

**A COMPARATIVE STUDY OF PROBLEMS OF HIGH  
SCHOOL STUDENTS OF CBSE AFFILIATED AND  
MAHARASHTRA STATE BOARD SCHOOLS OF  
GONDIA (M.S.)**

**THESIS**

**Submitted for the Award of the Degree of**

***Doctor of Philosophy***

**IN**

**EDUCATION**

**Submitted by**

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**Under the Supervision of**

**Dr. HARISHANKAR SINGH**



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## DECLARATION

I, hereby declare that the entire thesis entitled “**A COMPARATIVE STUDY OF PROBLEMS OF HIGH SCHOOL STUDENTS OF CBSE AFFILIATED AND MAHARASHTRA STATE BOARD SCHOOLS OF GONDIA (M.S.)**” submitted to the Babasaheb Bhimrao Ambedkar University (A Central University) Lucknow for the award of Degree of Doctor of Philosophy (Ph.D.) in Education is my original work and it has not previously been produced for the award of any degree, diploma, fellowship or any other titles anywhere to the best of my knowledge. This research study has been carried out under the supervision of **Dr. Harishankar Singh**, Department of Education and School of Education (SOE), Babasaheb Bhimrao Ambedkar University (A Central University) Lucknow, Uttar Pradesh, India.

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**Date:** 03/06/2019

**Place:** Lucknow

Date : 03.06.2019

## CERTIFICATE

This is to certify that the thesis titled "A COMPARATIVE STUDY OF PROBLEMS OF HIGH SCHOOL STUDENTS OF CBSE AFFILIATED AND MAHARASHTRA STATE BOARD SCHOOLS OF GONDIA (M.S.)" submitted by **Meena Vishweshwar Rakshe** is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

The thesis submitted to Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow satisfies all the requirements as stipulated in the Doctor of Philosophy (Ph.D.) regulations-1999 as amended in 2008/2010/2013 and it is fit for submission and evaluation for the award of the degree of Doctor of Philosophy of the University.

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### Abbreviations Used

1. CBSE - Central Board of Secondary Education
2. MSBE - Maharashtra State Board of Secondary Education
3. SD - Standard Deviation
4.  $\Sigma$  - Summation
5. df - Degree of freedom
6. t-score - Standardized Score
7. Ed. - Education
8. i.e. - that is

# **CHAPTER-I**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

Almost every teacher faces certain problems in classroom. Some problems may be caused by administrative reasons and some may be the result of problem behaviour of students. A Classroom is a complex social system in which teachers are engaged in as many as 1000 exchanges with the students each day. Interaction between pupil and teacher helps in shaping decision making process among students. It is a classroom where students express their feelings and ideas, share experiences and involve in process. It has been seen that a teacher does not interact with all students in the same way. A well behaved, high achieving student is generally more encouraged than a problematic student. A teacher always prefers students who are conscientious, attentive and regular to his class. But a teacher comes across all kinds of students and is faced with different problems specially, when it comes to high school students as they are in their adolescence which is a transitional period. Problem behaviour of these students is one of the most difficult challenges faced by teachers in the classroom. It interrupts their lesson plans, tries their patience, interferes with the other children's learning environment and leaves many teachers feeling overwhelmed, helpless, and out of control. The situation sometimes turns so explosive that the teacher has to control his temper and wait for the problematic behaviour to end, and normalcy to return to the classroom. Without a deep understanding of the reasons behind the behaviour these children exhibit, proper intervention and control within the classroom may very well be impossible.

Adolescence is a crucial age. This is a period when a child is undergoes bodily changes and also his emotional, social, physical and intellect development takes place. For that adolescents attending school manifest problem behaviour, as a result, they are unable to adjust, and, react violently. Early adolescence is second important period of school transition .Students move from middle school to high school. With each change the grades of students decline. This drop is due to high academic standards and partly due to lack of personal attention, more whole class instruction and less participation in classroom decision making. It has been seen that students rate their

high school experience less favourably than their elementary school experience. They complain that their high school teachers are careless, less friendly and stress more on competition than on mastery and improvement of the content. Thus the transition requires students to adjust their feeling of self-worth and confidence since it is very stressful also the student is going through bodily changes due to puberty. If he fails to do so then it leads to problem behaviour in the student. As the findings reveal, school transition often leads to environmental changes that fit poorly with adolescents developmental needs. They disrupt close relationships with the teacher at a time when adolescents need adult support. They emphasize competition during a period of heightened self-focussing, they reduce decision making and choice when desire of autonomy is increasing and interfere with peer network at a period when adolescents are more concerned with peer acceptance. All these contribute to the emotional stress and result in problem behaviour among students. Two of the most common problems teachers and parents see are students' lack of focus, and the inability to sit/stand for an appropriate length of time to learn effectively. Various studies in India at the senior secondary level, suggest that much of the disruptive problem of the child in the classroom could be related to the mismanagement in the school, inadequate development of child's high potentialities. Socio- economic status, unrealistic expectations of parents and teachers.

Researches say that one of the four students visiting health and research centres has a kind of problem. Not only this, there other factors responsible for problem behaviour of high school adolescents as stated by a survey conducted by the National Educational Association in USA in 1975, the factors leading to problems were found to be irresponsible parents, poor home conditions, irrelevant curriculum, overcrowded classrooms, lack of service for exceptional children and lack of authority of teachers.

Problems tendencies such as aggression, impulsivity. Hyper activity and risk taking lead to childhood defiant problem, adolescent delinquency, and adult criminal problem. Although the latent-trait perspective does view parental problem as an important cause of antisocial tendencies in children, the effect of parenting is seen as largely limited to the childhood years. Irresponsible parents and poor home conditions are also greatly responsible for the misbehaviour or erratic behaviour of school children. A student from a broken home also shows some additives. The real problem is that the student stays with one of the parents or moves periodically one to the other

and the home environment which is created by the simultaneous care of both the parents is defined to the student. It can be concluded that parental irresponsibility, unsatisfactory conjugal life, differential treatment of children and over enthusiasm can cause psychological disorders in children.

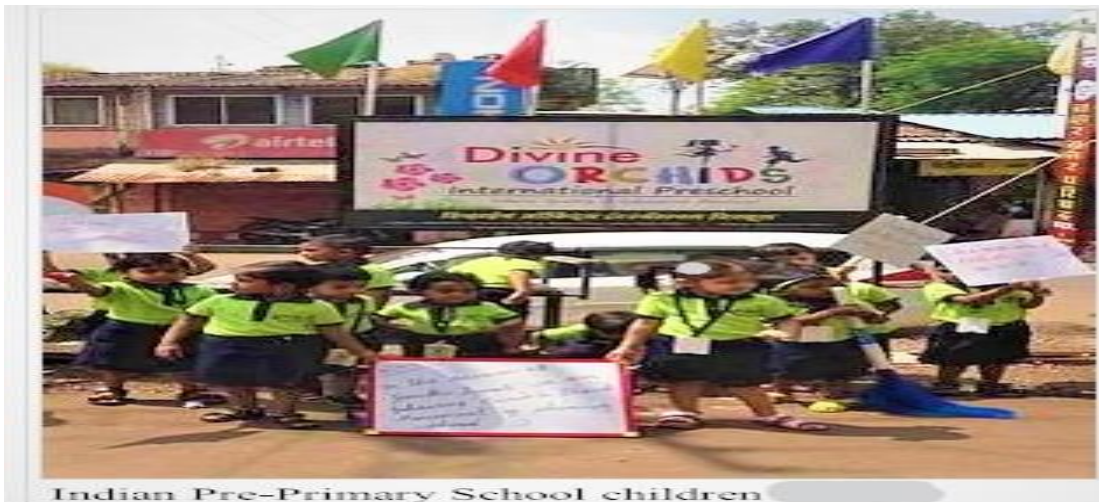
Researches also say that most of these problems are neither diagnosed nor treated. Untreated problem may aggravate the problem. Adding to the existing lacuna in this area it has been observed by Malavika Kapur (1995) that the incidence of the problem is as high as to 10 to 15 percent, the magnitude of which is great in view of tens of thousands of students attending schools. Besides this observation, few epidemiological studies reflect the same observation. Considering their studies one gets the feeling that problems in school children are increasing day by day. The individual characteristics and emotional needs of children can also be contributing factors to criminal patterns of problems. By contrast engaging in more serious criminal activity i.e. likely to lead to arrest during adolescence may indicate psychological problems rather than social continuity (Ratter&Gramzey, 1983).

To identify and overcome the problem, participation of parents' plays pivotal role. A close watch on problem and conduct of the ward can bring enormous support to identify problem. True and correct information in response to screening scale about emotional and conduct problem may give an appropriate information in concern with the problem of their ward. In order to help students and parents, it becomes important for the school to recognize these problems and suggest remedies so that our future nation builders can be prepared to face, challenges of the present life with full zeal and enthusiasm.

## **1.2 INDIAN SCHOOL EDUCATION SYSTEM**

Indian school system is one the largest and complex school education system in the world, the complexity of the system is due to the diversity of the culture and heritage. India with the population of 1.32 billion is the second largest populated country in the world after China and is projected to overtake top-ranking China within forty years. It also has the youngest population in the world. According to the 2011 census, literacy rate in India is 74.04 per cent. Among the states, Kerala leads the literacy rate. The Indian education system is structured as follows:

- **Pre-school:** at this level education is not compulsory. Children usually dwell in psycho motor activities. The Maria Montessori system of education is especially popular at the pre-school level



Indian Pre-Primary School children

- **Private play schools:** Cater for children between the age group of 18 months to 3 years.
- **Kindergarten:** This is divided into lower kindergarten (for three- to four-year-olds) and upper kindergarten (for four- to five-year-olds)
- **Primary school:** First to fifth standard/class/ grade (for six- to ten-year-olds)



- **Middle school/Upper Primary school:** Sixth to eighth standard/class/grade (for 11- to 14-year-olds)
- **Secondary school:** Ninth and tenth standard/ class/grade (for 14- to 16-year-olds).



- **Higher secondary:** 11th and 12th standard/class/grade (for 16- to 18-yearolds).

### **OWNERSHIP OF EDUCATIONAL INSTITUTES**

Schools in India are owned by either government or by the private sector .it can be divided into:

- **Government Educational institutes:** These are run by central government or state government and are wholly funded by it like Kendriya Vidyalayas, Ashram schools, Navodaya Vidyalayas, Sainik Schools, Military schools, Air Force schools, and Naval schools.
- **Local body institutions:** These are run by local bodies like municipal committees/ corporations/ NAC/ Zilla Parishads/ Panchayat Samitis/Cantonment Boards, etc. Examples of these types of schools are NDMC (New Delhi Municipality Council), Delhi Cantonment Board.
- **Private-aided institutions:** These are run by private bodies but receive regular aid from the government, local body or any other public authority. The rules and regulations followed here are same as that of the public schools. The curriculum, study materials, syllabus, examinations for each class of education are framed according to the government rules. For the boards the final examinations will be same as that of the public schools. The fee structures, of these institutions are according to the government policies. Even the recruitment of faculties follows on the norms of the government.
- **Private unaided institutions:** These institutes are run by an individual or a private organisation and do not receive any aid either from government, local body or any

other public authority. The fee structure varies from that of the government institutions. The students are admitted to these institutions according to criteria formulated by the concerned authority and it is totally under the control of the private management. These schools generally create their own curriculum and organize examinations for evaluating the student competency.

### 1.3 EDUCATION BOARDS IN INDIA

Education in India is controlled by The National Council of Educational Research and Training (NCERT). The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. The major objectives of NCERT and its constituent units are to undertake, promote and coordinate researches in field of school education; it also prepares and publishes model textbooks, provides supplementary materials, newsletters, journals and develops educational kits, multimedia digital materials, for schools. Not only this, it also organises and promotes pre-service and in-service training of teachers; promotes development and dissemination of innovative educational material.

In India, the various curriculum bodies governing school education system are mentioned below:



1. **Central Board of Secondary Education (CBSE):** Established in 1962 under the Ministry of Human Resource Development (MHRD), CBSE gives affiliations to public and private schools. Currently about 15,167 schools are affiliated under CBSE. This board is recognised by the government of India and has branches in the

country and abroad. The board conducts final examinations like All India Senior School Certificate Examination (AISSCE) for classes X and XII and AIEEE and AIPMT examinations for admission to undergraduate courses in engineering, architecture, and medicine in numerous colleges spread are over India.

- 2. Council of Indian School Certificate Examinations (CISCE):** It is a private, non-governmental education board in India. It conducts the ICSE (for class X) and ISC (for class XII) examinations in India. About 1,900 schools are affiliated with the CISCE board. This board was set up in 1956 at the meeting of the Inter-State Board for Anglo-Indian Education, where a proposal was adopted for the setting up of an Indian Council to administer the University of Cambridge Local Examinations Syndicate's Examinations in India. It was recognised as a body conducting public examinations in India by the Delhi Education Act, 1973, passed by the Parliament.
- 3. State Government Boards:** These educational boards are regulated and supervised by the apex body for secondary and senior secondary education in the state. Majority of Indian schools are affiliated with the state government boards. The oldest state board is the U.P. Board of High School & Intermediate Education established in 1922 as an autonomous body under the Department of Education. Uttar Pradesh has the highest number of State board schools followed by Madhya Pradesh, Rajasthan, Andhra Pradesh and Maharashtra.
- 4. National Institute of Open Schooling (NIOS):** It is the board of education for distance education, under the Union Government of India. It was established by the Ministry of Human Resource Development of the Government of India in 1989 known as National Open School then, to provide education inexpensively to remote areas. It provides a number of vocational, life enrichment and community-oriented courses besides general and academic courses at secondary and senior secondary level.
- 5. International Boards:** International Baccalaureate Organisation (IBO): IBO was founded in 1968 as an international, non-governmental, non-profit educational organization based in Geneva, Switzerland. This board in India offers three IB programs-Primary Years Program (PYP), Middle Years Program (MYP) and IB Diploma Program (IBDP). There are 109 IB World Schools in India offering one or more of the three IB programmes. 50 schools offer the PYP, 11 schools offer the MYP and 96 schools offer the IBDP. IB is recognised by the 'Association of Indian

Universities' as an entry qualification (equivalent to +2 qualification of an Indian Board) to all the universities.

6. **Cambridge International Examinations (CIE):** Cambridge International Examination formerly known as University of Cambridge International Examinations are a provider of international qualifications offering examinations and qualifications in more than 160 countries. They are an examination board under Cambridge Assessment, founded in 1858 as a department of the University of Cambridge.

#### 1.4 BACKGROUND OF CBSE

The CBSE was given its present name 'Central Board of Secondary Education' in the year 1952. The Board was reconstituted in the year 1952 when its jurisdiction was extended. The CBSE is a main apex board which has a pan Indian jurisdiction and global presence with 141 affiliated schools across 21 countries. The Board grants affiliation to schools up to higher secondary level and develops common curriculum keeping nationwide requirements in focus. The affiliation requires the schools to follow rigid quality standards thus, it is a prestigious achievement. The CBSE affiliation is internationally accepted. It carries out continuous research and development for the advancement of the academic standards in the country. It has recently introduced the grade based on continuous and comprehensive evaluation (CCE).

- **Historical Background of CBSE**

In the year 1929 the Government of India suggested to set up a joint Board for all the areas which was named as the, **Board of High School and Intermediate Education, Rajputana**. This included areas of Mewar, Ajmer, Central India and Gwalior. Later it was confined to Ajmer, Bhopal and Vindhya and named as Central Board of Secondary Education. CBSE is a self-financing body which meets the recurring and non-recurring expenditure without any grant-in-aid either from the Central Government or from any other source. All the financial requirements of the Board are met from the annual examination charges, affiliation fee, admission fee of PMT, AIEEE and sale of Boards publications.

**Jurisdiction:**

The jurisdiction of the Board is extensive and stretches beyond the national geographical boundaries. From 309 schools in 1962 the Board today has 15799 school

as on 15-09-2014 including 197 schools in 23 countries. There are 107 Kendriya Vidyalayas, 2482 Government Aided Schools, 11443 Independent Schools, 585 Jawahar Novodya Vidyalayas and 14 Central Tibetan schools.

**De-Centralisation:**

In order to execute its functions effectively, Regional Offices have been set up by the Board in different parts of the country to be more responsive to the affiliated schools. The Board has regional offices in Allahabad, Ajmer, Bhubaneswar, Chennai Dehradun, Delhi, Guwahati, Panchkula, Patna and Trivanthapurm. Schools located outside India are looked after by regional office Delhi.

- **Structure of the Board:**

The board has a full time Chairman, who is the Chief Executive of the board. He is assisted by three Heads of the Department: Secretary, Controller of Examinations, Director (Academic). The Chairman and the Head of Departments are appointed by the Controlling Authority of the Board, the Secretary, Education, MHRD, and Government of India.

**Finance:** Take care of the Revision of rates of fees; payments for work pertaining to exam/affiliation.

**Examination:** Appointment of paper setters, moderators; fixations of maximum/minimum pass criteria/marks; Duration of Exams; Complains about Opts, etc.

**Curriculum:** Coordination of the recommendations of the Curriculum committee: Renewal and updating of curriculum.

**Affiliation:** Granting affiliation to institutions; Laying down qualifications for teachers; Constituting inspection panels; Suggestions, additions or alternatives in affiliation bye-laws.

**PMT:** Any policy decision to be taken with regard to the conduct of all India pre-medical/pre-dental examination; projects.

- **The Prime Focus of the Board is on:**

- A. Innovations in teaching-learning methodologies by devising student friendly and student cantered paradigms.
- B. Reforms in examinations and evaluation practices.
- C. Skill learning by adding job- oriented and job-linked input.

**D.** Regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmes, workshops etc.

- **Principles of the CBSE Curriculum**

In empirical terms curriculum is regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines. The curriculum provided by CBSE is based on National Curriculum framework-2005 and seeks to provide opportunities for students to achieve excellence in learning.

**The Curriculum prescribed by CBSE strives to:**

1. Provide ample scope for physical, intellectual and social development of students;
2. Enlist general and specific teaching and assessment objectives;
3. Uphold Constitutional values such as socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation by encouraging value-based learning activities;
4. Nurture Life-Skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy towards others and different cultures etc.;
5. Integrate innovations in pedagogy, knowledge and application, such as human sciences with technological innovations to keep pace with the global trends in various disciplines;
6. Promote inclusive education by providing equal opportunities to all students;
7. Integrate environmental education in various disciplines from classes I-XII;
8. Equally emphasize Co-scholastic areas of Art Education and Health and Physical Education.

**Objectives of the Curriculum:**

The major objectives of the curriculum are to-

1. Achieve cognitive, affective and psychomotor excellence;
2. Enhance self-awareness and explore innate potential;
3. Promote Life Skills goal setting, decision making and lifelong learning;

4. Inculcate values and foster cultural learning and international understanding in an interdependent society;
5. Acquire the ability to utilize technology and information for the betterment of humankind;
6. Strengthen knowledge and attitude related to livelihood skills;
7. Develop the ability to appreciate art and showcase talents;
8. Promote physical fitness, health and well-being.

The secondary school curriculum acknowledges the fact that, subjects like Language, mathematics, science and social studies help the cognitive development of the child and, therefore require a greater academic emphasis. Further, CBSE also envisions the all-round development of students in consonance with the holistic approach to education and therefore, emphasize integration of co-curricular domains with curricular activities in an equitable manner. In operational sense, the secondary curriculum is learner-centered with school being a place where students would be acquiring various skills; building self-concept, sense of enterprise, aesthetic sensibilities and sportsmanship. Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses seven major learning areas, from scholastic and co scholastic points of view.

**Table No. 1.1**  
**Table showing different kind of Scholastic Areas**

Languages	Scholastic Areas
Social Sciences	
Mathematics	
Science	
Health and Physical Education	Co-scholastic Areas
Art Education	

**Scholastic Areas:-**

The scholastic areas are as follows:

- I. Languages** include Hindi, English and other 36 languages (detailed in Curriculum Volume II). The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner.
- II. Social Sciences** (Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. Social Sciences include the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties and behave responsibly in the society.
- III. Science** (Biology, Chemistry and Physics etc.) includes gaining knowledge about Food, Materials, The World of The Living, How things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources. The focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. This learning can be used to analyze, evaluate, synthesize and create. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge and develop attitude, skills and values to make rational decisions in relation to it.
- IV. Mathematics** includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, and the ability to apply this knowledge and acquired skills in their daily life. It also includes understanding of the principles of reasoning and problem solving. Learners identify, integrate and apply numerical and spatial concepts and techniques. They have clarity of concepts and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.

#### **Co- Scholastic Areas:-**

Only a healthy child can learn effectively, and good health leads to better learning. Many activities are necessary for development of an affective and Psychomotor Domains. The activities like games and sport, art and music, craft work etc. are

termed as co-scholastic activities. The term co-scholastic activities is used for both Cognitive and Non-Cognitive development that can take place by exposing the child to the scholastic and non-scholastic subjects. Art education including local art, craft, literature and skills, Health and Physical Education, Yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Art etc. is integral parts of the curriculum and to be included in the routine of the schools for the holistic development of children. These are detailed below:

- a) **Art Education** entails instruction in various art forms (visual as well as performing) with an aim to help children develop interest in arts and encourage them to enthusiastically participate in related activities, thus, promoting the abilities, such as, imagination, creativity, valuing arts and cultural heritage.
- b) **Health and Physical Education** focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy management, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices. These six learning areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their potential and be open to new ideas. Children when engage in practices that promote physical, cognitive, emotional and social development and wellbeing, connect different areas of holistic nature of human learning and knowledge should be brought forth while transacting the curriculum.

### **Implementation of Curriculum**

Schools have to setup a school curriculum committee with teachers representing each seven areas. The school curriculum committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/reference materials are age appropriate, incorporate inclusive principles, are gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. It would also ensure that the reference materials reflect conformity with the underlying principles of the constitution of India and are compliant with NCF 2005. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

### **Pedagogical Practices by Teachers**

The pedagogical practices should be learner centric. It is expected of a teacher to ensure an atmosphere for students to feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

Teachers should follow inclusive principles and not label children as ‘slow learners’ or ‘bright students’, or ‘problem children’ but rather attend to the individual difference of students by diagnosing and modifying their pedagogic planning.

### **Creating cross-curricular linkages**

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science; children can write better-framed answers in history, geography and science when they have learnt how to write explanations/short descriptions in a language; Life skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal values, life skills, constitutional values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

## **1.5 STATE OF MAHARASHTRA**

### **Population:**

As per the population census 2011, Maharashtra’s population was 9.69 crores. Maharashtra is the second largest State in India in respect of population after Uttar Pradesh. With 42.4 percent urban population, Maharashtra was the second most urbanised State among the major states of India, after Tamil Nadu (44.0 percent). The male and female sex ratio of the state according to 2011 census is 1000:922. Marathi is the official state language which is spoken by majority of its populace. In Mumbai however, due to its cosmopolitan nature is not as widely spoken as Hindi and English. Marathi, English and sometimes Hindi are used for official purposes.

### **1.5.1 Education Structure in Maharashtra**

Maharashtra is divided into 7 educational regions, each region being in charge of a Deputy Director of Education. Except Greater Mumbai which is both a region and a district, each of these regions consist of at least 4 districts. The Government of Maharashtra follows the 10+2+3 system in providing for a uniform pattern of structure all across the state. The age of instruction for formal instruction in class I-IV, upper-primary stage – classes V- VIII, and secondary stage – classes IX – X. After passing the Secondary Education at the end of class X, a student is eligible for admission to a general education secondary school, an Industrial Training Institute (ITI), or even a technical school. The +2 stage comprising class XI and XII was introduced in 1975-76. This stage is popularly known as junior college and is either attached to a secondary school at the higher secondary stage, or in most cases is under a degree college at the + 2 stage. At the end of 12 years, a student is eligible to join a bachelor's degree course of three years for a graduation degree.

- **Post- Independence Development of Education in Maharashtra:**

Mapping the history of educational development in Maharashtra can provide a clearer understanding of the present functioning of educational administration in the state. At Indian Independence in 1947, Western Maharashtra and present-day Gujrat were joined as Bombay State. The Eastern districts were then part of Hyderabad State, but were later added to Bombay in 1956. The present state was formed in 1960 when the Marathi and Gujrati linguistic areas of former Bombay State were separated. Prior to 1960 Maharashtra was divided into three main regions:

1. Western Maharashtra
2. Vidharbha
3. Marathawada

In 1968, the Maharashtra Education and Social Welfare Department for the first time in the history of the Education Department in Maharashtra prepared a report called “Educational Development in Maharashtra State (1950-51 to 1965-66)” with the aim of providing a comprehensive basis of planning for future educational development. Information from this document has been used to provide an insight into the educational affairs of the state prior to formation of Zilla Parishads in 1962. Further, this section enlists some important legislation that came into effect post the Kothari

Commission and gives the sequence of formation of the state's most important educational bodies.

- **Pattern of Education until Formation of Zilla Parishads**

The three parts of the state were poles apart in their educational practices. There were no common links at either the primary or secondary school levels; each region followed a different pattern of classes and a separate syllabus structure. Moreover even the administrative machinery in place for both Primary and Secondary Education was widely different across the state.

- **Secondary Education:**

Secondary Education in Maharashtra was mainly provided at the initiative of voluntary agencies subsidised by government on grant-in-aid basis. Though this was the case in western Maharashtra and Vidharbha, the Government conducted majority of the schools in Marathawada.

In western Maharashtra, a Board of Secondary School Certificate Examination was established in 1948 with a separate Chairman. In Vidharbha, there was an autonomous statutory Board of Secondary Education. In Marathawada, prior to reorganisation of states in 1956, the Board of Secondary Education of the former Hyderabad State conducted the H.S.C. and S.S.C. examinations. Balwant Rai Mehta Committee was setup in 1957 to decentralise and to make recommendations on new structures to be created to involve the local people in the development process. The committee recommended the 'establishment of an inter-connected three-tier organisational structure of democratic decentralisation at the village, block and district levels'. Maharashtra was quick to enact the Panchayat Raj system and in 1961 it passed the 'Maharashtra Zilla Parishad and Panchayat Samities Act, 1961.

- **The Maharashtra State Board of Secondary and Higher Secondary Education:**

The Maharashtra State Board of Secondary and Higher Secondary Education, Pune is an Autonomous Body established under the provisions of the Maharashtra Act 41 of 1965. The Maharashtra State Board of secondary and higher education conducts the HSC and SSC examinations in the state of Maharashtra through its Nine Divisional Boards located at Pune Mumbai, Aurangabad Nasik, Kolhapur, Amravati, Latur,

Nagpur, Ratnagiri. The Board conducts examination twice a year and the number of students appearing for the main examination is around 1 lakh for Higher secondary school and 17 lakhs for Senior secondary school, for the supplementary examination around 6 Lakhs students are expected for Higher secondary school and Senior secondary school together. There are about 21000 schools (SSC) and 7000 (HSC) Higher Secondary school/Jr. college in the entire state.

### **Maharashtra Zilla Parishad and Panchayat Samitis ACT 1961:**

This legislation was enacted by Zilla Parishads and Panchayat Samities as local government agencies for administration of rural areas of state. It contains the composition and election procedures, power and functions of these local government bodies. Every Zilla Parishad is required to appoint a standing committee for education besides the standing committee for several other subjects. This committee for education is responsible for, firstly, the establishment, management, maintenance and inspection of the primary and basic schools; secondly for the grants to aided schools. It is not responsible for any academic component like syllabus, prescription of textbooks, conduct of scholarship exams, etc. It is responsible for the any establishment, management, maintenance and inspection of secondary schools, but not for the prescription of textbooks, formulation of curricula, rates and conditions for maintenance grants, etc. The general conditions for recognition and conduct of primary and high school scholarship examinations are also looked after by the committee.

### **Maharashtra Secondary Education Code, 1960:**

The present secondary education code based on the draft code of 1961 was enforced in 1963-64 as a common code for the recognition of grants-in aid to the non-government secondary schools in Maharashtra. Since the time the code was first printed in 1963, the government has issued orders, from time to time, regarding the modification of certain rules relating to school practices and administration in the code. For example, after the introduction of the 10+2+3 pattern of education ( which has been discussed later in this section) and the starting of the + 2 classes in the junior colleges and the secondary schools, the government issued certain orders, from time to time , regarding the junior colleges. The code lays down, various conditions which have to be fulfilled by the secondary schools to get recognition and

the rules and regulation to be followed by the institutions that desire their pupils to sit for and public examination conducted by the State Education Department. It also lays down the rules regarding syllabi, curricula and textbooks for various course to be taught in the schools. Besides, the service conditions of the teaching and non-teaching staff of the secondary school are also laid down in the code. The code also contains provisions regarding the health of children in these schools, fees, free scholarship, school terms, school hours, holidays and principal of discipline in addition to the records, registers and inspection reports that are to be maintained by the various types of secondary schools.

Since there was no uniformity of syllabus followed in the three main regions of the State viz. Western Maharashtra, Vidharbha and Marathawada, nor was there any uniformity in the duration of school education at different stages. An imbalanced growth of education is witnessed in various regions of the State which also gave rise to administrative problems. As a first step for bringing about uniformity in the pattern of secondary education in different regions, the Maharashtra Secondary Education Board's Act, 1965 was passed under which the Maharashtra State Board of Secondary Education was constituted, with three Divisional Boards operating under its supervision on 1st January 1966.

#### **Maharashtra Secondary Education Board's Act, 1965:**

This act provides for the establishment of a State Board and Divisional Boards to regulate matters pertaining to secondary education in Maharashtra. Initially, the act provided for establishment of only three divisional boards for the divisions of Pune, Nagpur and Aurangabad. The number of divisional boards has since increased to eight, with the establishment of five more such boards- a separate divisional board for Mumbai in 1985 and two others at Amravati and Kolhapur set up in 1991 and later on at Nasik and Latur. The state government, however, is authorised under the act, to direct the state board on issues related to any of the divisional boards. It can suspend or stop the execution of a resolution passed by a state or any of the divisional boards.

#### **Duties of the State Board:**

The duties of the state board is mainly to advise the state government in policy matters regarding secondary and higher secondary education. It helps in maintaining the standards of education by coordinating with the policies of nation as well as state. Not only is this, it is also concerned with preparation of detailed syllabus for each

standard of secondary and higher secondary education, in order to specify the content of the syllabus. It approves the textbook, encourages innovation and research in the field of education, takes decision regarding financial policies and functioning of the board. Scholarship, stipends, medals, prizes and awards are introduced and regulated by it. It conducts general observation of the working of the division or boards and periodical observations of their account.

### **1.5.2 Structure of school education in Maharashtra:**

In Maharashtra, educational governance, especially for primary education, has taken place through collaborative effort of the State Government and local bodies. Though, the major responsibility for basic education lies with the State Government, the local self- government bodies in the rural areas and Municipal Council in the urban areas have also been associated with school education.

The main types of schools include:

- a) Zilla Parishad Schools:** These are schools wholly managed and financed by the State Government. In Maharashtra, 80 percent of the primary schools are Zilla Parishad schools and 4 percent of the secondary schools are run by the Zilla Parishad.
- b) Municipal Schools:** Around 6 percent of primary schools in the state are run by municipal bodies: Many municipal bodies also run secondary schools in their jurisdiction. However, majority of the secondary school are run by private societies and the government pays them a grant. The grant paid to C class Municipal Councils is 100%, B class Municipal schools get 90%, and A class municipal councils get 80% while Municipal corporations 50%.
- c) Private Aided Schools:** These are schools with private management but receiving grants from the government. 5 percent of primary schools and 64 percent of the secondary school are private aided schools. Schools do not receive grant for the first four years, in the fifth year they receive 20%, 40% in the sixth year, 60% in the seventh year, 80% in the eighth year, and 100% from the ninth year. According to government's policy decision, no aid is provided to English medium schools opened after 1973. However, 267 English medium schools opened before 1973 are grant-in-aid schools.
- d) Private Unaided Schools:** These include schools managed by trusts etc. These schools receive no aid from the government, however, they must obtain recognition

from the Education Department .Private unaided schools constitute 4 percent of the total primary schools and 22 percent of the total secondary schools in the state.

### **1.5.3 Educational schemes in Maharashtra:**

Government of Maharashtra has implemented several educational schemes, some of the important schemes presently being followed by the Maharashtra Government include:

#### ➤ **Sarva Siksha Abhiyan:**

The District Primary Education Programme (DPEP) was launched in Maharashtra in 1994 with the intention of Universalization of Elementary Education (UEE). The DPEP was planned to achieve the cherished goal of UEE by creating a sustainable and decentralised educational management system with a focus on community participation. It aimed at improving access, retention and quality of primary education on sustainable basis with a major focus on the education of girls, SCs and STs, disabled and children belonging to minority group. In 2003 DPEP came to an end and the national programme ‘Sarva Siksha Abhiyan, aimed at providing useful and relevant elementary education for all children in the 6 to 14 age group by 2010. It also has the goal of bridging social, regional, and gender gaps with the active participation of the community in the management of schools. Several Programmes supplementary to the main programme such as construction of class rooms, distribution of free textbooks, Block Resource Centres ( BRCs) and Community Resource Centres (CRCS), programmes for disabled children, endeavours for bringing ‘out of school’ teacher training, opening of new schools and training of the community leaders for full participation in management of the school.

➤ **Vasti Shalas:** As a part of universalization of education, the Government has fixed the norm to open a primary school within a vicinity of 1.5 km. of a habitation having minimum population of 200. This norm for tribal areas is 1.0 km. Vicinity and population 100. But still there are some habitats which don’t fulfil above conditions. For such places, the Government has started ‘Vasti Shalas’ as an alternative education within a radius of 1 km. For at least 15 students. Under this scheme, in all 8256 vasti shalas were running. All these shalas are run by a single teacher.

➤ **Sainik Schools:** The main objective of the scheme is to develop the spirit of nationality, co-operation, discipline, leadership, self-confidence, valour and patriotism

amongst the students. In 1996-97, the State Government had taken the decision to start Sainik School in every district by giving permission to non- government organisations.

- **Mahatma Phule Shikshan Hami Yojna:** This scheme is being implemented to provide education for the children working as child labours in urban and rural areas, mainly in agricultural field, animal rearing, and for shelter less children, deprived of primary education due to poor economic condition. Under this scheme, total 3.92 lakh students have taken education from 20,184 centres in the State.

The State government introduced MCC on the lines of National Cadet Corps (NCC) for all students in the IX from the year 1996-97. This scheme was restructured in the year 2000 and now is offered to as a voluntary activity to all students of VIII and XI. The main objective of the scheme is to inculcate a sense of discipline, nature of leadership and to build a spirit of corps. The physical training teachers are given training and the students are in turn untrained by them. During the year 2003 2004, the scheme covered 25.50. Lakh students and is expected to retain the same number of students in the following years.

- **Ahilyabai Holkar Scheme:** To promote education amongst girls, the state government has started Ahilyabai Holkar Scheme providing free travel concession to girls from 1996-97. Under this scheme, girls in the rural areas studying in standards V to X are provided free travel in Maharashtra state road transport corporation buses to attend middle/secondary school, if such school is not available in their village. Out of the total expenditure made under this scheme, one-third expenditure is reimbursed to the State Road Transport Corporation from the state government. State-level administrative machinery is administered with the aid of a multi-tiered educational structure. The department of education is divided into two sections-The Secretariat and the Directorate of Education. The Secretariat is the primary policy making body whereas the Directorate is the executive organ. There are seven regional set-ups. There are also set-ups at the district and sub-district level. The Minister of Education occupies the top most position in the educational hierarchy, immediately below him is the State Minister of Education. The State Minister of Education is responsible for forming the educational policy in general and answering queries in the legislative assembly. He is aided by the Deputy Minister of Education. These ministers do not need to have any expertise or training in the field of education. The secretary of the

secretariat assists the state minister of education. He is the designated secretary of education and is required to be a member of the IAS and is the real policy maker.

Within the secretariat, the two main departments are school education and higher and technical education; they are headed by their separate secretaries. Some of the major functions of the secretariat include: - Formulate, guide and co-ordinate educational policy in all aspects, Framing and amending legislation, Supervision, direction and control over educational administration in the state, Monetary, including budgetary control over the entire framework-Co-ordination with national level bodies and policies.

**The following Directorates fall under the Secretary of school education:**

1. Directorate of Primary Education
2. Directorate of Secondary and Higher Secondary Education
3. Directorate of Adult Education
4. Maharashtra State Council of Educational Research and Training
5. Maharashtra State Board of Secondary and Higher Secondary Education
6. Maharashtra State Bureau of Textbook Production and Curriculum Research
7. Maharashtra Prathmik Shikshan Parishad
8. State Institute of Education Technology
9. Maharashtra State Council of Examinations
10. Maharashtra Institute of Educational Planning and Administration

The secretary for higher and technical education is responsible for higher education (after std. 12), Technical education, Art libraries and archives.

- I. **Directorate of Primary Education:** There are about 65000 primary schools in Maharashtra, 80% run by Zilla Parishad, 6% by Municipal Bodies, 5% Private Aided and 4% Private unaided. New thrusts by state government include vasti-shalas and Mahatma Phule Shikshan Hami Yojna Schools. This department has a budget of about 4200 crores. The major functions of this body are to grant permission to open private nursery and primary schools, it also controls and supervises primary and nursery schools and works towards the universalisation of primary education.
- II. **Directorate of Secondary and Higher Secondary Education:** This department has a budget of about 3500 crore. There are about 15000 secondary schools in the state, about 64% private aided, 22% private unaided, 4% by zilla parishad including

government schools, 2% by state government, Ashram schools and technical schools, 1.5% by municipal bodies with 41 Kendriya vidyalaya and 28 Navodya Vidyalayas.

III. **Directorate of adult education:** This directorate is entrusted with tasks and programmes related to adult literacy and non-formal education as the two are inter-related and there is no separate body dealing with non-formal education. They are responsible for implementing programmes to promote and administer adult literacy for the age-group of 15-35 years.

IV. **Maharashtra State Council of Educational Research and Training:** MSCERT is the apex institute of the state. Its function is to provide academic support and improve quality of primary education. It was established in 1964-65 as a state institute of education (SIE). It was upgraded and renamed as Maharashtra State Council of Educational Research and Training in 1984. MSCERT works in the area of quality improvement of school education; it carries the responsibility of teacher education, research and evaluation. MSCERT is under the department of school education of Maharashtra government for quality primary education and teacher education. It assists and advises the state government on educational matters and also undertakes and promotes educational research and uses the same for betterment of school education. The institute works in close co-ordination with other educational institutes like NCERT, NIEPA, MIEPA, NCTE, RIE, MSEC, and Text book bureau etc. Its state level constituent institutes include state institute of science education (SISE), Nagpur; state institute of English for Maharashtra (SIEM), Aurangabad; state institute of audio visual education (SIAV), Pune; educational technology cell (E.T. Cell), Mumbai; state institute of vocational guidance and selection (SIVGS), Mumbai. The chief functions of the MSCERT are:

- **Teacher training:** MSCERT organises long term and short-term in-service training programmes for teachers, teacher-educators and other functionaries in the field of school education. It also reviews, restructures and develops curriculum for pre-service and in-service training programmes for primary teachers and for other orientation programmes to be conducted for various functionaries. Apart from this, MSCERT is also responsible for development teaching-learning material for teacher educators.
- **Curriculum Development and Implementation:** Reviewing, restructuring and developing primary curriculum is primary (Standard I TO VII) is one of its prime functions. MSCERT also organises orientation programmes to create awareness about

population education, Women Empowerment, Human Values and Environment Education.

- **Control over DIETS:** MSCERT exercises full academic control over the DIETS and monitors their progress.
- **Sarva Shiksha Abhiyan:** MSCERT is one of the partners sharing the responsibility of conducting various programmes under the SSA. The major programmes related to SCERT are Teacher Education, Research and Evaluation, Training on early childhood, education for girls and children of disadvantaged classes.

**The Director is the administrative head of the MSCERT:** In the hierarchical positions immediately below him are the joint director for administration and the joint director for training. They are assisted by Deputy Directors. MSCERT, Pune-30 is functionally divided into 15 sections. The joint director for administration is in charge of the curriculum development unit, the Sarva Shiksha Abhiyan programme, establishment and SMART P.T. among other things. The other joint director is responsible for sections such as evaluation, extension, OET & Research, Balshikshan, etc. We will focus on some of the important sections of the MSCERT.

- **The Curriculum Development Unit:** It is a three person committee, comprising the section head along with a researcher and correspondent. This unit is responsible for updating and modifying curriculum for classes 1-8. It is responsible for conducting workshops and programs to discuss and change the curriculum. The CDU had been assigned the task of designing and implementing a new curriculum for classes' I-VIII. Committee meetings were organized under the major programme of curriculum revision for the purpose of preparation of draft syllabi. Subject wise experts were invited for final review of the syllabi. Their suggestions were accommodated by the curriculum committee. The curriculum reform committee members meeting was organized for formal approval before recommending the syllabus to the government. The implementation plan for the new curriculum was initiated in 2005.
- **Training Section:** Conducts in-service training in the field of education at all levels with new educational techniques, approaches and trends for primary, secondary teachers, clerks, field officers and teacher educators. Its recent activities include conducting district level training programmes on value education through plan and non-plan schemes.

- **Research Section:** Suggests various solutions to the educational problems by undertaking research on the problems faced by the teachers. Every year action research workshops are undertaken whereby around 30 primary and 30 secondary teachers are selected and five-day workshop is conducted for them. This section also publishes the research bulletin and an annual progress report every year.
- **Women Education Cell:** Its function is to spread awareness about the importance of educating girls. It also organizes programmes to promote girl education.
- **Evaluation Section:** The objective of this section is to bring about improvement in the evaluation procedures of the student's achievement at primary level for effective implementation of competency based curriculum.

V. **Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE):** The MSBSHSE, was brought into existence in 1966, as per the Maharashtra Secondary Board Acts, 1966 and later amended in 1977 to regulate certain matters concerning education in the state. It plays a vital role both secondary and higher secondary education. The jurisdiction of the board extends to all the 33 districts in the state. It has eight divisional boards, each of these divisional boards enjoy autonomy in the conduction of examinations. The state chairman is the highest authority in the board. He is assisted by a secretary and assistant secretary. Each division has a divisional chairman who is assisted by a divisional secretary. The statutory committees of the board are advisory in nature. They are, a) General body b) Executive council c) Academic council d) Examinations Committee e) Finance Committee. The state board also appoints committees such as board of studies and the curriculum research committee.

The board advises the state government on several areas related to policy in areas of secondary and higher secondary education within the state. Its role is especially important in maintaining a qualitative equanimity and ensuring coordination in regard to national and state policies. It is also instrumental in the prescription of elements related to infrastructure, this ranges from teaching and administrative staff to textbooks for different standards. Its other functions include awarding scholarships, inspecting the divisional boards and determining the general conditions pertaining to admission and examination of candidates. It is also responsible for curriculum development and modifications. Another activity carried out by the board is the

development of textbooks, handbooks and other support materials for teachers. It is also responsible for conducting the SSC and HSC exams and affiliating schools and junior colleges. The board has adopted the 3 language formula and offers 27 other languages besides Marathi, Hindi and English. This reflects the multicultural and multilingual character of India.

**VI. Maharashtra State Bureau of Textbook Production and Curriculum Research:**

The Bureau, better known as Balbharti was established by the Government of Maharashtra in 1967 under the Societies Registration Act (1860), with the objective of providing quality textbooks to the student's body while sustaining affordability. The Bureau is an autonomous body and has a budget of over 20 crores and prints the books of the state board up to standard XII. It prints textbooks in eight languages. The Bureau, which is registered as a society has nine members, six of whom are officials in the education department, the others are experts working in the field of education. The Minister of education department, the government of Maharashtra is the Ex-officio president of the Bureau, while the director of education is its vice-president. The bureau has a general body which convenes annually, but it is the board of governors, that is responsible for the actual management of the body through various committees. The functions of the bureau pertain to, as the name suggests, curriculum research and textbook production, and are stated in its memorandum of association in the form of 21 objects. Some of the functions of the Bureau are:

- To promote primary and secondary education.
- To undertake and promote grant-in-aid research for the improvement of curricula and the preparation and production of school textbooks and books intended for supplementary reading at all stages of school education.
- To develop curricula and advise the government on all matters concerning the experimental development and revision of curricula, textbooks and supplementary material, when called upon to do so.
- To assess utility of textbooks and other educational material.
- To maintain libraries to facilitate and aid research on CET.
- The bureau's council for curriculum and textbook research undertakes research in areas of both curriculum and textbook as they are both strongly inter-connected. It is responsible for making arrangements for testing out new books and subsequently assessing the results of these tests. It serves as an advisory body to the bureau in fields

of curriculum design and production. The bureau plays a vital role in the fields of curriculum and textbook production, its functions and the committees through which they are carried out will be elaborated on in the next section.

- ❖ **Maharashtra State Council of Examinations:** Maharashtra State council of Examinations is an autonomous body (body corporate) established by school education department, Govt. of Maharashtra under the special act “Maharashtra State Council of Examinations Act 1998”. The MSCE is entrusted with the duty to conduct and organize various examinations of school Education Department ranging from primary to professional stages, like scholarship examinations and professional examinations like D.Ed., GCC& departmental examinations for the employees of the school education, higher education and cultural dept.

The MSCE is the premier organisation in Maharashtra, known for the middle school & high school scholarships and national talent search examinations since last fifty years. In 1968, the separate office of the council of examinations was established and further it was named as “Maharashtra State bureau of examinations” in 1996. And ultimately on 15<sup>th</sup> august 2002, it has taken the shape of the body corporate named as “Maharashtra state council of examinations. The mission of the MSCE is to take up talent search at primary, secondary and professional level, through reliable, transparent and valid conduct of examinations.

- ❖ **Maharashtra state board curriculum**

At the MSCERT, the curriculum development and implementation are handled by the curriculum development unit (CDU). The functions of the CDU include formulating curriculum for primary level (I-XIII), distributing and acquainting primary teachers with the new curriculum, and assisting teachers and providing any other additional related materials. Its work calls for strong alliance with the National Council for Educational Research and Training (NCERT). The section head along with one lecturer and one correspondent-all from the field of education and recruited through the Public Service Commission, from the core members. The National Policy of Education (NPE) formulated by the Government and the National Curriculum Framework (NCF) serve as guidelines for framing of the curriculum. Communication with NCERT though continuous is not mandatory. The national-level advisory board at NCERT invites representatives from SCERT for all seminars and programmes, and

similarly, NCERT is kept updated about any progress made by at SCERT. Revision of the curriculum is conducted only when there is a change in policy that calls for it. MSCERT claims that around 70% of the NCERT syllabus is incorporated. No fixed time span is set for curriculum revision, since the National Curriculum Framework serves as the primary guideline referred to, revision generally takes place in accordance with NCERT framework. Since the establishment of the section in 1984, curriculum has been revised by them twice following the NFC pattern, once in 1988, and most recently in 2004 on the lines of the NFC 2000. The recent decision of the Supreme Court which made it Compulsory for inclusion of environmental education at the elementary stage also made revision of the curriculum mandatory. Revision of curriculum is conducted in the following stages:

1. Subject Committees consisting of experts in different subjects are formed by sending invitations. The subject committee generally has the strength of 10 members.
2. List of members is sent to the Government for sanctioning.
3. After approval, the list is sent to the Government for sanctioning.
4. The draft syllabus is put up for discussion to a group of people from different districts. All the people involved in the teaching learning process are adequately represented. Everyone from educationists, teacher union representatives, students and even parents are invited to give their opinion on the revision.
5. Changes are made if essential and final draft is then sanctioned by the State Secretary for School Education.

Representation from the State Board of Secondary and Higher Secondary Education, as well as the presence of an officer from the textbook and curriculum research bureau ensures a link between the various bodies and ensures a concentric syllabus.

- ❖ **Secondary Curriculum:** After adoption of the 10+2+3 system, the First uniform syllabi for the state were implemented in 1975. Subsequently the syllabi were revised based on the recommendations of Dr. Ishwarbhai Patel National Review Committee. This was implemented for standard VII from the academic year 1982-83 and the first SSC examination was conducted in March 1985. It was implemented at the +2 stage from the year 1985-86 and 1986-87 respectively and the first Higher Secondary Certificate Examination was held in March 1987. Based on National Policy on Education of 1986, the syllabi were again restructured for the third time. 'National curriculum for elementary and secondary education', a framework published by NCERT has been followed by the board. The restructured syllabi contain

approximately 70% of the core supplied by the NCERT and 30% has been framed on the basis of regional requirement and situation. These syllabi were introduced in standards IX and XI from the academic year 1994-95 and in standards X and XII from the academic 1995-96.

❖ **Comparative analysis of the syllabi of other states:** Before framing its own policy the MSBSHSE undertook an in- depth study of the syllabi of various subjects of different State Boards of Education. Different parameters of observation were decided upon and detailed reading of the syllabi was undertaken.

The parameters included:

1. The place of the subject in the curriculum
2. Objectives of the syllabus
3. Presentation of the syllabus
4. Contents of the syllabus
5. Suitability of the textbooks with respect to the syllabus
6. Periods to be allotted
7. Evaluation pattern
8. Total marks to be allotted to the examination
9. Duration of the examination
10. Minimum marks for passing
11. Design of the question paper and test items

Some of the states whose syllabi were studied included Tamil Nadu, Jammu and Kashmir, Madhya Pradesh, Karnataka, Andhra Pradesh and West Bengal. The syllabi of NCERT, CBSE and ICSE were also studied and a comparative statement was evolved to note the status of the state's position. The exercise was an effort to keep the state syllabi at par with national standards.

❖ **Examinations:** Serve as important tools in testing the efficiency of teaching, in judging the general progress of pupils and allowing for self-correction. Today, however they largely serve only the purpose of ranking pupils. At the secondary stage, the Maharashtra State Board of Secondary and Higher Secondary and its Divisional Boards conduct public examinations at the end of the tenth and twelfth standards. The Board undertakes all the activities connected with the conduct of examinations such as setting of questions papers, organisation and supervision of examination centres, evaluation of answer scripts and declaration of results. The board has the power to grant recognition to secondary schools for public examination; but since it does not

have any supervisory machinery of its own at the field level, the recommendations of the concerned District Education Officers are invited through the Regional Deputy Directors of Education. Internal evaluation up to ninth standard and that of the eleventh standard's carried out by the schools themselves and is not a part of the evaluation responsibilities of the board. However, the students are required to have successfully cleared these examinations in order to be eligible for the board exams. Schools in Maharashtra have accepted the semester system and for continuous evaluation, unit tests are also conducted in addition to the two terminals.

The state board conducts the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) examinations at the end of the X and XII standards respectively. The examination are conducted twice a year, the main examination is conducted in February, March and the supplementary in October. The scheme of examination has been defined under the board's regulations Cross Moderation scheme for the HSC Examination, the scheme of cross moderation has been adopted in English, Physics, Chemistry, Biology, Mathematics, Electrical Maintenance, Mechanical Maintenance and Electronics in order to ensure uniform assessment. Online Examination Maharashtra State Board also claims to be a pioneer in conducting online examination of information technology subject for HSC.

- ❖ **Examination reforms:** Implementation of barcode system on answer books. The examinations conducted by the board till year 2002, were based on open evaluation system, where seat No. of candidates was indicated on answer book and only total marks were given on mark list. The system was wide open to malpractices at every level. To control the situation board officials visited the other examining bodies where the 'concealed evaluation through barcode system' is utilized successfully for past few years. After visiting and carefully studying, the system adopted and verifying the merits of the system board decided to go for barcode system of concealed evaluation.
- ❖ **Textbooks:** The Indian education system has placed much emphasis on textbooks. Much of the student body relies on them as a primary source of learning. Almost every student in the state receives textbooks; many of them receive them free of cost. The quality and readability, however, are areas in which much scope for improvement exists. It has become evident, that for the effective administration of education and for ensuring wholesome learning, it is imperative to heavily invest into development and distribution of good –quality textbooks. To most teachers, parents and even educational administrators, the word 'textbooks' is synonymous with the word

‘syllabuses. Paper setters rely on them for preparing questions and administrators who determine educational policy look upon them as the most important tool of changes in the curricular pattern.

Textbook production and distribution is considered to be a state subject. The NCERT publishes some textbooks, but the state has complete discretion with regard to the usage of these textbooks. Maharashtra designs and produces most of its own textbooks while keeping in mind the national guidelines. Maharashtra fares better than several of its counterparts in the production of textbooks, but it still has a long road ahead. The report ‘Primary Education in India’ states that the six DPEP states distribute 180 million books at prices that are very low compared to international standards. It has also pegged a 33 million dollar figure as the business done through text-book production in these states. At the primary level, for classes 1-8, the Maharashtra State Council of Educational Research and Training (MSCERT) is responsible for the development and modification of curriculum. This body was introduced earlier in the paper; we had also specified some of its functions. MSCERT works in co-ordination with the textbook Bureau, its members are present on several committees of the bureau concerned with textbook research, production and improvement. The director of the MSCERT, is in fact member of the Textbook Bureau’s Council for Curriculum and Textbook Research. Members of the Textbook Bureau are also present on committees of the MSCERT and the MSBSHSE.

After the MSCERT designs and sanctions the syllabi, it is passed on to the Textbook Bureau for developing the manuscripts and printing. For classes 9<sup>th</sup> to 10<sup>th</sup>, the syllabi is set by the Maharashtra State Board of Secondary and Higher Secondary Education, after which the government sanctions it. On receiving the sanction, the MSBSHSE prepares the manuscripts, at this level printed by the Textbook Bureau. For classes 11<sup>th</sup> to 12<sup>th</sup>, the MSBSHSE prepared the manuscripts, at this level printing is autonomous, and several private publishers print textbooks for these classes, the Textbook Bureau only prints and distributes textbooks for language subjects. Private publishers have to develop textbooks as per the design and guidelines of the MSBSHSE and can only be published after the Board’s approval.

At the Textbook Bureau, manuscripts are prepared in eight different languages- English, Hindi, Marathi, Gujrati, Urdu, Kannada, and Sindhi (2 scripts) for all subjects. This is an expensive practice. They are proofread and have to be reviewed by a committee and sanctioned by the government. Textbook Bureau officials say that

textbooks and manuscripts are subjected to random sampling methods from a cross-section of people from different fields and backgrounds in Maharashtra. Workshops are held and feedback in the form of questionnaires is also used to check the quality of textbook. No reports were available about this review procedure. The Textbooks Bureau has undertaken some research initiatives to improve the quality of the textbooks. The description, findings and recommendation of these can be found in the Research Reports published by the Bureau.

## **1.6 HIGH SCHOOL STUDENTS**

We know, high school students are between 12 to 18 years of age, which is under adolescence period. It can be defined as the transitional stage of development between childhood and full adulthood, representing the period of time during which a person is biologically and sexually matured. According to Erik Erikson's stages of human development an adolescent is a person between the age of 13 and 19. Historically, puberty has been heavily associated with teenagers and the onset of adolescent development. However, the start of puberty has had somewhat of an increase in preadolescence (particularly females, as seen with early and precocious puberty), and adolescence has had an occasional extension beyond the teenage years (typically males) compared to previous generations. These changes have made it more difficult to rigidly define the time frame in which adolescence occurs.

Major physical physiological, cognitive and behavioural changes take place during this period. During the period of adolescence, biological and psychosocial development overlap. A person's body undergoes dramatic changes. Adolescence is a transitional period. It is time when children learn new patterns of behaviour and attitude. The physical changes take place during the early years of adolescence which affect the individual's behavioural level and lead to revaluations and a shifting adjustment of values. The adolescence is a period of transition, at this time an individual is neither a child nor an adult, at this age if an individual behaves like child he is told to "act their ages, if, he tries to act like adults he is often accused of being "too big for his britches" and are reproved for his attempt to act like an adult. It is a problematic age. As Anna Freud had explained, "many failures, often with tragic consequences in these respects, are due not to the individual's incapacity as such but merely to the fact that such demands are made on him at a time in life when all his energies are engaged otherwise, namely in trying to solve the major problem created

for him by normal sexual growth and development”. Adolescent behaviour has been studied from very early times. **Plato** characterised the adolescents to be argumentative and easily excitable while **Aristotle** described them as impulsive, prone to excess and exaggeration and lacking self-restraint.

Adolescence is a period of rapid change. Five most universal Characteristics of the changes that occur during adolescence.

1. **Rapid physical change:** The pubertal process moves the young person towards sexual maturity that makes young adolescents unsure of themselves, of their capacities. Although the sequence of events that occur during puberty is fixed, the timing is variable .the physical change has profound effect on how a person is seen by others. Early maturing boys tend to have positive image of self and feel good and confident about themselves. Whereas late maturing boys may have just the opposite image. However early maturing girls have problem of adjustment with the society. Because puberty is associated with problematic behaviour, it has been easy to think that relative psychological immaturity of early matures are responsible for the behaviour. They have strong feelings of instability which are often intensified by the ambiguous treatment; they receive from parents and teachers.
2. **Emotional intensity:** The intensity of emotions depends on the rate at which the physical and psychological changes take place. During adolescence an individual wants to take independent decisions in different situations of his experiences. However, due to societal pressure he learns to control his desires according to norms of the society and begins to realize his social responsibilities. A failure in the attempt may lead to defects in his personality. From the very beginning sexual curiosities appear in boys and girls which is a common phenomenon. Adolescents are continuously faced with a kind of mental tension or conflict. Adolescence is the period of too much restlessness and disturbance (or) as Stanley Hall (1844-1924) regards “It is a period of great stress and strain, storm and strife”.
3. **The self:** Erik Erikson described the developmental crisis of adolescence as identity versus role confusion. According to him adolescent must figure out and get comfortable with their identity as they move into young adulthood; the physical, cognitive and social change of adolescence is reflected in their concept of self.
4. **Changing Moral Values:** As interest and behaviour patterns change, so do values. Years of schooling completed is one of the most powerful predictor of moral

understanding and moral reasoning advances in the late adolescence and emerging adulthood. According to Piaget interaction with age mates promotes moral understanding. The formation of strong sentiments during this period intensifies the moral development. The impact of religion and religious practices is also felt for the first time at this stage. This period corresponds to Kohlberg's third level of moral development that is post conventional morality. Where individual believes in self-accepted principles.

5. **Ambivalence about Change:** most adolescents are ambivalent about changes. While they want and demand independence, they often dread the responsibilities that go with independence and question their ability to cope with these.

### **Common Problems Faced By Students in Their Academic Period**

In their academic period students are faced with various problems. Some common problems of high school students are:

1. **Aggression and violence:** Adolescent aggression should be an important focus area for educators and parents since it is relatively stable and may result in various negative outcomes later in adolescence, including delinquency, substance use, conduct problems, poor adjustment, and academic difficulties (poor grades, suspension, expulsion, and dropping out of school).also verbal and physical aggression are often the first signs of several childhood psychiatric disorders like Oppositional Defiant Disorder and Conduct Disorder, both of which are very much prevalent .There are various ways of aggression, which may include behaviour, such as spreading rumours; excluding others; arguing; bullying, verbally calling names and physically pushing ,threatening; striking back in anger; use of strong-arm tactics (to get something they want); and engaging in physical fights. It is not necessary that aggression should always involve physical contact, school years, such as starting rumours, excluding others, and arguing, can be part of a developmental step which may lead to delinquency.
2. **Stress and Anxiety:** The transition into adolescence seems to be the starting point for an increase in psychological problems like depression and anxiety. Every adolescent experience stress at some point during the adolescent years, as stated by Stanley Hall-adolescence is the period of 'storm and stresses, most youth emerge through stressful periods without long-term negative effects. However, as revealed by the 1986 study of Minnesota high school students-stress and depression are serious problems for many

teenagers. These young people often rely on passive or negative behaviours in their attempts to deal with problems.

The majority of adolescents face stress in life and find out resources to cope with it but for some, the events pile up and they take drastic steps like suicide. In the Minnesota study, teenagers who reported that they had made a suicide attempt had few additional problems like: parents' divorce, loss of a close friend, and change to a new school, failing grades and personal illness or injury.

3. **Teenage identity crisis:** Adolescent is faced with multiple identity Crisis. They always try to impress others and make others acknowledge that they are also grown-ups. Hence they try to be independent and resist control and get involved with their peer group. They complain of being misunderstood, unduly restricted and unfair treatment by parents. Parents being elder, usually fail to understand the emotional changes taking place in the adolescent.
4. **Adolescent suicide:** Suicide is one of the leading causes of adolescent deaths in many countries. Stress of studies and examination is one of the a major causes for suicide, also broken home ,poor environment at home , love related problem ,child abuse and problems in the school are some of the common causes of suicide. Sometimes due to high expectations of the parents from the students also leads to suicide. Parents, teachers and often students themselves set targets that are too difficult to attain and inability to face the failure results in suicide.
5. **Problem of time management:** This period is very important part of high school student's life. If they fail to perfect time management they may risk their future. Most of the adolescents are not able to manage time properly. Most of them fail to spend their time fruitfully. So guidance plays an important role in adolescence. They need to be guided so that they can manage themselves well in areas of study, cleanliness, food habits, etc.
6. **Problem of motivation:** Motivation is very important part of life. It is a driving force for hard work. Adolescents need continuous motivation. They should be helped by professional, teacher and parents to understand their own problems and to initiate necessary intervention with which one is more comfortable. Adolescents should be motivated to gain courage for self-determination.

## 1.7 PROBLEMS OF HIGH SCHOOL STUDENTS

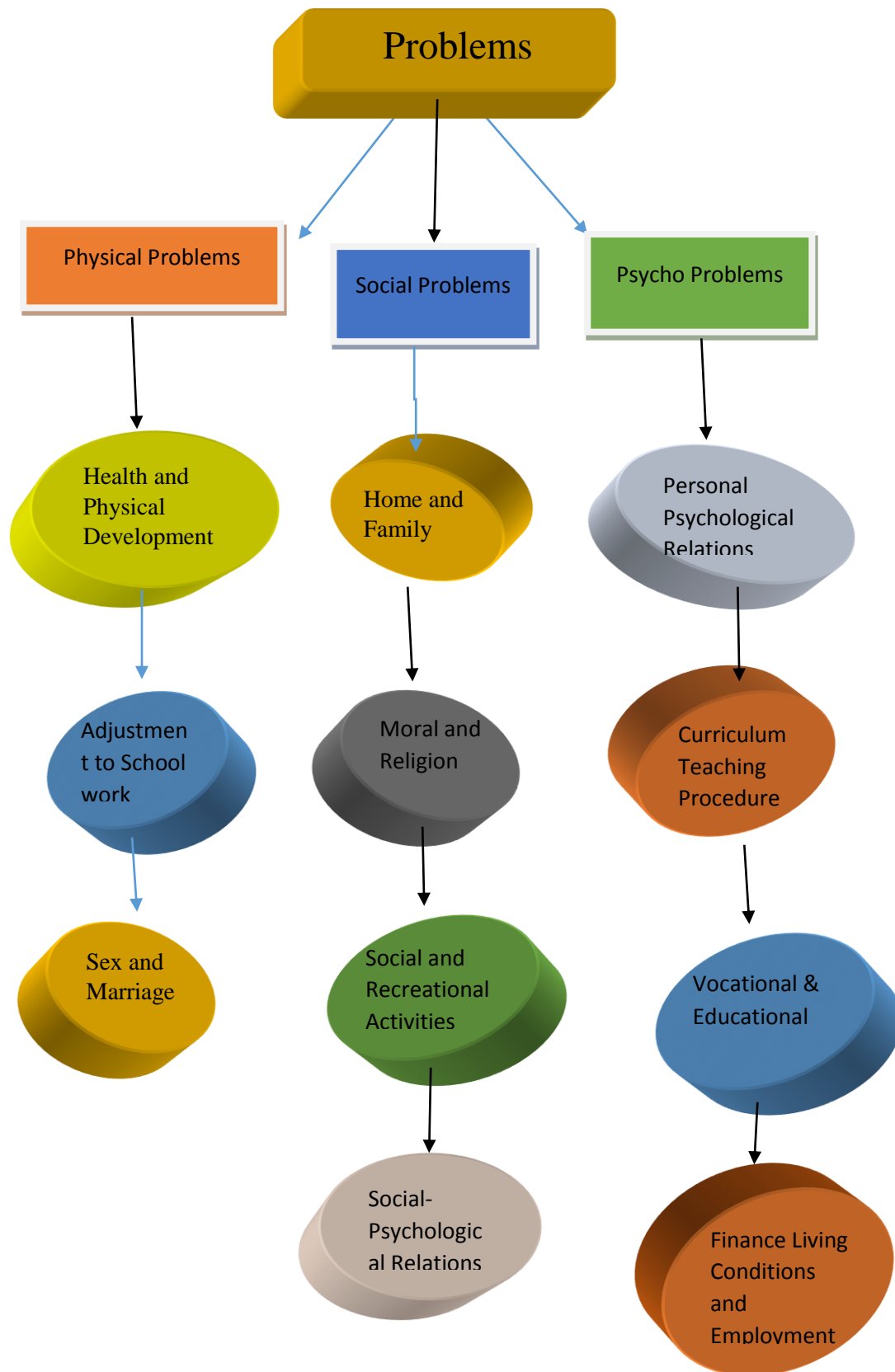


Fig No.1.1 Different Types of Problems

Mentioned below are the problems faced by high school students -

1. **Health and physical development problems:**



Physical health of the children is necessary for success and efficiency in all fields of life. The adolescent growth spurt is a sign of changes occurring in the body of a child as he or she moves through puberty. This process moves young person's towards sexual maturity. Girls begin their growth spurt at 9 to 10 years while boys on average at 2 years later. Teachers should regard this aspect of development as very important and pay much attention. Body mass index also is related to the timing of puberty and being overweight may delay puberty. Because the physical changes of puberty have such a profound effect on how the young person is seen by others, undergoing these changes relatively earlier or considerably later than age-mates can have a significant impact on development. Early maturing boys tend to have positive self-Images and feel good about themselves in a number of ways, including being more self-confident and seeing themselves as independent. Late-maturing boys, on the other hand, have more negative self-concepts and are more likely to feel inadequate and rejected. Consequently, they may suffer from depression (Kaltiala- Heino, Kosunen, & Rimpela, 2003) or even engage in alcohol or any other intoxicating material as a way of compensating for their low social status. When a girl physically matures earlier than the other girls of her age, it tends to set her apart and isolates her from them. In fact, it might even inspire a bit of jealousy or envy. Attention from boys (especially older boys) and the perceived popularity of early maturing girls can make them targets of peer rumours and gossip (Reynolds & Juvonen, 2011). High school students are faced by Health and physical development problems. They are faced by problem

of being under weight or over weight. They are unable to do sufficient exercise so generally fall ill and get tired early. During this period due to heavy academic work load students are faced by having frequent headache and weak eye sight .weight loss, dull complexion and having skin related problems.

2. **Finance, Living Conditions and Employment problems:** According to Symonds (1940) the greatest problem that adolescents face regarding money is, ‘how can, I proceed to get job after high school and how can I be self-supporting?’ Finance, living conditions and employment are important aspects of student life. A student learns by necessity of saving money. During this period students compare their financial status with their colleagues and are very conscious about their status. They demand pocket money regularly from their parents. Life is a continuous series of change and challenge. Everyone is facing such situations for his survival or growth. Some students have to leave studies to earn livelihood or borrow money to support their education and work after school time. Hard labour by parents, shortage of facilities at home, not liking their own neighbourhood are some of the major problems. At this age students demand personal space, not having any personal room and any place for welcoming friends also creates a problem.
3. **Social and Recreational Activities Problems:**



Social activities and recreational activities should be the part of the curriculum in the schools so that the values and realities of living in the society should be realized by every student. Today, the students play an important role in improving and strengthening the society. Therefore, the students must realize the importance of the relationship between them and in the society they live. Man and woman both belong

to the society and students are an important part of it. Students cannot live in complete isolation from the society and the people. As we see even a school going student is bound to have the links with other people who together form a society. The simple fact is that united we live the society becomes stronger. Loose in making introduction with the persons, having difficulty in talking continually feeling shy in meeting persons, not allowed to go outside generally during night are the problems faced by high school students.

4. **Sex and Marriage Problems:**



Both female and male sex organs reach their mature size in late high school students. The sex glands become functional and there is a temporary imbalance of entire endocrine system in early adolescence. Psychologists and biologists have made great deal of study for biological bases of adolescent personality. Important external and internal bodily changes take place in sexual characteristics. Three different phases mark the development of sexual urge at adolescence. These are autoerotism, homosexuality and heterosexuality. Homosexuality is a major concern of physical development of adolescents these days increasing day to day. During this period, passionate friendship develops between the members of the same sex. This kind of abnormal and unnatural sexual behaviour may lead adolescents to sex related diseases and HIV/AIDS transmission. High school students not having contact with girl/boyfriend and those who do not talk to other persons to be perplexed in talking

regarding sex. Fear of having very close relation with opposite sex friend is also pertinent. Freud (1938/1973) believed that during childhood, sexual impulses shift their focus from the oral to the anal to the genital regions of the body. In each stage, parents walk a fine line between permitting too much or too little gratification of their child's basic needs. If parents strike an appropriate balance, then children grow into well-adjusted adults with the capacity for mature sexual behaviour, investment in family life, and rearing of the next generation. Freud's psychosexual theory highlighted the importance of family relationships and early experiences for children's development.

#### 5. **Personal-Psychosocial Relations:**



A large number of students are unhappy and emotionally upset. They are faced by problems like recollecting the sad childhood, troubled with the ideas of becoming mad, lack of self-confidence, fear of failure, condition of depression, living in an imaginary world and being perplexed.

A large number of students are unhappy and emotionally upset and a small percent are clinically depressed. A large number of youngsters have trouble behaving in classrooms; and a small percent have attention deficit or a conduct disorder. In some schools, large numbers of students have learning problems; while a few have learning disabilities. Individuals suffering from true internal pathology represent a relatively small segment of the population. A caring society tries to provide the best services for such individuals; doing so includes taking great care not to misdiagnose others whose "symptoms" may be similar, but are caused by factors other than internal pathology.

Such misdiagnoses lead to policies and practices that exhaust available resources in ineffective ways. It is essential to have a better understanding of how the environment causes problems and how focusing on changing the environment might prevent the problem.

## 6. Moral and Religion:



Morality has an emotional component, since powerful feelings cause us to empathize with others, distress or feel guilty when being the cause of that distress. The determinants of morality can be found at both societal and individual levels. In all cultures morality is promoted by an overarching social organization that specifies rules for good conduct. Morality also has an important cognitive component. Children's developing social understanding permits them to make more profound judgements about actions they believe to be right or wrong. Morality has a vital behavioural component, since experience morally relevant thoughts and feelings only increases the likelihood, but does not guarantee, that people will act in accord with them. Higher education has a strong impact on moral development because it introduces young people to social issues that extend beyond personal relationships to entire political or cultural groups. The degree to which morality is central to self-concept also affects moral behaviour. Many people voice notions of religion and spirituality in resolving real-life moral dilemmas. For these individuals, morality and spirituality are inseparable; their moral values, judgements, and behaviours are deeply embedded in their faith. Adolescents who remain part of a religious community are advantaged in moral values and behaviour. Religious involvement provides young

people with expanded networks of caring adults and peers that foster moral maturity. Adolescents who feel a sense of connection to a higher being may develop certain inner strengths including moral self-relevance and prosocially values that help them cope with life difficulties resolve real life moral dilemmas maturely, and translate their thinking into action. High school students face certain problems like not keeping to the moral standards, to be confused with what is good? ,being confused in some religious belief desiring to have an experience of being close to god and being impressed by caste or religious mores and having struggle between the ideas of oneself and that of parents.

#### 7. **Home and Family:**



A clear communication channel opens up many possibilities. This not only enhances the relationship but also helps the child confide in the parents about sensitive topics like bullying, peer pressure and abuse. Parents need to feel free to talk to their teens about certain common teenage problems like dating, sex, drugs, and alcohol. It is this inability to discuss the good and bad points that drives them to take wrong steps out of curiosity. Effective use of communication will foster building of trust, respect and acceptance between the teen and the parent. The most consistent asset of resilient children is a strong bond to a competent, caring adult, who need not be a parent. A grandparents, aunt, uncle, or teacher who forms a special relationship with the child can promote resilience (Masten & Reed, 2002). Gary received support in adolescence from his grandfather, who listened to Gary's concerns and helped him solve problems. In addition, Gary's grandfather had a stable marriage and work life and handled stressors skilfully. Ethnographic researches provide insight into why most immigrant youth adapt well. Uniformly, immigrant parents express the belief that education is the surest way to improve life chances. First and second generation young people

spend much time with their families and feel a strong sense of obligation to their parents.

8. **The Future- Vocational and Educational:** School age children apply their emotional and social knowledge to peer communication. They are very disturbed in this age. They had to think about their education and future. Like dominance relations among non-human animals, those among children serve the adaptive function of limiting aggression. As adolescents reach physical maturity, individual differences in strength become clear, and rough and- tumble play declines. Early adolescence is a second important period of school transition. Students typically move from an intimate, self-contained elementary school classroom to a much large, impersonal secondary school where they must shift from one class to the next class. With each school where they must shift from elementary to middle or junior high school and then to high school adolescent's grades decline. In this way high school students face by some problems like inability to enter into a desired occupation, having doubt on justification of choosing own business, feeling necessity of knowing their own occupational capabilities, eagerness to do any service leaving school, choosing the best subjects for college, getting necessary training for any occupation and having fear of not being admitted in any college.

9. **Adjustment to School Work:**



High schools students feel adjustment to school work. They do not sometimes adjust in their classroom. Although educators and laypeople often assume that the transition to a new country has a negative impact on psychological well-being. Compared with

their age mates, adolescents from immigrant families are less likely to commit delinquent and violent acts, to use drugs and alcohol, or to have early sex. They are also in better health less likely to be obese or to have missed school because of illness. These successes do not depend on having extensive time to adjust to a new way of life. By the time students reach secondary school to higher secondary school they move from class to class and have access to many activities outside classroom instruction. As a result, the relevant physical context is the school as a whole.

## 10. Curriculum and Teaching Procedures:



Unlike the informal world of peer relations, the school is a formal institution designed to transmit the knowledge and skills children need to become productive members of society. Children in the developed world spend many hours in school on average, about 14,000 by high school graduation. Many studies show that high school extracurricular activities that focus on the arts, community service, and vocational development promote diverse academic and social skills have a lasting positive impact on adjustment. Outcomes include improved academic performance, reduced antisocial behaviour, more favourable self-esteem and initiative, greater peer acceptance and increased concern for others (Mahoney, 2000; Sandstrom&Coie, 1999). In this age they are faced by problem of not having proper place to study at home and family being unable to help them in their school work like Non availability of good books in school library and inability to choose subjects of their choice due to pressure from parents.

## 11. Social-Psychological relations:



Erikson(1968) and Kroger(1989) found that during adolescence period there is identity resolution to produce a new identity, thus, individual goes through a crisis of defining oneself and is a part of healthy psychosocial development .Those who are successful in development of self-identity and successfully face this period ,gain independence ,self-control and confidence. While those who fail to resolve the crisis of defining oneself can become socially disconnected, may not be able to make definite choices and develop an attitude of high self-importance. During this phase, an adolescent tries to adjust him/herself to the external atmosphere and social changes are reflected under the influence of the peer group. New value in friendship, social acceptance and rejection and selection of leaders are seen. Community supports- good schools, convenient and affordable health care and social services, libraries, and recreation centres-foster both parents' and children well- being. In addition, opportunity to participate in community life help older children and adolescents overcome adversity. Today many researches are examining the relationship of culturally specific practices to development. Russian psychologist Lev Vygotsky (1896-1934) had made a major contribution in this field. He had focused on how culture values, beliefs, customs, and a skill of a social group is transmitted to the next generation. According to Vygotsky, social interaction in particular cooperative dialogues between children and more knowledge members of society is necessary for children to acquire the ways of thinking and behaving that make up a community's culture (Rowe &Wretch, 2002).

## **1.8 STATEMENT OF THE PROBLEM**

The study of problems of high school students has been the focus of interest of many psychologists in the present century. Numerous attempts have been made to examine the complex nature of the relationship of various causative factors to the onset, prevalence and control of depressive reactions among young children. Thus the researcher felt that the common problems faced by high school students should be studied with reference to their high school boards of education. Therefore the problem in particular form came into following words-

*“A Comparative Study of Problems of High School Students of CBSE Affiliated and Maharashtra State Board Schools of Gondia (M.S.)”*

## **1.9 NEED & JUSTIFICATION OF THE STUDY**

An individual's needs and problems influence his development to a great extent. Any period of development is likely to be accompanied by many potential difficulties. But adolescence is considered to be the most crucial one as it is a period of transition from childhood to adulthood. It consists of variety of problems which need to be catered simultaneously for the proper development of the children. Otherwise these problems may pose a threat to the growth & development of the individual as well as of the society. The personal characteristics and emotional needs of children can also be contributing factors to criminal patterns of problem. By contrast engaging in more serious criminal activity, likely to lead to arrest during adolescence may indicate psychological problems rather than social continuity (Ratter & Gamey, 1983). Problems such as aggression, impulsivity, hyperactivity, and risk taking lead to childhood oppositional, adolescent delinquency, and adult criminal behavior. Majority of students experience many problems in their adolescence period. A student should know how to cope with these problems so that these problems may not affect his studies. Therefore it is the most important task before the teachers & the parents to know about the problems faced by the high school students. The educational environment & curriculum plays an important role in diverting the energies & potentials of the students to the creative side. In this period students have different kinds of needs like need of security, love, approval, freedom & independence, self-expression & achievement. The school curriculum can be helpful in providing the

opportunities for the students to fulfill these needs. **The present study focuses on the problems of the students studying in CBSE-affiliated & Maharashtra Board-affiliated schools. The findings of the study will be helpful in knowing about the problems associated with the students (both male & female) of a particular Board so that curriculum and its transaction can be modified in that respect for the overall development of the students.**

#### **1.10 IMPORTANCE OF THE STUDY**

Every student has certain needs to fulfill & the satisfaction of such needs is essential for his or her continued physical, mental, social, educational & other developments. Problem faced by the students is one of the most challenging issues for the teachers & parents. It interrupts their lesson plans, tries their patience, interferes with the other children's learning environment and leaves many teachers and parents feeling overwhelmed, helpless and out of control. Two of the most common problems teachers and parents observe, are, a child's lack of focus, and the inability to sit/stand for an appropriate length of time to effectively learn. Researchers say that one of the four students visiting health and research centers has a kind of problem. Researches also say that most of these problems are neither diagnosed nor treated. Untreated may lead to high behavior problem from low. Considering the studies one gets the feeling that problems in school children are increasing day by day. The most important phase of development of character is class of High School. This is a period of physical and intellect changes. It has been observed that, in high school, children exhibit many problems. According to a survey conducted by the National Educational Association in USA in 1975, the factors leading to problems were found to be irresponsible parents, poor home conditions, irrelevant curriculum, overcrowded classrooms, lack of service for exceptional children and lack of authority of teacher.

#### **1.11 OPERATIONAL DEFINITIONS OF THE TERMS USED:**

##### **A Comparative Study:**

Involving comparison of acquired knowledge. A term used to indicate any study in which two or more cases or groups of cases are compared.

**High Schools:** A school attended after junior high school and consisting of class 9<sup>th</sup> or 10<sup>th</sup>.

**Problems:** A situation, person or thing that needs attention and needs to be dealt with or solved. Problem can be defined broadly as situations in which we experience uncertainty or difficulty in achieving what we want to achieve.

**State Board School:**

An institution (Government or Government Aided or Private Aided or Private Unaided) supported and controlled by the Department of Education of the State Government. State board syllabus is designed by the Department of Education of the State Government. State Government looks after educational issues pertaining to this system.

**CBSE Affiliated School:**

CBSE (Central Board of Secondary Education) board of education for public and private schools under the Union Government of India.

CBSE affiliated all Central Schools, all Jawahar Navodaya Vidyalayas, Private Schools and most of the schools approved by Central Government of India.

**1.12 OBJECTIVES OF THE STUDY:**

The following were the objectives of this study:

1. To Study the difference between Types of Board and Problems related to Health and Physical Development of students.
2. To Study the difference between Gender and Problems related to Health and Physical Development of students.
3. To study the difference between Types of Board and Problems related to Finance, Living Conditions and Employment of students.
4. To study the difference between Gender and Problems related to Finance, Living Conditions and Employment of students.
5. To Study the difference between Types of Board and Problems related to Social and Recreational Activities of Students.
6. To Study the difference between Gender and Problems related to Social and Recreational activities of students.
7. To Study the difference between Types of Board and Problems related to Sex and Marriage of students.
8. To Study the difference between Gender and Problems related with Sex and Marriage of students.

9. To Study the difference between Types of Board and Problems related to Personal-Psychological Relations of Students.
10. To Study the difference between Gender and Problems related to Personal-Psychological Relations of Students.
11. To Study the difference between Types of Board and Problems related to Moral and Religion of Students.
12. To Study the difference between Gender and Problems related to Moral and Religion of Students.
13. To Study the difference between Types of Board and Problems related to Home and Family of Students.
14. To Study the difference between Gender and Problems related to Home and Family of Students.
15. To Study the difference between Types of Board and Problems related to Future-Vocational and Educational of Students.
16. To Study the difference between Gender and Problems related to Future-Vocational and Educational of Students.
17. To Study the difference between Types of Board and Problems related to Adjustment with School Work of students.
18. To Study the difference between Gender and Problems related to Adjustment of School Work of students.
19. To Study the difference between Types of Board and Problems related to Curriculum and Teaching Procedures of Students.
20. To Study the difference between Gender and Problems related to Curriculum and Teaching Procedures of Students.
21. To Study the difference between Types of Board and Problems related to Social-Psychological Relations of Students.
22. To Study the difference between Gender and Problems related to Social-Psychological Relations of Students.

### **1.13 HYPOTHESES OF THE STUDY:**

The following were the Hypotheses of this study-

1. There is no significant difference between Types of Board and Problem related to Health and Physical Development of students.

2. There is no significant difference between Gender and Problem related to Health and Physical Development of students.
3. There is no significant difference between Types of Board and Problem related to Finance, Living Conditions and Employment of students.
4. There is no significant difference between Gender and Problem related to Finance, Living Conditions and Employment of students.
5. There is no significant difference between Types of Board and Problem related to Social and Recreational Activities of Students.
6. There is no significant difference between Gender and Problem related to Social and Recreational activities of students.
7. There is no significant difference between Types of Board and Problem related to Sex and Marriage of students.
8. There is no significant difference between Gender and Problem related Sex and Marriage of students.
9. There is no significant difference between Types of Board and Problem related to Personal-Psychological Relations of Students.
10. There is no significant difference between Gender and Problem related to Personal-Psychological Relations of Students.
11. There is no significant difference between Types of Board and Problem related to Moral and Religion of Students.
12. There is no significant difference between Gender and Problem related to Moral and Religion of Students.
13. There is no significant difference between Types of Board and Problem related to Home and Family of Students.
14. There is no significant difference between Gender and Problem related to Home and Family of Students.
15. There is no significant difference between Types of Board and Problem related to Future-Vocational and Educational of Students.
16. There is no significant difference between Gender and Problem related to Future-Vocational and Educational of Students.
17. There is no significant difference between Types of Board and Problem related to Adjustment of School Work of students.
18. There is no significant difference between Gender and Problem related to Adjustment of School Work of students.

19. There is no significant difference between Types of Board and Problem related to Curriculum and Teaching Procedures of Students.
20. There is no significant difference between Gender and Problem related to Curriculum and Teaching Procedures of Students.
21. There is no significant difference between Types of Board and Problem related to Social-Psychological Relations of Students.
22. There is no significant difference between Gender and Problem related to Social-Psychological Relations of Students.

#### **1.14 RESEARCH METHODOLOGY:**

Research methods are very important in research process. These methods are describe the plan of action to be adopted to solve research problem step by step, such as formulation of problem, definition of terms, choosing subject for investigation, significant difference in mean scores of test group.

##### **Method of the study:**

The Research approach applied was both Qualitative and Quantitative. In the present study the **Descriptive Survey Method** was used.

Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever possible to draw valid general conclusions from the facts discovered. These research studies are restricted not only to finding facts but may often result in formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues.

According to Best (1970) Descriptive Research, “Describes and interprets what is concerned with conditions or relationships that exists; practices that prevail; beliefs; point of views; or attitude that are held; processes that are going on; effects that are being felt; or trends that are developing.”

Thus Descriptive Research studies are more than just a collection of data; they involve measurement, classification, analysis, comparisons and interpretations. They collect and provide three types of information.

1. Of what exists with respect to variables of conditions in a situation.
2. Of what we want by identifying standards of norms with which to compare the present conditions or what experts consider to be desirable.
3. Of how to achieve goals by exploring possible ways and means on the basis of the experience of others or the experts’ opinion.

Descriptive researches are non-experimental, for they deal with relationships between non-manipulated variables in a natural setting. Since the events have already

occurred, relevant variables are selected for analysis. The purpose of such researches is both immediate and long range .depending upon the nature of data and use of techniques, descriptive research can broadly be either quantitative or qualitative in nature

For the sake of convenience descriptive research can be classified into following types:

- I. Case Study
- II. Surveys
- III. Developmental Studies
- IV. Follow up Studies
- V. Content / Document Analysis
- VI. Secondary Analysis
- VII. Trend Analysis
- VIII. Correlational Studies
- IX. Qualitative Observational Research
- X. Ex post facto Studies

Survey research designs is one of the type of descriptive research .survey researches are conducted to collect detailed descriptions of existing phenomena with the intent of using the data to justify current conditions or practices or to make more intelligent plans for improving them.

According to Creswell, “survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population...” survey research method is used to describe trends. Its objective is not only to analyse, interpret and report the status of an institution, group or area in order to guide practices in immediate future, but also to determine the adequacy of status by comparing it with established standards. Some surveys are confined to gather all three types of information.

- I. Data concerning existing status.
- II. Comparison of existing status.
- III. Means of improving the existing status

This is a Descriptive Research Study where the Survey Method has been employed. This method was selected because it meets the objectives of the study. The present study aimed at describing the problems of Secondary School students of CBSE and Maharashtra State Board and comparing the status of problems of both the boards. It also aimed at finding out relationship between the variables, thus the Survey Research Method was found to be the most appropriate research method to be employed in the present study

**Population:** The population of the study includes students of CBSE Affiliated and Maharashtra State Board affiliated Schools situated in Maharashtra state.

**Sample:** 600 high school students studying in std. IX of Gondia district were taken for the study, out of which 300 high school students were chosen from each Board (CBSE & Maharashtra State Board affiliated high schools). In the present study, Random Sampling Technique for selection of sample has been used.

**Tool:** In this study, problem check list prepared and standardized by **Dr M. C. Joshi and Dr. Jagdish Pandey** is used as the tool for the research.

**1.15 COLLECTION OF DATA:** In the present study, data was collected by using problem check list. This contains 330 items from 11 problem areas having 30 items each. Students have to give response by marking cross mark (x) against each question.

**1.16 ANALYSIS OF DATA:** The collected data was analyzed by using the following statistical techniques-

- Mean (M)
- Standard Deviation (SD)
- T-Test

**1.17 DELIMITATION OF THE STUDY:**

- The study is limited to Gondia District only.
- This study is limited to secondary school students i.e. only 9<sup>th</sup> students.
- This study is limited to only English, Hindi and Marathi Medium Schools.
- This study is limited to only 600 students of 9<sup>th</sup> class.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

Research in any field implies a step ahead in the exploration of the unknown concepts. One such preparation is the collection of appropriate knowledge of what has already been done in a particular field. A step towards unknown can only be taken after a thorough review of the related literature and researches conducted in that area. Any research without such a review of related literature is likely to be a building without any foundation. The review of related literature provides a clear picture of the study to be taken as a pre-requisite to the proper planning of the problem and conducting the research. The review of the past investigations in a particular field serves as a guide to the investigator as it helps her to avoid duplication of the work already done in that area. The knowledge of what has already been done in the area of researches regarding the methods used for data gathering and the results of their analysis, keeps the investigator systematic in his/her own endeavor. According to Borg (2007), "The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else." "The survey of related literature may provide guiding hypotheses suggestive methods of investigation and comprehensive data for interpretive purpose (Good, 1973)." The finding of earlier experiments encourages the new workers to embark upon the useful projects in education, on the basis of earlier experiments avoiding the past mistake of defects. It will be useful to see as to what has already been done concerning the problem in hand. Survey of related studies provides ideas, theories, and explanations, on hypotheses valuable in formulating the problem. This also locates competitive idea of the data useful in the interpretation of the results. The investigator scanned the literature related to present problem which is useful in bringing about improvement in the design of present study and also in order to get in right about the real nature of the problem. Thus, it is quite desirable to have a glance over the work done in related fields. In a research problem, the term literature stands for collective body of related

works done in the past by earlier researchers. It is in fact a beginning point of any scientific investigation. A careful review of earlier studies makes the researcher aware of significant and relevant studies in the concerned area of research. It also helps him in selecting, defining and operationalising variables lying within the scope of study. He can select such variables which are conceptually and practically important for his study. Review also helps to avoid any duplication of the work done earlier. It aims at interpreting prior studies and indicating their usefulness for the study to be undertaken. Thus prior studies serve as foundation for the present one. A careful review of the literature also enables the researcher to collect and synthesize prior studies related to the present investigation. This, in turn, helps him in building a better perspective for future research. A synthesized collection of prior studies helps to identify significant overlaps and gaps among prior work. Review of the related literature is very useful in establishing relationship between variables. This relationship can be incorporated into different hypothesis. Thus for conducting a scientific study, the relationship between different variables must be employed by reviewing literature so that a good content may be built up for subsequent investigation. Some of the important reports of research studied related to the problem under investigation.

Review of literature is a valuable guide to define the problem, recognizing its significance, data gathering methods, appropriate study design and source of data. This helps to sharpen the understanding of the problem area and provides a background for the research project. So the researcher must have up-to-date information about what has been thought and done in the area of his/her research. The success of any research work depends upon the understanding and familiarity of the investigator with the studies and literature related to the topic. In review of literature, the researcher attempts to explore what others have learnt about similar works and to gather information relevant to the research problem at hand. Since effective research is based upon past knowledge, the review of related literature helps to eliminate duplication of what has been explored by other researchers in the same field. So review of literature is an inevitable part of any research study.

In research, we try to find out an answer to a question or to resolve a controversy. For this purpose, we coin a question and come up with a hypothesis.

Before we can proceed to devise an experiment we can test our hypothesis and find out the answer to question, however, we have to find out what previous work has been done in the concerned fields. So we can start by searching for relevant fields. We can gather information from published text books, journals, articles, online resources, and even Wikipedia. In medicine, for example, there is the online repository of abstracts of published papers such as pub med. After we are through with all the relevant literature, we sum it up in what is called a review of literature.

After we have gathered knowledge from various possible sources, one usually proceeds with the research as follows:

In a nutshell, review of literature is an essential component of any research by which a researcher reviews all the previous work that has been done in the relevant field, so that we can stand on the shoulders of the giants.

## **2.2 IMPORTANCE OF THE REVIEW OF RELATED LITERATURE**

The search for related material is a time consuming but fruitful phase of any research programmed. It helps research worker to find what is already known, what others have attempted to find out, what methods of attack have been promising and what problems remain to be solved.

The importance of the review of the related literature according to Singh & Bajpal (2007),

“For any specific research project the researcher must be thoroughly familiar with both previous theory and research. To assure this familiarity, every research project has a one of its early stage, a review of the theoretical and research literature”

According to Brog & Gall (1963), “The literature in any field forms the foundation upon which all further work will be built.”

“Wiersma (1976) states that, “Educational research is not or at least should not be, carried out in an informational vacuum.”

Purposes of the survey of related literature according to Good, Barr and Scats (as cited in Sukhia & Mehrotra, 1996 are as follows:

1. To show whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication.
  2. To provide ideas, theories, explanations or hypotheses valuable in formulating the problem.
  3. To suggest methods of research appropriate to the problem.
  4. To locate comparative data useful in the interpretation of results.
  5. To contribute to the general scholarship of the investigator
- A review of related literature not only helps researcher for planning of research work, but also provides a degree of familiarity to the researcher with past work done, as well as inputs to the research, the vast knowledge pool that has already been tapped. Hence, it becomes extremely crucial to locate, reveal and evaluate the past research reports.

### **2.3 OBJECTIVES OF THE REVIEW OF RELATED LITERATURE**

The objectives of literature review in a research project include the following-

- To gain background knowledge of the research topic.
- To find out problems in the area of interest to the researchers that have already been investigated in the past.
- To know what others have found out about the subject and how they have done so.
- To find out various areas and hypothesis for research.
- To get some support for design of research methodology and techniques of analysis.
- To identify potential sources of information for conducting the detailed research.

We can approach a literature review from many angles.

We could focus on:

- The theoretical argument or main concepts of the subject
- The paradigms or shared frameworks of understanding (what people understand about the subject in broad terms)
- The methodologies used
- Quantitative research that illustrates key findings
- Qualitative research such as case studies

The study of adolescent problem has been the focus of interest of many psychologists in the present century. Numerous attempts have been made to examine the complex nature of the relationship of various causative factors to the onset, prevalence and control of depressive reactions among young children. The present chapter is an attempt to review the studies.

## **2.4 REVIEW OF THE STUDIES RELATED TO PROBLEMS:**

For every researcher it is very important to go through the work done previously for the topic. It not only gives a better understanding of the topic but also an inspiration to go in depth for the facts, find new things along with remedy of the problem with new and innovative ideas. Therefore the review of the related literature of the factors related to the problem is made. A few reviews of the related studies are as under-

### **REVIEW OF INDIAN STUDIES RELATED TO PROBLEMS:**

#### **Pre Researches**

- 2.4.1 Alvers, L. (1961), "A Study of Problem Children in the City of Bombay" Ph.D. Soc., Bom. U.**

#### **Objectives-**

- a) To study problem children
- b) To study mental hygiene in students of India.

#### **Findings-**

- a) There was shortage of trained hands to handle these types of children.
- b) Delinquent action were symptoms of some deeper stresses, these delinquent actions were. The products of faulty emotional development in childhood.
- c) The mental hygiene movement was not so much successful in India.
- d) Numerous institutions sprung up all over the country and careered to the specific welfare services.

- 2.4.2 Pattison, L. and Patel. H.G. (1966), "Problem of Adolescent Girl in Gujarat State" Ph.D. (Edu), University.**

#### **Findings-**

- 1) The areas of most troublesome problems were morals and religion, money and future, personality problems in that order, Intensity indices for these areas were in the same order and were a higher for girls in the urban groups than in the village schools.

- 2) The problems of morals and religion were greater than those of other areas for all caste and religious groups except the patinas and Christians. Both these caste groups showed more concern for problems in the areas of money and future.

**2.4.3 George, E.I. (1968),** “Needs and Problems of High School and College Student’s Deptt. Of Psy. Ker. U.

**Objectives-**

- a) The needs and problems of School and college students to find out their nature and extent.
- b) To indicate the extent to which student personnel work was needed in meeting the different needs and solving the problems.

**Findings-**

- a) There was close correspondence between the problems and needs of school and college students.
- b) Highest frequencies of problems for both the samples were in financial, educational and vocational areas, study and study habits and personal and social areas.
- c) The area in which maximum help was sought was educational and vocational.
- d) More problems were cited and help sought by low socio-economic groups and rural pupils.
- e) Girls had more problems than boys among school students and less problems among college students.

**2.4.4 Mulay, R. S. (1971),** “Needs and problems of Adolescents” and applied descriptive survey method taking a random sample of 1583 boys and 369 girls from eight districts of vidarbha region of Maharashtra state.

The tools used were:

- 1. The Kuppuswamy’s Socio-Economic Status scale
- 2. The Inventory of problems of adolescents based on S.S.Kulakarni’s Marathi adaptation of the SRA Youth Inventory.
- 3. The Inventory of study habits and attitudes based on the Brown-Holtzman’s survey of study habits and attitudes Inventory.

4. Bhatanagar's adaptation of the Murray Needs Test
5. Sentence Completion test prepared by Mukharjee.

**Findings-**

1. Especially the urban boys had the largest number of problems as when compared with the urban girls who had the minimum number of problems.
2. The socio economic status (SES) was highly related to the problems of adolescents.
3. Low SES group had problems than others regarding school problem, own self, relationship with others, home and family life, health and problems in general.

**2.4.5 Pathak, P. (1973),** "Problems of Normal School Going Boys of seven, Eight, Nine and Ten years of Age, as Indicated by Parents, Boys and Teachers" Deptt. Of child development MSU.

**Objectives-**

- a) The incidence of problem behavior in normal school going boys as the indicator of their development problem would be studied.
- b) The recorded problem behavior would be studied for their appearance and disappearance in the age group under study.
- c) An attempt would be made to locate the patterns of problem behavior as related to age.
- d) Changes in the located patterns of problem behaviors in each age group would be studied over a period of one academic year.

**Findings-**

- a) Normal school going boys of seven, eight, nine and ten years of age manifested problem behavior in various aspects at life.
- b) The problem behavior total score of seven and eight year old groups differed significantly all throughout the year as far as teacher's observations were concerned.
- c) The whole period of seven to ten years was a period of learning the skills and habits of social life.
- d) The pattern of problems of problem behavior related to major areas did not show much changes for the age groups.
- e) Problem Behavior with reference to social standards was most common during the period under study.
- f) Lying, irritability quarreling fighting and teaching other boys were observed in all the age groups.

**2.4.6 Sharma, C.M. (1973),** "Reactions to Frustration among Adolescents in the school situations".

Descriptive survey method was followed with a stratified random sample of 100 male and 100 female adolescents together with fifty teachers. The tools used were school situation reaction to frustration test (SSRFT) Developed on the line of Rusenzweig's technique along with another teacher rating scale, and sentence completion method was adopted for the purpose of studying frustrating situations.

**Findings-**

The top ten frustrating situations for adolescents revealed in the study were:

- i. Good players were not given good prizes
- ii. Librarian refused to issue books
- iii. Disturbance by classmates in the class
- iv. Subject of choice was not given
- v. Secrets were listened to by others
- vi. Head Master/Head mistress refused admission
- vii. Indiscipline in the school
- viii. Noise in the cinema or theatre
- ix. Classmates abused
- x. Invigilator's accusation for copying

- 2) The need involved in the frustrating situations were found to be aggression, in-avoidance order, achievement, harm-avoidance, and dependence.

**2.4.7 Pandey, K.K. (1973),** "A comparative study on adolescents belonging to different communities in greater Bombay," Descriptive survey method was followed with a random sample of 550 boys and 550 girls from twenty five schools of ninety two postal zones of greater Bombay. The tools used were observational technique, interview, Questionnaire and free composition.

**Findings-**

- 1) Majority (70.6%) of adolescents did not come from joint families, nor did they (59.2%) like to live in joint families. Most of the children had five to six members in the family.
- 2) Regarding vocational, aspect nearly thirty five percent of the father of the children were in service and only in a few cases (12.2%) mothers were also working, Adolescents(89.3%) resented their mother going to work.
- 3) When both the sexes of adolescents opted for medicine (24.7%), engineering (71.8%) as the occupational preference, boy's choices were very much scattered than those of their counter parts.
- 4) On religious aspect, vast majority of adolescents believed in god and prayer which they considered as a source of help and guidance.

- 5) On academic aspect, (80%) of the youngsters showed clear preference for co-education. They had good opinion about their teachers and enjoyed a harmonious relationship with them.

#### **2.4.8 Siddiqui, M.M. (1976), “Social Psychological Study of Student’s Behavior with Special Reference to Indiscipline”**

##### **Objectives-**

- a) To study the psychological maturity (emotional maturity, social maturity) ascendance submission.
- b) To study about the social factors (educational attainment, socio-economic status and rural and urban in habitation) which affected students behavior in general and in discipline in particular.

##### **Findings-**

- a) The disciplined students were emotionally and socially more mature than the indiscipline one.
- b) Difference between the disciplined and indiscipline students was not significant on the personality dimension ascendance submission.
- c) The disciplined students felt more secure and were less aggressive than the indiscipline ones.
- d) The disciplined students had a higher average educational attainment than the indiscipline ones.
- e) The disciplined students mainly belonged to lower and middle socio economic group and rural areas while the indiscipline students usually belonged to upper and middle socio-economic groups and urban areas.

#### **2.4.9 Singh, M. (1976), “A Sociological Study of Problem Children in Indore City”**

##### **Objectives-**

- a) To study the incidence of problem children in the city.
- b) To study the social status of their families.
- c) To correlate the social factor with problem of the child.
- d) If possible suggest remedial measures for such problems.

##### **Findings-**

- a) The incidence of the problems was higher in the single traditional families.
- b) The main problem of the first born child stealing, abusing, enuresis, stammering, obstinacy, lack of interest in study and backwardness in the class.
- c) The education of family members was not the base to the behavior problem.
- d) The common problem of the age group three to five were habit disorder like enuresis, thumb sucking, shyness and stammering. There was anti-social act in the preschool age and psychosomatic disorders were also not repeated.

- e) The common problem to the children belonging to the age group six to ten years were again of habit disorder, psychometric disorders and educational problems.
- f) Commonest problem in the age group eleven to seventeen were stealing, abusing and enuresis. In this age, same common disorders were related to educational problems.

**2.4.10 Aley, K.M. (1976),** “The adolescent boys and girls of secondary schools in Bangalore city with special reference to their common and distinguishing problems in adjustment and academic field”. Descriptive survey method was followed with a random sample of 240 students (120 boys and 120 girls) drawn from denominational schools, Government schools and aided schools.

The tools used were:

1. Academic problem checklist
2. Adjustment scales
3. Socio Economic Status scale by Kuppuswamy.

**Findings-**

1. There is a significant relationship between SES and adjustment problems of girls.
2. There is no significant relationship between academic problems and SES status of both boys and girls.
3. Many academic and adjustment problems are common for both and girls.
4. Some academic and adjustment problems are more acute for boys and some other is more acute for girls.

**2.4.11 Sudha, B.G. and Thirtha, L.V. (1977),** “Problems of adolescent girls in relation to their community and religion”. Descriptive survey method was followed with a random sample of 1400 girls of age between 10 to 14 years drawn from Urban and Rural communities belonging to Hindu, Muslim and Christian religions.

**Findings-**

1. The relationship between the intensity of problems and socio-economic status, ascendancy, emotional stability, sociability, rigor, original thinking. Cautiousness and personal variables were negative.
2. The age was positively related to the problems of the rural girls, the Muslim girls and the Christians girls.
3. The career expectation of parents was positively related to the problems of all categories of girls except the Muslim girls.

4. The parental marriage expectations were also positively related to the problems of the rural girls and the Hindu girls.
5. Among the personality traits, the traits of responsibility were found positively associated with the problems of the rural girls. In all other cases, the relationship was negative.

**Regression equations indicated that:**

- A. For the urban girls, the socio-economic status, personality traits of ascendancy, emotional stability and rigor were important.
- B. For the rural girls, the socioeconomic status, emotional status and stability were important
- C. For the Hindu girls, the socio-economic status, ascendancy, emotional stability, sociability, rigor and personal relations were important.
- D. The socioeconomic status and emotional stability counted in the case of the Muslim girls, in the case of the Christian girls, the socio-economic status, emotional stability and rigor were the important factors.

**2.4.12 Ravinder, (1977), “The Effects of State Trait Anxiety, Psychological Stress and Intelligence of Learning and Academic Achievement”**

**Objectives-**

- a) To find out the effects of anxiety and intelligence on learning of students.
- b) To find out the effects of anxiety and intelligence on the achievement of students in different school subjects.

**Findings-**

1. Anxiety, as main effect, was not significantly related to academic achievement expect in the case of achievement in General Science and Mathematics.
2. General anxiety by itself had relatively little effect on academic achievement and the combination of anxiety with intelligence considerably.

**2.4.13 Gupta, J. P. (1978), “A Study of Anxiety and Achievement Motivation in Relation to Academic Achievement, Sex and Economic Status” Ph.D., Edu. Luc. U.**

**Objectives-**

- a) To explore the realms of anxiety and achievement motivation.
- b) To find out the relationship between them with respect to sex, academic achievement and economic status.

**Findings-**

- a) The low anxiety group had higher mean achievement motivation than the high anxiety group but the differences were not statistically significant.
- b) Girls were significantly more anxious than boys.
- b) Boys were found with more achievement motivated than girls.

**2.4.14 Tripathi, B. K. (1978),** “A Study of Relationship between Personality Pattern and Social Acceptance Classrooms Behavior and Academic Achievement.

**Objectives-**

- a) To find out the relationship of anxiety with social acceptance academic achievement and disruptive classroom behavior.
- b) To find out relationship of adjustment with social acceptance academic achievement and disruptive classroom behavior.
- c) To find out relation between extra version and social acceptance achievement and disruptive classroom behavior.

**Findings-**

1. A negative correlation existed between social acceptance and anxiety neuroticism.
2. Social acceptance had a significant positive correlation with intelligence, socio-economic status and adjustment.

**2.4.15 Tripathi, K.K. (1978),** “Frustration among school going children and adolescent”.

Descriptive survey method was followed with cluster sampling method and a sample of 500 boys and girls studying in classes VII, VIII, X, and XI were taken. The tools used were the Joshi’s group test of General mental ability, the Kuppuswami’s Socio-economic Status scale(urban) the Nemaun-kohlstd’s test for Introversion – Extraversion, the Diueed’s personality type test, the Pareek’s picture Frustration study test, and a frustration Questionnaire developed by the investigator.

**Findings-**

- 1) Both boys and girls were frustrated and there was no significant sex difference.
- 2) Intelligence appeared to be one of the factors related to frustration.
- 3) Socio-economic status was related to frustration in the case of both boys and girls.
- 4) Introverted boys and girls were more susceptible to frustration.
- 5) Physical handicap and poor health developed frustration in the students of both sexes.

- 6) Frustration affected scholastic achievement and poor scholastic achievement caused frustration.
- 7) Girls showed more group conformity.

**2.4.16 Ajwani, J.K. (1979), "Problem solving Behavior in Relation to Personality, Intelligence and Age"**

**Objectives-**

- a) To find out effect of personality, intelligence, age, sex and their interactions on problem solving behavior of students.
- b) To investigate the directions intended to assist the individual to bring about any improvement in the problem solving ability.

**Findings-**

1. The subject with facilitator personality traits proved better problem solving than those having inhibitory personality traits.
2. The subject with high intelligence proved to be better problem solvers than those with low intelligence.
3. The problem solving ability of the subjects increased with an increase of age.
4. No significant sex differences were observed in the subject's ability to solve observed in the subject's ability to solve problems.
5. The subject of the three experimental groups performed significantly better than the controlled group implying that the directions helped in increasing the problem-solving ability of subjects.

**2.4.17 Deb, S. (1980), "social psychological problem of the rural student migration to urban areas for studies" pilot study, university of calcutta**

**Objectives-**

- a) To survey the social psychological background of the rural student in urban areas in class xi and xii who could have continued in rural areas.
- b) To study their adjustment with their hostel mates and the problem they faced.

**Findings-**

- 1) There were significant difference in the professional, education and income level of guardians.
- 2) There was difference in attitude toward religion.
- 3) There was lack of cultural taste on the part of rural hostellers.
- 4) The concept of sociability varied significantly among the urban and the rural families.
- 5) Though both the groups were from middle class families, the urban sample was from higher middle class families while rural sample was from lower middle class families.

**2.4.18 Jaiswal, K. (1980), "A Study of Anxiety, Frustration and Adjust ion Pattern of Girl Student at Gradation Level and their education implications" PH. D. Gor. U**

**Objectives-**

- a) To find a difference in adjustment, frustration and education attainment of girl students of high and low anxiety level.
- b) To find a difference in anxiety, adjustment and educational achievement of highly frustrated and least frustrated girl students.
- c) To find a difference in anxiety, frustration and educational achievement of well-adjusted and mal adjusted girl students.
- d) To determine where there is a difference in anxiety, frustration and educational achievement of married and unmarried girl students at graduation level.

**Findings-**

- a. The educational achievement of low anxiety groups of students was higher.
- b. There was no significant relationship between frustration level and educational achievement.
- c. There was a significant relationship between adjustment, anxiety and significant difference in the achievement of well adjustment and maladjustment students.
- d. Science students had more anxiety and more adjustment ability.
- e. There was no significant relationship between married and unmarried girl students, on the one hand and the anxiety, frustration and adjustment on the other.

**2.4.19 Srivastava, N. (1980), "Intelligence, Interest, Adjustments and Family Status as Predictors of Educational Attainment of High School Students"**

**Objectives-**

- a. To determine the extent of relationship between high school achievement and general mental ability, adjustment, interest and family status.
- b. To locate the variables relevant for prediction and to determine the multiple correlation between the selected predictors variables and high school science group achievement.

**Findings-**

- a) There was substantial correlation between intelligence and achievement and moderate correlation between intelligence and achievement and socio-economic status, and between intelligence and socio-economic status.
- b) Mechanical interest and emotional and social adjustment also had significant positive correlation with achievement.

**2.4.20 Yadav, R.K. (1980), “Emotional Factors in Problem Children in the group of Seven to twelve Years”**

**Objectives-**

- a. To assess the actual conditions in which the problem children lived and behaved.
- b. To know important factors responsible for the behavior disorder.
- c. To suggest some remedial measures.

**Findings-**

- a. Uncongenial family conditions lead to problem behavior.
- b. Rejection by parents is a cause of behavior.
- c. Quarrels and incompatibility between the parents is a cause of problem behavior.
- d. Poverty is a cause of problem behavior.
- e. Neighborhood is a definite factor in the problem behavior.

**2.4.21 Mishra, O. (1981), “Behavior Patterns of Stars and Isolates Among school Going Adolescents” Ph.D. Edu. Gor. U.**

**Objectives-**

- a. To determine the behavior patterns of stars and isolates among school going adolescents.
- b. To make a comparative study of behavior patterns of stars and isolates among school going adolescents.
- c. To ascertain the role of such factors as intelligence interest, adjustment, personality type socio-economic status and scholastic attainment in determining the behavior patterns of stars and isolates among school going adolescents.

**Findings-**

- a. The behavior in social areas was most important in the selection of stars and rejecters of both boys and girls.

- b. Behavior based on temperament contributed considerably in the selection of all the groups of both the sexes but was more prominent among the isolates.

**2.4.22 Shrivastava, R. (1981), “Problems of Early Schooling of Tribal Children” D.Phil. Edu. All. U.**

**Objectives-**

- a. To study the rigidity and superstitions of tribal parents affecting their children.
- b. To study economic condition of tribal families.
- c. To study tribal parent’s attitude towards the present system of education.
- d. To study the adjustment problem of the tribal children in school.

**Findings-**

- a. Ninety- Seven percent teachers and ninety five percent tribal parents were of the opinion that superstitions and rigidity hinders the schooling of the tribal students.
- b. Ninety – seven percent teachers and ninety six percent tribal parents perceived the problem of the girl’s education in tribal areas.
- c. Voluntary and other agencies were more effective then governmental ones in solving the multifarious problem of early schooling in the tribal areas.
- d. Lack of necessary facilities and equipment’s for teaching was the cause of lack of the motivation for education among the tribal.

**2.4.23 Dagaur, B.S. (1982), “A study of Relationship Between anxiety and Relative Thinking”. Ph.D., Del. U**

**Objectives-**

- a. To study the relationship between anxiety ad neuroticism.
- b. To study mutual relationship between the three components of creative thinking ability and their relationship with composite scores.

**Findings-**

- a) The individuals of different levels of anxiety did not give identical or similar creative responses.
- b) Males and females did not differ as regards creative thinking abilities.

**2.4.24 Das, N. (1982), “Some Behavioral Problems of the Secondary School Students of the District of Burdwan and their causes”**

**Objectives-**

- a. To identify typical behavior problems of adolescents studying in school located in three environmental situations viz. urban, industrial and rural.
- b. To identify the causes of such problems and to see whether there was any dominant cause in a typical environment, viz. urban, industrial and rural.

**Findings-**

- a) Dissatisfying home conditions, lack of parental understanding and inconsistent behavior of the elders led to behavior problems.
- b) Dissatisfying environment in school, achievement frustration, poor adjustment in schools (particularly with school programmers), social conditions, teachers and student community contributed much towards behavior problems.
- c) Frustration of recognition, expectation and feeling of insecurity and inferiority were powerful determinants of behavior problems.
- d) The gap between aspiration and actualization was also found to be one of the causative factors for behavior problems.

**2.4.25 Khattari, S. (1982),** “A Comparison of Behavioral Strategies for Reducing Examination Anxiety in Girls” Ph.D. Psy. Kashi Vidyapeeth

**Objectives-**

- a. To find out the efficiency of group relaxation, group counseling and group desensitization behavioral strategies for reducing examination anxiety in girl students.
- b. To find out the relative efficiency of the above three strategies in reducing examination anxiety among girls.

**Findings-**

- a. The group relaxation technique showed a significant reduction in examination anxiety as compared to the control group.
- b. The group counselling technique showed a significant reduction in examination anxiety as compared to the controlled group.
- c. The group systematic desensitization showed a significant reduction in examination anxiety as compared to the controlled group.

**2.4.26 Srivastava, N. (1988),** “Aggression in adolescent boys and girls in relation their self-concept, achievement motivation and performance”.

Descriptive survey method was followed with a random sample of 564 male and female students of classes XI and XII of higher secondary schools. The tools used were “Who am I” test to measure self-concept, A Forced choice type Sentence completion test, Academic performance was measured by the marks obtained in public examinations and non-academic performance was measured by teachers ranking.

**Findings-**

- a. Both academic and non-academic performance did not contribute in any way to aggression either independently or in combination.
- b. Boys were higher on aggression scores than girls.
- c. More high aggression subjects had more frustration as compared to low aggression subjects.

**2.4.27 Kashyap Veena, (1989), “Psychological determinants of adolescent’s problem”.**

Descriptive survey method was followed with a random sample of 1000 adolescent students studying in class XI and XII. The tools used were youth problem inventory of M. Verma, Comprehensive Anxiety scale of Sinha and Sinha, Frustration scale of Chauhan and Tiwari, Security-Insecurity Inventory of Tiwari, Emotional Maturity scale of Singh and M. Bhargava, Mixed type group test of intelligence of P.N. Malhotra.

**Findings-**

- a. Adolescent problems were found highly and positively related to anxiety, frustration, feeling of insecurity and emotional immaturity.
- b. Adolescent problems were highly and negatively correlated with feeling of security and emotional maturity, moderately and negatively correlated with intelligence and appreciably and negatively correlated with scholastic achievement.
- c. No significant difference in Adolescent boys and girls was found in the case of youth problems frustration, feeling of security-insecurity and emotional maturity. But difference was found in anxiety, intelligence and scholastic achievement.

**2.4.28 Anand, S. P. (1989), “Mental Health of high school students”.** Descriptive survey method was followed with a random sample of 262 high school students (169 boys

and 93 girls). The tool used was A Likert-type mental health scale developed by author.

#### **Findings-**

The mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related.

#### **2.4.29 Jain, N. (1989), “Family structure, parental behavior and Self-esteem in male and female adolescents”.**

Descriptive survey method was followed with a random sample of 903 students of the classes IX and X of three Hindi medium girls ‘schools and three Hindi medium boy’s schools. The tools used were family questionnaire of Bhatnagar and Rastogi, Cornell parent Behaviordescription (Fourth Version) of Bronfenbrenner Deversux Dr. and Rodgers.

#### **Findings-**

- a. Subjects of joint families belonging to the Low Support – Low control(LSLC) category were higher on SE Power in comparison to those of nuclear family belonging to the same category.
- b. High parental control was found to be contributing more to the development of SE worth in comparison to high support.
- c. Subjects of joint family were higher in self –esteem than those of nuclear family.
- d. High Support-High Control (HSHC) contributed the highest to the development of self-esteem. High parental support when compared with high control showed stronger effect.

#### **2.4.30 Kaur, F. (1990), “Adolescent loneliness with correlates attribution and coping”.**

Descriptive survey method was followed with a random sample of 300 adolescents (150 males and 150 females). The tools used were UCLA loneliness scale, Differential loneliness scale, IPAT Anxiety Scale, Rotters I-E control scale Bem-sex-role inventory, Torrance Test of creative thinking, Zung self-RatingDepression scale, Hopelessness scale, and Automatic thought questionnaire.

#### **Findings-**

- a. Females experienced greater loneliness, anxiety and depression than males.

- b. Males expressed more hopelessness. In males loneliness was positively related to hopelessness and external locus of control. Emptiness and isolation were major causes of loneliness

**2.4.31 Verma, B.P. (1990),** “Sex-related difference in risk-taking, self-confidence and anxiety among adolescent learners”.

Descriptive survey method was followed with a random sample of 200 adolescents with equal number of male and female student’s studying in class X. The tools used were Risk –taking Questionnaire by Sinha and Arora, Self-Confidence Inventory by Basavanna and Dutt’s Personality Inventory.

**Findings-**

- a. Male adolescent learners showed significantly higher mean risk-taking than female adolescents.
- b. Male adolescent learners possessed significantly higher self-confidence than female adolescents.
- c. Female adolescent learners had significantly more anxiety than male adolescent learners.

**2.4.32 Manjuvani, E. (1990),** “Influence of home and school environment on the mental health status of children”. Descriptive survey method was followed with a random sample of 514 students from classes VIII to X (271 boys and 243 girls). The inventories dealing with Home environment, School Environment and Mental health tools were used.

**Findings-**

- a. The home environment was a major significant contributor to all the three components of mental health.
- b. The school environment contributed to liabilities and the mental health index.

**2.4.33 Sharm, H. (1990),** “Drug addicted adolescents of Manipur in relation to their personality, family background, adjustment and intensity of addiction”.

Descriptive survey method was followed with a random sample of 200 adolescent’ drug addicts of Manipur in the age range 14 to 28 years. Out of which 100 were drawn from the central prison and 100 from Imphal city. The tools used were the drug abuse related questionnaires of the researcher, high school personality questionnaire, Indian adaptation of Bells adjustment Inventory of R.K.Choudhary, and Socio-Economic status scale.

### **Findings-**

- a. Drug addicts were poor in all areas of adjustment, except social adjustment.
- b. The drug addicts came from nuclear families and had addicted parents characterized by hostile attitude.

**2.4.34 Rayulu & Romala, T. (1990),** “A comparative study of the fears of Indian and British adolescents” in descriptive survey method with a random sample of 1,064 adolescents attending secondary and grammar school in India and England, in the age group of 12 to 14 years. The tools used were AH4 Intelligence Test, Fear survey schedule, Neuroticism schedule by Willoughby and junior Eysenck personality Questionnaire.

### **Findings-**

- a. Older children showed greater frequency of fear. Girls were more phobic than boys.
- b. Boys showed more extraversion, psychotics and intelligence than girls while girls showed greater neuroticism than boys.
- c. The phobic fears among the Indians included fears of failure, ghosts and living away from the family.
- d. The British adolescents showed fear of being sexually assaulted, of being mentally ill, of drugs, of being ugly and of witnessing surgical operations.

**2.4.35 Sethuram, N. (1991),** “The relationship between test-anxiety, self-esteem and academic achievement in IX standard students”. Descriptive survey method was followed with a random sample of 240 students from coeducational and non-co-educational schools of Bangalore city.

The tools used were:

1. Family climate scale by MP, Vnayal and Beenashah
2. Socio-Economic Status scale by Beenashah
3. Ahuja's Intelligence test
4. Adjustment inventory by Beenasha and Anshusharma.

### **Findings-**

- a. Students from the unsatisfactory family climate showed better adjustment in school than students from a satisfactory climate.
- b. After controlling SES and intelligence, the relationship became positive in boys and negative in girls. Among the rural adolescents, a negative relationship was noted.
- c. Among rural adolescents a negative and significant association between the variables was noted irrespective of SES and IQ.

**2.4.36 Sudha, B.G. and Parveen Taj, (1992),** “Insecurity among high school students: Effects if intelligence and traditionalist-modernity”. Descriptive survey method was followed with a random sample of 300 students studying in standards VIII to X in Bangalore city.

The tools used were:

1. Insecurity scale, traditionalistic –modernity scale developed by Sudha and Satyanarayana
2. A group test of general mental ability of Jalota.

**Findings-**

- a. The more intelligent students were less insecure than other groups, while students with low intelligence were highly insecure.
- b. The low-progressive and low-intelligent students expressed the highest economic insecurity, while high-intelligence and low-progressive showed the least degree of economic insecurity.

**2.4.37 Sundararajan, S. (1992),** “Test Anxiety and Academic Achievement of high school pupils”. Descriptive survey method was followed with a random sample of 251 IX standard pupils. The tool used was the Text Anxiety scale constructed and standardized by Sharma (1978).

**Findings-**

- a. Girls are more prone to Text Anxiety than boys.
- b. Children of educated parents are more likely to be infected with Text Anxiety than the children of uneducated parents.

**2.4.38 Priyanka& Sarada Devi M. (1994),** “Gender difference in the parenting style perception and Identity style of Adolescent”. Descriptive survey method was followed with random sample of 300 adolescents between age group 16 to 22 from degree colleges. The tools used were the modified format parenting interactional style questionnaire developed by Viveken Reddy (1996) Style Identity Inventory developed and standardized by white et al (1948).

It was used to study the identity style of adolescent.

### **Findings-**

- a. Boys had more information identity style than girls.
- b. Girls had more normative identity style than boys.

**2.4.39 Dr. Manju vani, E. (1995),** “Sex, Type of school, standard and mental health status of high school students”. Descriptive survey method was followed with multi stage random sample of students, from 8<sup>th</sup> to 10<sup>th</sup> classes, 514(271 boys and 243 girls) 12 to 16 age group. The tools used were mental health inventory and a modified version of mental health analysis developed by Thorpe and Clark (1959).

### **Findings-**

- a. Girls had better mental health status compared to boys.
- b. Mental health status of boys of unisex schools was low compared to that of the boys of co-education schools.
- c. There was no significant difference in the mental health status of girls of unisex and co-education schools.
- d. Mental health status of 10<sup>th</sup> standard students was low compared to the 9<sup>th</sup> standard students.

**2.4.40 Joseph Alexander, E. and Dr. Packiam, S. Ph.D. ( 1997),** “Adjustment problems of school going Adolescents”. Descriptive survey method was followed with a random sample of 500 IX std. students. The Rogers personality inventory (1931) was administered.

### **Findings-**

1. No difference in the proportion of maladjustment among the rural and urban adolescents.
2. Proportion of maladjustment is more among the rural and urban females than the rural and urban males.
3. Urban and rural male students are better adjusted than the female students.
4. Male adolescents are better adjusted than female adolescents.
5. Mother’s education influenced urban adolescent’s adjustment.
6. Birth order, number of children in the family, and income do not affect adolescent’s adjustment.
7. Parent’s education and income don not influence rural adolescent’s adjustment.

**2.4.41 Roychaudhury, P. and Basu, J. (1998),** “Parent-child relationship, school achievement and adjustment of adolescent boys”. Descriptive survey method was

followed with a random sample of 105 boys studying in class VIII from two government school in Calcutta. Their age ranged between 13 to 14 years.

The tools used were:

1. Parent-child relationship scale.
2. Adjustment inventory for school students.
3. Culture-Fair test, apart from achievement and information schedule.

**Findings-**

- a. Intelligence scores were highly related to achievement and moderately to emotional and social adjustment in school. However, these were unrelated to educational adjustment and any of the parenting dimensions.
- b. Fathering seemed to have negligible impact in case of school adjustment. Here the most salient factor was the style of mothering.

**2.4.42 Verma, S. and Larson, R. (1999),** “Are adolescents more emotional?” It was a study of the daily emotions of middle class Indian adolescents. Descriptive survey method was followed with Experience sampling method and a sample of 100 VIII Graders and their parents from urban middle class families.

The tools used were:

1. Parental Acceptance scale.
2. Family Cohesion scale.
3. Stress management scale.
4. Child behavior checklist
5. A measure of academic anxiety
6. Scale of Clinical depression.

**Findings-**

- a. Out of the fourteen scales on the ESM self-report form, girls reported significantly more positive average states only on the scale friendly-to –angry than did boys.
- b. Although Indian middle class adolescent’s average emotions and activation states differed little from those of their parents, they experience wider emotional swings with more negative in extreme positive states.
- c. Negative states of ten stemmed from the stress of school, while positive states were more often related to the joys of peer association and leisure activities.

- d. Adolescents who experienced more negative emotions were found to manifest higher rates of psychological problems.

**2.4.43 Dr. Sundarajan S. and Mr. Anjaneyulu T.S.R. (1999),** “The adjustment problems of high school pupils in and around secunderabad”. Descriptive survey method was followed with a random sample of 481 students (260 boys and 221 girls) of X std. The adjustment inventory for school students (AISS) constructed and standardized by Sinha and Singh (1984) was used.

**Findings-**

- a. It was interesting to note that no significant difference was seen in total adjustment when larger group of either boys and girls or urban and rural pupils were considered.
- b. In general boys and girls seem to be the best in the area of Educational adjustment.

**2.4.44 Singh, M. and Siny, S. (2001),** “Alcohol habits in teenagers of Ludhiana city”. Descriptive survey method was followed with a random sample of 100 teenagers studying in five schools of Ludhiana city. The tools used were Questionnaires and interviews.

**Findings-**

- a. 68% of teenagers consumed alcohol while they were studying in class 10 or at the age of 15-16 years.
- b. Around 15% of teenagers had their first drink when they were in class 6 and 7 class.
- c. The first exposure to alcohol of 38.23% of teenagers was at marriage parties while 23.52% had their first drink at home, 55.83% respondents reported that they consumed alcohol for the first time in the company of friends.
- d. It was found that Beer was the hot favorite with 50% of respondents followed by whisky 35% 5) about 55.88% of teenager mentioned that their families consumed alcohol. So they also were in the habit of taking alcohol while 44.12% of teenagers said that they consumed alcohol but not their family members.

**2.4.45 Hemanth, A. G. (2003),** “The problems of adolescent girls related to inhibitions”. Descriptive survey method was followed with a stratified random sample of 400 adolescent of VII standard. The tools used were adolescent’s girl’s problem inventory and social maturity scale.

**Findings-**

- a. Education is a cosmic process which plays a very important role in the all-round development of the personality of an individual. Both the home and the school have grater responsibilities in developing adolescent children in to socially useful and good citizen of the society.
- b. The parents and teachers should provide conductive and congenial psycho social environment to the adolescent girls so that they become socially constructive not obstructive, frightening, bullying, criticizing, causing damage and the other individual of the society.
- c. Family being the most significant and primary unit of society, has a strong influence up on the socio cultural development of an individual hence, the parents should have all the due care in developing the adolescent girls in to responsibility citizens of the society.
- d. The National Policy on Education (1986) emphasizes paramount importance of educational on human resources development in raising the quality of individuals of the nation as a whole in general and women and girls in particular.
- e. Educational programs like, Sensitivity training, Transactional analysis, personality development programmers and assertive communication techniques develop among the adolescent girls a sense of social obligation and social concern thus contributing good to the society.
- f. Enrichment classes, individualized instruction and guidance programmers may be organized in the school to shape the adolescent girls into socially useful and healthy individual.

**2.4.46 Upadhyay, B.K. (2005),** “Suicide ideation and psychopathology among adolescent”. Descriptive survey method was followed with a random sample of 50 (25 males and 25 females of age 15 to 18 years).

**Findings-**

- a. It was found that the balance of psychic force in the individual and the ability to understand and share other people’s emotions, the ability to concentrate at work and had interest in several activities were contributive to the IP.
- b. The finding of the present study revealed that girls were leading in this category than boys as the girls had more patience, tolerance, emotional stability and were better adjustable than boys.

**2.4.47 Neelakshi, A. L. (2005),** “Behavioral problem areas and neurotic trends in adolescent students”.

Descriptive survey method was followed with a random sample of 230 adolescents of 80 higher secondary schools. The tools used were money problem check list, Neuroticism scale Questionnaire, and socio economic level scale.

#### **Findings-**

- a. Age especially late adolescence, was a very critical stage for both boys and girls as these was a possibility of development of neurotic trends.
- b. Most of the problem areas such as health, home, family and relationship had been repeatedly reflected with reference to gender, socioeconomic level, age, as well as work status of the mother.
- c. The most important and often repeated problem area was home and family.

#### **2.4.48 Biradar, G. (2007), “Successful Life Event and Behavioral Problems among Pre-University Students”**

##### **Objectives**

- a. To study the demographic variables of the students.
- b. To know the relationship between stressful life events, behavioral problems and demographic variables among pre university students.

##### **Findings-**

- a. There is no significant difference between boys and girls in the perception of stressors.
- b. Age, qualification and occupation of father and mother were significantly and positively related with behavior problem.
- c. There was significant and positive relationship between age and stressful life events.

#### **2.4.49 Bharadwaj M. (2012), “Undisciplined Behavior of the Students and Role of Parents” Ph.D., Psy., Assam**

##### **Objectives-**

To find out the role of parents in students undisciplined behavior.

- a. To study the effects of students undisciplined behavior in their family as well as personal life.
- b. To suggest a paradigm of action plan to tackle student’s undisciplined behavior.

##### **Findings-**

- a. Parents play an important role in the life of children especially shaping the behavior of the children.
- b. Some of the important effects of undisciplined behavior are
- c. Affects the family life
- d. Affects the society
- e. Waste their valuable time
- f. Influence his/her peer group
- g. Moral Value is gradually retarded.

## **2.5 REVIEW OF ABROAD STUDIES RELATED TO PROBLEMS:**

**2.5.1 Lempers and Nutusil (1990)** studied the relationship among family financial stress, parent's emotional support for their children, academic achievement and depressive symptoms in a sample of 105, high school students from farm and non-farm families. Results of analysis of variance indicate that parents from farm families report higher level of family financial stress and depression than parents from non-farm families. Multiple regression analysis shows that family financial stress as reported by parents was strongly related to adolescent's depressive symptoms.

**2.5.2 Lempers, Lempers and Netusil (1990)** have reported positive relationship between family financial stress and depressive symptoms in adolescent children. In a study of the relationship of life stressors, personal and social resources and depression.

**2.5.3 Hops (1990)** conducted studies to identify psychological correlates of depressive symptoms among adolescents. Batteries of psychological instruments were administered twice to over 2000 students in 4 high schools one month apart. Depression was assessed with the center for epidemiological studies depression scale. As with adults dysphonia was correlated with a wide range of difficulties. With girls reporting significantly more symptoms from the 2 self-reports of depression, 4 groups were formed, high-high, high-low, low-high and low-low and girls were found as disproportionately represented among the high-high groups.

**2.5.4 Cohen, (1990)** conducted a study on family with the purpose to examine cognitive correctives and to assess whether sex and age affect the perceptions of family environment in depressed adolescent. It was concluded that family relationships play a significant role in coping with depression and behavior disorder.

**2.5.5 Avison and Mealpine (1992)** examined sources of gender differences in depressive symptoms among 306 adolescents (aged 15-20 years, 54% female). Females experienced substantially higher levels of depressive symptoms than males. There was a significant relationship between stress and depression. Psychosocial resources appeared to be important protective factors associated with lower level of depressive

- symptoms. Parent child relationship were important correlates of depressive symptoms and partially accounted for the gender difference in levels of depression.
- 2.5.6 James and Kazak (1992)** investigated the depressive experiences, coping styles and family system within a development model of depression that focuses on object representations. The sample included college students with alcoholic fathers (adult children of alcoholics ACA, n=84) and with non-alcoholic parents (n=123). Eight measures were used. ANOVA show that ACAs differ in family perceptions with parental inconsistency discriminating most effectively between groups. As predicted ACAs exhibit greater depression and also shows more on aggressive coping techniques.
- 2.5.7 Nolen-Hoeksema, Girgus and Seligman (1992)** reported that negative attribution style do not predict later symptoms of depression in adolescents, rather stressful life events seem to be the major precipitant of symptoms. However, as they grow older they tend to develop more negative cognitive styles which tend to predict symptoms of depression in reaction to additional negative events.
- 2.5.8 Liq, P. (1993)** conducted a study “Relationship between home environment and academic achievement among Italian, Canadian pre-school children” and reported that home environment has a significant effect on the school performance, academic achievement and intellectual development.
- 2.5.9 Angold and Costello (1993)** studied the depressive co-morbidity in children and adolescents. The authors reviewed recent epidemiological studies using standardized interviews and DSM-III-R criteria. Results indicate that there is a high rate of co-morbidity in children and adolescents with major depressive disorders or dysthymia.
- 2.5.10 Brage (1993)** investigated the extent of loneliness among 156 mid-western adolescence (62 boys and 94 girls aged 11-18 years) in relation to depression, self – esteem, family strength, and parent- adolescent communication, age and gender. It is found that students have high loneliness scores and that older subjects are lonelier than younger students. There is a significant relationship between loneliness and depression. Loneliness is negatively related to self-esteem family strengths and mother –adolescent communication.
- 2.5.11 Mennen (1993)** evaluated the level of distress in sexually abused girls (aged 6-18 years) as predicted by the relationships of the perpetrator to the victim, the kind of abuse, the use of force, removal from the home and race or ethnicity. Students completed measures of depression, anxiety and self-worth, which were then dichotomized into distress levels. Penetration predicted higher levels of distress on depression and self-worth measures. Force predicted higher levels of distress on those

measures when the perpetrator was not a father figure and lower levels of distress when the abuse was a figure.

- 2.5.12 Mates and Allison (1993)** used a series of focus group interviews to identify major sources of stress and coping responses of adolescent students. Relationship with parents and family, work and lack of money are found to be important sources of stress. Major coping responses include substance use and diversionary activities. Differences between academic streams in sources of stress and coping responses are examined. Because of the long-term nature of schooling and family relationships, these can be seen as examples of chronic life stress.
- 2.5.13 Orsillo, Mc Caffrey and Fisher (1993)** investigated the stress associated with having a depressed sibling by examining the problem-solving and levels of psychological symptomatology of 13 siblings of depressed individuals. Subjects show significant levels of psychological distress on the belief symptom inventory a negative self-appraisal of their effectiveness of in problem solving. They also have displayed emotional coping patterns by endorsing the use of strategies such as wishful thinking, avoidance and self-blame to cope with their problems equally as often as problem focused strategies.
- 2.5.14 Walsh, F. and Schienkman, M. (1994)** in the study titled, “The family context of adolescent” addresses the importance of the family context for understanding adolescents dysfunction and for promoting health development, grounding over discussion in a family system orientations and a family life cycle frame work, examine the structural reorganization and in generational issues that facilitate impede development passage, explore family dynamics that are commonly associated with symptoms in the adolescents and describe family therapy approaches that have been found effective.
- 2.5.15 Chan (1995)** assess and described the depressive symptoms and coping strategies of 161 Chinese adolescents using the beck depression Inventory (BDI) and the ways of coping questionnaire (WCQ).Using the BDI cut-off scores of 9/10 and 29/30, respectively, they found that over 64 percent of the adolescents are in the depressed range and nine percent in the severely depressed range. For general depressive symptom level, Chinese adolescents appear to have higher mean BDI score than US adolescents and Chinese young adults. Their depressive symptoms levels are found to relate to avoidant coping strategies as well as low self-esteem and reduced social support.

- 2.5.16 Williamson (1995)** examines the relationship between stressful life events and major depressive Disorder (MDD) among adolescent children. The results show that MDD and normal control adolescents have similar rates of total stressful life events in the year before being interviewed. Depressed adolescents have significantly more dependent stressful life events during the previous year than did the normal controls. They concluded that depressed adolescents have an increased risk of experiencing dependent life events.
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- 2.5.18 Person (1996)** investigated coping strategies of adolescent males. In this study 374 boys in grades 10, 11 and 12 at an independent boy's school in Melbourne, 'Capable boys were compared with the regular male students. It is found that the capable male students perceive themselves as coping satisfactorily.
- 2.5.19 Person (1996)** investigated coping strategies of adolescent males. In this study 374 boys in grades 10 11 and 12 at an independent boys school in Melbourne, 'Capable' boys were compared with the regular male students. It is found that the capable male students perceive themselves as coping satisfactorily.
- 2.5.20 King (1996)** conducted a study among adolescents from the United States and Japan and found that feelings of depression among American adolescents are associated with problematic self-perception regarding physical attractiveness and social acceptance and with problematic behavioral conduct. Among the Japanese adolescents feelings of depression are related to problematic self-perceptions involving interpersonal connectedness, peer social acceptance, and physical attractiveness and to problem of behavioral conduct. Self-image and self-perceived competencies have been considered to be related to depression in childhood and adolescence(Masi, et al.2000).Data indicate that the emotional beliefs (about schooling and learning ) are significantly related to depressive symptomatology. Females scored higher CDI and school anxiety. Self-image assessed with specific questionnaire and self-reported depressive symptoms assessed with the children's Depression inventory in a school sample of 150 adolescents.

**2.5.21 Buchanan, C.M., Maccoby, E.E., & Dornbusch, S.M. (1996),** “Adolescents after divorce”. One-hour telephonic interviews were conducted with 522 adolescents from 365 northern California families. The parents in these families had already been followed for the first three years of the post-divorce period. The study is exemplary in its methodology. For example, 90% of the adolescents from the families eligible for this study were actually interviewed.

#### **Findings-**

Adolescents living with their fathers do worse. Adolescents in their father’s custody tend to have more problems. Many adolescents living with their fathers lived with their mothers first and suggest several potential explanations for why these adolescents have more trouble.

Adolescents who live alternately with each parent do particularly well, they point out that parent who share this arrangement also tend to cooperate most with one another, and that it is likely that the benefits to adolescents has a basis in high levels of parental cooperation rather than in the specific form of residence.

Divorce always leaves negative impact on the couples as well as their adolescents or kids mind. It can take a long time to overcome from emotional pain of the divorce. Post-divorce counseling or therapies help couples and their adolescents to overcome from the pain up to great extent. Divorce counseling also gives tips to the peoples to deal with their children after divorce.

**2.5.22 Hamler (1999)** used a qualitative research methodology to explore the experiences of adolescent mental health care for seven adolescents and their caregivers. Results indicated that communication and involvement between families and professionals in this study were in need of improvement. A number challenges were identified when families attempted to gain mental health services for their children. These included finding appropriate treatment providers, having difficult working relationships with treatment providers, financial concerns, policy concerns, and questions about the effectiveness of some of the forms of mental health treatment. Questions arose regarding the foster care system. The main concerns of adolescents and their families were the ability of foster parents and the financial management of foster care services.

**2.5.23 Jane Pirkis, E., Ph.D.\*, Charles, S., Jr, MD\*, ChairE, D. Dr.PH\*, Michael G. Sawyer, PhD.\* Christine Friestad, Ph.D.\*, Michael Biehl, M.A.\*, Patton, George C. Ph.D. (1999),** “Receipt of psychological or Emotional Counseling for suicidal

ideation". The study used data from wave one of the National Longitudinal study of adolescent Health, which involved a household-based interview with a nationally representative sample of 15 483 adolescents' grades from 7 to 12 out of these, 2482 adolescent were classified as suicidal.

**Findings-**

- a. Only one third of those who report suicidal ideation and behavior receive psychological or emotional counseling.
- b. Although not all of these young people may identify a need for counseling, this findings still suggests that many of those at risk of harming themselves do not receive professional help.
- c. However, on the positive side, those who do use counseling services tend to do so on the basis of their being in the greatest need, rather than their parents' capacity to pay for services.
- d. Counseling services have an important role to play in suicide prevention, and a variety of sources of care need to be available. Although counseling services are vital, a range of other strategies is necessary to reduce the youth suicide rate.

**2.5.24 Soares and Grossi (2000)** investigated the associations between self-Steem (SE), anxiety/depression (i.e., GHQ) pain variables (eg: complexity), perceived disability and coping styles in 651 patients (mean age 45years 72% female seeking care from general practitioners or muscle pain. The regression analyses showed that SE is lower among female patient. And SE is negatively associated with anxiety / depression and positively associated with pain intensity and active coping. The relationship between SE and pain intensity seems to be influenced by level of depression. It was concluded that SE is related to female, influenced by level of depression. It was concluded that SE is related to female, gender, anxiety, depression, Pain intensity and active coping style in pain patients.

**2.5.25 Judith (2000)** concluded in his study that adolescents in well differentiated family systems were characterized by higher levels of psychosocial, maturity and emotional independence and males' adjustment remains lower than females in poorly differentiated family systems.

**2.5.26 Wallerstein, et. al. (2000)** reported that despite many adjustment difficulties, adolescent show many positive changes such as impressive development of emotional maturity.

**2.5.27 Lau and Kwok (2000)** concluded that a cohesive, orderly and achieving family environment is conducive to more positive development among adolescents.

Williamson (2006) observed that college students possessing strong positive feeling towards recollection of early childhood family influences also possessed of academic self-efficacy. Thus, a young person's social adjustments is not a thing apart, but is closely linked with his adjustments to his home and school relationships. It usually follows that an adolescent who experiences a normal and well –integrated home and school life carries over into all his other associations a similar wholesomeness of attitude and control of behavior. (Varma and Sangita, 1991; Field at al 1995; Kokko and Pulkkinen, 2000 and Lai and McBride –Chang, 2001), Moreover, the cause of an adolescent's social maladjustment often can be traced to a home environment in which the teen-ager has had little or no opportunity to experience cooperative group living.

**2.5.28 Kim and Kim (2001)** examined whether body mass index (BMI) and perception of body weight problem predict level of self-esteem and depression in Korean female adolescents. The sample consisted of 303 females, ranging in age from 15 to 19 years , who were attending four high school located in Seoul, Korea, Results show that perception of a weight problem, but not BMI, contribute significantly to the prediction of level of self-esteem and depression.

**2.5.29 Haugen and Lund (2002)** showed low self-concept attribution style as related to depression in adolescents. Two self-esteem variables were found to constitute important predictors of depression, while the contributions of the attribution variables were of minor importance In addition, pessimistic attributions to both positive and negative events resulted in higher depression than pessimistic attributions to either kind of events, and to neither kind of events. The relationship of self-esteem and depression with alcohol and other drugs (ATOD) use was tested in a California statewide sample of more than 4300 Asian American adolescent student done by Otsuki (2003). Correlations reveal that cigarette, alcohol and marijuana use are generally more related to high depression and low self-esteem in females than in males. The results indicate that in females, depression is significantly related to alcohol and tobacco use, but self-esteem is not. Neither self-esteem nor depression is a significant contributor to marijuana use. Negative or low belief in one's competence to cope with the basic challenges of life and being worthy of happiness can lead to lack of confidence, unreasonable rationalization , self-centeredness, fatalistic attitude, feeling of loss of credibility etc. (Veeraja,2004) . Children with low self-esteem/ low self-esteem is frequently accompanied by serious psychological problems

(Clark\_Stewart, Perlmutter and Freeman, 1988.) On the contrary those with high self –Stewart, Perlmutter and Freeman, 1988). On the contrary those with high self -esteem are found to be independent, creative, accepted in social groups, more assertive, able to express opinions and better at taking criticism (Coopersmith, 1976). It builds conviction, optimism. Relationships, ability and responsibility. These characteristics reflect a psychologically healthy mind rather than problems and mental ill health, Depressive adolescents are found to have more social problems, higher level of fantasies in Depressive boys seem to experience higher level of guilt girls and depression in general differ from the normal children in values system and psychosocial deprivation (Radhakrishnan, 2005).

**2.5.30 Dr. Fernandez J. & Bravo (2003),** “behavioral Problems in adolescents who were in adoption, residential care and kinship”. Descriptive survey method was followed with a random sample of 181 adolescents in different forms of care in various autonomous communities.

**Findings-**

The majority of the adolescents scored with in the normal margin and only a small percentage of them had important behavioral problems and therefore were situated within the clinical margin of the trial. The adopted adolescents scored higher points than the adolescents who were.

**2.5.31 Barry, A. G. and Jeremy, J. (2002),** “Adolescent Leadership skill Development through Residential 4-H Camp counseling”. Descriptive survey method was followed with a random sample of 68 teen counselors participated in the focus group discussions. A majority of participants were female (65%), and the primary ethnic group represented were white (80%) and African American (16%) and 12,000 youth ages 9-13 participated. The tool used an open-ended interview script as guiding questions to provide general structure for the discussion, and responses were recorded by hand.

**Findings-**

- a. The result of the study suggests that 4-H camp participation positively affected teen counselors by helping them to develop leadership-related knowledge, skills, and behaviors. The study supports the results of other studies of the impacts of the 4-H camp counseling experiences.
- b. Teen counselors became more aware of the developmental needs and individual differences of youth campers and became more aware of themselves as leaders who

were responsible for the welfare of children. Furthermore, teen counselors developed a mentoring relationship with young people.

**2.5.32 David J. L. and Jacqueline, E, D. (2002)** in his research topic ‘Journal summary on emotional education’ says the, environmental factors do affect the physical and emotional maturity of child.

**2.5.33 Johnson, B. (2002)**, “Behavior Problems in Children and Adolescents with Learning Disabilities”.

**Objectives-**

- a. Classification of behavior problem in children.
- b. To identify significance associations between learning disabilities and behavior problems and various studies.

**Findings-**

- 1. There is significant association between learning disabilities and behavior problems.
- 2. Along with remedial education, cognitive and behavior therapies have important role in the management of children with learning disabilities.

**2.5.34 Marmorstein and Lacono (2004)** examined conduct disorder (CD) major depression (MD) in adolescents in relations to parent-child and psychopathology in their parents. Participants were drawn from a population based sample of twins and their families. Affected participant had life time diagnoses of CD/MD, controls had no history of either disorder. Results indicate that the presence of CD/MDD in an adolescent is related to increased rates of maternal MDD and parental antisocial behavior. Both CD and MDD in adolescents are directly associated with high parent child conflict. Andress Vossler studied in the year 2004, “The participation of children and adolescent in family counseling. The German experience”. The experience of 17 young people were critically discussed in term of institutional conditions and methodical approaches which counteract the involvement of the actual addresses of the counseling service through qualitative analysis during their counseling process.

**Findings-**

- a. The adolescent’s concerned feel partly excluded and insufficiently integrated into counseling process.

- b. The professionals need to attend more to facilitate the participation of young people.

**2.5.35 Glenn, W. L. and Shari, S.(2004)** in an article “Motivational Enhancement Therapy: An effective approach for counseling unmotivated Adolescents” concluded that MET is a brief counseling approach supported in research that offers a specific tangible model of behavioral change while providing counseling strategies on how best to match adolescent’ level of readiness to change. Furthermore, MET provides clear strategies for how to work with teens who appear resistant and unmotivated. It offers a counseling approach that matches adolescents’ attributes. This model presents counselors with a different perspective on adolescent counselees while providing useful and effective strategies to support change. MET’s approach to adolescent resistance and change can be integrated into other theoretical models, thereby providing better matching the individual counselor’s style. The intent of this article is to offer a different conceptualization of change and strategies to increase adolescents’ readiness to change.

**2.5.36 Marshall (2004)** identified demographic and parental behavioral factors that may provide explanations for negative mental health and behavioral outcomes among adolescent children. Factors found to be most strongly associated with negative outcomes were low levels of parent’s involvement with their adolescent children and low-levels of parent-adolescent closeness. Positive, significance relationships were found between parental involvement in the lives of their adolescent children and adolescent depression, anxiety, locus of control, and substances abuse. Negative, significant relationships were found between parental involvement and adolescent suicide ideation and risky sexual behavior. Positive, significant relationships were found between parent-adolescent closeness and adolescent depression, anxiety, locus of control, substance abuse, suicide ideation, and risky sexual behavior.

**2.5.37 Crews (2005)** examined the relationship between the amount of extracurricular activities and the school performance and mental health of children and adolescents. Results indicated one significant linear and one significant curvilinear relationship between extracurricular activity participation and school performance of adolescents. As adolescents were involved in additional extracurricular activities, their school performance improved (in a linear relationship), while median amounts of activity were related to the best grades (in a curvilinear relationship). Although these results

were significant, their practical meaningfulness is limited due to a weak linear relationship and moderate curvilinear relationship. Significant relationships were not found between extracurricular activity participation and school performance of children or between extracurricular activity participation and the mental health of children or adolescents.

**2.5.38 Reckinger (2005)** examined whether father's mother and sibling's perceptions of burden mediate the relationship between adolescent symptom severity and adolescent mental health service utilization. Longitudinal data gathered from 397 white families (a target adolescent, father, mother, and one sibling) participating in the low Youth and Families project were used. Data included symptom severity, family burden, family socioeconomic status, parent's mental health status and treatment and the outcome measure of adolescent mental health service use. 76 (19, 1%) adolescents obtained mental health services. Findings revealed no supporting evidence that burden mediates the relationship between adolescent symptom severity and mental health service utilization. Father's burden was associated with female adolescent use of specialist mental health services. History of parental mental health problems and parental mental health treatment increased the likelihood of mental health service utilization. Mother's father's and sibling's perceptions of burden were not highly correlated with each other.

**2.5.39 Angela Kelly (2005)** in GHA program regarding 'Mental and emotional maturity says that adolescents are the best candidates to identify a student's potential for research in these areas and further says that adolescent needs special care in this age because emotions are really high and they become sad to small conflicts.

**2.5.40 Fitzpatrick, et. al. (2005)** observed depressive symptomatology among a sample of 10 to 18 year old African –American youths (N=1538). In addition to gender and age differences, adolescents exposed to threatening environments (School, neighborhood, home) reported more depressive symptoms. Social capital had a significant inverse relationship with adolescent depression. Self-esteem and social capital index were negatively related to depressive symptomatology. Furthermore, the interaction effects of gender with social capital, age with self-esteem and age with grades were significant, indicating the presence of a buffering effect.

- 2.5.41 Hale, et al. (2005)** studied the association of perceived parental rejection to adolescent depression and aggression. The study focused on 1329 high school students aged 10-19 years. The subjects completed depression, aggression and perceived parental rejection questionnaires. The results reveal that perceived parental rejection mediates through adolescent depression and explains aggressive behavior of adolescents as tested by a mediation level.
- 2.5.42 Locker and Cropley (2005)** conducted a study to investigate changes occurring in anxiety, depression and self-esteem in secondary school children as they approached important school examinations and to examine variations between schools of differing design and status. Gender differences are found in majority of measures with females displaying greater levels of depression and negative effect immediately before the examinations, whereas males report higher positive effects and self-esteem and lower depression and anxiety, even within the week prior to the examinations. Differences between the schools are also found.
- 2.5.43 Thompson (2005)** explored the roles of anxiety, depression and hopelessness as mediators between known risk factors and suicidal behaviors among, 1,287 potential high school dropouts. The result shows direct effects of depression and hopelessness on suicidal behaviors for males and direct effects of hopelessness, but not depression for females. For both males and females, anxiety is directly linked to depression and hopelessness; drug involvement had both direct and indirect effects on suicidal behaviors. Lack of family support show indirect influences on suicidal behaviors through anxiety for both male and females.
- 2.5.44 Burrow, S. & Jason, J. (2006)** in an article “Understanding adolescent substance abuse: prevalence, risk factors, and clinical implication”. (Counseling research) concluded that a risk factor for substance abuse may be having a parent with a drug abuse.
- 2.5.45 Mark, B. S. (2006)** studied in the year,” Preventive Health Counseling for adolescents”. This article exemplifies the AAFP 2006 Annual Clinical focus on caring for children and adolescents and concluded that ninety-eight percent of American adolescents describe their health as good or excellent. Although adolescents are less likely than persons in other age groups to routinely receive health care, 73 percent of adolescent visit a physician’s office at least annually. Providing preventive health

counseling for adolescents can be challenging; however, it is essential that physicians offer a comfortable and confidential environment for discussion, address health related issues that are common in this age group, and provide support, guidance, and appropriate treatment, either fostered by their extended families or in residential care.

**2.5.46 Tung and Dhillon (2006)** examined the gender differences and the family environment correlates of emotional autonomy amongst males and females of middle and late adolescence. A sample of 250 males and females of age group 17-21 years (late adolescence) was drawn from public school and colleges respectively. It was found that female in both the age groups, the family environment dimension of cohesion, expressive, independence and organization etc. have significant negative correlation with emotional autonomy dimensions. In case of males during middle and late adolescent's years, there are lesser family environment variables significantly correlating with emotional autonomy dimensions.

**2.5.47 Lawrence Mundia (2006),** "Aggressive behavior among Swazi upper primary and junior secondary students: implications for ongoing educational reforms concerning inclusive education". Field survey method was followed with a purposive and Non probability sample of 47 teachers (20 males and 27 females), 300 students.

The tools used were:

The self-Report Instrument administered to the teacher sample was constructed by the researcher.

The self-report instrument administered to the student sample was adopted from town end (1994)

Students with moderate to severe aggressive behaviors were found on all categories of learners used in the study.

#### **Findings-**

- a. There were more students with aggressive tendencies in government schools than other types of schools.
- b. Aggressive students lived mainly with both biological parents.

**2.5.48 Emerson, E. & Hatton, C. (2007)** they examined the contribution of socioeconomic position to the health and mental health status of children and adolescents with

intellectual disabilities in a sample of 10,438 British children. Intellectual disability was a significant risk factor for poorer health. They concluded that socioeconomic disadvantage may account for a significant proportion to the increased risk for poorer health and mental health of children and adolescents with intellectual disabilities.

**2.5.49 Solomon R.J. (2007), “Adolescent Problem Behavior in Navi Mumbai: An Exploratory Study of Psychological Risk and Protection”**

**Objectives-**

- a. To identify problem behaviors among adolescent by investigating socio-demographic and psychological risk and protective factor.
- b. To understand various psychological factors that determines adolescent health risk conditions.
- c. To elaborate the type of risk and types of protection influencing problem behavior.

**Findings-**

1. Among multiple adolescent with multi problem behavior an overwhelming proportion was male.
2. Adolescent with low standard of living standard were more likely to develop problem behavior than adolescent with a high standard of living index.
3. Other risk and protection variables were not found significant.
4. The male adolescents are found more to develop problem behavior than female adolescent.(Article from: J. Indian Assoc. child Adolescent Mental Health 2007)

**2.5.50 Martin, L. &Milot, A (2007)** are in the agreement that adolescence is a time of great change and transition, when youth are starting to make decisions about career paths, further schooling and living on their own. These stressors, coupled with changing peer and family interactions, may lead in some cases to menial health problems, such as depression, suicidal thoughts and anxiety disorders, particularly if the adolescent has a family history of mental illness. It is important for out-of school time programs to be aware of these problems and to recognize their symptoms since mental health problems during adolescence can lead to other difficulties including substance use, school dropout, and antisocial behavior. This brief summarizes the signs and symptoms of depression, suicide risk and anxiety disorders, and suggests research questions that can help screen or monitor mental health issues. It also provides resources for out- of school the program practitioners on these topics.

**2.5.51 Carolyn, S. H. (2007),** “Parenting, Adolescent self-esteem, and Adolescent depressed mood”. Descriptive survey method was followed with a random sampling method. The tool used was a self-report.

**Findings-**

- a. Both adolescent girls and boy’s self-esteem and parental behaviors served protective roles against depressed mood.
- b. Prevention and intervention efforts to reduce the risk for adolescent depressed mood need to be based on recognizing the direct and indirect pates from parental support and psychological control to depressed mood.

**2.5.52 Mufioz, L. C., Frick P. J., Kimanis, E.R., Aucoin, K. J., (2007),** “verbal ability and delinquency; testing the moderating role of psychopathic traits”. Descriptive survey method was followed with a random sample of 100 detained adolescent boys. The tools self-reported delinquent acts and psychopathic traits, as well as their age at first offense based on official records. They were assessed on a standard measure of receptive vocabulary.

**Findings-**

- a. As predicted, there was a significant interaction between callous – unemotional (CU) traits (a critical dimension of psychopathy) and verbal ability when predicting violent delinquency.
- b. Individuals who were high on CU traits with higher scores on the measure of verbal abilities reported the greatest violent delinquency.

The results suggest CU traits are an important moderator of the relation between verbal abilities and violent delinquency.

**2.5.53 Tim Mermans, M. (2007),** “Which forms of child/ adolescent externalizing behaviors account for late adolescent risky sexual behavior and substance use? Descriptive survey method was followed with a random sample of 309 children from age 4/5 year to 18 years (14 year follow up). The tools used were level and course of Parent-Rated Opposition, Physical aggression, status violations and property violation were used to predict adolescent health risk behavior at the age of 18 years.

## **Findings-**

- a. Both level and change in physical aggression were unique predictors of all forms of adolescent health risk behavior.
- b. Levels of status violations predicted smoking and soft drug use only, while change in property violation predicted each of the health risk behaviors.
- c. The links between opposition and health risk behaviors were accounted for by co-occurring problem behaviors.

**2.5.54 Fullerton (2007)**, “Promoting positive adolescent sexual health and preventing teenage pregnancy”- A review of Recent Effectiveness research. This paper has summarized the most up-to-date knowledge on the effectiveness of educational approaches aimed at preventing teenage pregnancy and/or promoting sexual health among adolescents. The evidence is mixed. Programmes which focus on the issues of sexuality and contraception have demonstrated some effectiveness in delaying sexual intercourse and in improving the use of protection/ birth control. Programmes that focus on antecedents that indirectly impact on sexual health outcomes, such as poor educational attainment, have also demonstrated positive effects on teenage sexual behaviors and teenage pregnancy. Programmes that combine sexuality education and youth development have provided very strong evidence of a reduction of teenage pregnancy. These findings support our increasing knowledge about the antecedents of teenage sexual behavior and teenage pregnancy. Programmes that focus on both sexual and nonsexual antecedents and that are comprehensive and long-term in duration, such as the CAS-Carrere program, have demonstrated substantial reductions in teenage pregnancies over a sustained period of time. It is evident, therefore, that adopting a simplistic approach to a highly complex area of social behavior will not succeed in changing adolescent sexual behavior or reducing teenage pregnancy. Evidence from the success of the English teenage pregnancy strategy to date indicates that a multi-faceted approach, of which sex education is just one part, may be required.

**2.5.55 Kiviruusu, Huurrea and Aroa (2007)** examined the association between chronic and depression and the role of psychosocial resources (coping styles, locus of control (LOC) and social support) in this association, among young Finnish adults aged 32. Gender differences in these phenomena were also investigated. The results show that the chronically ill males are more depressed than healthy control males. They also

used more emotion focused coping, have a more external LOC and are less often married or cohabiting than healthy males. The associations between chronic illness and depression among males attenuate when the effects of emotion-focused coping disposition and LOC are taken into account, indicating a possible mediating role for these resources. Among females no differences are found in depression or psychosocial resources, between the chronically ill and healthy control groups. Psychosocial resources emerge: an active problem-solving coping disposition among the chronically ill males and perceived social support among the chronically ill females seem to act as buffers against depression. The results indicate a significant gender disparity in the association between chronic illness and depression among young adults.

**2.5.56 John T. & Jose A. (2011)** studied promoting self-esteem in adolescents- influence of wellness factors and found that counselors choosing to create wellness counseling programs based on this study are encouraged to document their strategies and results as models for others.

## **2.6 Summary:**

After reviewing the researchers conducted in India and abroad it is observed that most of the researches conducting previously were related to psycho-social problems of the adolescents. Problems like anxiety, frustration and aggression were conducted on home environment and family problems of adolescents however it is observed that no study was conducted. Which focussed in a comprehensive way on various problem areas via moral and religion, socio psychological relations, social and recreational activities, sex and marriage, finance and living conditions and employment, vocational and educational problems, health and adjustment problem and problem related with psychological development. Above mentioned research topics fulfils many dimensions of the research work related to topic problem behaviour and its correlation with other problems/topics. Therefore after reviewing all the above mentioned research work, I feel important to develop a new research on the topic. The review of research work done on a comparative study of problems of high school student of CBSE affiliated and Maharashtra State Board of Gondia has brought out the fact that problems are the most important factor in life of students. Research has

also shown that problems can be effective in influencing if an individual has positive beliefs about his ability to negotiate and achieve optimal learning. This helps in improving the quality of education. The review indicates that problems of high school students of CBSE and Maharashtra State Board.

## **CHAPTER III**

### **METHODOLOGY**

#### **1.1 INTRODUCTION**

Design of the study is an essential part of a research, because design provides a picture of what and how to do the work before starting it. It has been determined from time to time that a suitable research design guards against the collection of irrelevant data and gives more economy. According to Mouton (1996, p. 175) the research design serves to "plan, structure and execute" the research to maximize the "validity of the findings". It gives directions from the underlying philosophical assumptions to research design, and data collection. Yin (2003) adds further that "colloquially a research design is an action plan for getting from here to there, where 'here' may be defined as the initial set of questions to be answered and 'there' is some set of (conclusions) answers" (p. 19).

So, in any research a design provides a researcher with a blue print of research, dictates the boundaries of research and helps in controlling the experimental extraneous errors of the problem under investigation. The present chapter includes the method of the study which covers the objectives, hypothesis, sample and design of the study, tool and techniques used for the data analysis.

This chapter is a description of the methods used in collection of data for the study that aimed at establishing whether a significant relationship existed between problems of High School students of CBSE and Maharashtra State Board of Gondia district (M.S.). The chapter is organized on the basis of the following sub-headings:

- a) Method of the study
- b) Sample and sampling techniques
- c) Variables and tools for data collection
- d) Data collection procedures
- e) Data analysis techniques

## **3.2 METHOD OF THE STUDY**

### **3.2.1 Research Design**

The research was both qualitative and quantitative in approach. In the present study the researcher had used Descriptive survey method. Descriptive studies are designed to obtain pertinent and precise information concerning the current status of phenomena and draw a valid conclusion from the facts discovered. Because of apparent ease and directness of this method descriptive research method is most widely used research method in education. This method is of immense value in solving problems about children, school organization, supervision and administration, curriculum, teaching methods and evaluation. Best (1977) defined Descriptive research as, “it describes and interprets what is concerned with conditions and relationships that exist; practices that prevails; beliefs, point of views, or attitudes that are held ;process that are going on; effects that are being felt ;or trend that are developing.” Since a Descriptive Survey Method provides an accurate portrayal or account of the characteristics, for example behaviour, opinions, abilities, beliefs, and knowledge of a particular individual, situation or group. It was chosen to meet the objectives of the study.

On the basis of the nature of the research problem, this study is a comparative study. The Study tended to find out relationship between problems of high school students. Since the major purpose of the study was the examination of relationship existing between variables, the researcher had a sufficient justification to have comparative method for her investigation. Radha, M. (2003). Defined comparative studies as “Comparative studies are concerned with determining the extent of relationship existing between variables”. They enable one to measure the extent to which variation in one variable is associated with another. The magnitude of the relationship is determined through the use of the t-test practices that prevail; beliefs, of comparative. The idea of such studies is exploration rather than theory testing.

### **3.3 SAMPLE AND SAMPLING TECHNIQUE**

#### **3.3.1 Population**

According to Burns and Grove (1993), “A population is defined as all the elements (individuals, objects and events) that meet the sample criteria for inclusion into a study”. Creswell (2012) states population as, “Population is a group of individuals who have some characteristics that researcher can identify and study”. The population can be all the individuals of a particular type or a more restricted part of that group. Defining a population is very important for research.

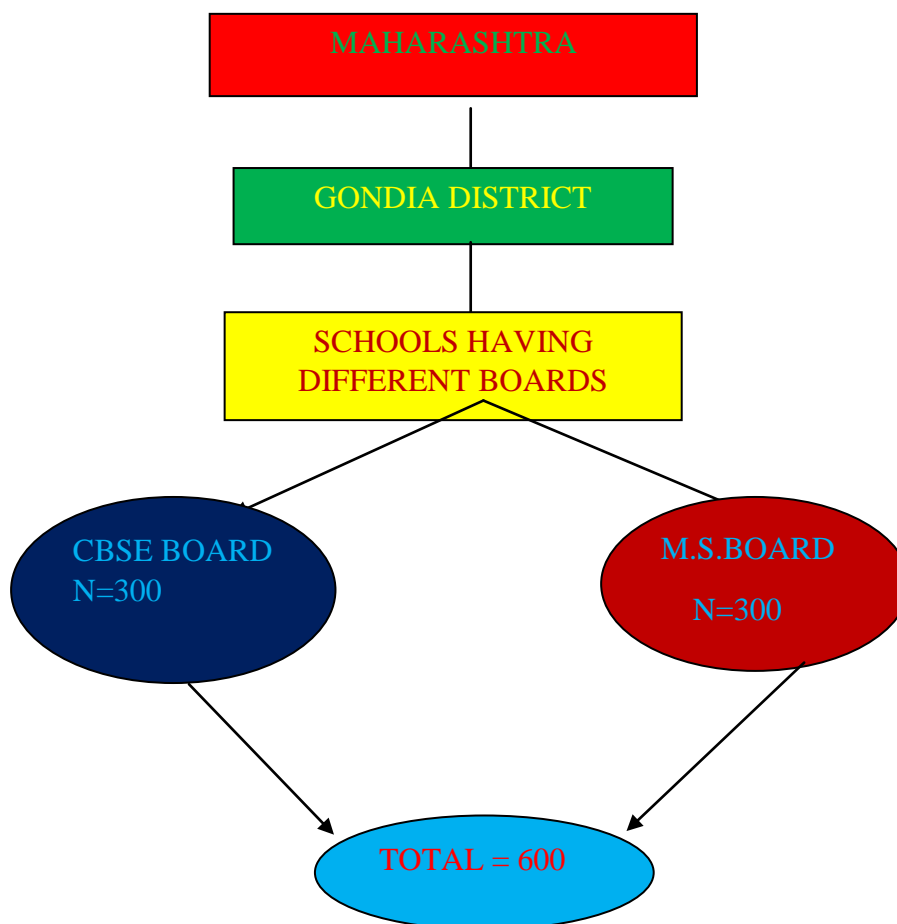
The population of the present study includes students of CBSE affiliated and Maharashtra State Board affiliated Schools situated in Maharashtra State.

#### **3.3.2. Sample**

Selection of a sample is an important decision in a research. A sample is a subgroup of the target population that the researcher plans to study for generalization (Creswell, 2012). Since it is impractical to measure the entire population a sample is drawn to arrive at principle having universal validity.

In this study Random Sampling Technique was used. The researcher selected 20 schools of Gondia district. A list of CBSE affiliated and Maharashtra State Board schools was prepared and ten schools from each board were selected through Random sampling method. The Random sampling techniques was used to select a sample of 600 high school students from the CBSE and Maharashtra State Board affiliated schools.

SAMPLE SIZE:



**Fig.3.2 Schematic Presentation of the Sample Size**

### 3.3.3 List of Schools

#### **A. The names of Schools affiliated with Maharashtra State Board:-**

1. Z. P. High School, Kawarabandh, Tah- Salekasa, Dist- Gondia
2. Z. P. High School, Amgaon, Tah- Amgaon, Dist- Gondia
3. Chhatrapati Shivaji High School, Deori, Tah- Deori, Dist- Gondia
4. Z. P. High School S/Arjuni, Tah- S/Arjuni, Dist- Gondia
5. Z. P. High School Navegaon -Bandh, Tah- Arjuni/ Morgaon, Dist- Gondia
6. Shahid J. T. Z. P. High School Goregaon, Tah- Goregaon, Dist- Gondia
7. Z. P. High School Tirora, Tah- Tirora, Dist- Gondia
8. J. M. High School Main Branch Gondia, Tah/Dist- Gondia
9. Ramnagar Municipal High School, Gondia, Tah/Dist- Gondia
10. M. Mpl. High School Gondia, Tah/Dist- Gondia

### **B. The names of Schools affiliated with CBSE:-**

11. Perti Public School Salekasa, Tah- Salekasa, Dist- Gondia
12. New Seeta Public School, Deori, Tah- Deori, Dist- Gondia
13. S. Chandra Public School, S/Arjuni, Tah- S/Arjuni, Dist- Gondia
14. Jawahar Navodaya Vidyalaya, Navegaon Bandh, Tah- Arjuni/ Morgaon, Dist- Gondia
15. Kirsan International Public School Gankhaira, Tah- Goregaon, Dist- Gondia
16. Meritorious Public School Tirora, Tah- Tirora, Dist- Gondia
17. Delhi Public School Gondia, Tah/Dist- Gondia
18. Vivek Mandir School Gondia, Tah/Dist- Gondia
19. St. Xavier's High school Gondia, Tah/Dist- Gondia
20. Gondia Public School Gondia, Tah/Dist- Gondia

### **3.3.4. PROCEDURE OF THE STUDY**

The researcher prepared a list of schools affiliated to CBSE and Maharashtra State Board of Gondia district of Maharashtra whose medium of instruction was English and Hindi language. Ten schools from the CBSE and Maharashtra State Board each were selected through Simple Random Sampling technique. Then the researcher identified 30 students of class 9<sup>th</sup> from each schools in which 15 Females and 15 Males were taken. Then the selected students were briefed about the problem Check-list and the required data was collected from them. In this way, total sample size of present study was 600 high school students.

#### **3.3.4.1 Reason for selection of Hindi and English medium**

- a. There are three levels in Indian School Education System i.e., Primary School, Secondary School and Higher Secondary School. Present study chose Secondary school students among other levels for its investigation.
- b. Since the problem check list used for present study was in Hindi and English language, Hindi and English medium students were chosen, in order to enhance the perception of required questions by the respondents.
- c. Since researcher is Indian and she stands English/Hindi language for communication therefore, English/Hindi medium secondary students as subjects were chosen.

### 3.3.4.2. Reasons for selection of High School class students

To take into consideration the fact that transition from school life to college life is very difficult, and lot of adjustments and changes take place in students life, which may cause problems, researcher had purposely chosen High School students, for getting good and reliable result of present investigation, as they were well adjusted to stress of transition of separation from family protection and adjustment with new college surroundings.

## 3.4 VARIABLES AND TOOLS

### 3.4.1 Variables

In this study, the following were taken as the independent variables: Levels of problems i.e. A) Low level of problems (LLP), B) High level of problems (HLP), and C) No level of problems (NLP) furthermore, two categories of boards were treated as dependent variable, i.e.

- a) Central Board of Secondary Education
- b) Maharashtra State Board of Education.

There were the demographical variables as gender (Male- Female), age (12-18). The study was conducted with high school students to obtain the statistical data for proving the hypotheses in relation to prevalence of problems and its three types of variables i.e. gender, relationship between levels of problems and types of board.

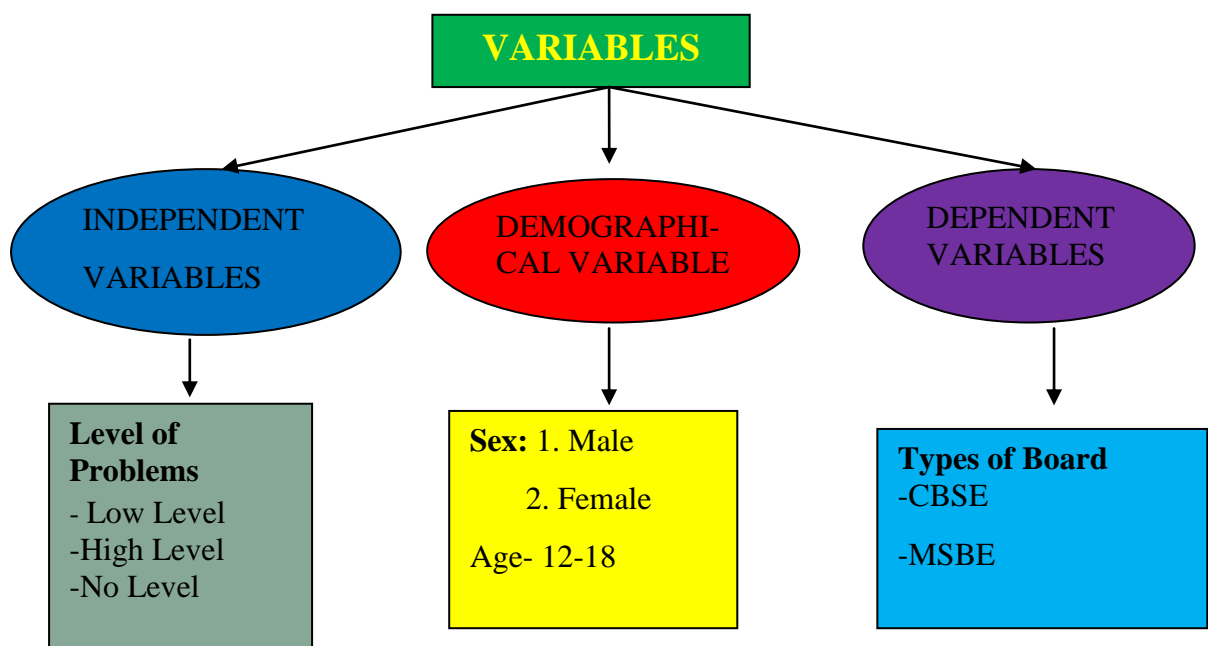


Fig.3.2 Schematic Presentation of the variables

### 3.4.2 Tools:

For collection of data, a standardized Test Problem Check list by Dr. M.C. Joshi & Dr. Jagdish Pandey was chosen. On the first page of the Problem Check List there were some demographic questions related to sex, age, marital status, and average of marks of examinations in first semester, and parental Education for assessing students' demographic information.

Among the number of instruments that have been used for gathering information about the problems of adolescents, the Problem check list had found to be the most suitable. During the early 1940 Dr M.C. Joshi & Dr. Jagdish Pandey developed a check- list of problems, now in its final form-known as problems check- list (PCL). It helps the students in expressing their personal problems. It is in three forms:

- 1) Junior High School (J)
- (2) High School (H)
- (3) College (C)

The India adaptation of High School form (H) for adolescents was prepared by the present authors in 1964. This form of MPCL covers eleven wide areas of adolescents' problems. For each area, there are 30 items. The eleven areas are as follows:

1. Health and Physical Development (HPD)
2. Finance, Living conditions and Employment (FLE)
3. Social and Recreational Activities (SRA)
4. Sex and Marriage (CSM)
5. Personal-Psychological Relations (PPR)
6. Moral and Religion (MR)
7. Home and Family (HF)
8. The Future : Vocational and Educational (FVE)
9. Adjustment to School Work (ASW)
10. Curriculum and Teaching Procedures (CTP)
11. Social-Psychological Relations (SPR)

### **HINDI ADAPTATION OF MPCL**

In the process of Hindi adaptation of this check-list in Indian Socio-cultural set up, the 330 original items were translated in Hindi in such a way that statements may not lose

their natural flow and actual meaning. As far as possible, easy appropriate and commonly used Hindi words were utilized. In addition to all these some replacements were also made to suit the Indian conditions. In all sentences the subject was omitted as it facilitated the use of sentence for subjects of both the sexes. In Hindi language verb changes with the subjects. Therefore, such a change was considered useful.

The area-wise distribution of the 330 items has been presented in Table 1

**TABLE 1: Area-wise Distribution of Items**

Sr. No.	Area	Items (Serial Numbers)	Total Items
1	Health and Physical development (HPD)	1,2,3,4,5,56,57,58,59,60,111,112,113,114,115, 166,167,168,169,170,221,222,223,224,225, 276,277,278, 279,280	30
2	Finance, living conditions and Employment (FLE)	6,7,8,9,10,61,62,63,64,65,116,117,118, 119,120,171, 172, 173, 174, 175, 226, 227, 228,229, 230,281,282,283,284,285,	30
3	Social and Recreational Activities (SRA)	11,12,13,15,66,67, 68,69,70,121,122,123,124,125,176,177,178, 179,180,231,232,233,234,235,286,287,288, 289,290,	30
4	Courtship-Sex and Marriage (CSM)	16,17,18,19,20,71,72,73,74,75,126,127,128, 129,130,181,183,184,182,236,237,238,239,240, 291, 292, 293,294,295	30
5	Social-Psychological Relations (PPR)	21,22,23,24,25,76,77,78,79,80,131,132,133,134,135,186,187, 188,189,190,241,242,243,244,245,296,297,298,299,300	30

6	Personal Psychological Relations (PPR)	26,27,28,29,30,81,82,83,84,85,136,137,138,139,140,191,192,193, 194,195,246,247,248,249,250,301,302,303,304,305	30
7	Moral and Religion (MR)	31,32,33,34,35,86,87,88,89,90,141,142,143,144,145,197,198,199, 200,251,252,253,254,255,306,307,308,309,309,310	30
8	Home and Family (HF)	36,37,38,39,40,91,92,93,94,95,146,147,148,149,150,201,202, 203, 204,205,256,257,258,259,260,311,312,313,314,315	30
9	The future-Vocational and Educational (FVE)	41,42,43,44,45,96,97,98,99,100,151,152,153,154,155,206,207,208, 209,210,261,262,263,264,265,316,317,318,319,320	30
10	Adjustment to Social Work (ASW)	46,47,48,49,50,101,102,103,104,105,156,157,158,159,160,211,212, 213, 214,215,266,267,268,269,270,321,322,323,324,325	30
11	Curriculum and Teaching Procedure (CTP)	51,52,53,54,55,106,107,108,109,10,161,162,163,164,165,216, 217,218,219,220,271,272,273,274,275,326,327,328,329,330	30
Grand Total of Item-			330

## ADMINISTRATION AND SCORING

This problem check-list is self-administering. All the directions needed are on the first page of the check-list. The procedure is very simple. The students read through the check-list and cross out the serial number of problems which are bothering them on the answer sheet. By means of problem check-list observation and interviewing can be made quantitative and previously overlooked areas needing attention can be brought to light. Fifty minutes are found to be sufficient for checking the full list for

its American form. In India, the average time taken by the students to check the whole list was found to be nearly one hour. For scoring eleven hand made stencil type of scoring keys for different areas are used. The total number of problems in different areas yields the total problems of the subject. High scores on PCL indicate poor adjustment.

### Item Analysis

Since, “The Problem Check-List is not a test it does not measure the scope of intensity of students’ problems in such a way as to yield a test score. There is a temptation to treat the number of items checked as a score, but such counts must be regarded only as a ‘census count’ of each student’s problems limited by his awareness of his problems and his willingness to reveal them” (Mooney and Gordon, 1950 a). Mooney and Gordon have, therefore, not done item analysis in the sense it is done in abilities or achievement tests. Hence, the item analysis was not attempted for the Indian form as well.

### Reliability

The reliability of PCL has been demonstrated in the following four ways:

1. Co-efficient of Stability (test-retest).
2. Co-efficient of homogeneity (Split-half, odd-even)
3. Standard error of measurement is a direct indicator of the probable extent of error in any score in the set to which it applies, and
4. Index of reliability which indicates correlations between obtained and true scores have been calculated. Different indices of reliability are summarized in Table 2.

**TABLE 2**

Summary of different reliability co-efficient of PCL (N=78)

Reliability Types	HPD	FLE	SRA	CSM	SPR	PPR	MR	HF	FVE	AS W	CTP	TOTAL
Test-Retest (10 weeks)	.641	.604	.812	.543	.682	.499	.494	.631	.832	.571	.589	.710

Interval)												
Split-half 15 days Interval	.826	.809	.890	.880	.813	.851	.718	.742	.837	.672	.835	.900
SE mmt.	3.09	2.54	1.64	2.46	2.52	2.33	3.15	2.79	2.30	3.93	2.55	8.97
Index of Reliability	.91	.89	.94	.94	.90	.92	.85	.86	.92	.86	.91	.95

### Validity

Four major aspects of validity have been established for the PCL:

- 1. External Validity-**Since, before this check-list was prepared, only two other tests dealing with the personality problems (Saxena's Vyaktitwa Parakh Prashnawali and Asthana's Personality adjustment Inventory) were available, therefore, the scores on this Hindi adaptation of the check-list have been correlated with the respective factors where comparable and total scores on the two above mentioned adjustment inventories.

**TABLE 3**

Correlation co-efficient with sir between Saxena Inventory and PCL (N=35)

Sr. No.	Common Areas	Corr.co-efficient	Corr.rco-efficient
1	Home	.023 ± .15	-.032
2	Health	-.840 ± .15	-.097
3	Social	-.094 ± .15	-.103
4	Emotional	-.407 ± .15	-.501
5	School	-.226 ± .15	-.286
6	Total	-.145 ± .15	-.204

**Criterion (i) Saxena's Vyaktitwa Parakh Prashnawali** – The five areas, viz., indicate poor adjustment when correlated against the scores of the present check-list,

the correlation co-efficient ranged from+.023-.407 with SEr=.15 as summarized in Tale 2. Except for fourth (emotional) and fifth (school) areas where rs, are significant at or beyond .05 level of

Confidence, rest of the correlation co-efficient are insignificant. Thus, the hypothesis of negative correlation between the comparable respective areas in confirmed.

**Criterion (ii) Asthana's Adjustment Inventory-**Since, this inventory of 40 items presents global scores of personality adjustment, low scores indication good adjustment, here too, it was hypothesized that a low or negative correlation with the total scores of PCL, will be yielded to indicate the validity of this check-list. The correlation co-efficient based on 54 students on these tow was found to be .29, the Sec being .136 which was significant at .5 level only. This low positive r may indicate some other factors that are simultaneously operating in both the tests. Thus, the low positive r provides evidence supporting the capacity of PCL to assess areas that have little relation with the direction.

A. **Content Validity or Comprehensiveness of PCL-** Ratings have been found useful in almost every type of test more particularly for personality test. An analysis revealed that students checked wide range of items. The mean number of items for the eleven separate problem areas of the PCL (Hindi adaptation) ranged from 5.67 to 10.09 as contrasted to the American range from 1.5 to 4.0 items (Mooney and Gordon, 1950). The mean number of items checked on the entire list by Indian subjects was 101.31 while the mean number of items checked on American sample was 25 only (Leach, 1949). Nearly 94% on the students (N=491) of the present study reported that the PCL gives a complete picture of their problems. All these ratings indicate the high degree of content validity.

B. **Introversion-Extroversion Personality types as criterion-**

Several authors have observed that "good introversion" Carrigon (1960). On the basis of such facts a hypothesis was made that subjects having extremely high or low scores on PCL will discriminate clearly between subjects having sharper inclinations towards the introverted and extrovertedness. This hypothesis was tested on a sample of 57 adolescents who were tested on PCL and Jalota-Asthana's Hindi version of 16 P.F. test. Scores on factors A, H, L, M and Q2 dealing with extroversion- introversion dimensions, led to the following correlation co-efficient given in Table 3. These co-

efficient support the capacity of PCL to indicate some concomitant differences in personality factors of Ss' and support its predictive validity on four of the five factors.

**TABLE 4**

Correlation of scores of PCL with five factors of 16 P.F. Test (N=57)

Sr. No.	Total PCL Scores	16 PF Test Factors	Corr. Co-efficient with SE
1.	Criterion	A	-.008± .136
2.	Criterion	H	-.060± .136
3.	Criterion	L	+.109± .136
4.	Criterion	M	+.212± .136
5.	Criterion	Q2	+0.22± .136

A. Factorial Structure of PCL- One the basis of the inter correlations given in Table 4 obtained among the 11 areas of PCL on our-independent sample of the following factorial structure has been discovered by Joshi (1964). Among these correlation coefficients of correlation, two are above .71, fourteen .66 to .70, ten within the limits of .61 to .65 and .56 to .60, four between .41 to .45 and one is .20. All these are highly significant as the  $SE_r$  is=.07. Another factor which is reflected by a mere-inspection of this table is that there seems to be much inter co-relatedness among the different variables whereby one may anticipate a common factor of adjustment. This may imply that maladjustment in any one area will lead to difficulties in other areas too, a fact which is supported by experience (common as well as clinical) too. This factorial validity indicates the capacity of the PCL to measure the overall adjustment of students.

**TABLE 5**  
**Inter-area correlation Matrix (N=202), SEr =.07**

Sr. No.	Variables	1	2	3	4	5	6	7	8	9	10	11
1.	HPD		.52	.61	.58	.59	.44	.54	.54	.56	.53	.67
2.	FLE			.62	.43	.58	.55	.53	.65	.65	.64	.69
3.	SRA				.59	.70	.70	.66	.66	.73	.55	.67
4.	CSM					.51	.55	.50	.58	.56	.42	.53
5.	SPR						.72	.68	.68	.62	.63	.67
6.	PPR							.66	.69	.68	.63	.67
7.	MR								.60	.63	.49	.69
8.	HF									.64	.52	.70
9.	FVE										.20	.43
10.	ASW											.51
11.	CTP											

### Norm

The PCL yield a count for each person for each of the areas, and for the total list of items. However, it should be remembered that this count is not a real score, it is not a sum of points on a trait scale or a total of “maladjusted” choices on some trait key. It is simply a count of the problems which the subjects has identified as matters of concern to him.

However, to facilitate the tester and counselor to have a better view of the child’s problems and the area of the problem, z-Score Norms for each Area and for the full checklist have been prepared.

The z-Score Norms for the 11 Areas have been given in Table 6 with norms for interpretation in Table 7. Area-wise total of score forms the Raw Score for that particular area and the sum total of scores for all the 11 areas is the Raw Score for the total check-list.

For the total check-list, z-Score Norms have been given in Table 8 and Norms for interpretation in Table 9.

**TABLE 6:** z-Score Norms for All the 11 Areas

Mean: 14.50 SD: 3.80

N=202

<b>RAW Score</b>	<b>z-Score</b>	<b>RAW Score</b>	<b>z-Score</b>	<b>RAW Score</b>	<b>z-Score</b>	<b>RAW Score</b>	<b>z-Score</b>
05	-2.50	10	-1.18	15	+0.13	20	+1.44
06	-2.23	11	-0.92	16	+0.39	21	+1.71
07	-1.97	12	-0.65	17	+0.65	22	+1.97
08	-1.71	13	-0.39	18	+0.92	23	+2.23
09	-1.44	14	-0.13	19	+1.18	24	+2.50

**TABLE 7**

Norms for interpretation of the Problem Level for all 11 Areas

<b>Sr. No.</b>	<b>Range of z-Score</b>	<b>Grade</b>	<b>Level of Problem</b>
<b>1.</b>	<b>+2.01 and above</b>	<b>A</b>	<b>Very High Level of Problem</b>
<b>2.</b>	<b>+1.26 to +2.00</b>	<b>B</b>	<b>High Level of Problem</b>
<b>3.</b>	<b>+0.21 to +1.25</b>	<b>C</b>	<b>Above Average Level of Problem</b>
<b>4.</b>	<b>-0.50 to +.50</b>	<b>D</b>	<b>Average/Moderate Level of Problem</b>
<b>5.</b>	<b>-0.51 to - 1.25</b>	<b>E</b>	<b>Below Average Level of Problem</b>
<b>6.</b>	<b>-1.26 to - 2.00</b>	<b>F</b>	<b>Low Level of Problem</b>
<b>7.</b>	<b>-2.01 and below</b>	<b>G</b>	<b>Very Low Level of Problem</b>

**TABLE -8**

Z-Score Norms for Full Check-list

Mean: 159.50 SD: 21.80

N = 202

<b>RAW Score</b>	<b>z- Score</b>	<b>RAW Score</b>	<b>z- Score</b>	<b>RAW Score</b>	<b>z- Score</b>	<b>RAW Score</b>	<b>z- Score</b>
<b>111</b>	-2.18	<b>136</b>	-1.07	<b>161</b>	+0.06	<b>186</b>	+1.21
<b>112</b>	-2.13	<b>137</b>	-1.03	<b>162</b>	+0.11	<b>187</b>	+1.26
<b>113</b>	-2.08	<b>138</b>	-0.98	<b>163</b>	+0.16	<b>188</b>	+1.30
<b>114</b>	-2.04	<b>139</b>	-0.94	<b>164</b>	+0.20	<b>189</b>	+1.35
<b>115</b>	-1.99	<b>140</b>	-0.89	<b>165</b>	+0.25	<b>190</b>	+1.39
<b>116</b>	-1.95	<b>141</b>	-0.84	<b>166</b>	+0.29	<b>191</b>	+1.44
<b>117</b>	-1.90	<b>142</b>	-0.80	<b>167</b>	+0.34	<b>192</b>	+1.49
<b>118</b>	-1.85	<b>143</b>	-0.75	<b>168</b>	+0.38	<b>193</b>	+1.53
<b>119</b>	-2.81	<b>144</b>	-0.71	<b>169</b>	+0.43	<b>194</b>	+1.58
<b>120</b>	-1.76	<b>145</b>	-0.66	<b>170</b>	+0.48	<b>195</b>	+1.62
<b>121</b>	-1.72	<b>146</b>	-0.61	<b>171</b>	+0.52	<b>196</b>	+1.67
<b>122</b>	-1.72	<b>147</b>	-0.57	<b>172</b>	+0.57	<b>197</b>	+1.72
<b>123</b>	-1.67	<b>148</b>	-0.52	<b>173</b>	+0.61	<b>198</b>	+1.76
<b>124</b>	-1.62	<b>149</b>	-0.48	<b>174</b>	+0.66	<b>199</b>	+1.81
<b>125</b>	-1.58	<b>150</b>	-0.43	<b>175</b>	+0.71	<b>200</b>	+1.85
<b>126</b>	-1.53	<b>151</b>	-0.38	<b>176</b>	+0.75	<b>201</b>	+1.90
<b>127</b>	-1.49	<b>152</b>	-0.34	<b>177</b>	+0.80	<b>202</b>	+1.95
<b>128</b>	-1.44	<b>153</b>	-0.29	<b>178</b>	+0.84	<b>203</b>	+1.99
<b>129</b>	-1.39	<b>154</b>	-0.25	<b>179</b>	+0.89	<b>204</b>	+2.04
<b>130</b>	-1.35	<b>155</b>	-0.20	<b>180</b>	+0.94	<b>205</b>	+2.08
<b>131</b>	-1.30	<b>156</b>	-0.16	<b>181</b>	+0.98	<b>206</b>	+2.13
<b>132</b>	-1.26	<b>157</b>	-0.11	<b>182</b>	+1.03	<b>207</b>	+2.18
<b>133</b>	-1.21	<b>158</b>	-0.06	<b>183</b>	+1.07	<b>208</b>	+2.22
<b>134</b>	-1.17	<b>159</b>	-0.02	<b>184</b>	+1.12	<b>209</b>	+2.27
<b>135</b>	-1.12	<b>160</b>	-0.02	<b>185</b>	+1.17	<b>210</b>	+2.31

**TABLE 9**

Norms for Interpretation of Problem- Full Checklist

Sr. No.	Range of Raw Score	Range of z-Score	Level of Problem
1.	204 and more	+2.01 and above	<b>Very High Level of Prob.</b>
2.	187-203	+1.26 to +2.00	High Level of Problem
3.	171-186	+0.51 to +1.25	<b>Above Average Level Prob.</b>
4.	149-170	-0.50 to +0.50	Average/Moderate Level of Prob.
5.	133-148	-0.51 to -1.25	
6.	115-132	-1.26 to -2.00	<b>Below Average Level of Prob.</b>
7.	114 and less	-2.01 and below	Low Level of Problem <b>Very Low Level of Prob.</b>

**3.5 DATA COLLECTION:**

Problem check list, prepared and standardized by Dr. M. C. Joshi and Dr. Jagdish Pandey was used as tool for the research. This booklet contains 330 items from 11 problem areas having 30 items each. Students had given responses by marking cross mark (x) against the question. Data was collected by using above mentioned problem check list.

Before starting the field work for data collection. The researcher sought permission from the selected schools. Permission was taken from the head of the respective schools and they cooperated very well in the process of data collection. In this way, data was collected by the researcher from the high school students selected as sample of the study.

INTERACTION WITH THE STUDENTS DURING DATA COLLECTION



DATA COLLECTION WITH THE HELP OF TEACHER AT ZILHA PARISHAD HIGH SCHOOL AMGAON



## FILLING OF PROFORMA BY THE STUDENTS



## DATA COLLECTION AT ZILHA PARISHD HIGH SCHOOL, TIRORA



DATA COLLECTION AT SEETA PUBLIC HIGH SCHOOL, DEORI



DATA COLLECTION AT ZILHA PARISHAD HIGH SCHOOL, KAWARABANDH



## DATA COLLECTION AT DELHI PUBLIC SCHOOL, GONDIA



## DATA COLLECTION AT JAWAHAR NAVODYA VIDYALAYA, NAVEGAON - BANDH



After the collection of data the researcher expressed gratitude towards the school administration and staff for their co- operation and assured them regarding the confidentiality of the data and its use in the research.

### **3.6 STATISTICAL TECHNIQUES USED:**

In the present study, collected data was analyzed using various statistical techniques like Mean, Standard Deviation, t-test.

# CHAPTER - IV

## DATA ANALYSIS AND INTERPRETATION

### 1.1 INTRODUCTION

The prime responsibility of the educational researcher is that of being able to make either a probability or logical inference covering the tenability of this testable hypothesis. To acceptance and rejection of these hypotheses will ultimately determine what contribution the study makes to the scientific development of a particular area. This is especially tried in the analysis for interpretation of data. The analysis and interpretation of data represents the application of deductive and inductive logic to the research process.

**According to Wiknison and Bhandakar,**” Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing these in such a manner that they yield answer to the research question or suggest hypothesis or question if no such question or hypothesis had interested the study,”

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in a new arrangement for the purpose of interpretation. Analysis of data is a process of inspecting, cleaning, transforming and modeling data with the goal of highlighting useful information, suggesting conclusion and supporting decision making.

**Good, Bar Scats** Suggest four helpful modes of analyzing data.

1. To think in terms of significant tables that the data permit.
2. To examine carefully the statement of the problem and the earlier analysis and to study the original record of the data.
3. To get away from the data and to think about the problem in layman’s terms.
4. To attack the data by making various simple statistical calculations.

## 4.2 CHARACTERISTICS OF ANALYSIS OF DATA

Analysis of data means studying the organized material in order to discover inherent facts.

1. It is most skilled task and technical job.
2. It is an important phase of classification and summarization of data.
3. It requires an alert, flexible and open mind.
4. It demands a deep and intense knowledge on the part of researches and data to be analyzed.
5. The hypothesis should be more specific.
6. Disregarding personal attachment to a hypothesis.
7. Studying data from as many angles as possible to fine out new facts.
8. Making significant tables that the collected data permits.
9. The test of analysis and interpretation should be designed before the data are actually connected.

## 4.3 STATISTICAL TECHNIQUES

The following statistical techniques were used by the researcher for analyzing data.

### 1. INFERENCE STATISTICS

#### a. Mean

The mean is the arithmetical average of a set of scores. It is denoted by 'M'. It is obtained by adding all the scores in a distribution and dividing the sum by the number of scores. It is useful measure of the central tendency. When the sample is more than 30 in number then the following formula can be used to determine the mean.

$$M = A.M. + \left( \frac{\sum fx}{N} \right) \times i$$

Where,

M = Mean

AM = Arithmetic Mean

$\sum$  = the sign of summation

F = frequencies

$\times$  = Deviation

N = Number of Score

**b. Standard Deviation**

The standard deviation is the square root of the variance. It is a measure of dispersion that uses deviation scores expressed in standard unit about the mean: hence the name standard deviation. The formula is –

$$SD = i \times \sqrt{(\sum fx/N - (\sum fx/N)^2 / N)}$$

Where,

SD = Standard deviation

N = No. of Scores

I = Size of CI

$\sum$  = Sign of summation

fx1 = Product of frequency and derivation

Fx2 = Product of Frequency and squared derivations

**2. Descriptive Statistics**

**t-test**

The t-test may be used to test hypothesis stating that mean scores on some Variables will be significantly different for two into the t test May scores on some variables will be significantly different for two independent samples or groups. It is used when the number of observation (sample size) is small and the population of standard deviation is unknown to use the t test for difference of means, we assure the two samples are drawn from normal distributions.

$$t = \frac{M1 - M2}{\sqrt{\sigma1^2/N1 + \sigma2^2/N2}}$$

Where,

M1= Mean of first group

M2= Mean of second group

$\sigma1$ = Squared standard deviation of first group

$\sigma2$ = Squared standard deviation of second group

N1 = Number of students in first group

N2= Number of students in second group

### 3. Some statistical concepts

#### a) Degree of Freedom

The number of independent way by which a dynamic system can move without relation of any constraint imposed on it, is called the degree of freedom. The concept of two degree of freedom is highly important in statistics. Estimates of statistical parameters can be upon different amounts of information or data. The numbers of independent pieces of information that go into the estimates of a parameter is called the degree of freedom.

The degree of freedom of an estimate of a parameter is equal to the number of independent scores that go into the estimate minus the number of parameters used as intermediate steps in the estimation of the parameter itself i.e. if there is a less of 1 df than the no. of degree of freedom (N-1). The degrees of freedom are not always (N-1), however will vary with the problem & restriction imposed in estimating dependability of a coefficient of correlation r/t/f. for example which depend upon the deviation from two means the df are (N-1).

**b) Level of significance**

It is an integral part of statistical hypothesis testing where it helps researcher to decide if a null hypothesis can be rejected or accepted there are two levels of significance i.e. 0.05 and 0.01 which are most often used.

**i. 0.01 Level of significance**

The 0.01 level of significance is more accurate than the 0.05 level. In normal probability curve we know that  $\pm 2.58$  mark off point to the left and right of which the 1% of cases in normal distribution if the critical ratio is 2.58 or larger then we reject the null hypothesis at 0.01 level on the ground that not more than once in 100 trials would a difference is 0.

By the 0.01 level of significance it is said that the possibility of sample mean in the accepting areas 99% and 1% in rejected area.

**ii. 0.05 Level of significance**

In normal distribution  $\pm 1.96$  SD marks of point along the baseline to the left and right of which 5% (2.5% at each of the curve.) of the cases. When critical ratio is 1.96 or more than, we reject null hypothesis at 0.05 level of significance. By the 0.05 level of significance it is said that the possibility of sample mean in the accepting area is 95% and 5% in the rejected area.

**iii. Significance of t-value**

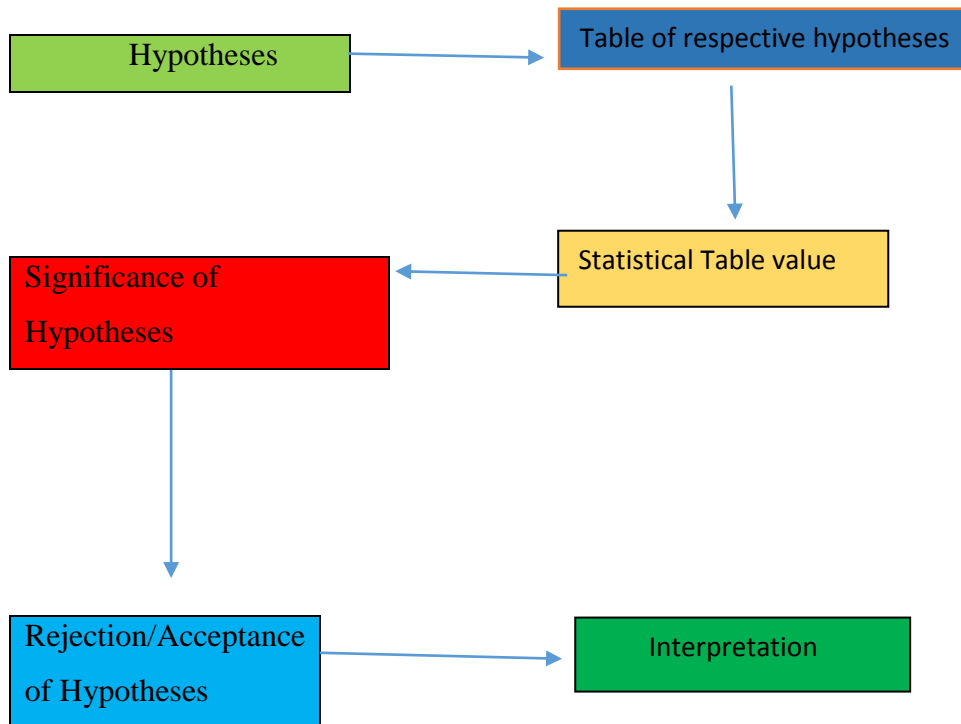
The acceptance and rejection of the null hypothesis is decided from t-value on the basis of 0.01 & 0.05 level of significance for the particular it.

**4.4 DATA ANALYSIS**

The data were collected from the following tools. The scoring procedure of these respective tools is as follows.

From the problem check list by DR. M.C. Joshi & Dr. Jagdish Pandey tabulated and analyzed using statistical techniques. The data was analyzed as per hypothesis formulated method adopted for the test of hypothesis is as follows-

From the problem checklist by Dr. M.C. Joshi and Dr. Jagdish Panday appropriate data were tabulated and analyzed using statistical techniques. The data was analyzed as per hypotheses formulated in perspective of objectives of the research. The method adopted for the test of hypotheses is as follows-



**Figure 4.1 Method for Testing the Hypothesis**

#### **4.4.1 Testing of Hypotheses:**

The Hypotheses were tested by applying the above method. The testing of hypotheses are as follow-

##### **Hypothesis No. 1**

There is no significant difference between types of Board and problem related to Health and Physical Development of Students.

**Table No. 4.1**

Table showing the Mean, S.D, and t-value for the problem related to Health & Physical Development of CBSE & State Board students.

S. No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	35.00	7.28	8.44	1.96	2.59	Significant
2	State Board Student	300	30.40	5.99				

$$df= N1+N2 -2 = (300+300)-2=598$$

**Observation:** - From the above table it is seen that the mean score of problem related to Health and Physical Development of students of secondary CBSE School is 35.00 while the mean score of problem related to Health and Physical Development of students of Secondary State Board School is 30.40.

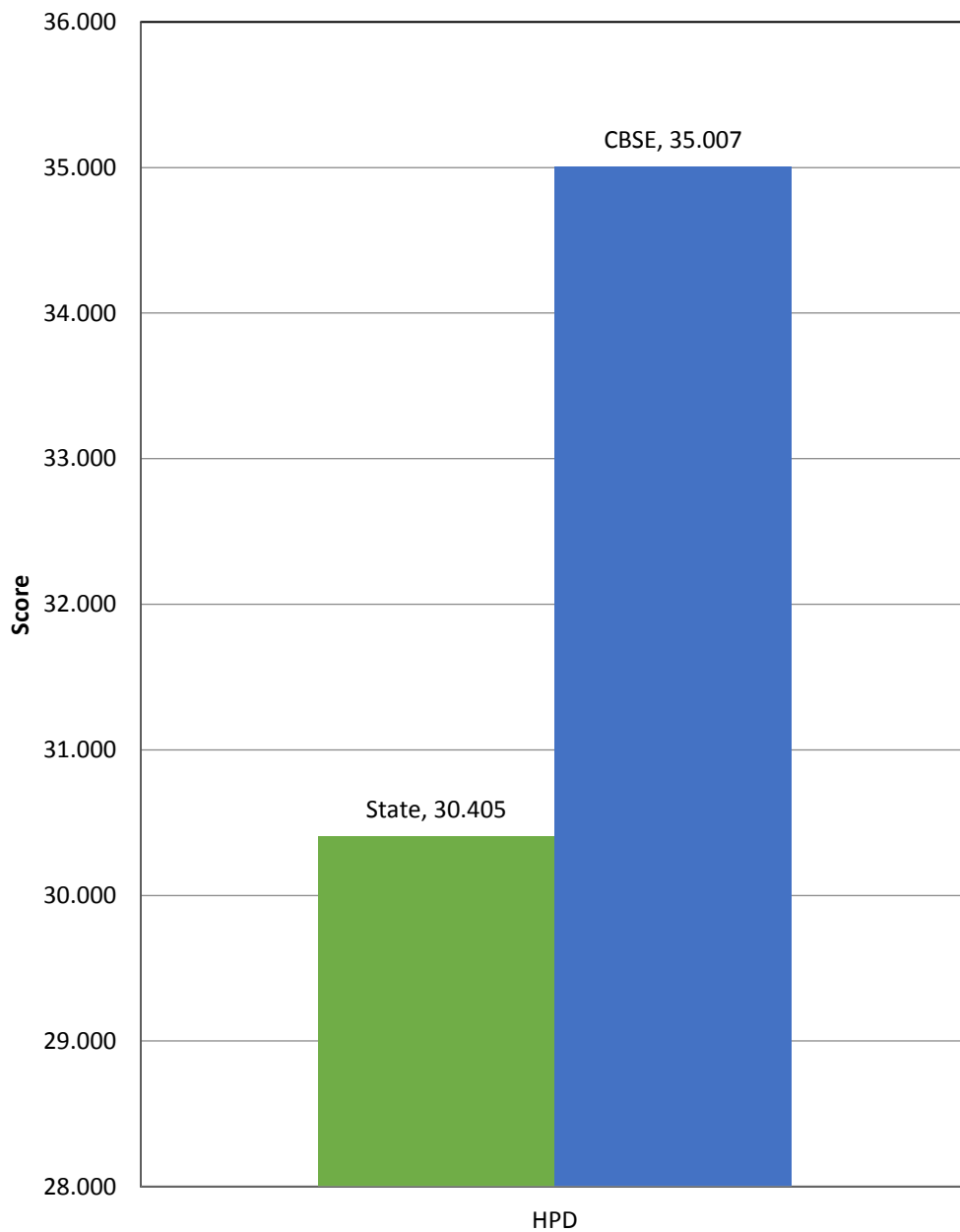
Similarly standard deviation of problem related to Health and Physical Development of students of secondary CBSE School is 7.28 and the standard deviation of problem related to Health and Physical Development of students of secondary State Board School is 5.99. It means that there is a variability in the mean scores of the problem related to Health and Physical Development of the CBSE and the State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 8.44 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598. It means that the calculated t-value is greater than the table t-value at 0.01 and 0.05 level of significance. The calculated t-value is significant at both level of significance. Therefore there is significant difference in problems related to Health and Physical Development of the CBSE and the State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the CBSE students and problems related to Health and Physical Development of students. It is also inferred that the students of CBSE secondary school face more problems related to Health and Physical Development as compared with students of the State Board secondary school.

**Chart 4.1**

**Histogram showing difference in scores of health and physical development(HPD) among CBSE and State Board Students**



## Hypothesis No. 2

There is no significant difference between gender and problem related to Health and Physical Development of students.

**Table No. 4.2**

Table showing the Means, S.D. and t- value for the problem related to Health and Physical Development of male and female students.

S.N	Group	N	Mean	S.D	Calculated t-value	Table t- value		Significance
						0.05	0.01	
1	Male	300	31.31	6.90	4.904	1.96	2.59	Significant
2	Female	300	34.08	6.92				

$$df = N1 + N2 - 2 = (300+300)-2 = 600-2 = 598$$

**Observation:** - From the above table it is revealed that the mean score of problem related to Health and Physical Development of male students of secondary school is 31.31 while the mean score of problem related to Health and Physical Development of female students of secondary school is 34.08.

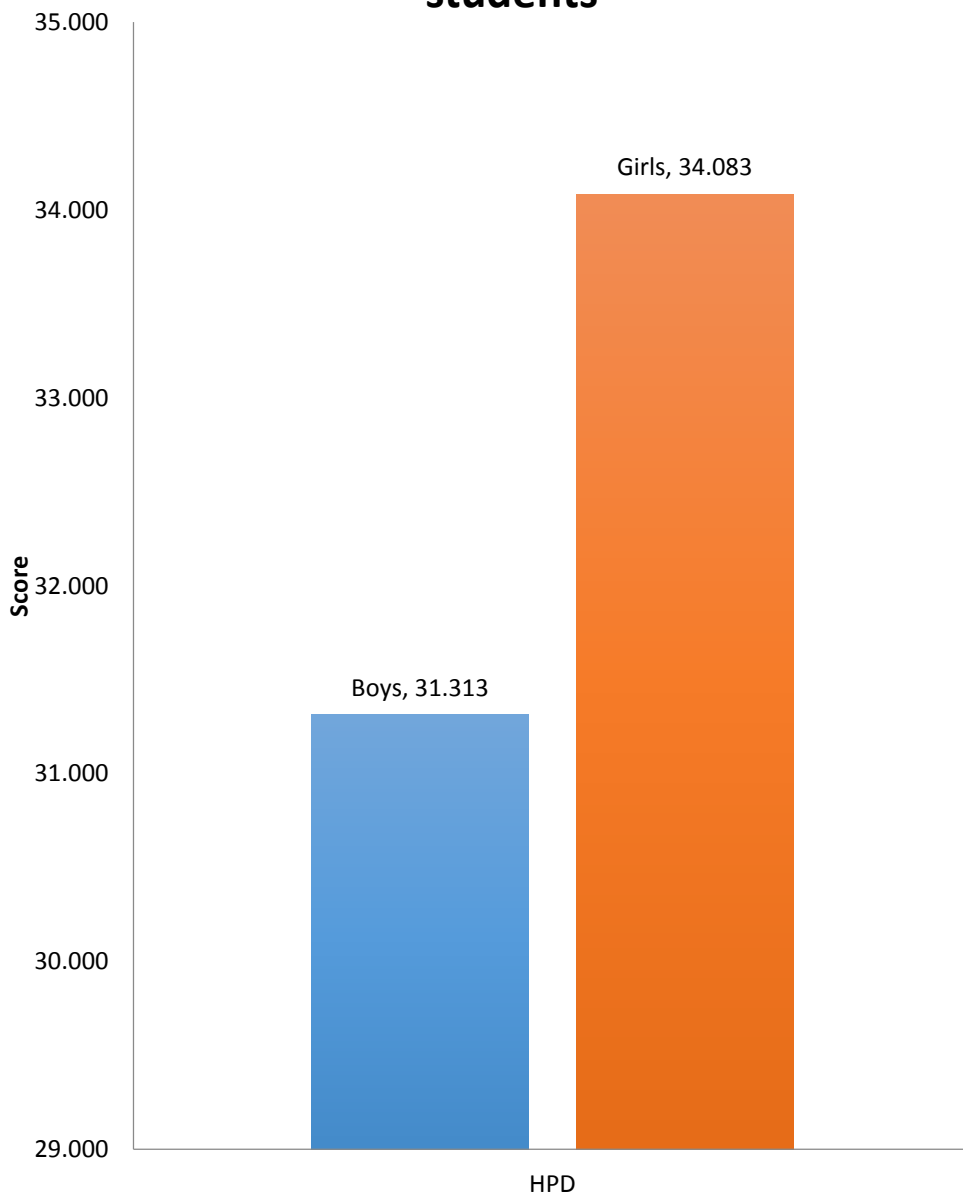
Similarly standard deviation of problem related to Health and Physical Development of male students of secondary school is 6.90 and the standard deviation problem related to Health and Physical Development of female students secondary school is 6.92. It means that there is a variability in the mean scores of problem related to Health and Physical Development of male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 4.90 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Health Physical Development of male and female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the female students and problems related to Health and Physical Development of students. It is also inferred that the female student of secondary school face more problems related to Health and Physical Development as compared to male students of secondary school.

**Chart 4.2**

**Histogram showing difference in scores  
of health and physical  
development(HPD) among boys and girls  
students**



### Hypothesis No. 3

There is no significant difference between types of Board and problem related Finance, Living Conditions and Employment of Students.

**Table No. 4.3**

Table showing the Mean, S.D, and t-value for the problem related to Finance, Living Conditions and Employment of CBSE & State Board students.

S. No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	35.06	6.78	12.67	1.96	2.59	Significant
2	State Board Student	300	28.28	6.30				

$$df= N1+N2 -2 = (300+300)-2=598$$

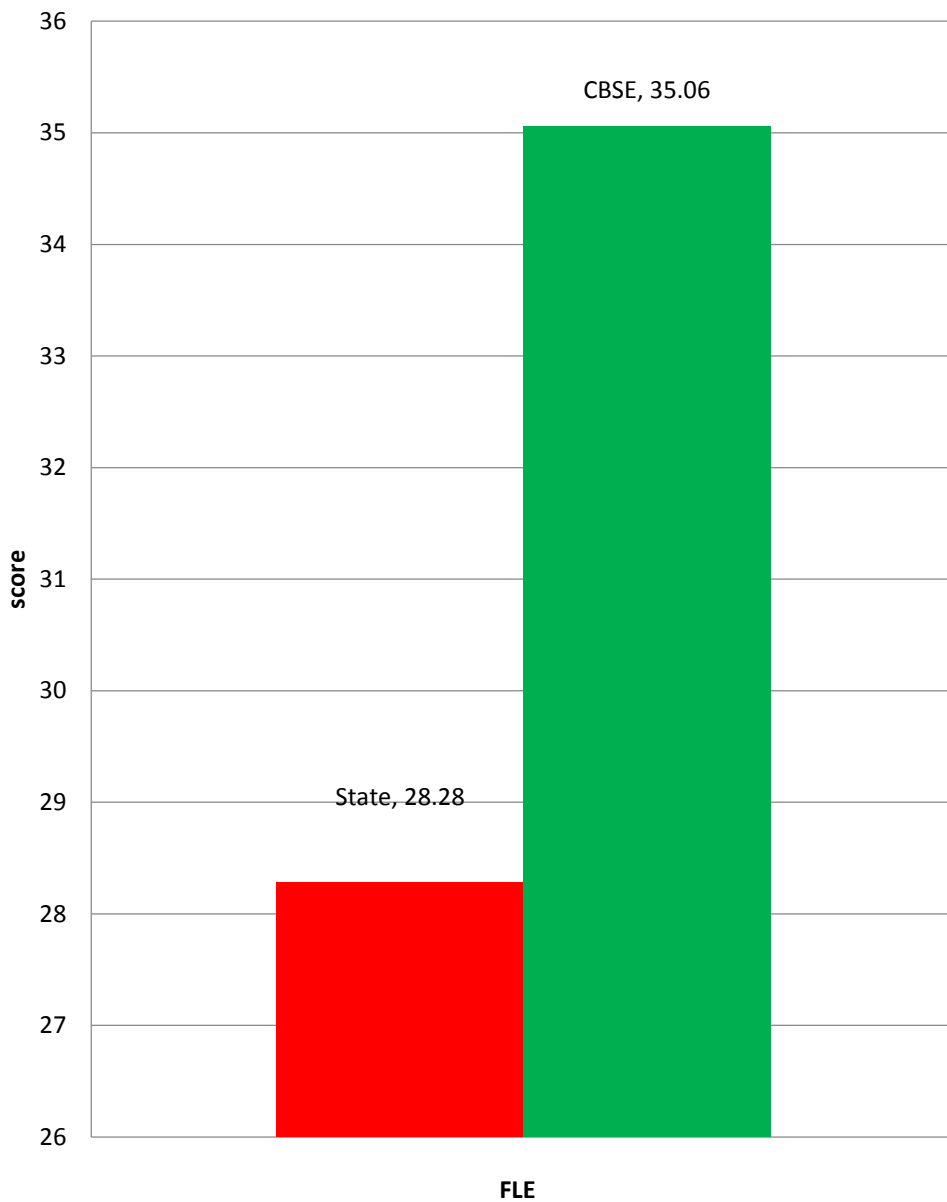
**Observation:** From the above table it is seen that the mean score of problem related to Finance, Living Conditions and Employment of students of secondary CBSE School is 35.06 while the mean score of problem related to Finance, Living Conditions and Employment of students of secondary State Board School is 28.28.

Similarly standard deviation of problem related to Finance, Living Conditions and Employment of students of secondary CBSE School is 6.78 and the standard deviation problem related to Finance, Living Conditions and Employment of students of secondary State Board School is 6.30. It means that there is a variability in the mean scores of problem related to Finance, Living Conditions and Employment of the CBSE and the State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 12.67 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t-value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Finance, Living Conditions and Employment of the CBSE and the State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the CBSE students and problems related to Finance, Living Conditions and Employment of students. It is also inferred that the students of the CBSE secondary school face more problems related to Finance, Living Conditions and Employments as compared to students of State Board secondary school.

**Chart 4.3**  
**Histogram showing difference in scores**  
**of Finance, Living Conditions and**  
**EmpLOYment (FLE) among CBSE and State**  
**Board students**



#### Hypothesis No. 4

There is no significant difference between gender and problem related to Finance, Living Conditions and Employment of students.

**Table No. 4.4**

Table showing the Means, S.D. and t- value for the problem related to Finance, Living Conditions and Employment of male and female students.

S.N	Group	N	Mean	S.D	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	Male	300	30.45	7.20	4.07	1.96	2.59	Significant
2	Female	300	32.87	7.34				

$$df = N1 + N2 - 2 = (300+300)-2 = 600-2 = 598$$

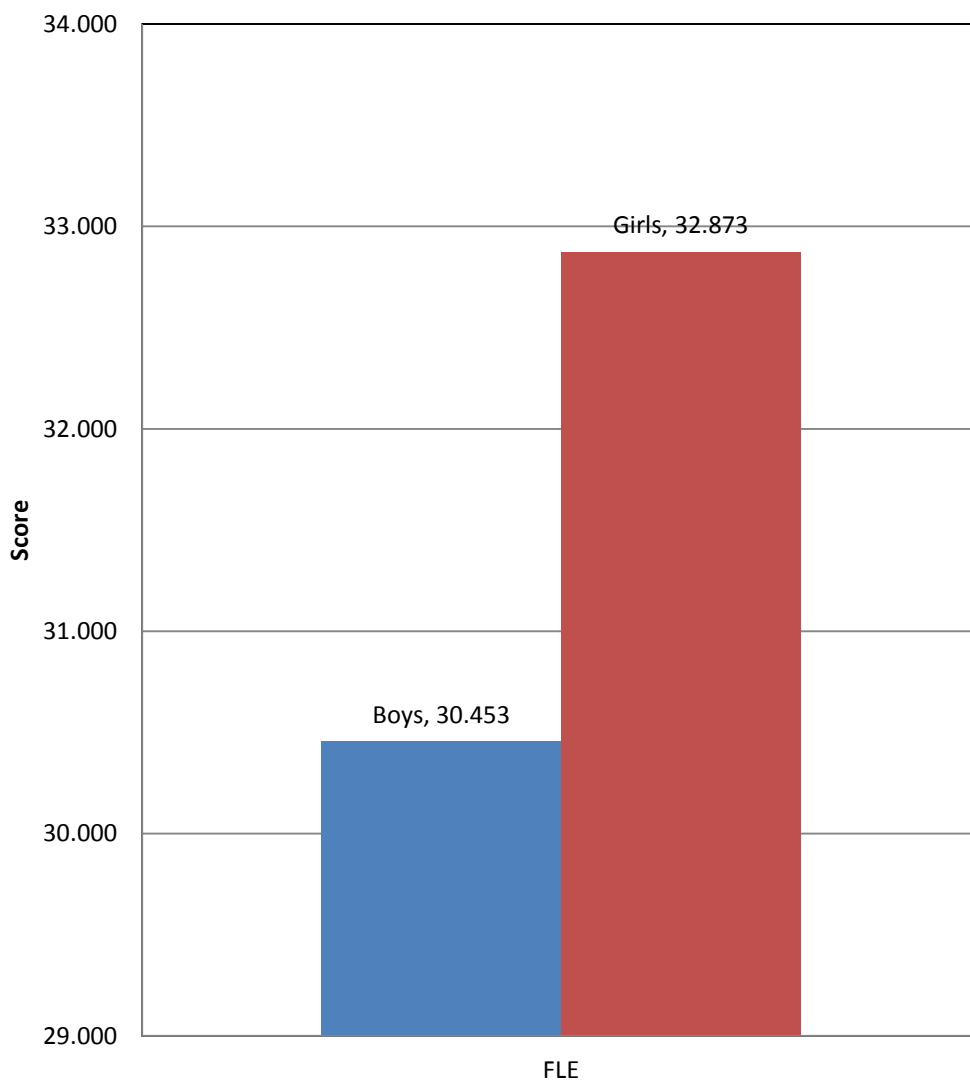
**Observation:** - From the above table it is revealed that the mean score of problem related to Finance, Living Conditions and Employment of male students of secondary school is 30.45 while the mean score of problem related to Finance, Living Conditions and Employment of female students of secondary school is 32.87.

Similarly standard deviation of problem related to Finance, Living Conditions and Employment to male students of secondary school is 7.20 and the standard deviation problem related to Finance, Living Conditions and Employment of female students secondary school is 7.34. It means that there is a variability in the mean scores of problem related to Finance, Living Conditions and Employment of male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 4.90 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t-value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Finance, Living Conditions and Employment of male and female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the female students and problems related to Finance, Living Conditions and Employment of students. It is also inferred that the female student of secondary school face more problems related to Finance, Living Conditions and Employment as compared to male students of secondary school.

**Chart 4.4**  
**Histogram showing difference in scores of**  
**Finance, Living Conditions and**  
**Employment (FLE) among boys and girls**  
**students**



### Hypothesis No. 5

There is no significant difference between types of Board and problem related to Social and Recreational Activities of Students.

**Table No. 4.5**

Table showing the Mean, S.D, and t-value for the problem related to Social and Recreational Activities of CBSE & State Board students.

S. No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	32.79	7.06	10.70	1.96	2.59	Significant
2	State Board Student	300	26.88	6.43				

$$df= N1+N2 -2 = (300+300)-2=598$$

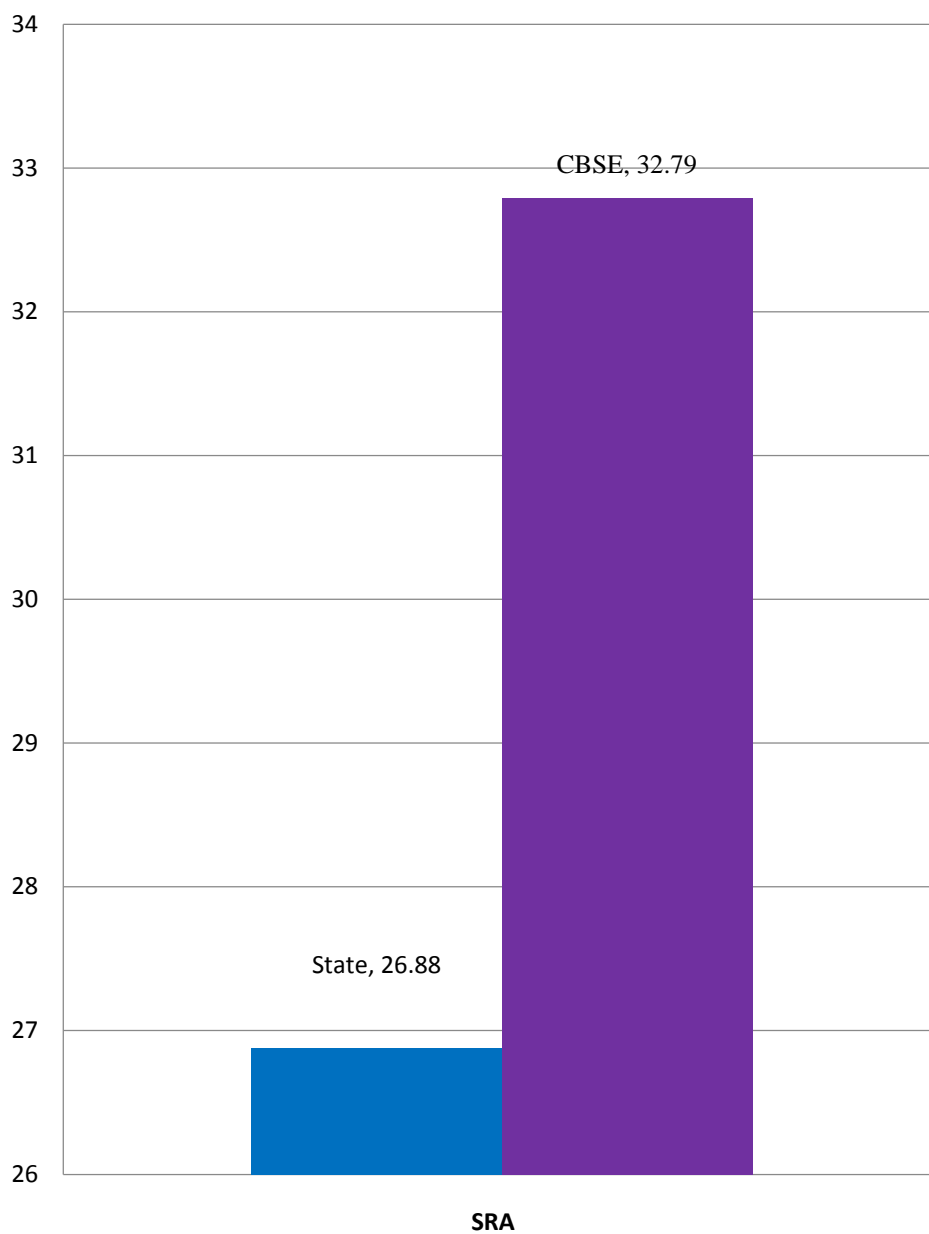
**Observation:** - From the above table it is seen that the mean score of problem related to Social and Recreational Activities of students of secondary CBSE School is 32.79 while the mean score of problem related to Social and Recreational Activities of students of secondary State Board School is 26.88.

Similarly standard deviation of problem related to Social and Recreational Activities of students of secondary CBSE School is 7.06 and the standard deviation problem related to Social and Recreational Activities of students of secondary State Board School is 6.43. It means that there is a variability in the mean scores of problem related to Social and Recreational Activities of the CBSE and the State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 10.70 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t-value at 0.01 and 0.05 level of significance the calculated t-value is significance at both the levels. Therefore there is significant difference in problem related to Social and Recreational Activities of the CBSE and the State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the CBSE students and problems related to Social and Recreational Activities of students. It is also inferred that the students of CBSE secondary school face more problems related to Social and Recreational Activities as compared to students of State Board secondary school.

**Chart 4.5**  
**Histogram showing difference in scores**  
**of Social and Recreational Activities**  
**(SRA) among CBSE and State Board**  
**Students**



### Hypothesis No. 6

There is no significant difference between gender and problem related to Social and Recreational Activities of students.

**Table No. 4.6**

Table showing the Means, S.D. and t- value for the problem related to Social and Recreational Activities of male and female students.

S.N	Group	N	Mean	S.D	Calculated t-value	Table t- value		Significance
						0.05	0.01	
1	Male	300	28.38	7.17	4.90	1.96	2.59	Significant
2	Female	300	31.28	7.29				

$$df = N1 + N2 - 2 = (300+300)-2 = 600-2 = 598$$

**Observation:** - From the above table it is revealed that the mean score of problem related to Social and Recreational Activities of male students of secondary school is 28.38 while the mean score of problem related to Social and Recreational Activities of female student of secondary school is 31.28.

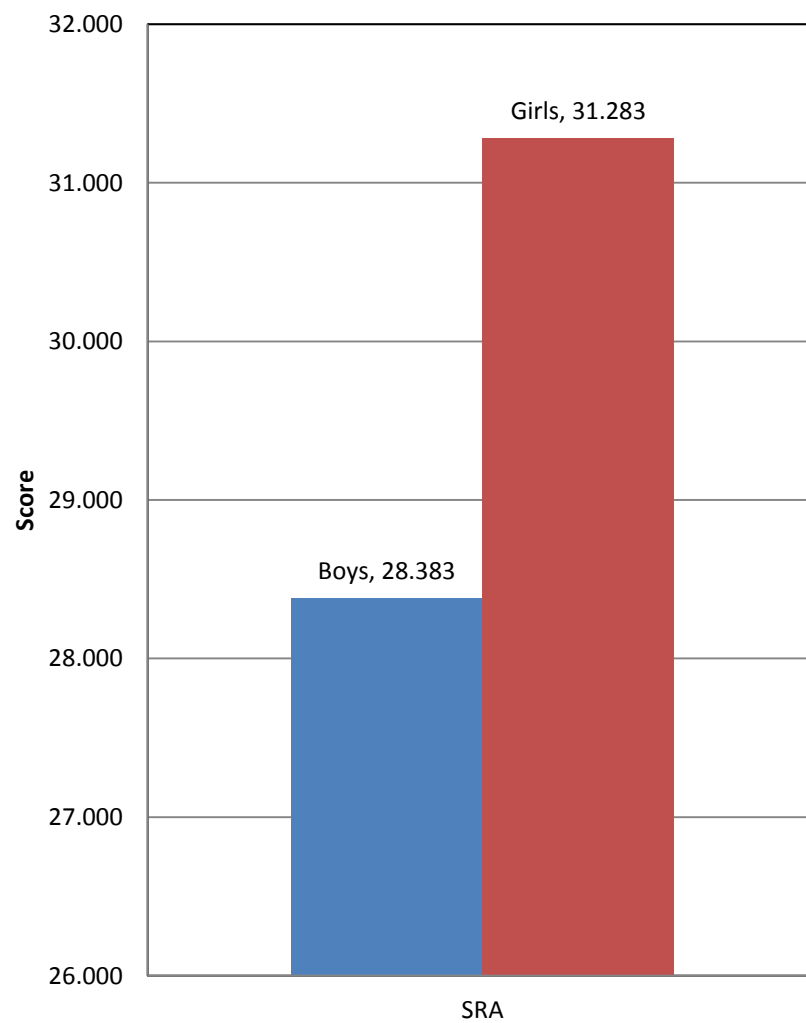
Similarly standard deviation of problem related to Social and Recreational Activities of male students of secondary school is 7.17 and the standard deviation problem related to Social and Recreational Activities of female students of secondary school is 7.29. It means that there is a variability in the mean scores of problem related to Social and Recreational Activities of male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 4.90 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Social and Recreational Activities of male and female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement female students and problems related to Social and Recreational Activities of students. It is also inferred that the female student of secondary school face more problems related to Social and Recreational Activities as compared to male students of secondary school.

**Chart 4.6**

**Histogram showing difference in scores of  
Social and Recerational Activities (SRA)  
among boys and girls students**



### Hypothesis No. 7

There is no significant difference between types of Board and problem related to Sex and Marriage of Students.

**Table No. 4.7**

Table showing the Mean, S.D, and t-value for the problem related to Sex and Marriage of CBSE & State Board students.

S. No	Group	N	Mean	SD	Calculate d t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	33.73	7.12	10.71	1.96	2.59	Significant
2	State Board Student	300	27.70	6.67				

$$df= N1+N2 -2 = (300+300)-2=598$$

**Observation:** - From the above table it is seen that the mean score of problem related to Sex and Marriage of students of secondary CBSE School is 33.73 while the mean score of problem related to Sex and Marriage of students of secondary State Board School is 27.70.

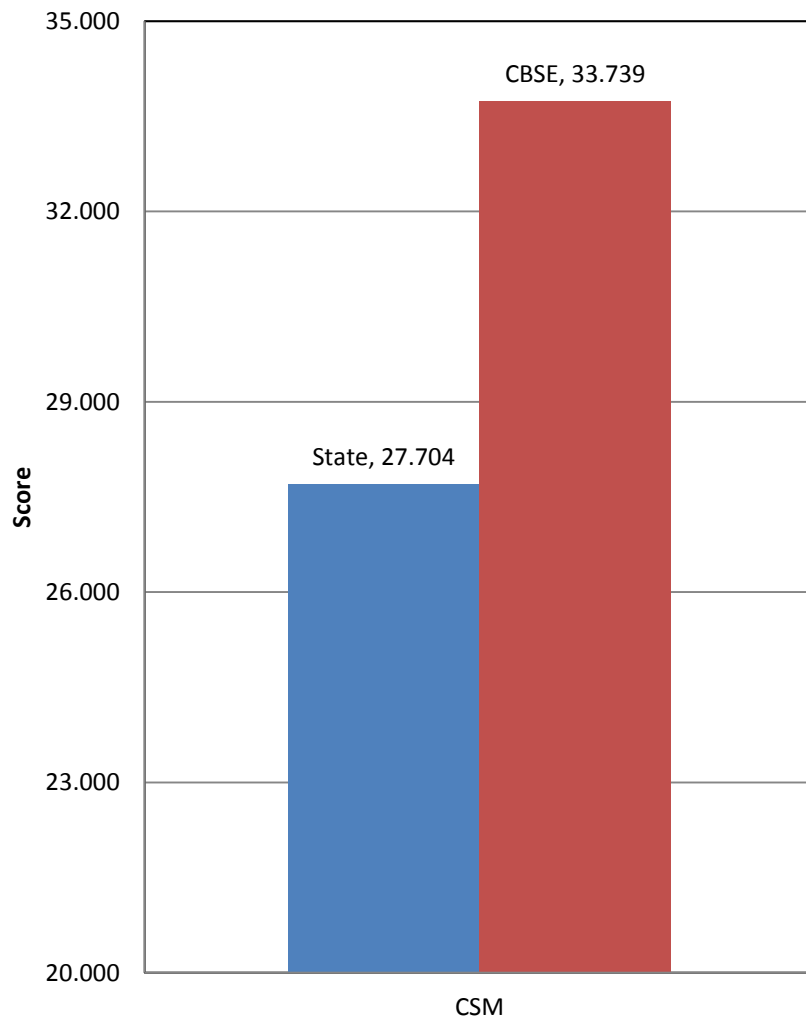
Similarly standard deviation of problem related to Sex and Marriage of students of secondary CBSE School is 7.12 and the standard deviation problem related to Sex and Marriage of students of secondary state board School is 6.67. It means that there is a variability in the mean scores of problem related to Sex and Marriage of the CBSE and the State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 10.71 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t-value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Sex and Marriage of the CBSE and the State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the CBSE students and problems related to Sex and Marriage of students. It is also inferred that the students of CBSE secondary school face more problems related to Sex and Marriage as compared to students of State Board secondary school.

**Chart 4.7**

**Histogram showing difference in scores of Sex and Marriage (SM) among CBSE and State Board students**



### Hypothesis No. 8

There is no significant difference between gender and problem related to Sex and Marriage of students.

**Table No. 4.8**

Table showing the Means, S.D. and t- value for the problem related to Sex and Marriage of male and female students.

S. No	Group	N	Mean	S.D	Calculated t-value	Table t- value		Significance
						0.05	0.01	
1	Male	300	29.39	7.20	4.34	1.96	2.59	Significant
2	Female	300	32.02	7.62				

$$df = N1 + N2 - 2 = (300+300)-2 = 600-2 = 598$$

**Observation:** - From the above table it is revealed that the mean score of problem related to Sex and Marriage of male students of secondary school is 29.39 while the mean score of problem related to Sex and Marriage of female students of secondary school is 32.02.

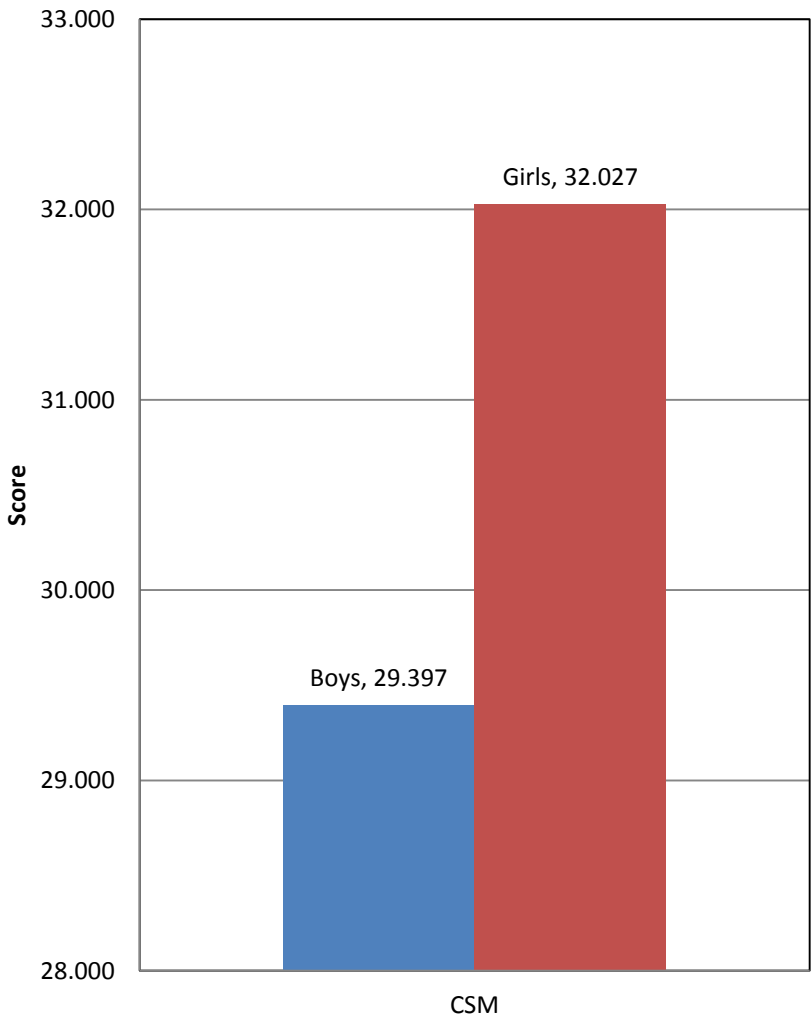
Similarly standard deviation of problem related to Sex and Marriage of male students of secondary school is 7.20 and the standard deviation problem related to Sex and Marriage of female students secondary school is 7.62. It means that there is a variability in the mean scores of problem related to Sex and Marriage of male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 4.34 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Sex and Marriage of male and female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the female students and problems related to Sex and Marriage of students. It is also inferred that the female student of secondary school face more problem related to Sex and Marriage as compared to male students of secondary school.

**Chart 4.8**

**Histogram showing difference in scores of Sex and Marriage (SM) among boys and girls students**



### Hypothesis No. 9

There is no significant difference between types of Board and problem related to Personal-Psychological Relations of Students.

**Table No. 4.9**

Table showing the Mean, S.D, and t-value for the problem related to Personal-Psychological Relations of CBSE & State Board students.

S. No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	35.67	6.59	12.17	1.96	2.59	significant
2	State Board Student	300	28.58	6.82				

$$df = N_1 + N_2 - 2 = (300 + 300) - 2 = 598$$

**Observation:** - From the above table it is seen that the mean score of problem related to Personal-Psychological Relations of students of secondary CBSE School is 35.67 while the mean score of problem related to Personal-Psychological Relations of students of secondary State Board School is 28.58.

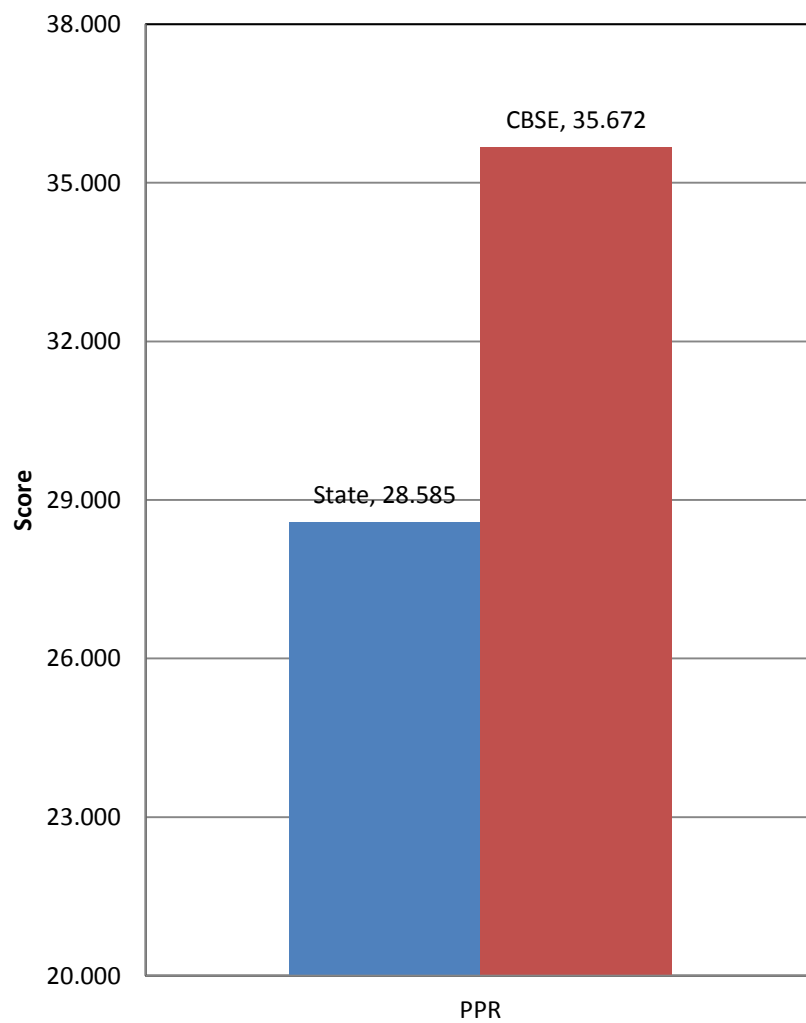
Similarly standard deviation of problem related to Personal-Psychological Relations of students of secondary CBSE School is 6.59 and the standard deviation problem related to Personal-Psychological Relations of students of secondary State Board School is 6.82. It means that there is a variability in the mean scores of problem related to Personal-Psychological Relations of the CBSE and the State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 12.17 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t-value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Personal-Psychological Relations of the CBSE and the State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the CBSE students and problems related to Personal-Psychological Relations of students. It is also inferred that the students of the CBSE secondary school face more problem related to Personal-Psychological Relations as compared to students of the State Board secondary school.

**Chart 4.9**

**Histogram showing difference in scores of Personal and Psychological Relation (PPR) among CBSE and State Board students**



### Hypothesis No. 10

There is no significant difference between gender and problem related to Personal-Psychological Relations of students.

**Table No. 4.10**

Table showing the Means, S.D. and t- value for the problem related to Personal-Psychological Relations of male and female students.

S.N	Group	N	Mean	S.D	Calculated t-value	Table t- value		Significance
						0.05	0.01	
1	Male	300	30.54	7.97	4.93	1.96	2.59	Significant
2	Female	300	33.69	7.63				

$$df = N1 + N2 - 2 = (300+300)-2 = 600-2 = 598$$

**Observation:** - From the above table it is revealed that the mean score of problem related to Personal-Psychological Relations of male students of secondary school is 30.54 while the mean score of problem related to Personal-Psychological Relations of female students of secondary school is 33.69.

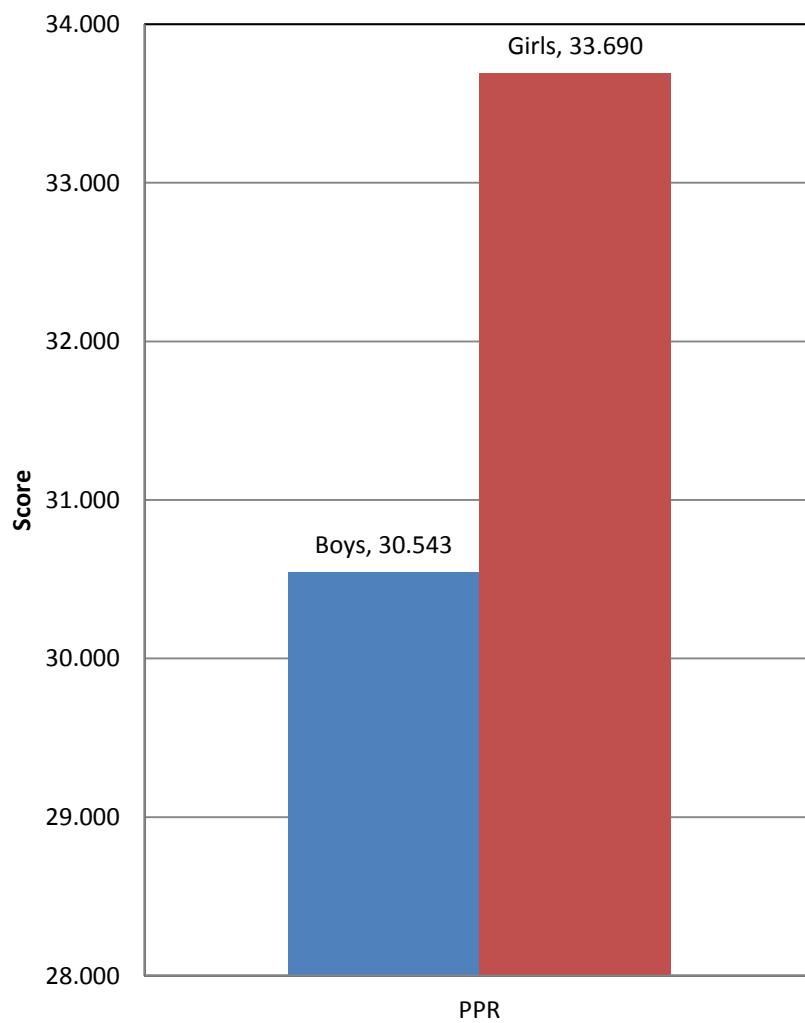
Similarly standard deviation of problem related to Personal-Psychological Relations of male students of secondary school is 7.97 and the standard deviation problem related to Personal-Psychological Relations of female student of secondary school is 7.63. It means that there is a variability in the mean scores of problem related to Personal-Psychological Relations of male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 4.93 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels Therefore there is significant difference in problem related to Personal-Psychological Relations of male and female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of female students and problems related to Personal-Psychological Relations of students. It is also inferred that the female student of secondary school face more problems related to Personal-Psychological Relations as compared to male students of secondary school.

**Chart 4.10**

**Histogram showing difference in scores of Personal and Psychological Relation (PPR) among boys and girls students**



### Hypothesis No. 11

There is no significant difference between types of Board and problem related to Moral and Religion of Students.

**Table No. 4.11**

Table showing the Mean, S.D, and t-value for the problem related to Moral and Religion of CBSE & State Board students.

S. No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	32.46	6.59	7.70	1.96	2.59	significant
2	State Board Student	300	28.24	6.82				

$$df = N_1 + N_2 - 2 = (300 + 300) - 2 = 598$$

**Observation:** - From the above table it is seen that the mean score of problem related to Moral and Religion of students of secondary CBSE School is 32.46 while the mean score of problem related to Moral and Religion of students of secondary State Board School is 28.24.

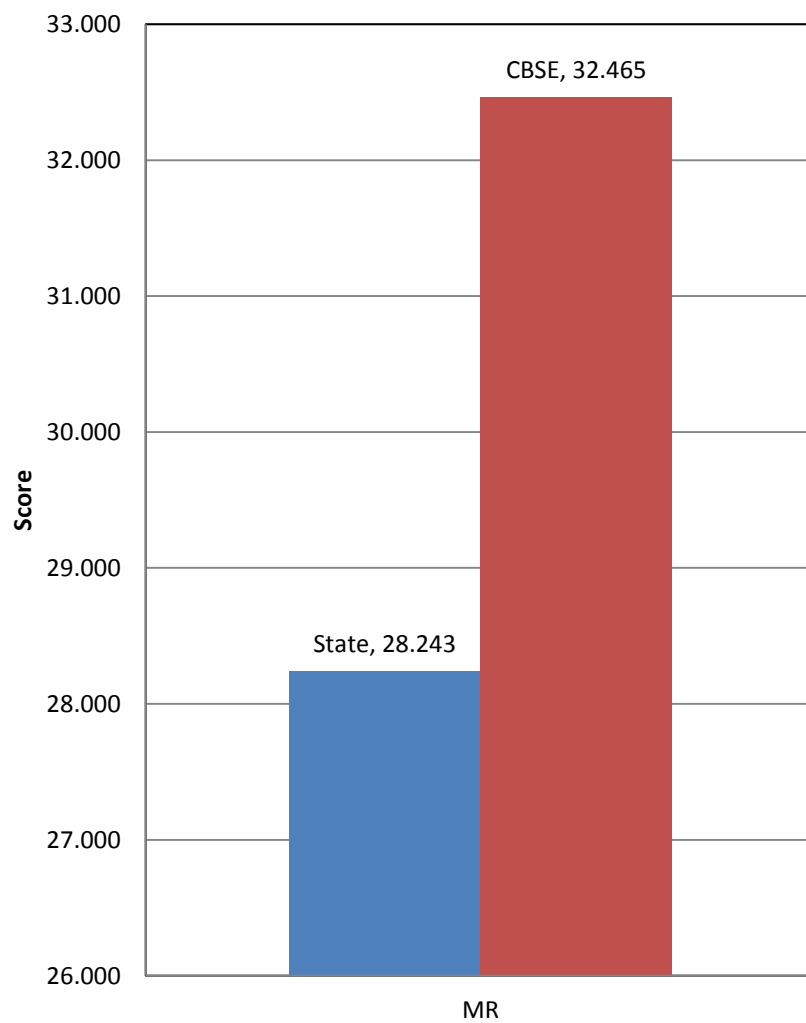
Similarly standard deviation of problem related to Moral and Religion of students of secondary CBSE School is 6.59 and the standard deviation problem related to Moral and Religion of students of secondary State Board School is 6.82. It means that there is a variability in the mean scores of problem related to Moral and Religion of CBSE and State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 7.70 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Moral and Religion of the CBSE and the State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the CBSE students and problems related to Moral and Religion of students. It is also inferred that the students of CBSE secondary school face more problems related to Moral and Religion as compared to students of the State Board secondary school.

**Chart 4.11**

**Histogram showing difference in scores of Moral and Religion (MR) among boys and girls students**



### Hypothesis No. 12

There is no significant difference between gender and problem related to Moral and Religion of students.

**Table No. 4.12**

Table showing the Means, S.D. and t- value for the problem related to Moral and Religion of male and female students.

S.N	Group	N	Mean	S.D	Calculated t-value	Table t-		Significance
						value		
						0.05	0.01	
1	Male	300	29.03	7.10	4.64	1.96	2.59	Significant
2	Female	300	31.65	6.71				

$$df = N1 + N2 - 2 = (300+300)-2 = 600-2 = 598$$

**Observation:** - From the above table it is revealed that the mean score of problem related to Moral and Religion of male students of secondary school is 29.03 while the mean score of problem related to Moral and Religion of female students of secondary school is 31.65.

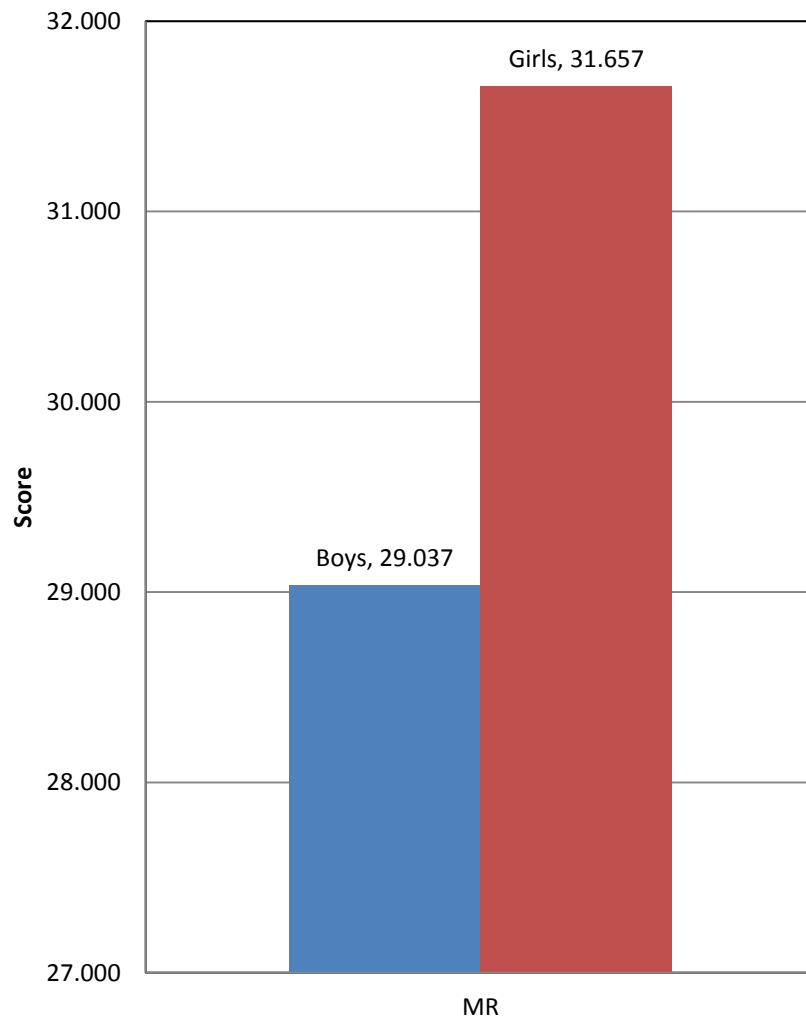
Similarly standard deviation of problem related to Moral and Religion of male students of secondary school is 7.10 and the standard deviation problem related to Moral and Religion of female students of secondary school is 6.71. It means that there is a variability in the mean scores of problem related to Moral and Religion of male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 4.64 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels Therefore there is significant difference in problem related to Moral and Religion of male and female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement female students and problems related to Moral and Religion of students. It is also inferred that the female student of secondary school face more problems related to Moral and Religion as compared to male students of secondary school.

**Chart 4.12**

**Histogram showing difference in scores of Moral and Religion (MR) among boys and girls students**



### Hypothesis No. 13

There is no significant difference between types of Board and problem related to Home and Family of Students.

**Table No. 4.13**

Table showing the Mean, S.D, and t-value for the problem related to Home and Family of CBSE & State Board students.

S.No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	33.33	6.45	9.89	1.96	2.59	Significant
2	State Board Student	300	27.87	7.05				

$$df = N_1 + N_2 - 2 = (300 + 300) - 2 = 598$$

**Observation:** - From the above table it is seen that the mean score of problem related to Home and Family of students of secondary CBSE School is 33.33 while the mean score of problem related to Home and Family of students of secondary State Board School is 27.87.

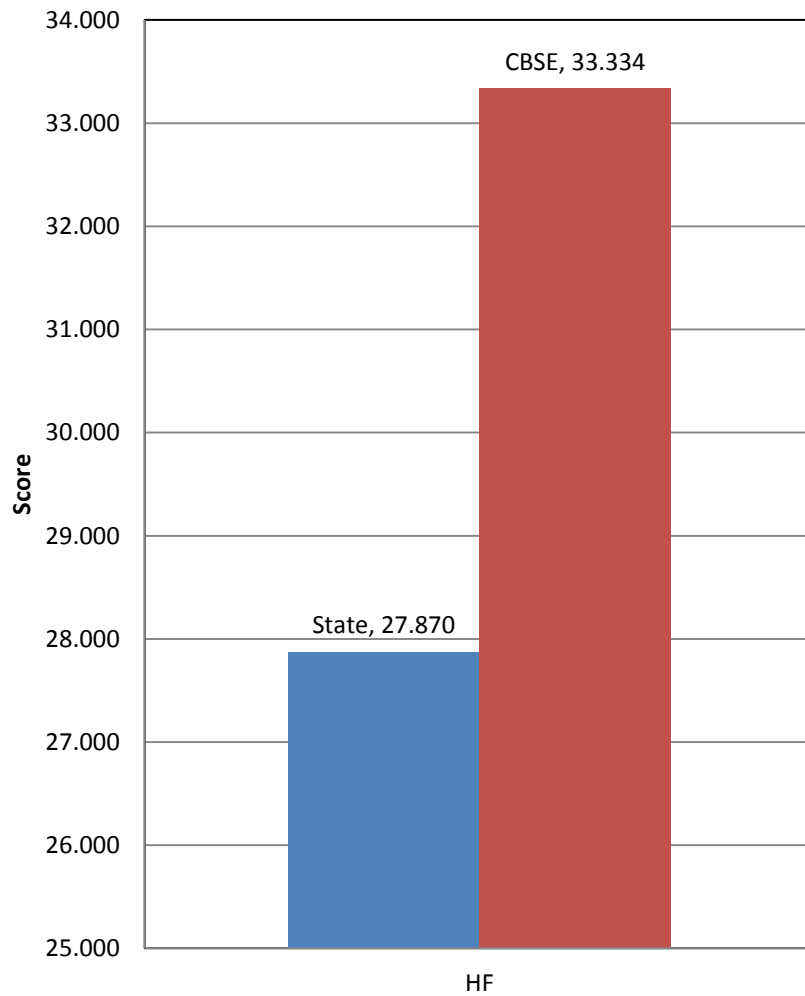
Similarly standard deviation of problem related to Home and Family of students of secondary CBSE School is 6.45 and the standard deviation problem related to Home and Family of students of secondary State Board School is 7.05. It means that there is a variability in the mean scores of problem related to Home and Family of the CBSE and the State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 9.89 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t-value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Home and Family of the CBSE and the State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the CBSE students and problems related to Home and Family of students. It is also inferred that the students of CBSE secondary school face more problems related to Home and Family as compared to students of State Board secondary school.

**Chart 4.13**

**Histogram showing difference in scores of Home and Family (HF) among CBSE and State Board students**



#### Hypothesis No. 14

There is no significant difference between gender and problem related to Home and Family of students.

**Table No. 4.14**

Table showing the Means, S.D. and t- value for the problem related to Home and Family of male and female students.

S.N	Group	N	Mean	S.D	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	Male	300	28.61	7.05	6.92	1.96	2.59	Significant
2	Female	300	32.57	6.97				

$$df = N1 + N2 - 2 = (300+300)-2 = 600-2 = 598$$

**Observation:** - From the above table it is revealed that the mean score of problem related to Home and Family of male students of secondary school is 28.61 while the mean score of problem related to Home and Family of female student of secondary school is 32.57.

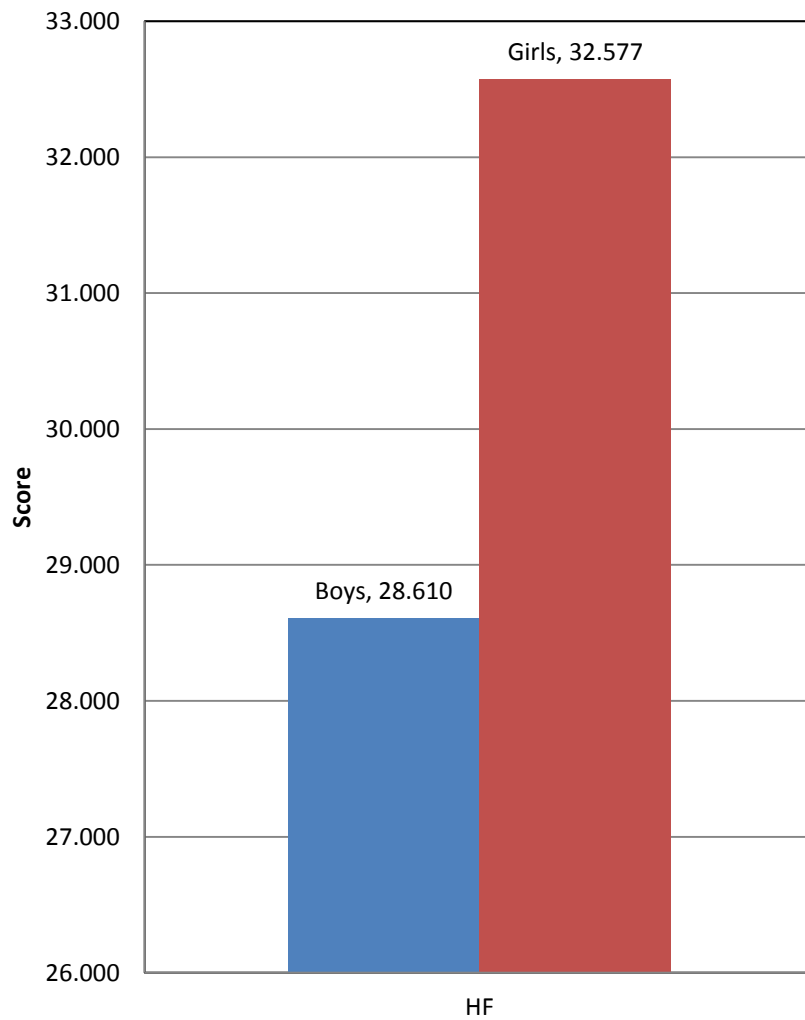
Similarly standard deviation of problem related to Home and Family of male student of secondary school is 7.05 and the standard deviation problem related to Home and Family of female students of secondary school is 6.97. It means that there is a variability in the mean scores of problem related to Home and Family of male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 6.92 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t-value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant different in problem related to Home and Family of male and the female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the female students and problems related to Home and Family of students. It is also inferred that the female students of secondary school face more problems related to Home and Family as compared to male students of secondary school.

**Chart 4.14**

**Histogram showing difference in scores of Home and Family (HF) among boys and girls students**



### Hypothesis No. 15

There is no significant difference between types of Board and problem related to Future-Vocational and Educational of Students.

**Table No. 4.15**

Table showing the Mean, S.D, and t-value for the problem related to Future-Vocational and Educational of CBSE & State Board students.

S. No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	33.10	6.49	8.19	1.96	2.59	significant
2	State Board Student	300	28.91	6.01				

$$df = N_1 + N_2 - 2 = (300 + 300) - 2 = 598$$

**Observation:** - From the above table it is seen that the mean score of problem related to Future-Vocational and Educational of students of secondary CBSE School is 33.10 while the mean score of problem related to Future-Vocational and Educational of students of secondary State Board School is 28.91.

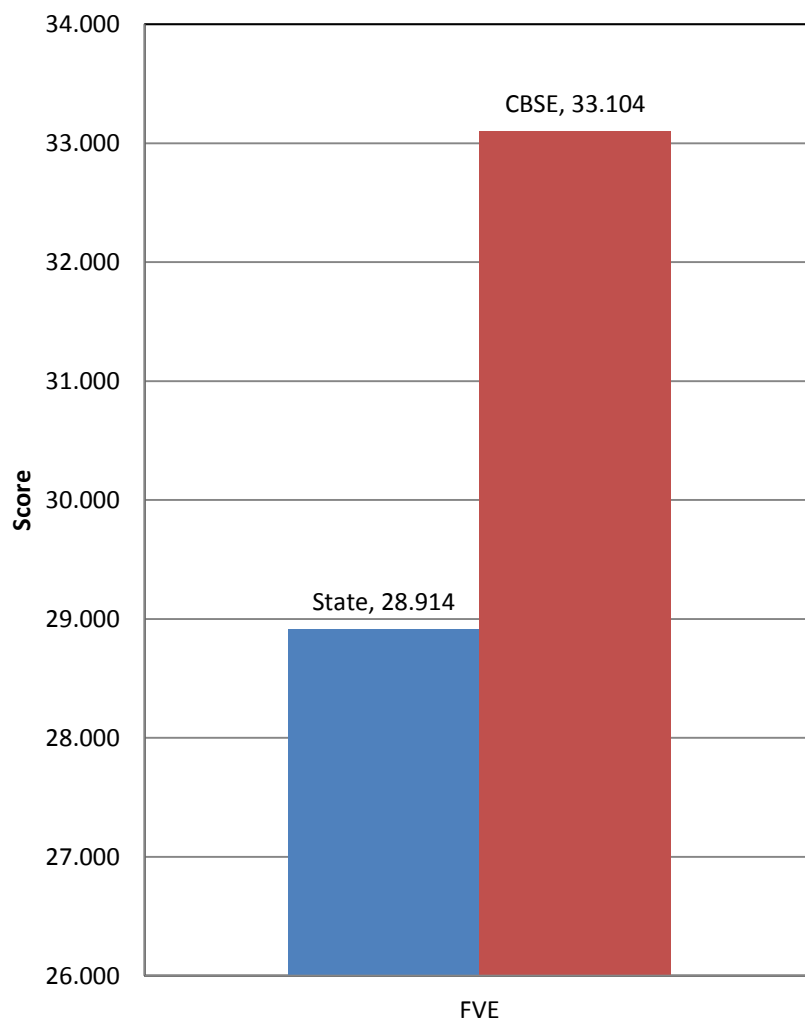
Similarly standard deviation of problem related to Future-Vocational and Educational of students of secondary CBSE School is 6.49 and the standard deviation problem related to Future-Vocational and Educational of students of secondary State Board School is 6.01. It means that there is a variability in the mean scores of problem related to Future-Vocational and Educational of the CBSE and the State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 8.19 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t-value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant different in problem related to Future-Vocational and Educational of the CBSE and the State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the CBSE students and problems related to Future-Vocational and Educational of students. It is also inferred that the students of CBSE secondary school face more problems related to Future-Vocational and Educational as compared to students of the State Board secondary school.

**Chart 4.15**

**Histogram showing difference in scores of  
The Future - Vocational and Educational  
(FVE) among CBSE and State Board  
students**



### Hypothesis No. 16

There is no significant difference between gender and problem related to Future-Vocational and Educational of students.

**Table No. 4.16**

Table showing the Means, S.D. and t- value for the problem related to Future-Vocational and Educational of male and female students.

S. No.	Group	N	Mean	S.D	Calculated t-value	Table t- value		Significance
						0.05	0.01	
1	Male	300	29.71	6.89	4.87	1.96	2.59	Significant
2	Female	300	32.29	6.02				

$$df = N1 + N2 - 2 = (300+300)-2 = 600-2 = 598$$

**Observation:** - From the above table it is revealed that the mean score of problem related to Future-Vocational and Educational of male students of secondary school is 29.71 while the mean score of problem related to Future-Vocational and Educational of female students of secondary school is 32.29.

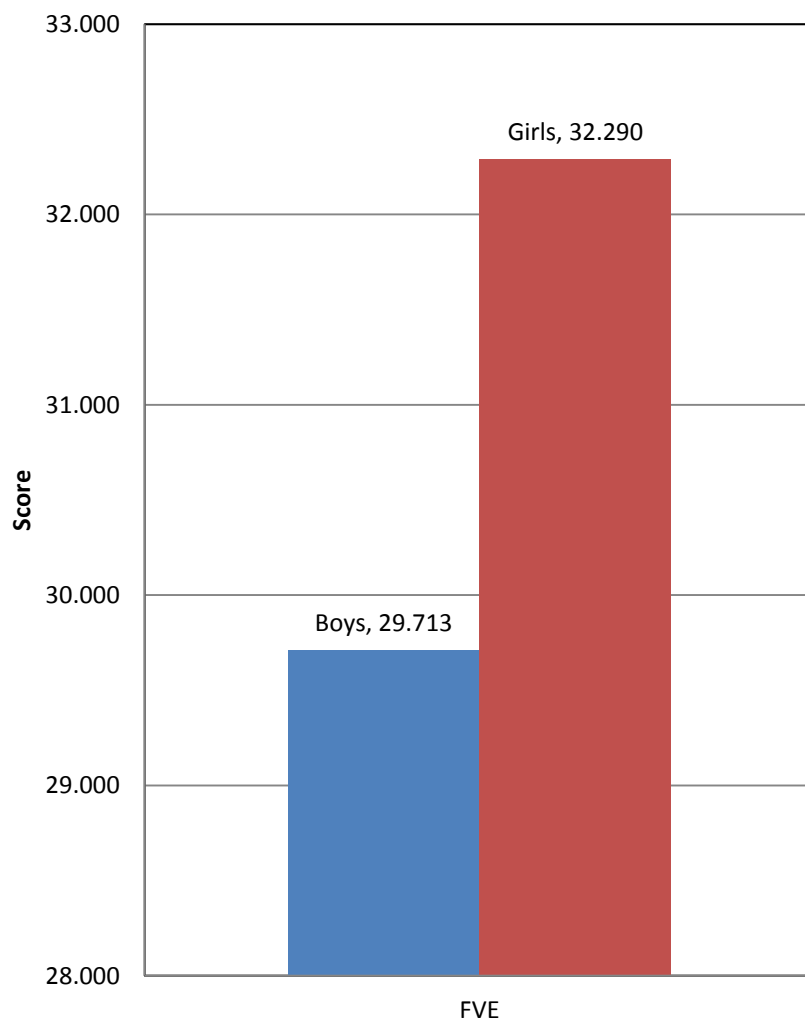
Similarly standard deviation of problem related to Future-Vocational and Educational of male students of secondary school is 6.89 and the standard deviation problem related to Future-Vocational and Educational of female students of secondary school is 6.02. It means that there is a variability in the mean scores of problem related to Future-Vocational and Educational of male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 4.87 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant different in problem related to Future-Vocational and Educational of male and female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of female students and problems related to Future-Vocational and Educational health of students. It is also inferred that the female students of secondary school face more problems related to Future-Vocational and Educational as compared to male students of secondary school.

**Chart 4.16**

**Histogram showing difference in scores of  
The Future - Vocational and Educational  
(FVE) among boys and girls students**



### Hypothesis No. 17

There is no significant difference between types of Board and problem related to Adjustment to Social Work of Students.

**Table No. 4.17**

Table showing the Mean, S.D, and t-value for the problem related to Adjustment to Social Work of CBSE & State Board students.

S. No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	35.39	6.77	11.08	1.96	2.59	Significant
2	State Board Student	300	29.45	6.35				

$$df = N_1 + N_2 - 2 = (300 + 300) - 2 = 598$$

**Observation:** - From the above table it is seen that the mean score of problem related to Adjustment of School Work of students of secondary CBSE School is 35.39 while the mean score of problem related to Adjustment of School Work of students of secondary State Board School is 29.45.

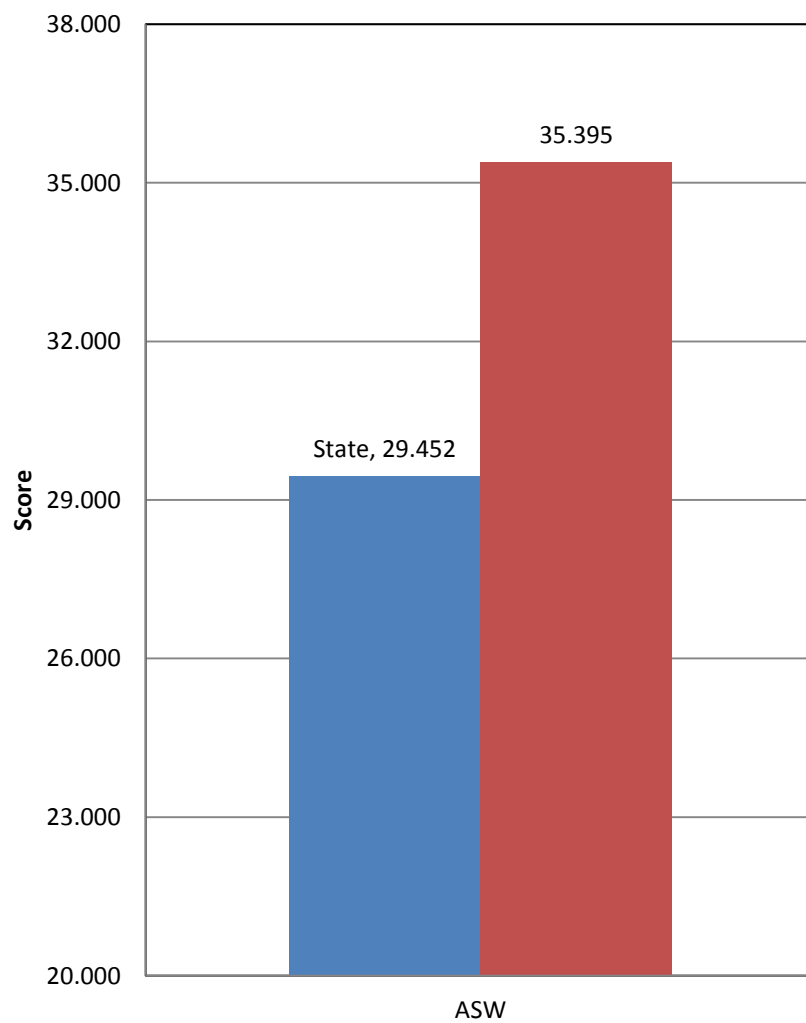
Similarly standard deviation of problem related to Adjustment to Social Work of students of secondary CBSE School is 6.77 and the standard deviation problem related to Adjustment to Social Work of students of secondary State Board School is 6.35. It means that there is a variability in the mean scores of problem related to Adjustment to Social Work of the CBSE and the State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 11.08 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Adjustment to Social Work of the CBSE and State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the CBSE students and problems related to Adjustment to Social Work of students. It is also inferred that the students of CBSE secondary school face more problem related to Adjustment to Social Work as compared to students of the State Board secondary school.

**Chart 4.17**

**Histogram showing difference in scores of  
The Adjustment to Social Work (ASW)  
among CBSE and State Board students**



### Hypothesis No. 18

There is no significant difference between gender and problem related to Adjustment to Social Work of students.

**Table No. 4.18**

Table showing the Means, S.D. and t- value for the problem related to Adjustment to Social Work of male and female students.

S.N	Group	N	Mean	S.D	Calculated t-value	Table t- value		Significance
						0.05	0.01	
1	Male	300	31.21	7.22	4.13	1.96	2.59	Significant
2	Female	300	33.61	6.99				

$$df = N1 + N2 - 2 = (300+300)-2 = 600-2 = 598$$

**Observation:** - From the above table it is revealed that the mean score of problem related to Adjustment to Social Work of male students of secondary school is 31.21 while the mean score of problem related to Adjustment to Social Work of female students of secondary school is 33.61.

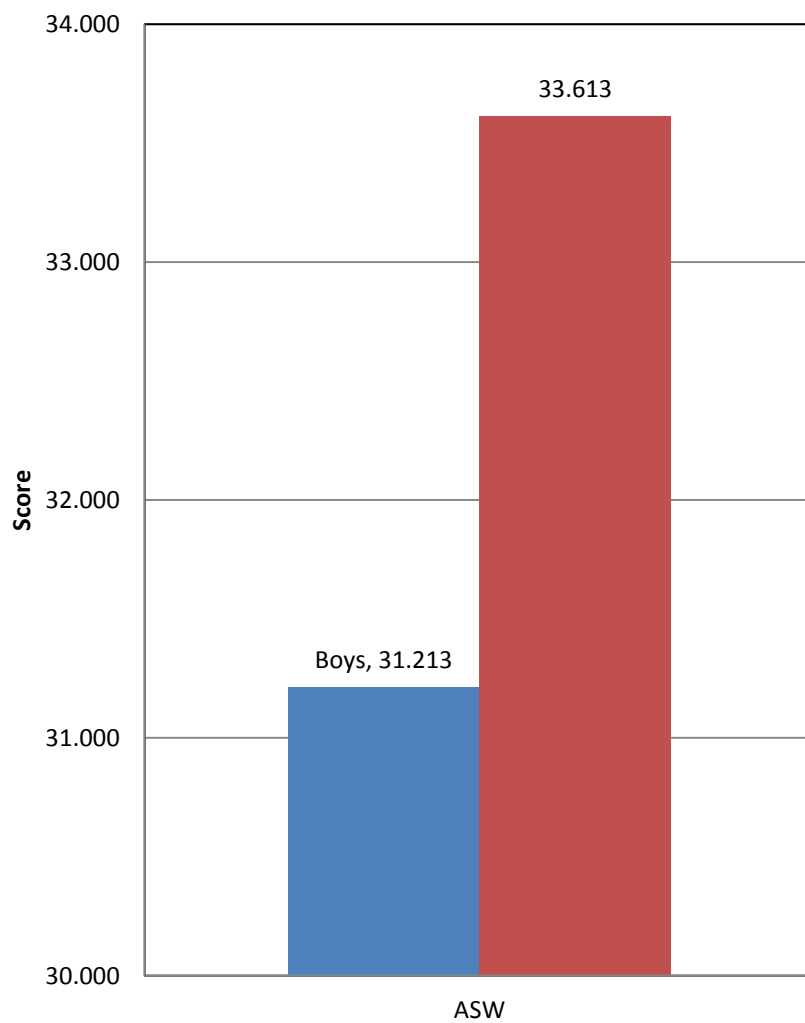
Similarly standard deviation of problem related to Adjustment to Social Work of male students of secondary school is 7.22 and the standard deviation problem related to Adjustment to Social Work of female students of secondary school is 6.99. It means that there is a variability in the mean scores of problem related to Adjustment to Social Work of male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 4.13 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for  $df = 598$  It means that the calculated t-value is greater than the table t-value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in face more problems related to Adjustment to Social Work of male and female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the female students and problems related to Adjustment to Social Work of students. It is also inferred that the female students of secondary school face more problems related to Adjustment to Social Work as compared to male students of secondary school.

**Chart 4.18**

**Histogram showing difference in scores of  
The Adjustment to Social Work (ASW)  
among boys and girls students**



### Hypothesis No. 19

There is no significant difference between types of Board and problem related to Curriculum and Teaching Procedure of Students.

**Table No. 4.19**

Table showing the Mean, S.D, and t-value for the problem related to Curriculum and Teaching Procedure of CBSE & State Board students.

S. No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	33.27	6.57	9.63	1.96	2.59	Significant
2	State Board Student	300	28.04	6.71				

$$df = N_1 + N_2 - 2 = (300 + 300) - 2 = 598$$

**Observation:** - From the above table it is seen that the mean score of problem related to Curriculum and Teaching Procedure of students of secondary CBSE School is 33.27 while the mean score of problem related to Curriculum and Teaching Procedure of students of secondary State Board School is 28.04.

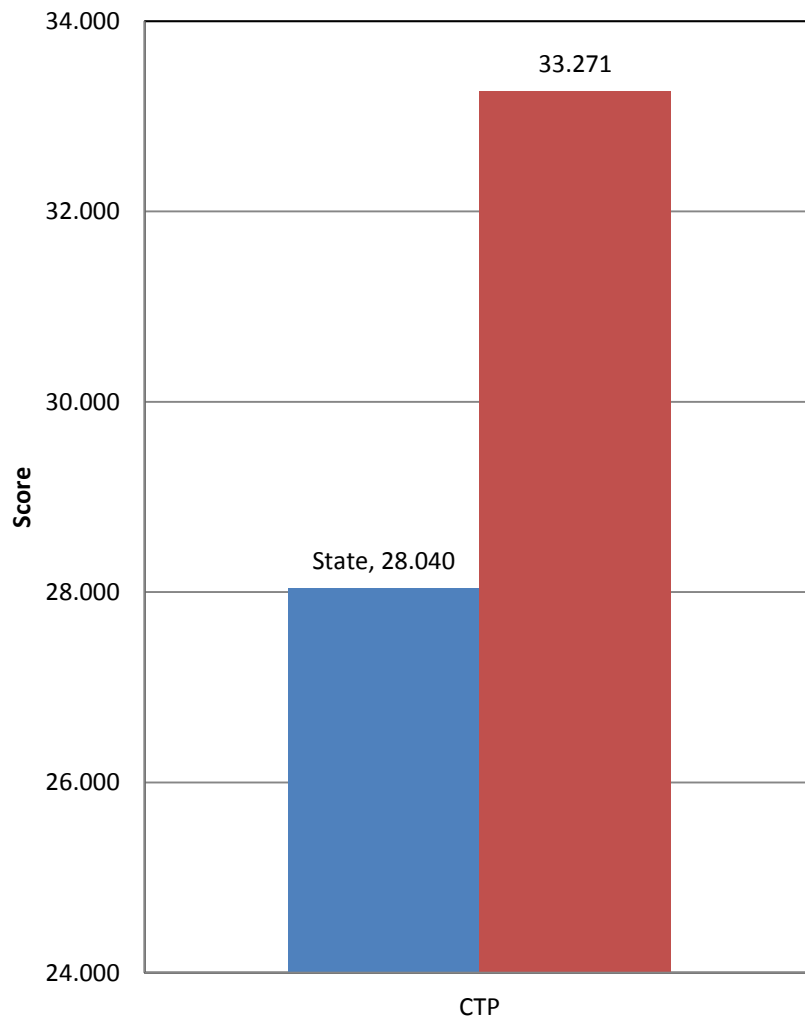
Similarly standard deviation of problem related to Curriculum and Teaching Procedure of students of secondary CBSE School is 6.57 and the standard deviation problem related to Curriculum and Teaching Procedure of students of secondary State Board School is 6.71. It means that there is a variability in the mean scores of problem related to Curriculum and Teaching Procedure of the CBSE and the State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 9.63 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Curriculum and Teaching Procedure of CBSE and State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the CBSE students and problems related to Curriculum and Teaching Procedure of students. It is also inferred that the students of CBSE secondary school face more problems related to Curriculum and Teaching Procedure as compared to students of the State Board secondary school.

**Chart 4.19**

**Histogram showing difference in scores of  
The Curriculum and Teaching Procedure  
(CTP) among CBSE and State Board  
students**



### Hypothesis No. 20

There is no significant difference between gender and problem related to Curriculum and Teaching Procedure of students.

**Table No. 4.20**

Table showing the Means, S.D. and t- value for the problem related to Curriculum and Teaching Procedure of male and female students.

S.N	Group	N	Mean	S.D	Calculated t-value	Table t- value		Significance
						0.05	0.01	
1	Male	300	29.71	6.95	3.22	1.96	2.59	Significant
2	Female	300	31.58	7.21				

$$df = N_1 + N_2 - 2 = (300+300)-2 = 600-2 = 598$$

**Observation:** - From the above table it is revealed that the mean score of problem related to Curriculum and Teaching Procedure with regard to male students of secondary school is 29.71 while the mean score of problem related to Curriculum and Teaching Procedure of female students of secondary school is 31.58.

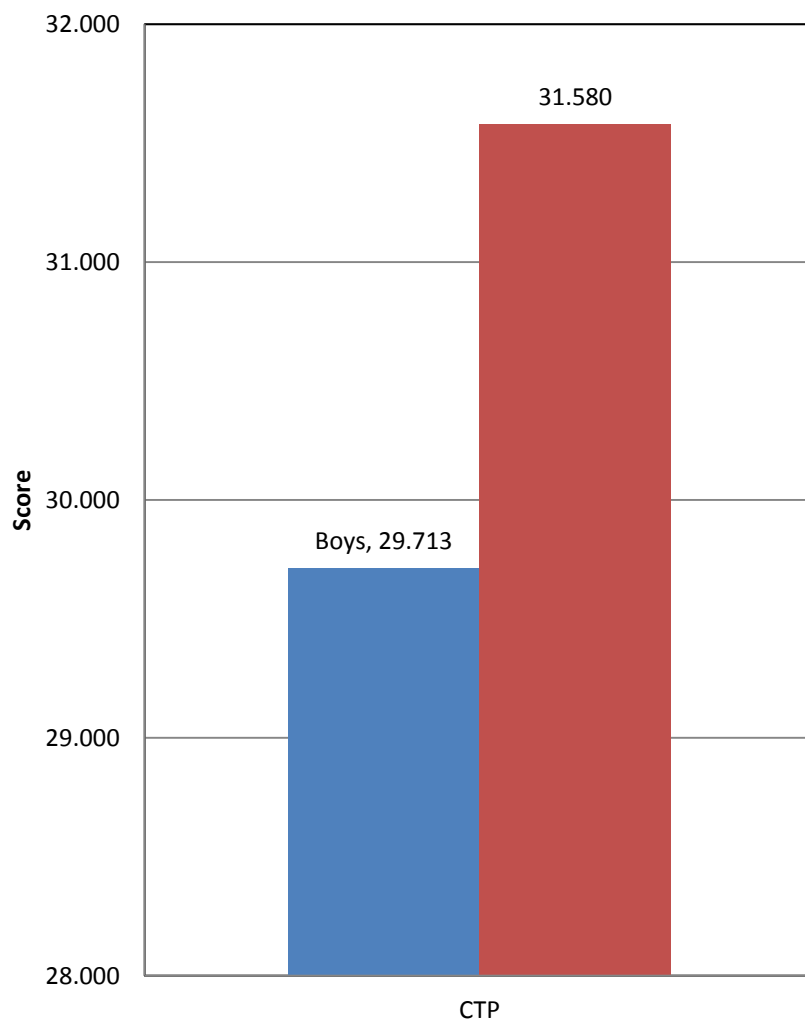
Similarly standard deviation of problem related to Curriculum and Teaching Procedure with regard to male students of secondary school is 6.95 and the standard deviation problem related to Curriculum and Teaching Procedure with regard to female students of secondary school is 7.21. It means that there is a variability in the mean scores of problem related to Curriculum and Teaching Procedure with regard to male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 3.22 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Curriculum and Teaching Procedure with regard to male and female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the female students and problems related to Curriculum and Teaching Procedure of students. It is also inferred that the female students of secondary school face more problems related to Curriculum and Teaching Procedure as compared to male students of secondary school.

**Chart 4.20**

**Histogram showing difference in scores of  
The Curriculum and Teaching Procedure  
(CTP) among boys and girls students**



## Hypothesis No. 21

There is no significant difference between types of Board and problem related to Social-Psychological Relations of Students.

**Table No. 4.21**

Table showing the Mean, S.D, and t-value for the problem related to Social-Psychological Relations of CBSE & State Board students.

S. No	Group	N	Mean	SD	Calculated t-value	Table t-value		Significance
						0.05	0.01	
1	CBSE Student	300	34.63	7.78	9.24	1.96	2.59	Significant
2	State Board Student	300	29.19	6.56				

$$df = N_1 + N_2 - 2 = (300 + 300) - 2 = 598$$

**Observation:** - From the above table it is seen that the mean score of problem related to Social-Psychological Relations of students of secondary CBSE School is 34.63 while the mean score of problem related to Social-Psychological Relations of students of secondary State Board School is 29.19.

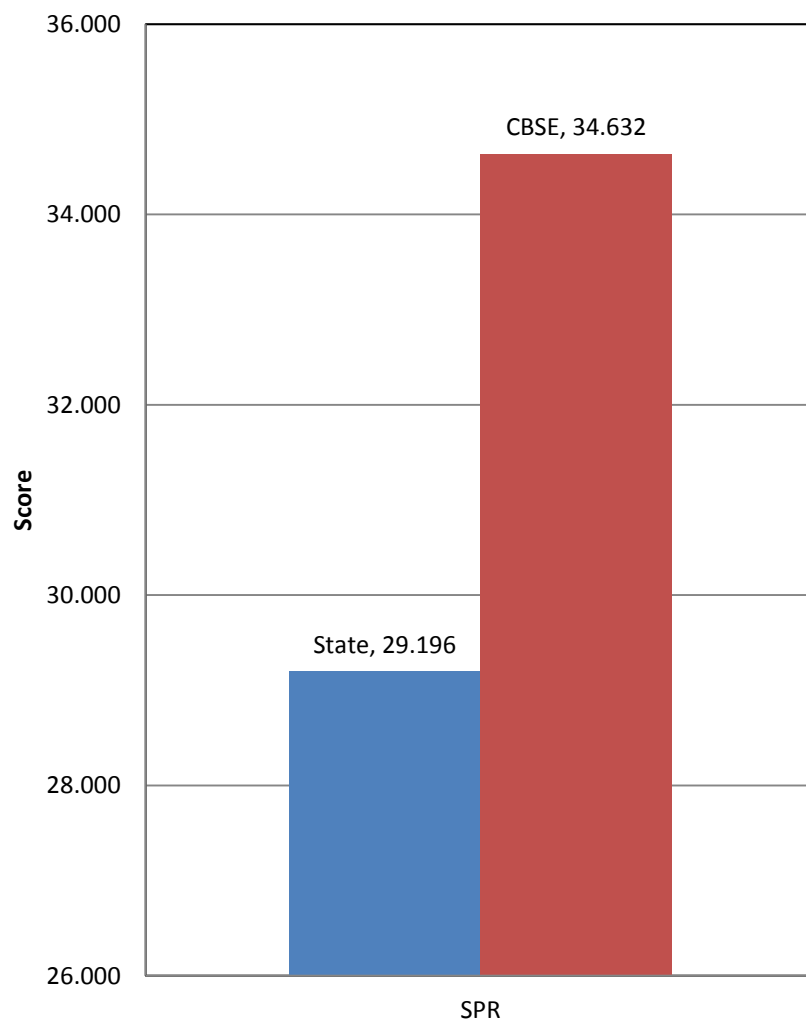
Similarly standard deviation of problem related to Social-Psychological Relations of students of secondary CBSE School is 7.28 and the standard deviation problem related to Social-Psychological Relations of students of secondary State Board School is 6.56. It means that there is a variability in the mean scores of problem related to Social-Psychological Relations of the CBSE and the State Board students.

**Analysis:** - The above table also indicates that the calculated t- value is 9.24 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significant at both the levels. Therefore there is significant difference in problem related to Social-Psychological Relations of the CBSE and the State Board students therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement the CBSE students and problems related to Social-Psychological Relations of students. It is also inferred that the students of the CBSE secondary school face more problems related to Social-Psychological Relations as compared to students of State Board secondary school.

**Chart 4.21**

**Histogram showing difference in scores of Social and Psychological Relation (SPR) among CBSE and State Board students**



## Hypothesis No. 22

There is no significant difference between gender and problem related to Social-Psychological Relations of students.

**Table No. 4.22**

Table showing the Means, S.D. and t- value for the problem related to Social-Psychological Relations of male and female students.

S.N	Group	N	Mean	S.D	Calculated t-value	Table t- value		Significance
						0.05	0.01	
1	Male	300	30.05	7.54	6.06	1.96	2.59	Significant
2	Female	300	33.75	7.39				

$$df = N1 + N2 - 2 = (300+300)-2 = 600-2 = 598$$

**Observation:** - From the above table it is revealed that the mean score of problem related to Social-Psychological Relations of male students of secondary school is 30.05 while the mean score of problem related to Social-Psychological Relations of female students of secondary school is 33.75.

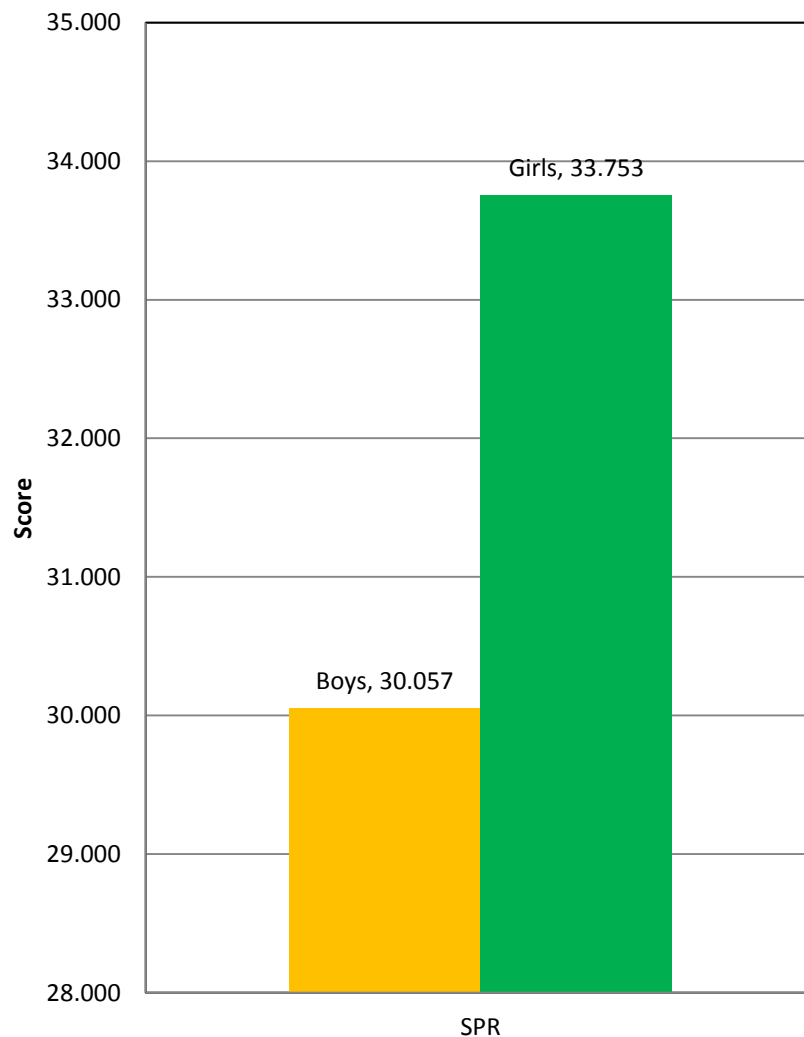
Similarly standard deviation of problem related to Social-Psychological Relations of male students of secondary school is 7.54 and the standard deviation problem related to Social-Psychological Relations of female student of secondary school is 7.39. It means that there is a variability in the mean scores of problem related to Social-Psychological Relations of male and female students of secondary school.

**Analysis:** - The above table also indicates that the calculated t- value is 6.06 while the table t- value at 0.05 level and 0.01 level of significance are 1.96 and 2.59 respectively for if = 598 It means that the calculated t-value is greater than the table t- value at 0.01 and 0.05 level of significance the calculated t-value is significance at both the levels. Therefore there is significant difference in problem related to Social-Psychological Relations of male and female students of secondary school therefore the above said null hypothesis is rejected.

**Conclusion:** - There is a significant difference between statement of the female students and problems related to Social-Psychological Relations of students. It is also inferred that the female student of secondary school face more problems related to Social-Psychological Relations as compared to male students of secondary school.

**Chart 4.22**

**Histogram showing difference in scores of Social and Psychological Relation (SPR) among male and female students**



## **CHAPTER –V**

### **FINDINGS, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION:**

The value of research is mainly dependent on the degree to which it has been undertaken, its results are intelligibly analysed and interpreted. A researcher, working in the field of research is supposed to summarize his findings in a lucid way so that anybody can see the whole process of his results at a glance.

The present chapter, deals with the results of the study. Based on the study, findings were made. Keeping in view the major finding, discussion of the results and educational implications of the study were also looked into. The present chapter is devoted to the findings based on analysis and interpretation of the data, conclusions, educational implications and some suggestions for further studies.

#### **5.2 FINDINGS:**

The purpose of study was to find out the problems of the high school students in the Gondia (M.S). In this study, the problems of students were determined through the use of Problem Check- List prepared and standardized by Dr. M. C. Joshi and Dr. Jagdish Pandey. In an extensive research, Dr. M. C. Joshi & Dr Jagdish Pandey stated that, “There is little indication that students try to hide their problems or try to “play” with the check list. They are surprisingly serious and constructively interested, exposing far more problems than had been originally anticipated.” This study has shown some highly interesting results.

1. It was found that there was a significant difference between Health and Physical Development problems of secondary school students of CBSE and Maharashtra State Board, hence, it was observed that students of CBSE faced more problem. It can be concluded that type of Board has an impact on the Health and Physical problem of the students.

2. It was found that there was a significant difference between Health and Physical Development problems of male and female secondary school students of CBSE affiliated and Maharashtra State Board schools. It was revealed that females had more problems as compared to their male counterparts.
3. It was found that there was a significant difference between Finance, Living Conditions and Employment problems of Secondary School students of CBSE and Maharashtra State Board, hence, it was observed that students of CBSE faced more problems. It can be concluded that type of Board has an impact on the problems related to Finance, Living Conditions and Employment.
4. It was found that there was a significant difference between Finance, Living Conditions and Employment problems of male and female Secondary School students of CBSE affiliated and Maharashtra State Board schools. As observed females were faced with more problems as compared to their male counterparts.
5. It was found that there was a significant difference between Social and Recreational Activities related problems of secondary school students of CBSE and Maharashtra State Board, hence, it was observed that students of CBSE faced more problems. It can be concluded that type of Board has an impact on the problems related to Social and Recreational Activities.
6. It was found that there was a significant difference between Social and Recreational Activities related problems of male and female secondary school students of CBSE affiliated and Maharashtra State Board schools. It was observed that females had more problems as compared to their male counterparts.
7. It was found that there was a significant difference between Sex and Marriage problems of secondary school students of CBSE and Maharashtra State Board, hence, it was observed that students of CBSE faced more problems. It can be concluded that type of Board has an impact on the problems related to Sex and Marriage.
8. It was found that there was a significant difference between Sex and Marriage problems of male and female secondary school students of CBSE affiliated and Maharashtra State Board schools. It was observed that females had more problems as compared to their male counterparts.
9. It was found that there was a significant difference between Personal- Psychological Relations related problems of secondary school students of CBSE and Maharashtra

State Board, hence, it was observed that students of CBSE faced more problems. It can be concluded that type of Board has an impact on the problems related to Personal-Psychological Relations.

10. It was found that there was a significant difference between Personal-Psychological Relations related problems of male and female secondary school students of CBSE affiliated and Maharashtra State Board schools. It was observed that females had more problems as compared to their male counterparts.
11. It was found that there was a significant difference between Moral and Religion problems of secondary school students of CBSE and Maharashtra State Board, hence, it was observed that students of CBSE faced more problems. It can be concluded that type of Board has an impact on the problems related to Moral and Religion.
12. It was found that there was a significant difference between Moral and Religion problems of male and female secondary school students of CBSE affiliated and Maharashtra State Board schools. It was observed that females had more problems as compared to their male counterparts.
13. It was found that there was a significant difference between Home and Family problems of secondary school students of CBSE and Maharashtra State Board, hence, it was observed that students of CBSE faced more problems. It can be concluded that type of Board has an impact on the problems related to Home and Family.
14. It was found that there was a significant difference between Home and Family problems of male and female secondary school students of CBSE affiliated and Maharashtra State Board schools. It was observed that females had more problems as compared to their male counterparts.
15. It was found that there was a significant difference between Future-Vocational and Educational problems of secondary school students of CBSE and Maharashtra State Board, hence, it was observed that students of CBSE faced more problems. It can be concluded that type of Board has an impact on the problems related to Future-Vocational and Educational.
16. It was found that there was a significant difference between Future-Vocational and Educational problems of male and female secondary school students of CBSE affiliated and Maharashtra State Board schools. It was observed that females had more problems as compared to their male counterparts.
17. It was found that there was a significant difference between Adjustment of School Work concerning problems of secondary school students of CBSE and Maharashtra

State Board, hence, it was observed that students of CBSE faced more problems. It can be concluded that type of Board has an impact on the problems related to Adjustment of School Work.

18. It was found that there was a significant difference between Adjustment of School Work problems of male and female secondary school students of CBSE affiliated and Maharashtra State Board schools. It was observed that females had more problems as compared to their male counterparts.
19. It was found that there was a significant difference between Curriculums and Teaching Procedure related problems of secondary school students of CBSE and Maharashtra State Board, hence, it was observed that students of CBSE faced more problems. It can be concluded that type of Board has an impact on the problems related to Curriculums and Teaching Procedures.
20. It was found that there was a significant difference between Curriculums and Teaching Procedure related problems of male and female secondary school students of CBSE affiliated and Maharashtra State Board schools. It was observed that females had more problems as compared to their male counterparts.
21. It was found that there was a significant difference between Social-Psychological Relations concerning problems of secondary school students of CBSE and Maharashtra State Board, hence, it was observed that students of CBSE faced more problems. It can be concluded that type of Board has an impact on the problems related to Social-Psychological Relations.
22. It was found that there was a significant difference between Social-Psychological Relations concerning problems of male and female secondary school students of CBSE affiliated and Maharashtra State Board schools. It was observed that females had more problems as compared to their male counterparts.
23. The findings revealed that there is significant impact of boards on the problems of secondary school students. Students of CBSE affiliated schools faced more problems than the students of Maharashtra State Board schools.
24. It was also seen that the female secondary school students of both the boards faced more problems in comparison with their male counterparts.
25. The study also revealed that there is a major difference in the problems of government and private secondary school students. Private school students were found to have more problems in comparison to their government school counterpart.

26. The comparison of problems of male and female students of government schools showed that there is a significant difference in problems of male and female students of government schools. Female government school students were found to have more problems in comparison to their male government school counterpart.
27. Similarly it was found that there was a difference in problems of male and female students of private schools. Female private school students were found to have more problems in comparison to their male private school counterpart.

### **5.3 CONCLUSIONS**

#### **Hypothesis No. 1**

**There is no significant difference between types of Board and problem related to Health and Physical Development of Students.**

The t-value obtained is 8.44 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.1 is rejected. It is therefore concluded that, the CBSE and Maharashtra State Board students differ significantly in Health and Physical Development problems. The CBSE students are facing problems of higher order in this area.

#### **Hypothesis No. 2**

**There is no significant difference between gender and problem related to Health and Physical Development of students.**

The t-value obtained is 4.90 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.2 is rejected. It is therefore concluded that, the Male and Female students of secondary school differ significantly in Health and Physical Development problems. The female students of secondary schools are facing problem of higher order in this area.

#### **Hypothesis No. 3**

**There is no significant difference between types of Board and problem related to Finance, Living Conditions and Employment of Students.**

The t-value obtained is 12.67 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.3 is rejected. It is therefore concluded that, the CBSE and Maharashtra State Board students differ significantly in Finance,

Living Conditions and Employment problems. The CBSE students are facing problems of higher order in this area.

#### **Hypothesis No. 4**

**There is no significant difference between gender and problem related to Finance, Living Conditions and Employment of students.**

The t-value obtained is 4.07 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.4 is rejected. It is therefore, concluded that, the Male and Female students of secondary school differ significantly in Finance, Living Conditions and Employment problems. The female students of secondary school are facing problems of higher order in this area.

#### **Hypothesis No. 5**

**There is no significant difference between types of Board and problem related to Social and Recreational Activities Problems of Students.**

The t-value obtained is 10.70 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.5 is rejected. It is therefore concluded that, the CBSE and Maharashtra State Board students differ significantly in Social and Recreational Activities problems. The CBSE students are facing problems of higher order in this area.

#### **Hypothesis No. 6**

**There is no significant difference between gender and problem related to Social and Recreational Activities Problems of Students.**

The t-value obtained is 4.90 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.6 is rejected. It is therefore concluded that, the Male and Female students of secondary school differ significantly in Social and Recreational problems. The female students of secondary school are facing problems of higher order in this area.

### **Hypothesis No. 7**

**There is no significant difference between types of Board and problem related to Sex and Marriage Problems of Students.**

The t-value obtained is 10.71 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.7 is rejected. It is therefore concluded that, the CBSE and Maharashtra State Board students differ significantly in Sex and Marriage problems. The CBSE students are facing problems of higher order in this area.

### **Hypothesis No. 8**

**There is no significant difference between gender and problem related to Sex and Marriage of Students.**

The t-value obtained is 4.34 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.8 is rejected. It is therefore concluded that, the Male and Female students of secondary school differ significantly in Sex and Marriage problems. The female students of secondary school are facing problems of higher order in this area.

### **Hypothesis No. 9**

**There is no significant difference between types of Board and problem related Personal-Psychosocial Relations of Students.**

The t-value obtained is 12.17 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.11 is rejected. It is therefore concluded that, the CBSE and Maharashtra state board students differ significantly in Personal Psychological Relations problems. The CBSE students are facing problems of higher order in this area.

### **Hypothesis No. 10**

**There is no significant difference between gender and problem related to personal-Psychosocial Relations of Students.**

The t-value obtained is 4.93 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.12 is rejected. It is therefore concluded that, the Male and Female students of secondary school differ significantly in Personal Psychological Relations problems. The female students of secondary school are facing problems of higher order in this area.

#### **Hypothesis No. 11**

**There is no significant difference between types of Board and problem related to Moral and Religion of Students.**

The t-value obtained is 7.70 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.13 is rejected. It is therefore concluded that, the CBSE and Maharashtra State Board students differ significantly in Moral and Religion problems. The CBSE students are facing problems of higher order in this area.

#### **Hypothesis No. 12**

**There is no significant difference between gender and problem related to Moral and Religion of Students.**

The t-value obtained is 4.64 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.14 is rejected. It is therefore concluded that, the Male and Female students of secondary school differ significantly in Moral and Religion problems. The female students of secondary school are facing problems of higher order in this area.

#### **Hypothesis No. 13**

**There is no significant difference between types of Board and problem related to Home and Family of Students.**

The t-value obtained is 9.89 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.15 is rejected. It is therefore concluded that, the CBSE and Maharashtra State Board students differ significantly in Home and Family problems. The CBSE students are facing problems of higher order in this area.

#### **Hypothesis No. 14**

**There is no significant difference between types of Board and problem related to Home and Family of Students.**

The t-value obtained is 6.92 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.16 is rejected. It is therefore concluded that, the Male and Female students of secondary school differ significantly in Home and Family problems. The female students of secondary school are facing problems of higher order in this area.

#### **Hypothesis No. 15**

**There is no significant difference between types of Board and problem related to The Future- Vocational and Educational of Students.**

The t-value obtained is 8.19 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.17 is rejected. It is therefore concluded that, the CBSE and Maharashtra State Board students differ significantly in Future-Vocational and Education problems. The CBSE students are facing problems of higher order in this area.

#### **Hypothesis No. 16**

**There is no significant difference between gender and problem related to The Future- Vocational and Educational of Students.**

The t-value obtained is 4.87 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.18 is rejected. It is therefore concluded that, the Male and Female students of secondary school differ significantly in Future- Vocational and Education problems. The female students of secondary school are facing problems of higher order in this area.

#### **Hypothesis No. 17**

**There is no significant difference between types of Board and problem related to Adjustment to School Work of Students.**

The t-value obtained is 11.08 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.19 is rejected. It is therefore concluded that, the CBSE and Maharashtra State Board students differ significantly in Adjustment to Social Work problems. The CBSE students are facing problems of higher order in this area.

#### **Hypothesis No. 18**

**There is no significant difference between gender and problem related to Adjustment to School Work of Students.**

The t-value obtained is 4.13 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.20 is rejected. It is therefore concluded that, the Male and Female students of secondary school differ significantly in Adjustment to Social Work problems. The female students of secondary school are facing problems of higher order in this area.

#### **Hypothesis No. 19**

**There is no significant difference between types of Board and problem related to Curriculum and Teaching Procedures of Students.**

The t-value obtained is 9.63 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.21 is rejected. It is therefore concluded that, the CBSE and Maharashtra State Board students differ significantly in Curriculum and Teaching Procedure problems. The CBSE students are facing problems of higher order in this area.

#### **Hypothesis No. 20**

**There is no significant difference between gender and problem related to Curriculum and Teaching Procedures of Students.**

The t-value obtained is 3.22 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.22 is rejected. It is therefore concluded that, the Male and Female students of secondary school differ significantly in Curriculum and Teaching Procedure problems. The female students of secondary school are facing problems of higher order in this area.

### **Hypothesis No. 21**

**There is no significant difference between types of Board and problem related to Social-Psychological relations of Students.**

The t-value obtained is 9.24 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.9 is rejected. It is therefore concluded that, the CBSE and Maharashtra State Board students differ significantly in Social- Psychological Relations problems. The CBSE students are facing problems of higher order in this area.

### **Hypothesis No. 22**

**There is no significant difference between gender and problem related Social-Psychological relations of Students.**

The t-value obtained is 6.06 which is significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis No.10 is rejected. It is therefore concluded that, the Male and Female students of secondary school differ significantly in Social-Psychological Relations problems. The female students of secondary school are facing problems of higher order in this area.

## **5.4 IMPLICATIONS**

On the basis of the findings of the study it can be said that:

- Parents should always encourage students to share their problems with them, also, they should patiently listen to the problems of the students and should try to solve them. They should not exaggerate the small mistakes of adolescents and insult them in front of others.
- Parents should always behave in friendly manner with them. This would help students to be free with the parents and they will share their problems without hesitation.
- Motivation plays a very important part in success and development of personality thus parents and teachers should constantly try to motivate students and should acknowledge their good qualities which would increase their confidence level and enhance their personality.
- Parents and teachers should avoid comparing students with other students rather they should encourage healthy competition among students.

- Meritorious students should be rewarded so that the students are motivated to be like those students and they should be taught to appreciate the achievements of others.
- It has been observed that at this age students are very curious about opposite sex, thus, sex education is imperative and should be provided to remove their curiosity and misconception regarding sexual matters.
- Parents and teachers should make their students understand the normal physical changes that occur during the adolescence period.
- Participation in sports and co-curricular activities should be encouraged so that students remain physically and mentally healthy and do not indulge in unnecessary activities.
- Parents should take enough interest in the educational matters of their wards. The study related problems of the students should be solved sympathetically so that they concentrate on study with interest. They should be encouraged to read good books and watch value based or educational TV programmes
- Any kind of drug consumption should be discouraged and disadvantages of addiction should be explained to the students, even elders and teachers should not chew tobacco or smoke cigarettes in front of them. If there are cases of drug addiction, it should be given immediate attention and students should be sympathetically dealt with.
- Students at the age of secondary level are in the need of proper guidance in areas of choice of subject, future vocation, thus, they should be properly guided and counselled. There should be a Career guidance cell in the schools.
- All the illusions prevailing in their mind regarding anything, should be removed sympathetically. They should be encouraged to face any small or big hardship of the life and to do hard work to achieve success in any field.
- Teachers should take care of all the students equally, should listen to their talk sympathetically and they should not be used by the teachers to satisfy their personal ego or selfishness.
- Parents should not keep high expectations from their children, keeping in mind their interest and ability.

## **5.5 SUGGESTIONS**

Some psychologists have defined adolescence as a period of rapid growth and perplexity. This is a half truth about adolescence. In fact the period is one of

decreasing rather than increasing growth rates. Just before adolescence you have period of rapid growth and it is a period of 'growth spurt'. But even in pre-adolescence period we do not have such a growth rate as we have during pre-natal period, or during the first year after birth. There may be periodic changes in growth rates, but there are never such changes as may totally transform a person. Changes occur in adulthood and later years as they occur in childhood or in adolescence. No period in an individual's life is more important than the other. Each period is the outcome of what has previously occurred and what will follow next. Adolescence, thus, is a period of an individual's life which is the result of childhood and a preparation for adulthood. Researches on resilience highlight children and adolescents take action to reduce stressful situations. Nevertheless, when many risks pile up, they are increasingly difficult to overcome (Quyen et al., 1998). Therefore, interventions must reduce risks and enhance relationship at home, in school, and in the community that enable children against the negative effects. The present study has come up with certain suggestions:

#### **5.5.1 Suggestions for Teachers and Parents**

- ❖ In the Indian culture, role of teachers and parents is very crucial. Teachers and the parents are considered as the role model for students, therefore it becomes the moral responsibility of teachers and parents to show proper behaviour in front of students.
- ❖ Teachers and parents should behave in a friendly manner with the students, especially those who are suffering with the kind of behavioural problems. Regular counselling and watch of behaviour reflected by the students can bring certain ideas about the kind of behaviour problem in students.
- ❖ Teacher should be well acquainted with phases of child development, since, primary school teacher needs the precise knowledge about adolescence because his /her children will become adolescents as they pass out of the primary school so he has to help them develop skills; middle school teacher needs a precise knowledge of this phase of development because some of his pupils are entering adolescence and the high school teacher needs exact knowledge to deal with them.
- ❖ It is very important for students to have a good physical health. Since a sound mind resides in a healthy body, proper health check-ups are necessary to keep in record the physical development of the students. Teachers should maintain health records of the students and health check-ups should be regularly organized in the schools. Parents

should also see that their children are physically healthy, eat healthy food, do physical exercises and participate actively in the co-curricular activities of the school.

- ❖ Teachers and parents should encourage participation in extracurricular activities at school, religious youth groups, scouting, and other organizations which teach important social skills, such as cooperation, leadership, and contributing to others welfare. As a result, participants gain in self-esteem, responsibility, and community commitment. Thus students should be encouraged to participate in such activities, like, volunteering for non-profit organization etc.
- ❖ During adolescence there is development of complex thinking process. There is a rapid development in the cognitive development, thus, it is important that schools provides an adequate environment to enhance their thinking, logical, creative and retention ability. For this purpose Literature, Science, and Social Science subjects should be incorporated in the curriculum. Along with this educational tour, projects, cultural activities should be organized in the schools and teachers and parents should encourage active participation of students.
- ❖ Spending time with the students and helping them in academics and co-curricular activities can bring about drastic change in their behaviour.
- ❖ Students can be given Yoga classes and its benefits should be explained in bringing more concentration in their day to day life.
- ❖ There is rapid fluctuation in the emotions of the adolescence. Thus it is important that they should be taught to control these emotions. Moral classes and cultural activities are helpful in this respect. Thus teachers and parents should try to inculcate good values in the students. They should be dealt with patience and be properly guided.
- ❖ A stress free environment should be provided to the students. They should not be unnecessarily burdened with school work and parental expectation. In case of stress parents and teachers should help them to come out of the problem. In case of major problems, it becomes the prime responsibility of the parents and the teachers to take the child to the psychiatrist.
- ❖ In a classroom teacher comes across different types of students with different abilities. Thus it is the responsibility of the teacher to respect the individual differences of the students and accordingly plan this teaching learning process. They should guide the students according to their individual ability, interest, qualifications,

and capability. Parents should also keep in mind their child's individual personality and should not unnecessarily burden the child.

- ❖ Adolescence is a period of rapid physical change, it has been observed that adolescents are very curious about the physical changes that are taking place in their body also they are attracted towards opposite sex. Thus it is the responsibility of parents and teachers to help the students understand their bodily changes and answer to their queries. They should be friendly with the students so that they can freely discuss their problems with them.

### **5.5.2 Suggestions for the School Administrators**

- Informing about the behaviour problem of the students to the parents cannot be the remedy. School administration should take initiative to create an environment where students learn to deal with their problem themselves.
- Problems like coming late, pinching, fighting and lying are the common behavioural problems in students. It can be considered serious issues and therefore should be taken seriously.
- Majority of people consider that problems are there due to television. Administrators seem to think that the problems are not due to school environment.
- Observations made by the teachers should be checked properly before referring to the psychiatrists, because these can have immense importance in the treatment of problems.
- High school is when students decide their future vocational areas. For this purpose schools should provide adequate vocational guidance for their students. A guidance cell should be given proper guidance.

### **5.5.3 Suggestions for Further Research**

- A comparative study may be conducted of other level students like pre-primary, primary, secondary, and higher secondary.
- A comparative study may be conducted among students of other school boards of Maharashtra and other parts of the country.
- A comparative study may be conducted in different states of the country.
- A comparative study may be conducted in private and government schools of other parts of the country.

- A comparative study may be conducted with different variables.
- A comparative study may be conducted with variables such as physical and mental development of the school going children.
- A comparative study may be conducted with problem of teachers and its impact on students.
- A comparative study may be conducted with problems of students and the role of the schools.

## 1.6 RECOMMENDATIONS

- **School Area:** Many students checked items which suggested ways the school could help them more. Large percentages of students worry about getting low grades in school, being afraid of tests, had trouble with arithmetic, studying is hard for them, and having difficulty in expressing themselves. A more critical teenager wrote. “If we were only taught how to study we wouldn’t be so afraid.”
- **Miscellaneous Area:** Many students express concern about what they will do in high school and after graduation? Their problems focused on choosing a career, wanting to know more about occupations, wanting to earn money on their own, having no regular allowance, lesser opportunities to fulfil their ambitions, and wanting advice on what to do after high school. A perplexed student writes: “I wish somebody could help me decide what to take in high school and what occupation I should enter?”
- **Boy-Girl Area:** What to do about the other sex is on the minds of many adolescents, as the survey revealed. According to the boys, many of them wanted to know more about girls, they did not know how to make a date, wanted to learn to dance, had trouble in keeping a conversation going, and had too little chance to go to parties. According to the, girls many of them worried about dating, going out alone with a boy, wondering if they would ever get married, having trouble in keeping a conversation going, and having too little chance to go to parties.
- The greatest need for assistance was in the area of adjustment of school boys, and girls in the area of miscellaneous problems relating to work, money educational and vocational future, and opportunities for recreation.
- The areas in which the least need of help was manifested were those of home and family and health and physical development. The traditional belief that the younger generation and the older generation are poles apart was not supported by the findings of the survey. However, a small percentage of the students did report such home

troubles as parents are divorced or separated, family worried about money, family quarrels, never having any fun with father or mother, not being understood by parents, and parents working too hard, as some of their problems. While these problems are in a minority still, they are very real and very distressing. The school program must not overlook them in its effort to satisfy the needs of its students.

- The survey revealed significant sex differences. Girls had more specific problems than the boys and showed more concern over their physical condition and appearance, and their social and psychological problems in relation to other people. The boys, however, showed more concern over their adjustment to school and over vocational and monetary problems. Both sexes were equally concerned about their relations.
- Individuals who were known beforehand to have general areas of trouble were the ones who marked more items which reflected their specific problems in these general areas.
- Over half of the students expressed a desire to receive further help in school by writing out or discussing their personal problems in the classroom. Those students who want to talk about their problems are already well-motivated to receive help and will welcome whatever opportunity is given to them.
- All teachers in the Gondia junior high school were given the results of these findings and were asked to assist in working with the individual pupils who needed assistance. Since the teacher had the best opportunity to observe attitudes, behaviour, and achievement and expressed hopes of the individual from day to day, it is he who is of fundamental importance in actually making a guidance program operate effectively.
- Remedial classes should be arranged and teachers should be provided to help solve some of the specific difficulties and problem handicapping the pupils. A large number of the student- problems in this study dealt with not knowing how to study, and trouble in specific subject matter.
- Schools should be surveyed for pupils who are in need of jobs and then a community survey should be made for the possibility of developing a cooperative work-experience program for which school credit may be allowed.
- Time should be provided in the ninth grade for a classroom unit on occupations which would emphasize the place of work in the individuals' life, the various kinds of jobs in terms of skill and training required, job information, community occupational studies, and personality requirements and adjustments in the occupational world.

- The extra-curricular facilities of the schools be expanded so that each child could be in a group where he is accepted by other and could enjoy those social- relations which build confidence and wholesome personalities. The educational program should include a varied program of recreation. Many activities should be carried on in cooperation with youth organizations and with city recreational program planning.
- Children who are not well adjusted socially should be given special help to take part in the social life and programs of the school. Many of them have expressed such problems as. “Too little chance to go to parties”. “Not knowing how to act at a party” and “Learning how to give parties”. No student should lack opportunity to “belong”.
- The school program of citizenship education should endeavour to develop rigorous, independent initiative, and at the same time to emphasize social responsibility and cooperative skills. Through democratic participation in social government, the experience gained in connection with student councils, safety councils, room councils, social councils, welfare councils, student courts and junior patrols is exceedingly valuable in teaching cooperation, the power of example, the necessity of obedience to rules, the use and formulation of many policies of self-government.
- Classes in family living should be offered. Stress should be placed upon the worth of family living.
- Auditorium and assembly activities should grow out of classroom experiences in which all individuals are given opportunity for personal and group development, since the pupils often expressed the problems of “Never being chosen as a leader”, “Left out of things other kids do”, and “Too little chance to do what I want to do”. Student assemblies carefully manned and executed could result in melding student opinion and persuasion to action.
- Steps be taken to actively work with parents and other community groups to promote occupational and social education.
- The guidance program for the Gondia high school should be broadened and extended more satisfactorily for the students. Such fields would include choice of vocation, family life, boy and girl relationships, personal problems related to sex, use of alcohol, adjustment to social life, and human relations.
- Trained counsellors should be available for conferences, since many students expressed their Desire for counselling services.

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