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CHAPTER-II

2.1. Introduction

Related literature includes theoretical discussions, reviews of the status of knowledge by authorities, philosophical papers, description and evaluation of current practices and empirical researches. Review of related research is indispensable to get a clear-cut perspective of the problem.

The literature so far available shows, that a good number of studies have been conducted on the use of modular instruction in India and abroad. Quite a few studies have been conducted to establish the effectiveness of multimedia-based modular approach with reference to problem students. Regarding four categories of problem students (i.e.) students with achievement problems, student with hostility problem, students with role adjustment problem, and students with social relationship problem decisive studies have been conducted both in India and abroad. These studies are elaborative, analytical besides being exhaustive. In this chapter an attempt is made to present a summary of literature related to the research topic under two broad categories such as

1. Studies conducted in India

2. Studies done abroad.

REVIEW OF RELATED LITERATURE
2.2. Studies Conducted in India

Quite a good number of studies have been carried out in India on problem students. Most of these studies are related to students with achievement problem. Some studies have been undertaken with reference to other three categories of problem students. These studies are either survey studies probing into the characteristics and the causative factors of problem students or experimental studies carried out to verify the effectiveness of a particular strategy with reference to a specific group of problem students. Most of these studies seem to be macro in nature and studies at micro level are still warranted.

The studies conducted in India are presented under the following subheads.

2.2.1. Studies on Students with Achievement Problem

2.2.2. Studies on Students with Hostility Problem

2.2.3. Studies on Students with Role Adjustment Problem

2.2.4. Studies on Students with Social Relationship Problem

2.2.5. Studies on Multimedia-based Modular Instructional Strategy to overcome Academic Deficiency

2.2.6. Studies on Intervention Strategies to Overcome Social Skill Deficiency

It should be acknowledged here that the studies are presented in the alphabetical order.

2.2.1. Studies on Students with Achievement Problem

Various studies on students with achievement problems have been conducted in India. This category includes students like low achiever, under achiever, learning disabled students, failure syndrome students, and over perfectionist students. A number of studies have been conducted on these
students either to study their characteristics and other attributes or to verify the effectiveness of particular strategy with reference to particular category of students. Such studies are presented under this sub head.

Deka (1985) conducted 'a causal comparative study of high and low achievers' to find out the causative factors behind the academic success or failure of the students by mainly comparing the characteristics of the high and low achievers. The study found that low achievers always performed poorly in their school examination and had greater incidence of school failures. Low proficiency in certain basic subjects such as vocabulary, spelling, arithmetic and general knowledge was significantly and positively related to school failure. School failure was significantly and positively related to general mental ability. Intelligence of high and low achievers was not affected by residence and sex. Low scholastic achievement was significantly and positively associated with inferior leadership quality and less adventurousness. School success and failure were significantly and positively related to family income, involvement in domestic activities and home study, while they were unrelated to parental education and occupation. School failure was positively associated with school attendance, preparation of schoolwork, understanding of lesson, preparation for examinations, favourable attitude of teachers and early school leaving. School failure gave rise to unfavourable attitude towards teacher and two major subjects of study - English and mathematics.

Girija Devi (1995) explored the socio-economic status of creative high achievers and creative low achievers in mathematics. The main objectives of the study were to explore whether the socio-economic status variables namely, parental income, parental occupation and level of parental education were related to achievement in mathematics of pupils high in creativity. The study concluded that students of parents having high income, of high profession and having high education are more creative and achieve higher than students of parents having low income, of low profession and low education. The mean scores of parental income, parental occupation and parental education of creative high achievers are significantly higher than those of the creative low achievers.
Janakumar (1996) made a study on the "effectiveness of remedial packages for learning the active skills in English by the low achievers at secondary level". The study aimed at measuring the effectiveness of the remedial packages in enabling the low achievers to cope with the normal students in learning active skills in English. The results of the study verified the remedial package treatment in teaching English to be more effective than the traditional lecture method to the low achievers in IX standard.

Khan (1983) made a study of the personality characteristics of educationally backward pupils of Higher Secondary schools of Lucknow District. The objectives of the study were to discover the significant variables of personality responsible for low achievement and to find out the relationship between these variables. The study arrived at the conclusions that educationally backward pupils were more reserved, detached and aloof, less intelligent, more emotionally unstable, more excitable and impatient, timid and threat-sensitive, tender minded and sensitive, more internally reflective, more insecure, worrying and guilt-prone, socially group dependent, uncontrolled and careless of social rules, over-wrought and frustrated. On second order factors the educationally backward pupils were more introverts, tender minded and subdued and had more anxiety and poor adjustment. It was also found that the hampering effects of aloofness, emotional instability, excitability, aggression, dominance, guilt proneness, feeling of insecurity, tension and frustration etc., were more prevalent at the adolescent stage (13 to 16 years) than at the preadolescent stage (10 to 12 years).

Koul (1978) conducted a study on 'personality needs of high and low achievers in mathematics'. The major findings of the study were that the high achievers in mathematics differed significantly from low achievers on eight of Murray's needs. Several scales of EPPS discriminated between the high and low achievers in mathematics and could be used as possible non-academic predictors of achievement in mathematics.

Kumaraiah (1976) undertook an investigation into the intellectual, personal and social factors related to high and low achievement of various stages in medical education. The objective of the investigation was to study
the said factors in relation to high and low achievement at pre-professional, pre-clinical and para clinical stages in undergraduate medical education. The study established that out of the fifty one factors (intellectual and non-intellectual) studied, thirty eight factors being non-intellectual, significantly differentiated the high and the low achievers at some stages. Four factors, namely, intelligence, health adjustment, emotional adjustment and overall general adjustment consistently differentiated the high and low achievers at all stages in undergraduate medical education.

Mishra (1975) conducted 'a comparative study of high and low achievers in science, commerce and arts on creativity, intelligence and anxiety'. The findings of the study were that the high achievers in arts were higher on the level of creativity than the low achievers in arts. The high achievers in commerce were higher as regards the level of creativity than the low achievers in that stream. The high achievers in science were higher on the level of creativity than their low achieving counterparts. Similarly, the high achievers in arts, commerce and science groups were higher in their level of intelligence than their low achieving counterparts. The science students were more creative, intelligent and low in general anxiety than their counterparts in other streams. The arts students were low in creativity and intelligence but high in general anxiety. The science students exhibited more creative talent and low general quality.

Prasanna (1984) studied certain mental health variables associated with high and low achieving adolescents. The findings of the study indicated the need to avoid threats which cause disequilibrium in children. Further, the study stressed the need to provide for guidance oriented teaching, to organise extension lectures for parents and community leaders, to form parent teacher associations and to encourage pupils to participate in extra curricular activities.

Pushpita John (1977) studied 'some socio-personal attitudes related to high and low academic performance of secondary school leavers' with the objective of identifying certain attitudinal variables that would discriminate between high and low achievers in secondary schools. The study concluded that the attitudinal variables, which seemed to have the highest potency in
discriminating high and low achievers, were self-effort vs. fatalism, other acceptance and independence vs. conformity, future, present and past. The attitudes, which seemed to have least effectiveness, were risk taking, authority and radicalism. All the variables were found to be useful in discriminating between at least one or the other of the subgroups of extreme achievers compared.

'A comparative study of a few differential personality correlates of low and high achievers' was made by Raj (1974). The study explored the changing role anxiety as a personality trait had, in changing scholastic achievement. Low level of anxiety facilitated achievement, whereas very high level of anxiety was detrimental to achievement. Level of aspiration was not a significant correlative of achievement. Low goal setting was in no way a desirable characteristic for better achievement.

Reddy, Ramar and Kusuma (1997) have dealt with the learning problems of slow learning children and they expound how to teach language and mathematics to slow learners. Also, they have furnished a variety of educational programmes for slow learners. Further, they provide means and methods to develop social competence in slow learners. Their work encompasses the problems of slow learners from primary level to adulthood and provides appropriate intervention strategies to circumvent specific deficiency. These authors seem to have set out to give the intellectual grounding and practical strategies to the present and tomorrow's teachers to make them become more effective instructors of slow learners.

Saun (1980) studied 'pattern of disclosure and adjustment among high and low achievers'. The important findings were that self disclosure pattern of the high and low adjusted male adolescents was significantly different in three areas namely, money, study and interest. High and low achieving adolescents showed different adjustment pattern in home, social and emotional areas. The high and low achieving girls were more or less equally communicative except in the areas of study.

Singh (1983) attempted a 'comparative study of high and low academic achievers in self-concept formation'. He verified that a positively significant relationship was found between self concept and academic
achievement of arts, science and commerce student. The relationship between academic achievement and self concept of art students was significantly higher than that of science and commerce and for all the students. There was a significant difference in the self concept of high and low academic achievers in favour of high achievers. No significant difference was found in the self concept of urban male and female high achievers. Urban girls belonging to low academic achievement were found to have better self concept than their male counterparts. Self concept and academic achievement were significantly better in the case of female than of male students. Urban students had better academic achievement than rural students, whereas, they were at par in self respect.

Singh (1986) attempted 'a study of some possible contributing factors to high and low achievement in mathematics of the high school students of Orissa'. He verified that achievement in mathematics was positively and significantly related to intelligence, SES (Socio Economic Status) and study attitudes. Intelligence, study attitude and SES (Socio Economic Status) contributed in this order of importance to discrimination between the high and low achieving groups.

Singh (1984) conducted 'a survey of the study habits of high, middle and low achieving adolescents in relation to their sex, intelligence and socio economic status'. The main findings of the study were that adolescent boys had significantly better study habits than adolescent girls. Study habits were significantly related to academic achievement. High achieving adolescents had significantly better study habits than middle achievers and low achievers. Study habits of adolescent boys and girls differed significantly at different levels of intelligence, i.e., high, middle and low. Study habits of adolescent boys and girls differed significantly at different levels of socio economic status, i.e., high, middle and low. Intelligence and socio economic status did not interact significantly in relation to the study habits of either adolescent boys or girls. The triple interaction among academic achievement, intelligence and socio economic status was not significant in relation to the study of either adolescent boys or girls.
Singh (1985) studied some personality factors of high and low intelligent boys and girls of Bhagalpur. The study concluded that high intelligent males were scholastic, emotionally mature, conscientious, venturesome and controlled. High intelligent girls were scholastic, controlled and shrewd. Low intelligent boys were outgoing, emotionally immature, assertive, happy-go lucky and imaginative. Low intelligent girls were outgoing, less scholastic and apprehensive.

Somasundaram (1981) made 'a comparative study of certain personality variables related to over-normal and under achievement in secondary school mathematics'. The study shows that the variables of social standards, introversion, family relations, test anxiety and community relations discriminated between under achievers and non under achievers.

Sonotakey (1986) conducted 'a comparative study of personality factors and achievement motivation of high and low achievers in natural and biological sciences'. He arrived at the conclusions that high achievers were more intelligent, less excitable, tough minded, self reliant and realistic than the low achievers as groups in biological sciences. High achievers were more intelligent, less excitable, than the low achievers. The achievement motivation as measured by G.Rao's achievement motivation test was a poor predictor of achievement in biological and natural sciences. The socio economic status and sex of high and low achievers did not interact with each other to bring about differences in achievement motivation of the subject. The socio economic status and high achievement motivation had positive association with achievement in both biological and natural sciences. Personality factors were consistently associated with achievement in natural as well as biological sciences. Education of mothers was found particularly operative in bringing about high achievement.

Soundararaja Rao and Rajaguru (1995) studied 'effectiveness of video assisted instruction on the achievement of slow learners'. The study gave the conclusions that the slow learners of control and experimental groups were alike in immediate retention. But female slow learners of video assisted instruction group performed better in immediate retention than that of conventional learning group. Irrespective of the type of schools managed
by different bodies, the slow learners of those groups were alike in immediate retention. The socio-economic status had impact on immediate retention of slow learners in learning science concepts through video assisted instruction. The video assisted instruction facilitated male and female slow learners to have better retention even after the lapse of one month period. The socio-economic status had impact on retention test with regard to experimental group slow learners. On the other hand, the remaining factors like parent's educational status and family size have least impact on retention test. The male and female slow learners in control and experimental groups were alike in intelligence test. The slow learners of Government schools and private schools were alike in intelligence test. The socio-economic status and parent's educational status had least impact on intelligence of control and experimental group slow learners. The intellectual ability of slow learners was positively correlated with post-test and retention test. The correlation between post-test and retention test was also positive.

Subramaniam and Ramadevi (1991) explored 'some differential characteristics of high and low achievers in secondary schools'. The objective of the study was to examine the differences between high and low achievers with regard to their i) intelligence ii) creative talent iii) reading ability and achievement motivation. The conclusions of the study were that the high achievers possess higher level of mental ability and low achievers possess low intelligence. The scholastic attainment and intelligence were closely related to each other. The high achievers exhibit a higher level of creative talent whereas the low achievers do not. The high achievers possess better reading skills when compared to low achievers. The high achievers are highly motivated towards achievement. The low achievers were not so much motivated towards achievement.

Sumangala (1995) investigated 'some psychological variables discriminating between high and low achievers in mathematics'. The objective of this study was to see whether some psychological variables like mathematics, aptitude (and its components), attitude towards maths and self concept in mathematics could discriminate significantly between high and low achievers in mathematics and if so, to find the extent of relation of these variables with achievement in mathematics. The main findings were that high
achievers and low achievers were significantly different with regard to each of the independent variables. The mathematics aptitude of high achievers is favourable when compared to that of the low achievers and the self-concept in mathematics of high achievers is 'higher' when compared to that of the low achievers in mathematics. Achievement in mathematics is related not only to cognitive variables like intelligence, aptitude etc., but also to the effective variables like attitude towards mathematics and self-concept in mathematics.

To sum up, the above studies specifically deal with the students with achievement problems and they outline the characteristic features of students with achievement problem. Also these studies draw attention to the remedial programmes, which have been tried and tested in circumventing achievement problems. Some studies focus on educational implications of achievement problem, which may hamper the educational pursuits of a problem student, if not tackled properly.

_Critique of the Studies under this Subhead_

Most of the studies on low achievement are survey studies. These studies can be categorised into two broad types as studies related to the personality factors of high and low achievers and studies related to factors contributing to high and low achievement. Some survey studies indicate that educationally backward pupils were more reserved, less intelligent, more emotionally unstable, more excitable and impatient, more internally reflective and less motivated (Khan, 1983; Singh, 1985; Sonotakey, 1986; Subramaniam and Ramadevi, 1991). The comparative studies made on high and low achievers are mostly in agreement with one another. The studies show that social standards, introversion, family relations, test anxiety, community relations, creativity, intelligence and self-concept discriminated between high and low achievers (Mishra, 1975; Somasundaram, 1981; Subramaniam & Ramadevi, 1991 and Sumangala, 1995). The second category studies indicate that intellectual, personal, social factors, study attitude, interest and involvement were some causative factors for high and low achievement (Deka, 1985; Saun, 1980; Singh, 1986 and Singh, 1984). Only a few experimental studies have been carried out to assess the efficacy of certain instructional strategies with special reference to low achievers.
(Janakumar, 1996). As for studies on slow learners, there is no other book exclusively on slow learners except the one by Reddy, Ramar and Kusuma (1997).

**2.2.2. Studies on Students with Hostility Problem**

A few studies have been conducted on students with hostility problem in India. Defiant, hostile aggressive, and passive aggressive fall under this category. They are either survey studies studying the causative factors and characteristics or experimental studies made to establish the effectiveness of particular intervention strategy. Such studies are presented under this subhead.

Chatterji and Mukherjee (1974) made 'an investigation into interest pattern and intelligence level of delinquent and non delinquent school going boys'. The major objective was to find out how far the delinquent boys could be distinguished from non delinquent one on the basis of verbal intelligence and interest in different fields. The important findings were that delinquency prone boys were significantly less intelligent than normal boys and also significantly less interested in non academic activities than normal boys. Delinquent boys could be identified on the basis of intelligence and interest.

Hamid (1972) conducted a study on 'etiology and pattern of delinquency among Indian children'. The objectives of the study were to study the etiology of delinquency with reference to psycho social conditions and personality characteristics of delinquent children. The study concluded that disciplinary measures taken by delinquent's parents are harsher, more drastic and less reasonable. The result indicates that the environment plays a dominant role in shaping behaviour. The community is another situation where sharp differences are found between two groups.

Saxena (1976) attempted 'a study on hostility and alienation among university students'. The objectives of the study were to study the distribution of hostility trait in university students, to know their pattern of hostility and to compare the hostility pattern of university students with known aggressive group, and to study the relationship between hostility and alienation response to university students. The study revealed that the distribution of
hostility trait was similar among the university youth and prisoners. There was a low negative relationship between social responsibility and alienation. A relationship was seen between low hostility and low alienation.

Shyamala (2004) conducted an experimental study on 'effectiveness of certain remedial strategies in overcoming antisocial behaviour among high school students'. The main objective of the study was to find out the effectiveness of the developed comprehensive intervention strategy to overcome antisocial behaviour among students. The results reveal that there was a significant difference in manifestation of antisocial behaviours before and after adopting the comprehensive intervention strategy developed by the investigator. The developed strategy was very effective in bringing about a modification of behaviour in the students and in sustaining the newly developed right behaviours.

Shyamala and Reddy (2003) reported in their paper on 'Thinking and constructivism: Approaches in the classroom' that the biased cognitive processing plays a part in the persistence of antisocial behaviour. It may well be said that intervention to prevent antisocial behaviour should include steps designed to foster more positive and less biased ways of thinking and responding by using structured mind map as a constructive perspective. It is possible to help children gain a deep understanding of this mental process. This will streamline thinking patterns and prevent antisocial thinking and behaviour.

Sumbali (1981) conducted 'a study of aggression among children and adolescent'. The objectives of the study were to identify aggressive and normal students in VIII standard, to compare the quantum of aggression exhibited by aggressive boys and girls and aggressive children and adolescent, and to examine the relationship between aggressive boys and girls with regard to some selected variables. The study verified that boys were more aggressive than girls. Children were more prone to aggressive behaviour than their senior counterparts. Aggressive students were less intelligent than normal children and adolescents from lower income group were more aggressive than the ones from high income group. Aggressive subjects had poor family home relationship. Aggressive students had poor
adjustment to school, health, society, family and friends. Aggression was found independent of Sheldon's personality types. Aggressive subjects showed poor teacher student relationship.

Shanmugam (1980) investigated a number of psychological and social factors associated with delinquency. The study suggested that the delinquent were more extrovert than non delinquent. The delinquents were found having unrealistic vocational ambition. The educational status of father, strength of the family, relationship with parents, under privileged and community background are significantly associated with delinquency. Parental handicap, income, cohesiveness of his family, emotional ties with parent and mother's education was associated with delinquency.

To sum up, all the above studies gave a clear view about the behaviour of students with hostility problem. These studies talk about their behavioural pattern, their outlook, the different variables that are related to the hostility problem, ways and means to remedy the problem students.

**Critique of the Studies under this Subhead**

All the above studies are survey studies. No concrete experimental study has been attempted so far. These studies either focus on the behavioural pattern of the students with hostility problem or they talk about the characteristic features of these students. Some studies have made an indepth analysis of certain independent variables and they try to assess how and to what extent these contributions influence the hostility problem. All these studies talk about what is what, and what causes what but they don't give any suggestion regarding how to circumvent the hostility problem.

**2.2.3. Studies on Students with Role Adjustment Problem**

A few studies have been conducted on students with role adjustment problems in India. Hyperactive, distractible, and immature students fall under this category. They study either the traits or attributes of the students with role adjustment problems. Such studies are presented under this sub head.

Das (1986) attempted a study on 'some behaviour problems of secondary school students of district of Burdwan and their causes'. The
major objectives of the study were to identify typical behaviour problems of adolescents studying in schools located in three environmental situations and to identify the causes of such problems. The study established that dissatisfying home conditions, lack of parental understanding, and inconsistent behaviour of elders led to behaviour problem. Dissatisfying environment in school, achievement frustration, poor adjustment in schools, particularly with school programme, social conditions, contributed much towards behaviour problem. Frustration of recognition, expectation and feeling of insecurity, inferiority were determinants of behaviour problems.

Deb (1980) conducted a study on 'social and psychological problem of rural students migrating to urban areas for studies'. The study revealed that there was a significant difference in the professional, educational and income level. The concept of sociability varied significantly among rural and urban families. The rural students were dominated by majority group, which resulted in alienation. The rural sample faced the difficulty in adjusting themselves in dress, appearance, language, attitude to authority, reading interest and socializing among friends.

Goswamy (1978) attempted a study on 'the self concept of adolescent and its relationship with scholastic achievement and adjustment'. The major findings were that scholastic achievement was highly correlated with the concepts of one's mental health and socio economic status. There was a strong relationship between self concept and adjustment.

Vashishitha (1981) made 'a study on alienation level in relation to adjustment, authoritarian and conservation'. Major findings were that the total alienation level of an average student was influenced by authoritarianism and conservation of poor adjustment. Poor authoritarianism and conservation contributed to the growth and development of feelings of powerlessness and social isolation. Poor adjustment in life was found to be a significant condition for the development of the feeling of life alienation.

Conclusion

To sum up, all the above studies focus on the causal factors for students with role adjustment problem. It brings to light the deficiency of the
problem students and resulting consequences of such deficiency. They highlight how poor adjustment results in alienation and isolation.

**Critique of the Studies under this Subhead**

As in the case of former subhead, in this area also, the studies carried out so far are survey studies. None of the studies has embarked on any experimental study. True to any survey study, these studies also are more concerned with the characteristic features or causative factors. They are simply satisfied with finding what causes what and what are its manifestations. They simply speak of the malady in detail without giving any suggestion for remedy.

2.2.4. Studies on Students with Social Relationship Problem

A few studies have been attempted on students with social relationship problems in India. Shy / withdrawn students and students rejected by peers fall under this category. These studies concentrate on pattern of behaviour, operating variables and causative factors. Such studies are presented under this sub head.

Biswa (1986) made a study on 'interpersonal relationship in classroom situation as reflected on social desirability scale'. The main purpose of the study was to examine social desirability correlates of interpersonal relationship in classroom situation. The important findings of the study were that social behaviour was one of the determining factors of social acceptance. Social behaviour determined one's ability to maintain stable friendship relation with others. High social acceptance increased the stability of friendship relations while low social acceptance decreased such stability. There was sufficient relationship choice. Status was inversely related to friendship fluctuations.

Cheema (1981) conducted 'a study on certain personal and social determinants of socio metric clique formation among adolescent boys'. The study established that proximity in terms of locality and seat in the classroom was a significant factor in the formation of clique. Residential proximity and family relation played a negligible role in the clique formation. Clique got formed irrespective of the similarity in the social status and academic
achievement. Clique member perceived his home environment as healthy and favourable. The leadership pattern was clear cut and conclusive as a significant factor of clique formation.

Pandey (1978) conducted a study on 'difference in mental ability among social classes'. The major finding of the study was that students belonging to upper end of continuum of social class scored better on various elements of the mental ability test. Mental ability was found to be susceptible to difference in social level.

Prasad (1977) studied 'the impacts of social reinforcement on academic achievement'. The hypothesis of the study was that those working under the influence of social reinforcement would exhibit higher achievement than working without it. The students of experimental group receiving social reinforcement would tend to exhibit progressive improvement. The study concluded that the experimental group scored significantly higher than control group. The average marks obtained by the students of the two groups on eight weekly tests and in the post-test showed progressive improvement in week-to-week performance of the experimental group.

Pyari (1980) conducted a study on 'feeling of security, family attachment and values of adolescent girls in relation to their educational achievement'. The study evinced that the relationship between security and insecurity scores and educational achievement score was negatively correlated and significant. The relationship between security and insecurity family attachment scores was positive. The relationship between the family attachment scores and different value scores was negatively related.

Syed (1974) conducted a sociological study on 'the students leadership with special reference to Lucknow'. The study aimed at determining the various attributes of student leadership in the Indian setting. The main findings of the study were that the students' leader was older than general students. The leadership came from joint family where both parents were alive, the relationship between leaders and parents was harmonious and the activism of the leaders had begun before their coming to college or university.
Singh (1976) conducted a sociological study on problem children in Indore city. The objectives of the study were to study the incidence of the problem children in the city, to study the social status of their families, to correlate the social factors with the problem of the child and if possible to suggest remedial measures for such students. The major findings of the study were that the incidence of the problem was higher in the single traditional child; the main problems of the first child were stealing, abusing, enuresis, stammering, obstinacy, lack of interest in studies and backwardness in the class. The most common problems identified in the age group of 1-17 were stealing, abusing and enuresis. The parents' mental health, physical health, their attitude, their habits, home atmosphere etc were found to be the causes for behaviour problems. The highest income group antisocial problems are less in frequency. The lower income groups were stealing, abusing and beating, stammering, and they experienced pain in the abdomen and educational problem. Poverty was one of leading contributory causes for loose social standards at home or in peer groups. Compensation mechanism for absence of parental acceptance and affection was seen in the children of this study. The most important reason for unhappiness of children was emotional maladjustment. Not uncommon were excessive shyness, fearfulness, overdependence on the mother, lack of confidence, poor language development, low intellectual status etc.

**Conclusion**

To sum up, though the studies on the students with social relationship problem are limited in number, they offer valuable guidance for assessing the students with social relationship problem.

**Critique of the Studies under this Subhead**

This area has also witnessed a quantum of survey studies. These studies provide us with ways and means to identify students with social relationship problem. Also, they highlight the resultant consequences of social relationship problem. They talk of the social deficiency in detail without offering any solution so as to develop social proficiency. They simply delineate what and why of the social relationship problem without even touching when and how. What is needed is when to circumvent and how to
circumvent so that adequate human resource development can be made and the problem students can be made better fellow beings and worthy citizens. This envisages an urgent need for experimental studies on intervention programme.

2.2.5. Studies on Multimedia-based Modular Instructional Strategy to Overcome Academic Deficiency

Quite a number of studies have been conducted to verify the effectiveness of modular instructional strategy in Indian setting. Studies conducted by different researchers on the effectiveness of modular approach in formal education in India are presented under this sub heading.

Chelladurai (1994) conducted an experimental study on ‘impact of modular approach on developing environmental awareness among primary school students’. The objectives of the study were to identify the competencies to be attained by the students of V standard in environmental science in each area, to develop self instructional modules to enable students to attain M.L.L. (Minimum level of Learning) in environmental science and to findout the effectiveness of modular approach in teaching environmental science at V standard level. The study concluded that there was significant difference between the pre-test and post-test scores of experimental group students. There was significant difference between the post-test scores of experimental group and control group. M.L.L. (Minimum level of Learning) in environmental science could be achieved after modular experimentation to a considerable extent.

Dhamija (1985) made a comparative study on the ‘effectiveness of three approaches of instructions, conventional, radio vision and modular approach on achievement of students in social studies’. The objectives of the study were to compare the achievement of students of VIII standard in social studies taught through three different approaches viz. radio vision, modular and conventional, to compare the achievement of students in geography when taught through these three approaches, to compare the achievement of students in civics when taught through these three approaches and to compare the achievement of students in history when taught through three approaches. The study revealed that the students achieved highest
knowledge achievement scores in geography when taught through radio vision. The achievement of the students was the highest in knowledge achievement scores in civics when taught through the modular approach. The students achieved the highest knowledge achievement scores in history when taught through the conventional approach. The involvement of students in the classroom was maximum when they were taught through the radio vision approach. Self-confidence among the students increased most when they were taught through the modular approach.

Gabriel, Pillai and Gnanam (1991) studied the effects of thirteen different kinds of learning strategies in the modular scheduling. They found the modular scheduling to be effective with reference to the high achievers, average achievers and low achievers. Gabriel and Pillai (1989) in their study 'modularisation - an attempt at collegiate level in India' have established the effectiveness of modules at higher-level education.

Hopper (1982) conducted 'an experimental study in the use of modular approach for teaching biology in XI standard'. The main objectives of the study were to design and develop instructional modules on selected units in morphology, physiology and ecology for higher secondary classes; to find out the relative effectiveness of three modular approaches involving self learning, peer group learning and peer group learning with teacher intervention; to compare the cumulative achievements of students through three different sequences of content presentation; to find out the effect of different modular courses of study on the academic motivation of students and to find out the relationship between intelligence and achievement through modular instruction. The major findings of the study were that all the three structured modular approaches of teaching were effective in terms of mean gain in cognitive achievement in morphology, physiology and ecology. All the three modular approaches were effective for the attainment of mean gain in higher mental abilities with regard to morphology and ecology. But none of them was effective enough as regards physiology. The most effective modular course of study with regard to cognitive achievements and retentivity of the content and objectives was that which had the sequence of ecology, morphology and physiology. The interaction between method and content was significantly influencing total achievement. The modular
approach of teaching biology led to a significant increase in the academic motivation of the students. There was no relationship between intelligence and mean gain in achievement through modular instruction. In total sample, 84 percent pupils favoured the modular approach involving peer group learning with the teacher available at the time of need.

Jayalakshmi (1985) in her study on 'systematising instruction through modules in educational psychology at B.Ed. level', and Mukhopadhyay (1981) in his study on 'Micro Teaching versus Modular approach; comparative effectiveness in developing teaching competence' have established the feasibility and effectiveness of modular approach at B.Ed. level.

Natarajan (1996) explored the 'effectiveness of modular approach in learning English by the plus two higher secondary students'. The objectives of the study were to develop modules for learning English grammar by the +2 students, to findout the achievement of Hr. Sec. Students in learning English Grammar while taught through modular approach and to find out the achievement of the boys and girls taught through modular approach. The major findings of the study were that Modular approach significantly improved the achievement of students after modular treatment. Sex has not influenced the performance of the boys and girls taught through modular approach. The boys and girls taught through modular approach showed better performance than the boys and girls taught through traditional lecture method.

Reddy and Ramar (1994) studied the 'effectiveness of multimedia-based modules in teaching social science to low achievers'. The study concluded that the multimedia-based modules enabled the experimental group low achievers to show a significantly higher performance in the post-test. While the rate of progress shown by the control group was 14.9 %, the rate of progress shown by the experimental group low achievers was 70.3%. Though there existed a gulf of difference between the experimental group and the normal group in the pre-test, the gap was narrowed down to a very great extent by the experimental group low achievers in the post-test. It signifies that the multimedia-based modular approach could enable the
Reddy and Ramar (1995) assessed the 'effectiveness of multimedia-based modular approach in teaching of maths to low achievers'. After analysis, the study arrived at the following conclusions. Though the control group and experimental group low achievers were alike in the pre-test, the experimental group low achievers could surge far ahead of control group low achievers in the post-test. While the control group low achievers could not narrow down the gap that existed between them and the normal group students, the experimental group low achievers could narrow down the gap to a considerable extent due to multimedia modular treatment. This substantiates the advantage of multimedia-based modular approach over traditional lecture method. In terms of progress and rate of progress, it is the experimental group low achievers who excelled the other two groups. It testifies to the effectiveness of multimedia-based modules in teaching maths to low achievers.

Reddy and Ramar (1995a) undertook a study to assess the 'effectiveness of computer assisted instruction (CAI) in teaching science to slow learners'. After the experiment, the slow learners in the experimental group evinced better mean gain than the control group slow learners. Also, they could narrow down the gap between them and the normal group students. The narrowed down gap between both the groups may be ascribed to the effectiveness of computer assisted instruction (CAI). But the authors are silent over the feasibility of computer assisted instruction (CAI) in Indian school setting where most of the schools do not have even a single computer.

Reddy and Ramar (1996) have described certain procedures to identify slow learners which have been successfully used in Indian school setting. They recommend identification of slow learners on the basis of a three phase process which is more feasible and more reliable. This process incorporates both informal measures like observation, educational assessment etc and formal assessment measures like standardised tests. These two assessment measures complement each other. Also, they point
out that Sandra's checklist can be used to countercheck the initially identified slow learners.

Reddy and Ramar (1996a) also conducted an experimental study on 'relative effectiveness of video Instruction in teaching science and social science to slow learners'. The study established the effectiveness of video instruction in teaching science and social science to slow learners. There was better rate of progress in social science than in science. This strategy enabled the experimental group slow learners to cope with normal students to a considerable extent.

Reddy and Ramar (1996b) assessed the 'impact of modular approach on achievement of slow learners in social science. The study concluded that modular approach was very effective in reaching out to all the students. This strategy also enabled the slow learners to cope with normal students to a considerable extent. Since it happens to be an affordable technology for all, more researches of this kind need to be undertaken with a view to design our instructional programme so as to reach out to all the students.

Reddy and Ramar (1997) assessed 'effectiveness of multimedia-based modular approach in teaching English to slow learners'. The study found this strategy effective in teaching English to the slow learners. This approach had a positive impact on the retention of slow learners. They also suggested how this strategy could be used to boost up the achievement of slow learners so as to diminish wastage and stagnation in our schools. Further, they have described how this approach can be used so as to reach out to all the students.

Reddy and Ramar (1997a) undertook an experimental study to verify the 'effectiveness of multimedia instructional strategy in teaching science to slow learners'. The obtained results showed that the multimedia instructional strategy was more effective than the traditional lecture method in teaching science and it enabled the slow learners to cope with normal students to a considerable extent. The study furnishes a wide-ranging list of further researches to be undertaken with special reference to slow learners. It also points out the applicability and feasibility of multimedia instructional strategy in Indian school setting.
Reddy and Ramar (1997b) undertook an experimental study to measure the 'effectiveness of multimedia-based modular approach in teaching science to low achievers'. The detailed analysis of the study gave the following conclusions. The low achievers found the multimedia-based modules very effective in learning science. The modules very much catered to individual differences. It enabled the experimental group low achievers to evince a performance par excellence in the post-test. Their post-test performance was far ahead of control group low achievers. The experimental group low achievers showed a better rate of progress than the control group low achievers and the normal group students. This fact vouches for the effectiveness of multimedia-based modules. The control group low achievers could not diminish the gulf of difference that existed between them and the normal group students. But, the experimental group low achievers could, not only, narrow down the gap that existed between them and the normal group students, but also they could reach the pre-test mean score of the normal group students. This exalts the advantage of multimedia-based modular approach over the traditional lecture method.

Sahajahan (1980) conducted 'an experimental study on teaching science in Standard VI and VII through modules'. The objectives of the investigation were to design and develop modules for teaching science in standards VI and VII; to study the effectiveness of the modules as an instructional method with regard to the conventional method; to study the relationship between the students' achievement through modules and the attitude of the students towards the module as well as academic motivation of the students and to compare the achievements through modules of high achievers and low achievers, boys and girls, high academic motivation and low academic motivation and the like. The major findings of the investigation were that the modular way of learning was more effective than the conventional method in the case of some modules while in the case of other modules it was found as effective as the conventional method. An overwhelming majority of the students possessed a favourable attitude towards modular instruction and their attitude was stable throughout the period of experimentation. The teachers' reactions to modular approach to instruction were favourable. The achievement of the students through
instructional modules seemed to have a low positive correlation with their attitude towards modular way of learning. While learning through modules, no significant difference was found between the achievements of extremely high and extremely low achievers and between girls and boys. The attitude of students towards instructional modules, academic motivation of students and their reading comprehension were not related to one another.

Thalaimalai (1996) studied the 'effectiveness of multimedia-based modular approach in teaching botany at higher secondary level'. The study concluded that this multimedia-based modular approach was more effective than traditional lecture method in teaching botany to plus one student. This multimedia modular treatment was more effective to below average students, moderately effective to average students and not so significantly effective to above average students as it was to the students of the other two groups. The study also pointed out that concrete presentation of subject content, direct experience and learner's involvement could be ensured in this approach.

**Conclusion**

To sum up, the studies reviewed in this section bring to light the empirical evidence for the fact that multimedia-based modular instruction as a strategy results in mastery learning. It is very effective in motivating and developing self confidence in the students. Effectiveness of modular instruction in teaching various subjects have been tried and tested.

**Critique of the Studies under this Subhead**

Almost all the studies enumerated in this section are experimental studies. These studies have established that modular instruction as an instructional strategy is very effective in teaching various subjects. Effectiveness of modules in teaching almost all the subjects has been tried and tested. Moreover, the effectiveness of modular instruction at various levels of education has also been established by the researchers. But some critical questions such as how to give the students the entire book in modular form and how to budget time for mastery learning within an academic year
are not clearly clarified. More studies seem to be warranted with regard to feasibility, practicability and cost effectiveness.

2.2.6. Studies on Intervention Strategy to Overcome Social Skill Deficiency

This is a much neglected area in Indian context. Only a handful of studies have been conducted in India covering this area. The studies made so far in this regard are enumerated under this sub head. Agarwal (1975) and Misra (1975) report that though the aspirations of scheduled caste (SC) / scheduled tribes (ST) students are high, they are found to be lower than non scheduled caste (SC) / scheduled tribes (ST) students. Utilising available educational facilities, intellectual ability, school adjustment and remedial programme like participation in co-curricular activities increased the scholastic and social skill development. Bhadani (1975) reported in his study that the degree of peer group acceptance is positively related to school achievement.

Conclusion

To sum up, the present educational system does not provide any concrete strategy to develop social skill in problem students. These studies enumerate the characteristic features, problem patterns or they deal with the causative factors. Even such studies are also very less in number.

Critique of the Studies under this Subhead

All the studies reviewed under this subhead are descriptive survey type. They simply list out the characteristic features or how the social deficiencies are manifested by the problem students and also they deal with the consequences of such deficiency. Moreover, they highlight the problematic behavioural patterns and how such behaviours affect others and how the problem students are affected by such behaviour. These studies provide detailed descriptions about the social deficiencies but they miserably fail to provide any concrete or practicable suggestion or solution to circumvent such specific deficiencies. It is not the malady that matters but
the remedy. Studies on remedial programmes are more warranted at the present hour. That alone can lead to optimum human resource development.

2.3. Studies Done Abroad

A large number of studies have been conducted on problem students in foreign countries. Though, some studies are macro in nature, most of the studies are micro studies doing indepth analysis. Such studies have been classified under different headings as follows.

2.3.1. Studies on Students with Achievement Problem
2.3.2. Studies on Students with Hostility Problem
2.3.3. Studies on Students with Role Adjustment Problem
2.3.4. Studies on Students with Social Relationship Problem
2.3.5. Studies on Multimedia-based Modular Instructional Strategy to Overcome Academic Deficiency
2.3.6. Studies on Intervention Strategy to Overcome Social Skill Deficiency
2.3.7. Remedial Strategies Recommended for Problem Students

2.3.1. Studies on Students with Achievement Problem

Quite a number of studies have been conducted abroad with regard to students with achievement problems like low achievers, under achievers, failure syndrome students and over perfectionists. Here, some studies related to students with achievement problem are summed up under this sub head.

Adderholt, Elliott and Miriam (1990) made 'a comparison of the stress seekers and the perfectionist'. The purpose of the study was to compare the stress seekers and perfectionist. The study revealed that the compulsive perfectionist is compared with 'stress seekers' who pursue challenges without judging themselves as harshly. Examples of these types from the literature in terms of economic life, fiction, interpersonal relationship and
sexuality are discussed. Risk taking and social pressure are seen as key actors in the balanced pursuit of excellence.

Allington & Johnson (1986) and Brophy (1986) have reported considerable similarity in the behavioural characteristics of the two groups, viz. the students with mild disabilities and the economic disadvantaged students who often constitute low achievers, including low achievement, inefficient learning difficulties in correlated processes such as visual and auditory perception and social behavioural difficulties.

Bob Leempkins et al. (1991) conducted an experimental study on 'effectiveness of instructional equity for low achievers in elementary school. Mathematics'. The major purpose of this study was to test the effect of an Innovator programme designed to help low achieving fourth and fifth grade students to increase their low achievement in mathematics. Assertion was also given to the effect of this programme on other achievers to determine whether their achievement would be positively or negatively affected. The findings of the study clearly suggest the conclusion that this programme was effective with both low and normal achievers. Factors such as the group strategies, lesson plan, design, extended class, period for mathematics, instructional methodologies and teacher expectation may have contributed either or in combination to the achievement gains.

Burt (1942) states that one of the most frequent complaints about backward children are the weakness of their memory. Of all the special disabilities that hamper educational progress, the most frequent is a weakness in what may be termed long distance memory. Dull children seem to need to go over the material more times before it is fixed in their minds and more frequent revision is required to prevent forgetting.

Duncan (1942) believed that higher performance quotients showed that the sub-normal children should be taught by methods based on thinking and problem solving in practical activities. The low attainment of slow learners is due to an educational approach through the medium of words, their weakest factor. He laid stress on practical activities and concrete experiences. A special attack on language backwardness of sub normal
- children is required, which may be made through the concrete and practical experiences.

Glenn and Randall (1993) studied the 'affect linkages as a function of student academic and behaviour failure and teacher efficacy'. The purpose of this study was to investigate teacher affective responses to determine their relationship to student problem type (academic/behavioural) and teacher efficacy. The result indicated that teacher affective responses were related to student problem type and teacher efficacy. Teacher anger and disappointment were higher for behaviour failure; and sympathy and guilt were higher for academic failure. Efficacy was primarily related to anger, with high efficacy teachers expressing less anger, though weaker than the relationship for anger, efficacy was also found to be related to student problem type and teacher sympathy, particularly for students with behavior problems. It was concluded that teachers held students more responsible for behaviour failure than academic failure. Thus teachers may place more blame on students who show behaviour problems than those who show academic problem. Also high efficacy teachers were more willing to assume responsibility for students academic and behaviour failure.

Gloria Mclaurin (1993) assessed 'the relationship of self concept to academic achievement of elementary students with learning difficulties'. The purpose of the study was to determine whether an increase in self concept of students with learning disability would increase achievement. Result analysis indicated the relation between self concept and reading achievement. However, these findings did not reveal a significant difference in the reading achievement scores when compared to pre-test scores.

Hess and Lisa Law master (1993) conducted a study on 'life, liberty and the pursuit of perfection'. The purpose of the study was to find out the pursuits of perfection. The results reveal that perfectionists are accustomed to success and afraid of failure, have feelings of worth inextricably tied to the products they produce, impose a great deal of pressure on themselves, and may actually learn perfectionism from their parents. Counselling can help perfectionist realize that excellence is achievable but perfection is not.
Johnson (1956) conducted a research study on the 'effect of cross-age tutoring on the reading achievement of underachieving second and fifth grade students'. The purpose of this study was to compare the effect of cross-age tutoring on reading achievement and attitude with an oral reading programme and a no-treatment control condition for underachieving second and fifth grade students. Findings indicated that cross-age tutoring significantly improved the reading achievement of fifth grade tutors compared to an oral reading programme. Second grade students in the cross age group improved more than those in oral reading but the differences were not statistically significant. There was no significant difference in the attitude towards reading between cross-age tutoring and oral reading programme.

Leonoff and Deborah (1993) made an attempt to assess the relationship among parental, peer and personality factors for the task of academic achievement during adolescence. Underachievers reported significantly less support and more conflict with both parents in comparison to achiever. They reported significantly less power with both parents and close friends. Male underachievers reported decreased popularity with same gender peers with increased age. Male and female underachievers reported decreased popularity with opposite gender peers with increased age.

Mcphail Jean (1991) probed into 'the objective and subjective everyday experience of adolescents with learning disabilities as compared to their Low achieving and average achieving peers'. The aim of the study was to compare objective and subjective everyday experience of learning disabled (LD) adolescents across one week to those of their low achieving and average achieving peers. The study revealed that there is no difference in response rate between these groups during or after school. Analysis of the subjective data indicated similar internal experiences across groups after school, but striking difference during school. The learning disabled learning disabled (LD) students reported feeling more positive and active than either of the other groups during school hours.

Ohren and Susan Larson (1993) examined the adaptive behaviors of learning disabled, low achieving, and achieving elementary school children.
The result indicated that the students with learning disabled (LD) as being more distractible than low achieving (LA) and NA students. The learning disabled (LD) and low achieving (LA) students were described as more dependent than the NA students.

Oliver (1956) compared 'growth of 100 ESN boys with 100 normal boys graphing their growth on the Wetzel Grid'. The results showed that there were smaller boys among the ESN group. 57 ESN boys and 36 normal boys were below the standard growth line. There were more deviations from normal growth among the ESN boys. Oliver concludes from an examination of the literature in the subject that the all-round fitness of the ESN tends to be below par when compared with that of normal children and that this is likely to lead to fatigue, general muscular disability and postural defects.

Palk and Eunhee (1991) made a study on 'Self efficacy and casual attribution as positive motivational variable in Korean high achieving and under achieving students'. The purpose of this study was to explore self efficacy attribution differences between under achieving and high achieving Korean students in reading. Results revealed a positive relationship between level of achievement and persistence time. Students' attribution response for their failure on the non academic task indicated task difficulty as the primary attribution factor. No significant indices of personal learned helplessness were observed.

Peterson (1989) in his study 'remediation is no remedy' found that the academic performance of low achievers is improved when they are instructed in a group that includes high achievers. If instructional grouping is felt to be necessary when the students differ significantly in achievement, educators need to find ways to lessen the negative effect on low achievers.

Ross (1977) in his book entitled 'psychological aspects of learning disabilities and reading disorders' outlined clearly in what way the learning disabled are different from the mentally retarded, the physically handicapped, the emotionally disturbed and the culturally disadvantaged. A learning disabled child is not mentally retarded. He is a child whose intellectual capacity is below the normal range. His or her difficulty almost always affects every area of behaviour which involves learning. Such a child
would have been late in acquisition of language, slow in learning certain
motor skills. In school, such a child will have trouble in all subject areas, be it
writing, spelling, reading or arithmetic.

Tansley and Gulliford (1962), remark that one of the causes of poor
memory in slow learners is weakness in attention. What is to be learned
must be attended to and its main features observed. Failure in this may be
due to factors in the child such as restlessness and distractibility. Also,
attention may be poor because the material to be learned is unsuitable - too
difficult or outside the child's experience. It may be said that it is presented in
a way that does not facilitate accurate perceptions of it.

Teel (1994) assessed 'low achievement' among inner-city African
American middle school students. It was a teacher-researcher's classroom
study. The purpose of the study was to assess the issues of low self-esteem,
negative motivation, and poor academic achievement through a culturally
and academically sensitive classroom approach for junior high school
African - American history students at risk of school failure. A key component
of this study was assessment of the impact of this approach on the student's
attitudes, behaviour and performance. After two years of classroom
research, using a relatively non-traditional teaching approach with 'low-
achieving' African-American students, the investigator found that students at
risk of school failure can become just as engaged and motivated as students
identified as 'high achievers'. Given a non-competitive, supportive classroom
environment the majority of students demonstrated improvements in overall
effort, in their speaking and writing skills and in their confidence in
themselves as students.

Conclusion

To sum up, the above studies stress the consequences of
achievement problems and they outline the characteristics of problem
students and these studies outline tested remedial programmes, which may
gear up the educational pursuits of problem students.
Critique of the Studies under this Subhead

Most of the studies are collected through Dissertation Abstracts International and other books for review of foreign studies. These books seldom provide us with adequate information required for attempting to engage with their relative strengths and weaknesses in respect to the conceptualisations and theoretical contributions. So the studies under this sub-head have been reported without critique. However an attempt is made now to connect and contrast studies.

There are considerable similarities between learning disabled students and low achieving students. Also, no significant difference is found in education related characteristics or outcomes between learning disabled students and low achieving students (Allington & Johnson, 1986). Some other studies point out there are marked differences between learning disabled students and low achieving students in a variety of variables (Allington & Johnson, 1986; Teel, 1994; MacpailJean, 1991; Ohem & Susan Larson, 1993).

Peterson (1989) stresses that academic performance of low achievers can be enhanced, when they are instructed in a group that includes high achievers. Similarly, Bab Leempkins et al. (1991) report that their innovative programme designed to help low achieving fourth and fifth grade students to increase their achievement in mathematics has been effective with both low and normal achievers. The above two studies lend a great theoretical support to the inclusive education concept of Ainscow (1997 and 1998). This emphasises the need to design specific instructional strategy that can reach out to all learners. These studies suggest ways and means to overcome achievement problem. Their tried out remedial programmes can be applied to Indian students.

2.3.2. Studies on Students with Hostility Problem

Quite a few studies have been conducted on students with role adjustment problems abroad. Defiant, hostile aggressive and passive aggressive studies fall under this category. Such studies are given under this sub head.
Burton and Mary Louise (1993) made an attempt to determine whether teachers who focused on similarities between themselves and hostile aggressive students would have different disciplinary intention than teachers who focused on differences. It was concluded that the majority of teachers intend to provide for both classroom management and long term change, but the technique used for each sometimes conflict, teachers need better understanding of effects of various techniques. In addition, teachers might efficiently time their strategies by initially focusing on classroom management and later, when the immediate situation is under control, taking the time to reflect on their goals and plan for long term change.

Campbell and Robert Engene (1990) studied the academic, behavioural and social competency characteristics of non handicapped, learning disabled and emotionally / behaviourally disordered adjudicated juveniles. This research investigated academic, behavioural and social competencies of non handicapped and handicapped adjudicated youth. Specifically, this investigation assessed measures of academic performance classroom behaviour, self esteem, and social behaviour. Analysis of variance (ANOVA) indicated, statistically significant differences between non handicapped, learning disabled and emotionally / behaviourally disordered adjudicated juveniles in reading achievement, mathematics achievement and teachers generated measures of classroom behaviour. Results indicated that children had experienced multiple out of home placements and many were both abused and neglected. Sixty eight percent of the residential children were rated as high on aggressiveness. Children’s skills in social information processing were not highly competent and were similar to those of aggressive children. Ninety percent of peer social interaction involved conflicts; aggressive strategies were used to solve conflicts 28% of the time. Maltreatment background was elated to social competence variables in limited ways, the findings indicate that this was an aggressive group of children who had experienced very difficult lives.

East and Patrica (1993) made an attempt to study the parent child relationship with withdrawn aggressive and sociable children. The result reveals that sociable children more likely to agree with their parents about the supportiveness of the relationship than were the withdrawn or aggressive
children. Mother of withdrawn child and father of aggressive children felt more supportive than did other parents.

Erdley, Cynthia A Asher and Steven (1993) studied the linkages between aggression and children's legitimacy of aggression beliefs. Result found out that the children were classified as low, medium, or high in their endorsement of the legitimacy of the aggression. The higher legitimacy group was consistently more aggressive than average legitimacy group, which was more aggressive than the low legitimacy group. Peers evaluated high legitimacy children as most aggressive, average legitimacy children as less aggressive. Once children as least aggressive, high legitimacy children were significantly less likely to choose withdrawal or pro social acts as their most likely response to provocation. The adapted legitimacy of aggression questionnaire provides a reliable instrument for measuring children's thought about aggression and beliefs about the legitimacy of aggression are significantly related to behaviour.

Major Admandel and Stanly (1991) examined 'cognitive behavioural anger control training with aggressive adolescent males in special education high school'. Statistical results revealed no significant difference between the group regarding their feeling or expression of anger. Significant differences in the use of anger control technique were found between the treatment groups and the attention control group but similar differences were not found between the two treatment groups. The hypothesis regarding the effective teaching of anger control skills in a public school setting with a highly aggressive population was sustained.

Pepler and Linda Suzaanne (1993) made an observation of 'social conversational difference between aggressive and non aggressive preschool pattern of language use during free play'. Differences in conversational style of children with aggressive behaviour and those with age appropriate behaviour were examined and main observational study of pre schoolboys' interaction during free play with peer was also examined. Results showed significant group differences in the balance of conversational assertiveness. Boys with aggression were more assertive in conversation with their peers particularly when materials were incorporated into play. The 'typically
behaved children' were more active conversationalist when play did not centre on boys. Aggressive children were seldom interactive with peers when disengaged from play. Aggressive acts were differentially related to social communicative style. Post hoc division of aggression group of subjects suggests significant difference in both social and conversational style and pattern of aggression.

Rubinstein and Shoshana Urvitsch (1991) examined the attention deficits in learning disabled adolescents comprising three groups i.e. teaching disabled institutionalised juvenile delinquents (LDJD), normal learning institutionalised Juvenile delinquents (JD) and a public school sample of learning disabled youths. Result showed that, one way analysis of variance of discriminate function scores showed the learning disabled group differ from LDJD and JD group, target by embeddedness effects showed lower performance with increased complexity.

Rutter (1983) suggests certain qualities of school climate and practice for scholastic and positive social behaviour, to avoid aggression in children. They are,

- Clear, agreed on goals and values
- Fostering of positive attitude toward education and social cohesiveness
- Opportunities for all students
- Most class time given to individualized, structured curriculum with student feedback
- Positive student teacher relationship and teachers who model positive behaviours
- Opportunities for students to act responsibility and to participate in running school
- Discipline with appropriate praise and encouragement and little use of punishment and
- Good working conditions
Schwartz and David (1993) studied the antecedents of aggression and peers victimisation. Analysis revealed that third and fourth grade aggressive victim status was significantly predicted by preschool exposure to violence, marital conflict, stressful challenging events, harsh restrictive discipline and physical harm by family members. No clear pattern regarding histories of passive victims emerged. A developmental pathway can be hypothesised in which pre school exposure to violence and aggressive role models provide boys with the opportunity to learn goal oriented aggressed behaviour.

**Conclusion**

To sum up, all the above studies give a clear view about the behaviour of students with hostility problem and emphasise the need for remedial programme and, ways and means to remedy the problem students.

**Critique of the Studies under this Subhead**

Most of the studies enumerated under this subhead deal with the characteristic features of the students with hostility problem, the patterns of behaviour manifested by these students and, some of the studies highlight the causative factors for the exhibited problem. A few studies have focused remedial programmes and such studies suggest ways and means to circumvent the specific problems of the students with hostility problem. They have not studied the students with hostility problem from the viewpoints of academic and social deficiencies.

**2.3.3. Studies on Students with Role Adjustment Problem**

A few studies have been conducted on students with role adjustment problem abroad. Hyperactive, distractible, immature children came under this category. They study either the traits or attributes of the students with role adjustment problems or they deal with remediation. Such studies are summed up under this sub head.

Abbrate, Mary (1993) made a study to examine how the children with Attention deficit hyperactive disorder (ADHD) and learning disabled (LD) and children with Attention deficit hyperactive disorder (ADHD) and no learning
disabled (LD) differ with respect to social competence and behavioural deficits. The result reported that teachers of Attention deficit hyperactive disorder (ADHD) / learning disabled (LD) children reported significantly lower levels of social competence and more behavioural problems compared to reports of Attention deficit hyperactive disorder (ADHD)/WO. Results suggest that coexisting learning disorders served to be the major differentiating factor in determining whether an Attention deficit hyperactive disorder (ADHD) child has lower social competence and greater behaviour problems.

Branch, Walter Berry (1991) studied the influence of 'receptive prosody, academic achievement and attention deficit /hyper activity in left and right hemisphere learning disabled children'. The present study examined the influence of right vs. left hemisphere neuropsychological dysfunction upon prosody, attention and behaviour and academic achievement using two groups of learning disabled and a control group of normal children. Results provide support for the hypothesis that the right hemisphere sub serves attention and concentration, and no support for the hypothesis that right hemisphere deficits are associated with deficient arithmetic calculation, as opposed to reading and spelling performance.

The DSM-IV of American Psychiatric Association (1994) has given symptoms of attention deficit hyperactivity disorder as:

**Symptom of Inattention**
- fails to attend to details or makes careless mistakes in schoolwork or other activities,
- has difficulty in sustaining attention,
- does not seem to listen when spoken to,
- does not follow through on instruction or duties,
- has difficulty in organizing task and activities,
- avoids, dislikes tasks requiring sustained mental effort,
- often loses things necessary for tasks or activities,
- is distorted by extraneous stimuli and
is forgetful in daily activities.

**Symptoms of Hyperactivity**

- fidgets with hands or feet or squirms,
- leaves seat inappropriately,
- runs about or clips inappropriately in adolescents or adults may only be feeling of restlessness,
- has difficulty in playing quietly or in quiet activities,
- in often ' on the go ' as if driven by a motor and talks incessantly.

Quay (1984) elicited six behavioural dimensions. They are:
- conduct disorder,
- socialized aggression,
- motor over activity,
- attention problem and
- anxiety disorder

1. **Behaviour of Children with Conduct Disorder**

   According to the report of DSM – IV diagnostic and statistical manual by the APA (American Psychiatric Association), the following were behaviour of children with conduct disorder

   a) **Aggression towards people and animals**

      - bullies, threatness or intimidates,
      - initiate physical tights,
      - has used a weapon,
      - physically cruel to people,
      - physically cruel to animals and
      - has stolen while confronting to victim
b) **Destruction of property**

- has deliberately engaged in the setting with the intention of causing serious damage,
- has deliberately destroyed others property,
- deceitfulness or theft and
- serious violations of rules.

Elton (1989) in his study found some good classroom practices, which would avoid conduct disorders in children. They were

- arrive before the class
- acquire silence in reasonable time
- organize and maintain seating arrangement
- deliver well prepared lessons
- present alternative and understandable materials for all levels of achievement
- keep every one occupied and interested
- extend and motivate all pupils
- mark all work promptly
- use a fair, clear and positive walking system
- have regular homework patterns
- encourage creative dialogue
- keep attractive tidy room and
- maintain good ware display

Faric, Frank (1998) made an attempt to identify the 'patterns of formal education in high school as 'rites de passage'. The result reveals that contents that secondary education formalises transition from adolescence to young adulthood in ways to exemplify patterns segregation transition, and incorporation that composes Van Gennep's 'rites de passage'. It explains how social immature adolescent are segregated in high schools and formally
socialised for responsibilities of adult life calls school graduation ceremony a ritual marking incorporation of graduates into adulthood.

Finn, Geremy D. Finn and others (1993) evaluated the ‘disruptive and inattentive withdrawn behaviours and achievement among fourth grade’. The results found that inattentive withdrawn behaviour was associated with depressed academic performance at least as much as disruptive behaviour. Results suggest that teachers attend more to disruptive students, overlooking inattentive-withdrawn students, although nonparticipation in class may have profound effects.

Geary, David (1993) and others made a comparative study on ‘counting knowledge and skills in cognitive addition of normal and mathematically disabled children (MD)’. The result reveals that MD children's immature counting knowledge and poor skills at detecting counting errors underlay their poor computational skills on an academic task.

Germaynl, Karen (1994) studied the effectiveness of ‘the distribution of informational facts concerning attention deficit hyperactive disordered (ADHD) children on teacher’s knowledge and attitude towards these students’. The problem addressed in this study was “How to efficiently and effectively educate public school teachers on the nature of ADHD. The result revealed that impulsivity and poor peer relations are frequent problems faced by ADHD students. Poor academic performance of ADHD student is most likely result of study habits. ADHD students with poor grades are often disorganised.

Hechmann (1991) studied about the family relationship and children with Attention deficit hyperactive disordered (ADHD). The study revealed that mothers are particularly negative, quarrelsome, and unrewarding, especially with sons. There is also evidence for the following:

- Negative mother child interactions occur as early as the child’s preschool years and may be especially strong at that time.

- Conflicts are strongly associated with the child’s being oppositional.
Hung and Li – Yu (1991) made a study to investigate the dimensions of attention deficit hyperactivity disorder (ADHD). A five-cluster solution, accounting for 52.3% of variance, was chosen. The five clusters were named as modest ADHD, well adjusted ADHD or normal, subjected ADD, high anxiety ADHD, and troublesome ADHD. The five-cluster solution contradicts uni-dimensional or dual dimensional conceptions of ADHD and supports multidimensional conception. The students in the fourth and fifth cluster 24% were considered maladaptive students and 63.6% of the ADHD classified into the first and third cluster were considered a high risk in emotional adjustment. That 11.1% of the ADHD students in the study were misclassified as having ADHD also suggested the loose definition of the DSM – III – R by using the AH scale.

Krager and Karl (1988) made a comparative study on 'differences in behavioural, affective, and performance outcomes between mature and immature group'. The purpose of the study was exploring group maturity in classroom: Differences in behavioural, affective, and performance outcomes between mature and immature group. The result indicates that, compared to members of immature group, members of mature groups scored higher in their project evaluation and were significantly engaged in non task related activities.

Lathey, Benjamin B Carlson and Anri Caryn (1991) studied the 'diagnostic category of attention deficit disorder (ADD) without hyperactivity'. The purpose of the study was to review the validity of the diagnostic category of attention deficit disorder (ADD) without hyperactivity. The result indicates that ADD children without hyperactivity exhibit less serious conduct problems, are less impulsive, less rejected by peers, but more socially withdrawn, and more likely to exhibit depressed mood or anxiety.

Matazow and Gail Suzanne (1990) attempted a comparative study on 'sub typing of attention deficit disorder with hyperactivity (ADD/WH) and without hyperactivity (ADD/WOH)': 'Difference on spatial measures'. The primary purpose of the study was to assess the empirical validation of the sub typing of ADD spatial measures. It was secondarily designed to investigate whether children diagnosed with disorder can be differentiated on
the basis of anterior-posterior gradient and right hemisphere deficit hypotheses. The result concluded that in testing the sub typing hypotheses with visual-spatial measures for ADD/WH and ADD/WHO, few significant differences were found except on a measure of semi-inattentive. Attention deficit disorder with hyperactivity (ADD/WH) children made more right sided errors whereas attention deficit disorder with out hyperactivity (ADD/WHO) children made more left sided errors. On the anterior-posterior gradient hypotheses, no significant differences were obtained which did not lend support for this hypothesis. On the right hemisphere deficit syndrome ADD/WH children as compared to learning disabled (LD) children had significant results on the externalizing factor of the child behavior checklist and a significantly higher score on the math sub test of the wide range achievement test (WRAT-T). The ADD/WHO children did not obtain significantly different results from the ADD/WH or LD groups.

McClure and Bud (1990) studied 'the group mind: generative and regressive group'. The purpose of the study was to find out the group mind: generative and regressive groups. Results indicate that the characteristics of the immature, or regressive groups, including avoidance of conflict, abdication of responsibility, and psychic numbness, characteristics of mature, or generative groups, including group transcendence. It verifies that the notion of group mind and concludes that the evolution of mind is dependent on the group's psychological maturity.

Neu and Terry Wayne (1993) attempted a case study about 'gifted students with emotional or behavioural disorders'. This study investigated factors contributing to the perceived emotional or behavioural disorders (EBD). This study addressed the observable characteristics of students who are both gifted and EBD. The instructional modifications provided for the needs of gifted students with EBD. Findings include the difficulties of identifying talents and strengths in this population, the characteristic behaviour of these students in classroom settings, and the complex interaction between the abilities, the behaviours exhibited, and the resiliency that enables them to survive in a school setting.
Resta and Stephen Peter (1993) examined the written expression in ADHD male children. ADHD or ADD is the single most commonly diagnosed psychiatric and behavioural disorder of childhood reported predominantly in males. These children exhibit a wide range of problematic behaviours, including over activity/ hyperactivity, impulsivity, inattention, and distractibility symptoms frequently pretend learning / performance problems in classroom. The psychological literatures indicate that ADHD children exhibit ‘notoriously poor’ hand writing as well as limitations in such cognitive process as organising and planning. The research findings resulted in moderate to strong support for the hypothesis that ADHD subjects would evidence significant limitations with respect to written expression. However, it also suggested, that methodological factors, such as small sample size, may well have resulted in an underestimate of the full relationship, between ADHD and dyagraphe.

Roberts and Evelyn Marie Smith (1993) determined ‘self concept of children who are dually-labelled as gifted and attention deficit hyperactive disordered’. The purpose of this study was to determine if the self concept of children who are dually-labelled as gifted and attention deficit hyperactive disordered is similar to that of gifted children or average children. The result concluded that the overall self concept of gifted ADHD children was significantly lower than non ADHD gifted children but not significantly different from either the comparison group or ADHD group. In comparing subscales scores among the four groups; it was found that gifted ADHD children rated themselves significantly lower than their gifted peers in intellectuals and school status. Gifted ADHD children also rated themselves significantly lower in popularity than either the gifted group or the comparison group. In comparing subscale scores within each group, it was found that while the gifted ADHD group rated popularity lower than all other scales, no single subscale was rated significantly higher. Gifted children with ADHD, even when they have advantage of medication, appropriate educational placement, and no learning problems, report a self concept significantly lower than gifted children without ADHD.
Schanghenly (1994) in his study revealed that training towards children with ADHD is more important. Parents should be involved with the following training:

- Why the children misbehave?
- Pay attention
- Increasing compliance and independent play
- When praise is not enough, giving more reward
- Timeout and other disciplinary methods
- Extending time out and other misbehaviour
- Managing children in public school behaviour
- Identifying future behaviour problem
- Booster session and follow up meetings

Schmidt and Fred (1991) made a comparative study on ‘validation of 40Hz electro encephala graph (EEG) activity in children with ADHD and reading disability’. The present study examined and compared 40Hz EEG activity with ADHD and reading disability. The reading disability children (RD) exhibited less 40Hz EEG specific to the left hemisphere (p<0.05). While, ADHD children, exhibited less 40Hz EEG activity over both left and right hemisphere (P<0.05). Marginal support was obtained for the external validation of the focused arousal construct. As anticipated, the RD children exhibited memory and attention deficit specific to tasks requiring the use of language skill, but not on tasks which involved the processing of nonverbal material. This later finding consistent with the RD children’s deficit in 40Hz EEG functioning specific to the left hemisphere. However in contrast to ADHD children compromised 40Hz EEG functioning, their performance on the memory and attention measures was equal to that of the control group children.

Wehby and Joseph Harding (1990) analysed the ‘antecedent and consequents to aggressive behaviour in classroom for students identified as seriously emotionally disturbed’. Results showed that higher rates of
aggressive behaviour regardless of topography were observed with students identified as aggressive. Teachers’ rating of setting events resulted in the identification of certain variable that affect the observed rates of aggression. Negative correlation was found between highly structured classroom and high rates of aggressive behaviour. Finally, some trends in the antecedent and consequent to the aggressive behaviour for both groups were noted.

**Critique of the Studies under this Subhead**

Most of the studies reviewed highlight the causative factors of role adjustment problem. They deal with traits or attributes of students with role adjustment problem. Some studies concentrate on identification procedures. Adequate studies have not been made in connection with remediation programme. While, what and why aspects of role adjustment problems have been adequately probed into, the how aspect of the problem i.e. how to circumvent the specific problem has not been adequately covered. This warrants more experimental studies to be undertaken to remediate the role adjustment problem.

2.3.4. Studies on Students with Social Relationship Problem

A few studies are conducted on students with social relationship problems abroad. Shy / withdrawn students and students rejected by peer fall under this category. These studies concentrate on pattern of behaviour, operating variables or effectiveness of intervention strategy. Such studies are grouped under this sub head.

Clarizio and Harvey (1992) made an attempt to study 'social maladjustments and emotional disturbance (SED); problems and positions'. The result reveals that social maladjustment (SM) includes socialized aggression and adjudicated delinquency .It includes conduct disorder, oppositional defiant disorder and antisocial personalities. Social maladjustments and unsocialised aggression, anxious– withdrawn dypholic students are regarded as suffering both social emotional disturbance (SED) and SM.

Carns, Ann and Michael (1994) conducted a study on 'making behavioural contracts successful'. The study describes the techniques for
successful behavioural contracting with children's such as positively defining the described behaviours establishing a behavioural count and rewarding the behaviours. The results argue that in addition to impeding inappropriate or off-task behaviour, the contracting system also works with children who are shy and withdrawn.

Center and David (1993) surveyed the elementary, middle, and secondary teachers concerning their perceptions of the needs for special education services for students with emotional or behaviour disordered. Results showed that anxious/withdrawn students were seen as having the least need for services and least restrictive placement.

David, Corol Ann, and others (1994) studied the 'effect of the high probability request on the social disabilities'. The purpose of the study was to find out the effect on social interaction of young children with several disabilities. The result indicates that higher probability requests to indicate social interactions in three young boys with severe disabilities who were severely socially withdrawn. Increases were also found in unprompted social initiations and generalisation to a non training setting.

Erdley, Cynthia A Ashan, and Steven (1994) examined whether behaviourally withdrawn children differ from aggressive and prosocial children, in their attribution styles, social goals and self efficacy perceptions. Results showed that behaviourally withdrawn children were strikingly similar to the prosocial children on the social cognitive variables investigated, but differed significantly from aggressive children, the withdrawn children were less likely to attribute hostile intentions to the protagonist. In addition, withdrawn children rated problem solving and relationship orientated goals higher and reported that they would be relatively skilled at fulfilling these goals. Further more, withdrawn children gave lower ratings to the goals and self efficacy perception concerning retardation. These results suggest that despite their withdrawn behavioural style, children who are typically inhibited among their peers have a social – cognitive profile that is quite prosocial.

Eversole and Stephen Earl (1994) made a comparative study on 'the effect of independent and interdependent group orientated contingencies on the behaviour of middle aged boys labeled emotional and behaviour disorder
The purpose of the current study was to compare the effect of independent and interdependent group oriented contingencies on 1) Appropriate peer behaviour, 2) Inappropriate peer behaviour, 3) Performance on math’s work sheet. The treatment suggests two outcomes. Positive social behaviour probably was influenced during math’s session only indirectly. The interdependent group oriented contingency condition was accompanied by a reduction in positive social behaviour was incomparable with working on math’s problem. No evidence on group oriented contingencies had any influence on negative behaviour. No significant changes in either positive social behaviour or negative social behaviour were evident during free time or generalization session.

Farmer and Thomas Wade (1993) made an attempt to study ‘the social relations of students with behavioural and emotional handicap’. This study examines the social networks formed in main streamed classroom that contained students with behavioural and emotional handicap (BEH). The result revealed that although they were significantly higher in peer assessed aggression and disruption and lower as cooperation than regular education boys. BEH boys tended to associate with peers at a level comparable to regular education boys. The peer cluster containing BEH boys were characterised by high level of peer assessed aggression and low level of peer assessed co-operative leadership and academic performance.

Hymel, Shelley and others (1994) made a study on ‘aggressive versus withdrawn unpopular children: variations in peer and self perception in multiple domains’. The purpose of the study was to study aggressive withdrawn unpopular children. Result indicated that three groups of unpopular children exhibited distinct profiles. According to peer perceptions withdrawn unpopular child exhibited more accurate self evaluation than other children.

Kurpius, DeWayne, Morran and Keith (1987) studied the relationship of counselor internal dialogue to level of behaviour performance. The result reveals a positive relationship between rater’s evaluation of high clinical hypotheses score and high performance ratings. A similar relationship
between hypotheses scores and performance levels was found for client satisfaction ratings. High performing counselors reported more self instruction and fewer thoughts of negative self talk than did low performing counselors.

Prino, Claudia, Deyrot and Mark (1994) investigated the aggressive, withdrawn and prosocial behaviors, physical abuse neglect or aggressive, withdrawn child. The study reveals that no single dimension adequately discriminated children in each of three groups. Full discrimination was achieved only when aggressive, withdrawn and prosocial were combined in a multivariate analysis, indicating the effects of maltreatment and multidimensional.

Rogers, Elisabeth and Ann Lodge (1993) made an observational study in assessing ‘the moral and prosocial behaviour in children identified with emotional and behavioural disorders’. The purpose of the study was to examine the relationship between ratings of moral and social behaviours and records of observed performance on a series of complex co-operative task. The findings indicated that, high teacher rating of problem behaviour were found to be associated with high rate of problem behaviour during the complex co-operative tasks.

Renshaw, Peter D Brown and Peter, (1994) investigated the ‘loneliness in middle child: concurrent and longitudinal predictors’. Result showed that individuals with withdrawn social behaviour, low peer acceptance, few or no friendship and an internal-stable attributional style were more likely to have higher level of concurrent and future loneliness than individual not exhibiting these characteristics.

Rouse and Lawrence (1991) investigated the effect of Psychotherapeutic homework and treatment outcome. The purpose of the study was to investigate the effects of psychotherapeutic homework and treatment outcome of a social skills training with mildly withdrawn early adolescent males. The results indicated no differential effects on the impacts training of the no home work and homework conditions when compared to each other. The no home work conditions, however was superior to the home work condition in increasing social skills over base line. Additionally,
the no home work and home work conditions had no differential effect on the across setting generalization of skills or the perceived difficulty or action is therapy.

Rubin, Kenneth, Mills and Rosemary (1991) studied 'the many faces of social isolation in child'. The result indicates the correlates of social withdrawal in child. Data from peers, teachers and students in grade two, grade four and five revealed two sub types of social isolation, passive anxious and active immature. While active immature type was infrequent and unstable, passive anxious type was stable across grades and predictive of depression and loneliness in grade five.

Sheridan, Susan and others (1990) conducted a study on 'behavioural consultation with parents and teachers: delivering treatment for socially withdrawn children at home and school'. The result found that co joint consultation was effective in enhancing social initiation behaviour across home and school settings whereas teacher-only-consultation was effective at school.

Straut, Collard, and Susan Judith (1993) studied 'the influence of the model in the imitation of prosocial behaviour by children with behaviour disorders'. This study was an attempt to use film mediated model to elicit prosocial behaviour by children with behaviour disorders. It was a response to the marked effectiveness of modeling technique with these and other individuals, the lack of positive peer model for individuals with behaviour disorder, and the paucity of research on how to increase prosocial behaviour of these individuals. The result shows that post treatment analysis subjects with behaviour disorder demonstrated significantly less time on the post-test than the group without behaviour disorder. There were also significant model effects in that those subjects assigned to the control group condition were least likely to engage in requesting help behaviour, and to wait long periods of time before interacting negatively with researcher.

Zaragoza and Nina Lopez (1990) studied 'the social characteristics of early identification of learning disabled (LD) children'. Children with LD did not statistically differ from the Non LD peer on the peer status and nominations of acceptance, teacher rating social skill, self perception of
social acceptance. Behaviour problem and social status classification were found to be independent of group membership.

**Conclusion**

To sum up, the present educational system does not provide any concrete strategy to develop social skill in problem students. These studies scantly provide higher order improvised and executable remedial strategy to overcome the social deficiencies of problem students. This situation envisages a strong foundation to method, implementing and intervening to overcome the deficiencies.

**Critique of the Studies under this Subhead**

Most of the studies reviewed under this subhead try to plunge into the intervention programme. They offer some guidelines to circumvent the specific deficiency in social skill. They lay emphasis on remedial programmes. They concentrate on the social relationship problem and how to circumvent such problem. They have not thought of the problem from the view points of academic skill and social skill. This situation necessitates experimental studies to be undertaken to assess how this social relationship problem aggravate academic deficiency and social deficiency of students. Also these studies envisage a strong need for remedial programmes to be drawn up for circumventing the social relationship problem and the effectiveness of such drawn up or devised programmes in achieving the determined goal should also be assessed.

**2.3.5. Studies on Multimedia-based Modular Instructional Strategy to Overcome Academic Deficiency**

Studies conducted abroad on the effectiveness of modular approach are presented under this sub-head.

Goldschmid and Goldschmid (1973) conducted an experimental study on 'modular instruction in higher education' and established that modular instruction turned out to be effective. The study brought to light the effectiveness of module as a mode of instruction at higher level. The
modular strategy showed the achievement of students in academic performance.

James W Brown et al. (1985) state that the commercially produced learning centre modules play prominent roles in individualised learning and independent study. Commercially produced modules are now available for nearly all the subjects in curriculum. They also emphasise that these modules are more effective and economical. The Centre for Vocational Education of Ohio State University made a study on ‘present information with the chalk board and film chart module c29’ and found that the presentation of the instructional materials in the form of modules was found to be more effective than the traditional presentation of instruction.

Russell, James et al. (1981) made a study on ‘improving competence through modular instruction’. Their study revealed that the modular instruction improved the competence of the students in a more effective manner than the traditional instructions. Also, the study revealed that the modular instruction ensured mastery level learning at the learners’ own pace.

Conclusion

To sum up, the studies reviewed in this section brings to light the empirical evidence for the fact that multimedia-based modular instructional strategy results in mastery learning and is effective in motivating and developing self confidence in the students. Some critical questions such as how to give the students the entire book in modular form, how to budget time are not clearly clarified. Adequate studies are yet to be attempted to establish the efficacy of modular instruction at school level.

2.3.6. Studies on Intervention Strategy to Overcome Social Skill Deficiency

Quit a few studies have been conducted on intervention strategy to overcome the social skill deficiency. These studies concentrate on the effectiveness of intervention strategy. Such studies are appended under this sub head.
Ashcroft and Richard (1993) suggested 'a non aversive intervention strategy into the disruptive classroom behaviour of young boys labelled seriously emotionally disturbed'. The objective of the study was to study the non-aversive intervention into the disruptive classroom behaviors of young boys labeled seriously emotionally disturbed. Serious disruptive aggressive behaviour in children should be replaced with socially appropriate behaviors which include addressing the completing interference of problem behaviours already existing in individuals. Attempt to teach replacement behaviour is usually accompanied by attempt to suppress or punish the problem behaviour. The result supports the prediction that problem behaviour can be replaced without punishment.

Diachuk, Christopher and Michael Paul (1990) studied 'the ecological effects of a peer mediated intervention on the problem behaviour of six behaviour – disordered elementary school pupils'. The purpose of the study was designed to investigate the effects of several behaviour management strategies in modifying inappropriate behaviour and fostering appropriate in a self contained classroom for behaviour disordered children. The findings concluded that there was a significant reduction in school problem behaviour and home problem behaviour. Both quantitatively and qualitatively, the data revealed that the intervention strategies were effectively reducing the number of problem behaviour.

Larson and James (1990) discussed 'the effectiveness of a cognitive behavioural anger control intervention on the behaviour of at risk middle school students'. The research was undertaken to develop an anger management and problem solving training program and evaluate its use with an at risk student population. The study demonstrated that a short term cognitive behavioural structured problem solving intervention helped at risk students to avoid significant increase in misconduct referrals. The study suggested that those subjects whose pre-treatment self reported anger levels and attitude towards antisocial behaviour put them at highest risk may have been helped the most.
Spaulding and Angela Mcnabb (1993) attempted to findout teacher student micro political interaction, the strategies, goals and consequences of students' resistance that occur among students and a teacher in elementary classroom. The result reveals that passive resistance repetition, topic changes, interruption, ignoring and partial compliance is less direct and less confrontational than aggressive resistance that includes overt pre-test and use of intermediaries. The goal of passive resistance is to delay, distract, modify, or prevent teacher initiated activities that students dislike but are not willing to risk punishment to prevent, aggressive resistance used without regard to risk of punishment. While students' resistance can provide feedback to help teachers, better meet student need. Aggressive resistance can cause teachers to feel professional incompetence, personal discouragement, job dissatisfaction and fatigue. Findings suggest that teachers should be prepared to operate in a dynamic and highly micro political classroom. Teachers should also be aware of how their actions reinforce certain student micro political behaviour. Further, they should develop a deep awareness of how their own political strategies and goal affect students, and influence learning and teaching.

Strauss Fremuth and Cynthia (1992) studied the 'teacher's attitude towards punishment severity for specific transgression'. The purpose of the study was to identify factors which affect teachers' and administrators' perception about the seriousness of various misbehaviours and the severity of punishment due, also were compared. Results interpreted that young teachers, with less job experience, lower educational level, and higher level of job satisfaction may be inclined to report higher severity of punishment ratings. Catholics report the need for more severe punishment than teachers with no religious affiliation. Teachers with a liberal religious orientation report the need for less severe punishment. Some teachers, recipient of more frequent and severe punishment at home and school hold the belief that more severe form of punishment should be used currently. For others, having been punished less frequently at home, results in higher severity of
punishment ratings. Both teachers and administrators felt that more serious misbehaviour deserves more severe punishment.

**Conclusion**

To sum up, the present educational system does not provide any concrete strategy to develop social skill in problem students. These studies invariably suggest that there is a need for higher order improvised and executable remedial strategy to overcome the social deficiencies of the problem students.

**2.3.7. Remedial Strategies Recommended for Problem Students**

Quite a number of researchers have recommended different strategies to be implemented to overcome both the academic and social deficiencies of the problem students. Such strategies are furnished under this sub head.

Blanco and Bogacki (1988) suggested the following remedial measures for the hyperactive children.

- The teacher should emphasis the behaviours that support learning in setting behavioural goals that the teacher should make the students to be in the class and on his eat on time.

- The student should be briefed to keep their material ready and to listen to and follow the directions attentively.

- The teacher should ensure that these students keep at their work until it is finished.

- These students should be assigned helper roles that involve physical movements, all of them to run it of when it seems necessary.

- At the same time it should be ensured that they do not exhaust themselves on the play ground during long recess period.
Blanco and Bogacki (1988) recommended the following remedial programmes.

- Encourage them to join volunteer or recreational and social organisation outside of school. Social skillful students, should act as a model to develop friendship with their classmates.

- Help the students to get better social understanding and skills to involve them in group, make them co-operative with peer, use them as a peer tutor, praise them frequently giving minimum criticism, involve them in games that require verbal responses, assign them to messenger role or other talks required communication.

Braswell and Bloomquist (1991) suggested that self monitoring must be combined with self evaluation and self reinforcement. Teaching them to self monitor their on task behaviour and work completion rate. Increasing their awareness may increase attentiveness and productivity. Student's developmental level should be taken into account selecting treatment approach. Study carrels or frequent teacher proximity or intervention help them on task.

Erwin (1993); Karlin & Berger (1972) and Siegel, Siegel & Siegel (1978) have recommended following remedial strategies for teachers to use for promoting social attitude and behaviours, and for improving the social adjustments of neglected and rejected students.

- Helping classmates get to know one another.

- Give opportunities to present themselves in positive light and display their unique talents and interest. Incorporate co - operative learning.

- Bring peer together in pairs or group. Co – operative learning leads to the development of friendship.
- Teachers must help the student to function productively in groups. Help the students to get better social understanding and skills.

Likewise, Good and Brophy (1997) suggested the following remedial strategy.

- Sympathetically, listen to them.
- Attempt to resocialise by modelling.
- Teach by effective ways of interaction, help to monitor emotional reactions.
- Suggest ways to interact pro socially and co-operatively with peers.

Honing (1987); McIntyre (1989); Schaefer & Millman (1981) and Thompson & Rudolph (1992) suggested the following remedial programmes.

- Use inventories to determine interest of shy and withdrawn.
- Use the interest as bases, give learning activities.
- Assign them as partner to promote their friendship to engage with peer frequently.
- Make frequent contact with them.
- Provide training, in assertiveness and interactions. Provide information to develop logical insight.
- Provide a role to act according to that e.g. Little girl, postman, president, chief minister, teacher, politician, doctor etc.

Johnson (1956) followed the following strategies to overcome the deficiencies of problem students.

- Enhance self esteem and confidence. Take every opportunity to praise such children.
- Call them by group names, observe group discussion.
- Give responsibility by assigning them important tasks. Find and give areas in which they feel secure enough to participate.

- Help them when they are in need.

- Encourage them to contact with peers. Encourage children to play in groups and participate in group activities.

- Gently move with them toward participation, allow them to be quiet at first and allow to participate when they are ready.

- Make them feel secured and 'at home' in classroom. Develop a relaxed and calm climate.

Karlin and Berger (1972) recommended the following measures to help the problem students to understand the undesirable effects of their behaviour on their classmates.

- The teacher should make them realise that classroom disruptions takeaway time from instructions.

- The teachers should appraise that hyperactivity behaviour turns off peers and impedes the formation of friendship.

- The teacher should let them know that he is with the child to solve the problems together.

Laun and Braswell (1991) suggested that physical arrangement of room, seating them away, from both the hall and window, putting them near the teacher and facing the teacher during the lesson, creating study carrels reduced the distractions in classroom.

McIntyre (1989) suggested the ways to bring pressures on defiant student. The teacher should

- Tape record the students during defiant incident and discuss the tape later.

- Ask the student to write a letter to the teacher and parent explaining his behaviour and various preventive-solving strategies to overcome his behaviour.
- Each day greet him positively overlooking minor misbehaviour and avoid imposing sanction without prior warning.

Oden (1982) developed coaching procedure to help students learn to apply 4 principles of positive social interaction to concrete social situations. They are participation, communication, co-operation and supportiveness.

Patterson, Kupersmidt and Griesler (1990) developed a remedial programme of counselling to handle frustration, controlling their temper, solving conflicts through communication and negotiation rather than aggression and expressing verbally.

Parke and Slaby (1993) suggested that the students should be engaged in prosocial activities and co-operative activities reinforcing them for behaving properly.

Peter Allan and Horvath (1983) indicted that hyperactive students feel less accepted by their teachers and feel that they are treated with nagging demandingness. Cartledge & Milburn, (1986) suggested more information about social skills.

Rosen and Colleagues (1994) used a remedial approach called prudent approach; speak calmly, be concrete in stating behaviour contingencies and imprudent approach only made problem worse. Cognitive behavioural approach was ideally suited for hyperactive students. Cognitive strategy training involve them in skills such as coming to attention, setting them into task and aware of goals.

Schaefer and Milman (1981) suggested the following measures

- Give encouragement to their autonomous work effort.
- Provide opportunities to make the choices and operate somewhat to self monitor using variety of self recording methods, increase their productivity on work.

Swift and Spivack (1975) suggested the following remedial programmes for passive aggressive students.
- Improve personal relationship with that student. Structure and clarify about expectation.

- Instruct alternative ways of thinking and behaving. Instruction in ways of handling emotional problems.

Thompson and Rudolph (1992) suggested that teachers begin by noting whether distraction problems occur at particular times or may reflect some home or classroom factor that can be adjusted and then follow up accordingly. They also recommended teaching distractible students to “stop, look and listen” by teaching reflective strategies and using games that require sustained concentration and impulse control. Concerning daydreaming, they recommended frequent eye contact, reinforced if necessary by occasional touching or calling the child’s name; questioning their personal problems that need attention; and if it does not, a combination of increasing the variation and interest value of activities, re-establishing attention through brief and subtle interventions calling or mentioning the student’s name periodically and contracting and reward approaches (that focus on rewarding attention and academic productivity, not attempting to suppress daydreaming).

**Conclusion**

To sum up, the present educational system does not provide concrete strategy to develop social skill in problem students. The above-recommended strategies are already tried and tested ones. Each strategy has its own specific implications. These studies invariably suggest the need for higher order improvised and executable remedial strategy to overcome the social deficiencies of problem students.

**2.4. An Overview of the Research Reviewed**

The studies quoted in this chapter reveal the nature of studies conducted on problem students in India and abroad.
Studies conducted on students with achievement problem are survey, comparative and few experimental in nature. The survey and comparative studies are related to personality and causative factors on low achievers (Khan, 1983; Singh, 1985; Misra, 1975 and Somasundaram, 1981). Only few experimental studies have been carried out to assess the efficacy of certain instructional strategies with special references to low achievers (Janakumar, 1996 and Koul, 1978). On the other hand, good number of studies have been reported abroad on achievement problems. These studies reveal that there are considerable similarities between learning disabled and low achieving students and no significant difference is found in education related to characteristics or outcomes between learning disabled and low achievers (Allington & Johnson, 1986 and Teel, 1987).

The studies conducted on students with hostility problem are survey studies and no concrete experimental study has been attempted. Most of these studies focus on the characteristics and behaviour pattern but not on how to circumvent the hostility problem (Saxena, 1976; Schwartz & David, 1993; and East & Patricia, 1993). Only a couple of studies are focusing on the characteristics, identification, assessment and intervention strategies for remediation (Agarwal, 1975 and Misra, 1975). Studies conducted on student with role adjustment problem too are survey type and not experimental in nature. They concentrated on the identification, traits and causative factors. The studies have not pointed out how to circumvent the role adjustment problem (Deb, 1980; Goswamy, 1978; Schmidt & Fred, 1991; McCulure & Bud, 1990; and Hung Li-Lu, 1991). Likewise, most of the studies conducted on social relationship problem are survey studies. These studies concentrated on the ways and means to identify students with social relationship problem (Cheema, 1981; Pyari, 1980; Syed, 1974, Clarizio and Harvey, 1992; Eversol & Stephen Earl, 1994). And no study was made on experimental basis to circumvent the social relationship problem.

Adequate numbers of studies have been conducted on modular approach both in India and abroad. It has been confirmed that modules are
effective with regard to achievement of cognitive objective mostly at knowledge, understanding and application levels as well as development of certain teaching skills. Immediate gain and retention of newly acquired information have been found up to expected level among students using modules in school and college level covering different subjects such as science, mathematics, language, etc. (Dhamija, 1985; Reddy & Ramar, 1997a, 1996b & 1996c; James W. Brown et al., 1985 and Russell & James et al., 1981).

As for the intervention studies to circumvent social deficiencies, adequate attempts have not been made in Indian context. All the studies are dealing with relationship problems or survey studies highlighting the traits or attributes or causative factors (Pyari, 1980; Biswas, 1986; Cheema, 1981; Syed, 1974; Scahaefer & Millman, 1981; McIntyre, 1989 and Blanco Bogacki, 1988). Thompson & Rudolph (1992) have adopted specific intervention strategies to overcome social deficiencies for shy / withdrawn students.

The review of related research reveals that various studies have brought to light the effectiveness of multimedia based modular approach on the achievement of students in general. Only few studies on effectiveness of multimedia based modular approach with special reference to problem students were quoted. Though there are some studies on low achievers and slow learners (Reddy and Ramar, 1995 & 1997a; Thalaimalai, 1996 and James W. Brown et al., 1985), no study has been made in Indian context with reference to other categories of problem students who constitute about sizable portion of student population. So, more studies are required to investigate the effectiveness of media appreciation with special reference to various categories of problems students. That is what the present investigator has sincerely attempted in this research work. Moreover, adequate studies have not been attempted in Indian context on intervention strategies to overcome social deficiencies of problem students, which indeed needs a very great attention though there are a few instructional strategies
on Indian context for problem students (Reddy & Ramar, 1995 & 1996; Janakumar, 1996 and Deka, 1985). Intervention strategies to circumvent the social deficiencies in the problem students have not been made specifically. Realising this research gap, the present research is an attempt to devise a specific remedial programme incorporating the multimedia based modular instructional strategy to overcome the academic deficiency of the problem students; a comprehensive social skills strategy to circumvent the social deficiencies of problem students and; to measure the effectiveness of the developed remedial programme with reference to various categories of problem students.

The statement of the problem of the study is presented in the next chapter.