task.

The challenge to the educator, therefore, is to stimulate abilities to the utmost, without setting standards so high that they lead to an enduring sense of defeat.

Vocationalisation should be made part and parcel of the educational programme and all theory should go hand in hand with practice. Freedom and discipline would prepare efficient, confident and successful adolescents who will achieve success through concrete and conscious efforts.

Teacher preparation programmes should be renewed with the change and demands of society from time to time. Knowledge of adolescents characteristics, growth, needs and the nature of behaviour problems peculiar to them would greatly accelerate better academic standards, mature and responsible adolescents capable of meeting diverse situations in life. The need for developing reliable new tools for better evaluation is essential.

Schools' and Policy Makers' Administrative Role:

1) Galvanize the public and educational community around an educational reform package, effectively initiating from an educational and public philosophy based on tradition, at the state level, around the school, classroom and home.

2) Encourage commitment by educators and citizens to these ideals.

3) Develop measurable goals in students performance to hold public support, further focus educational activities and give educators enough time for their efforts to bear fruit.
4) Organise effective technical support to improve curriculum and instruction, preparation, selection and evaluation of teachers, text-book selection, effectiveness of parents and engagement of students.

5) Minimise shift system and teacher’s transfers and absenteeism.

6) Curb malpractices like private tutions - provide special classes for weak students.

7) Students Unions should not defy authority.

8) Extra-curricular activities for adolescents should be planned by providing healthy recreational facilities.

9) Help break isolation of adolescents as autonomous individuals, by bringing them in contact with the community elders, sick poor, the homeless, neighbourhood, government issues etc. so that they become culturally rich and well equipped to face the future.

10) Enhance the adolescents health related activities. Sex education should be provided well in advance so that adolescents normal interest in sex is appreciated and they do not learn things from inexperienced friends and colleagues - who may misguide them - but are well equipped to meet the challenges of social change.

11) The school should prepare all students for work and further education through a programme of electives that develop individual aptitudes and interests. Putting students into boxes can no longer be defended, specifically the last 2 years of high school should be considered as a 'transition school' - a programme in which half the time is devoted to completing a common core and the other half to a programme of 'elective clusters', with 5 to 6 course or 15 to 16 elective clusters, carefully planned for each student. This would permit exploration of career options or an advanced study in selected academic subjects. Clusters may range from health services to the arts, from computers to Science from Mathematics to a foreign language to office management. The school must become 'connecting institution' - having connections with learning places like laboratories, museums, art galleries, colleges, libraries, industrial laboratories etc.
B) Implications for Educational Practitioners:

The adolescence forms a very important stage in the educational ladder. It more often is the turning point on which the future depends. Being called 'young angry people', it is they who need the maximum amount of understanding for channelising their energies in the proper direction in order to derive the best from them.

A study of the adolescents would open before educational practitioners - Principals and teachers - newer methods to tackle adolescents problems as and when they arise, nipping them in the bud and preventing the development of those behaviour problems which are found to hinder achievement.

Large schools, over-sized classes, untrained and sometimes inadequate teachers, too little understanding of adolescent psychology, absence of innovative teaching methods - all these combine to develop a state of education chaos, of which many young people are the victims.

Young people are influenced by the success stories of adults or parental desires and strive for similar success, regardless of personal competence. Not all youths are equally intelligent and being forced to fit into a scholastic mould that is not comfortable for them - turns them against the entire educational process. A competency based education keeping in mind adolescents psychology will resolve behaviour problems and help adolescents achieve better in academics.

Principals, teachers, may find the findings of this study useful in providing students necessary educational, personal and social guidance for a successful academic life and career - it would also help proper selection of candidates for various school/college activities. Being aware of the nature of behaviour problems in adolescents and its relationship to their academic achievement, educators would be helped in the appointment of male or female teachers for different school activities keeping in mind the teachers personality. Instruction to teachers to provide timely guidance and counselling with love and sympathy to adolescents would avoid tension and jealousy.
A healthy democratic school atmosphere would prevent the creation of complexes and hurdles in adolescents from various strata of society - providing them sufficient freedom and opportunity for success.

**THE TEACHER'S ROLE:**

In today's world the schools/colleges, former legal position of 'in loco parentis' with adequate authority to enforce discipline and maintain an environment conducive to education has been gradually removed by the court. It is not possible for a teacher or administrator to discipline or expel troublesome students without risking harassment by law suits, legal expense and so on.

In an interview with Gloria Grantham, (Wotters Raymond, 1984, pp. 245-246) a black educational psychologist, the following effort to reach hostile alienated youths was suggested. By developing 'innovative and effective classroom management skills', to replace the 'power based discipline' of yesteryear, Grantham felt, teachers could reform youths who were not disposed to behave properly. If teachers were to succeed words like 'manners' and 'respect' had to be defined and discussed where students would agree that certain punishments were appropriate if they broke the rules. Grantham recommended that teachers encourage 'active student involvement', and move away from 'repressive measures based on arbitrary authority' - if youth understand rules and the reasons for the rules, they would be more likely to obey.

The teacher when faced with behaviour problems in students can either ignore or act on that. A number of factors should be considered in this situation - we can call them key points - as directed in the encyclopedia by Husein. (Törsten, 1985, p. 454).

- **a) Intensity** - to what extent does the behaviour interfere with the pupils other activities?
- **b) Duration** - How long does the behaviour episode last?
- **c) Frequency** - How often does the behaviour occur?
- **d) Context** - Is the cause obvious and is the behaviour reasonable in the given circumstances?
e) Contiguity - Does the behaviour problem occur contiguously with other specific behaviours?

f) Generality - Does the behaviour problem occur across a number of situations?

g) Normality - Does the problem behaviour depart from the norm for the age group of the pupil?

h) Effect on others - How does the behaviour disrupt others?

After considering the above key points the teacher will be lead to a better decision as to the action to be taken.

The researcher has put forth the following suggestions for teachers to help minimise adolescent behaviour problems:

1) Replace 'power based discipline' with 'innovative and effective class room management skills'.

2) Many adolescents resist adult authority rather than loose face with their peers - discuss appropriate punishments for breaking rules with them.

3) Make the subject more relevant to students lives. Students absorbed in learning things of interest are not likely to cause problems.

4) They should have general apathy to school problems and should take personal interest in students. There is need for better understanding, tolerance, patience and sympathy with students so as to investigate the causes and guide and help students to get over their behaviour problems.

5) They should develop rapport with the adolescents parents thereby helping to bridge the gulf between the adolescents and their parents.

C) Implication for Parents:

More often parents wish to see the fulfilment of their personal ambitions through their children. If the adolescents have little interest and lack motivation they are bound to be unsettled. This creates difficulty, needing an immediate solution.
From a study of adolescents - their characteristics, needs maturation and the influence of demographic factors in the form of behaviour problems and their resultant academic achievement - the social and family atmosphere of the students can be known and the parents can greatly help to reduce conflicts and disruptive actions of stress between the adolescents and themselves.

The adolescents may be faced by serious inner problems resulting from differences of opinion with parents. The adolescents also wish to behave according to adult standards in matters such as relation between sexes, recreational activities, mode of dressing, etc. - the denial of these opportunities often results in discontentment and restlessness.

By studying the adolescents, the parents will be able to adjust his own attitude and behaviour to the needs of his developing boys and girls, and the later will be helped immensely in the solution of behaviour problems, which would otherwise gain immense dimensions.

**Parents Role:**

1) Home co-operation is essential. Greater parent teacher contacts are useful for remediing behaviour problems.

2) Parents' should acknowledge the adolescents increased need for independence and provide an adequate free environment for the expression of their thoughts and emotions.

**D) Implications for the Adolescents themselves:**

Adolescents tend to be resentful with the 'do' and 'dons' from adults - a reflection of their own groups behaviour problems and its relationship with academic achievement will place before them a realistic picture about themselves. The demographic variables will help them find their own place in this study and make them aware about teachers, educators/psychologists and their own peers perception of them. The study would help them draw a realistic picture about themselves and thereby help them to get over behaviour problems - which
otherwise appear very mild, but which in the long run greatly affect their academic achievement.

**SUGGESTIONS FOR FURTHER RESEARCH:**

Some studies that need immediate attention of researchers are:

1) This study may be replicated on a large representative and cautiously selected sample, of different age group adolescents, extending the area of study.

2) This study may be replicated considering other demographic variables such as social, psychological and economic variables.

3) Tool construction and development is a rich area needing the evolving and development of new tools based on recent conceptualisation for measuring and assessing adolescents behaviour problems.

4) Adolescent behaviour problems which were found to be infrequent and thereby excluded from this study could be investigated and their relationship with academic achievement and demographic variables investigated.

5) Academic achievement is represented by adolescents class X board examination percentages. It could be properly assessed by the use of standardised tests and the adolescents achievement throughout the period of study should be considered.

6) Having segregated the most frequent behaviour problems, it would be very interesting to find out the adolescents coping strategy for solving each behaviour problem.

7) There may be several drawbacks in our present system of education which may be directly responsible for adolescents behaviour problems. A study of the ailing elements creating gaps in the present system of education can be studied and eliminated which will aid towards students better achievement and proper development.

8) The results of the present study are tentative and further studies are needed to confirm the findings.