

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

**ABSTRACT
OF
THESIS
SUBMITTED TO**

**BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
(A CENTRAL UNIVERSITY)
LUCKNOW**

**For the Award of the Degree of
*Doctor of Philosophy***

**IN
EDUCATION**

**Submitted by
MEENA VISHWESHWAR RAKSHE**

**Under the Supervision of
Dr. HARISHANKAR SINGH**



**DEPARTMENT OF EDUCATION
(School of Education)
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
(A Central University)
Lucknow- 226025 (U.P.)**

Enrolment No. 1021/16

Year - 2019

ABSTRACT

1.0 INTRODUCTION

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.

2.0 STATEMENT OF THE PROBLEM

The title of the present study was:

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

In the present 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.

3.0 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.

4.0 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.

5.0 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.

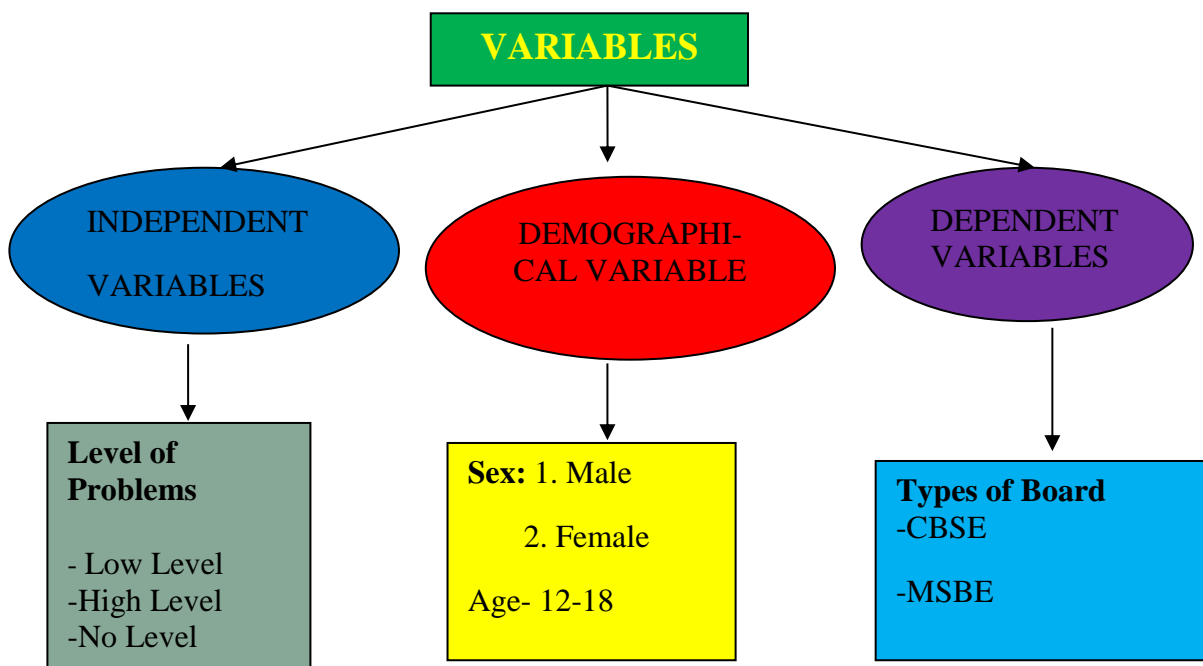


Fig.3.2 Schematic Presentation of the variables

6.0 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 9th or 10th.

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.

7.0 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.

8.0 DELIMITATION OF THE STUDY

Due to limitations of time and resources, the present study has been delimited to the following aspects.

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

9.0 POPULATION AND SAMPLE

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

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.

10.0 RESEARCH METHOD

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

11.0 RESEARCH 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.

12.0 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.

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

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

14.0 FINDINGS OF THE STUDY

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.

15.0 CONCLUSIONS OF THE STUDY

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.

17.0 IMPLICATIONS OF THE STUDY

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.

18.0 SUGGESTIONS OF THE STUDY

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:

17.1 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 unnecessary burden the child.
- ❖ Adolescence is 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.

17.2 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 psychiatrics, 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.

17.3 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 of 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.

18.0 RECOMMENDATIONS OF THE STUDY

- 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.
- **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 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.