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Maladjusted Behaviours: Among the Secondary Students of Midnapore District of West Bengal

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ABSTRACT

Truancy is deliberate absence from school on the part of learners without the knowledge and consent of parents. The aim of this study to establish the factors that contribute to students' absenteeism and their effects in secondary schools in Midnapore District of West Bengal. The study examines the factor that contributes to truancy among secondary school learners. The investigate the effect of truancy. Truancy, or the habitual act of being absent from school without permission, is a major issue affecting the overall success of the school in which I am employed. Truancy may be identified differently between districts, states, or governments; however, consecutive unexcused absences from school is the most common and acceptable definition. Lying and stealing are common, but inappropriate, behaviours in school aged children. Lying and stealing are more common in boys than girls, and happen most often in children ages 5 to 8 years. Children from the ages of 6 to 12 understand what lying is and the moral wrongness of this behaviour. However, children may continue to lie in order to test adult rules and limits. The child may admit to telling a lie, but usually he or she has many reasons for having done so. Rules are very important at this age, so cheating becomes less important. Hysteria is undoubtedly the first mental disorder attributable to women, accurately described in the second millennium BC, and Util Freud considered an exclusively female disease. The evolution of these diseases seems to be a factor linked with social "westernization", and examining under what conditions the symptoms first became common in different societies became a priority for recent studies over risk factor. The study explored teacher's perceptions of maladjustment problems manifested by pupils in West Bengal Secondary schools using the psycho-social lens to view and interpret the phenomena. The study found that teachers who were not adequately trained to deal with maladjusted pupils did not endeavour to implement any interventions to alleviate them. It also revealed that not all maladjusted pupils cause disciplinary problems for teachers as some of the pupils who are unsocial with drawn, unhappy, depressed, fearful and nervous do attract very little attention to themselves. In examining the causes of pupil maladjustments the study found that these can be traced to some unfulfilled or thwarted psycho-social needs. Several symptoms that interfere with the ability to work, sleep, study, eat, and enjoy life. An episode can occur only once in a person's lifetime, but more often, a person has several episodes.

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Introduction

All maladjusted pupils create disciplinary problems for the teacher. Some of the pupils who are maladjusted do not necessarily attract much attention in the school and classroom although mental hygienists maintain that such pupils need as much if not more sympathetic help from teachers as do the maladjusted trouble makers. The causes of personal unhappiness, inferiority feelings, shyness and other antisocial behaviour can be traced to the same sources of conflict that create more aggressive types of maladjustments (Donald et al. 2007). Both the shy and the aggressive pupils have thwarted needs, but each adopts quite a different method of resolving the problem. There are conditions in the environment which create frustrations leading to personal inadequacies, feelings of inferiority, rejection by teachers, parents or peers. Some of these conditions are over protection or rejection by parents

and are described by Blair et al. (2010) as unhygienic school practices. This research seeks to explore some of the common teacher perceptions of maladjustment problems typical of pupils in their classrooms and schools.

Mental hygienists on the other hand, considered these unsocial forms of behaviour most serious and discounted the stress which teachers lay on anti-social pupils' conduct. More recently, however, the Wickman study has been repeated by Stouffer, who found that today's educators and mental hygienists are in much closer agreement as to the seriousness of pupils' behavioural problems than they were in 1978. The extent of the present consensus is evident in the results of the Stouffer study, which reported a 61 percent degree of correlation between the teachers' rating and those of the psychological experts.

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Erikson’s theory also assumes that children or people in general do experience a conflict that serves as a turning point in their psychosocial development. In his view, these conflicts are centered on either developing a psychological quality (adjustment) or failing to develop that quality (maladjustment). During these times, the potential for normal personal growth is high, but so is also the potential for failure or maladjustments.

Erikson’s stage theory of psychosocial development contributes enormously to an understanding of human personality development throughout the lifespan. According to his theory, the interaction of the psychological and the social dimensions of human development constantly bring out the interplay with a person’s particular social context. In education all terms this makes educators sensitive to the need to constantly recognize the influence of the social context in understanding their learners in the classrooms. Since Erikson regards people as constantly active in their own development and that there is no point where ‘all is lost’ or where the resolution of previous challenges cannot be modified, this helps educators to help learners with their learners’ psychosocial needs in the school and class room. Erikson’s theory also helps educators to realize that although children may be experiencing maladjustments challenges or barriers at particular stages in their life, they vary in what they bring to that stage and therefore how they will readjust and progress in school also very. In educational terms the above statement underlines the importance of recognizing diversity and individual differences in learners in the school and classroom.

Finally, more than Piaget and Vygotsky, whose main focus was cognition, Erikson’s human developmental theory brings out the inter-dependence of the different dimension of human development. The implications of a child’s emotional and social dimensions which have a bearing on personality development are plausibly explicated in this theory. In educational terms the idea of interdependence is extremely important for educators. Seeing students as whole person (Psychologically and sociologically), more than just their cognitive or scholastic parts alone should be an important aspect of consideration by every true education.

The research focused on not only the maladjustments that cause disciplinary problems in the class-room, but also those that do not create class-room disturbances though requiring the attention of the teacher since the primary obligation of the teacher is to guide pupils in pursuit of knowledge and skill in the classroom.

Objectives

- i)The study is sought to established the nature of people’s maladjusted problems.
- ii)The study focuses on maladjusted behaviour’s.
- iii)The study diagnoses how students involved in delinquency and inferiority complex.

Methodology

The school is selected for data collection throw out a grouping and interview. In the project school the class-XII is taken for structural interview to generate useful data to explore in depth maladjusted problems.

Result and Discussion

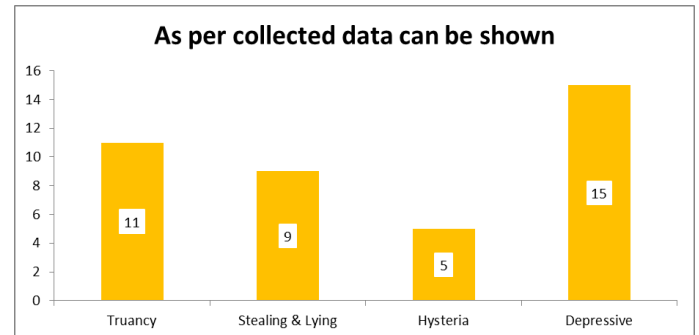
Throughout the extensive study it has been explained that the maladjusted behaviour of 125 students in Ratneswarbati Netaji High School is hypothesised the students have been divided into three categories correspondently as in group-A Team1 - 40, Team2 – 40, Team3 – 45.

Data Collection

Name of the Co-ed School	
Class (XI) 125 students	Class (XII) 108 students
Team 1 – 40	Unchanged
Team 2 – 40	
Team 3 – 45	

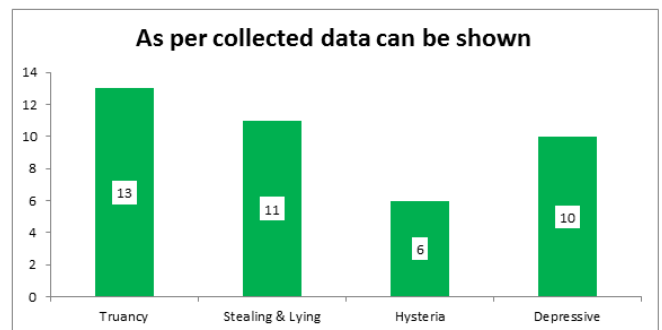
In group –A of class (XI) in first team in-1

i) Truancy students	11
ii) Stealing & lying students	9
iii) Hysteria students	5
iv) Depressive students	15



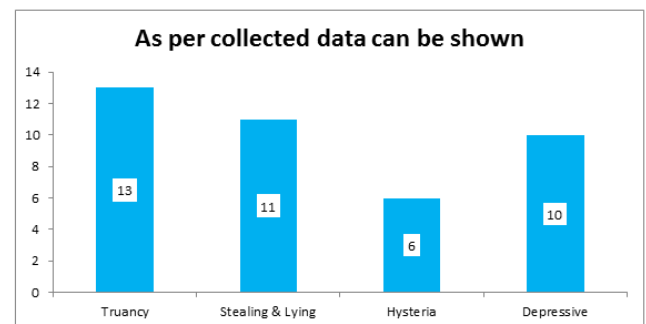
In group –A of class (XI) in 2nd team in-2

i) Truancy students	13
ii) Stealing & lying students	11
iii) Hysteria students	6
iv) Depressive students	10



In group –A of class (XI) in 3rd team in-3

i) Truancy students	17
ii) Stealing & lying students	9
iii) Hysteria students	11
iv) Depressive students	8



Conclusion

To understand why some maladjusted publish behave as they do, it is essential for teachers to engage in home visitation. Such experiences will be rewarding to the teacher as it will furnish him or her with a perspective for dealing with the child which cannot be obtained in any other way.

The school has worked out a plan whereby time is set aside each week for the careful analysis of a given pupil maladjustment problem. Such occasions are important as they serve to alleviate problems of maladjusted pupils by providing valuable in-service training for teachers. In order to help the personally and socially maladjusted pupils, educators need to play a role in identifying the likely causes of the maladjustments. The truant may for example, be described as being a child who finds few satisfactions at school. For him or her, school might be such an unpleasant place to go that non-attendance is preferred. In such situations the teacher needs to find a way of encouraging or motivating such a pupil to desire to achieve through school attendance. This helps the teacher to meet his or her important function of helping each pupil to set aspiration levels which are commensurate with his or her abilities.

This is something that every child needs to develop at home and something which will be greatly needed in life if he or she is to be successful. Care should be taken however, that his or her rough edges are not removed more quickly than he can stand. He or she will need sympathetic but firm and realistic treatment. The child who steals because he is hungry should certainly first of all be supplied with the necessities of life. The one who steals in order to buy gifts which will win him acceptance into a social group needs help in gaining social recognition through more legitimate channels. The child who steals in order to express feelings of hostility towards his or her teacher probably needs more affection and response from his or her teacher emotions in such activities as school plays, music, art, or athletics.

Such procedures do not get at basic cause of his trouble and may only aggravate the case by causing him to lie or gain a bad reputation for an act he may not commit again. School factors include, inability to finish assignment, poor student-teacher relationship, hatred to teachers and negative attitude to some subjects, lack of interest in school work; inability to cope with academic performance, threats and bullying by other students, strict and demanding school environment, school adjustment problems. Truancy caused by school factors can also be minimized by developing and strengthening peer counselling in secondary schools. Peer counsellors understand their colleagues very well and if well trained, they can help them deal with the challenges that make them absent from school. Peers are able to prepare and refer the students they

cannot counsel to either the class teacher or the counselling teacher.

The second category of factors contributing to truancy is psychological. Psychological factors include peer pressure, attraction of members of opposite sex, drug and substance abuse. All these are as a result of student's developmental stage they are going through rapid physical, psychological, cognitive and emotional changes which lead them to all the above attraction. Students should be helped by teachers and school management at large to understand themselves and what they are going through. Teachers should have sessions with students to help them understand their sexuality and how to deal with their uncontrolled sexual desire which makes them escape from school to satisfy it.

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