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INTRODUCTION

No society can hope to survive that does not succeed in harnessing the constructive, searching suprapersonal and supranational drives of the adolescent (Muass, Rolf E. 1971 p.38). In recent world history, adolescents in underdeveloped countries have participated heroically in overthrowing the dead hand of the past and attaining the beginnings of a meaningful nationhood. The capacity for engagement in meaningful social activity is clearly present in young people in every country of the world. The challenge to the behavioural scientist is to help his own country develop the forms and means to permit the adolescents in the full flowering of his/her capacities - academically and socially. The adolescent should take a leading role in the struggle for the attainment of a world in which peace, freedom and economic opportunity are omnipresent.

The provision of an optimal framework for adolescent development is inseparable from the struggle to create a better world by helping to mould the citizens who will build it.

To a larger extent than ever before, the adolescent is coming to be regarded as a verified personality that can be neither catalogued by statistical procedures nor stereotyped by special tests. This does not mean that tests and statistics have no place in studying adolescents - on the contrary they have a very important place, but it is more important to get a more accurate picture of the adolescent, growing and developing in accordance with his genetic constitution and the various environmental forces that have affected him/her from birth, and those which are affecting his academic achievement today.

Adolescence is thought of as that period of life during which maturity relates to the development of the procreative powers of the individual. This period
also marks a time in the individual's life, when it is difficult to consider him either as a child or as an adult. (Garrison K.G. 1965 p. 9).

Some of the problems of adolescents are as unavoidable as any growing pain in any phase of life, others may be avoided and modified by a better understanding of young adulthood.

**ADOLESCENT BEHAVIOUR PROBLEMS:**

**A GLOBAL PHENOMENON**

Adolescent years are now recognized as a period of great importance in the development of civilised men. Increases in juvenile delinquency and in school and home problems of adolescents, all over the world have spurred educationists to overcome some of the difficulties formerly encountered, thus adolescent behaviour problems is a global phenomenon.

A cursory study of the results of some of the studies on adolescent behaviour problems undertaken in the West, would enlighten us with the gravity of the problem in those countries. An Indian study, as representative of the third world, would help us assess what our youth may undergo, if the situation is not properly visualized and planned for, in advance. Some interesting and revealing studies on adolescents in USA follows:

**U.S.A.**

Hobson V. Hansen, writes, racially and socially homogenous schools damage the mind and spirit of all children who attend them - the Negro, the white, the poor and affluent - and block the attainment of the broader goals of democratic education, whether segregation occurs by law or by fact. The scholastic achievement of the disadvantaged adolescents the Negro and White, is strongly related to the racial and socio-economic composition of the student body of his school. Racially and socially integrated school environment increases the scholastic achievement of the disadvantaged child of whatever race. (Raymond Wolters 1984 p. 35).
Reeds - Headmaster of Prince Edward School, Washington, differs in his educational view with Hansen who thinks "blacks can achieve as much as whites if they are taught properly." Read noted, "I doubt that", referring to the scholarly studies of Henry E. Garrett and other social scientists whose work is used to defend segregation. Reed insisted that, "an educational problem cannot be solved unless you identify it. If race is a problem - most blacks do not have the ability to do quality school work only 10-15% of them score above the white media on most academic achievement. The rest are likely to become frustrated and disruptive." (Raymond Wolters 1984 p. 98).

The absorbing account of the course of events and the educational results in five school districts of America whose litigation was consolidated for the Supreme Courts decision on desegregation, differs sharply from the conventional liberal wisdom. Instead of better race relations and improved academic performance, the courts decision has resulted in heightened racial tensions, White flight and a general deterioration in standards of behaviour and school work.

Diane Ravitch writes, "Integrationists generally look askance at the notion that children fail because of deficiencies in their homes. This has been called 'blaming the victim', a sophisticated way of reproaching the deprived and absolving the schools of the responsibility to uplift disadvantaged youths through balanced integration. There are near epidemic rates of alcoholism, drug addiction, venereal disease, vandalism, violence and crime. This has resulted despite of increasing economic opportunities for the deprived and decreased prejudice to the upper class."

"With rates of drug use, early pregnancy and illegitimacy climbing in middle class communities, many concerned parents wish above all to sequester their children from the pull of downward mobility - they understand the influence of the peer group and consider it an unwarranted intrusion of their children being exposed to the lower socio-economic class."(Ravitch D. 1979 p. 243).
Anna Hayes Owens - a McKean High School teacher with seventeen years experience in the class-room - offered the following description of conditions at her school. "The problems involving discipline are so acute in many classes that the teacher's role is changing to that of a policeman, but with none of the safeguards. The problem of vandalism, violence, drug abuse and thievery seem to get worse each year. Cheating and copying have become endemic diseases. Graffiti appear on the walls, desks and books. Litter piles up - a daily burden for over worked janitors. Too many students are absent or late for class. Noise in many class rooms has to be experienced to be believed. There is constant gossiping, bickering inter mingled with threats and obscenities."(Owens A.H. 1979 p. 243).

Interviews with Bruce Lavid and Lisa Bullock - indicate teachers and community workers have various explanations for the disproportionate incidence of misbehaviour. "The older generations were raised within the orbit of their churches, but the younger generations were being socialised in a secular and matriarchal welfare community. Due to the minimum parental supervision, many boys have grown up with bad attitudes towards schools and have learnt to get what they want in the home by fighting." (Sunday New Journal California 1982 p. 245).

David Gardner, President of the University of California, in his "A Nation at Risk" said in 1984."The decline of educational standards, stem more from weakness of purpose, confusion of values, under use of talent and lack of leadership, than from conditions beyond our control." (Johnson, William J. 1985 p.19).

The declining capacities of education can be attributed to insufficient finances and the growing intimacy in the relationship between teacher and student.

Dissatisfaction with discipline in the schools is the single, greatest and continuous cause of the public's concern with education - as it has failed to
adequately develop their characters, externally substituting it with imposed discipline.

In 1984, after a near fatal assault on a student, a Brooklyn High School in America, installed metal detectors together with body searches at the school doors, in a desperate attempt to stop the flow of guns, knives and other lethal weapons into the building. After a near riot and angry boycott of the school by the students, the authorities relented and removed the detectors. Later, (according to the New York Times, 5 March 1984) the carrying of weapons into the school declined about 30%, but it continues because students fear for their lives.

As representative of the European nations a study in West Germany follows:

WEST GERMANY:

Prof. Dr. Inge Seiffge-Krenke - Jlessin University, West Germany in his paper 'Adolescent Coping' presented in University of Tel Aviv in February 1987 briefly introduced that the theoretical conceptualization of adolescence has changed. The following discussion is based on his findings. In comparison to earlier conceptualization which consider adolescence as a development period of rapid and problematic changes, the contemporary research assumes a continual development and emphasizes the activity of the adolescent who is regarded as the "producer of his own development" who masters the transition to adulthood by constant focussing on and coping with relevant developmental tasks.

The developmental tasks and problems with which adolescents have to cope are similar to complex tasks of problem solving - with unknown goals, far reaching decisions have to be made where future consequences are unclear. Therefore, a change in one domain can ensure from changes in other ones.
Turning to peer group may accelerate the detachment process, at the same time may result in adoption of values and norms contradictory to school and home demands.

During the adolescence period several structural changes are necessary in a comparatively short period of time - this demands a remarkable effort in adjustment and coordination from the adolescent. Dr. Inge Seiffge Krenke took 14 selected problems appearing in everyday life. 20 coping strategies were summed up in three scales to pin point the nature of problem.

The results by adolescents were, that the future related problems (fearful future anticipation) were stated first, the achievement and school problems second and interaction difficulties with parents and peers was rated third.

Dr. Inge Seiffge-Krenke formulated a 20 point scale to find out the adolescents priorities to their reactions to problem situation. Yeole C.M. (1985) had conducted a similar study on 10 adolescents to find out the Indian adolescents rankwise reaction to problem situation - the following table gives the researcher's findings rankwise along with Dr. Inge Seiffge-Krenke's finding rankwise:

**RANKS OF COPING STRATEGIES IN PROBLEM SITUATIONS**

<table>
<thead>
<tr>
<th>Researchers findings on Indian Adolescents</th>
<th>Dr. Krenke's findings on West German Adolescents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranks</td>
<td></td>
</tr>
<tr>
<td>1) I discuss the problem with parents/other adults</td>
<td>1 3</td>
</tr>
<tr>
<td>2) I talk right away about problems when they appear and do not ponder about them</td>
<td>2 4</td>
</tr>
<tr>
<td>3) I try to talk about problems with the concerned person</td>
<td>3 9</td>
</tr>
<tr>
<td>Number</td>
<td>Statement</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>I think about problems and try to find different solutions</td>
</tr>
<tr>
<td>5</td>
<td>I try to solve problems together with my friends</td>
</tr>
<tr>
<td>6</td>
<td>I try to get help and comfort from people who are in a similar situation</td>
</tr>
<tr>
<td>7</td>
<td>I am looking for information in magazines, encyclopedias on specific literature</td>
</tr>
<tr>
<td>8</td>
<td>I try to get help from institutions</td>
</tr>
<tr>
<td>9</td>
<td>I try to become aware that there always will be problems</td>
</tr>
<tr>
<td>10</td>
<td>I compromise</td>
</tr>
<tr>
<td>11</td>
<td>I accept my borders</td>
</tr>
<tr>
<td>12</td>
<td>I am carefree because most of the time everything ends well</td>
</tr>
<tr>
<td>13</td>
<td>I only think about problems when they appear</td>
</tr>
<tr>
<td>14</td>
<td>I try not to think about the problem</td>
</tr>
<tr>
<td>15</td>
<td>I pretend that everything is alright</td>
</tr>
<tr>
<td>16</td>
<td>I try to release aggression (with loud music, riding my motorbike, wild dancing, sport etc.)</td>
</tr>
<tr>
<td>17</td>
<td>I expect the worst</td>
</tr>
<tr>
<td>18</td>
<td>I retire because I cannot change anything any way</td>
</tr>
<tr>
<td>19</td>
<td>I release my anger or my helplessness by shouting, crying, banging doors etc.</td>
</tr>
<tr>
<td>20</td>
<td>I try to forget about problems by means of alcohol and drugs</td>
</tr>
</tbody>
</table>
Comparing researchers findings with Dr. Krenkes it appears that though adolescents in India and West Germany do not agree in the ranking of coping with problem situations - there is some agreement in the last 2 e.g. 19th and 20th ranks - both being outlets of coping.

Indian adolescents seem to confide in their parents and other adults for problem solving or coping with problems, where as West German adolescents seem to entrust their friends. This is only a preliminary study which the researcher recommends for further investigation.

**INDIA:**

Bhatia K.T. (Bombay University 1983) conducted a study of the emotional, personal and social problems of adolescents under Indian conditions (Bombay), with special reference to a study on values of life. Her views regarding the problems tally to a great extent with Luell Cole's (1970) mentioned in his book "Psychology of Adolescence". These problems have been enlisted under seven following areas -

1) Emancipation from home.

2) The establishment of Heterosexual interests.

3) Emotional maturity.

4) Social maturity.

5) Beginning of Economic Independence.

6) Intellectual maturity.

Given below are the seven main adolescent problematic areas. Under each area chief characteristics have been listed around which adolescents were found to face problems, because they were unable to take proper decisions and make necessary adjustments.

1) Emancipation from home:

   a) Emergence from parental supervision.
b) Reliance upon the security one can give himself rather than upon the security provided by parents.

c) Development of an attitude towards parents as dear friends than as protectors or supervisors.

d) Planning for one's own truth and making of one's own decisions without parental control.

2) The establishment of Heterosexual Interests:

a) Development of interest in opposite sex.

b) Transfer of deepest love from older people to one's age mates of the opposite sex.

c) Learning to take physical maturity for granted.

d) Selection of a mate and end of experimentation.

3) Emotional Maturity:

a) Substitution of harmless for harmful modes of expressing emotions.

b) Learning to react to emotional situations objectively.

c) Learning to accept criticism without hurting feelings.

d) Learning to face things that are unpleasant instead of running away from them.

e) Elimination of childish fears and anxieties.

4) Social Maturity

a) Development of a sense of security in one's social circle.
b) Ability to get along with others in ordinary relationship.

c) Ability to take part in the work of a group without trying either to dominate it or to withdraw from it.

d) Freedom from such extreme dependence upon one's social group that one thinks constantly or of what others are going to say about one's behaviour, clothes, etc.

5) Beginning of Economic Independence:

a) Reasonable accurate estimate of one's abilities.

b) Selection of a field of work in which success is possible.

c) Completion of enough vocational training to get started on in one's career.

d) Realisation of the need to work.

6) Intellectual Maturity

a) General questioning of authority and demand for evidence.

b) Desire for knowledge especially for explanations.

c) Awakening of interests and knowing of these interest to a relatively small number.

7) Use of Leisure:

a) Development of hobbies that are interesting.

b) Learning to play some games well.

c) Membership in a few clubs on other organisations.

Having discussed adolescent behaviour problems as being a global phenomenon with USA facing effects of desegregation and socialization of
adolescents in a secular and materiarchal welfare community, leading to a general
deterioration in standard of behaviour, increased drug abuse, vandalism, minimum parental supervision and assault. In West Germany adolescent be-
vaviour problems are found to center around fearful future anticipation, school
and achievement problems and interaction difficulties with parents and peers from study. In India it is found that adolescents face problems pertaining to
emancipation from home as they depend more on parents and adults for coping
with problems.

The foregoing paragraphs depict the problems of adolescence as a global phenomenon, but the problems persistently appear on time dimension.

The problems have existed in the past, are existant in the present and will continue to exist in the future.

**THE TIME DIMENSION:**

The adolescent, in his/her varied facets has been of global interest for many years. G. Stanly Hall (1844-1924) was the first psychologist to advance a
psychology of adolescence in its own right and to use scientific methods in his study of adolescence. He described adolescence as a period of storm and stress. He assured parents and educators that unacceptable behaviour would disappear in the following developmental stage without any corrective educational or disciplinary efforts. (Muuss R.E., 1971, p. 20).

With time, there has only been change in the focus on various aspects of adolescent behaviour problems but they never diminish.

**THE PAST AND PRESENT:**

The researcher hit upon a very interesting study done by Edward A. Wynne, (Johnson William J., 1985, p. 19) wherein a comparative study of the present behavioural problems in adolescents and the problems that existed nearly forty years ago, was undertaken.
He has indicated in his 'Black Board Jungle' a list of the top seven behaviour problems present in public school adolescents of USA in 1940 and the top seventeen in 1982. The list is as following:

**BEHAVIOUR PROBLEMS IN AMERICAN ADOLESCENTS**

<table>
<thead>
<tr>
<th>1940</th>
<th>1982</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Talking</td>
<td>1) Rape</td>
</tr>
<tr>
<td>2) Chewing gum</td>
<td>2) Robbery</td>
</tr>
<tr>
<td>3) Making noise</td>
<td>3) Assault</td>
</tr>
<tr>
<td>4) Running in the hall</td>
<td>4) Burglary</td>
</tr>
<tr>
<td>5) Getting out of turn in line</td>
<td>5) Arson</td>
</tr>
<tr>
<td>6) Wearing improper clothes</td>
<td>6) Bombings</td>
</tr>
<tr>
<td>7) Not putting paper in waste basket</td>
<td>7) Murder</td>
</tr>
<tr>
<td></td>
<td>8) Suicide</td>
</tr>
<tr>
<td></td>
<td>9) Absenteeism</td>
</tr>
<tr>
<td></td>
<td>10) Vandalism</td>
</tr>
<tr>
<td></td>
<td>11) Extortion</td>
</tr>
<tr>
<td></td>
<td>12) Drug abuse</td>
</tr>
<tr>
<td></td>
<td>13) Alcohol abuse</td>
</tr>
<tr>
<td></td>
<td>14) Gang warfare</td>
</tr>
<tr>
<td></td>
<td>15) Pregnancy</td>
</tr>
<tr>
<td></td>
<td>16) Abortion</td>
</tr>
<tr>
<td></td>
<td>17) Venereal diseases</td>
</tr>
</tbody>
</table>
The vast changes in character and the resultant problems for schools are revealed in the comparison reported in the above table. Alarming symptoms of the decline in the character of youth have been evident from the study and character is more than discipline, for character refers to the beliefs, values and habits of good behaviour that shape one's life, rather than to compliance with eternal laws and regulations. The data reveals a consistent, disturbing and sharp upward swing in the incidence of rates of suicide, homicide and out of wedlock births among American Youth.

Yeole C.M. (1985) found out the trend of behaviour problems in Indian adolescents over a period of the past 40 years. The researcher contacted twelve educators in Kolhapur, who taught adolescents (16-17 years) around 1940. Ten of them responded enthusiastically giving the researcher valuable data. The names of the 12 educators and a copy of the questionnaire is attached as Appendix-A. (Adolescent Behaviour Problems Past and Present). From the list Numbers 11 and 12 regretted their inability to give the necessary information.

The following is the list of the top thirteen behaviour problems as focused to be most frequently prevalent in Indian adolescents in 1940 and the top nineteen in 1985.

**BEHAVIOUR PROBLEMS IN INDIAN ADOLESCENTS**

<table>
<thead>
<tr>
<th>1940</th>
<th>1985</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Making noise</td>
<td>1) Smoking</td>
</tr>
<tr>
<td>2) Fighting, agitating</td>
<td>2) Absenteeism for seeing movies</td>
</tr>
<tr>
<td>3) Back benchers - talking, sleeping, day dreaming</td>
<td>3) Eve teasing (teasing weaker section)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4)</td>
<td>Wearing improper clothing - no caps uniforms</td>
</tr>
<tr>
<td>5)</td>
<td>Defacing furniture</td>
</tr>
<tr>
<td>6)</td>
<td>Spraying ink</td>
</tr>
<tr>
<td>7)</td>
<td>Chewing pan, drops, sweets</td>
</tr>
<tr>
<td>8)</td>
<td>Cheating, copying in examination</td>
</tr>
<tr>
<td>9)</td>
<td>Obscene writing in toilets</td>
</tr>
<tr>
<td>10)</td>
<td>Eating other's tiffins</td>
</tr>
<tr>
<td>11)</td>
<td>Stealing pens, coins</td>
</tr>
<tr>
<td>12)</td>
<td>Loafing, calflove</td>
</tr>
<tr>
<td>13)</td>
<td>Attacking umpires during sports for incorrect decision</td>
</tr>
<tr>
<td>4)</td>
<td>Cheating in examination</td>
</tr>
<tr>
<td>5)</td>
<td>Gangwarfare (rivalry quarrels)</td>
</tr>
<tr>
<td>6)</td>
<td>Assault</td>
</tr>
<tr>
<td>7)</td>
<td>Stealing (books, money)</td>
</tr>
<tr>
<td>8)</td>
<td>Reading sexy literature</td>
</tr>
<tr>
<td>9)</td>
<td>Jealousy</td>
</tr>
<tr>
<td>10)</td>
<td>Gundaism</td>
</tr>
<tr>
<td>11)</td>
<td>Loss of Concentration in Class</td>
</tr>
<tr>
<td>12)</td>
<td>Abusing</td>
</tr>
<tr>
<td>13)</td>
<td>Over consciousness regarding opposite sex</td>
</tr>
<tr>
<td>14)</td>
<td>Extroversion</td>
</tr>
<tr>
<td>15)</td>
<td>Gossiping</td>
</tr>
<tr>
<td>16)</td>
<td>Alcohol abuse</td>
</tr>
<tr>
<td>17)</td>
<td>Drug abuse</td>
</tr>
<tr>
<td>18)</td>
<td>Abortion</td>
</tr>
<tr>
<td>19)</td>
<td>Pregnancy</td>
</tr>
</tbody>
</table>

Comparing problems in India of 1940 with those of 1985 a sharp upward trend of revolt, unwarranted demonstrative behaviour, tinted with greater curiosity in sex is seen. The educators who have contributed this data attribute this shift to the following reasons. Around 1940 adolescents of 16-17 years were yet in high school and not in college as today, because education commenced at an older age. Secondly, education facilities were available only to the upper strata of society not having percolated to the lower strata as today, therefore, these adolescents belonged only to the upper class of society. Thirdly the family control on the adolescent was very strong unlike today. Obedience, respect for seniors, with a strong binding for the home and school on a sound religious, moral footing pervented adolescents from going astray, though some indulged in smoking, drinking etc.

According to the educators, adolescents of today growing up with changing demands of society concentrate on independent thinking with lesser family
and school control. They tend to be less respectful and a wide gap exists between urban and rural adolescents.

Comparing discipline problems of 1940 in America and India, it appears that the American adolescent behaviour problems were mild indiscipline ones in nature, the Indian adolescents behaviour problems being more demonstrative, further on, this would reveal interesting dimensions. But comparing American problems of 1982 with those in India (Kolhapur) in 1985, the researcher is compelled to raise a doubtful fear - the change in trend from middler demonstrative problems to the anti social destructive ones, fills one with remorse and doubt - for are we in India prepared to face the consequences of the possible trend in adolescents behaviour in the near future? Having glimpsed into the past and present of adolescent behaviour problems let us now plunge into Alvin Toffler's predictions of the future.

THE FUTURE:

"Evidence strongly suggests that overstimulation may lead to bizarre and anti-adaptive behaviour, but given a clearer grasp of the problems and more intelligent control of certain key processes, we can turn crisis into opportunity, helping people to crest the waves of change, to grow and gain a new sense of mastery over their destinations." (Toffler Alvin 1971, pp. 293-316).

Alvin Toffler a revolutionary futurist has brilliantly bared before us the 'Sociology of the future' in his most prophetic and stimulating social studies 'The Future Shock' and 'The Third Wave' written in 1971 and 1980 respectively.

He has very convincingly and correctly indicated that adolescent behaviour problems have, are and will persistently exist. He has predicted the cause of change in society and its side effects on the coming generations, with a shift in the nature and complexity of problems centering around house hold conflicts, the family will no more be a shock absorber, and youth will race towards anti-adaptive behaviour.
A plunge into his thoughts will place before us the multidimensional picture of the young adults. According to Toffler, when a society is struck by two or more giant waves of changes—the agricultural revolution, the rise of industrial civilisation and now the technetronic age, and none is yet clearly dominant—the image of the future is fractured—the collision of waves creates a raging ocean, full of clashing currents, eddies and storms which conceal the deeper, more important historic tides. As the second wave began to move across, the first wave societies, families felt the stress of change. Within each household the collision of wave fronts took the form of conflicts, attacks on patriarchal authority and altered relationships between children and parents. It not only shifted our values but also shrivelled our roots.

As the present system cracks and the super industrial revolution rolls over us, as the armies of juvenile delinquents swell, as hundreds of thousands of youngsters flee their homes, teenage girls become keen travellers to escape restrictive home environments, students rampage at universities, riots, sex; LSD or mini skirts compel young adults—we can expect vociferous demands for an end to parental dilletantism. The family no more is a ‘shock absorber’—the young adolescent is found in the grip of a society rocketed towards an historical crisis of adaptation resulting from diversity of opportunity which is both novel but transient. This novelty touches explosive activity in the young blood. Man and environment are in constant quivering interplay. Just as the ‘body’ cracks under strain of environmental over-stimulation, the ‘mind’ and its decision processes behave erratically when over-loaded.

The spreading use of drugs, rise of mysticism, the current outbreak of vandalism and undirected violence—all forms of social irrationality, may well reflect the deterioration of individual decision making in adolescents under conditions of environmental over-stimulation leading to anti-adaptive behaviour. As society races towards heterogenity, the variety of problems will increase.

Alvin Toffler has rightly pictured the conditions of society in the West—but, every society has its own characteristic attitudes towards past, present
and future. This time bias, formed in response to the rate of change is the most powerful determinant of social behaviour and it is clearly reflected in the way the society prepares its young for adulthood.

Today, we very often come across reports of adolescents indulging in violent acts, strikes and threatening teachers, professors and lecturers. Student indiscipline has become a matter of national concern with 'speeches of exhortation', published, side by side with reports of new incidents. "Examiners are threatened on dark streets, effigies are burnt, staff members are physically assaulted, gates are locked and speakers hooted off platforms." (Cormack K. 1972, p.9). Some adolescents seem bewildered, others belligerent, as they themselves confess, that they do not know why they behave as they do!

The parents deal with the adolescents at home and the teachers at school or college. Besides parents and teachers, there are others who also face the strange behaviour of adolescents in restaurants, theatres, fairs, trains, fields, buses, cross-roads and such other public places. Most of us must, therefore, acquaint ourselves with the general nature of adolescents, helping us to understand them better and thereby promote their desirable growth - physically and academically.

A good deal of research has been undertaken by various disciplines such as Psychology, Sociology, Anthropology etc. on the characteristics of adolescents but there have been few if any studies dealing with the behaviour problems of adolescents. It is, therefore, imperative to know more about the adolescent - his characteristics, maturation and adjustments before we analyze factors affecting his behaviour. Can adolescence be termed as a problematic age?

**ADOLESCENCE - A PROBLEMATIC AGE:**

**Age of Adolescence:**

There was a time when people were divided roughly into children, young persons and adults.
It was not until the forties that the loosely defined term 'young persons' began to be replaced by the more restrictive term 'teenagers' referring, specifically to the years thirteen to nineteen. Today this three-way crude division is inadequate we have now a classification called 'preteens' or 'sub-teens', that sits perched between childhood and adolescence, 'Post teens' etc. which is a linguistic recognition of the fact that we can no longer usefully 'keep up' young person's together. According to E. Hurlock (Hurlock, E., 1959) the adolescence period could be broadly called -

- Pre-adolescence - 10-12 years
- Early adolescence - 13-16 years
- Late adolescence - 17-21 years.

These periods are based upon average ages for large groups of individuals and may not, therefore, be characteristic of one specific adolescent.

Raynolos M.M. (1950) defines adolescents as "childhood is behind them, adulthood just a step away. They are capable young people ready to assume their share of responsibility in a world that insists on treating them as children."

'Adolescence,' says Cole (Cole, Luell, 1970) "is perhaps no more important a stage of development than any other. But it is the last stage before adulthood, and it offers, therefore, to both parents and teachers the last opportunity to educate a child for his adult responsibilities."

**MEANING, SIGNIFICANCE AND NATURE OF ADOLESCENCE**

The adolescence is an important stage in the development of personality. It is matter of common experience that the Indian youth is revolting against the existing norms and values of the traditional Indian Society. Quite a number of factors may be responsible for it but perhaps socio-economic factors are the main causative factors. The alarming increase in juvenile delinquency, adjustment problems in school and home, agitative and
revolting behaviour compel the researcher to probe deeper into the problem. Children's problems and their personality adjustment have been given quite a lot of emphasis but not much has been done for the study of the adolescent's problems which are posing a challenge to the society at present.

The increasing tension and frustration in adolescents have been found to be responsible for their non-conformity with the existing norms and values.

The diverse socio-economic conditions alongwith other factors not only affect the developing self and self-concept of children but adolescents' self-concept too is affected to a great extent by these and this in turn affect their whole personality. If the development of self is not accomplished properly, various sorts of problems arise. Hence a pressing need of the day is to understand the nature of self and self-concept in adolescents with reference to the factors which affect it. This will help to understand and to suggest the measures for alleviating the problems of their personality dynamics.

Adolescence is a period during which the growing person makes the transition from childhood to adulthood. While it is not linked to any precise span of years, adolescence may be viewed as beginning roughly when young people start to show signs of puberty and continuing until most of them are sexually mature, have reached their maximum growth in height, and have approximately reached their full mental growth as measured by intelligence tests. The period covered in this includes the years from about the age of twelve to the early twenties.

The term 'adolescence' comes from the Latin verb 'adolescens' which means 'to grow' or 'to grow to maturity'. As the term is used today, it has a broader meaning than it had in earlier times.

'Adolescence', (Holling Worth 1947, p. 101) rightly states, "is that period of life which lies between childhood and adulthood thus covering seven years of life up to the age of twenty one when this individual is accepted legally as an adult."
'Adolescence', according to Gordon, (1969, p. 273), "is not merely a period of achieving physical, sexual, cultural maturity in adolescents but child experiences a series of events some of which are initiated by his own body, some initiated by the people, who surround him and some initiated by his own self esteem." These experiences are very much responsible for the behaviour of the adolescents.

Hurlock E. (1959, p. 200) pointed out that, "adolescence is a period in the developmental span of the individual's life that is characterized by pronounced and frequently sudden physical, mental and emotional changes, which lead to some changes in individual's personality. Further, new environmental factors have also an impact on adolescent personality." In Zachry's (1944, p. 136) view, "adolescent years are prominent ones which determine whether the individual is to become physically and emotionally balanced or one who is frustrated, unsocial and dependent. Adolescence is not concerned only with physical maturity but the individual's emotional, mental and social development are strongly associated with it."

Adolescence among all stages of development has been recognised as a crucial stage of life. "Adolescence" Ausubel, D.P. (1954, p. 176) remarks, "in our culture, can be described as a time of transition in the biosocial status of the individual." It has been called the period of instability because of sudden and rapid bodily changes that result in disturbed emotionality.

The adolescent is "awkward, spotty, and unpredictable." (Ogilvie, 1949, p. 261).

"The adolescents are perhaps teenagers who refuse to listen to reason - adult reason. In calmer moments the adults recognise that when young people seem difficult, they are displaying symptoms which commonly go along with growing up." (Remmers and Spencer, 1950, p. 182).

An adolescent often finds himself unstable. At one moment he likes one thing, and at the other moment he hates the same. Many of the children in
this stage turn to be problem children. However, intelligent children adjust themselves relatively more easily.

It is after the early stage of adolescence that the individual develops some what greater self-confidence and better self-concept and gains stability.

The adolescent is neither a child nor yet a mature human being. At one time the adolescent is treated as a child by parents and teachers and at another, as an adult. When he acts like a child, he is reproved and is told to 'act his age', if however, he attempts to act like an adult, he finds himself the object of amusement on the part of adults who accuse him of being 'too big for his breaches.'

This age, has been variously called, 'the awkward age,' the age of 'storm and stress' and 'the silly age'. These terms describe the general callousness of the period and the good natured decision in which it is held by the mature persons.

It is to be understood clearly that there are no sudden changes in a growing person, which definitely mark the beginning or the end of adolescence. The child grows by imperceptible degrees into the adolescent, and the adolescent turns by gradual degrees into the adult.

The extreme gradualness of the changes make it hard for parents to realize that adolescence is taking or has taken place and this failure to perceive the transition from childhood bring many problems of adjustment into life of the youth and of the parents as well.

Having studied the general nature of adolescents it is essential to bring out certain general characteristics, needs, maturation and adjustments which are peculiar to them.

NEEDS, MATURATION AND ADJUSTMENTS OF ADOLESCENTS:

The characteristics of adolescents are determined to an important degree by the young person's own growth potential. They are determined by demands
placed upon him by the culture he lives in. The adolescence is both a developmental and a cultural phenomenon.

The basic changes that occur, spring from the adolescent's own nature. The timing and course of these changes, and the stature of mind and body the young person eventually achieves, are determined to a large degree by heredity. There is evidence which indicates that predominant traits of temperament and personality may also be influenced to an important degree by heredity.

However, much of what one regards as 'typically adolescent' or 'expectations of adolescents,' reflects the particular culture in which one lives. Moreover, the extent to which adolescents' realize their potentialities and the ways in which they employ their in-born resources obviously are influenced by pressures and opportunities in the environment in which they are reared.

The Self:

The adolescence has been viewed as a period when more than at any other time of life, it is important for young people to establish convictions about their identity. They must, as far as possible, find and understand themselves. The self is the sum total of a person's ideas and attitudes about who and what he is. It comprises all the experiences that constitute a person's awareness of his existence. These ideas and attitudes evolve since the early childhood. The self shows considerable stability before a person reaches adolescent years. However, much happens that makes it necessary for adolescents to take a fresh look at themselves. Even though there is a hard core of continuity in their personalities, they are in a state of flux. Each must learn to live with a person who differs in many ways from the person he was before. Many go through a phase of being awkward and self-conscious. They must even become accustomed to hearing a change in the sound of their voices.

The task of 'finding the self' has many other facets. Not only does an adolescent view himself as he is but he must also project himself into the future.
The adolescent views himself as in a state of being and also as in a process of becoming. In planning for the future, his fantasies may clash with reality and require a revision of his dreams of what he might be.

When an adolescent is in the process of 'finding himself' he faces many alternatives - at least in theory. He cannot be both a priest and a pirate, a dandy and a professor, a philosopher and a lady-killer.

In the process of establishing an identity as a distinct self, many adolescents face questions about their origins and endowments. This aspect of finding the self is very difficult for orphans, adopted children, and members of minority groups against whom there may exist a prejudice in a specific culture.

One important part of the adolescent's establishment of his identity is to define and accept his sex role. It seems to be more difficult for girls to accept their feminity than for boys to see themselves in a masculine role. Another part of finding the self is to formulate, more or less clearly a hierarchy of characteristics. Instead of being urged by a heterogeneous mass of inconsistent aspirations, it is important for adolescents to establish their aspirations, in an order of priority.

Adolescents who are on the way to finding themselves have the rudiments of a philosophy of life. This philosophy is rarely formulated in the neat logic of a philosopher's book. Much of it is inarticulate. However, adolescents who have the beginnings of a philosophy of life, have principles of conduct, an inner guide, as it were. They do not have to begin all over again to rethink the whole strategy of their conduct each time a new issue arises. They will be puzzled, baffled, bewildered at times. But they are not unscrupulous opportunists one day and passionate idealists the next. They do not constantly waver between moral responsibility and irresponsibility, even though they are not likely to continue to face moral conflicts.
Emancipation from parents:

One of the tasks an adolescent faces in establishing an identity of his own is to outgrow dependence on his parents to achieve what has been called emancipation from his parents. This frequently involves a struggle mixed with rebellion. But if the adolescent satisfactorily discovers the strategy to overcome this hurdle he will be 'his own man' capable of self direction, without feeling a continuing need, as he grows either to depend on his parents or to defy them. However, this characteristic is largely culture-based and value oriented.

Adolescents need status, security, affection and independence. They possess strong interests and urges many of which have a sexual aspect, as well as a social aspect. The adolescent seeks an appropriate social role for himself and strives to experience satisfying relationship with peer and adult association. Adolescent may be a flowering and a fulfilment or a series of frustrating experiences.

Basically the adolescent is the same person he was as a child, but he is confronted, now with new physical urges, and new concepts of life and self. He becomes increasingly sensitive to his needs which may be to gain friends, to be popular, to be a leader, to protect himself or others, to imitate others, to be praised, to be liked by others (especially members of the opposite sex), to resist coercion, to be independent and to have prestige. An adolescents experiences in learning to adjust his interests and series to those of his peer groups, are not always satisfying to himself. His participation in social activities develops these attitudes and standards that reflect his adolescent experiences.

Some inter relations of maturation during adolescence in different areas - psychological, mental, emotional, physical and social areas will be examined here.

The features of maturation are pertinent to the development of every boy and girl. All must mature physically, emotionally, socially, mentally and
psychologically, and all face, to a greater or lesser extent, the problems presented by maturation in each area. All need sympathetic and skilled help in order to achieve at the best adult adjustment of which they are capable.

"Adolescence is that span of years during which, boys and girls move from childhood to adulthood - mentally, emotionally, socially, physically and psychologically." (Slaton F. Thomas, 1963, p. 63).

Let us now briefly study the five main phases of maturation namely:
- 1) Psychological maturation, 2) Mental maturation, 3) Emotional maturation, 4) Physical maturation and 5) Social maturation. A discussion of what maturation in each phase involves follows:-

1) Adolescence as Psychological Maturation:

a) Achieving an adult self concept - "adolescence is a period in which the boy or girl begins to think of himself or herself as an independent agent." (Slaton F. Thomas, 1963, p. 66).

A growing breath of experience, self confidence, based upon past experience, success, realistic appreciation of one's own limitations as opposed to the brash over confidence of ignorance, the gradual assumption, even greater penalties attached to poor judgement, are some of the raw materials from which the adult self-concept is formed. Thus boys and girls learn to identify themselves, as the years pass, as competent men or women, and be justified in such self-concepts.

b) Formulating a philosophy of life:

There are philosophies of life which promote good adjustment and happiness in life, and those which do not. A bad philosophy is no better than no philosophy. Certainly a person who leaves school or college with a clear plan of what he wants in life and what he regards as the most rewarding way of living, has a very real asset as he begins his post-education adjustment.
Observation reveals that some adolescents in their early teens naturally begin planning their lives far in to the future - others live for the pleasure of the moment.

Such a concept of life is one of the physiological structures adolescents need to build as an essential part of their development into adulthood.

c) Achieving adult self-direction - Self direction can be made too heavy a load for the adolescent to carry, defeating its own purpose by taxing him with responsibilities beyond his maturity.

The powerful impulse of the sex drive, the adolescents typical craving for popularity which often demands satisfaction regardless of the cost in other areas, are examples of new and unusually intense impulses with which the adolescent must cope to avoid delinquency and achieve well adjusted maturity.

d) Acquiring an adult perception of the world - The adolescent is slowly and gradually gathering deeper concepts, but he has a long way to go. Gradually as water erodes a stone, childish conceptions of how things operate in the world are worn away and in their place develops an adult picture of 'Life as it really is.'

e) Developing a sense of intimacy - Through many associations some close, some casual, the adolescent gradually begins to acquire a basis of evaluating people with whom he comes in contact. As he acquires an adult self-concept he seeks a more complete relationship with some of those he meets whom he articulately perceives as people with whom a sharing of some aspects of life will make his own life more complete. "All men count with you but none too much" (Slaton, F. Thomas, 1963, p.72) is a sound policy for adolescents to follow.

2) Adolescence as Mental Maturation:

Mental growth involves much more than adding to one's store house of knowledge. It involves increasing mental efficiency in several types of intellectual activity and in several areas.
It is probably not saying too much to say that an adolescent's mental maturity is determined by his achievement in the following areas:

a) Growth in the ability to analyse and synthesize.
b) Capacity of finer discrimination.
c) Growth in the ability to make accurate generalization.
d) Growth away from trial and error.
e) Growth towards appreciation of remote goals.
f) Growth away from two-valued orientation.
g) Growth towards self-criticism and evaluation.
h) Growth towards rational self-control.
i) Growth in knowledge.
j) Growth in logical decision reaching.

By the time he reaches adolescence his ability to deal with abstractions develops beyond more use of individual words he begins to include abstract ideas. The skill the adolescent acquires in manipulating abstractions, swiftly and accurately, finding and best answers or formulating sound opinions in the absence of concrete objects or situations, from which to work will have an important bearing in his further success.

a) Growth in the ability to analyze and synthesize:

"To analyse is literally to take a thing, a situation or an idea apart and see what it is composed of", (Lanabac H.A., 1945, p.51) Synthesis is putting things together in their proper relation, the achievement of a verified picture from various component parts. The quality of analysis and synthesis of which the adolescent is capable depends heavily on some refined aspects of dealing with abstractions.
b) Capability of finer discrimination:

Capability of making finer discriminations depends heavily on the ability to manipulate abstractions and also on practice. Precision in making discriminations is partly an attitude unremitting attention to maintaining a high standard of accuracy of discrimination, until any lower standard is unsatisfying to him, is the need of the adolescent for mental maturation in this area.

c) Growth in the ability to make accurate generalizations:

As part of the process of maturation adolescents should have the possibilities and limitations of generalizations. They learn that not only are several mutually substantiating instances of a phenomenon required to provide the basis for a generalization, but that a logical relationship between the instances and the generalizations must be present in order for the generalization to be justified. Acquiring the ability to generalise accurately boisters the adolescents self concept tremendously. It gives him confidence in his ability to cope with situations, different from ones he has previously encountered, through the generalised concepts he has acquired in specific situations but applicable to others.

d) Growth away from trial and error:

Trial and error is the primitive natural way to find out new things. The adolescents often prefers to try things at random rather than think them through.

e) Growth towards appreciation of remote goals:

This implies both the emotional capacity to postpone immediate pleasure for the sake of later welfare and the mental capacity to project a plan into future.
f) Growth away from two valued orientation:

Deliberately stressing the fact that things are seldom black or white but more frequently shades of grey. However, with increase in the adolescents appreciation of the fallacy of two valued orientation assists him towards more mature evaluation of situations or factors he encounters in life.

g) Growth towards self criticism and evaluation:

Ability to examine one's own thoughts, feelings and performances, rendering an accurate and objective evaluation of them, is a sign of both emotional and mental maturity.

h) Growth toward rational self-control:

Since adolescents achieve rational self-control early, such development is promoted by good mastery of developmental tasks particularly the development of the sense of accomplishment and duty.

i) Growth in knowledge:

Involves disciplined thought and study. Knowledge implies creativity, putting facts together and studying them so as to bring into being, understandings over and beyond the bare facts themselves. It implies constructive use of one's imagination, not the day dreaming type.

j) Growth in logical decision reaching:

This involves elements of both attitude and skill. Adolescence is the time during which the objective evaluative approach to decision making, should be developed both as an attitude, a behaviour pattern and as a skill. Awareness reservation of judgement, systematic gathering of pertinent information, basing decisions on pertinent facts, are some characteristics of logical decision making in adolescents.

3 Adolescence as emotional maturation:
A fundamental characteristic of the emotionally mature person is the recognition that his feelings, beliefs, even perceptions, are not necessarily reality and must be created as such in making adjustments and evaluations.

The adolescent is frequently plagued by lack of self insight, in the other extreme he has a feeling of self-consciousness or inferiority based on an emotionally dictated self-concept which attaches too much importance to a defect and results in undue self depreciation.

Discouragement over failure to achieve unrealistically high standards of popularity or academic or other success are examples of adolescent maladjustments resulting from imperfect objectification, the home atmosphere and the thought habits of parents are crucial elements in objectification.

Perception of relative values, dedication to long range goals, tolerance of frustration, graduation of reaction which is, the process of achieving adult adjustment to a world of people, acquiring adult values of behaviour, will usually dampen the over reactions of the adolescent with two little emotional control. (Garrison, K.G., 1965, p.61).

Some inhibiting factors in emotional maturation are:

a) Confusion of role - Society, biology and psychology unite to caste the adolescent in a variety of roles. The adolescent is literally looked on as one person, one minute and another the next, and anxiously and uncertainly perceives himself, in the same erratic pattern.

b) Early trauma - Some common sources of early trauma are premature or undesirable sexual experiences, public embarrassment or humiliation, parental fights, sibling rivalry or severe fright from any cause.

Depreviation of affection in infancy produces an insecurity and distrustful person, afraid to ventures, unable to bear up under frustration, unsympathetic and unable to give or accept love freely because love is not natural to him. It retards the whole process of physical and psychological development.
c) Biological defects - The role of heredity is highly controversial. It can be safely postulated that biological factors do exert considerable influence on the development of children i.e. obesity in the vast majority is a psychological usually an emotional problem rather than a biological one as the individual may use defensive mechanisms as shields behind which his personality and self concept can hide and remain at immature level of functioning.

d) Restricted Experiences - The need for wide and continuous experience in all types of life situations are essentials of normal maturation. Lack of adequate experience in either the early heterosexual or subsequent home sexual activities constitutes a tremendous handicap to a boy or girl in assuming a normal role in adolescent heterosexual life, therefore, it necessarily fixates emotional development at an immature level. Probably one reason for the emotional superiority so commonly encountered in adolescents of superior accomplishments in skill areas is the disciplined self control, learned through successful self-application to tasks until they are mastered.

e) Unresolved internal conflicts - Conflicts are inevitable in the normal course of development. If the boy or girl has failed to reach a satisfactory resolution of these crucial problems, achievement of adult emotional adjustment will be difficult if not impossible.

Conflicts between impulses and sense of responsibility or aspirations often cause the adolescent to regress or fixate on immature levels of emotional adjustment where the demands of conscience are less severe thereby they fail to provide a required base of security and achievement for subsequent growth.

4) Adolescence and physical maturation:

Adolescence is an era of development which covers a span of several years. It must be emphasized that proper education for adolescence does not consist solely of enlightening boys and girls on the physical changes which take place during adolescence, their causes and functions. The psychological changes that are the by-products of the physical changes are even more necessary areas
of instructions, because they control the direction and expression of the physical change. Through the psychological states which come into being during adolescence, the physical changes make themselves felt in the altered behaviour of the adolescent. The dynamics of education for adolescence involves three functions. Prevention of trauma, alleviation of anxiety and uncertainty and cultivation of a wholesome attitude towards sex.

The physical changes that occur at puberty may be grouped into 3 levels. At the 1st level is the increased activity of the gonadotropics and corticotropic hormones of the anterior pituitary gland. At the 2nd level are the consequences of these secretions

a) Production of mature ova and spermatozoa.

b) Increased secretion of adrenal cortex hormones.

The above (a) and (b) result in the 3rd level changes (c) namely:

1. The development of primary sex characteristics.

2. The development of secondary sex characteristics

3. Changes in other (non-sexual physiological functions)

4. Changes in size, weight, body proportions and related changes in strength - coordination and skill.
Physical Changes with onset of Puberty

Anterior Pituitary Gland

(A) Growth Hormone

↓

Gonadotropic Hormone

(B) Gonadal Hormones

↓

B Mature ova and spermatozoa

C Primary Sex Characteristics

↓

C Secondary Sex Characteristics

↓

Changes in other physiological functions

C Changes in size, weight, body proportions

(A) Cartico Tropic Hormone

(B) Adronal Cortex hormone

Counselling adolescents on physical changes should be a continuing intermittent process, carried on throughout the adolescent years giving additional understanding, reassurance and support when and where needed. Understanding the causes and a proper handling of adjustments related to late or early maturation gives adequate ability to understand and cope with any problems likely to result from average age maturation.

Dynamics of Sexual Behaviour –

1) Affection for the partner is an important element in the sexual desire of the girls and is not so in the case of boys.

2) "Boys are inclined to sexual aggressiveness, dominance, mastery and some sadism, girls are inclined to passivity, submissiveness, receptivity and masoc. These differences are partly biological partly cultural in origin." (Slaton, F.T, 1963, p. 124).

3) Love reduces the aggressive dominant sadistic inclinations of the boys and increases the submissiveness receptivity of the girls.

5) Adolescence and social maturation:

A child lives in a sheltered world, in which his relations with other children have developed in steady systematic fashion. With the advent of adolescence, an expansion of the social horizon and activities take place. During this period the social relationships of boys and girls change radically.

Development of new roles and relationships with adult in the environment takes place. Adolescents socially function as an autonomous personality. They evaluate, adopt and formulate social principles and standards and also the existing conventionism in the light of personal feelings and experiences. They are able to bring about a compromise between personal opinion and adjust to social conventions in the following three ways namely:

1) Achieving emancipation from home.

2) Changing relations with peer groups.
3) Achieving heterosexual adjustment.

Each of the above three are discussed below:

1. Achieving emancipation from the home

   a) Through progressive growth from birth towards autonomy in fact and in self concept. Emancipation from the home is not a process which begins in adolescence like other aspects of maturation it begins as early as the infant is able to grow in independence and self-reliance.

   b) Knowledge of the dangers faced by inexperienced adolescents and love for their children inhibit parental relinquishment of control.

   c) Love and knowledge also dictate relinquishment essential to adolescent maturation.

   d) Immature attitudes and actions by adolescents inhibit relinquishment.

   e) As love is the dominant force in parental attitude regarding emancipation of adolescents, the desire for independence is the dominant force in the boys and girls.

   f) Changing interests of adolescents lessen their feelings of overeness with parents.

   g) Heterosexual urges draw the adolescent from home association.

   h) Emancipation involves increasing self-determinations by the adolescents.

   i) Prior agreement of rules can lessen friction over points of conflict.

   j) Adolescence ends with either emancipation or mal-adjustment.

2) Changing relations with peer group -

During adolescence a gradual shift from activity-oriented to thought-feeling-personality-oriented association with peers takes place, conversation is the chief medium through which social sensitivity and skills are
developed. By clarifying ideas and feelings with peers clarifies inter-personal relationship.

"Adolescents seek security and social experience through forming their own sub-society." (Garrison, K.G., 1965, p. 46)

3) Achieving Heterosexual adjustment -

Normal heterosexual adjustment is inhibited by self-consciousness, earlier habits and adult teaching opportunities for impersonal heterosexual associations facilities maturation. "Increased self-realization is achieved through development of the sense of intimacy." (Hurlock, E.B., 1959, p.52).

These then are the complex areas of maturation through which adolescents pass. The process of maturation is greatly influenced by various factors surrounding the adolescent - which and to what extent the factors affect the adolescent is clearly seen in the adolescents behaviour.

Let us, therefore, discuss the meaning and nature of adolescent behaviour problems.

MEANING AND NATURE OF BEHAVIOUR PROBLEMS:

Behaviour means, "manners, conduct or ways of behaving." Objectionable behaviour in the school or college situation is synonymous with behavioural problems, as they involve breaking of the college or school code of behaviour. According to Encyclopaedic dictionary and Directory of Education Volume 1, 1971, "Behaviour problems are problems which create unusual difficulty for an individual in maintaining satisfactory interpersonal relationships." (Biswas A., Aggarwal, J.C., 1971)

Behaviours that contribute to the progress and happiness of the individual or group are termed acceptable. Those that are disturbing and a waste of time leading to poor scholastic achievement are considered undesirable.
It may be thought by teachers and lecturers that behaviour problems interfere or disturb classroom routines, as there are several forms of behaviour problems in the broadest sense it could be said that, any kind of behaviour that creates difficulties or reveals the presence of difficulties are behaviour problems.

James and Hymes have rightly pointed out, "Humans cannot exist together if people lie, if they cheat, steal, they hurt somebody and then they think only of themselves." (James L., Hymes Jr., 1958, p.3).

The following present day conditions have resulted in the outburst of misbehaviour among the pupil population:

a) Change of opinion and attitudes of people with time.

b) Change in social conditions - today majority of the students are from lower social groups as compared to the students of the past who were from well educated families.

c) Students today are the victims of the problem of medium of instructions which is not the same throughout the country.

d) The rights and powers of teachers were very different in olden days. Today 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.

e) With the ever increasing hue and cry for school admissions, class rooms are overcrowded with an impossibility of teachers individual or personal attention.

f) Rise in prices brings with it a sense of dissatisfaction and discontentment which creeps into the educational field.

g) Students dissatisfaction of an unchallenged education finds them looking out for emotional satisfaction elsewhere. (Shah, M.M., 1966, p. 107).
According to Morehouse quoted by Madhu M. Shah, (1966) school offences are caused by:

1) Physical and mental energy not wholly used or properly directed.

2) A resentful resistance to a control which pupils do not understand or accept.

3) Peculiarities in the physical condition for pupils or a faulty physical environment.

4) Lack of training in morals and manners and the false fallacious ideas which pass current in society.

5) A desire to attract attention and create a sensation.

6) Imitation of others and

7) Lack of culture.

Misbehaviour of pupils in the class rooms of schools has been a major concern of teachers, principals and parents for as long as schools have existed. Studies of the nature, extent and influences of pupil misbehaviour and possible teachers' reaction to pupil misbehaviour have become important areas of applied educational research and writing.

"What is a behaviour problem? - Initially it would appear relatively easy to define a behaviour problem as behaviour of a pupil that causes problems in the classroom." (Husen T., 1985, p.451) The problem so caused often include interrupting other pupils, disrupting class activities or conflicting with the rules and legitimate expectations of the teacher and the school. On further consideration, however, a number of factors emerge that show the concept of a behaviour problem to be a far from simple common sense notion. First is the consideration of the source of the behaviour—the pupil. The misbehaving child is showing 'deviant' behaviour that can be classified across a wide range of types—categories associated with:
1) Morality (stealing, inflicting injury)

2) Reaction to authority (temper tantrums, obscene language).

3) Aggressive personality behaviour (stubbornness, resentfulness).

4) Classroom work related behaviour (inattention, laziness).

5) Inappropriate coping responses (withdrawal or shyness).

Most definitions and discussions of behaviour problems begin by examining how a pupil has interfered with, disrupted or upset the teacher and/or pupils in the context of an expected classroom orderliness. Parents are not usually directly involved.

An important factor in the extent to which a pupil’s behaviour in a classroom is perceived as a problem is related to the tolerance levels of the audience - the teacher and pupils.

Another important element in the consideration of problem behaviour is the question of “Who owns the problems?”

(Brophy and Rohrkemper, 1981) grouped classroom behaviour problems in 3 types:

a) teacher owned - pupil’s behaviour frustrates teachers needs and causes teacher to be upset.

b) pupil owned - in which pupils needs are frustrated by events or people other than teacher.

c) Shared - in which pupil and teacher frustrate each others’ needs and goals to the same extent. Their findings indicated the importance of
both problem ownership and teacher attributions of pupil intent and control in classroom behaviour.

The moves relevant to acceptable standards and patterns of behaviour in a society and a culture change over time. Behaviours such as 'lateness to school' are not treated as severely as they were in the first quarters of the twentieth century nor are matters of 'talking in class' necessarily seen as misbehaviours by many teachers today. As patterns of acceptable and non-acceptable behaviour have changed, so have teacher reactions. Punishments have given way to use of praise, encouragement and rewards.

Problem behaviours are the result of a number of influences and require care in definition, identification and reaction. It needs to be stressed that the influences on pupil behaviour in the classroom are many and varied - many of these problems have been associated with personality problem, attitudinal and motivational patterns, socio-economic status and intellectual capacity. Aspects of both heredity and environment are mentioned as significant influences but there is no clear cut profile of the behaviourally disturbed child. The fact that developing children and the norms of their social and cultural backgrounds may differ from the expectations of the school and teacher often leads to direct clashes - unless the child can adopt to both the systems. Another influence beyond the basic psychological considerations and sociological patterns is the possible impact of television. It has been suggested that the violence and mayhem so vividly depicted in many television programmes can have a deterious effect on pupil behaviour in school, home and society. Many of the behaviour problems in classroom are however, not of the violent and dangerous kind - like anger, defiance, annoyance, frustration with people, objects, tasks or rules. At other times pupils may be unwell or suffering some discomfort which coincides with rebuke, distraction or disruption and they show signs of misbehaviour. Physiological problems ill-health, fatigue, mal-nutrition all influence behaviour.
Assuming that a problem behaviour is demonstrating only some underlying maladjustment in psychological terms, is a limited view of the problem. In addition are the school related influences, which are very large and impersonal. The regimented school organisation can alienate some pupils who seek attention and rebel against the order imposed. Syndromes of 'learned helplessness' where some pupils feel trapped with little control of their progress and success and behave as if they do not care about school and its consequences have been identified as common in inner-city and rural isolated children. Such children are identified as having behaviour problems.

Another school related influence is the teacher and the way classroom teaching is structured and presented. A teacher who jumps from one activity to the next without smooth transitions is asking for pupil loss of task involvement and disruption.

Teachers can contribute to behaviour problems by their lack of preparation, organisation and low level of presentation competence.

Influences on pupil behaviour and problem behaviour in particular are multifarious - these influencing factors may act independently or may also be inter-related. It is, therefore, essential to study the factors which affect Adolescent Behaviour.

**FACTORS AFFECTING ADOLESCENT BEHAVIOUR**

If we are to accept the preposition that the chief significance of adolescence lies in the fact, that it consists of a distinct and crucial stage of personality development, it is essential to briefly analyze the factors which influence adolescent behaviour as attempted below:

1) Home
2) Peer Group
3) Mass Media
   a) Books
b) Magazines
c) Newspapers
d) Comics
e) Radio
f) Movies/Videotapes/Television

4) Demographic Variables.

Each of the above four factors are discussed below:

1) Home -

The ideal environment for education is a home where two parents live together in harmony and create a stimulating atmosphere for the children, offering them opportunities to participate in life and work experiences, and gradually weaving the children's dependence to independence.

"Of all educational institutions," says Paul Monroe, "the most fundamental is the family." (1911, p. 514).

Parental separations, disharmony, permanent or temporary break-up in the family, long illness or unemployment, outward family stability, over ambitious parents, lack of love, over protection are some of the various causes which tempt children at some abnormal behaviours.

Parent-youth conflict are results of parent attitudes which interfere with the adolescents need of independence. A restrictive, authoritarian or over dominating parent inevitably leads to misunderstandings in children. Challenging parental authority, the generation conflicts are other contributory factors to problem adolescents. At all levels children imitate the behaviour patterns observed at home. Adolescents are greatly affected by the occupation of his parents. In Homes, with instable finances and where either parent has little or no time for the children - several behaviour problems will find their presence in the children.
2) The Peer Group

The peer group exists for the sake of sociability, but behind this innocuous interest is a powerful force for conformity. The peer group represents a system of rewards for punishments, of approval and disapproval, actual differences in achievement and status tend to persist and strong differences in beliefs and convictions are suppressed.

Reisman suggests, that the peer group is becoming the most important socializing agency. In present day society people look primarily to their contemporaries for guidance and directions. The pupil, as it were is equipped with an internal 'radar' device, he makes his way through the complexities and intricacies of his student life by picking up cues from his peers.

"The peer group may or may not support adult values. If it does, it is one of the most effective agencies for the transmission of adult values. (Broom L., Selgmic, P., 1957, p. 106).

The whole mechanism of peer group social contact is too fluid, too normal, too vague to be readily understood by outsiders. Cooperation is hardly likely to come to those who deviate from the 'right-way of doing things' - as the peer group members see it. "Gossip and criticism are major means of social contact in peer groups" says Cademan.

Peer group is a chief means of socialization.

According to Cook and Cook (1960) - Much of students socialization takes place in small informal grouping of perhaps 3 to 7 members.

Fundamentally all adolescent need and want adult approval, but peer acceptance seems much more important. Conformity to the opinions of ones peer is carefully observed but acceptance of adult points of view may be more difficult although a young person may resent adult notions of what his standards, conduct and behaviour, dress or other accepted values should be, he is relatively conservative as far as his own group is concerned.
Parents who refuse to approve participation in reasonably acceptable activities, run the risk of antagonizing their sons or daughters.

Although an adolescent wants to be difficult his basic behaviour remains within the requirements of his peer groups. His attitude might be likened to that of a mature woman regarding her clothes. She wants it to be in style, yet she dislikes finding herself in the company of another women wearing the same style and make of dress, no matter how expensive it may be.

3) Mass media:

The recreational activities of the modern adolescent are increasingly dominated by the numerous varieties of mass media available. Newspapers, magazines, movies, television and the radio are some of the activities which receive increased attention during adolescence.

a). Books

As the adolescents' time for reading decreases he reads fewer books just for the fun of reading. What books are read are mostly fictions, with more emphasis on books written by well known authors. Some adolescents are interested in books on sex - those who find easy access to them find such books fulfilling their curiosity, and these may be responsible for some adolescents going astray at an early age.

b). Magazines

By adolescence magazine reading is preferred to almost all other types, proportionately more time is spent on magazines reading than on any other type of recreational reading.

The popularity of magazine reading in adolescence may be accounted for in several ways. Magazines cater to the varying individual interests of adolescent readers.

According to Dr. Ram Shakal Pandey, "All adolescents of the whole population like to read stories most. Poems occupy the second place, newspapers
are the other means of recreation and magazines come in the fourth place, then come dramas and lastly novels. Rural adolescents prefer poem to stories. (Pandey, R.S., 1963, p.39).

Abraham W. studied the reading choices of college students and concluded, "most adolescents say they would read more books if they had time to do so."(Abraham W., 1952, pp. 459-465)

The great amount of space given to picture in magazines adds to the appeal of magazines. It is felt that adolescents like magazines with pictures, those that deal with current events and those that contain mostly fiction.

There are marked sex-differences in magazines preference. Boys show greater interest in magazines dealing with popular science, fiction and humour, while girls like magazines with romantic stories, stories of movie star i.e. picture post in English, and articles about beauty, clothes and glamour.

The selection of magazines which have greatest appeal to adolescents are those that contain short stories, however, scientific and travel sections with lots of advertisements. The best liked sections are the editorials and the articles about politics and people who have succeeded. Today several types of magazines in several languages are available at cheap rates with articles regarding various aspects of life openly discussed with very little truth in them. Such magazines easily impress the adolescent influencing his behaviour.

The Times of India, Sunday March 3, 1985, article by Ratna Sen Gupta says: "In the world of adolescent boys, sports adventure, spy stories feature prominently they think of girls as tolerable nuisances. 17 year old Rekha who is doing her 1st year Chemistry Honours in Delhi reads upto 2 Mills and Boons in a day. In college a copy passes many hands and the girls share them. Sushama Sen of Bangalore, a graduate, a sitarist and a grandmother is a voracious reader of Mills and Boon. Between housework and giving sitar lessons she tries to recall her youth and keep her dreams alive."
While daydreaming is only natural, many young girls tend to forget that day dreams are different from reality. Therefore, in real life they are wont to suffer disappointment. When the hero of Mills and Boon - a tall dark stranger never appears, they think they have been cheated by life and feel frustrated. But this is the case only with immature minds.

Till today no equivalent of Mills and Boon in terms of scale has been published in India. Are you a woman 15, 30 or 50 years old? It is said that a woman expresses herself in many ways. Surely one of them is through Mills and Boon.

c). Newspaper:

In general the preferred sections of the newspaper for adolescents are those that are related to the advertisements, sports, comics, crime, society news and news. While increasing age, there is more interest in front page items, foreign domestic news, letters to the editors, etc. There are marked sex differences in the preferred sections of the newspaper. Girls show a greater interest in the society page, advertisement, women's pages, personal fashions, general news item and editorials than do boys. Boys on the other hand prefer the sections that deal with sports, comics, radio, movie pictures, theatre and school news.

In the adolescent study of interest in newspaper reading by Dr. Ram Shakal Pandey in Uttar Pradesh (1963) the important items in the newspaper generally liked by the adolescents were (i) situation vacant (ii) Sports folio (iii) Columns in humour (iv) Articles on national problems (v) National and foreign news (vi) Incidents of fraud (vii) Battle news (viii) Local news. In this study Dr. Pandey mentions that no adolescent preferred reading religious news, editorial columns, weather news and educational news in the newspaper.

d) The comic:
The comics may be, comic strips in the daily newspaper, the Sunday Magazines, comic books or comic sections in magazines. Girls show a slightly greater interest in reading comics strips during adolescence and continue to read them for a longer time than do boys. There is also a sex difference in the type of comic strips preferred. Girls prefer comics centering around female characters and pursuits that are typical of their own sex, and that contain an element of romance, and dating. Boys on the other hand prefer comics that emphasize sports, crime, adventure and violence and that have a predominating masculine tone. Both sexes like an element of humour in their comics.

Comics appeal to adolescence because it gives them an opportunity for release from tensions, frustrations and conflicts.

The pleasures derived from the funnies are derived from such motives as escape, mastery etc. since the individual is able to identify himself with adventure criminals or capture of criminals. The use of slangs, appeals to the adolescents, who also likes the fast action, danger, plenty of conversation and a hero or heroine who always wins by the slightest possible margin. Stories centering around impossible scientific devices thrills him and satisfy his desires for achievement and success.

e). Radio:

There is some evidence to show that radio listening causes dreams and night-mares in children. Exciting episodes result in pulse-beat and blood pressure. Crime themes cause nervousness, nail biting, disturbances in eating and difficulties in sleeping.

The effect on the body are short as compared with the effect of attitudes. The adolescent is a suggestible individual who is influenced greatly by sources surrounded by prestige. To him the radio speaker is an important personage and what he says is generally accepted without question. This is bound to have some effect on his attitudes.
Conclusions drawn by McKeller and Harris," the adolescents prefer the radio to the movies and they like least the programmes of classical music, serious talks and those containing historical and factual material." (McKeller P., Harris, R., 1952, pp. 101-112).

f). Movies, Videotapes and Television:

What an individual gets from movies depends upon his background and his needs. He takes from movies and TV what is usable for him or what will function in his life. This may range all the way from Juvenile delinquency to a woman's hair style. Movies offer a powerful stimulus to fantasy world idolizing the male or female character.

The television and video of late has entered majority of homes. Adolescents unlike other members of the family are choosy about the programmes, they would like to see. Light programmes like 'Yeh johai Zindagi', 'Miya Biwi Ke Kissae', 'Ham Log', 'Bhim Bhavani', comedy cinemas, computer programmes on general knowledge and scientific fictions like 'Quiz Time' etc. They are not interested in classical music or dance, historic or geographical based programmes.

Through the TV media, social, educational political awakening can be done effectively in the adolescents with provision for entertainment in the form of humour.

Adolescents derive pleasure from day-dreaming of the future, wealth, success and sex. The cinema and TV media, play a very important role for though it is educative and entertaining yet misguided initiation, role playing in adolescence may lead to several behaviour problems. Adolescents imitate widely the motion picture patterns and these are seriously incorporated in their conducts. Among the patterns most widely imitated are beautification, dress and imitation of mannerisms.

If, however, the adolescent is well adjusted, a temporary retreatment into the world of day dreaming is not only normal at his age but very common.
When on the other hand the adolescent is making poor social adjustments this condition may be intensified by the movies. Kuler has emphasized, "No, it is the fault of the movies that an occasional child is an avoid attender that who uses this means of escape from feelings of inferiority endangered elsewhere. If there were no movies, his escape might be in reading or in small unsupported daydreaming." (Hurlock E.B., 1959, p. 288).

Movies and radio have a marked influence upon boys and girls. In fact these movies affect the behavior of young adults. They learn to grasp more by seeing pictures rather than by reading or studying.

With reference to the influence of movies upon conduct, Biones stated that, "they (motion pictures) may challenge what other institutions take for granted," (Monroes Encyclopedia, 1968) "for the younger movie goers little discrimination is possible, for he probably, cannot even understand or 'read' sophisticated books, but can see, the things in the movies and be stunt and probably misled."

Sterner investigated the attractivism of media of communication (Radio, television, magazines, comic strips movies etc.) and the interest of the subject matter. She concluded that, "it is evidently the content of the medium, not the technique of the presentation, which leads young people to spend so much time in these activities." In reference to motion pictures she says, "apparent sex, grade, intelligence and socio-economic status have little effect on students choices of specific motion pictures. Generally speaking a teacher can expect that over fifty percent of the class has seen the 10 most popular pictures." (Sterner, A.P., 1945, p. 102).

4. Demographic Variables.

The fourth set of factors influencing the adolescent behavior and achievement is a set of certain demographic variables. A certain category of demographic factors may predominantly reflect particular behavior problems.
Demography is the scientific study of human population which is primarily concerned with their structure and development so far as educational setting is concerned. The demographic variables would mean certain attributes or characteristics like sex, medium of instruction etc. in terms of which an entity—the adolescent can be assigned to one of the several categories or measured as having one of the many possible values.

Some of the major demographic variables of vital importance as in context of adolescent behaviour are listed below along with the categories for each:

1. Sex - Male/Female
2. Faculty of study - Arts/Science/Commerce
3. Medium of instruction - English/Marathi
4. Type of instruction - Higher Secondary School/Junior College
5. Type of education - Co-education/Boys/Education
6. Parents Occupation:
   a) Father - Professional/Business/Farming/Government employee
   b) Mother - Housewife/Working
7. Fathers' income -
   High above 3000 p.m.
   Medium - Rs. 1000/- to 3000/- p.m.
   Low - Below 1000/- p.m.
8. Education -
   a) Father - Educated/Uneducated
   b) Mother - Educated/Uneducated
9. Type of family - Nuclear/Joint family
10. Number and ages of siblings:

All above 17 years/All below 15 years/Equal number above and below him/her/an only child.

The study will be based on the categories of each of the above ten demographic variables.

Having studied the four main factors which possibly affect adolescent behaviour in some way or the other it will now be possible to discuss the relationship of Adolescent Behaviour problems with Adolescents' Academic Achievement and certain selected Demographic variables.

RELATIONSHIP OF BEHAVIOUR PROBLEMS IN ADOLESCENTS

The International Encyclopedia of Education (Husen) gives a very clear idea about how learning in class is affected by behaviour problems that may be manifest in pupils.

Pupils who manifest behaviour problems in the classroom are not only viewed with concern by teachers because they present some disruption to the otherwise orderly proceedings in which the teacher is engaged. Certainly there is an element of frustration and threat to power when the teacher is faced with a misbehaving pupil. The main area of concern for many teachers is with the deteriorous effects behaviour problems have on pupils' learning and psychological development. It is apparent that time off task leads to problems in pupil achievement.

Teacher reprimands can account for a good deal of lost time and learning interference in the classroom. Some pupils misbehave in order to gain teachers approval, which may gain a good deal of peer attention and/or approval resulting in increased misbehaviour, reduced time-on-task and learning and achievement will suffer.
It will not be sufficient to attribute adolescent behaviour problems only to the school atmosphere such as teachers, peer influences etc. Certain demographic variables have been found to have significant relationship with adolescent behaviour problems, thereby influencing academic achievement.

The following two studies were undertaken by the researcher earlier where a few demographic variables were selected.

The researcher studied fourteen frequently existing behaviour problems with sex as the only demographic variables. The results indicated adolescent boys (15-16 years) as having more behaviour problems as compared to girls but boys were found to be superior to girls in academic achievement (Thorat Cima, 1969).

The researcher studied twenty two adolescent behaviour problems and their academic achievement in relation to five demographic variables e.g. sex, medium of instruction, religion, parental education, number of siblings. The findings were contradictory to her earlier findings. Adolescent girls from high academic achievement score were found to have most behaviour problems as compared to boys. Adolescents from English medium schools were found to be irresponsible and jealous as compared to Hindi medium adolescents. Father’s occupation was found to have very little influence. (Yeole C.M., 1976) Girls with illiterate parents were found to face problems. It was also found that more siblings of the same sex had severe problems. Religionwise study of girls indicated Hindu girls faced 'Refuting parental supervision,' 'Being temperamental' as severe problem. Christian girls were found to be 'over fashion conscious,' with 'gangsterism', 'stealing' problems whereas Muslim girls faced 'feeling of insecurity', 'gangsterism', 'stealing' problems.

There are just two studies done by the researcher but they indicate the importance of studying adolescent's behaviour problems and academic achievement in the light of demographic variables.
STATEMENT OF THE PROBLEM:

The problem under study is stated as:

"A STUDY OF BEHAVIOUR PROBLEMS AND CERTAIN DEMOGRAPHIC VARIABLES OF ADOLESCENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT."

Adolescence is the transition period between childhood and adulthood. The general awareness of a physical growth is part of his becoming adult and adult like. He senses new emotions and this seems to be the point from which his psychological growing up starts and continues even after his physical growth has terminated, and until his interests and behaviour have adult type maturity. Can this period of adolescence be termed as a period of 'Stress and Storm'?

The school educates the adolescents in an effort to meet the high standards, expectations, and norms laid down by parents and society. The adolescent is required to conform to this pattern. A deviation from the tolerable range types as 'unwise' or 'threatening' or 'dangerous' would lead to adolescent behaviour problems, defeating the main purpose of education, which may be stated as developing 'sense of discipline' and responsibility. To what extent does such a deviation from normal behaviour affect the adolescents academic achievement?

Do certain demographic variables inherently develop behaviour problems? Some adolescent behaviour problems are thought of as unavoidable, are they? Others may be avoided and modified by a better understanding of young adulthood.

The aim of the present investigation is to study behaviour and certain demographic variables of adolescents in relation to their academic achievement.
In the present study ten selected demographic variables have been considered. Religion has been dropped whereas 'faculty of study,' 'type of institution,' 'type of education,' 'father/mother's income,' 'type of family' have been selected in addition to the five variables included in the 1975 study done by the researcher. "Mother's occupation" and "Mother's education" have also been included.

Other issues which need consideration are tasks and teachers presentations being in appropriate, problems of health, peer disagreements, personal worries or excitement. In most schools there are some pupils described as 'disturbed' - with emotional and psychological problems that affect their classroom behaviour and learning. Such pupils may behave in ways ranging from very unusual 'acting out' behaviour like screaming without any apparent reason to just sitting and rocking back and forth or even to running away or complete withdrawal. The behaviours may be attention seeking, attention rejection, responses to stress, indicators of psychological disturbance or maladaptive coping strategies in relation to school, teacher, peer or self. Many such pupils need long term and careful diagnostic treatment - others are often not apparently so severe as to need special placement but still cause other pupils and the teacher considerable anguish. (Torsten Husen, T., 1985, p. 454).

The foregoing discussion on studies of behaviour problems and demographic variables in relation to adolescent academic achievement have brought to the foreground several deficiencies.

Results of the studies show a lot of contradictory results. Researchers have focussed on different aspects, there is lack of logical reasoning, behaviour problems studied are not exhaustive, similarly the demographic variables considered for study are limited. Studies on Adolescent behaviour problems in Indian context are very limited and the line of thought in the various studies do not follow any definite direction. Looking at the studies referred in the present chapter the researcher was strongly motivated to undertake the present study in all its dimensions.
DEFINITIONS:

Having stated the problem under study it is essential to give definitions of the terms used in the title as it will give a clear picture of all the dimensions of the study.

BEHAVIOUR PROBLEMS:

A pupil whose behaviour is disruptive or otherwise unacceptable to the teacher or others may be said to have a (or present) a behaviour problem. (Harper and Row, 1981, p.22)

According to the Collins' Dictionary - Behaviour problems are problems which create unusual difficulty for an individual in maintaining satisfactory inter-personal relationships.

CERTAIN DEMOGRAPHIC VARIABLES:

The word certain means 'some' but not much or many. (Harnby A.S. and Paruwell E.C., 1985, p.38). The world has been prefixed to Demographic variables. It is not possible to undertake a study involving all possible demographic variables - to delimit the study certain selected demographic variables have been selected.

The science or study of vital statistics of population concerned particularly with the rate of population change and causes of such change - involves study of moral, intellectual, physical, physiological and economic factors affecting births, marriages and mortality (Deighton Lee.C., 1971, p.37).

Variables - is a trait or factor that may change or be different in individual cases. (Biswas A., Aggarwal J.C. 1971, p. 179). In statistics and research some attributes or characteristics (e.g. height, intelligence, weight, sex, colour) in terms of which an entity (e.g. a person) can be assigned to one of the several categories or measured as having one of the many possible values. (Harper and Row, 1981, p. 340).
ADOLESCENTS:

Adolescere, to grow up, growing up to maturity. A person in the age of adolescence. (Hayword A.L., 1980). It would indicate youth between the age group 10-21 years. (Hurlock E., 1959). The word Adolescent is derived from Adolescere.

ACADEMIC ACHIEVEMENT:

Knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both. (Good, Carter V., 1973, p. 7). Academic grades assigned by teachers or scores on standardized achievement tests are operational definitions of achievement (Best J.W., 1977, p.27)

Having defined the various terms in the title of the study it is essential to discuss and state the major and minor objectives of the study.

OBJECTIVES

Objectives of the study:

In the preceedings pages it has been seen that the complexities in the needs, maturation and adjustments of adolescents are greatly influenced by various surrounding factors, resulting in the formation and development of their individual personalities. It would be a useless venture to list out the expectations of a normal adolescent personality, for at this stage reactions to different situations would show different facets of the same personality - a vast sea of possibilities.

Behaviour problems are existant at all stages in life in varying intensities. In view of the aforesaid back-drop, the present study was undertaken with the main objective of exploring the exact relationship of the most frequent behaviour problems in adolescents (16-17 years) classified on ten selected variables, with their academic achievement. The following are 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 with 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 on the occurrence of behaviour problems in adolescents as perceived by educationists and psychologists, teaching staff and the adolescents themselves.

2) To find out teaching staffs perception of the severity of adolescent behaviour problems, according to the selected demographic variables.

SCOPE AND DELIMITATIONS:

The present study is concerned with the study of the adolescents' behaviour problems, demographic variables in relation to their academic achievement. This is quite comprehensive though its scope has been narrowed down to make it manageable. It is, therefore, essential to mention its major delimitations.

It is surmised that the present study firstly explores a limited number of 28 behaviour problems most frequently occurring in adolescents (16-17 years), after which their relationship to the adolescents' academic achievement have been studied. The behaviour problems have then been studied in relation to the selected ten Demographic Variables - sex, faculty of study, medium of instruction, type of institution, type of education, father's and mother's education, type of family and number and ages of siblings.

The following limitations of the study need special mention:
1) This study is limited to the adolescents' (boys and girls) of the age group 16-17 years, of class XI, studying in Higher Secondary Schools or Junior Colleges of Kolhapur only. These adolescents may belong to Arts, Science or Commerce faculty, in single or co-education institutions with English or Marathi as their medium of instruction. Behaviour problems are prevalent in all age groups to a smaller or greater extent. Studies of a similar type can therefore be carried out on other age groups.

2) In the present study, Demographic variables refers to the study of selected attributes which will help categorise adolescents and permit a detailed study. This study has been conducted on and delimited to only few following selected demographic variables in relation to adolescents:

i) Sex
ii) Faculty of study
iii) Medium of instruction
iv) Type of instruction
v) Type of education
vi) Parents occupation
vii) Parents' income
viii) Parents' education
ix) Type of family
x) Number and ages of siblings

Further studies on adolescent behaviour problems in relation to their academic achievement may be conducted on a different set of demographic variables which would give a wider picture. The adolescents' academic achievement have been studied. The behaviour problems have then been studied in relation to the selected ten demographic factors - sex, faculty of study, medium
of instruction, type of institution, type of education, father's and mother's education, type of family and number and ages of siblings.

3) The researcher has limited the present research to only twenty eight selected behaviour problems of adolescents. Appendix C gives a list of 165 prevailing adolescent behaviour problems. A study of 165 behaviour problems would be a massive, inexhaustive study - The researcher has therefore, carefully and systematically delimited the list to a sizable number i.e. twenty eight. Adolescent behaviour problems. Appendix D gives the list of the twenty behaviour problems selected for the study. The remaining 137 problems may be undertaken for further study.

4) Academic achievement refers to scores on standardized achievement tests. In the present research academic achievement has been delimited referring to adolescents' percentage of aggregate marks (all subjects inclusive) scored in the Class X Secondary Board Education, 1986 (Maharashtra State Board of Secondary and Higher Secondary Education Examination, Pune, 411 010, Maharashtra) Class X Board Examination marks have been considered as standardized marks. No special achievement tests were administered to the adolescents. Results of the Board examination at times are questionable, for this purpose it may be reinforced with other achievement tests.

5) Self constructed tools by the researcher were used to find out teachers, adolescents, educationalists/psychologists perception of behaviour problems chiefly due to the non-availability of standardised tools. Though the tools have been developed scientifically and systematically on similar standardized tools further validation of the data is required. The constant up-dating and continuous revision of research instruments is needed for obtaining dependable results. The use of additional and recent instruments of known reliability and validity could prove more meaningful.

6) A randomly selected sample of ten junior college higher secondary institutions of Kolhapur was selected. This selection of institutions could be improved and strengthened. The sample of 104 teaching staff, 422 adolescents
and 11 educationists and psychologists needs to be thoroughly scrutinised to find out its adequacy and to know if it is an unbiased and representative sample. The restraints of the sample size, method of sample selection and the studied sample may have introduced some elements of systematic or random bias.

7) The researcher administered the tools to the adolescents in their class-rooms. Due to constraints on time and resources, it was not possible to contact the subjects individually. Class-room situations, especially large classes, is usually not ideal for administration of such questionnaires, as there are chances of faking, copying and cheating.

8) The rating scales were administered to the teaching staff as and where available - as they took their own time to complete them - the results may have a shadow of incorrectness.

9) The questionnaire for the educationists/psychologists was sent to them by post. The shortcomings of a posted questionnaire may be carried in their ranking.

10) For data analysis the researcher computed the data through simple statistical procedures like ranking, chi-square test and co-efficient of correlations. The study can be made more valuable with sophisticated statistical techniques. Factor analysis could have brought out several new dimensions to the study.

11) The study is limited to the perception of adolescents, teaching staff and educationalists/psychologists regarding adolescents behaviour problems. The adolescents parents have not been included in the study. Consideration of the parents, other family members, social workers, school/college Principals etc. would make the study more valuable.

12) The behaviour problems frequency has been estimated by adolescents, teachers, educationists/psychologists - making up the content and construct validity. Actual observation of these behaviour problems in varied situations
has not been done. Actual observation of behaviour problems would add concurrent validity.

**HYPOTHESES**

To obtain a scientific solution to a problem, some sort of supposition or suggested proposal based on the current knowledge and evidence is stated which is known as hypothesis. It may be treated as the statement of the possible relationship between two or more variables and as a tentative answer to the question of what the relationship is.

The hypothesis is formulated before the actual research begins, and it is tested when the research is on the way to completion. Many treat it as a 'path finder' for one cannot take even a single step forward, in an inquiry, without a well formulated hypothesis. These tentative solutions originate from some theoretical rationale or from previous knowledge. The formulated propositions are tested and either accepted or rejected on the basis of statistical reasoning and logic and the findings are finally given.

Taking into consideration the above theoretical aspects the following three hypotheses have been formulated for the present study:

1) The academic achievement of adolescents (16-17 years) and the following 28 most frequent behaviour problems are un-related:

1. Stealing
2. Cheating
3. Absconding classes
4. Over talkativeness
5. Over fashion consciousness
6. Irresponsibility
7. Lying
8. Loose-in-the-tongue
9. Teasing
10. Reading cheap literature
11. Being temperamental
12. Stubbornness
13. Smoking
14. Jealousy
15. Day dreaming
16. Diobedience
17. Gangstering aimlessly
18. Refuting parental supervision
19. Interest in the opposite sex
20. Feeling of insecurity
21. Non-participation in extra curricular activities
22. For getting
23. Challenging
24. Shyness
25. Clumsiness
26. Seclusiveness
27. Eating or chewing in class
28. Sexual perversion
2) The 28 most frequent behaviour problems in adolescents are unrelated to the following 10 selected demographical factors of the adolescents (variables):

1. Sex
2. Faculty of study
3. Medium of instruction
4. Type of institution
5. Type of education
6. Fathers' and mothers' occupation
7. Fathers' and mothers' income
8. Fathers' and mothers' education
9. Type of family
10. Number and ages of siblings.

3) The perception of the teachers, psychologists, educationalists and adolescents of the frequency in prevalence of the behaviour problems in adolescents differ significantly.

CHAPTER SCHEME:

CHAPTER-I : INTRODUCTION
CHAPTER-II : REVIEW OF RELATED LITERATURE
CHAPTER-III : PLAN AND PROCEDURE
CHAPTER-IV : PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA
CHAPTER-V : FINDINGS SUGGESTIONS AND IMPLICATIONS OF THE STUDY