Chapter - I
## Chapter - I

The Problem & Its Settings

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Chapter - 1

The Problem & Its Settings

1.0 Introduction

In India in the sixties, the family was a joint family. The elders' behaviour developed a few moral values amongst the family members. Gradually the females of the family, being educated, started doing the jobs for their own status. In this circumstances the joint family underwent a change.

Now we have nuclear families. In nuclear family the parents are busy in their job. They get less time to give, to train, to teach and to develop moral values in their wards due to exertion & stress in the existing job activities. Hence most of the children of nuclear families where parents are employed, seek help from neighbours, society and from their friends for their educational, psychological & sociological problems.

Before adolescence period the physical, mental & social development do not discriminate in them about sex except that they feel that this is a male or a female child. But as the transitional period starts, various physical changes start due to hormonal secretions.

The secretion of hormones at the age of 8 to 10 years bring many external and internal physical changes in the boys and girls. The internal changes can be covered but the external changes in the boys and girls make them attractive and beautiful. This causes attraction towards each other. The development of secondary sexual characters
such as growth of hair in pubic and pelvic regions, menstruation in girls and discharge of semen in boys, change of voice in boys and development of breast in girls prepare them for puberty. Though this process is a slow process and takes years to mature for reproductive purposes, the boys and girls, prior to age 11 tend to tell their parents what is on their minds. Infact parents are first on the list, says Michael Reira, author of "Uncommon sense for parents with teenagers". But with the onset of puberty and changes in the body, the boys and girls prefer to discuss about their secondary sexual developments with their friends. Now the friends are at the top of the list wherein the growing boys & girls prefer to share their problems. In fact the children, who are moving from childhood to adolescence stage realise this changing state as a problem because they are not aware about this changing developments. At this stage the children do not prefer to discuss about their problems with their parents. Now parents are kept at the bottom of the list. As parents give importance to education and less weightage to sex education they hesitate in talking about sex and problems related with sex with their wards. This act on the part of parents increase the distance between parents and their off springs. Similarly with the onset of puberty the girl or the boy is no longer 'a little one'. They have become a separate individual with an entirely new individuality. This can bring serious problems with them in many ways, if their homes face shortage of rooms. The adolescent becomes reclusive at this stage. They want to withdraw themselves and urge for private space.

The private space or separate rooms for adolescents provide them with an opportunity to collect, find and read matters pertaining
to their curiosity about sex. The body development and sex hormones on one side make the adolescents attain full puberty and on the other hand the attraction towards opposite sex in the adolescents make them anxious/curious to know the developments about the opposite sex. Here the need for sexual education arises.

Let us look into our educational system. As an adult when we talk about "our education" and "our" past, we pride ourselves about the social mores, and our highly cultural background, that helped to groom us into a balanced individual. Probably it may be true to a certain extent. Most of us had our education in a single-sexed schools. Television was non-existent and the media was not a mischief monger as it is today. Today India is a fast growing nation-economically, socially and somewhat psychologically too. It has crossed barriers to reach out to the west. Suddenly we are flooded with technologically vibrant India, which has triggered down to schools, colleges and the like. Education is no longer confined to the 3 R's - namely reading, writing and arithmetic. Education has expanded itself and encroached into the technical space to prove its dominance. Schools have sprung up in every nook and corner of our country. Modernization is the word which has invaded the curriculum and has exposed little children to the world of computers. A mere pressing of a key introduces the child to a vast ocean of knowledge. The uniform of a school has also become a status symbol of schools. Indian code of dresses have given way to westernised outfits that befit an English medium school. Films, magazines, television and even newspapers have helped to give a new meaning to a presentable personality. Children especially the
adolescent group' who are at an impressionable age, are interpreting such changes as a part of their education. Earlier the physical changes of an adolescent and sexual interest towards the opposite sex never posed a problem. Such interests were totally tabooed by the society and a lot of emphasis was given to the Vedas, Puranas and the Upanishads. Even our two epics the Mahabharata and the Ramayana were read with deep reverence. So if the feelings did arise - they were crushed by the peer pressure and the social norms of our society. Today a confused set-up has completely baffled our adolescents. They are exposed to a completely westernised outlook - The media has glorified this set-up. As a result the adolescents are now trying to break the barrier of restraint. They want to explore socially tabooed subjects and are yearning for an outlet that will satisfy their growing needs.

Let us speak about co-educational schools. Children of such schools are more aware of their physical changes. As they reach puberty they suddenly realize the difference and are conscious and excited about the changes. There was a time, when a girl started her menstruation, it was a 'hush-hush' affair. Today there is excitement among the girls, probably because they have attained their womanhood. This could have been treated as a normal affair but unfortunately due to the highlighting of special days (viz: Rose day, Friendship day, Valentine day) that touch the fragile mental level of adolescents, children of the adolescent group are prone to 'crushes' hero-worship, puppy love, dating, going steady and the like. For a generation being brought up on a diet of sex-saturated media (viz. films and television)
it is necessary that we as adults sit up and seriously think of re-vamping our education. "Media inputs and social changes have led to maturity setting in earlier than usual in students - They know a lot more than parents or teachers may think," says consulting psychiatrist Jitendra Nagpal of Times News Network (TNN).

Upadhyay (2003) had written an article on "New Kid stuff: Ishq vishq, pyaar vyaar" for the Times News Network. The following were her observations - Triangles, equation, biology, chemistry. The stuff middle school students seem to be spending most of their time thinking about......

"Why am I getting attracted to him/her? Is it bad?" is a query that's frequently repeated by middle school scholars. As is the cry, "Help! I'm in love and can't concentrate on studies."

Teachers admit "love affairs" seem to be on the rise. "Middle school tends to witness a lot of drama, with the smallest of things like a hidden greeting card or that red rose creating a storm. With Valentine season around the corner, excitement is at its peak," says one class X teacher. But there's also considerable curiosity about that exciting new mystery, sexuality, with information being sought as early as class VII and class VIII. One psychiatrist admits to being a bit "surprised" when a class VIII student asked him if homosexuals could also get AIDS.

As students move to senior school, the questions get more hardcore. "All kinds of issues come up in a session once children have gained the counsellor's confidence. Questions on the latest
methods of contraception, oral sex and sexually transmitted diseases are common," says Nagpal (2003).

Principals say extensive counselling is needed "The level of awareness is definitely up, but there is also a lot of misinformation. Since parents find it very difficult to break the ice with children on these issues, schools must take up the responsibility," says Principal of Mira Model School (New Delhi).

Mishra (2005) TNN reported (Nov. 30-2005) that Agarwal, who ran UP's first sex clinic, said that "most of the teenagers now fall in love due to peer pressure, with TV and movies urging on. Since a love story often ends up on the marital bed, sex gets intrinsically linked with marriage in young psyche".

"Therefore, small things like a school boy crush on the class teacher leads to gigantic guilty complex", he said and stressed" "13 plus boys and girls need to be taught to handle their physical changes and emotional upheaval with dignity".

Malhotra, Head Psychiatry, PGI, Chandigarh, attributes parents resistance to the subject to a fallacy that "sex education must mean talking about the act in the classroom. A large numbers have become more accommodating specially after the department of community medicine did a survey that showed that 25 to 30 percent adolescent, were sexually active in Chandigarh.

Questions asked during the school mental health programme, have proved to be real eye openers to those who thought their wards still believed in the visiting storks, Malhotra says- Experts from
Bombay Shastri and Matcheswalla felt Maharashtra too needed to catch up with the changing times. Even in Bombay while the elite school children may have 95 percent awareness, students of the lower medium income group are still fighting fears and myths all alone. Which is a shame after all the hype over NCERT's attempts to end of unhealthy innocence, he rued.

On November 28, 2005 TNN reported that the new year will see Delhi school children, class VI onwards, being subjected to 'life skill' classes which will teach them about sex, alcohol, substance and physical abuse. A good move since parents still find it tough to discuss these issues with their children.

"Children are very curious about the birds and bees but parents are uncomfortable talking to them about these issues," says clinical psychologist Ashima Puri (TNN) (2005)

While parents spend a lot of time analysing their child's academic performance, they pay little attention to the need to teach them about sex, and the dangers of vices like alcohol and drugs, "Parents are not inclined to discuss such issues," adds psychiatrist Achal Bhagat.

Author Namita Gokhale says, "I talk to my daughters about any issue. It is the attitude of openness that is important." Activist Nafisa Ali adds, "It's important that kids today be equipped with the realities of life, so one should talk to them". Her daughter says she is "very comfortable talking to her parents. But that is not the case with many other kids, as they find their parents don't understand them." (TNN) - 2005.
Given the lack of communication with parents, the youth turns to the Internet and their peers for information. But, that can lead to inaccurate information and troubled behaviour. Sums up Bhagat, "with no authorised source of information, youngsters often end up experimenting and getting in trouble. Also, the lack of communication means that youngsters feel isolated, critical and intolerant" (TNN)

In this context, the Delhi government's decision to introduce sex education in schools from class VI onwards is welcome. Though some may consider it a bit precipitate, early exposure to the subject is necessary for a wholesome and responsible attitude towards sex. Children need to be told at the pre-puberty stage, the changes that their bodies undergo, so that they can handle the situation in a better way. For too long, prejudice and prudery have forced us to brush sex education under the carpet. As a result children are confused and ill-informed. When inquisitive minds do not find answers the legitimate way, they get them from other sources, mostly unreliable. Policy-makers have done well to call the subject 'life skills' instead of sex education. It reflects a healthy change in perception. The 'life skills' approach is also likely to go down better with parents who might not be very comfortable with the idea of exposing children to sex education at an early age. Parents, involvement in all this is extremely important to provide the back-up and address specific and sensitive issues.

The infamous MMS episode has only confirmed that today's adolescent, exposed to an environment which is very permissible, is prone to aberrant behaviour. This must be corrected. More pocket money, internet and TV are having a detrimental effect on children.
Valentine's Day has become popular recently. It's more a trend when romance or rather the expressions of romance are paid more attention. The Western influence is the force behind the craze of all youngsters who yearn for love and romance.

The problem with the teens of today is that they fail entirely to distinguish between infatuation and true love, if at all something like that exists in the first place! Blame consumerism, blame feminism, blame the sexual revolution, but the art of courtship has been replaced by the cult of instant gratification. Words seem insufficient to express the secrets of love, and beyond the limits of expression is the expounding of desire.

As per the information given by The Times of India - New Delhi - 2006, Sexually charged music, magazines, TV and movies push youngsters into intercourse at an earlier age, perhaps by acting as kind of virtual peer that tells them everyone else is doing it, a study said on Monday.

"This is the first time we've shown that the more kids are exposed to sex in media the earlier they have sex," said Jane Brown of the University of North Carolina, chief author of the report.

Previous research had been limited to television, said the study which looked at 1,017 adolescents when they are aged 12 to 14 and again two years later. They were checked on their exposure during the two years to 264 items - movies, TV shows, music and magazines - which are analysed for their sexual content.
In general it found that the highest exposure levels led to more sexual activity, with white teens in the group 2.2 times more likely to have had intercourse at ages 14 to 16 than similar youngsters who had the least exposure.

The effect was not as pronounced for blacks, the study said, perhaps because the black youngsters in the study were already more sexually experienced than the whites were when the research began. The teenage pregnancy rate in the US is three to ten times higher than that found in other industrialised nations, making that and exposure to infections a major public health concern, the study said.

At the same time parents tend not to talk about sex with their children in a timely and comprehensive way, leaving a vacuum in which the media may become a powerful sex educator, providing "frequent and compelling portraits of sex as fun and risk free."

"Interestingly, one of the strongest predictors of risk for early sexual intercourse for both black and white teens was the perception that his or her peers were having sex," the report said. Youngsters "may begin to believe the world view portrayed and may begin to adopt the media's social norms as their own - Some, especially those who have fewer alternative sources, such as parents or friends, may use the media as a kind of sexual superpeer that encourages them to be sexually active", it added.

### 1.1 Scope of the study

The adolescent period begins with puberty, which is nothing more or less than the coming to maturity of the physical sexual characteristics
and the internal drives that give them force. It is inevitable, therefore, that the period of adolescence will involve the individual in various problems of sexual adjustment in our kind of culture where taboos on sex expression are extremely rigid.

The intensity of conflict for each individual depends upon the intensity of his drives, which vary with individuals and upon the nature of the social controls that exist in the environment.

The conflict between social codes and sex expression is one of the most intense forms of social conflict in the secret life of the individual. The conflict also influences heterosexual contacts, for social codes still hold that sex relations shall be confined to permanent marriage relationships.

In an urban civilization, the child has no contact with the natural aspects of man's nature - birth, death, sex and reproduction. Urban children often face the biological realities of man's nature for the first time under conditions of shock.

The existence of relatively free youth groups in high school and college has removed the adolescent from the guiding hands of adults. In the absence of effective sex education, the immature adolescent must make major decision without adequate knowledge.

Social training in our society, which makes no provisions for adolescent rites and ceremonials, gives to the adolescent little specific idea as to how he is to conduct himself in these initial stages of peer association. The patterns and ideals absorbed in the home and schoolroom are likely to conflict rather definitely with the romantic
pattern of associations so frequently presented on the motion-picture screen.

The common struggles of adolescents with regarding the ideal of chastity is interestingly presented by Zuchry. He has focussed upon masturbation and on anxiety that adolescents feel about his sexuality in general, they may go through a ritual of argument with themselves as to their ability to control. The adolescents experience a phase of believing they can do so, followed by a phase of feeling sure they cannot. The more repressed their feelings are and the more secret their struggle, the more likely they have to feel compulsion, to have experience is such activities which are not accepted by society.

During their development, adolescents may exhibit behaviours (homo-sexuality, fetishes, transvestism, voyeurism) that, although deviant from the norm, do not necessarily represent psychopathology. In more cases however, the emergence of a typical sexual behaviour or strong sexual fantasies that are not socially approved, may generate very disturbing feelings and forebodings. This can lead to debilitating emotional turmoil (excessive anxiety or depressive feelings) that can interfere with normal personality growth.

Parents are apt to give information about sex in an embarrassed, half-ashamed way that both upsets and embarrasses the adolescents. If the relationship between the adolescents and their parents is at all strained or uneasy, communication will be difficult. Boys especially, are likely to face this problem.
The formidable phase, the achievement of heterosexuality, means simply the attainment of normal, healthy interest in and relationships with the other sex. This outcome of biological maturing might seem so natural as to present little difficulty. On the contrary, many people never achieve a satisfactory adjustment to the other sex; as a result, there is lack of normal participation in adult social activities, possible difficulty in marriage, and a warping of the whole life. Adolescence is the crucial time for this sex-social readjustment.

It must not be inferred from the above that there are no sex problems before puberty. Curiosity on the part of children regarding sex is healthy; it should be met with matter-of-fact, straightforward answers so that the child does not worry about such matters or dwell upon them. Occasional childhood anticipation of the thrill of interest in some member of the other sex is entirely normal, as when a little boy discovers that a curly-haired little girl is really a surprisingly attractive person. In healthy child society, however, the rapidly changing manifold interests and the teasing of other little boys soon dispose of the matter. Demonstrativeness, between girls is common. In a considerable number of such situations there is at one time or another some sex feeling and more or less sex play. But again no harm ordinarily results, unless from an adult's clumsy handling of the situation. In almost every respect portentous moralizing is the wrong approach; the child's attention is centered on the undesired acts rather than distracted from them. More or less homosexual episodes may also occur among boys; they should be similarly regarded and calmly dealt with. Occasional masturbation is an almost universal
phenomenon that most commonly begins in childhood. It usually causes no harm unless bungling adults foster feelings of shame and guilt that are in themselves harmful and cause the youngster to dwell morbidly on the act, which in turn tends to its excessive recurrence.

What are the important points in understanding youngsters who are going through this exciting experience of discovering the other sex? At first, because this experience is so exciting and so new, the boys and girls do not know quite what to make of each other or how to get along together. The boy now sees even the neighbour girl in a new way that gives her an interest she never had before. She really is, in subtle ways, a different person from the leggy kid he knew when they both were 12. There may be many complicating circumstances. The early adolescent boy may have recently entered a big high school where there are many girls he never knew as children; these new feminine associates seem even more glamorous. Failure to deal effectively with them may take either of two directions. Disconcerted and timid in the face of all these manifold difficulties, a youngster may avoid them by withdrawing from association with the other sex. Or he may become too interested or go too far.

It is clear from the above that the sexual development up to the attainment of puberty the adolescents are in anxiety which develop in them an emotional imbalance. This imbalance may divert them from their academic attainment. On the other hand sex-consciousness and awareness about sex through proper guidance by parents, by society and by school, will lead to a healthy activity regarding sex education and proper emotional balance in the adolescents. These
proper programming about sex education may divert anxious students towards their studies.

It is obvious when the adolescents do not know about the secondary sexual development, they are stressed. They become more aggressive and non co-operative. Under these circumstances, where they are unable to take decision, their temperament and behaviour will be indifferent and non adjustable with the parents and social peer members.

A study was conducted by a news channel in which it was telecasted that about 70% adolescents have enjoyed the physical touch and relationship with the opposite sex. About 35% did not feel it bad and did not feel guilty if they have relationship before marriage. About 65% adolescents are not aware about future consequences. The adolescents who have enjoyed the physical relationship with opposite sex, after interview, have accepted that their mind is more towards the sexual act rather than towards their studies. During deep counselling it was also observed that they do not have any knowledge about sex, and its after effects.

Taking into consideration the manifold problems of the adolescent related to sex, one does ponder how much does it affect the academic performance of the individual or does it differ according to the temperament of the individual ? The purpose of the study is therefore to delve into the mindset of the individual bringing out the sex consciousness of the adolescent as he/she attains puberty. The study also intends to find out the relationship between the sex-
consciousness of the adolescent and his / her academic performance. This is a general deduction that sexual interest is more potent in the adolescent years of an individual. It is a part of an individual's growth. Therefore it is not necessary that the impact of an adolescent's sexual consciousness will have any relevance with his / her academic achievement.

So to have a deeper understanding of this question at large it is essential that we know about the temperament of an individual. How far does the temperament of an individual has a role to play in igniting the sexual interest of an adolescent. No two individual can be termed similar in temperament. The purpose of my study would be to decipher the link between the temperament and sexual consciousness of an adolescent - if any.

**Temperament and Child Personality**

Personality is determined by the interaction of temperament traits with the environment. Each person (including your child) comes with a factory installed wiring. How your child is wired can determine whether they will be easy or difficult to raise. How well their temperament fits with the environment and how well they are received by the people in the environment will determine how a child sees himself and others.

1. What is temperament?
2. The 9 Temperament Traits
3. Is your child a easy or difficult to raise?
4. Coping With a Your Child's Personality
5. Useful Books from Amazon.com
Temperament is a set of in-born traits that organize the child's approach to the world. They are instrumental in the development of the child's distinct personality. These traits also determine how the child goes about learning about the world around him.

These traits appear to be relatively stable from birth. They are enduring characteristics that are actually never "good" or "bad." How they are received determines whether they are perceived by the child as being a bad or good thing. When parents understand the temperament of their children, they can avoid blaming themselves for issues that are normal for their child's temperament. Some children are noisier than others. Some are more cuddly than others. Some have more regular sleep patterns than others.

When parents understand how their child responds to certain situations, they can learn to anticipate issues that might present difficulties for their child. They can prepare the child for the situation or in other cases they may avoid a potentially difficult situation altogether.

Parents can tailor their parenting strategies to the particular temperamental characteristics of the child. They can also avoid thinking that a behavior that reflects a temperament trait represents a pathological condition that requires treatment. Parents feel more effective as they more fully understand and appreciate their child's unique personality.

When the demands and expectations of people and the environment are compatible with the child's temperament there is said
to be a "goodness-of-fit." When incompatibility exists, you have what is known as a "personality conflict." Early on parents can work with the child's temperamental traits rather than in opposition to them. Later as the child matures the parents can help the child to adapt to their world by accommodating to their temperamental traits.

Classic child development research conducted by Chess and Thomas has identified Nine temperamental traits:

**Activity Level**: This is the child's "idle speed or how active the child is generally. Highly active children may channel such extra energy into success in sports; may perform well in high-energy careers and may be able to keep up with many different responsibilities.

**Distractibility**: The degree of concentration and paying attention displayed when a child is not particularly interested in an activity. This trait refers to the ease with which external stimuli interfere with ongoing behavior. High distractibility is seen as positive when it is easy to divert a child from an undesirable behavior but seen as negative when it prevents the child from finishing school work.

**Intensity**: The energy level of a response whether positive or negative. Intense children are more likely to have their needs met and may have depth and delight of emotion rarely experienced by others. These children may be gifted in dramatic arts. Intense children tend to be exhausting to live with.

**Regularity**: The traits refers to the predictability of biological functions like appetite and sleep. As grown-up irregular individuals may do better than others with traveling as well as be likely to adapt
to careers with unusual working hours.

**Sensory Threshold**: Related to how sensitive this child is to physical stimuli. It is the amount of stimulation (sound, tastes, touch, temperature changes) needed to produce a response in the child. Highly sensitive individuals are more likely to be artistic and creative.

**Approach / Withdrawal**: Refers to the child's characteristic response to a new situation or strangers. Slow-to-warm up children tend to think, before they act. They are less likely to act impulsively during adolescence.

**Adaptability**: Related to how easily the child adapts to transitions and changes, like switching to a new activity. A slow-to-adapt child is less likely to rush into dangerous situations, and may be less influenced by peer pressure.

**Persistence**: This is the length of time a child continues in activities in the face of obstacles. When a child persists in an activity he is asked to stop, he is labeled as stubborn. When a child stays with a tough puzzle he is seen as being patient. The highly persistent child is more likely to succeed in reaching goals. A child with low persistence may develop strong social skills because he realizes other people can help.

**Mood**: This is the tendency to react to the world primarily in a positive or negative way. Serious children tend to be analytical and evaluate situations carefully.
Temperament is the innate behavior style of an individual that seems to be biologically determined. Although some experts feel that labeling a child too quickly as "difficult" may create a self-fulfilling prophecy of problematic parent-child interaction, knowing what kind of temperament your child has, may make the difference between a happy and a troubled child - and between an accepting and frustrated parent. Realize that your child's immature behavioral style is not a "fault" because temperament is biological and not something he learned from you. Still it is within the power to help the child to cope with this temperament - and eventually to understand himself better instead of feeling sorry for someone for having a noisy, distractible or shy child. Learn to accept this as his nature and then develop a strategy to help him adapt in a socially acceptable way. Replace a victimized mind-set with an adult resolve to help your child ameliorate his difficulties. Above all, remember that the temperamental qualities can be shaped to work to a child's advantage if they are sensibly managed.

Assessment Of Temperament

In an original New York Longitudinal Study, temperament was assessed by interviewing the parent. Descriptions of the infant or child were coded by a trained researcher and scored for each of the nine categories. Interviews could be individualized to fit each family situation.

Later, more time-efficient questionnaires were developed by Carey and his associates, (1974). They measured the same
temperamental characteristics as it was conducted by NYLS (New York Longitudinal Study). These questionnaires were normed and took just 15-20 minutes to complete and about 10-15 minutes to score. In the mid-90's software was developed to scores the questionnaires and reduced scoring time to 2-3 minutes. Software could also perform statistical calculations instantly that would take hours to do by hand, allowing more specific comparisons to be made, such as using standard scores and doing validity checks.

Researchers have also developed other questionnaires and observational techniques designed to measure temperamental characteristics. Research questionnaires have measured 'basic' temperament dimensions such as sociability and emotionality, rather than the practical ones. Observational measures of temperament are often employed in laboratory settings. Usually these involve videotaping responses to 'challenges' presented to the infant or child. Observations over a number of situations are added together to achieve a reliable 'view' of the temperamental characteristic being measured.

Studies have shown moderate levels of agreement amongst the three measurement methods: interview, questionnaire and observation. Each method has its own advantages and drawbacks. Today the questionnaire is the method which is worthily used for practice. A complete assessment of temperament by the professional involves a combination of interview, direct observation of the person and the use of a standardized questionnaire. By putting together the information from all three sources (observation, interview and questionnaire) a valid profile of the temperamental characteristics can
nearly always be developed and used to help the person deepen their understanding of their own or their child's individuality and behavior. Using temperament-based descriptions, a common frame of reference can be developed between the person and professional, improving understanding and increasing "goodness of fit."

**Application of Temperament to Infants and Children**

Temperamental characteristics can be measured by researchers and clinicians in several ways, including interviews, behavioural observations and questionnaires.

**In 1968 William B. Carey, M.D.,** a practicing pediatrician, developed the first practical measure of temperament, the Infant Temperament Questionnaire. Since then he and several associates have authored a series of temperament questionnaires assessing the nine NYLS temperament characteristics in infants as young as one month of age and in children through the end of the twelfth year. Collectively these are known as the Carey Temperament Scales, and are published and distributed by B-DI.

Knowledge about temperament and individuality can be useful in several ways for the teachers who teach the adolescents of 8th, 10th & 12th grade pupils. First, educating parents, teachers and professionals about the existence of individual differences in temperament and ways to deal with these differences can be valuable. Differences are not necessarily the result of a condition or disorder. Many parents feel responsible for, and guilty about having a spirited child, and are relieved to know that their child is normal and they are not responsible for causing the child's behavioural patterns.
Second, it is helpful to know the specific, patterns of behavioural individuality to allow those working with the youngster to 'tune in' to their behavioural style. Often caregivers have a general idea about the child's temperament, but ratings on a standardized temperament measure can improve everyone's focus, and there are often surprises (for example, the inability to adjust quickly is often seen as high persistence rather than gradual adaptability). Furthermore discrepancies between perceptions and actual behaviours are important to understand.

Third, with an accurate assessment of the child's behaviour, specific changes can be planned and implemented by those working with the adolescents. These interventions can improve the 'fit' between the adolescents and teachers reducing stress and improving adjustment.

Several of the readings in the parent and professional sections of the Links deal with applications of information about temperament.

The similarity of some normal temperament traits to symptoms of activity level, distractibility and persistence has led to confusion about the dividing line between normal and abnormal behaviour.

**Thomas and Chess** (1977) studied nine behaviors in children in order to understand temperament and on the basis of these, classified the children into three categories.

1. **The Easy Child** - this child shows regular eating, sleeping, elimination cycles, a positive approach to new situations, and can accept frustration with little fuss. They adapt to change, such as new food or a new school quickly. They show a good mood most of the time, and smile often. Most of the problems reported with these children result in when the child is placed in
situations that requires responses that are inconsistent with what they have learned at home.

2. The Difficult Child - this child shows irregular eating, sleeping, and elimination cycles. They display a negative response to new situations, for example when frustrated they exhibit aggressive reaction to situations. They are slow to adapt to change, and need more time to get used to new food or people. Most of the problems reported with these children centers around socialization patterns, expectations of family, school, and peer groups.

If pushed to become immediately involved in a situation, these children are more likely to exhibit loud refusal and sometime oppositional and aggressive behavior.

3. The Slow-to-Warm-Up Child - this child shows negative responses of mild intensity when exposed to new situations, but slowly comes to accept new situational problems with repeated exposure. They have fairly regular biological routines. Problems with these children vary depending on the other characteristics they show.

Temperament is behavioural style: the how of behaviour rather than the what or why. Temperamental differences are present at birth; they influence how children behave toward individuals and objects in their environments and how they are affected by the environment.

Temperament characteristics explain in part how individuals with many stresses may do well while some with little or no stress have difficulty.

The temperament of the adolescents may affect parenting. While some adolescents are mild and joyful others are irritable and cry persistently.
Easy child are so pleasant to care for they may receive (and give back) loads of affection and attention. The fussy, spirited child may scream and kick when given attention. As development unfolds, the fussy child may feel aversive to the caregiver and may receive less nurturance and affection.

This is a striking reality for some parents who have an easy child followed by a feisty one (or vice versa). Many parents feel guilty and wonder if they have done something to harm their child because the spirited ones are so much more difficult to raise.

Temperament may make certain adolescents in certain environments more likely to have emotional and behavioural problems. These 'risk factors' occur when there is a mismatch between the adolescents temperament and some demand in the environment - a poor fit between the adolescents temperament and the expectations for behaviour in the situation. 'Easy' adolescents may have 'protective' factors where mismatches are rare and the rate of conflict is low.

There are four basic ways to use temperament information to help children and their caregivers:

a) Education about the existence of temperament differences;
b) Individual behavioural assessment of a particular child, using a standardized questionnaire;
c) Environmental intervention; systematically changing the environment to accommodate temperamental characteristics;
d) Support groups to share experiences, discuss parenting techniques, and strategies for coping with a spirited youngster.
All children have temperaments. Even children who have been diagnosed with hyperactivity, impulsivity & inattention may have temperamental characteristics that create "poorness of fit" issues. Assessment and environmental changes to address temperament issues can still be very helpful in many cases, in many situations.

Why are children so different? Because each has his or her own temperament! This accounts for why children need to be raised in different ways. It is the duty of the teachers to adopt such methods and techniques which can be compatible with their personalities.

Researchers have long wondered why some children with very supportive and nurturing homes still have done poorly, while some from cold and barren home environments have excelled. Part of the answer is that children are born with differing levels of resilience in their personalities. Another part of the answer is the 'goodness of fit' between the child's individual behaviour and the way they are reared. Generally the better the "fit," the better the results.

Temperament is important in teaching learning situations 1) knowing the proper techniques and how to discipline, and 2) how it affects the teacher's view of the child. These dimensions are critical in determining how the teacher-child relationship evolves over time.

First since teachers can't change or determine the child's temperamental style, Teaching needs to be molded around the child's temperament. A better approach is to observe and learn about the child's behavioural style and then change the way of reacting to the situations.
Temperamental characteristics can be very positive in some situations and challenging in others. Do not punish the child for temperamental style. If a child is shy, she should not be reprimanded for being hesitant toward a stranger. If the child adapts gradually, she shouldn't be punished for not obeying completely if her response is better than last time (moving in the right direction). If the child is intense she shouldn't be criticized for being loud when she feels upset, just as she isn't punished for being loud when she is happy. If a child is irregular, she shouldn't be punished for not being hungry at every meal or not ready to sleep at every bed time.

1.2 Related Studies

1.21 Related Study on Sex Consciousness

1. Gir (2002) conducted a study on “Sex education intervention for urban adolescents” and concluded from the results of the study that the contemporary youth can see the relation between their present knowledge and attitudes regarding sexuality on their future family life.

It was concluded from this study that the contemporary youth is curious about the broad spectrum of information related to sex and sexuality. They also feel the need of scientific and expert enlightenment of this field. Hence, systematic and need based information on sexual issues through sex education is the call of the youth and sex education packages as developed in the present study may be of great help.

The sex education package transmitted in school worked effectively as sample subjects of the experimental group gained an ample amount of knowledge from this package and they found it satisfactory. It is concluded that sex education is best when given as part of general education.
should be taught to realize that sex interest and sexual urges are a normal and valuable part of achieving maturity. They should be rightly directed rather than considered as problems. The youth of today should be made aware that sexual relationship in a loving normal climate is, of course the basis of success in marriage and parenthood.

The contemporary youngsters are aware of the effectiveness of strategies for communication of sensitive issues belonging to sexual matters. They are able to verbalize opinion and preference for technical knowledge to be given by experts with the help of supplementary aids for the better conceptualizations etc.

Thus, empirically tested and need based sex-education intervention programme is the call of the day.

Garison (1966) conducted a study and found that sex is surrounded by an aura of mystery tinged with dark hints of forbidden delights, a situation which could not be better designed to arouse interest.

Jha (1978) a gynaecologist, who frequently runs sex education programme reported from a study, conducted on adolescent girls, that 90 percent respondents were desperate for sexual information.

Moses and Praveena (1984), in a study on knowledge and practices regarding menstruation among teenagers reported that 12 percent girls from upper class and 66 percent girls from middle and lower socio-economic strata did not know and prepare about menstruation before its onset.

Nair (1974) and Jha (1978) have shown that nearly half the patients with the venereal diseases were in the 15-25 years age group which further
proves the lack of information about sex has misguided the youth.

_Gupta_ (1981) and _Mathur_ (1997), highlighted the fact from their studies that adolescents, their mothers and teachers of both co-educational and non-coeducational schools show poor knowledge regarding matters of human reproduction and sexual facts. _Pandey_ (1963); _Gupta_ (1998); _Edward_ (1984) and _Chittora_ (1998) almost have unanimous findings reflecting the desire and need of the adolescent boys and girls to know more about birth process, physiological facts about reproduction, masturbation, premarital sex, symptoms of puberty, sexually transmitted diseases, birth control methods etc.

_Supe_ (1988) suggests that written material supported by appropriate illustrations can be used as vehicle for transmitting sexual information. _Ahulawalia_ (1961); _Calderwood_ (1966); _Kera, Aghenta_ (1993) and _Chitttora_ (1998), through their intensive work on sex awareness concluded that teachers are considered as the best agents for imparting sex education to youth. Most of them opine that sex education should be included in school curriculum and teachers should take the major responsibility of educating the adolescent in the matters of sex. But to impart sex education even the teachers need to be trained to possess scientific knowledge and objective attitude to disseminate sex education.

_Maheshwari_ (1981) and _Chittora_ (1998) re-inforce the fact that especially adolescent girls lack proper and correct knowledge about self and opposite sex and that educational intervention should be provided before puberty to prevent behavioural problems and emotional disturbances and prepare young people for adult role and responsibilities. The results of the
present study further strengthen the assumption that technical and scientific information about sexual matters is the need of the hour.

Sachdeva and Agarwal, (1996), Velehil, Daniel and Pai (1994) - also indicate a very strong need to introduce a special on going continuous educational programme directed towards improving the knowledge about AIDS among contemporary youth so as to bring about positive attitudinal changes and healthy practices in day to day life, confirming to the trends of these studies, the respondents of the present study also opined that sex - education be taught by teachers, experts and doctors.

Sathe (1986) has rightly concluded in his study, that it is now high time that teachers realised their responsibility towards the younger generation and provided them with suitable technical inputs regarding gender role, interpersonal relationship, pre - marital, marital and extra - marital life, mate selection and problems related to sex.

Mathur (1997) reported that the teachers also believed that sex education be given through the use of black-boards, charts and posters, films and lectures as it affects directly and indirectly to the development of youngsters.

Reddy (1997), feels that charts and posters form an excellent aid to lectures in sex education programmes as they summarize, compare, contrast and explain the subject matter verbally transmitted through lectures.

According to Jemmott (1998), studies have shown that adolescents typically feel, invulnerable and do not perceive themselves to be at risk.
Despite these challenges to behavioural change, they develop interventions that will protect adolescents. "Approximately 56 percent of adolescent females and 73 percent of adolescent males have had sexual intercourse by the time they are 18 years of age," as reported by Jemmott.

**Jemmott** also tested the effectiveness of peer educators. His research found that interventions utilizing peer and adult facilitators were equally effective, although adolescents said that they enjoyed the interventions more when counselled by their peers. "This finding has implications for multiple-session interventions," said Jemmott. "Using peer co-facilitators might increase attendance and the degree of involvement in activities when adolescents are asked to attend several sessions."

**Jemmott** also allayed the fears of those who believe that exposing adolescents to information about sex will encourage them to engage in sexual activity. "Out data provide some evidence that the opposite may be true. Adolescents who received our AIDS risk - reduction interventions were less likely to engage in sexual activity, and those who did were more likely to engage in safe sexual activity," he said.

**Alim Farzana** (1996) conducted a study on "Emotional Problems of Parents of Adolescents" and concluded from the results of the study that there is a wide generation gap. Impact of western culture, social pressures, lack of understanding and ignorance on the part of the parents are some of the reasons leading to friction between parents and adolescents resulting in problems for the parents. Parents need to be educated and motivated to face these great challenges. It is concluded that -
1. Fathers and mothers differ significantly from each other in certain aspects under emotional reactions.

2. Majority of father scold and rebuke their adolescent children when they commit a mistake whereas mothers grumble and get irritated.

3. Both the parents react by not talking to their adolescent children when they do not act according to their wish.

Golwilkar (1991) in her study related to sex difference, in social and emotional adjustment, showed that women are better adjusted both emotionally and socially than boys.

Aneja and Kaur (1996) conducted a study on 'Parent Child Relationship in Opinion of Adolescent Boys and Girls' and concluded that the youth of present generation have liberal, democratic and egalitarian attitude towards parents - child and sibling relationship. Singh (1984) observed that the factors which always tend to cause strained relationship between parents and children lie in the area of disciplining of child. Nilufer (1975) obtained only 50 percent of the subjects having viewed parents as desired sources of information related to sex and marriage.

Rao and Rao (1976) A vast majority of respondents i.e more than 90 percent male and female opined that children's opinion should be considered in family decisions. Thus, there is strong demand for freedom and equality in family relations. Further 64.5 percent males and 46 percent females also expected honour to their opinions by the parents. More than half of the respondents strongly demanded that parents should not ignore the sentiments of the child.
Steinberg (1990) observed that insufficient behavioural control deprives the adolescent of adequate guidance and supervision and places them at risk for behavioural difficulties.

Chakraverty and Srivastava, (Oct 2002) studied on: "Behavioural Problems of Adolescents". The results showed that 1. Adolescents of rural and urban areas differ significantly in anxiety level 2. Adolescents of rural and urban areas differ significantly in emotional adjustments 3. It has also been found that the adolescents of rural and urban areas significantly differ in aggressive behaviour. Thus, the two groups of subjects differ significantly in respect of all factors that the conclusion is drawn. The aggressiveness is significantly and positively associated with urban residence using media. It was inferred from this study that Media is bringing rapid change in the society. Every one is rushing towards western culture. Our adolescents are also one of them. Some adolescent are facing emotional adjustment problem because they see themselves in between two cultures where they do not get their desired objects and desired jobs. They become more aggressive than the adolescents of rural area.

Mulay, did a research on 'A study of needs and problems of adolescents' as per the hypotheses. Some of the major findings were obtained (i) the boys, specially the urban boys, are found to have largest number of problems as against the urban girls having the minimum number of problems; (ii) the socio economic status (SES) is highly related to the problems of adolescents; (iii) low SES group have more problems than others regarding school life, other school problems, ownself, relationship with others, home and family life, health and problems in general; (iv) rural students have more favourable study habits and attitudes than the urban students; (v) the urban
girls have better study habits and attitudes than the urban boys; (vi) urban students have a significantly higher achievement motivation than the rural students; (vii) amongst the urban boys those belonging to high SES have higher achievement motivation than those in the average and low SES groups; (viii) the urban girls belonging to high and low SES groups have a higher level of achievement motivation than rural boys and rural girls in the corresponding SES groups; (ix) achievement and change are the two needs about which the adolescents are maximally conscious, aggression and dominance come next in importance; (x) girls are at the top in achievement, change and aggression, whereas the boys are at the tail-end in these; (xi) the rural students are maximally conscious of needs for dominance, achievement and change; (xii) girls have the least feeling of autonomy and the urban boys have the highest; (xiii) rural students, especially the girls, have a higher conscious about achievement than the urban boys; and (xiv) the highest preferred value by the boys and girls in urban areas in social service and the least preferred is leadership.

Pandey, (1960) "Interests of Adolescents Boys of Schools in Lucknow Division". The study revealed that the adolescents desired to appear attractive. They were particular about the mode of dress and preferred boots to slippers. They were not in favour of control by parents and teachers. The adolescents appeared worried over their future. They wanted to amass wealth so as to be able to acquire independence in life and status in society. They liked the word 'Shri' before their names rather than any other and liked having their names written on their belongings. Analysis of their sexual interests revealed that topics of conversation with parents, teachers, friends and girls were very different. Their political interests were similar to those of their
parents. They even took interest in the activities of the village panchayats and municipal boards. Their sense of patriotism and citizenship was fairly well developed. Though faithful to their groups, their friendship was not permanent. Recreational interests varied from outdoor activities like hockey, volley ball and the like, to music and reading. Besides all these, they were interested in keeping pets, seeing movies, construction, weaving and making articles with rope. Their knowledge of sex was limited. They liked talking to girls. As regards their school work, the boys were more interested in Hindi, English, Science and Mathematics. These considered Science and Hindi to be of much help in their future. Hindi was considered the easiest and English the most difficult. The adolescents were more interested in poetry, drama and story than in essay, novel and criticism. Their interests extended to various cocurricular activities. The adolescents preferred government service to any other vocation even though the starting salary might be the same. The adoption of any craft for a vocation was least liked. The adolescents' interests, rank order, were physical health, studies and character while talks, sex activities and music were the least liked.

Jogawar, (1976) : conducted a study on "Development of Self Concept in Relation to Some Family Factors at the Adolescence Level."

The findings were : (i) The development curves of P.S (Perceived self) and S.S (Social self) stood at a higher level at the beginning and the end stage of adolescence, whereas these were at a considerably lower level at the middle of the adolescence period (ii) The development curve of the I.S (Ideal self) fell steadily as the age advanced and at twenty it was statistically different from what it was at the beginning of the adolescence. (iii) Both the sexes showed just the opposite trends in this development from 13 to 20 in case of
P.S., S.S. and I.S. (iv) In case of the discrepancies the general trend was that of decline from the beginning to the end of the adolescence on development curve and in both the sexes. (v) Under each family factor out of the four, neither lower nor the upper twenty-seven percent group on any dimension of self-concept showed systematic development when the year to year means were compared. (vi) Mean of the upper group differed significantly from the mean of the lower group in case of major dimensions of the self-concept (P.S., S.S. and I.S.), meaning thereby that the favourable family conditions helped the adolescent individual to grow a better self-concept. (vii) Means of the four SES (Socio-economic status) groups (lower, lower middle, upper-middle and upper) when compared showed that the better the SES of the family the better was the self concept of the adolescent development.

Majumdar (1972) conducted a research on "A Study of the Problem of Adjustment in Adolescence". The major findings of the study revealed that (i) social environment did not play an important role in making adolescents pathological in their behaviour pattern; (ii) much discomfort and disharmony was there in the early life of the E groups, particularly in the case of boys; (iii) parent child relationship, discord in home, the perception of roles played by parents, etc. were some of the important factors that appeared far more unwholesome for the E groups than the C groups; (iv) the mal adjusteds' family environment was generally, characterised by tension conflict and overall imbalance; (v) the boys and girls in the E groups were intellectually inferior to their counter parts in C groups and had a great number of dropouts, (vi) the Cand E groups differed significantly on the personality characteristics
like aggression, group dependency, self confidence, sense of security and identification in favour of C group and (vii) there was considerable difference among the group in respect of problems faced by them and in their attitude towards social institutions.

Reddy, (1966) tried to conclude from his study on "Adolescent Adjustment in relation to Home Environment", as under- (i) Conflicting attitudes of extreme nature on the part of parents caused significant trends of maladjustment in the children. The subjects belonging to radical fathers were better adjusted in many of the areas of adjustment than those who came from conservative homes. (ii) Among the seven age groups of subjects, the seventeen, eighteen, and nineteen year age groups revealed significantly more personal maladjustment than the subjects in the early age groups. The late adolescent were more prone to problem behaviour than the early adolescents. The subjects in the 20 year age group were found to be more free from problems than those in all other age groups. The subjects in lower age groups tended to reveal maladjustment with respect to heterosexual relations. In the areas of 'home' and 'school' maladjustment increased with age. The higher the age the greater was the maladjustment. (iii) the first born and the second born were found to be the most maladjusted and the least maladjusted respectively. (iv) The highly orthodox group was the most maladjusted closely followed by the other two groups, conventional and somewhat orthodox. (v) A direct relationship was found between the level of adjustment in the children and the education of the parents. Higher the level of education of the parents the better was the degree of adjustment in the sons. (vi) The 'father-high and mother-low' group was found to be better than 'father and mother equal' and 'mother - high and father - low' groups.
Sharma, (1975) : On the basis of the survey of the data to study on - 'An Investigation into the Personal and Sex interests of School going Rural and Urban Adolescent boys of Hadoti region' it was found that (i) the interest and activities associated with the change in appearance were magnified through the pubertal bodily growth; (ii) the urban adolescents were of the opinion that social success depended upon appearance, while this view was not favoured by rural adolescents; (iii) the urban adolescents took comparatively more interest in writing their thoughts and feelings, a finding confirmed by the teachers also; (iv) as compared with rural adolescents, urban ones were more interested in independent life. (v) most of the rural adolescents indicated their interest in agricultural and teaching professions while most of the urban adolescents were interested in medical and engineering professions; (vi) the rural adolescents were sexually more excited than urban ones during conversation on sex and exposure to male nudity; (vii) on the other hand urban adolescents were more excited than their rural counterparts who were exposed to female nudity and sexual scenes in movies; and (viii) urban adolescent boys wanted to be loved by girls more than the rural ones.

Menezes, (1978) : found the following result by a study on 'Interpersonal Communication between Parents and Adolescence as Related to Adjustment in Adolescents' -

(i) A positive and significant correlation was found between level of communication of father and mother and total adjustment of adolescents.
(ii) A positive and significant correlation was found between level of communication of father and mother and family atmosphere and family
adjustment as perceived by adolescents. (iii) A positive and significant correlation was found between family atmosphere and family adjustment as perceived by adolescents. (iv) A positive and significant correlation was found between level of communication of father and mother and dogmatism of father and mother. (v) No significant sex differences were found in any of the variables studied. (vi) Significant community differences were found in level of communication of father and mother, dogmatism of father and mother, total adjustment of adolescents, and family atmosphere as perceived by adolescents.

Seth, (1970) : revealed the findings from her study on "The Adjustment Problems of Female Adolescents (A sociological study of 500 female teenagers of Lucknow city)" that -

(i) The female teenagers had home, school, sex, personal, social and vocational problems. The reasons for these problems were found to be (a) the lag between physical and social development; (b) the emotional changes that occurred in this period; (c) the desire for activity and interest in peer group and in members of opposite sex; (d) tendency to substitute dependence with independence and self-control; and (e) the difficulty to reach and attain one's own philosophy of life. (ii) Although the problems seemed to be common, the aspect of individual differences was found to be age, religion, marital status, socio-economic status, and sibling position.

Remez, (2000) :-"conducted from the study on Sexuality and Abstinence Education - that some adolescent health professionals believe that although the revelation of early oral sex has been shocking, it has had the positive effect of forcing a dialogue with adolescents about the
full meaning of sexuality and of the importance of defining sex not as a single act, but as a whole range of behaviours. There is widespread agreement among educators from all along the ideological spectrum that the continuing lack of adult guidance about what sex really means contributes to the desensitized, "body part" sex talked about in the press, whatever the real prevalence might be. They stress that teachers and parents need to do a better job at helping children interpret the context-free messages of sexuality they are bombarded with in the media, which now includes the still-evolving internet. Some experts believe that programs are moving in the right direction by teaching adolescents how to identify bad or abusive relationships, but that there is still much work to be done to help them with intimacy and how to recognize good relationships.

(i) The lack of guidelines on what activity is appropriate when is a common concern among professionals who work with adolescents. Educators who endorse comprehensive sexuality education support giving adolescents the criteria they need to decide when to abstain or when to participate across the full continuum of sexual behaviours. (ii) Abstinence proponents are wrestling with how to handle an evolving dilemma that pits those who stress the need to be as precise as possible in specifying the range of behaviours to be abstained from against others who insist that such specificity violates the core of abstinence-only education.

1.22 Related study on Temperament

Strelau (January 1991): "Psychometric tools for Diagnosing adult Temperament" - 'A plea for the study of individual differences, then, becomes a plea for the recognition of parameters' In exploring the renaissance in research on temperament he identified 25 paper-and-pencil techniques for diagnosing
temperament traits in adults. The traits measured include:

Inventories which are labeled as temperament diagnostic tools.... even if some of the traits ..... can be considered as belonging to the domain of temperament.

Inventories which are aimed at measuring a single trail / domain .... believed to belong to the structure of temperament or to so - called primary (biologically determined) personality characteristics considered synonymous for temperament.

Personality inventories based on the assumption that temperament and personality are interchangeable concepts.

A more promising attempt to classify individuals, notes Diamond (1957), would be to select a minimum number of dimensions as a basis for description and allow these to vary independently in the individual case. Diamond adds that the most useful way to characterize the temperamental pattern of an individual is to discover this dynamic pattern which tends to repeat itself in his experience under many diverse circumstances. This sentiment is parroted by Sheldon (1942), Thomas and Chess (1977), and other researchers who conclude that an effective measure of individual temperament preference would require longitudinal studies under a variety of conditions. The literature suggests that existing temperament inventories, at best, represent a snapshot assessment of an individual for a particular time and environment.

Zarghani (1988) : Matching teaching style and learning styles may, as noted by Zarghani, be erroneous since the methods for determining learning and teaching styles may not have sufficient research base to support
their application in a learning environment. **Zarghani** also notes that neither learning styles nor teaching styles cluster neatly into packages and that matching may, in fact, be a disservice in not exposing students to a variety of teaching styles.

**Mc Call** (1986) : Investigated the stability and continuity in temperament - As many studies can be cited to support the advantages of matching teaching strategies as studies showing no statistical significance for creating a "goodness of fit." Mc Call in investigating the stability and continuity in temperament research poses the question,

"Are we really wiser after several decades of studying mental behaviour? In some respects, we are; in a shocking number of other respects, we are not. And will a vagrant from another field, one unfamiliar with most of the written literature and all the unwritten lore about temperament, not look like a kibitzing duck out of water? Undoubtedly."

**Bates** (1994) : The usefulness of temperament concepts might best be summarized as - "For me, temperament concepts are useful along with other kinds of concepts, in providing a structure of description, a way of simplifying how I describe individual differences in development. If I keep this in mind, I am better able to tolerate ambiguity in the concepts and measures of temperament..... to the extent that our measures of temperament describe meaningful phenomena they will be useful"

According to **Thomas** and **Chess** (1977); "Man's increased understanding of himself and his world has been a major ingredient in the history of human society. The intellectual characteristics of this history has been man's ability to increasingly remove himself from the concrete experience
of the phenomenological here and now and place himself in an abstracted world of concepts and logic"

Parent educator in Delta, British Columbia, Kate Andersen is offering individual and group counseling and education to parents and caregivers of children aged 2 to 12 years of age. She has special expertise in temperament challenges and in managing temperament-related behaviour. Kate also has a great deal of knowledge about disabilities and chronic illnesses in children and adults. She also welcomes inquiries from parents and caregivers dealing with typical, everyday behavioural and emotional issues. Telephone: (604) 943 - 8803. E-mail: cateandersen@dccnet.com.

Sean conducted an assessment programme on a child psychologist in the Phoenix / Paradise Valley areas using temperament assessment and parent guidance in addition to traditional practice techniques. Email: smcd@b-di.com. Information about services at 602-997-6635.

Jan Kristal also offers individual counseling, parent groups and workshops. He is organised a Temperament Program. This temperament based community prevention program is located in La Grande, Oregon. It offers individual and small group temperament counseling, utilizing the psychoeducational curriculum developed by the program, Temperament Talk, experiential presentations and workshops for parents, professionals, schools and workplace.

Thomas and Chess (1997) also studied temperament and environment in two samples: one sample consisted of white middle class families with high educational status and the other sample of Puerto
Rican working class families. Several differences emerged as a result of this study.

1. Parents of middle-class children were more likely than those of Puerto Rican children to report behaviour problems before the age of nine years (31% vs 10%). Parents of middle class children complained most often about sleep problems, perhaps because entry into pre-school began on the average at about age 3 or 4. Sleep problems were rare in Puerto Rican children below the age of 5, but very common at age 6, when school began.

2. Parents of middle class children placed great stress on the child’s early development, progress at developmental milestones... believing that problems were indicative of later problems in psychological development. Parents of Puerto Rican children, on the other hand, saw problem as temporary, and believed the child would outgrow them.

3. Middle class children were expected to develop regular sleeping patterns, ability to dress and feed themselves, to play with educational toys, to follow verbal instructions... etc. much earlier. Puerto Rican children, on the other hand, were not expected to accomplish tasks as early.

4. At the age of 9 years, the report of new problems in middle class children dropped sharply. Thomas and Chess speculate that it may have risen in Puerto Rican children as they were faced with more and more demands from the school systems.

5. Only 1 of 42 middle class children presented hyperactive behaviour, compared to 8 of 15 Puerto Rican children (2% compared to 53%). Puerto
Rican children were more likely to be cooped up in apartments with little space to play often due to the fear of accidents or violence in the streets. Middle class children, on the other hand, were more likely to grow up in larger homes with adequate play space and live in safer and less violent areas.

6. Discipline problems were less frequent in middle class children than in Puerto Rican children, whose parents were more concerned about delinquency in the East Harlem community than parents of middle class children. Learning problems were more common in the middle class children, whose parents were more concerned with scholastic achievement than parents of Puerto Rican children. Thus, some of the "temperamental" differences we see in children may also be cultural.

Sheldon and Stevens (1942) - were among the first to investigate the behavioural dynamics and the interrelationships between the static and dynamic levels of personality. Building on the previous work of Kretschmer, Sheldon and Stevens' five year study analyzed 200 young men both morphologically and temperamentally measuring in addition to the primary components a number of apparently secondary temperamental characteristics. "Sheldon's system of rating [was] based on measurement of 17 anthropometric characteristics, in addition to the ponderal index, or ratio of height to the cube root of weight, which is the best single indicator of somatotype" It was found that three groups of traits showed positive intercorelation among themselves, and negative correlation with all or nearly all of the other traits.

Kocinski (1984), Zarghani (1988) investigated teaching and learning styles as they relate to student academic performance and concluded
that the teaching & learning style have a high positive correlation with the academic performance of the students.

Wnetura's ex post factor study examined teaching and learning styles in classrooms to determine how matched and mismatched styles affect student's academic performance. Using the MBTI as an indicator of psychological type and learning preference, the author attempted to measure academic performance based on matching teaching and learning styles. The researcher proposed that similar styles promoted academic success to a great extent.

Evans (1986) investigated the relationship among psychological types, teaching styles, and the achievement of six groups of urban high school freshmen whose reading scores on a standardized test ranged from 6.0 to 7.5. Casey (1993) working with a representative group of Academic Instructor School students researched, (a) student learning styles' influence on academic success, (b) which styles were most successful, (c) whether or not there was a match between successful learner styles and organization teaching styles, and (d) the influence of the instructor's learning style on student's academic success.

Mc Fadden (1986) investigated 153 senior, baccalaureate nursing students' perception about their clinical decision making and its relationship to learning style, personality type, age, gender, education, college career choice, and nursing work experience. It was inferred from this study that learning style is positively correlated with personality type, age, gender and nursing work experiences.

Schultz (1985) compared the proportion of Keirseyan temperaments found in the normative secondary education population with
the proportion of temperaments found in the secondary education Industrial Education population to find if differences existed and to correlate temperaments found with Keirseyan and Jungian style instruments.

**Carey, William** (2005) Conducted a study on 'Temperament and the Pediatrician' related links. Behavioural developmental initiative Understanding behavioural individuality. The main objective of the study was to view the challenging child behaviour from the standpoint of temperamental differences. 'This brief note reviews our current knowledge and suggests ways to overcome any lingering deficit in professional education. Unlike most developmental disabilities this one (temperament deficiency syndrome) is not congenital but is entirely, environmentally induced and rather easily remedied.'

**Brown** (1996) - revealed the findings from the study "Mood disorders in children and adolescents" Many researchers believe that mood disorders in children and adolescents represent one of the most under diagnosed group of illness in psychiatry. This is due to several factors:

1) Children are not always able to express how they feel.

2) The symptoms of mood disorders take on different forms in children than in adults.

3) Mood disorders are often accompanied by other psychiatric disorders which can mask depressive symptoms, and

4) Many physicians tend to think of depression and bipolar disorder as illness of adulthood.

Not surprisingly, it was only in the 1980's that mood disorders in
children were included in the category of diagnosed psychiatric illness. How prevalent are mood disorders in children and adolescents?

- 7-14% of children will experience an episode of major depression before the age of 15.
- 20-30% of adult bipolar patients report having their first episode before the age of 20.
- Out of 100,000 adolescents, two to three thousand will have mood disorders out of which 8-10 will commit suicide.

The following behaviours may be associated with mood disorders in Elementary School - Aged children and adolescence:

- Disruptive behaviour, possible academic difficulties and peer problems. Increased irritability and aggression, suicidal threats, and worsening school performance. Parents often say that nothing pleases the children, that they hate themselves and everything around them. It is inferred that mood disorders in children and adolescents are much more common than was originally estimated. This underestimation was primarily due to the diagnostic confusion surrounding overlapping symptoms from other childhood disorders and the difference in the expression of mania in children versus adults. Many research efforts are underway to better diagnose and identify the children and adolescents who are at risk for mood disorders. It is hoped that by identifying the most vulnerable individuals and providing them with treatment, we will finally start to see a decline in the staggering suicide rates for adolescents.

The most important contribution of this study may be that we listened to what children and adolescents had to say about themselves - and that they
spoke. Despite recent efforts from the psychology of men and almost three decades of work from the psychology of women, it appears that gender stereotypes are alive and well. Returning to the research questions of how and why body image and emotional expression develop differently for boys and girls, one answer appears to be that mainstream American culture makes its way into our youth's development. In other words, gender roles and stereotypes dictate emotional display rules for boys and girls, and physical appearance is far more important than it should be to girls. Fortunately, the youth in this study shared some of their self-esteem antidotes; relationships matter, and so does being productive and being involved in healthy activities.

1.23 Studies on Academic Achievement

As far as personal adjustment is concerned Assume and Levy (1947) found that it was positively related to scholastic achievement. According to Berger and Sutker (1956) students with high intellectual capacity and adequate personality adjustment achieved better in academic performance. However Scott (1958) found that attempted adjustment did not necessarily result in success. Success was dependent on the environment. The best mode of adjustment only maximized the chances of success.

Rust and Ryan (1953) have reported no difference in the emotional adjustment scores of academic under-achievers and over-achievers.

Stagner (1953) found that unstable and maladjusted students did less well than their stable contemporaries. Stagner (1953) found that high emotionality and self-sufficiency tend to lower achievement.

Lym and Gordon (1961) found neuroticism associated with academic success. Eysenck (1957) felt that good educational attainers should
score high on neuroticism and low on extroversion. Furneaux (1957), Kelvin, Lucas and Ojha (1965) reported a positive correlation between neuroticism and attainment at university level.

Barney, Fredericks and Fredericks (1984) analysed that academic achievement had an important impact on status. The effect of academic achievement on self esteem, however, appeared to vary depending on the patterns of association with other students and on the values that could be inferred as the basic for status placement in different networks.

The study of Marsh (1984) revealed that lecturer's expressiveness had substantial impact when extrinsic motivation was low and that added incentives had separate effects on motivation to learn and motivation to perform. Little (1985) concluded that children's explanation did not simply reflect objective reality and that the interaction between objective and subjective reality was complex.

Mwamwenda and Mwamwenda (1987) and Carpenter and Hayden (1987) found that subjects with high self concepts scored significantly better than subjects with low self concepts in their over all performance in Mathematics, English, Science and Social Studies.

Cho and Kahle (1984) investigated the relationship between student achievement and text book content and the impact of a national project's recommendations on text book content. According to Silva and Alencar (1984) significant relationship between self concept and academic achievement were found and it was also related to socio-economic status. In his studies Baarda et al., (1983) found that unemployed fathers had an adverse effect on their children whose academic achievement remained low.
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Warran, Levin and Tyler (1986) had found in their studies that with holding a black child from entering school would be of little value whereas holding back a white child would be of value for a short period of time.

Rein Hann and Barkowski (1984) found in their research that the level of aspiration was unrealistically very high for both the groups of subjects and was not related to actual levels. Banreti-Fuchs (1978) on the other hand concluded that 12 factors for boys and 5 factors for girls did not correlate with Academic Achievement. Several significant correlations between teacher coverage and pupils' achievement was found by Borg (1979) that ranged upto 0.67.

Blane, Pilling and Fogelman (1985) found that difference in the academic attainment of children who changed their schools generally existed prior to the move.

Wright and Cowen (1985) found that experimenter's group did significantly than the control group on report card and monthly social studies grades.

Schunk and Hanson (1985) found that subjects who observed the teachers model scored higher than no-model subjects on these measures. No significant differences due to type of peer modeled behaviour (mastery / copint) were obtained on any measure. That music aptitude and scholastic aptitude tests measure dissimilar forms of mental processing was analysed by Hobbs (1985) and supported by Gordon's study (1968).

A different perspective was presented by Vandamme and Schwartz (1985) in their studies which said that subjects from FA homes
scored higher on achievement motivation measures than did subjects from intact homes. Girls from FA homes missed more school and scored lower on tests of masculinity than did girls raised in FP homes. No other mediating variables exerted a significant influence on the results.

On the basis of his research Felson (1984) reported that self-appraisals had moderate effects on later grades and that this effect in part reflected greater effort by subjects with positive self-appraisals. Although self-appraisals affected the degree of test anxiety experienced by the subjects, they did not appear to affect grades. There are some evidence that test anxiety interfered with performance on standardized tests. Self concept was a determinant in the study of Wilkinson and Burke (1984). According to them subjects with higher self-concepts attained better examination scores than those with lower concepts. No differences were revealed among SES groups and no main effects were found for ethnic identify of SES on self-concept of ability. Findings highlighted the need to control for academically relevant variables that may be confounded with ethnic identify in test administration.

Waxman and Sultan (1984) analysed two stage least squares regression which indicated that non-class activities have positive effects on students' educational aspirations but negative effects on students' academic achievement

Cant and Spackman (1985) found the reading achievement scores of experimental subjects a significant relative to those of controls. Qualitative data supported the value of the counselling sessions in increasing subjects' self-confidence and self-esteem.
Cheung (1986) and the findings of E.M. Shaalvik in Norway showed that males had a higher score on self-esteem than females and that while the self-esteem of males was susceptible to the influence of academic achievement, the same was not true for their counterparts.

The findings in the research of Marx, Howard and Winne (1987) showed that measures of both perception were related to achievement, even after controlling for verbal ability.

In his study, Sticker (1985) found that there was no difference between the two groups with regard to postponement of entry into school performance level and ability to cope with demands of schools in the first grade, repetition of a grade, performance level in secondary school and attendance at a special school. The only significant difference was that more full term than pre-term children attended college preparatory schools.

Garrett (1949) reported that there is a significant relationship between some personality factors with the academic achievement. There had been a growing need to explore the personality factors in the scholastic performance.

Super (1949) pointed out that there exists a relationship between intelligence and educational achievements.

Emmett (1945) came to the conclusion that intelligence is the best predictor of academic success. The same findings were reported by Jordan (1923), Thurstone (1925), Toops (1926), McPhial (1927), Chauncey (1929), Edds and McCall (1933), Hartson and Sprow (1941), Durflinger (1943), Eyesenck (1947) and Harper (1967).
Harris (1931), Engle (1934), Thompson (1934), Spindle and Nemzck (1944) have reported low correlations between intelligence and scholastic achievements.

Oates (1929) was of the view that lack of complete agreement between measures of scholastic achievement and intelligence may not be entirely due to errors in measurement, but probably due to the presence of factors other than intelligence.

The bond between mental ability and academic achievement appears to be smaller than is usually assumed - was found by Carroll (1943). Vineyard and Massey, (1957) reported that the reason for significant correlation between verbal tests of intelligence and scholastic achievement may be the common underlying linguistic factor.

Humphreys and Boynton (1952) pointed out that while intelligence is of significance in most school situations, it is not the only factor in academic success.

The study of Munroe (1945), Warburton (1961, 1962.a, 1962.b), and Garrett (1949) have emphasised personality factors in the prediction of academic success. Stern, Stein and Bloom (1956) have pointed out the importance of inter-personal relationships and personality dynamics in achievement. Fuchs (1975) showed a positive relationship between the level of academic achievement and the degree of mental health. In another study, Fuchs and Meadows (1976) examined the relationships between three levels (high, average and low) of academic achievement and various interests, mental health and attitudinal variables and found that these variables differentiated significantly and systematically between high, average and low
- achieving male and female university students.

Emotional factors in scholastic success have been stressed by Prescott (1938) and, Manguss and Woodward (1949).

Oates (1929) and Herriott (1929), Thornton (1940), Preston and Botel (1952), Barch (1957) and Eysench and Holland (1960) found that persistence was a significant factor affecting achievement. Morgan (1952) found self-confidence to be positively related to achievement.

Carter (1961) found that achievers had better morals and self-confidence than non-achievers. Frankel (1960) found over-achievers conforming to school regulations and better adjusted to the academic situation.

Christenson (1956), Pophem and Moore (1960), Roberts (1962) reported that over-achievers differed significantly from under-achievers in their adjustment to college.

Evans and Wrenn (1942) found thinking introversion related to high scholastic success. Neel and Mathews (1935) and Super (1949) found achievers tending more towards introversion. Owens and Johnson (1949) concluded that personality adjustment and introversion influenced achievement independently of intelligence. Furneaux (1956) and Brodbent (1958) showed that high attainers among university students were significantly more neurotic and introverted than low attainers.

Sinha (1966) carried out on analysis of some factors associated with success and failure in university education. Some of his findings are (i) there is a clear cut distinction between high and low achievers on anxiety test and general adjustment inventory, (ii) the intellectual level of low achievers is poor, and (iii) study habits have no relation with high and low achievements.
Tripathi (1966) reported that low or under achieving students reveal a significantly greater number of problems than high achieving college students, and Rao (1967) found academic achievement to be positively related to adjustment to academic situations. In view of their studies Shukla (1958), Mahrotra (1958), Ghosh (1960), Rao (1970), Bhatnagar (1969) and Gupta (1971) reported that ability and achievement are related to the degree of. 38. Dhaliwal and Sharma (1971) correlated the measure of achievement with intelligence test scores and found correlation coefficients to range from .26 to .46. A significant relationship between intelligence and achievement was found by Mohan and Nehru (1972), Hundal and Agrawal (1972). Rao (1963) studied university students' performance in relation to certain aspects of personality and academic adjustment. He reports that the over achievers tend to differ significantly from both, normal achievers and under achievers and that the over achievers have the optimum adjustment to achievement situations. In the study of Jyoti (1984) no significant difference was found between high and low achievers performance. Significant positive correlations between self concept, academic achievement and teacher expectations was reported by Rampaul, Singh and Didyk (1984). Only one significant positive correlation was discovered for creativity and teacher expectations. Support for the phenomenon of age grade deceleration and academic retardation with increasing age was discovered. From the study of Chandran, Treagust and Tobin (1987) result indicated that prior knowledge and formal reasoning ability were each statistically significantly related to variation in chemistry achievement after 21 weeks of teaching.

In his studies Carpenter (1985) discovered that academic achievement was found to vary with the school system in quite complex
ways. Students in government schools were more likely to achieve than those at non-government schools. It was suggested by him that one factor involved in such a result was relatively strong holding power of government schools in the Australian State studies compared to more popular states and the corresponding weaknesses of the independent school sector.

An observational followup was conducted by Kerr et al. (1986) on the study of successful and unsuccessful high school student to determine whether students' classroom behaviours matched the behaviours they reported in previous interviews assessing adaptive behaviours among successful and unsuccessful students. Close agreement was found between interview data and follow-up observational data for both students. While the unsuccessful students possessed a general awareness of school survival skills, they often failed to apply this knowledge. Successful students in contrast, applied their skills consistently. Implications for school survival skills training for high-risk students were noted.

A study of relationship between social competence and achievement in elementary school children was made by Bursuck and Asher (1986). It was found that the subjects who were low in both achievement and sociometric status, were rated as significantly less competent by their teachers.

Dar and Resh (1986) found in their study that (a) the intellectual component of student body composition out-weighed both ethnic and socio-economic components; (b) class-room composition was more effective than school composition; and (c) class-room intellectual level was more effective than its variance. Subsequently, two hypotheses were supported: Classroom intellectual composition positively affected the students' academic achievement.
and compositional quality and personal ability interacted (that is, low resource students were more sensitive than high resource students to compositional quality).

A research made by Good and Backerman (1978) revealed significant main effects for both teacher competence and student aptitude with no significant interaction between the two variables. Data suggested relatively effective teachers as a group ability. Similarly relatively ineffective teachers as a group did not appear to disproportionately depress the achievement for any particular level of student aptitude.

Peterson Marx and Clark (1978) inferred from their study that generally, the greatest proportion of planning statements concerned the subject matter, but substantial differences occurred. Planning differences were related to teachers cognitive styles and abilities. Relationships between teacher planning, teacher behaviour and student outcome also appeared. Harper, Guidubalidi and Kehle (1978) concluded a study wherein regression analysis indicated that intelligence significantly predicted achievement, but no consistent pattern across grade levels were found for the four behavioural indices. Reasons for inconsistencies with prior research were discussed.

The invitational learning theory which postulates that environments that provide structure along with support and nurturance, invites affective and intellectual growth in students was concluded by Nelson (1984). Smith (1984) on the other hand found that teacher's uncertainty significantly reduced achievement and lecture notes significantly increased achievement. Subjects rated lessons lower on 4 evaluation items when they received lecture notes. It was suggested that low inference indicators of teacher effectiveness should
be developed and that training and evaluation should focus on these indicators.

In his studies Sinha (1980) concluded that the government students provide more facilities to their pupils than the private schools; but the private schools give all those facilities which are essential for academic work. Ahuja Malvinder, Goyal (2006) conducted a study on subjectwise Achievement of Adolescents in Relation to Parental Involvement and Parental Aspirations. The following conclusions were drawn from the study: i) High parental involvement led to higher achievement of adolescents in Science, English and Maths, as compared to that of the group belonging to parents having low involvement with their wards' academics. ii) High educational aspirations of parents led to higher achievements scores only in Maths. Achievement scores in English and Science were not significantly different for children of parents having high and low educational aspirations. iii) Occupational aspirations of parents, high or low, did not yield significantly different achievement scores in Science and Maths. But higher occupational aspirations of parents led to higher achievement scores in English. iv) There was a significant interaction effect of parental involvement and parental aspirations (for educational as well as occupational) resulting different achievement scores in Science, English and Maths. v) With high parental Involvement, significant differences were found in achievement scores of Science and English for the children of parents having high or low educational aspirations. vi) Similar findings were observed through interaction effect PI on Occupational aspirations of parents, as far as achievement in Science and English is concerned. vii) However achievement scores in Maths were significantly different due to interaction of PI and PA (educational), but not significantly different due to interaction of PI and PA (occupational) [PI- Parental Involvement PA - Parental Aspirations].
The main findings of *Panda* (2005) on "Correlation between Academic Achievement and intelligence of class IX students." were (i) There is significant difference in academic achievement of students studying in different categories of schools. (ii) There is no significant difference in intelligence of students studying in different categories of schools. (iii) There is low relationship between academic achievement and intelligence in different categories of schools. (iv) The findings of the study clearly state that there is little significant relationship between academic achievement and intelligence in schools of Dhenkanal district (Orissa).

*Tewari* (1987) refers to intelligence as closely related to intellect, which includes observing, thinking, understanding, remembering and all ways of knowing. We understand that intelligence has a great role to play in academic activities. *Shah* and *Kishan* (1982) in their study have observed that factors such as school climate, teaching method, facilities available both in school and at home, learner's personality characteristics, etc. influence their academic achievement. *Deshpande & Lodhy* (1981) expressed that academic achievement of an individual was affected by psychological variables like intelligence and personality. *Freeman* (1956) supported the proposition that abilities to adopt, to learn, and to carry on abstract thinking are directly proportional to one's intelligence.

Similarly, *Klausmeir* (1965) reported that efficiency to learn is directly affected by the number of pupil's characteristics like their mental maturity and related intellectual abilities.

& Kishan (1982), Joshi & Shrivastava (1983) and Khurshid & Fatima (1984) established a significant positive correlation between intelligence and academic achievement of the pupils, while Carrol (1943), Mathur (1963), Dannis Child (1964), Dhaliwal (1971), Christma and Ardhnareeswaram (1976) have reported low positive correlation between these two variables. However Pandey and Singh (1978) could only summarize that academic achievement and intelligence are correlated with moderate positive correlation.

Gurubasappa (2005) conducted, "A Study on Adjustment and Mental Ability as correlates of academic achievement of secondary school students." and found the following findings -(i) There is a significant difference in the academic achievement of students with different levels of adjustment and mental ability. (ii) There is a significant high correlation between academic achievement and adjustment and mental ability. (iii) There is significant main and interactive effect of adjustment and mental ability on academic achievement. (iv) There is a significant main and interactive effect of sex with adjustment and mental ability on academic achievement. (v) There is a significant difference in the academic achievement of students' related sex, type of school, medium of instruction, locality and socio-economic status. (vi) From this study it is also concluded that the well-adjusted children in the school achieve high. The children with better mental ability will definitely achieve high. The product of learning that is academic achievement of students is certainly influenced by some psychological factors like adjustment and mental ability.
1.3 The Resume of Reviews :-

The relevant literature on sex consciousness, temperament and academic achievement reviewed regarding the sex-consciousness it is found that the youth is curious about the broad spectrum of the formation related to sex and sexuality. Edward (1984) & Chittora (1998) concluded that the adolescence have the desire to know about the birth process and various physiological processes related to sex. Numerous studies have been collected and are presented above and the resume is given below :-

1. Numerous studies have been conducted on the adolescence about their consciousness towards sex and it was revealed that most of the adolescence are very much conscious about sex.

2. Many studies revealed that during adolescence, the adolescent prefer to share their stress with their friends. They do not want to share their problems with their parents.

3. The studies conducted abroad show that 73% of adolescence have had sexual relationship whereas as per the studies in India no such type of result is obtained but 57% adolescence are in favour of discussing sex-related problems with their parents. Whereas 18% male and 32.5% female do not prefer to discuss their sex-consciousness with their parents because of culturally inherited shyness.

4. A few studies have also pointed out that during adolescence period a positive relationship was obtained with aggressive behaviour.

5. Various important studies concluded that during adolescence lack of sex-consciousness show maladjustment in the adolescence who come from
conservative homes whereas in the urban areas media has brought a rapid change in the society. Some studies quoted that some adolescence were facing emotional adjustment problems due to the media.

6. From the literature of published temperament, Humoral character and psychological type theory, it can be seen that temperament based indicator for adolescence have relationship with their learning style.

7. Various results from various studies on temperament of adolescence show that during the transition from childhood to adolescence the temperament of adolescence is related to psychological adjustment. Thomas and Chess (1977) studied the nine behaviours in children in order to understand temperament. In this study parents of middle class children put great stress on the child's early development affecting the temperament of the child.

Keeping in view the above studies, the following shortcomings that existed in the relevant literature have been reviewed in this chapter:-

1. In the Indian context a few studies have been conducted on the sex-consciousness of adolescence but no studies have been formulated on temperament of adolescence which has been related with the sex-consciousness.

2. Various studies have been conducted on the academic achievement of the adolescence but no findings have been obtained which show the impact of sex-consciousness and temperament of adolescence on their academic achievement.

3. A few studies have been presented on the temperament but no studies have been found on the temperament of adolescence.

4. Though various studies have been conducted on sex-consciousness, temperament and academic achievement but no studies have been traced on the sex-consciousness and the various dimensions of temperament of the adolescence which are affecting their academic achievement.