

CHAPTER VI

COLLECTION OF THE DATA

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6.1. INTRODUCTION

After discussing the techniques of the construction of attitude scales and questionnaires, (in the previous chapter) the next step for the investigator was the selection of the contrasted groups to which the test was to be administered. For the selection of the contrasted groups, there should be some criteria. Therefore, the investigator thought over some of the misbehaviours of the students which have a frequent occurrence amongst the students. Those students who showed frequent misbehaviours, were considered to be of one group named as the indisciplined group and those who did

not come under that group were considered to be another group called as the disciplined group. After the formulation of the groups the test was administered to them. The detailed discussion of each of the misbehaviours is given in this chapter.

It has been established by research that ' Children's behaviour and their relationship to one another are greatly influenced by the attitudes of the adults supervising them.'¹ It can be explained that the adults who are in charge of children should be more careful than children themselves. Of course children at the secondary school stage must be in charge of themselves and no supervisor is needed for them. But this is far from being practicable.

Happy friendship at school may promote better learning. Children at the secondary school stage must be in know of this and thus personal development and social relationships, are of utmost importance to

¹James Hemming,Heinemann. Problems of Adolescent Girls', School Relationship, (London, Melbourne, Toronto) P.114

the child in receiving secondary school stage. Every child wants warmth of love and sympathy. A slight feeling of his unwanted existence leads him to perform behaviour-problem. So it is true that ' every child needs security at home as well as at school, and it is the business of every teacher to do all in his power to help every child to gain security in his classroom.'²

6.2. TYPES OF MISBEHAVIOURS

The behaviours which include annoyances, violation of rules, disobedience, dishonesty, unhealthy attitudes, immorality, unpleasant personality-traits and several other types are classified as misbehaviours. There is no specific definition for each misbehaviour. All the misbehaviours are of free-flowing nature and due to that they cannot be grouped under certain headings. They may mix with one another, just as temper outbreak may be connected with jealousy,

²Irwin O.Addicott. Constructive Classroom Control, A Teacher Guide.(San Fransisco,California:Fresno State College,1958), p.15 $\frac{1}{2}$

shyness or stealing. These are harmful misbehaviours for children. Still there are worst types of actions such as attacking a child, temper outbursts, defying the authority, fighting, rudeness and disobedience and activities that may lead to damage to the individual or to the society.

Some of the misbehaviours are found very often in schools. According to ' Morehouse, school offences are caused by -

1. Physical and mental energy not wholly used or properly directed,
2. A resentful resistance to a control which pupils do not understand or accept,
3. Peculiarities in the physical condition of pupils or a faulty physical environment,
4. The lack of training in ~~morals~~ and manners and the false and fallacious ideals which pass current in society.
5. A desire to attract attention and create a sensation,
6. Imitation of others, and

7. Lack of culture.³

The investigator went through several educational journals and studied the articles on pupils' indiscipline. She collected several acts of indiscipline from the articles, from daily experiences and from the discussion with the headmasters and teachers.

This resulted in the collection of twenty misbehaviours which have a frequent occurrence amongst the secondary school children. They were -

- (1) Aggression
- (2) Negativism
- (3) Cheating
- (4) Lying
- (5) Truancy
- (6) Temper tantrum
- (7) Fear
- (8) Jealousy
- (9) Shyness
- (10) Depression

³Frances M. Morehouse. The Discipline of the School. (New York & Chicago: D.C. Heath and Comp., 1914), p. 162.

- (11) Nervousness
- (12) Obstinacy
- (13) Quarrelsomeness
- (14) Irregularity
- (15) Using Unfair means at the examination
- (16) Sleeping
- (17) Bullying
- (18) Day-dreaming
- (19) Disobedience
- (20) Stealing

All these misbehaviours were listed and they were given to the group of teachers and headmasters for rating. They were also instructed to rate the misbehaviours on a three point scale according to their occurrence. Grade A denoted very frequent occurrence and Grade C, least frequent occurrence. From their ratings, it was found that the following ten misbehaviours had frequent occurrence. They were

- (1) Obstinacy
- (2) Quarrelsomeness
- (3) Aggression
- (4) Lying

- (5) Tempertantrum
- (6) Irregularity
- (7) Negativism
- (8) Truancy
- (9) Jealousy
- (10) Using Unfair means at the examination

All these misbehaviours were then placed in random order and thus the criterion for the indisciplined group was ready. Here is a discussion on each misbehaviour.

6.3. DISCUSSION ON MISBEHAVIOURS SELECTED

(1) Obstinacy. - This is the most troublesome type of misbehaviour. 'The highly refractory disposition may go hand in hand with a goodly measure of ability. There is a current theory that the lack of docility is a promising trait, a favourite metaphor compares the refractory child with the diamond in the rough which owes to its hardness the possibility of 'taking' a high polish.'⁴

There are many reasons behind this type of misbehaviour. Sometimes the child receives defective

⁴W.C.Bagley. School Discipline, (New York: The Macmillan Company, 1915), p.220.

discipline and the corporal punishment. These things make the child hard and shameless. The child ultimately starts rebelling within himself. Thus ' A disturbed home and school with a neurotic teacher brought in him the obduracy of heart and obstinacy of purpose.'⁵ Sometimes the parents, guardians and the teachers play an important role for making a student of an obstinate nature. They do not look at the needs of young children. They do not want to satisfy their requirements and these students of immature minds become refractory. Students do not look at the right or wrong things, they try to remain persistent in their views and if they are not handled psychologically, they will turn towards this misbehaviour. This misbehaviour is found amongst older persons also. They might have developed it from their childhood. Now from obstinacy, another misbehaviour may also develop. There are all chances for the development of other misbehaviours if children are not well cared for.

⁵Dr.Kr.R.S.Singh. Juvenile Delinquency in India.
(Lucknow: The Universal Publishers Ltd.,1948),p.135.

(2) Quarrelsomeness. - This misbehaviour is considered to be very serious just as obstinacy. Quarrelsome nature comes from jealousy. Sometimes the quarrelling child is keen to make himself prominent in his group by striking other children. This type of nature is generally developed from the home where there is no congenial atmosphere. Sometimes the father behaves rudely with the child, he beats the child, or the child may not get love as his brothers or sisters do. ' Thus due to dissatisfaction at home, the child may develop the habit of quarrelling and fighting.' Children thus become quarrelsome on trivial matters. If this stage is not checked, the child may develop aggressive nature.

(3) Aggression. - 'Active children show more aggression than passive ones but they may show more of all types of outgoing activity. Whether there is a special relationship between activity and aggression, has not been established.'⁶

⁶ A.L.Baldwin. Behaviour and Development in Childhood. (New York: The Dryden Press, 1956), p.190.

Sometimes this misbehaviour is developed due to the poor health of the child. Owing to poor health, the child becomes weak both mentally and physically. This results into lack of control. In addition to it, the child meets frustration in every walk of life. Consequently he develops aggression against the group or an individual. Another cause is extreme strictness that is, military type of discipline at school or at home. That may arouse an aggressive impulse in the child. Sometimes a lazy child becomes aggressive when he becomes the object of fun in the class. He develops temper and when it takes an articulate shape, he becomes aggressive. And it can also be said, 'when over-protection is indulgent in character, he may feel stifled with the overdose of love which may result in aggressive traits like authority, rejection, commanding and bullying.'⁷

In the general behaviour theory, there is a specific assumption that frustration instigates aggression.

⁷ J.C. Marfatia. Behaviour Problems of Children.
(Bombay: The Association of Pediatricians of India, 1956),
p.10.

The aggression is seen as having the status of a drive which is evoked by frustration and is lowered by being aggressive.

Sometimes the children become aggressive to achieve their desired goals.

(4) Lying.— There are many kinds of lies. Some of them are conscientious lies and some are self saving lies. According to Dr.Hall ' There are seven kinds of lies which children are prone. Some are innocent expressions of the spirit of play or over conscientious scrupling. Others are cowardly or vivacious, sublurfuses leading to serious defects in character. They are conscientious lies, the romantic lie, the partisan lie, the self-saving lie, the lie of fancy, the sensational lie, cowardly lie etc.'⁸ Some children speak lie as to save themselves from elders' rebukes, or due to lack of courage. Some children give wrong reports or some are very bold

⁸ G.Stanley Hall. ' Children Lies,' The Pedagogical Seminary Vol.1, pp.211-218, Quoted in Frances M. Morehouse & Lotus D.Coppman. (Boston,New York: D.C. Heath & Company,1914), p.141.

and they tell a lie intentionally. But all kinds of lies are bad. Children will develop undesirable habits from these lies. Sometimes the root cause of children's lies is the parents or elders in the house. They, in front of their children, tell naked lies to other persons which the children immediately catch up and they also think that there is no harm if they tell lies as their elders do. Thus the habit formation of telling lies starts.

(5) Tempertantrum. - A tempertantrum may be defined as uncontrolled outburst of kicking and screaming and breath holding which is a dramatic physical demonstration of the child's resentment.⁹ Tantrums are also caused by frustration. Tantrums are more likely to occur in hot weather than on comfortable days and are more frequent before meals than after the child has eaten, according to native observation. The cause of tantrums according to our informants lies in keeping the child

⁹J.C.Marfatia. Behaviour Problems of Children. (Bombay: The Association of Pediatricians of India, 1956), p.59.

from doing something which he wishes to do.'¹⁰

Tempertantrums are due to want of sleep or due to insufficient rest. It is also a sign of nervous fatigue in childhood. Sometimes parents due to his being only child, over protect him and that is also a cause of tempertantrum. It may be a reflection of parents' own misbehaviour also. Emotional insecurity due to any cause may bring about tantrums. Violent outbursts of temper occur also in some organic diseases e.g. after head injury or epilepsy. Mental defectives are also subject to violent tempers.

(6) Irregularity.— This behaviour is found in almost all persons. Very few persons are exception to this. It means not doing work at the exact time and with exactness too. Children adopt this misbehaviour from the home environment. If the parents are not very particular about their time and work, children will follow suit and they in their mind will think that it 'will do.' This habit strikes its roots deeply if nobody is cautious about it, and in the long run,

¹⁰ Barker Kounin & Wright. Child Behaviour and Development. (New York and London: McGraw Hill Book Company, 1943), p. 630.

it becomes harmful to each and every one. Children should make themselves aware of the disadvantages of irregularity. Children come late to school one day, if they do not feel it wrong, they will continue doing the same for everyday. The teachers' duty is great. They have to treat them psychologically.

(7) Negativism. - ' The unselective resistance against all impositions is called negativism.'¹¹ Negativism increases when the child seems to become more acute in recognizing whether he is being invited or commanded. The child accepts the invitation and he usually refuses the commands. The child does not like confusion. ' Negativism is sometimes said to be a demonstration that the child has a mind of his own but sensitivity to impositions need not be^a voluntary action. Negativism can be seen therefore as portending the development of choice and volitional behaviour.'¹²

¹¹ A.L. Baldwin. Behaviour Development in Childhood. (New York: The Dryden Press, 1956), p.145.

¹². Ibid., p.146.

(8) Truancy.— It is one of the distracting problems of school going children. It is disheartening to note that sufficient attention has not been paid to this alarming problem of truancy. There may be various psycho-social, economic and environmental conditions responsible for truancy.

It is a fact that when a child plays truant, his behaviour is indicative of something in his mind. It represents the behaviour problem and behaviour does reflect the inner feelings of a person. There is always a motivation behind every misbehaviour.

Sometimes, the teachers are responsible for making a pupil a truant. Some teachers due to lack of understanding have failed to understand the dynamics of human behaviour and motivation behind the conduct of a truant. The result is they have not handled the problem scientifically with tact and skill but they have used the primitive, traditional methods of scolding and abusing the child. Sometimes the teacher has no knowledge of pupil's psycho-social needs and considers the truant to be fully responsible for his misbehaviour.

He goes to the length of labelling a pupil as a mischief monger, a vagabond etc. This makes the child embarrassed, humiliated and confused, which may result in personality disorder. As D'Evelyn E has said, 'Truancy is usually symptomatic of a serious personality disturbance and should receive prompt thoughtful attention.'¹³

Some parents are also responsible for the child to play truant. They should indifferent, unsympathetic, rejecting and negative attitude towards their children. The psycho-social atmosphere of the home where the child spends most of his time is perhaps the most important factor in the mental, emotional, social and moral growth of the child. The child is likely to develop antagonistic attitude towards the home.

Poverty is also responsible to lead a child to play truant. Economic condition of the homes vitally affects the development of the children. The child

¹³ Katherine D'Evelyn E. Meeting Children's Emotional Needs. (New York: Prentice Hall, 1957), p.109.

not satisfied with his educational facilities, feels insecure. Along with this, parental attitudes play a great role in shaping the behaviour pattern of children.

' The neurotic disturbance, hostile complexes and inferiority feelings produced by abnormal parental attitudes fail a child to develop higher motives of taking work as a duty.'¹⁴

The school is the second most important social institution which plays a vital role in the life of a child. The school atmosphere is coloured by the effects of favouritism and unhealthy attitude of teachers towards the pupils. It will entail certain problems in pupil such as maladjustment and personality disorder. The pupil may not feel confident to face and may try to escape from reality by playing truant. As Lester and Allice Crow says, 'Large schools, oversize classes, quickly and sometimes inadequately

¹⁴Shanker Uday. Problem Children - Based on Case Studies of Indian Children. (Delhi-6: Atmaram and Sons), p.65.

trained teachers, too little understanding of a child-all combine to develop a state of educational chaos, of which too many young people are the victims resulting in general dissatisfaction with schools and school people.¹⁵

When the attitude of the teacher is negative, it will cause immense harm to the pupils. As Dr.Marfatia has said, ' Faulty attitude of teachers (like overstrictness, punishment etc.) leading to unhealthy teacher pupil relationship, is one of the factors responsible for truancy.'¹⁶

Sometimes unaccepting and unsympathetic attitude of the classmates is also responsible for leading the child to play truant. It can be concluded that certain factors in school environment like unhealthy teacher pupil relationship, unhealthy relations with classmates, unsuitable timings, physical set up of the school and faulty curriculum are responsible to a considerable extent in leading

¹⁵ & A.V.Crow.
L.D.Crow./Our Teen Age Boys and Girls. (New York and London:McGraw Hill Book Co.,1945), p.104.

¹⁶ J.C.Marfatia.Behaviour Problem of Children. (Bombay: The Association of Pediatricians of India, 1956),p.1.

the child to play truant.

Truancy is a symptom which indicates that the child is in trouble. Goldberg has said, ' Just as pulse rates, temperature, blood counts are indicatives of medical ailment requiring skilled diagnosis and care, so is persistent truancy an outward symbol of something amiss.'¹⁷

This problem has wider connotations than what seems apparently. The problem of truancy may lead the truant towards the anti social activities like gambling, sexual offences, lying stealing, wandering, pick-pocketing, destructiveness and delinquency, such activities disturb the peace and order of the society. Truancy is not delinquency but it can sow the seeds of it. The dictionary meaning of the term truancy is, ' remaining absent from work without a good reason,

¹⁷Goldberg Harriet L. Child Offenders. (New York: Grave and Stration, 1948), p.2.

especially a child who stays away from school.'¹⁸
 Das Gupta defines truancy as, ' remaining absent from school without genuine grounds.'¹⁹ So truancy means to leave the school without the permission of the teacher.

(9) Jealousy.- ' To be jealous is to assume that love is exclusive and unsharable. The traditional pattern of jealousy is of course the triangle. Two persons are in love with one person, each is jealous of loved one and each hates the other. The assumption tacitly is that present love relationship is an exclusive one that a person's love is not something but can be enjoyed by more than one.'²⁰ Hetro-sexual love is of this kind but mother's love must not be

¹⁸ Hornby A.S., Tenby, G.A., E.V. & Wakefield H. The Advanced Learner's Dictionary of English. (London; Oxford University Press, 1952), p.1383.

¹⁹ J. Dasgupta. Behaviour Problems of School Children. (Calcutta: University Press, 1948), p.7.

²⁰ A.L. Baldwin. Behaviour and Development in Childhood. (New York: The Dryden Press, 1956), p.197.

exclusive. The mother is expected to love all her children.

Jealousy can be fostered by partiality and favouritism e.g. denying to one child what another is given. Jealousy can be another motive for stealing, e.g. a boy steals a drawing book of another with a purpose that the other boy may not surpass his grade in the examination. This is pure jealousy and not stealing for the purpose of stealing. A child also becomes jealous when baby sibling is born. Someone is jealous, envious, of what others possess or reacts to favouritism.

(10) Using Unfair means at the examination.- This is also to be attributed to an untrained moral judgment. The cause is simply a neglect of the teaching of prejudice against unfairness of gaining one's ends in the absence of which any means seems good. Many children think themselves that they are very clever in cheating their teacher. Some children are bold enough to use unfair means in the presence of their teacher while others make their efforts to do but they may not get success. However, this is an evil and the

teachers must have a vigilant eye towards this misbehaviour.

6,4, SELECTION OF THE SAMPLE

As stated in the problem that this study is concerned with the secondary school pupils, the sample was to be drawn from the secondary schools only. This study was restricted to Gujarat State only as the problem was the same in all the States.

For having the representative sample of the secondary schools of Gujarat, the investigator selected different types of the schools, such as rural, urban, boys, girls, multi-purpose, public trust and Government schools.

The next step was to select the right type of age group for study. As there were, scales towards education and educational programme, and questionnaires on politics and social and democratic life of the pupils, pupils below 14 years of age might not be able to follow the items. So the investigator selected standard X for drawing the sample. And this was the proper age as the real

indisciplined pupils would be the subjects.

6.5. FORMATION OF THE CONTRASTED GROUPS

The contrasted groups were formed on the basis of the misbehaviours discussed in this chapter. All these ten misbehaviours were printed on a separate sheet and space was given for putting the grade for each student. Another form was also prepared for the explanation of each misbehaviour. These two forms were then given to the class teachers of the X Class to select the students coming under the misbehaviours listed. The teacher had to rate each of the selected pupils on the basis of misbehaviours on a three point scale. 'A' grade indicated that the student possessed that misbehaviour extremely, 'B' grade suggested that the student certainly possessed that misbehaviour and 'C' grade denoted less frequency of that misbehaviour. For the sake of objectivity, the same names of the pupils were given to the subject teacher of the same class who was in touch with those pupils and he/she was asked to rate them into grades according to the instructions

given. Thus the investigator collected the opinions of both the teachers for each student.

The ratings of both the teachers were then compared with the help of statistics. For that the gradations were converted to scores.

A grade represented three marks, B represented two marks and C represented one mark. The scores of the ratings of both the teachers were found out.

6.6. RELIABILITY OF THE TEACHERS'S RATINGS

It has already been stated in this chapter that the contrasted groups were formed on the basis of the teachers' ratings. The rating was done by the two teachers of class X on a three-point scale. The class teacher was designated as teacher A and the subject teacher was designated as teacher B. The ratings of both the teachers were compared and their product-moment 'r' was found out.

A sample of 600 pupils was selected and each pupil was rated by two teachers as stated above.

Reliability of the Teachers' Ratings:

The following scatter gram shows the scores of 600 students.

TABLE NO.1RELIABILITY OF THE TEACHERS' RATINGS

<u>Teacher A</u>	<u>Teacher B</u>						fy
	0-5	6-10	11-15	16-20	21-25	26-30	
26-30	-	-	-	-	7	2	9
21-25	-	-	-	32	23	1	56
16-20	-	24	24	56	19	-	99
11-15	-	3	53	32	-	-	90
6-10	7	95	59	-	-	-	161
0-5	132	53	-	-	-	-	185
<u>fx</u>	139	153	136	120	49	3	600

Product moment 'r' = 0.898

Looking to the value of 'r', it can be said that the teachers' opinions are reliable. This value indicates high reliability. 'r' is significant beyond .01 level of confidence.

It can be said that whatever opinion of the class teacher had for a particular pupil was corroborated by the subject teacher. And thus it resulted in high value of 'r'. This means that the indisciplined group formed on the basis of the teachers' opinions is highly reliable.

After ascertaining the reliability of teachers' opinions, out of the total sample of 600 pupils, only those cases were selected wherein there was full agreement regarding the misbehaviours. The number of such cases was 300.

For the formation of the disciplined group, the investigator asked the class teacher of X class, to find out the pupils who showed socially, emotionally and educationally normal behaviour. Their number was to be the same as that of the indisciplined ones in that class. These pupils formed the disciplined group.

6.7. ADMINISTRATION OF THE TOOLS

After preparing the tools and selecting the sample, the next task for the investigator was to administer all the tools to the selected sample.

Letters were addressed to the heads of the secondary schools, selected for the purpose, for fixing up the appointments. According to the appointments with the schools, the investigator contacted the heads of the institutions for fixing up with them the details of the administration of the tools.

For ensuring 'readiness to respond ' the beginning of the school hours was deemed to be the fittest, as the students would be quite fresh then and hence psychologically prepared for the situation.

All the pupils of both the contrasted groups were seated together so as not to make them conscious of the group differences. The students were asked to sit separately one on each bench. The test booklets were then distributed to them. Before starting to read the test items, they were instructed to read the instructions at the top of each test. They had to read

the instructions first and had to proceed further according to the instructions given.

Subjects had to check only three statements from each scale and they had to respond to each question from the questionnaires by encircling 'yes' or 'no.' The average time taken for answering was found to be 45 minutes.

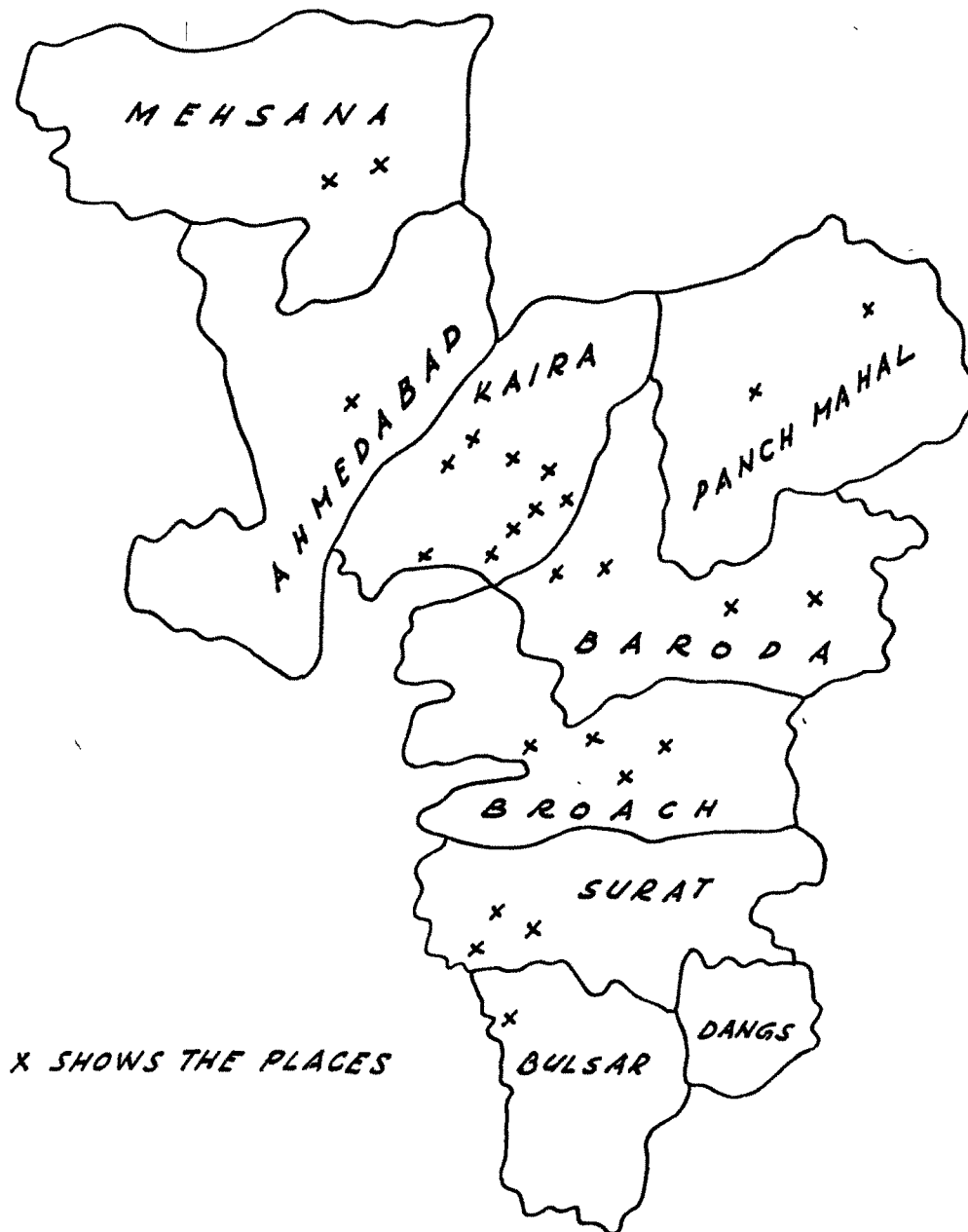
The test administration was done to the entire sample of the subjects of the schools in districts of Gujarat in the above manner. The places selected in Gujarat were represented on the map of Gujarat; attached herewith. (Page No.186)

The investigator had selected the technique of checking only three statements from each scale.

According to A.L.Edwards -

' If the subject has checked all the statements with which he agrees, he might then be asked to indicate the one statement that best expresses how he feels about the psychological object. The scale value of this single statement might then be taken as the attitude score of the subject. A major disadvantage of this method would be that the scores would be determined by single scale

PLACES IN GUJARAT WHERE FROM THE
SAMPLE WAS DRAWN



values, and therefore would preferably be not as reliable as those obtained by the median method of scoring. A better procedure would be to ask subjects to check the three statements that best expresses how they feel about the psychological object. Scores could then be taken as median or middle scale values of these three statements.'

' This method of obtaining attitude scores based upon reactions to scaled statements has been widely used with statements that have been selected by the methods of paired-comparisons or one of the other scaling methods.'²¹

The investigator has followed the technique of Edwards and after the completion of the filling of all the test booklets, the representative median score for each scale of each pupil was found out. All the questionnaires were analysed and their responses 'yes' or 'no' were noted. The responses were counted and a total score of each questionnaire for each pupil was found out. The results were interpreted according to the key prepared. The

²¹A.L. Edwards. Techniques of Attitude Scale Construction. (New York: Appleton Century Crofts, Inc., 1957), p.48.

statistical analysis of the data collected is discussed in the next chapter.

6.8. DIFFICULTIES

(1) As the test was to be administered on a selected sample, the classes were likely to be disturbed. However, this difficulty was overcome because of the co-operation of the schools.

(2) At times it happened that pupils selected for the purpose were not present at the time of the administration of the test. Thus the investigator had to be satisfied with the number of pupils present at that time.

For determining the reliability of the tools, the test was readministered to the sample of 130 pupils selected at random from the original sample. The test-retest reliability was found out. It is discussed in the following chapter.

6.9. SUMMARY

This chapter deals with the selection of the sample on the basis of misbehaviours. It also discusses how the list of misbehaviours was prepared, checked and finalised. Further each of the misbehaviours and what each misbehaviour means have been discussed

in detail. This chapter also deals with the formation of the contrasted groups, administration of the tools to the selected sample and confirmation of the reliability of teachers' ratings.

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CHAPTER VI

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