CHAPTER II

REVIEW OF STUDIES

The survey includes work done in India and abroad on behaviour problems and other aspects connected with the problem at hand. The main source of information for review purpose has been "A Survey of Research in Education" edited by K.B. Buch and published by the Centre of Advanced Study in Education, The M.S. University of Baroda, which provides the abstracts of research in education completed up to 1972. It is a voluminous comprehensive report abstracting the M.Ed. and Ph.D. thesis in education and has been published recently in March '74. Other works have been quoted from the direct study of some of the thesis searched in Calcutta University Annual reports and Delhi University, from psychological abstracts and from the proceedings of the Indian Science Congress Association. Because of the conservativity and social taboos of our society, Indian girls have a totally different history of sorrow and neglect. Comparative study of girls problem behaviours with the Western countries will not be of much practical utility. Hence, more emphasis will be placed on the Indian studies in the present review.

We may distribute the areas of our study into the...
The following arbitrarily defined broad categories:

2. Adjustment Problems.
3. Personality Problems.
4. Problems of Counselling.
5. Problems of Educational Achievement.

The above areas are not distinctly separate from one another. Adjustment problems may be related to the school situation, home environment or neighbourhood. Adolescent problems have reference mainly to those three areas i.e. home or family, school and neighbourhood because these areas constitute the environment of the student. It is likely that a student has no adjustment problem at home but only at school. Even it may happen that he/she is not well adjusted at school only in some particular area. She may be extremely introverted. The matter may be aggravated in that her introverted condition is misunderstood and she is not accepted by the peer-group. Personality problems are also related to adjustment problems because those problems have reference to our emotional aspect. A girl may be intellectually sound it does not ensure that she is emotionally stable and is not inhibited in her expression.

The line of demarcation between personality problems and psychiatric problems is with reference to the extent...
of the problems. In other words, the problems are so acute that they interfere with the normal functions of a student. The problems may incapacitate her in her day-to-day normal activities so that she becomes a liability to the family and to the society at large. Another characteristic of psychiatric problem is that such a student needs immediate and serious attention of a specialist. Initial problems are related to the academic performance of a student in an educational institution. A student lacking in intelligence, a repeater or a plucked student poses a problem in the classroom. When examined thoroughly it may be found that the student lags behind the group norm of intelligence needed to proceed in the classroom or even it may happen that intellectually sound student lacks in achievement motivation and is not putting her best efforts in the work. The problems have been discussed under separate areas for the sake of convenience in the present investigation.

Das Gupta (1944) studied the behaviour problems of school children as a part of the investigation undertaken by the teachers training college of Calcutta University into the problems of school discipline and
mental health of the school children. Das Gupta determined the etiology of the following problems:

1. Inhibited aggression.
2. Problem of a pet child.

Tools used were (1) Translated and revised Kurt's revision of the Stanford Revision test - Baddhi Deakush - T.L. Basu, J.C. Das Gupta, published by the Calcutta University Press, 1944. (2) Three sets of questionnaires for teachers, parents and children to answer (3) A series of questions were prepared which enabled him to give a fairly accurate estimation of a child's wish to get and give love (adult love inventory) (4) Word association Test (5) Interviews.

Love questionnaire has been based on two assumptions that with regard to love, there are firstly two very important conscious attitudes, they are the wishes to love and be loved, respectively. A normal child displays the wish to love quite abundantly and in a more marked degree than an adult. Contrary to their expectations, they found the wish to be loved was also present in a normal adult in quite a high degree. The mean scores of 69 children and 93 adults were 36 and 26.5 respectively.
low scores in the wish for love has been found to bear an important relation to a poor social adjustment perhaps ultimately to a poor mental health in a child.

In discussing behaviour problems, the author explains the psychic determinants which motivate a child to pursue a particular conduct with certain degree of compulsion. To the question "why punished?" Shashi answered "because I played". Saila's answer is a mixed feeling of defiance and guilt. Habi feels that mother loves the younger brother so she is unjust. As Habi can accuse his mother, he does not feel the need of accusing himself much. The resolution of the complex of his bad, sadistic superego, frees his mind from its pervasiveness away and opens up to him joys of life.

Take the problem of stealing by children. It complains that he was given no pocket money. It was the mother's fault if he had to steal. 'B' stole from brother's pocket. Brother loved Baudi (sister-in-law) and not him, so he stole love and 'C' stole, because he had a guilt feeling on account of his sexual practice. He availed himself of the opportunity to sidetrack a part of his libido to stealing, an act which secretly gratifies his sex and aggressive wishes. The author has drawn an
interesting psychological distinction between normal stealing and pathological stealing, like Kleptomani.

Truancy, though not aggressive in nature, is sufficiently anti-social. The author gives an example of the boy who left home for being beaten by his mother with the avowed purpose of making mother suffer for him. "I shall make her pass through great anxiety on account of me". It was physical flight though psychologically he had yet remained too attached to his mother. Similarly, the psychological determinants of lying, as being a psychological hiding and a manifestation of phantasy, has been described with the help of real live cases.

Das Gupta has classified behaviour problems into two heads. Those which are mainly of anti-social significance i.e. they hurt the interest of people, rather than the child who behaves. Secondly, those which are mainly anti-owner of the behaviour significance. Criminal acts are examples of group I while phobia of a child, his unhappiness, anxiety states or scholastic retardation are to be considered as examples of group II.

The above cited study has a close relation with the study at hand, but the sample belongs to the age-group of pre-primary school children. This gives an idea of the precipitating factors of the behaviour problems.
Seth (1956) of the C.I.E., Delhi in his M.A. dissertation titled as "Factors responsible for five major behaviour problems commonly noticed in High School Classes" tries to discover as to where do the adolescents (males) find difficulty in adjustment in course of the class-work. The five behaviour problems (considered as major problems) studied are (1) Absent-mindedness (2) Lying (Telling lies) (3) Truancy (4) Stealing (5) Destructiveness.

This study is based on the questionnaire technique. The author has indiscriminately considered the above five behaviour problems as the major problems of school children.

Dubey (1971) intended to study the personality structure of indisciplined boys and the nature of school indiscipline in the schools. The hypothesis was that it was the personality structure of the indisciplined students which accounted, at least in part, for the outbreak leading to acts of indiscipline.

An experimental and a control group, each comprising of 100 students reading in classes eighth to twelfth in higher secondary schools in Gorakhpur city formed the sample. The data were collected with the help of the...
following tools: (i) the Joshi's Test of General Mental Ability; (ii) the Asthana's Hindusthan Adjustment Inventory; (iii) the Allport-Ascendance-Submission Reaction Study, (iv) Nemaun-Kohlstedt's Diagnostic Test for Introversion-Extroversion; (v) an attitude scale constructed to measure the attitude towards morality and social convention; and (vi) a situation test designed and prepared for this study. A personal data-sheet and four types of interview schedules were also prepared for the study. The data collected with the help of these tools were subjected to analysis in order to see the difference between the groups critical ratios on each variable were obtained. The tests which yielded the 't' ratio significant at .05 level or beyond were subjected to further treatment under discriminant function. The null hypothesis was tested and chi-square was also computed to find out the relationship between traits. The incidents of group indiscipline were studied on the pattern of case studies.

The major observations of the study are: (i) problem of discipline is not related to intelligence and introversion; (ii) difference regarding adjustment and ascendance are found to be significant at .05 level; (iii) in matters of attitude the groups differ significantly at .01 level.
(iv) the difference in the personality structure between the two groups is not significant; (v) group indisclipline is not a regular feature in the schools and may be checked if the authorities are alert and tactful; (vi) the external forces effectively operate with regard to difference in the behaviour of the two groups; and (vii) the students' overt behaviour was found to be significantly related to their hobbies, interests and activities, and reading habits.

The above study gives an idea about the experimental evidence of the relationship between some personality factors and problems of adjustment.

Shah (1966) investigated into the problem of discipline in relation to pupil attitudes in secondary schools of Gujarat. The study was undertaken (i) to find out the role of attitudes in the problem of discipline; (ii) to find out whether disciplined pupils differ from the indisciplined ones with respect to their attitudes towards education, school, teachers and home; (iii) to study the pupils' opinions regarding politics and democracy in the schools; and (iv) to study whether sex, age and residence are associated with the problem of discipline and with the favourable and unfavourable attitudes of the pupils.
The study was conducted on a sample of four hundred and sixty grade X students of 15 years drawn from all types of schools in Gujarat. They were categorised into two groups, each of 230 students on the basis of teacher rating as disciplined and indisciplined. A list of misbehaviours was prepared and used to classify the students into two groups. An attitude scale was prepared on the basis of Thurstone's technique to study the views of the students about (a) education and educational programme, (b) school, (c) teachers, (d) home, (e) politics and (f) democracy. The test-retest reliability was found to range between .49 and .625. The chi-square and t test were applied to find out the significance of difference between two groups.

It is found that (i) those who possess prominent misbehaviours are labelled as indisciplined but those with mixed type of behaviours are not known as indisciplined ones; (ii) there are certain misbehaviours which have a frequent occurrence; (iii) disciplined group has a favorable attitude towards education, educational programme, education system, syllabus, textbooks, etc. and the other group has reversely; (iv) indisciplined group finds fault with
the school building, school authority, facilities in the school, whereas their counterpart group has a favourable attitude towards the school; (v) disciplined group likes the teachers, their mode of teaching, their knowledge of the content, their attitude towards students, while the indisciplined group is antagonistic to all these things; (vi) disciplined group is more satisfied with its facilities at home than the other group; (vii) the disciplined group shows academic interest and favourable attitude towards politics, but indisciplined group is made the cat's paw by political parties; (viii) the indisciplined group holds the government as the basic factor for the hindered growth of education, but disciplined group is more indifferent or even favourable to the government; (ix) both the groups show favourable attitude towards students' unions, elimination of caste and economic differences; (x) the indisciplined group of students is not happy with the co-curricular activities, facilities in schools, but disciplined group does not show any such feeling; (xi) the disciplined group utilises their leisure time in the creative work, while the other group wastes it; (xii) place of residence - rural or urban, is
not related to the problem of discipline; (xii) boys and girls show no significant difference with regard to disciplined and undisciplined behaviour in all the six areas; and (xiv) older and younger age groups do not differ in their opinions regarding the problem of discipline.

The above study reveals that the problem of discipline is not related to the place of residence rural or urban, but the attitudes of students play an important role in the determination of their activities. Moreover, it is to be noted that the individual items of undisciplined behaviour have not been studied.

Manchanda (1952) collected the responses of 150 teachers (75 males and 75 females) and 290 pupils (140 boys and 150 girls) on a questionnaire using five point scale. The questionnaire consisted of four parts, namely (1) the teacher and his characteristics in relation to classroom order and control (2) part played by rewards and punishments (3) types of students who break classroom discipline (4) other reasons.

He found the following factors which led to indiscipline in the classroom had been ranked high: (1) overcrowded classes. (2) Defective school tone. (3) too small a building. (4) noisy locality (5) lenient Principal (6) no playground.
As far as Manchanda's study goes, the visible factors causing indiscipline have been studied. The psychological factors responsible for indiscipline have not been touched upon.

Chauhan's study (1963) attempted to locate the truants and occurrence of truancy in the school going boys of Agra with the basic assumption that the attitude of truants is mostly determined by the activity patterns in different social settings.

The truant sample was drawn from sixth to twelfth class students, of eleven to twenty years of age, of higher secondary schools and intermediate colleges. Ecologically stratified sampling of institutions was done on the basis of denominational pattern and presence in the vicinity of the delinquency potentials. The truant location procedure included interviews with the principals followed by that of 110 school teachers. Questionnaire and case history methods were used to collect detailed information about the truants' families - their members' likings, hobbies, gangs, attitudes towards home and school.

On the basis of this survey of twenty institutions, it was found that (1) institutions which have too many
students of a few teachers who are made to overwork and feel insecure because of power politics within the management, are the places of occurrence of truancy; (ii) teacher-student ratio and home-school distance are higher in ecologically worse institutions; (iii) truants of ecologically worse schools appear to be less inclined towards mathematics and science, but truants of ecologically better schools find mathematics, English and geography to be difficult; (iv) there is no significant relationship between cultural background and the frequency of truancy; (v) average income of parents of truants lags far behind that of their counterpart; (vi) the difference in the levels of education of the parents of truants and non-truants is not significant; (vii) truants lack love of mother in early years of development, get more in comparison to non-truants during adolescence stage of adolescence, whereas non-truants get much more mother affection in earlier years; (viii) truants are older than non-truants on an average by ten and half months in age in each class; (ix) truants have more disliking for mathematics, whereas English, science and Hindi appear more or less equally disliked by both the groups; (x) truants appear mostly frustrated because of their greater failures.
in past years; (xi) they are involved in money-making activities such as gambling and theft.

The above study reveals that underprivileged school cause truancy among children and that truancy cause frustration and backwardness in studies. This study, however, confined to the study of boys only and one type of behaviour disorder is studied.

Sheviakov and Redl (1944, Washington) working for the Department of Supervision and Curriculum Development, N.E.A. on "Discipline for today's children and Youth" have analyzed a number of the behaviour problems growing out of group activity and have classified them into the following six categories: (1) dissatisfaction in the work process; (2) emotional unrest in interpersonal relations; (3) disturbance in group climate, Sheviakov and Redl define this the basic feeling tone which underlies the life of a group; (4) mistakes in organization and group leadership; (5) emotional strain and sudden change; and (6) the composition of the group.

As mentioned in the beginning, the areas of study have been arbitrarily defined as social problems, adjustment problems etc. In this section of social problems, the literature reviewed throws light on the type of behaviour problems which are largely of social significance—stealing, lying, aggression, etc. One study (Seth)
considered absent-mindedness, lying, truancy, stealing, and destructiveness as the five major behaviour problems depicted by students. Some other studies are concerned with the disciplined or indisciplined students. Smith and Redl have categorised the behaviour problems arising out of group activity. None of the studies gives any evidence of the type of behaviours depicted by girls to students of the adolescent age-group and their impact on the social life of the school or society abroad.

**ADJUSTMENT PROBLEMS**

Nanda A (1957, Delhi) studied "The psychological needs of Adolescent girls and their bearing on individual adjustment". The study was designed to find out how far the psychological needs such as needs of security, love, freedom, intellectual, curiosity, religious craving, aesthetic appreciation and heterosexual relations are being met in the lives of adolescent girls and what adjustment difficulties are being experienced by them as a result of some of the needs unfulfilled.

A sample of 300 adolescent girls from higher secondary schools was selected randomly. A detail questionnaire, an adjustment schedule, a self-rating scale.
an attitude scale and a sentence completion test were administered to these girls. On the basis of responses to these tests, a sample of 100 girls, who were identified as having some difficulties in adjustment, was selected to study the effect of unsatisfied needs on the girls' personal adjustment. The study revealed that (i) a great deal of insecurity among the girls prevailed as a result of worry and anxiety about future and success, both in the academic and social life of the school. (ii) Those girls who did not get the affection of their parents and who did not get recognition from any quarter, experienced feelings of insecurity. (iii) A large number of girls wished their parents to exercise less control over them and not expect unquestioned obedience from them. (iv) The adolescent girls were keen to have new experiences, to get thrill and excitement of venturing into the unknown, and about 80% appeared to have feelings of restlessness by staying in one place. (v) The intellectual awakening in girls made them have a philosophy of life. (vi) They had certain inhibitions regarding heterosexual behaviour. (vii) They were hesitant in answering questions on sex. (viii) Girls were not given any scientific information
about sex and in most cases they were kept in dark high
resulted in worry and emotional stress. (ix) A number
of girls had difficulties in adjustment due to inferior
feelings and wrong attitudes of their parents about their
success and failure in school.

The above study has some similarity with the
problem at hand, but the techniques listed here left some-
thing to be desired. The author initiated the study with
the aid of case history and personal interview techniques.
There is nothing wrong in the procedure provided certain
safeguards are maintained. Handa held the plea that this
procedure was preferred to a statistical approach, which,
no doubt, would have helped to bring about objectivity, preci-
and accuracy, but would have reduced the answers to such
simplicity that the understanding of the complex nature of
adolescents would not have been possible. Moreover, it
was held that the imposition of experimental controls
would have been difficult on human beings and would have
destroyed the realities of the situation to which
individuals had to adjust.

For this study, 300 school-going girls were selected
in groups. The perusal of their study, it may be added.
coincided with the period when a considerable change was taking place within the social field of Abla. The original population of the town was almost inundated with the arrival of refugees uprooted from their native land in West Punjab. The researcher presumed that these two populations, the immigrant population and original inhabitants of the town could be treated on par. The suggestion is based by the findings that about 80% of the girls were worried over their future while the girls' future, traditionally, has remained a problem for the parents. It might have happened because a large number of the migrant girls were called upon to shoulder responsibilities not common among the inhabitants.

The girls tended to examine critically all those with whom they came into close contact such as friends, parents, teachers and they went further to offer their own suggestions. This way, they showed a radical departure from the observed norms. Some 60% of the girls looked for definite principles to guide them in their life, of which over 40% derived their guiding philosophy from religious resources. However, later on, they began to look for religious beliefs with critical eyes and some 88% were
were still to be assured of the values of religious moratine in life.

Kakkar (1964, Allahabad) sought to study (i) the adjustment problems of adolescents in home, school, health, and social areas; (ii) sex differences in the problems; (iii) the relationship between intelligence and adjustment; (iv) the influence of the problems on learning efficiency; (v) the relationship between personality structure, psychosocial structure and adjustment; and (vi) implications for mental hygiene and educational guidance.

Conducted on a random sample of 75 girls and 75 boys of class XI from the nine higher secondary schools of Allahabad, the study used tools which included the Raven's Progressive Matrices test, the Asthana's Adjustment Inventory, Personality Inventory prepared by Allahabad Bureau of Psychology, the Rorschach Ink Blot Test and the Thematic Apperception Test by Murray. Information regarding family, school background, etc., was collected through different schedules. Data were processed through chi-square and correlational techniques.

Results showed that 43 percent cases had serious adjustment problems; the school area posed the greatest number of problems, while in the home area the adolescents...
were overdependent on parents; girls accepted parental control, but boys grumbled about it; a feeling of insecurity in the home was mirrored in their attitude towards school situations. Boys were more aggressive and curious about the new knowledge while girls were shy, withdrawn and nervous. Adolescents were deeply concerned about their health, Shyness, nail biting, day-dreaming, lack of self-confidence, sex and problems relating to nervousness were conspicuous. Boys were possessed with sex problems, while girls with those like fear in the dark, fear in the crowd, etc. In social areas, problems like 'how to be popular, how to get along with others' worried the adolescents. The positive intercorrelations between the different areas of adjustment showed that problems that disturbed the psychic equilibrium in one area brought about disturbance in other areas too.

The data also revealed that adjustment and personality problems increased with an increase in the level of intelligence. Three types of personality structure, according to Rorschach Test influenced adjustment of adolescents. The results based on TAT data indicated that the verbal ability of the above average cases was richer as compared with that of others. Analysis of information schedules revealed that the parents and teachers lack insight into the private world of adolescents. Adjustment problems were
seen to have adversely affected the learning efficiency of adolescents. On a comparison of the findings of this investigation with those in an American study, it was found that the social problems reflected cultural differences. The school problems of Indian adolescents were more serious than those of their counterparts in U.S.A.

The study by Kakkar emphasizes the need for special study of girls because of their introverted nature. This study also reveals the lack of understanding into the private world of adolescents by the parents and teachers. Motives underlying the problem behaviour do not form the subject of the study.

Agarwal (1970) sought to answer the following questions: (i) What kind of adjustment problems do boys think they themselves have? (ii) In what respects do the parents' and teachers' judgements of pupils' adjustment problems differ from each other and from pupils' judgement of themselves? (iii) Are the boys of school age aware of what their parents and teachers think their actual adjustment problems are? (iv) What is the relationship between common adjustment problems and socio-economic status of boys of the age group thirteen to eighteen years?

A multistage sample of 2,375 male students of different socio-economic strata from ninth to eleventh standards within the age range of thirteen to eighteen.
years from higher secondary schools was selected for the study.

An inventory consisting of ninety items was constructed after two tryouts. The items were classified into five areas of adjustment, viz., home, school, social, emotional and health. The reliability coefficient of the inventory by test-retest method was 0.80 and by split-half method, it was 0.91. The internal validity was maintained by selecting only those items which had a discriminating value of at least 0.25, and external validity was determined by correlating the inventory scores with teachers' ratings, parents' ratings and M.S.L. Saxena's Adjustment Inventory scores for which the coefficients were 0.86, 0.85 and 0.74 respectively.

The major findings are: (i) adjustment problems in home, school and social areas as perceived by pupils themselves decrease with age, whereas in case of emotional and health areas, they increase; (ii) most of the mean differences between different socio-economic status groups in home and health areas and between upper and lower socio-economic groups in other areas are found to be
significantly different; (iii) the number of pupils' overall adjustment problems in different areas except home are highest for upper socio-economic group and lowest for the lower; (iv) in general the homogeneity in the nature of adjustment problems increases with age, and it is found the highest in emotional area and lowest in school area; (v) parents' responses reveal that the number of adjustment problems of pupils increase significantly with age in home and health areas, and they decrease in scholastic and emotional areas while there is no significant effect of age on problems in school area. Parents feel that pupils have more adjustment problems in home area rather than in emotional area. Teachers' perception of pupils' adjustment problems is, by and large, in agreement with that of parents.

The above study is confined to the male students. Significant findings have been obtained as to the relationship of adjustment problems with the age, socio-economic status of the family and also with home, school and social areas. This study does not take into account the characteristics of the behaviour problems and the etiology of the problems.

Mattoo B (1972) intended, in his study, to test the significance of the differences in home, health, ...
social, emotional and school adjustments of urban adolescents boys and girls of age group 14+ years of higher, middle and lower levels of general intelligence and socio-economic status along with the interaction of sex, general intelligence and socio-economic status in these areas.

From a pool of about 4000 boys and girls, from 30 boys and 20 girls schools in Delhi, Chandigarh, Haridwar and Ambala Cantt., 40 representative students for each of the 18 treatments were selected by stratified random cluster sampling. The tools used were - (i) Verbal Group Test of Intelligence (Bureau of Psy., Allahabad), (ii) Panawami's Urban Socio-Economic Status Scale and (iii) Socialnty Adjustment Inventory of M.S.L. Suresha. For each of the five areas of adjustment a separate three-way analysis of variance was made by setting the design in the split factorial form.

The findings reveal that (i) the adolescents on the lower intelligence level are the worst adjusted and need the greatest attention; (ii) the adolescents of the higher intelligence group, born in poor homes have significantly poorer home adjustment than their equals in the middle and upper class homes, and their emotional...
adjustments register a significant drop in coming from higher to the middle socio-economic status; (iii) though the boys are, on an average, significantly superior to girls in emotional adjustment, those belonging to the "low intelligence" group show almost as poor an emotional adjustment as the girls of the same group; (iv) though the boys and the girls of higher intelligence group are almost at par in social adjustment at higher socio-economic status level, the girls are significantly superior to the boys at the middle level, and there is a reversal at the lower level, girls being significantly inferior; (v) the differences in the adjustment of adolescents of the three levels of socio-economic strata are significantly different in the areas of home, health and emotional adjustment; (vi) the difference in social adjustment is not significant; (vii) the average home adjustment in the lower socio-economic stratum is significantly inferior to that in the upper and the middle strata between which the difference is not significant; (vii) the emotional adjustment of adolescents of the middle and the lower strata, though almost at par, is significantly inferior to that of their equals of the higher stratum; (ix) the
health adjustment at the middle socio-economic stratum is poorer than at the higher and better than at the lower stratum; and (z) the two sexes do not differ from one another in any area of adjustment except in the 'emotional'.

The above studies were conducted on high school students. There have been quite a number of surveys done on the problems of student adjustment.

Verma V (Pilani) presented a paper in the 61st session of the Indian Science Congress (1972) on the adjustment of educationally retarded adolescent students. The paper refers to the findings of an empirical study investigating the relationship between failure in public examination and maladjustment. The sample consisted of 900 failed students of U.P., out of which 48 matched pairs (experimental and control) matched for age, sex, institution and intelligence (assessed with test scores) were studied for comparing overall adjustment and estimated by the inventory. Questionnaire was used to ascertain the perceived causes of failure. The result showed the high school failed group to be significantly more maladjusted than the passed group. Girls were definitely more maladjusted than the boys whether they failed once or
repeatedly. The perceived causes of failure investigated with the questionnaire also reflected ways of meeting the situation of failure. Adolescents mentioning 'lack of interest in studies', 'mental worries' were most maladjusted group but the failed students, suffering from poverty, were well-adjusted.

In this area the adolescent girls form sample of two of the studies. It is revealed that girls have difficulties in adjustment in the home, school and wealth areas. Emotional difficulties of the students are not understood nor appreciated by the adults. The relationship of problems with age or sex has been investigated in some other studies. A close study of the classroom behaviour of girls, its interpretation by the adult world, the incidence of the behaviour problems and its impact on the students themselves should also form a subject of investigation.

PERSONALITY PROBLEMS

Jain K (1954) investigated on the topic 'personality studies of adolescent girls with special reference to the
students in the girls colleges of Allahabad. The aim of the study was to explore and see the structure of the personality of the adolescent girls and to devise ways and means for its harmonious development.

One hundred girls in the age group 13 to 18 years studying in a girls' college in Allahabad were selected. The Rorschach Ink Blot Test and the Thematic Apperception Test were administered to these girls. Investigator's personal observations of behaviour in many and varied situations were also taken into account.

The study revealed that an average adolescent girl had indulged in day dreaming about herself and there was more fantasy in her life than the capacity for abstract thought. She was an introvert type. She had a capacity of forming good emotional ties. She was perseverant and her reasoning was good. She had confidence in her own judgement. Socially she was well adjusted. She was ambivalent towards her mother. On the whole, sixty-nine percent of the total sample was found to be introvert type, eight percent extrovert type and three percent ambivalent. There were seventynine percent of girls in whom fantasy
life was more than the amount of abstract thinking. Aggression widely prevailed among adolescent girls. Deep worship also existed among adolescent girls.

The study by Ghosh K (1956, Allahabad) proposed to investigate the imaginary emotional (fantasy) life of groups of preadolescent and adolescent girls of higher secondary schools in Uttar Pradesh.

The preadolescent group (11+ and 12+) which consisted of 100 subjects was mainly drawn from classes IV and VIII, whereas the adolescent group consisting of 95 girls (15+ and 16+) was drawn from classes IX to XII. The research tools used in the investigation were the unstructured inkblots, the Thematic Apperception Test (TAT), the Jalota's Group Test of Intelligence, and autobiographies of the subjects.

The results of the study have revealed that (i) the adolescent girls show more variability than the preadolescent girls in respect of fluency of imagination; (ii) preadolescent group has a tendency to give a large portion of "form" responses than the adolescent girls on unstructured inkblots; (iii) perceptive imagery of the older girls seem to have more sharpness of form indicating...
mental maturity, clarity of associative process, inability to concentrate; (iv) older girls give a large number of movement responses than the younger girls; (v) a large number of girls in both the groups indulge in fantasies of aggression; (vi) adolescent girls have more romantic touch in their responses; (vii) escape themes occupy a higher place in the preadolescent group than in the adolescent group; (viii) religion occupies almost the same place in the life of both the groups; (ix) both the groups indulge in fairy tales fantasy; themes in TAT given by the two groups of subjects differ not only in kind but in degree of emotional tone and feeling also; emotion intensity being greater in case of adolescent girls; (x) the feeling of reform-repentance which is the sign of guilt-feeling is more marked in the adolescent girls than in the preadolescent girls; (xi) both the groups wish to escape from their anxieties and depression, though the proportion is greater for adolescent girls with escape to escape; (xii) themes of ambition-success have a much more important place in the life of the adolescent girls than preadolescent girls; and (xiii) some adolescent girls resort to some sort of philosophical rationalisation.
as a defence mechanism to hide their real feelings and desires which are in conflict with social codes.

The above study shows the impact of the developmental stages of growth on the emotional life of girls.

Saraswat M. (1964, Allahabad) compared the personality patterns of adolescent girls and boys with a view to

(i) the common needs and traits in the personality make-up of adolescent boys and girls; (ii) whether any significant difference exists on the personality patterns between boys and girls and if so, to what extent; (iii) the extent to which boys and girls differ in home, health, social and emotional areas and the significant difference between boys and girls on these aspects. Attempt has also been made to study and compare the personality profiles of above average, average and below average boys and girls.

One hundred and sixty normal school-going adolescents of both sexes and of age group fourteen-to seventeen drawn from classes IX and XI of local higher secondary schools formed the sample. The subjects were selected with the help of the Asthana's Adjustment Inventory standardised on Indian population. Other research tools used for the study included the Jalota's Group Test.
Mental Ability, information blank, the Thematic Appropria-
tion Test and the Bell's Adjustment Inventory - stan-
form (adapted). Chi-square test and t test of significant
were used for analysing the data.

The salient findings of the study were: (i) the girls are most optimistic than the boys; (ii) girls
vocabulary is richer and better; (iii) the girls tend to
behave in an extreme way on the trait of sociability while
the boys usually prefer the middle course; (iv) the boys
tend to be more aggressive and the girls more timid in
social situations; (v) the boys and girls do not differ signi-
ificantly on stability, dependability, confidence and
inferiority; (vi) there is no significant different between
boys and girls as regards the sense of guilt; (vii) the
girls tend to be more troubled by the feeling of depression;
(viii) the girls show need for sex in a greater degree
than boys due to early maturity; (ix) the girls are more
passive; and (x) it has been found that the matched
individuals of the three groups have almost the same problem
in the health area; and (xi) with regard to the problem
in the areas of social, emotional and home, slight
similarities are noticed among boys and girls of above
average and average intelligence but the matched individuals.
of below average intelligence disagree individually and their problems are altogether different from each other in all these three areas.

The study throws light on the influence of upbringing of Indian girls and boys on their personality make-up.

The study by Uppal (1971, Agra) aimed at finding out some socio-emotional personality traits of adolescent girls of Meerut district.

The study was conducted on a sample of 1,296 students reading in classes IX, X, XI and XII in the schools of Meerut city and cantonment, Ghaziabad city, Hapur city, and Modinagar city. Every fourth student from an alphabetical list of the total student population was included in the sample. Eight traits, viz., sociability, irritability, shyness, concern over sex, carelessness, concern for puberty changes, courage and desire for independence were selected on the opinion of forty-five experts. On the basis of the selected traits, a questionnaire was prepared with 56 questions in all, distributed over eight traits. Factor analysis of the scores was done by centroid method.
The main findings were: (i) narcissistic involvement and extroverted social interests are the two clusters grouping all the eight - first factor clustering imitatibility, concern for sex, concern for puberty changes, carelessness and desire for independence and the second factor clustering shyness, sociability and courage; (ii) the curve of shyness shows positive skewness revealing lack of shyness among the adolescent girls; (iii) the trait of sociability is quite prominent in adolescent girls; (iv) mass behaviour of girls shows prominence in courage; (v) girls are careless in general, curve showing negative skewness; (vi) mass behaviour of the girls is not marked by imitatibility; (vii) mostly adolescent girls lack the trait - concern for sex, as suggested by the mass behaviour; (viii) the concern for puberty changes is quite prominent in adolescent girls, the curve being negatively skewed; and (ix) girls, in general, are in favour of independence.

Main findings are indicative of the essential nature of adolescent girls, as seen by the investigator.

The objectives of the investigation by Lal (1961, Agra) were (i) to compare emotional stability of mentally
superior and average pupils of different age; (ii) to find out prominent emotional characteristics of superior and average pupils; (iii) to find out emotional characteristics of adolescents; and (iv) to give suggestions for special education of superior and gifted children.

The study was confined to 14+ to 16+ boys of grades IX and X of some urban higher secondary schools of Madhya Pradesh. Seventyone superior and an equal number of average boys were selected on the basis of their performance on the Prayag Mehta's Group Test of Intelligence, the Bhatia's Battery of Performance Test of Intelligence and teachers' ratings. Emotional stability was assessed by the personality inventory (Vyaktitva Parakh Prabnavali) by Lal, the Rotter's Incomplete Sentence Test and the Rorschach Ink Blot Test. The average and superior pupils were equated on the basis of their socio-economic status using the Kuppuswamy's Socio-Economic Status Scale.

Groupwise comparison of superior and average pupils revealed that the former had a slightly better tendency towards adjustment in general, but the difference was not significant. In the analysis of responses to the
Incomplete Sentence Blank where each group was taken as a whole the superior group showed a slight tendency towards better adjustment, but the difference between the two groups was not significant. As regards attitudes towards society and sex, the superior group had more favourable attitudes. The Rorschach Test revealed that superior group was emotionally more stable and better adjusted. They had comparatively fewer tensions and conflicts. Both groups were almost similar in their relationship with others in society.

The study shows that the age and ability of the child has a positive correlation with his adjustability.

Singha S (1970, Patna) investigated into "A Study of Some Personality and Background Variables relating to Use of Unfair Means in a Testing Situation". The study was desired to explore the difference, if any, between the cheaters and the non-cheaters with regard to some of the background and personality variables. Background variables were sex, age, ordinal position, habitat, caste and socio-economic status. Personality variables were extroversion and neuroticism, security and insecurity, facilitating and debilitating anxieties, personal and
social achievement and some other related variables.

The sample comprised 200 students of each sex, of classes IX, X and XI. The age of the subjects ranged from twelve to nineteen years with a SD of 1.29 and 1.26 for the boys and the girls respectively. The tools used were the Kuppuswamy's Socio-Economic Status Scale, the Maudsley Personality Inventory, the Maslow's Security-Insecurity Inventory, the Albert and Harber's FADA Scale, the Bending's Need Achievement Scale and a Behaviour Determinant Scale. The two groups were compared on background and personality variables by such statistical techniques as chi-square, t ratio and Mann-Whitney U test.

It was found that (i) girls cheat more than the boys in the same testing situation; (ii) subjects belonging to urban areas cheat more than the subjects of rural areas; (iii) cheaters are more extrovert, neurotic and insecure than the noncheaters; (iv) girl cheaters have more personal and social need achievement than the noncheaters. The study revealed neuroticism, extroversion and insecurity as going highly with the behaviour problem of cheating, but the findings further showed that such a situation was non-challenging, uninvolved and without
any apparent reward or punishment, the interplay of personality factors did not bear any significance.

The above mentioned studies seem to be more concentrated efforts on exploring the personality of high school-going children. The researchers have extended their horizon to different aspects of social life of the students from the individual personality studies. The studies are mostly correlational, attempting to investigate the relationship between different environmental variables and personality variables.

The studies by Jain and Ghosh and Saraswat noted the essential nature of girls and, thus, it becomes imperative that the underlying causes of the behaviour of girls need correct appreciation. In the study by Singh, only environmental factors have been explored. One study found the correlation of one form of behaviour problem with a few traits of personality. A comprehensive correlational study of behaviour problems with the personality traits can be of greater value.

PROBLEMS OF COUNSELLING

Pandey S. R. (1966, Lucknow) carried out research in the interests of adolescent boys of schools in Lucknow Division. The objective was to investigate the interests
of adolescent boys of high schools in the Lucknow Division and suggest some improvement in the education of adolescents.

Out of 145 institutions in the division, thirty-six were randomly selected. Questionnaires and rank order sheets were administered on 4,424 students of classes IX and X. The teachers' questionnaire were administered to 238 teachers of these high school classes. The questionnaire for students consisted of two parts - one part containing questions pertaining to personal and social interests of adolescents and the other contained items on interest in recreation, sex, vocation and school work. The rank order sheet containing questions on ten areas of life was given to be ranked by the students in order of preference. The teachers' questionnaire contained items on different interests of adolescents. The frequencies of the responses were classified. Frequencies and standard errors were calculated.

The analysis revealed that the adolescents desired to appear attractive. They were not in favour of control by parents and teachers. The adolescents were worried over their future. Though faithful to their group, their friendship was not permanent. Their
of sex was limited. The adolescents' interests, in rank order, were physical health, studies and characters while talks, sexual activities and music were the least liked.

The topic of Mehta's study is 'Psychological study of the problem child' (1969, Jodhpur). The purpose of the study was to investigate into the behavioural problems - emotional, social and scholastic - of problem children.

The sample consisted of 150 problem children of age-group 5-12 years. The tools used were the Bhatnagar Battery of Performance Test of Intelligence and the Saxena's Adjustment Inventory. Case histories of the children were also collected.

The findings were as follows: (i) the percentage of problem children increased along with age, the highest being at 11-12 years; (24.79 for boys and 34.48 for girls; (ii) backwardness in bright children was observed, in cases where the parents' attitude was either too harsh, dominant or indulgent; (iii) lack of punctuality, evasion, carelessness and slackness of parents appeared to influence children, making them irregular, deceptive and dishonest in school.
work; (iv) as much as seventeen percent of the problem children belonged to poor families with more than six children; (v) there was negative correlation between the incidence of problem children in families and their socio-economic status; (vi) children from certain castes were comparatively more maladjusted; and (vii) conflicts arose in the minds of the children having highly authoritative parents who expected dependence and teachers who expected initiative and independence.

The findings of the above study indicate that family factors, caste and age are responsible for the behaviour problems of children.

Muralidharan R (1961, Madras) carried out investigation in the Behaviour problems of children - pre-school and early school age. The purposes of the study were:
(i) to conduct a basic general survey of behaviour disorders prevalent in children of the pre-school and early-school age; (ii) to study the relationships between behaviour disorders and certain determinants of behaviour such as the biological, social, personal and historic factors; and (iii) to study two extreme groups of well-adjusted and
maladjusted children with a view to finding out the role of certain factors such as maternal attitudes, maternal adjustment, children's intelligence and ethical discrimination in the development of behaviour disorders.

The sample for the study included 990 children. A parent inventory was developed and used along with a personal data sheet to elicit background information about the child with regard to biological, social, personal and historic factors. The other tools used were: the Parent Adjustment Inventory, intelligence tests and the Ethical Discrimination Test.

The study revealed that: (i) the total behaviour problem score is generally found to decrease as the chronological age increases; (ii) boys have more problems than girls; (iii) children of middle class show more problems than either those of the upper or the lower class; (iv) children whose mothers have a higher level of education show greater indications of behaviour problems than many of the children whose mothers are not well educated; (v) children of employed mothers have more problems than the children of non-employed mothers; (vi) the parent-deprived children manifest more problems than the
non-deprived ones; and (vii) no significant difference is found to exist in the level of intelligence of the well-adjusted and well-adjusted children.

The study by Nijhawan, Verma, Kalra (1968, Punjab) sought to find out the determinants of anxiety to verify some aspects of Freudian theory. It was hypothesised that (i) anxiety would increase with age; (ii) girls would be more anxious than boys; (iii) urban children would be higher on anxiety because of parental pressure on achievement; (iv) children from private schools would report more anxiety than children from government schools; and (v) lower class children would be less anxious than upper class children.

The first part of the study dealt with the relationship of the Test Anxiety Scale for Children (TASC) and General Anxiety Scale for Children (GASC) with factors like age, sex, area, school and socio-economic status. The second part of the study was restricted to thirty-one pairs of high and low anxious children matched for the same set of variables plus intelligence. These children were studied with regard to case history data, child reading
practices, parental attitudes, family structure and tension balance. A multifactorial design was planned so as to study the effects of the independent variables on the dependent variables. Ten subjects of each sex belonging to each socio-economic status group were taken from each of VII, VIII and IX classes of the two types of schools from urban and rural areas. The sample consisted of 720 subjects representing all socio-economic classes. The Sarason's General Anxiety Scale for children (GASC), Test Anxiety Scale for children (TASC), Socio-Economic Status Scale (rural) by Pareek and Trivedi and letters to urban parents in connection with age of the child and family income were used as research tools. From these 720 subjects the high anxiety (HA) and low anxiety (LA) children were selected for the second phase by finding the quartiles of the distribution. The selected ones were tested for intelligence on the Bhatia's Battery of Intelligence Test. Thirty-one matched pairs of HA and LA, thus selected, were studied with regard to childhood experience, child rearing practices used by parents, parental attitude towards child rearing practices, adjective check list ratings and family structure. Two parental interview
schedules based on the Sarason's Parental Interview Schedule and 'Peers and Associates' questionnaire on child rearing practices were prepared in Hindi.

Analysis of the data revealed that differences between means of the three age groups were not significant on the TASC while on the GASC fourteen years old scored significantly lower than twelve and thirteen years older; (ii) comparison of the mean scores of the two sexes showed that on both GASC and TASC girls were more anxious than boys; (iii) comparison of means showed that rural children were more anxious than the urban children; (iv) the interaction effects of area and school were significant on the GASC; (v) the 't' test applied to the means of the three socio-economic status groups revealed that lower class children had higher anxiety than upper class children; (vi) more LA children got help at home when faced with difficulties in their lessons; and (vii) the mothers of LA children were less satisfied with their progress than those of their counterparts.

The above studies enlighten us as to the relationship of behaviour disorders with the age, socio-economic status of the family, type of school and the characteristics of
adolescent boys and girls. None of the study peeped into the psychological reasons of the behaviour displayed and their prevalence in the classroom situation.

In addition to the above, there are a few survey type studies connected with the above are (1) Sudhir Panchbhui (1962) in a paper titled "A Problem child - What guidance means to him" presented in the 49th session of the Indian Science Congress Association attempted to show how a psychological approach can help the child achieve his goal and how the general notion about him may be changed. The case histories cited are elaborate and indicative of various aspects of counselling procedure. Further, it has been noted that the behavioural side of a student's development is directly and positively related to his academic achievement and by taking the former aspect properly better results may be obtained in the latter. (quoted from Abstracts)

2. Brar J.C. and Dhillon P.S. (A.B.C. Training College and Center, Pachmarhi, M.P.) sought to study the causes of delinquent behaviour of some higher secondary school students (Journal of Educational research and extension, 1971 7(3) 153-159).

The area of the investigation being Suhagpur Tehsil
of the Hoshangabad District the sample consisted of 10 students of both the sexes. Methodology adopted was case study approach and unstructured interview. Data was analysed as follows:

Percentages were calculated and causes of delinquent behaviour were ranked in order of frequency of percentages. The main causes of delinquent behaviour among students (shown by percentages) were, lack of recreational facilities, poverty, family size, bad companion, poor scholastic achievement, maladjustment at school and lack of religious faith.

3. Mrs. Sheila Bhowmick (Khan) (M.A. Psychology) dissertation of the science college, Calcutta University worked on the topic "A Comparative Study of two Samples of Normal and Problem Children on certain Behaviour Characteristics". She has described the habitual disorderly conduct as originating from defects on both environmental and somatic conditions of the individual. The earliest social environment, in which the child finds himself, is presented by its parents. Thus the child, who has been actively rejected by his parents is passive towards authority since only by such behaviour can he escape their
nagging and punishment but he is also hostile, withdrawn, fearful, frustrated, insecure, stubborn and passively resistant. The children of indulgent parents are likely to feel secure, protected and comfortable. They soon learn to give an outer confirmance to parental desires, at the same time, getting their own way. They are self-centered, selfish and determined to do as they please. Parents who are acceptant, moderately indulgent, democratic and warmly affectionate have a home that is near to satisfaction. Their children are generally secure balanced and happy.

The second social institution is the school which through its environmental structure influences the personality of the child. Children of dominating parents are usually courteous, obedient, docile, loyal, careful and attentive. Children with submissive parents are rated by their teachers as being disobedient, irresponsible, disorderly, lazy, sulky, lack interest in school have bad manners and they are general classroom nuisance.

4. Smt. Sabita Chakraborty (K.Sc, thesis, 1968) worked for her dissertation on the topic "Problem Child". The aim was to find out different factors sharing the responsibility in the production of personality problems.
centred her enquiry around the familial, social, home education as well as hereditary factors. In the intellectual spheres, she recorded the opinion of school teachers corroborating them with school results. The emotional problem of the child is the greatest problem. Emotional disturbances are at the root of almost all behaviour problems. The maladjustment may affect the personality in all its three spheres cognitive, conative and affective, the last one playing the most important role. Emotional stability depends on parents' attitude towards the child. No doubt the environmental factors play an important part in the production of personality problems, but it is the individual's reaction pattern which are responsible for that particular problem generated. Similarly, the problems are produced by the interplay of environment and heredity.

We may quote here so many studies done on the problems of students by the M.Ed. students of the Central Institute of Education, Delhi.

1. Amla Chakravorty (1958) feels that problems of adolescents are assuming greater importance. Teachers should take cognizance of the fact and guidance services should
be established in our schools.

2. Munilal Jain finds in his investigation that girls are more worried than boys about curriculum and teaching procedure. Children from rural schools are more worried than the children in the urban schools.

3. Nenu Krishna opines since development is a continuous process and cross sectional approach should be taken together in research studies.

4. Mira Hall (1960) tried to find out what it means to the adolescent girls to experience the developmental changes that take place during adolescence. What relationship exists between these attitudes and their self-conception. Some of the results have been expressed in percentages for problems connected with bodily growth, physical health and fear of failure in the examination.

5. Anne Fox (1966) exhorts the teachers to wake up to their responsibilities and make efforts to fulfill them because in India, the psychologists, counsellors and counsellors are few.

6. Shri S.K. Agar (1969) has specified the degree of appearance of a particular form of behaviour at certain age e.g. girls of 14 and 15 years of age do not have taste for work. 15 year old girls are disinterested in their school work and
domestic work but girls of 16 and 17 years age have urge to do work and discharge their duties.

The questionnaire technique has been used in the above studies.

The survey next to be reviewed is "A survey of Biosocial Problems of school going Adolescents" by Shri Debabrata Banerjee of the All India Institute of Hygiene and Public Health, Calcutta and Tapan Basu Mukick, of the Indian Statistical Institute, Calcutta (1970).

The aim of the above survey was to identify the most prevalent problems in the student group studied, to discover the areas that have greater concentration of problems and to see whether the concentration of problems depends on grade or sex.

Three hundred and five students (113 boys and 192 girls) belonging to classes IX, X and XI of two higher secondary schools in the South Western Zone of Calcutta formed the sample for study. The survey was made with the mooney problem check list Bengali translation and adaptation of High School form was used.

Data were collected from the students in batches not exceeding forty in their classrooms. Data were analysed in two basic ways counting the number of problems checked by each student and counting the number of student
checking each problem. The mean and standard deviation of the problems checked was tabulated separately for boys and girls disregarding classes, and again for classes IX, X and XI separately disregarding sexes.

It is seen that the means of girls are always higher than those of boys. Girls seem to have more problems in all areas. The overall significance of the difference between means and problem areas was tested by analysis of variance. Both the F-ratios are found to be significant beyond .01 level indicating that there are real differences between students as well as problems areas. To test the significance of difference among these class means and sex means, two way analysis of variance was made. The F-ratio of classes is not found significant, while those for sex and sex-class interaction are significant beyond .01 level. It means that girls as a whole have a significantly higher mean than boys. Although class means do not differ significantly among themselves, a significant interaction tells, that the number of problems checked, is dependent on both sex and class simultaneously. Count of problems shows, that problems belonging to six out of ten problem areas FLE, SPR, PPR, MR and ASW, have been checked in an average of 20% or more of both boys and girls.
"In the present Survey" the authors state that "for obvious reasons the problems pertaining to courtship, sex and marriage (CSM) were excluded".

It seems the authors did not recognize the change in attitude of boys and girls towards sex and perhaps thought this area is not meant for the school student to respond. The authors seem to be adhering to the old orthodox views.

Individual items of behaviour have been studied with relative objectivity in classroom conditions. Thus, Olson (1929) has studied a series of nervous habits, thumb sucking, nailbiting, hair-twiddling, nose picking, ear pulling - eye rubbing by observing and counting children's actions in class for twenty separate periods of five minutes and direct inspection of the nails was employed in studies of nailbiting by Malone & Hassler (1952) in the United States and by Birch (1955) in England. Olson reported that about 50 per cent of a sample of 4,000 school children of South Yorkshire, with ages ranging from five to sixteen years, bit their nails to an extent varying from mildly to severely.

The following excerpts from the letters give some idea of the age-range of nail-biting and the types of tension which provoke it:
Can you help me with my worry. Ever since I was five, I have bitten my nails. I am 10 now, and I still bite my nails. I try very hard not to bite them but I cannot stop myself. Mummy keeps trying to stop me, and when I was 7, she used to put special stuff on, but I sucked it all off. Can you help me to stop.

I have rather a horrid habit of biting my nails, and if you would please, please advise me. About a week ago I was asked by my mother why I bit my nails. I answered that I did not know but I thought I bit them in the cinema or at exams or when I have nothing else to do. Mummy then said, 'You cannot go to the cinema until your nails have grown.' What can I do? I fear that my hands will look dreadful when I am older if I do not stop. I have tried but it is all in vain. (Age 12)

I am nearly fourteen and I still bite my nails. Mummy has tried many ways but she still cannot cure me. I bite them the most when I am cross with anyone or I am nervous about anything.

The author feels that little in the way of advice can be given to these girls, but letters mitigating in girls' sense of guilt and recommending careful manicuring of the nails regularly seem to have been of some help.
The most significant feature of the high incidence of nail-biting is the evidence it supplies of widespread tension among children and adolescents.

Interests of adolescent boys, relationship of test anxiety with age, sex, area, type of school and socio-economic status have been investigated in the above mentioned studies. One study seeks into the causes of delinquent behaviour and assigns it to such outside factors as lack of recreational activities, family size, poverty and companions. The study by Birch on the obsessive habits of girls at the time of mental conflict stresses the need to reach at the source trait of such manifest actions.

Some studies have been conducted comparing the viewpoints of teachers, mental hygienists and parents on the behaviour problems of children.

Wickman (1928) working as a psychologist at a demonstration child guidance clinic in the United States attempted to determine the incidence of behaviour problems exhibited by children attending schools in Minneapolis and soon encountered a major difficulty. As a preliminary step, all the teachers in a representative school were asked to list any form of behaviour which they regarded as constituting a problem. An analysis of the nature of
Obscene notes and talk
Destruction of School Property
Impertinence and defiance
Disobedience
Untruthfulness
Truancy
Disorderliness in class.
Tardiness
Interrupting
Whispering
Inattention.

The traits that were considered by both groups to be of considerable importance are:

Cruelty and bullying.
Easy discouragement.
Suggestibility.
Stubbornness.
Tattling.
Tamper tantrum.
Nervousness.
Selfishness.
Sullenness.
Stealing.
The traits considered to be of little importance by both groups are:

Enuresis.
Thoughtlessness.
Attraction of attention.
Inquisitiveness.
Restlessness.
Imaginative lying.
Quarrelsomeness.

From the above study, it emerged that the teachers had been principally concerned with outgoing, disruptive, anti-social conduct. The mental hygienists had emphasized withdrawn behaviour as having more serious prognostic implications. Similar studies conducted in the next few decades confirmed his findings.

A few more studies may also be mentioned.

Laycock (1934) first of all sent out a questionnaire to teachers asking them "What kind of behaviour of school children is undesirable?" From the answer to this question, 109 behaviour traits were selected which were then submitted
to a large number of teachers with the request to indicate firstly the frequency with which these traits occurred and secondly their seriousness. The relative gravity of the traits was to be indicated on the Wickman four-point scale. The results of Laycock's study appeared to follow the same general trend as those of Wickman.

Allis and Miller, (1936) in the city of Denver conducted the study with a slight modification in the technique. The teachers, cooperating in this study, were asked to say how much the possession of a particular trait by a child would handicap him in his future development and adjustment as an adult. The effect to be naturally expected was to divert the attention of the teachers from the present to the future, from the immediate seriousness of the problem to the future welfare of the child. Although the study produced a correlation of 0.49 between the ranking of traits by the Denver teachers and by mental hygiene testers, indicative of a substantial agreement between them, even with this group of teachers withdrawing and recessive personality and behaviour traits were frequently placed lower than their importance warrants.
Peck (1935) employed a more straightforward procedure. She secured a total of 175 case studies from 175 teachers who were given three brief instructions:

(a) Tell why you consider the pupil maladjusted.

(b) Explain as well as you can the factors tending to cause maladjustment.

(c) State what you think should be done for the child.

The opinions of the teachers in the investigation resembled those of Wickman's clinicians rather than those of Wickman's teachers as they gave overwhelming emphasis to undesirable personality traits, considered the various classes of disciplinary offences as least serious and placed a media upon violations of moral standards and school work requirements.

Anticipating a difference in the attitudes of teachers in two type of schools are the 'traditional' school where the old-time subject-matter plan of curriculum persists and the other the 'Progressive' schools where a curriculum based on genuine interest is in operation, Andersen reports the 'problem cases' referred to a psychologist in the two schools. In the first type of school, the cases referred to the Psychologist were chiefly disciplinary cases and school failures; significant cases of personality disturbance were generally overlooked. In the second type of school, the problem cases were primarily those that result from misunderstanding...
the problem cases were primarily those that result from inadequacies in home atmosphere and training from peculiarities in the child's personality makeup and from an insufficient understanding of these matters and their effect on the child's development.

In the Detroit Survey (1929) conducted under the auspices of the Detroit Psychological Clinic, one thousand three hundred and fifty-seven cases of problem children enrolled in the Detroit Public Elementary Schools were examined. A recording form for the listing of the pupils was furnished which contained an alphabetical list of twenty-six items. Teachers were instructed to check the items which applied to each pupil listed. There was a total 9,264 markings of all items on all cases. It was noted that aggressive and positive types of behavior are more frequently reported than are the withdrawing receptive traits.

Montcrieff got a teacher designated problem group of 1,078 boys and 490 girls. She then took the teachers' personality ratings of these problem children and of 12,000 children not designated by them as problems. The following were the most distinguishing ratings for the problem boys and girls
1. Truancy.
2. Disobedience.
3. Fighting or bullying.
4. Disorder.
5. Defiance.
6. Impudence.

In the study of Yourman made in New York (1939), the ten most frequent difficulties noted were:

1. Heterosexual activity.
2. Untruthfulness.
3. Cheating.
4. Stealing.
5. Masturbation.
6. Disobedience.
7. Impertinence and defiance.
8. Temper tantrum.
9. Obscene notes and talk.
10. Disorderliness in class.

Winifred E. Bain (1934) obtained the ratings of the groups of students enrolled in certain classes in Teachers College, Columbia University. Three of the groups...
ratings in 1927 and the three corresponding classes, and the same scale in 1932—five years later. This made it possible to analyse the differences in teachers' attitudes towards behaviour problems after a lapse of five years, during which much concern evinced about child development.

In view of the marked changes in attitudes from the 1927 group of teachers to the 1932 group, Bain is probably entitled to the opinion that her study shows, albeit incompletely, "a struggle toward new points of view in education".

The purpose of Dr. Pires' study (India) was to find out the attitude of student-teachers in training colleges towards the seriousness of behaviour problems in children, with a view to ascertain whether the mental hygiene work had, to any appreciable extent, infiltrated our teacher education institutions. A list of hundred behaviour problems was prepared after a careful study of a large number of lists used in previous investigations. Ackerson's study was particularly helpful in this respect. Two hundred student teachers, in three secondary Teachers Colleges in three different states, rated the problems towards the
end of their professional course. The question they were asked to consider was the same asked of teachers in Wickman's study, i.e. "How serious is this behaviour in any child?" Mainly Psychologists (mainly educational Psychologists) were also asked to consider the same question and rate the same problems. A five point rating scale was used, where: 

the scale used by Wickman and other investigators comprised of four points. It will be recalled, that one of the main criticisms of Wickman's study, was that he set two different questions to the teachers and the psychologists. This criticism cannot be made in the present study by Dr. Fritz (195). Out of the 40 Psychologists, only 22 accepted the request to rate the problems. Among the items of information asked for in the identifying data, were the age and sex of the student-teacher, length of teaching experience (if any), if he or she was a parent and the ages of their children. This information was utilized in working out some correlations and making some comparative analysis. Composite scores for each trait were obtained by assigning 0, 1, 2, 3 and 4 points for the five different positions on the scale from the lowest to the

highest. The quantitative scales were then converted into ranks and the hundred behaviour problems were ranked. It was seen that the ratings of the different groups in the main population, such as the students from the different age groups, the men and the women students, the students who had no previous teaching experience and those with an experience of five years or more, were highly consistent in the rating of a vast majority of problems. If a trait was rated very high by one group, it generally tended to be rated similarly by the other groups and vice-versa.

Judging by the median position occupied by behaviour like 'inattention' 'disturbing class work' 'disorderliness' 'Quarrelling' and 'restlessness' and the low position occupied by the behaviour forms 'whispering in class' 'talkitiveness' 'laughing or giggling' and 'playfulness', the student-teachers have certainly learnt, that there are not such serious problems of behaviour as were as once believed to be.

There are three unpublished studies done in Delhi based on Dr. Pires study:-

1. Nanda Anant (1951) studied the school problems as seen by adolescents of Delhi schools. She selected about 60 problems and studied the attitude of 106 boys and
girls. They were asked to rate these problems on a 1-7 point scale in view of their seriousness. Overinquisitiveness about sex matters, afraid of failure in examinations, sensitive, feeling shy, afraid of making mistakes, afraid of speaking in class.

Problems of aggression, transgression against authority and class discipline were ranked rather low.

2. Soni B.J. (1953) studied the attitude of teachers and psychologists of Delhi employing the method used by Pires. He sent a check list of sixty problems. He found that:

Teachers ranked stealing, carelessness in school work, lying, disobedience, and irresponsibility as first five. Psychologists considered emotional instability, unhappiness, worrying (anxiety), stealing, cruelty to younger children as most serious.

The above study has given results which differ from Dr. Pires' study. The teachers working in high schools in Delhi do not have that mental hygienist outlook on judging the gravity of different problems of pupils while in Dr. Pires' study the student-teachers did show such an attitude to some extent.
3. Talwar V.P. (1953) studied the attitude of parents towards the behaviour problems of children with the help of a five point rating scale with fifty-five problems. Attitudes of one hundred eight parents (140 fathers and 40 mothers) were studied and it was found that:

(a) Fathers rated the following as most serious:
- Stealing, homosexual activities, masturbation,
- Gambling, heterosexual activities, dishonesty,
- Lying, gang membership, disobedience, irresponsibility and smoking.

(b) Mothers rated the under noted behaviour problems as serious:
- Gang membership, gambling and heterosexual activities, lying, irresponsibility, homosexual act, uncleanliness, cruelty to younger children, shyness and stammering.

It must be borne in mind that some children present a form of dual personality in respect to home and school. "Ascertaintment of maladjusted children must include two teacher and parents viewpoints" (Schonell, 1952). More information was obtained from parents than involved in obtaining access to and cooperation from
representative sample has sometimes led to inquiries being confined to mothers from the higher socio-economic groups with correspondingly higher educational standards (Goodenough, 1931, Long, 1941).

Griffiths (1952) made an attempt to survey children's behaviour by having questionnaires distributed to parents from 16 schools but unfortunately the principals concerned decided they should determine the number of forms to be distributed in their own schools and presumably to the recipients, thus introducing a strong element of bias. He compared what children perceived to be their own difficulties with what parents and teachers believed their children to be, and reported significant relationship between children's behaviour and socio-economic status.

Some other workers Dewer (1961), Kangus (1949), Ullman (1952) have supplemented teachers' ratings with the impressions of other children from whom information was obtained by sociometric methods.

PROBLEMS OF EDUCATIONAL ACHIEVEMENT

Academic overachievement and underachievement and factors involved therein have been the main focus of
attention in a few studies.

The purpose of the study by Shrivastava (1967, p. 1) was to investigate into the factors related to educational underachievement. Four separate groups of under, average, high and low achievement with 150 pupils in each were drawn out of a random sample of 1,337 male pupils studying in classes X and XI of nine secondary and higher secondary schools of Patna District in Bihar on the basis of their scores on verbal and non-verbal tests of intelligence, serving as the predictor variables and average of examinations serving as the criterion variable. These groups were then compared in respect of the scores obtained by them on measures of the variables viz., study habits, reading ability, academic motivation and personality characteristics in addition to a large number of background factors. The data were analysed using product moment correlations, analysis of variance, 't' test, chi-square and phi co-efficient.

Findings indicated that (1) underachievement was related to (a) poor study habits; (b) poor reading ability; (c) low academic motivation; (d) poor health; (e) poor social and emotional adjustment; (f) problems concerning family and school; (g) underachievement was related to
various background and personal factors like age, socio-economic status, fathers profession, size of the family, number of siblings, birth order, reading interests in school examination and participation in games and sports, and (iii) no significant relationship was found to exist between underachievement and intactness of parental structure, hobbies, interests in games, sports and attitude towards school.

The study by Sharma K.G. (1972, AMU) aimed at identifying the overachievers and underachievers and comparing them with regard to their adjustment in the following areas: after school, self, social, home, sex, health, religious and miscellaneous areas of life, as also at ascertaining the degree of relationships between over and under achievement on the one hand, and each one of the adjustment areas, on the other hand. In addition, the study compared the intellectually above average and below average children with regard to their adjustment and also determined the relationship of intelligence with adjustment in different areas. It was hypothesised that (i) mental abilities and socio-economic status being the same, those having
effective adjustment in different areas of life are likely to make better academic achievement than those having less effective adjustment; and (ii) other things being equal, those having high intelligence are likely to have better adjustment in different areas of life than those having low intelligence.

The study has been carried out in two phases - preliminary and final studies. The preliminary study was based on a small sample of ninety-eight subjects of one institution, while the main study was on a large sample of 525 subjects of several institutions. Subjects of both the studies were male students of grade VIII of age ranging from thirteen to fifteen years; in order to derive indexes of over and under achievement in the preliminary study, two measures, viz., actual academic achievement and expected academic achievement were worked out for each pupil. For actual academic achievement, examination marks for each pupil in six school subjects, viz., Hindi, English, History and civics, geography, science and mathematics were used, while for expected academic achievement, regression equation between scores on the Wechler's Verbal Intelligence Test and examination marks was computed and intelligence
score of each pupil was transformed into a measure of his expected academic achievement. Having two measures for all the pupils, they were classified into over and underachievers with the help of Tsao's (1943) technique.

This treatment gave a distribution consisting of twenty-five overachievers, fifty average achievers, and twenty-three underachievers. These three groups were then compared with regard to their adjustment in school, after school, self, social, sex, health, religious and miscellaneous areas of life. The adjustment scores of these three groups were then subjected to one-way and two-way analysis of variance in each one of the above eight areas of life. To predict academic achievement, the main study employed three predictors, viz., intelligence, socio-economic status, and past academic achievement.

The results showed that (i) there were significant differences among the overachievers, average achievers, and underachievers with regard to their adjustment in school, home, social and religious and miscellaneous areas only; (ii) the overachievers had better adjustment than the underachievers in all these areas of adjustment; (iii) those who had more effective adjustment in school,
home, social, religious and miscellaneous areas were for achivers and those having less effective adjustment in these areas were underachivers; and (iv) intelligence related to adjustment in all these areas, which implied that adjustment was at least partly dependent upon intelligence.

The investiation by Saxena P.S. (1972, Allahabad) sought to discover the differences between the over and under achievers with respect to their interests, patterns, adjustment problems, study habits and personal background factors.

The initial sample, consisting of 1763 boys of class XI of age group fifteen and above was drawn using the cluster sampling method of randomly selected classes. They belonged to mathematics, biology, commerce and arts streams of the higher secondary institutions of Allahabad. The over, normal and under achievers were identified using a multiple regression equation for each curriculum separately, on the basis of the discrepancy between the actual and the predicted scores. Underachievers were defined as those individuals whose actual achievements were at least one standard error of estimate below the predicted.
line of prediction on achievement. Similarly, over-achivers were designated as those individuals whose actual achievements fell one standard error of estimate above the regression line. The following testing instruments were used to investigate the problem: (1) the Joshi's Group test of Intelligence (JGTI), (2) the Standard Progressive Matrices (SPM), (3) the Chatterji's Non-language Preference Record (CNPR), (4) the Edward's Personal Preference Schedule (EMPS), (5) the Saxena's Vyaktitva Paraksa Pradhanavali (VPP), (6) the Mooney Problem Check list (MPL), (7) the Holtzman and Brown's Survey of Study Habits and Attitudes (SSHA), and (8) the Personal Data Schedule (PDS). The aggregate of marks obtained at the high school examination of the U.P. Board were used as the criterion measure.

Some of the important findings were as follows:

(i) achievement in an area was found to require interest in associated activities; having interests at random did not discriminate between over and under achievers or from one stream of study to another; (ii) the overachievers were those who aspired to higher achievement, had sufficient endurance and possessed a capacity for fighting out their case while the underachievers were meek, submissive.
timid, brooding, impulsive and dependent type of individuals; (iii) the overachieving students had a consistently and significantly lower number of problems of adjustment in the various areas measured than the underachievers, who were burdened by a greater number of problems in general, however, a few minor differences in the absence or presence of particular area was noticed in some groups; (iv) better study habits characterised the overachieving group, implying that higher achievement required systematic and planned approach to preparing lessons, a proper distribution of time, careful attention in the classroom, taking of meaningful notes and the formation of expressive answers; (v) a student who was older than the average age in a particular class was more likely to belong to the underachieving group than a student of average age or below; (vi) better health status was found associated with higher achievement in mathematics and biology groups only; (vii) income was found to distinguish the over from the normal and under-achievers (Over-Normal-Under); (viii) long study hours distinguished the overachievers, and shorter ones were typical of the underachievers practically in all streams; (ix) the overachievers had a positive
attitude towards school, study, peers and school work; (x) a positive self-concept was associated with higher academic achievement in mathematics, commerce and arts streams; (xi) parents' education was associated with academic achievement in mathematics and biology streams; (xii) contrary to the expectations, the overachievers in the mathematics group indicated difficulty in understanding the teacher of some subjects and a lack of individual help from the teachers; and (xiii) the underachievers were conspicuously of the opposite type, being unaware of their actual difficulties and their need for individual help.

The hypotheses examined by Vidhu M (1968, Punjab) were: (i) there is a negative correlation between academic achievement and extraversion; (ii) the introverts work longer and with more persistence on a task like the Raven's Progressive Matrices, whereas the extraverts work shorter time but with less accuracy; (iii) the introverts are better on the Raven's Progressive Matrices than the extraverts; (iv) the female subjects score less on extraversion than the male subjects; and (v) the subjects in younger age group score higher in extraversion than
the subjects in the older age-group.

Three hundred students proficient in English as well as in Hindi were chosen from schools, mostly from classes VIII to X, colleges and university departments. The sample was subdivided into three subgroups each consisting of fifty boys and fifty girls. The tools used were: (i) The Junior Personality Inventory for the first group; (ii) the Maudsley's Personality Inventory for the second and third groups; (iii) the Raven's Progressive Matrices for measuring intelligence of all the groups; and (iv) a vocabulary test. Statistical analysis of data was done by correlational techniques.

The important findings were as follows: (i) Extraversion and neuroticism were negatively related to age (age ranging from fifteen to twenty and from twenty to twenty-five years); (ii) The correlation between intelligence and academic performance was positive and highly significant; (iii) Extroversion and academic achievement were negatively associated. (iv) The introverts were found to take less time than extroverts on the Raven's Progressive Matrices. (v) Intelligence and extroversion were not related significantly, but introverts were better on the Raven.
Progressive Matrices in the age group of twenty to twenty-five years; in the case of the other two groups the other way round. (vi) The relationships between neuroticism and educational attainment, and that between neuroticism and vocabulary, were negative. (vii) As a result, the neurotic students took much less time on Raven's Progressive Matrices than the extroverts. (viii) Girls score higher on neuroticism than boys at all age levels.

A review of the study of over and underachievers shows that overachievers, consistently and significantly, have lower number of problems, have high aspiration, are careful and attentive in class and they have a systematic and planned approach to problems. The underachievers are conspicuously of the opposite type. The categorization of students has been done on the basis of an intelligence test. Accomplished achievement in terms of student performance, as measured by examinations, teachers' comments about the students' achievement and students' own feeling about his/her achievement have not been taken into account. Moreover, why a student has tended to underachieve or another to overachieve is based on only intellectual ability. While there are hardly any reliable intelligence tests of practical utility existing in India. In order
the relationship between achievement, intelligence, and extroversion has been explored.

From the review of the above studies, it is clear that the studies related to behaviour problems have been carried out in relation to one or the other aspect of outside factors like age, socio-economic status of the family, father's profession, size of the family, etc. Hereditary factors and other intangible aspects of personality have been omitted. The sample formation is based on the intelligence test results. There are comparative studies of boys and girls. The studies connected with only girls of the adolescent age group are confined to describing the essential nature of girls and their likes and dislikes.

One study has been done on the psychological determinants of problem behaviour but that belongs to the study of children below five years of age. One study has been done on the testing the selected traits among girls. It is perhaps taken for granted that it is mostly the boys who depict behaviour problems. The general assumption, again is that students high in intelligence are well adjusted and are performing well at school, while the low intelligent group is poor performer at studies.
and is also the maladjusted group. Generally the group formation is based on ability, tested through intelligence tests. The school result has not been used, so to say, as the criteria of selection of sample. In actual practice we find admissions to schools and colleges, award of certificates and degrees, promotion or demotion in evidenced by the marks obtained in the examinations held in various educational institutions. The general anxiety among the student population about who sets the paper, who is going to do the corrections, where is the question paper being printed or typed are a testimony to the above.

The studies that have been reviewed in this Chapter, both in India and abroad, have got some relationship to the study of the author on the student population of West Bengal. However, it is apparent that no study has been undertaken as yet to investigate into the psychological determinants of problem behaviour of girl students in West Bengal, India or abroad.

The work on behaviour and personality is less clear cut than that on physical and cognitive development (Ogbu, 1968). Unfortunately, understanding problem behaviour is a difficult task because of its complex nature. The symptom itself tells little about the motivation of the child. For example, if a child attempted to overcome
feeling of inadequacy by pushing to be first, so often that it interfered with the class activity, the teacher who approached the behaviour as a surface phenomenon would try to stop it by such methods as reprimanding the child, making him sit at the end of the line or sending him out of the room. She tended to do this without thinking about or inquiring as to the causes of the behaviour. Since the feeling of inadequacy remained in spite of the scolding, going to the end of the line or leaving the room, the child would still be under strain and would attempt more vigorous action or a different approach. The teacher would tend to intensify her attempts to stop the pupils interfering behaviour and the whole round of strain would rise to a new level. From the studies we understand that teachers still lack the mental hygiene approach towards the behaviour problems of students. If they could extend their survey of horizon into the causes of such behaviour and change from a surface approach to an approach that accounts of the dynamics of behaviour the chances of strong motivation in the child would be lessened and the chance of cooperative or mutually satisfying interaction would increase. As the needs of the girls are different from boys, hence, this can form a subject for a separate study.
In the *Encyclopedia of Educational Research* (fourth edition), the term "behaviour problem" is used to designate a deviation in behaviour from that which is accepted or approved by the group making the designation. This is rather a broad definition. It includes delinquency as well as social deviance. When a deviation in behaviour constitutes the violation of the ordinances of the community, city, state or nation, it is commonly classified as delinquency, and if the child is 18 years of age or younger, he is classified as a juvenile delinquent. It has been difficult to distinguish between the categories 'behaviour problems' and 'delinquency' except on an arbitrary legal basis.

It is further discussed in the encyclopedia that another complication is that definition of behaviour problems centres in their relation to emotional disturbance. Sometimes, the student, with a behaviour problem shows considerable reaction along with the deviant behaviour. This seems to happen so frequently that it has become difficult to distinguish a child who presents behaviour problems from one who is so emotionally disturbed. There is also the difficulty of distinguishing behaviour problem that reflects mainly the immaturity of the child from those that are primarily the result of environmental stresses. When a child does not behave in the approved or expected way, a very common reaction
is to assume that it is the child who is the problem. The assumption tends to be implied in such statements as he is a 'behaviour problem' and 'there are many behaviour problems in this class'.

Behaviour problem children have been defined in the report of the "Co-operating Committee on Behaviour Problems of Children" of the National Association and National Conference of Social Work, Washington (1926) as:

Those who stand out or who differ from others of their group because of certain undesirable habits, personality traits or behaviour in the home, school or community whose conduct interferes with the individuals (or the group) fullest development and usefulness, socially, educationally or hygienically or may result in more serious handicaps of one sort or another in later life.

When I am using the term 'problem behaviour', I have the above description in mind.

Actually, there is no sharp line between a problem behaviour and an ordinary behaviour, the difference is of degree only rather than in kind. "Every adjusted individual, if unfavourable conditions are numerous and persistent, may at times display symptoms of maladjusted behaviour". Thorne and Katz (1948)
Behaviour refers to the more basic question of the way the child reacts to the stimuli—may they be physical or social. A behaviour is a response to a stimulus. It includes not only the response expected but also the effect of any inner pressure that is felt at the time response is given. Thus, shy and withdrawn behaviour, representing a loss of confidence in one's ability to make respected contribution to the group is different from shy and withdrawn behaviour which is taught by the culture that this is the right thing to do. "Overaggressive behaviour by a child in an authoritarian classroom may be more often 'teacher produced' than group behaviour in a democratic classroom" (Anderson, Brew 1994).

As regards the terms conduct and behaviour, they differ in psychological usage. According to Rivkin (1969), "conduct is limited to a child's reaction to disciplinary demands at home, in school, on the playground or elsewhere. "While behaviour", according to him, "refers to the more basic question of the way the child reacts to stimuli—physical, mental or social. The conduct of a child may be satisfactory if he does not break the school laws and his reaction in no way considered as interfering with the school laws. On the hand hand, the behaviour of a child is not good or bad. It is normal, if he responds in the manner most of the children of his age do, otherwise it is abnormal."
There is no a contemporary society in which the behaviour of young people does not exist". (Quay, 1967)

Since virtually all children attend school, the school is in a strategic position to spot potential maladjustment. The child fails to meet the minimal standards for educational progress, or if, in his efforts to do, he violates behaviour standards established by the school or his teachers, he will come to be defined as a school adjustment problem. "Thus become candidates for this label either because of unhappy poor life experiences or because they lack skill to cope with interpersonal and/or educational demands placed on them in school". (Melvin Sax and Irory L. Cowen)

Wickman (1928), Yourman (1932) and Pires (1959) have directed attention to the teachers' attitude of regarding withdrawing behaviour as good conduct and treating attending behaviour as misconduct. Furthermore, children are active, restless, curious and investigating human beings. As such is their field of action. It is the nature of the activity and its manifestation which makes the act socialized or un-socialized, normal or deviant. Experience indicates that students behave in a variety of ways in the classroom. Some time is spent on concentrating, reading, writing and academic other time is spent on passive idleness and mind wandering; other part of the time is taken up with behaviour that is not
directly related to the teaching-learning process. If they are tired, they sleep; if they are learned, they read books; if they are energetic, they may feel like having fun. At other times, they may talk to neighbours, write notes, eat or carve on the desk. A teacher with forty-five pupils or more, with a full syllabus to cover during a term, does not have either the time or the energy to cope with those pupils who whisper, excessively talk out in class, exchange seatmates or find it difficult to sit still without wandering. Such children, because they interfere with regular class routine, are termed disorderly and are sometimes referred to as problem children. "Studying is often equated with expressiveness by students and those who may have some doubts about their ability to control their destructive impulses may find themselves inhibited as far as studying is concerned," (Clark B. Elaine and Mc Arthur Charles C, 1966)

Problem behaviour is frequently linked with performance at school. The general idea is that overachievers are highly intelligent and poor performers are low in intelligence, and also that they are the ones who have adjustment difficulties. Margaret Branch (1966), a psychiatric social worker, is convinced that the trouble with some maladjusted children is their abnormally high intelligence. She quotes about American researchers saying that in the ordinary classroom
school situation, children with an IQ of 140 waste their time; those above 170 waste practically all their time.

"Underachievement and overachievement are symbolic of basic personal and social problems" (Dulles, R.J., 1965; Passov A.H., 1958). Many underachievers are unaware that they are not working up to their capacities. "When children are accused of not doing their best, they usually give their parents unrealistic, superficial and largely implausible excuses." (Drasgov, 1957) "They use such protective mechanisms as negativism, stubbornness, withdrawal or daydreaming." (Frankel, 1960 and Walsh 1956)

"Various studies have found delinquents to have a history of classroom behaviour, reading difficulty, truancy, dropout and a variety of educational problems" (Maccoby). "The serious thing about underachievement is that it is not a 'surface phenomenon' easily modifiable but rather it is related to the basic personality matrix of the individual" (Maccoby and Brown, 1957). It is difficult to correct without major corrections in the personality structure.

Shaw and Grubb (1957) have pointed out that the hostility which leads to underachievement is not caused by the school but is a "problem which the underachiever brings with him, at least in embryo form, when he enters high school." But according to Marfatia (1971) "there is practically no
behaviour problem which is directly inherited from parents to child but what is probably inherited is the predisposition to neurosis or psychosis. The child as we see him today is the product of a complex interaction between his innate potentialities and the influence of environment. Whoever one has to consider explanation of any item of human behaviour one has to take so many factors into account like hereditary factors, environmental factors, biological, physical and somatic factors and personality factors. We have already discussed above that according to recent theories, there is no behaviour problem which is directly inherited from parents. At the same time, there are certain nervous conditions like epilepsy, chorea, endocrine diseases which may be responsible for a given behaviour problem. The modern trend is to consider environmental factors either in the home or outside as the commonest cause of behaviour disorder. It is usually difficult to be certain about the extent to which the personality traits of a particular child are due to inherited deviations or to experience, training and education or other's attitude towards him.

In the school set up, the formal demand for academic learning becomes major determinants of personality development. There are a number of situations in the school life of the child which frequently give rise to difficulties and stress. 

a nervous disease with involuntary and irregular movements.
the student like Shakespeare's typical school boy "exactly like a snail unwillingly to school" (Heinemann, 1961). Twentieth century schools are certainly less forbidding, but still our teachers have not acquired the mental hygiene point of view. "Classroom life is an uneven affair. Some students receive much more teacher contact than others. Also the students receive qualitatively superior teacher treatment" (Brophy and Good, 1970). When the investigators (Good and Brophy, 1971) have looked for differential teacher behavior toward students, differing in achievement, sex or socio-economic status, they have consistently found it. Low achievement students, for example, usually receive considerably less opportunity to respond than high achievement students. Thus, different students regularly receive differential treatment from their teachers and at times such teacher behavior is inappropriate.

Apart from the teacher behavior, the classes are much too large for the teacher to give individual attention to students. There are also conflicts because of the curriculum, examination system, etc. Leaving aside these environmental factors, "problem behavior can be understood only as the interaction of forces within the individual and those coming from his environment resulting in an inability to withstand a serious shock or prolonged strain" (Rivlin, 1973).
Psychoanalytic and psychological theories of personality, put forward in recent years, bring out clearly how the interactional forces work in the personality system of human beings. "In the early development of the self system, certain experiences are personified in terms of the 'good me' and 'bad me' and 'not me'. In the same way, individuals are personified as the 'good mother' or 'bad mother' and this way of perceiving others is retained as a life time pattern" (Sullivan, 1953). Watson and Lindgren (1973) suggest that through learning the opinions, attitudes and expectations that others have for him, the child learns 'who he is' since if a child's parents regard him as 'clumsy' or 'darling', the child believes them to some degree in a way to correspond to their view. During middlechildhood, the authors suggest further, that influences on development of self come from diverse sources: imitation of adult models, co-operative and collaborative relations with adults, fantasy playing of adult roles, participation in games and rituals, relationship with other children in a close-knit peer group. According to Erikson (1951) "the necessity of finding a stamp and standardization at this time in the growth that youth often prefers to find them, to adopt a nega identity rather than none at all". This need is typical of the adolescent age.
Human beings have certain basic needs. All of which cannot be satisfied on account of certain biological, physical, and mental complexities. The result is frustration and consequent disequilibrium of psychical forces. Hence, it is essential to describe the behaviour not only in its outward form, but also in terms of the factors that produce or produce it. A consideration of the psychological origin of the behaviour problems is of central importance in the field of psychology. Henry Murray, who is a Psychoanalyst as well as a Professor of Psychology at Harvard University, has visualized two sets of behavioural determinants - press, and cultural variables. A press is defined as the property or attribute of an environmental object or person which either facilitates or impedes the individual's efforts to reach a given goal. Press forces may be objectively discovered (alpha press), function as subjective, anticipated obstacles in the environment (beta press). Murray draws an interesting distinction between cathexis and sentiment in this connection. Cathexis is the capacity of an environmental object to attract or repel an individual. Sentiment refers to the capacity of the individual to be attracted or repelled by those objects. In any event, need and press generally interact and ultimately form a molar and interactive behavioural unit.

The work of the social psychologists Stanley Schachter (1964) on emotional states is relevant to the question of...
internal and external determinants of behaviour. According to Schachter, emotional states are a function of an internal state of physiological arousal and the cognition of an external situation. In other words, emotional states are characterized by a state of physiological arousal, that is labelled as joy, anger according to the interpretation of the immediate situation. Both internal states and external situations, at least the perception of them, interact to determine emotional states. Research data (Schachter and Singer, 1962; Schachter and Wheeler, 1962) clearly suggests that behaviour is not determined by what is inside the individual or what is presented to him in the environment, but rather in the interaction between the two.

Psychoanalytic theories of personality view action as a manifest level phenomena. Such manifest elements are seen as compromise formations, influenced on the one side by the psychic pressures striving for open expression of the underlying impulses or wish and counteracted on the other side by the censoring forces that seek to suppress the open expression of these wishes from oneself and from the other. The concealment defense must be brought into the research approach. When we consider the integration of the individual, it becomes apparent that everyone lives many lives which are nevertheless integrated into a single personality.
Cattell and Eysenck use traits to describe the structure of personality. The application of multivariate statistical procedure rests largely on the work of Cattell and Eysenck. The unitary structures (discovered personality factors) have been shown to be determined to varying degrees by heredity and environment. Allport describes the working of traits in terms of 'functional autonomy', while Cattell speaks of source and surface traits. The source traits uncovered through factor analysis are the building bricks of personality. Cattell's 'adjustment process analysis' represents an attempt to account for the impact of sociological institutions and acquired social roles. Two children reared alike can encounter different problems. They do not all develop physically, morally, or emotionally at the same rate. They do not react to seemingly similar situations in the same manner.

Levine and Graziano (1971) have argued that one of the routine widely used educational corrective 'non-programs' is totally ineffective. Thus, we understand that the school cannot afford to set up a single standard to which all children must adhere.

Acquisition of a mental hygiene point of view involves an awareness of the implications of behaviour and an awareness in the reason for conduct. According to Erikson (1968) the first criterion of adult personality is the ability to deal...
the sense of intimacy in which the self may expand beyond its own limitations, in sympathy and in depth of feeling, in inspiration, in love, in sexual fusion, without any sense that ego’s identity is threatened. And also that “successful intimacy must further develop into the sense of generativity”.

This sense of ‘generativity’ which is primarily the concern in establishing and guiding the next generation is needed for our teachers to guide the adolescents. Studies have shown that problems in the life of adolescent girls are mainly due to family pressures, social taboos and cultural norms. Being shy and introverted in nature, they most often hide the natural expression of their feelings. This contention may be supplemented by the various research studies. R. Jain (1969) carried out an investigation to explore the structure of the personality of the adolescent girls and found that she was of an introvert type. Das Gupta in his study for the assessment of personality (Calcutta, 1969) observed that males showed significantly greater assertion while females showed interest in submission. Sarwat M. (1964) compared the personality patterns of adolescent girls and boys in his study and found among others that “boys tend to be more aggressive and the girls more timid in social situation. The girls tend to be more troubled by the feeling of depression”.

An adequate treatment of the problem students by the
school necessitates the cooperation of parents. Many parents are conscientiously doing their best for their adolescents daughters, but are, nevertheless, failing to win their consent or their cooperation! Girls on the other hand feel that they are not understood by their parents. This type of alienation and impersonality are typical of a big city like Calcutta. Calcutta is a city of high density, a city of problems, a city of processions, of students strikes and also a city of seekers. The aristocrats and businessmen are more busy with their social obligations, consequently the children are... Even teachers are over-burdened with all types of extraneous including the clerical duties. In the light of the above, we shall try to answer the following questions in this manner:

What type of problem behaviours are depicted by the girl students of Calcutta and its neighbourhood; how these problems are viewed by the adult world and/or by the students themselves; whether the problems differ with respect to age, class, or type of schools and also personality; what are the educational implications?