CHAPTER - I

INTRODUCTION

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1. IMPORTANCE OF THE STUDY

Professional education, according to Blauch (1960) consists of those forms of education that prepare men and women for practice of the profession. It incorporates many forms of specialised education for which schools and colleges are maintained in the universities. Professional education covers the most vital area of social life as it prepares men and women for different types of professional services. Many Psychologists and Sociologists have attempted to classify different occupations according to earnings, skill levels, status, education, intelligence, interests, location of work etc. In the Dictionary of Occupational Titles (1949), the occupational categories given according to the best known field and level classification of occupations are: (1) Professional and managerial occupations, (2) Clerical and sales occupations, (3) Service occupations, (4) Agricultural, fishery, forestry occupations, (5) Skilled occupations, (6) Semi skilled occupations and (7) unskilled occupations.

Medicine, Law, Engineering and Education (Teaching) are the four prestigious professions occupying an esteemed position in our social set-up. As great amount of prestige is tagged on to them, the aspiring youth under the spell of great
appeal of these professions aspire for them. In a study on prestige of occupations in India, Cook (1962) determined rank order of 22 selected occupations. The professions of Engineering, Medicine, Secondary School teaching and Law were found to be placed in order of 1, 2, 5 and 6 respectively. This goes to prove the attraction of the youth towards these professions and the social prestige attached to them. For a number of years our country has been faced with the problem of educating adequate numbers of professional workers. Large scale expansion and development has taken place in the area of professional education during post independence era. There has been a steady growth in professional colleges during the last three decades or so and the number of professional institutions has increased more than ten times during the post independence era. When India achieved independence in 1947, there were only 38 engineering colleges with an admission capacity of 2,940 students. Indian students were sent to U.S.A. and U.K. and other countries for post graduate studies and research, and specialised training in engineering. By 1971, the number of engineering colleges rose to 136 as compared to 53 in 1951. Similarly, the number of medical colleges has substantially increased. By 1949, 29 medical colleges were established in India. From the year 1950, the development of medical colleges has fairly been rapid and by the end of 1958, there were 50 medical colleges. By 1971, the number rose to 96. These colleges are affiliated to more than 40 different universities all over India. Likewise there has been a consistent growth in the number of colleges
of Education (Teaching) and Law. As against 48 colleges of Education and 20 colleges of Law in the year 1949-50, the number has risen to 1,139 by 1972 and 165 by 1971 respectively.

Looking to the quantitative increase in the number of institutions in engineering, medicine, law and education (teaching) during the last three decades or so, it appears that considerable amount of expansion and development has taken place during post independence period. Large sum of money is being spent in training more and more number of professional people. Number of admissions in each professional course has escalated substantially. More buildings, relatively sophisticated equipments and teachers are being provided. Nevertheless, improvement in professional education cannot merely be judged on the basis of quantitative increase alone but on qualitative improvement also. Qualitative improvement in professional education has two connotations. One is related to the improvement in professional courses i.e., to modify them to the changing needs of modern times and to improve upon the technique or methodology of teaching. But the other, which is even more important aspect of qualitative improvement, is the personal aspect or the personality interaction of a student with his personal and professional situations. In order to equip him to deal with the personal and professional life problems and situations with greater acumen and skill, personality development programmes are required to be incorporated in the professional training. Unfortunately this aspect of
improvement has not attracted the desired attention of
educationists and administrators in India. Thus, qualitative
assessment in the form of development of certain professional
and personal attitudes and qualities should be given due
weightage as an important aspect of training. Brickman (1962)
has appropriately put, "The appraisal of Professional education
cannot be founded on paper alone, or even on actual work of
institutions. The true value of the professional must be
sought in his performance as a specialist and a man." Thus,
professional education is to be chiselled not only to produce
a prospective doctor, lawyer, engineer and teacher etc., but
also to help him to grow into an adult, into a responsible
citizen with the quality of mind and character, of integrity
and humanity which are characteristics of an educated man as
a doctor, lawyer, engineer and teacher.

Emphasising the importance of medical education in
national stream, Rao (1967) said,

"Nation's health depends upon standard of living,
genral education and organisation of health services... Without adequate manpower none of these services could function. Health manpower, therefore, becomes crucial factor not only in the achievement of comprehensive health care, but also in the conquest of poverty, ignorance, disease, hunger and population pressure. While the health manpower includes the entire team, the education and training of the team leader, the doctor, becomes the most important factor." Thus, Rao put emphasis on the importance of training
and education of health manpower, specially doctors who are the
team leaders, in order to launch crusade to fight against
problems of poverty, ignorance, disease, hunger and population pressures etc.

Similarly, Karia (1972) highlighted the aims of legal education,

"The main aim of legal education is not to acquire merely the bare knowledge of few acts, rules and regulations, but on consequence study of law, a student may ultimately be produced to be a good citizen, who may be an active participant in creation of law, interpretation of law and appreciation of law."3

According to Griswold (1953), one of the important functions of law school is not only the training of Journeyman Practitioner but rather the training of the men who must be leaders and set the standards and tone of their profession and provide the imaginative insights to them to play a significant role in the community. Thus, we may say that the true function of legal education is not only to bring out lawyers who are conversant merely with the acts, rules and regulations and other aspects of law but who are imaginative leaders to frame, interpret and appreciate law so that they may set standards and tone of their profession and thus play a significant role in society.

While emphasising the role of an engineer in society, Chagla, during the course of Presidential address at the Sixteenth Meeting of the All India Council for Technical Education, December, 1963, said,
"The engineer is a responsible professional man whose every professional act has human and social consequence. He is an instrument in creating a new society, a new economic order as well as a new physical environment. To meet his growing responsibility, he needs depth, flexibility and a capacity for growth."

So in order to discharge the responsibility of creating a new economic and physical order in society, an engineer needs to develop insight, flexibility and power for growth. Thus, the aims and functions of engineering education have to be modified and tailored accordingly.

Educationists consider education to be an instrument of social change and national reconstruction. Temples of learning have acquired new dimensions and the future of a nation is now being fashioned in the class rooms. On the quality and number of persons coming out of schools and colleges will depend our success in the gigantic task of national reconstruction. If pupils in the class rooms are of vital import as future nation builders, their teachers are even more important as shapers of these nation builders. Saiyidain (1950) makes the role of teachers quite illustrative when he says that the teacher has patiently to cut out of a crude and unshaped stone into a thing of beauty, proportion and balance. Therefore, it is the teacher who moulds, sculpts, chisels the crude material of human nature and creates a beautiful all rounded personality. It is generally said that teacher is the complexion of students. An edgy, nervous teacher has pupils tended towards the same condition, while a teacher who is frustrated and worried has unanimated and listless children. It is, therefore, essential
and coveted too that the desired attributes and attitudes should be inculcated in our prospective teachers through suitable training programmes.

Thus, in India, professional institutions preparing doctors, lawyers, engineers and teachers etc. have a vital role to play in the huge task of national reconstruction and development. They have become important, specially, when our country is on its way to modern, scientific and technological advancement, trying to match with the ever rising curve of scientific and technological progression on the world graph. But, unfortunately, many students who take up the careers later realize that they have no real aptitude for their respective professions. This feeling brings in apathy, frustration and disappointment. Many of even those, who take great interest, later find that they cannot meet or adjust to the needs of society. They feel that they lack practical experience to deal with human problems. Thus, such feelings of inadequacy give rise to the problem of wastage and stagnation which is quite acute in higher education and also in professional courses like law, medicine, engineering and teaching etc. This incurs great economic loss to the institution and creates psychological disappointment in the students. Since 1950s there has been increasing concern over the problem of conserving our intellectual resources. Some of the longitudinal studies have been done in foreign countries on 'talented loss' who leave college before completing their undergraduate training. In one of the studies, Johnson and Hutchins (1966) found
9 percent annual loss in medical, 40 percent in law, 51 percent in engineering. College dropouts represent a tremendous waste of most able and competent manpower in India as well. A survey, carried out by the Planning Commission, has revealed that overall wastage is of the order of 25 percent in engineering and 50 percent in polytechnics. The Man Power Group Survey (1965), conducted by the Institute of Applied Manpower Research, found that there was a high incidence of students' wastage ranging between 15 to 20 percent as a result of failure. The problem of wastage and stagnation is even more alarming in India where economic loss is highly detrimental to national growth and development.

Looking to the magnitude of the problem, it has become imperative to identify the root cause of this malady so that suitable measures may be evolved to remove the causes of economic and talent loss to the nation. Various systematic studies have been conducted in other countries in order to draw out the causes of college dropouts. Waggoner and Zeigler (1946) found that the students, who dropped out, did not always lack in intellectual ability but they were rather suffering from emotional troubles. Similarly, Demos (1968) conducted a study in which counsellors interviewed most of the students who were withdrawing from college during a single semester. For both men and women, psychological problems were identified by the counsellor as one of the major reasons for withdrawing. Therefore, it indicates that the major cause of college dropouts is psychological which can be attributed to emotional problems.
arising from academic as well as non-academic sources.

A student enters professional college in his late teens and during his stay in the institution he passes the short transitional period from adolescence to adulthood. He is at a critical stage in his development when his attitudes are taking shape. College life is, at times, pleasurable for him but it is a period in which he experiences problems. In general, academic pursuits are perceived as most stressful by him and this period of academic life is a period of greater stress and strain than any period in his life. Therefore, many of his psychological problems either occur or accentuate during the course of his academic and professional studies. Therefore, the young adult during college days encounters many problems related to the radical changes in himself and in his environmental situations. When students get enrolled in a college they are presumably entering a new environment which presents an assortment of expectations, activities, pressures, new associations and facilities etc. which build up environmental pressure. The students are expected to make adaptative responses to these environmental pressures. Thus, the students are frequently faced with personal and social problems which constantly keep them worried and anxious.

Because of the complex and everchanging nature of Indian society, the student community, at large, is confronted with the problems regarding education, career, sex and marriage, interpersonal and intra-personal relations, moral and religious,
and many other massive problems of society such as economic difficulties, mounting unemployment, underemployment which keep them constantly under the pressure of financial difficulties and job insecurity. The students in the professional courses of medicine, law, engineering and teaching, all the more, suffer from the feeling of insecurity because these professions are mostly employment-oriented. So they struggle under concentrated effort, long hours of study, the tension of examination, fear of flanking out, uncertainty about future, pressure to compete, pressure to adjust to constant change, pressure for performance in school and later at job, pressure to get along with others etc. To make the matters worse, individual guidance and personal contacts are generally becoming rare due to overcrowding in the universities and colleges and it has resulted in loss of close relationship of guidance and understanding between a teacher and a taught. Therefore, pupil-teacher relationships have deteriorated to a considerable extent inspite of democratic approach to education. Teachers are no longer a source of inspiration to them. Teaching is mostly mechanical and dull. There is a greater cultural and intellectual heterogeneity in the composition of the students in the campuses and class rooms, lack of facilities both academic and non-academic for providing outlets to constructive urges, greater proximity and inter-mingling among students of both sexes, wide gap between rising costs and available job opportunities. These are, undoubtedly, among the significant factors contributing to
complexity of the problems of students. Thus, modern educated youth is bewildered and perplexed in the complex and fluid state of affairs in the society wherein old values are getting lost without any substitute for them. He is confused regarding his goal of life which further aggravates his misery. With the result, he cannot even face the slight challenges of life boldly and with confidence.

Kakkar (1964) estimated that 50 percent of our current population is below 25 years of age out of which 93 percent cases have school adjustment problems in different areas. An all India survey (1961-62) reveals that students in India are exposed to a competitive academic environment ladder throughout by examinations and by a spirit 'let those who can succeed do so, if they can'. It has widely been felt that students in India are not given sympathetic hearing to their problems. There is almost an absence of testing programmes designed to assist him to understand himself and cherish his aptitudes, abilities and personality patterns and to place at his disposal all the information available with regard to future study or training opportunities and work possibilities. Even the trainees who have chosen their future course have wide and varied problems which cause them worry bordering on maladjustment. Certain problems hamper their personal and social adjustment, others influence their capability for being good professionals as a doctor, an engineer, a lawyer and a teacher.
Pressures, like frustrations, may emanate from inner or outer sources. Inner sources centre round our aspirations and ego ideals, and external ones arise from environmental demands like family, social and cultural pressures etc. Wide spread among these are the pressures to compete, to adjust to persistent change, to get along with others, to maintain family life valued in society, to perform well in school and later in job etc. Constant experiencing of problems may adversely affect students' psychological adjustment and an adverse effect on psychological adjustment may be manifested in difficulty with academic performance and, conversely, problems pertaining to academic performance may have again adverse effect on psychological adjustment. One of the basic assumptions of Freud is that powerful external forces can penetrate the deepest layers of human personality. There can be no denying that problems ultimately affect behaviour. It is a psychological truism that those who face many problems in their lives would get anxious and frustrated. When they are frustrated they find themselves unable to solve their problems because the persisting problems may have the tendency to internalise. With the result, objective or external problems become subjective or internal and internal conflicts again magnify the external or objective difficulties and, thus, vicious circle sets in to aggravate the situation further. When people live on the border line of adjustment, the minor challenge in their life results in exaggerated disruption in biological and psychological functioning or both. On the other hand, there are many mature, capable and confident people who can carry the heavy weight
of stress with grace and endurance rather than breaking down under it.

Now it poses a question as to why some persons become panicky, disconcerted or infuriated during the episodes of extreme environmental strains and stresses, while others, exposed to the same wrecking and provocative situations, are able to withstand them. We should, obviously, not overlook the fact that there are wide individual differences in reacting to the same external situations of problematic nature. Therefore, some significant differences may be found in emotional reactions displayed by different types of personality. Well integrated personalities have the capability to face the situations boldly and overcome their obstacles imaginatively because severity of the stress may depend as much on the individual as on the objective situation. Therefore, emergencies, conflicts and other life problems that one person can take in stride may incapacitate another. Integrated and adequate personalities are also to reach more directly and sharply to the heart of the problems. They have acumen to put their fingers on the core of issues. The existence of such individual differences has long been recognised as reflected in Socrate's observations that competent individuals are those who manage with the circumstances they encounter daily. They possess an accurate judgement to meet arising occasions and rarely miss the expedient course of action. Thus, the students, who are optimistic, view their problems manageable and use their previously learnt behaviour to cope with the particular
situations and are generally found to solve successfully their problems. Therefore, the students with integrated and adequate personality feel secure and feel less need to defend themselves. There is greater likelihood of their meeting environmental problems with ease due to their being internally unified.

Thus, it indicates that there may be significant relationship between the personality of an individual and the amount and the intensity of problems experienced by him and the manner of dealing with them. Therefore, in order to understand the phenomenal world - its trials and tribulations - of the students, problems have to be analysed in the context of their personality orientation.

Many psychologists share the view that students with integrated personality are well adjusted and less self defensive. They possess the ability to evaluate themselves more accurately and are, thus, able to accept themselves. Their levels of aspiration are far more likely to be realistic and attainable. Feeling fundamentally secure, they are capable of experimenting. As a consequence they are found to be the spontaneous and creative people who are able to deal with events and with themselves with greater objectivity and equanimity. Such students find themselves capable of coping with life problems. Hurlock (1959), while analysing the causes of psychological problems, highlighted that some students have unrealistic concepts of themselves. Their levels of aspiration are far above their abilities and levels of successful achievement which bring in feeling of inadequacy. This, often, proves
to be a crushing blow to their egos and makes them look upon themselves as total failure and, with the result, such type of feeling gives rise to innumerable psychological problems. Therefore, a satisfied and adequate student, who can correctly perceive himself, as he actually is, and not as he would like himself to be and is realistic in setting his future goals of achievement, will make far better adjustment to life situations than the one whose concept of self has been distorted by wistful thinking. This view has been properly endorsed by Mc Quilt (1950), and Taylor and Comb (1952) who found that human behaviour in any particular context is largely determined by the individual's perception of himself. Those who have stable realistic self concept make good adjustments.

Sketching the profile of an adequate personality, Comb and Snygg (1959) described,

"Adequate personalities are able to penetrate more directly and sharply to the heart of Problems. They often possess uncanny ability to place their fingers on the core of issues and are thus able to deal with matters more precisely and appropriately..... They donot need to have an immediate answer to the problems. They are capable of what Frenkel Brunswik has called 'toleration of ambiguity', that is, they are capable of living comfortably with unsolved problems."

Similarly, Rogers (1947) observed in a therapy,

"Once the self is thus accepted, the inner energies making for self actualization are released and she (the client) attacks her life problems more efficiently."

Therefore, the person who is internally unified has the greatest likelihood of meeting environmental problems constructively.
They are expected to be better in social and emotional adjustments and more realistic in setting goals than their counterparts. Relating goal setting behaviour with Problems, Rotter (1942-43) states "Those who have defeated attitudes towards life problems tend to show very high or very low D-Score." Similarly, creativity is considered to be the key to the solution of mankind's most serious problems because creative thinking is essential in application of knowledge to solve daily problems. According to Frank (1967), the creative person takes delight in accepting the challenges. Moreover, creative persons are considered to be more sensitive and more aware of the problematic nature of their environment. Northrop (1953) endorses this view by saying that no one is creative unless he has a thorn in his flesh. Thick skinned people do no creative thinking, to them every thing is understood, nothing is baffling, hence, there are no problems. The creative personality seems to exhibit what Guilford calls 'Problem Sensitivity'. The person who is 'fired with the spirit of enquiry', who is 'open to experience', is expected to be aware of problems which less sensitive may ignore. Having become sensitive to a point of disturbance, the creative thinker stays with it, analyses it and finally comes up with some kind of speculative answer. Hence, persons with creative potentiality are expected to solve their problems, personal as well as professional, confidently and imaginatively.

In the light of the foregoing discussion, it can safely be deduced that life is certainly not a placid stream
for any one. The process of living is one of continual coping with circumstances and events that test the defences against anxiety. More so, college life is pleasurable but all the same challenging and problematic for the students. During this period they face so many problems, that, if some or all of them are unresolved, they may result into several kinds of abnormalities and even in extreme cases, mental breakdown and personality disintegration, because persisting problems usher in an unhealthy stirred up emotional state which may do considerable damage. Some problems are mild and exist only for a short duration and others are intense and last long which upset the entire personality make-up. At the same time, the students, with varying personality traits and abilities, try to cope with the obstacles in their way and overcome them. The capacity to withstand problems realistically and to solve them imaginatively with confidence may, to a greater extent, depend on their personal qualities.

It has been felt that the university and college students in general, and the students of professional courses like medicine, law, engineering and teaching in particular, are faced with many situational as well as personality problems. These problems not only interfere with their academic performance but also adversely affect their developmental process and thus, thereby reduce their efficiency as a professional person. When students struggle with their life problems consistently and persistently, these are likely to affect their psychological and personality make-up because external
or objective problems, if unresolved, tend to internalise and then internal conflicts again amplify the external problems setting in the vicious circle. Moreover, it is also viewed that individual differences are found among the students in dealing with a perplexing and problematic situation. The students with integrated personality are expected to be in a favourable position in facing and resolving their problems than their counterparts. In order to conserve and augment our talented human resources, it is imperative that problems should be identified so that the students may be helped and guided to face and resolve their problems with ease, imagination and confidence. Moreover, India's strength cannot be judged by strengthening the armed forces but also by developing speedily the industrial, agricultural, scientific and technological foundations of national economy. All this can be achieved with properly trained men. The college and university students of today will be going out in life in a year or so. Therefore, it is a significant question, 'Are we giving them the proper attention they need? Paradoxically, their needs are being neglected and the problems they face are not properly being looked into and concrete steps are not being taken up to help them resolve their problems.

Inspired by the views expressed on the basis of numerous empirical studies and observations made by many thinkers, psychologists and psychotherapists, the investigator felt the need to carry out a systematic investigation into the nature of the students' problems and their relationship with
their personality factors. Therefore, the investigator has taken a small leap towards investigating into the problems of students in professional courses of medicine, law, engineering and education in relation to their personality factors.

2. STATEMENT OF THE PROBLEM

The problem selected for the study may be stated as:

"An Investigation into the Problems of Students in Professional Courses of Medicine, Law, Engineering and Education in Relation to Personality Factors."

3. EXPLANATION OF THE PROBLEM

For the purpose of this study, some of the terms used in the Statement of the problems are explained below:

i. Problems: They refer to those conditions which cause hindrance, real or imaginary, in the smooth pursuit of academic and other achievements in the lives of the individuals. In consequence, they cause worry, tension, fear, shame and a sense of inadequacy or frustration. The Problems in the present Study have been categorised under ten areas i.e., Health, Financial, Social and Psychological relations, Personal and Psychological relations, Sex and Marriage, Home and Family, Moral and Religious, Adjustment to college work, Curriculum and Teaching Procedure, Vocational and Future Plans.

ii. Professional Courses: Professional courses refer to the courses which prepare men and women for exacting, responsible services and for fields requiring well-informed and disciplined insight and skills of higher level. The term is
hereby used to designate the programme of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for a particular profession and contributing to their growth in competing for such service. In the present study the professional courses selected are Medical, Law, Engineering and Education.

iii. Medical, Law, Engineering, Education: These are the professional courses which, for the purpose of the present study, are confined to the first professional degree that is to say Bachelor in Medicine and Surgery (M.B.,B.S.), Bachelor in Engineering (B.E.), Bachelor in Law (LL.B.) and Bachelor in Education (B.ED.).

iv. Personality Factors: 'Personality' points to the aggregation or integration of mental, emotional and social traits, innate and learnt, that distinguish one person from another. Thus, an individual's personality is his unique pattern of traits. It means what a person is, how he thinks and feels and what is included in his psychological make up. Some of these are objective, observable and measurable. Others are subjective and hence cannot be studied and measured accurately.

In the present study by 'personality factors' is meant the various aspects or dimensions of personality. Good's definition (1959) of personality dimension has been used as the basis where he defines a personality dimension as the aspect that can be measured or that is hypothesised to vary quantitatively along a continuum. In the present study
'Personality factors' are confined to four distinct dimensions of personality, namely, Personality Adjustment, Self Concept (Self Acceptance), Level of Aspiration and Creative Potential.

(a) Personality Adjustment: Personality adjustment refers to a continual process by which an organism varies his behaviour to produce a more harmonious relationship between himself and his environment. It is the ability to develop a sense of security and feeling of adequacy and to be free from excessive fear, depression and worry. Symonds (1943) defined adjustment as a satisfactory relation of an organism to its environment. It means how well one can get along with others but here adjustment does not mean a conformist's adjustment wherein an individual, losing his identity and individuality, subjugates to the rules and taboos of society. For the purpose of this study Personality adjustment has been defined as a smooth relationship between the individual and his environment in respect of five areas of adjustment i.e., Social, Emotional, Health, Home and Financial.

(b) Self Concept (Self Acceptance): The concept of self denotes an individual's perception of himself as an essential entity which is unique, self regulative and unified. It comprises all the beliefs the individual holds concerning what kind of a person he is. The researches in self concept are concerned with mainly two measures i.e., positive-negative dimensions of self concept and real-ideal self discrepancies. Rogers and Dymond (1954) viewed that the degree of congruence which an individual expresses between his present self-concept and his ideal self-concept is indicative of the degree of self acceptance.
he experiences. Therefore, self acceptance is a measure of the degree of discrepancy between one's real self and ideal self. It is understandable that an individual's self concept would be based on the degree of self acceptance and self rejection. In the present study, therefore, the degree of self acceptance as a foundation of self concept has been measured with the assumption that what is being studied would be a preliminary measure of self concept. Self concept operationally has been defined for the manifested purpose of this study as expressed through the degree of discrepancy between the real self image and ideal self image i.e., self acceptance.

(c) **Level of Aspiration:** Level of aspiration means the standard a person hopes to reach in a specific act. It is the discrepancy between present achievement and future goal. The level of aspiration has been studied in different studies as a concept, as a personality attribute, as a kind of response in various situations. In the present study it has also been taken as/personality attribute. Therefore, level of aspiration has operationally been defined as 'level of future performance' in a given task which an individual takes upon himself to reach after knowing his past performance in that act.

(d) **Creative Potentiality:** Creative potentiality can be defined empirically as follows:

Creative potentiality is the ability by which an individual can bring forth a new thinking or a new idea. Creativity is a thinking process which enables a person to bring about a new form or idea or new combinations to find
new relationships. It is the ability to mould experiences into new and different organisations, the ability to perceive environment plastically and to communicate the resulting new experiences to others.

Although creativity has been defined differently by different psychologists, in the present study Guilford's (1959) definition of divergent thinking has been accepted. Creative thinking, according to him, emerges from divergent thinking abilities. He defined divergent thinking as a kind of mental operation in which we think in different directions, sometimes searching, sometimes seeking variety. Guilford suggested a large number of abilities out of which only four divergent abilities have been included in the present study which are fluency, flexibility, originality and elaboration which have initially emerged from Guilford's factor analytical studies.

4. NEED AND JUSTIFICATION OF THE STUDY

A perusal of the summaries, reviews and reports of dissertations submitted by research Scholars and students of the various universities, both in India and abroad, was made. It was found that some work has been done on students' problems but most of the work done so far in this direction is of survey type through which the list of students' problems have been drawn out (Heath and Gregory, 1949; Shrimali, 1951; Monks and Heath, 1954; Blain and McArthur, 1961; Kakkar, 1965; Rao, 1965; Badami, 1967; Mehta, 1968; Delbert, 1973; Kanawala, 1973;
Moreover, this work was carried out on a small scale. The most extensive work done, so far, on students with a view to understanding their problems was conducted on a very large sample of Bombay University by the World Brotherhood (1960). Similarly, the extensive surveys on the problems of university students were made subsequently by All India Educational and Vocational Guidance Association (1962) and National Institute of Education, N.C.E.R.T. (1964). The survey conducted by the World Brotherhood was a survey of certain attitudes, opinions and personality traits of the students. But it did not go into the study of the students as a person. It was more of a study of the students' community which would throw some light on some of the problems which they have to face. Though the study revealed mental health problems which exist in students' community and also some of the sources of these problems, it has been left to others to undertake an intensive and thorough research in this area. Little work has also been reported to have been done to find out the effect of some personality factors and traits on the intensity of problems (Goldman, 1968; Phifer, 1971; Wagonsteller, 1972; Suddha and Lalitha, 1979). Similarly, little attempt has been made to find out relationship between problems, worry and anxiety (Nanda, 1957), Problems and self concept (Bhalla, 1970). At the same time a comparative study of factors underlying adjustment problems of professional and non-professional students (Sharma, G.R., 1978), and a comparative study of the personality structure of professional and non-professional students was made (Sinha and Verma, 1979). But the problems of students studying in professional areas of Medical, Law, Engineering and Education in relation to their various
significant personality factors have not attracted the desired attention for psychological and educational research in India as well as abroad.

On perusal of the work done so far, it has been found that there is a lack of adequate knowledge of the problems our students of professional courses face, and the reason why they act, as they do, and the possible relation between their problems and personality factors in perspective of the endeavours in professional training. The detailed analysis, necessarily involved in research on such problems, has been ignored by disregarding the personality or developmental factors. Thus, a micro analytic approach to professional students' problems and relating them to their personality appears to be imperative. Psychotherapists of different persuasions appear to share at least one basic hypothesis: the notion that the individual human is of value and it is important that each individual should be able to develop his own personality in as an unrestricted a way as possible. The modern thinking almost the world over subscribes to the point of view that each individual is to be valued as a separate entity and each human problem to be viewed from an individual's angle. In medicine, for instance, the view that it is the individual, as well as the disease, which needs treatment, is gradually gaining ground. The changing criminal law also reflects the increasing awareness of the importance of personality, even in the case of criminals. It is the criminal, as a person, who has to be dealt with; it is insufficient to
punish the crime without reference to the person who committed it. Therefore, personality studies have assumed special significance in the field of research.

Modern educational practices also emphasized the understanding of each individual student. An essential part of understanding an individual is to find out the problems, worries, fears, and anxieties which occupy his mind and which block his work and adversely tell upon his potentiality. When a student's mind is seriously preoccupied with problems, the entire effort to educate him will be futile. Moreover, it has generally been found that even the good quality of instructions by best teachers fall flat if a student is not free from problems, real or imaginary. The University Education Commission (1949) while describing the functions of the Dean of students writes,

"It is concerned with how or where students live; it assists the needy student in finding work if he requires financial aid, or recommends him for a scholarship or loan if he is worthy; it knows about his habits; it discovers whether he is failing at any important point such as health, morality, or classwork, and moves to assist him; it sees that he gets a fair opportunity to enjoy the social and recreational life."

Unfortunately, the recommendations of various commissions relating to this aspect of students' needs have all along been unimplemented and, thus, have become merely a point of academic discussion. Therefore, there is a vital need to carry out a massive programme of research which may unveil the existing state of affairs and which are, by no means, flattering; and
also to highlight their suicidal consequences. The present study is a modest attempt to study the problems of students of different professions in relation to their personality factors. The present work is original in its setting because the investigator has attempted not only to locate the sources of the problems of professional students but has also tried to determine the extent of relationship between the problems and their personality factors. It has already been pointed out that no such type of comprehensive study on professional groups of Medicine, Law, Engineering and Education seems to have been done so far. Therefore, the present work appears to be novel and unique to the extent of locating the sources of problems of the students of different professions and relating them to their personality factors and also to their respective professions.

Moreover, the results of the present study will be of great help to administrators, teachers, students' counsellors, and parents by serving as a lighthouse to a ship in the troubled sea. It will enable them to know about the major problems of the students and would also reveal to them the significance of looking into the sources of the problems and the factors which determine them. Once the major problems, disturbing professional students and thereby creating tension and frustration among them, have been located, the task of helping them to overcome these problems would become easier. It is increasingly being felt that the parents and the teachers should also be helped to realise the fact of individual differences
in abilities, interests and motivation of the pupils, also to understand the strengths and weaknesses of the individual students, and to adjust their expectations accordingly. The students themselves need to be helped to understand and accept their strengths and weaknesses and set realistic goals for themselves so that the pressure from inner, as well as external, sources of the students may be reduced. It has also been found that the students' suicide is a dramatic instance of the bad effect which college students' problems may have on their psychological make up. Bruyan and Seidon (1965) found that suicide occurs significantly more frequently among students than non-students peers. Unless one were to assume that more maladjusted persons are attracted to college, one can attribute this difference to the adverse effect of problems encountered in colleges. The main conflicts preceding suicide classified by Seidon (1966) were concern over studies, unusual physical complaints and difficulties with interpersonal relations. Similarly, Temby (1961) reported and suggested relatedness between concern over studies and 41 percent of the suicides he studied at Harvard. Though such systematic studies and surveys have not been done in India but there have been quite a large number of reported suicide attempts by students, specially more so by I.I.T. students, from time to time which establish that college students are a 'high risk population'. Therefore, all these surveys carried out from time to time to gather facts and figures of suicidal attempts made by the college population should be an eye opener to the sociologists,
and psychologists. In order to prevent the students from making desperate attempts on their lives or following the path of delinquency or anti-social activities, the root cause of the malady should be explored and identified so that suitable remedial measures may be taken up.

Before undertaking this study, a pilot study was undertaken by the investigator and Taneja (1978) to locate the problems of B.Ed. students and to determine the relationship of the problems with adjustment. The student teachers were found to have faced various types of problems. Their adjustment also seemed to be influenced by their problems as low problem student teachers were found to be more adjusted in all the areas of adjustment than high problem students. Moreover, there has been found a significant correlation (.77, N=328) between problems and adjustment of the students. The findings of the pilot study also point towards the significance of carrying out a comprehensive work in this direction.

A research project, if it has to serve humanity, should be timed with the needs of humanity and be able to contribute to the solutions of the problems most pressing in the community. There could be no two opinions that it is high time to locate the problems of students, to relate them to their personality factors, to analyse them and to help the students to solve them. It is being increasingly felt that anxieties and tensions do not arise just because of environmental difficulties alone; the personalities of the students also play their part. Strikes and disturbances in campuses are symptoms
of resentment against the circumstances in which they find themselves and of the inner conflicts and emptiness within.

5. OBJECTIVES OF THE STUDY

The study was conducted with the following objectives in view:

(i) To identify the problems and to assess the degree of personality adjustment, self concept (self acceptance), level of aspiration and creative potential of the students studying in the professional courses of Medicine, Law, Engineering and Education.

(ii) To locate high and low groups on the variables of: (a) Problems; (b) Personality adjustment; (c) Self Concept (Self acceptance); (d) Level of aspiration, and (e) Creative potential in each profession and of the whole group.

(iii) To test the significance of difference among the students of different professions with regard to Problems, Personality adjustment, Self concept (self acceptance), level of aspiration and creative potentiality.

(iv) (a) To test the significance of difference between the percentages of students of different professions in high and low groups on problems and all the four personality variables. (b) To test the significance of difference between means of high and low groups of different professions on problems and all the four personality variables.

(v) To test the significance of difference between high and low problem groups on the variables of (a) Personality adjustment, (b) Self concept (self acceptance), (c) Level of
aspiration, and (d) creative potential of the students of different professions and of the whole sample.

(vi) To test the significance of difference between high and low groups on all the four personality variables with regard to their problems, profession wise and of the whole sample.

(vii) To determine the significance of difference among different areas of problems in different professional groups and the whole sample.

(viii) To test whether different types of problems are independent of different professional groups.

(ix) To find out whether problems are equally distributed among different professions.

(x) To determine the degree of relationship between problems and each of the four personality variables.

(xi) To know whether the four personality variables are interrelated.

(xii) To prepare Personality profiles of highest and lowest achievers on the problem variable in each profession.

6. ASSUMPTIONS

The present study was initiated with the following basic assumptions which are open for verification and testing:

(1) Every student encounters some problems but they differ in degree from individual to individual.

(ii) Problems can be assessed.

(iii) Problems and personality factors are interrelated and probably they have two-way relationship i.e., the magnitude of problems effects the personality factors and certain types
of personality make up intensify the experiencing of the problems.

(iv) Persisting problems may give rise to frustration, anxiety and tension.

(v) There are internal and external sources of problems i.e., psychological and situational.

(vi) The students are normally distributed on the variables of problems, personality adjustment, self concept, level of aspiration and creative potential.

(vii) The sample is random and observations are independent.

(viii) Problems, personality adjustment, self concept, level of aspiration and creative potential are continuous variable

(ix) The test of significance for the study is set at the .05 level.

(x) Two-tailed test is applicable.

7. HYPOTHESES

The following hypotheses were formulated before starting the study:

(i) There is a professionwise significant difference among the students on the variables of problems, personality adjustment, self concept, level of aspiration and creative potential.

(ii) There is a professionwise significant difference among the percentages of the students in high and low groups on problems and the four personality variables.

(iii) There is a significant difference between high and low problem groups of students of different professions
and of the whole sample on the variables of personality adjustment, self concept (self acceptance), level of aspiration and creative potential.

(iv) There is a professionwise significant difference in the problems of the students of high and low groups on different personality variables.

(v) Different professional groups and the whole sample differ significantly with regard to different types of problems.

(vi) Different types of problems are not dependent on professional groups but have an independent existence.

(vii) There is a significant correlation between problems and different personality variables.

(viii) There is a significant inter-correlation among different personality factors.

8. PLAN OF ATTACK

The present study was planned as follows:

(1) SCOPE OF THE STUDY

In the context of the conditions prevailing and the time and resources available, the study was delimited with respect to the following:

(1) The study was confined to health, financial, social and psychological relations, personal and psychological relations, home and family, moral and religious, curriculum and teaching procedure and vocational and future plan problems of students in relation to their personality factors, namely, personality adjustment, level of aspiration, self concept
(self acceptance) and creative potentiality.

(ii) The study was conducted on both the boys and the girls preparing for the first professional degree that is Bachelor in Medicine (M.B., B.S.), Bachelor in Law (LL.B.), Bachelor in Engineering (B.E.) and Bachelor in Education (B.Ed.).

(iii) The study was restricted to 1100 students of four professional groups studying in A.M.U. and all the three local colleges affiliated to Agra University.

(2) THE METHOD AND THE PROCEDURE

The Normative Survey Method of research covering the following phases was adopted:

(i) In order to identify the students' problems, students' problem checklist was administered on the total sample and the problemwise and professionwise significance of difference was determined.

(ii) In order to measure personality factors of personality adjustment, self concept, level of aspiration and creative potential, personality adjustment inventory, L.A. Coding test, S.A. test, Ideational tendency scale were employed respectively.

(iii) In order to determine the professionwise significance of difference between problems and the four personality factors the following steps were taken:

(a) Two extreme groups on each of the variables were located which are given as under:

(1) Highly adjusted group: Highly maladjusted group
(ii) Highly self accepting group: Low self accepting group;
(iii) Highly aspiring group: Low aspiring group;
(iv) Highly creative group: Low creative group;
(v) High Problem group: Low Problem group.

(b) The significance of difference between different personality factors of high and low problem groups of different professions and of the whole sample was determined.

(c) The significance of difference between the problems of high and low groups on each of the four personality factors in different professions and of the whole sample was determined.

(d) The significance of difference between area-wise problems of different professions and of the whole sample was determined.

(e) The degree of equal distribution of area-wise problems in different professions was determined.

(f) The independence of problems of different professional groups was determined.

(iv) The extent of correlation between:

(a) The students' problems and their personality adjustment;
(b) The students' problems and degree of self acceptance;
(c) The students' problems and their level of aspiration;
(d) The students' problems and creative potentiality was determined.
(v) The degree of inter-correlation between different personality factors was determined.

(vi) The personality profiles of the highest and the lowest achievers on problems were compared.

(3) **TOOLS**

The following inventories and tests were used in the present study:

(1) A Students' Problem Checklist standardised by Educational and Vocational Guidance Centre, A.M.U., Aligarh.

(ii) Jamil Qadri's Personality Adjustment Inventory.

(iii) Ansari and Ansari L.A. Coding Test.

(iv) G.A. Ansari S.A. Scale.

(v) Sajida Zaidi Ideational Tendency Scale.

(4) **SCORING AND TABULATION OF DATA**

The test booklets were scored according to their respective keys and the data was tabulated profession-wise and as/whole group.

(5) **STATISTICAL ANALYSIS AND INTERPRETATION OF DATA**

Since the tests included in creative battery are all open-ended tests, no limit to the obtainable scores can be set. Hence, the raw scores of creativity test were converted into standard scores. Whereas, on the other tests, the obtained raw scores were used. Then data was analysed profession-wise and as a whole group.

(6) **CONCLUSIONS AND SUGGESTIONS**

Conclusions were drawn from the results of the study and suggestions were made for providing guidance services in the institutions and to make admissions in the professional courses on the basis of personality tests.
REFERENCES


