

Psycho Social Problems of Adolescent School Students – A Descriptive Study

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Abstract

Adolescent students undergo enormous problems in their development period of adolescence. These problems make them to develop mental health issues like depression, anxiety, fear etc. They have problem at home with their parents, siblings and elders and at school, they have problems in learning, misunderstanding with teachers, peer pressure and problems in developing friendship. Therefore, this research concentrates on the problems of adolescent students by employing descriptive research design and utilizing stratified disproportionate random sampling technique, the researcher gathered information from 700 male students and female students. Student's Problem scale of Dr.Harkant D. Badami (1977) has been utilized for data collection. Association between cordial relationship with teachers and students problem and association between with whom the adolescents discuss their problems and students problem and study habits and students problem have been analyzed by using SPSS. Findings and suggestion are given in the article.

Keywords: Adolescent students, students problem, Counselling service, Cognitive Behaviour Therapy, REBT, Life skills training.

1. Introduction

Adolescence is a rivalry period for adolescents as they undergo enormous changes in their physic, psychological, emotional, home environment, school environment, peers, friends and social environment. They are neither children nor adult and in between stage makes them to be in chaos, confusion and need support from others to cross this stage. This stage is the basis for the development of sexual maturity, physical maturity, psychological and social maturity. At this stage, the adolescents learn new behavior and exhibit in their actions. Sometimes, it will be line with social norms and most of the time it will be against social norms. They always gives emphasis for experiential learning and whatever information they get, at once they will experience it and then only believes it.

Adolescents Physical changes such as changes in their facial appearance, pimples on their face, gaining body weight or losing weight, pubic hair growth, skin complexion, vocal changes, sexual maturation makes them to become very self-conscious and they always pay more attention towards it,if not they will lose self-confidence. They often become moody due to day-to-day a routine activity that takes place makes happy, sad, loneliness, frustrated and even sometime induces them for suicidal ideation. This is because, they like to spend more time with friends chatting without any purpose and it gives them happiness. But close relative don't allow their adolescent wards to spend their time lavishly. They keep on watching them. This makes them unhappy and even words hurt their emotions and feelings. The adolescents have deep concern towards their future career and life. They will be much worried and always think about their future career. They also have deep attraction towards opposite gender, sex and marriage life. They very often fall in love and infatuation and failure in case leads to depression. Bullying and teasing by peers at school makes them irritated and they become very choosy in developing friendship and they are very keen in extending their friendship with others in the society. The economic problem that exists within the family makes the adolescents to control their desires and wishes and this makes them suppressed. The conflict between the parents every now and then spoils the healthy atmosphere of the family members especially the adolescents and they get weird of family life. If they have siblings, often fail to maintain healthy rapport with them and even tease them because of which they land up in quarrels with them.

At school, they have to understand the class for which teacher plays a vital role. The teacher has to understand the ability of the adolescent students and nourish them but due to work pressure, most of the teacher fails in it and this makes the adolescent students to hesitate to maintain healthy relationship with teacher and share their problems with them. The adolescent students also have lack of concentration on studies, heavy home work, difficulty in memorizing, difficulty in remembering and reproducing the same in the exam and so the scholastic backwardness of the adolescent students makes them to become tired, shy and develop inferiority complex. Social problems such as understanding the expectations of the society and fulfilling it and managing the norms of the society is very difficult for the adolescents to follow and they also have unclarified doubts in following certain traditions, customs and religious faith. All these problems affect the positive growth of adolescents in the society.

1.1 Objectives of the Study

The main emphasis of the study is to understand the socio demographic characteristics of the adolescent students

To find out the intensity of students problem and

To suggest rehabilitative measure to cope up with the students problem

1.2 Reviews of Literature

Meshcheryakova I. A. (2006) in his study on “Exploring ‘problem field’ in high school students” using descriptive research design for a group of 500 students studying VIII to XI standard. The World of Feelings inventory was used as a questionnaire for data collection. The result shows that the adolescents have deep problem about their future and least concerned with physical appearance and health, every day life problems and communication with peers.

Maithly and Saxena (2008) made a study on “Adolescent’s educational status and reasons for dropout from the school. It was found that 34 percentage of adolescents discontinued their education at Uttaranchal due to financial problem, no quality education, parent’s compulsion, no privacy and lack of toilet facilities for girls.

Nabi Bux Jumani, Fazalur Rahman, Ajmal Chaudry, Saeed ul Hasan Chisti (2010) made a study on “Behavioural Problems of Secondary School Students – A Pakistani Scene”. It uses the survey method with teachers and students of IX Standard. 20 Teachers and 50 students were selected through random sampling. Findings revealed that students have more problems and individual differences are there in the school and teachers mentality affect the students performance and their development.

2. Methods and Materials

2.1 Methods

Descriptive research design has been employed in the study to describe the issues of adolescent students and Stratified disproportionate random sampling was used to gather information from 700 adolescent male and female studying IX to XII standard in two private schools in Trichy.

2.2 Materials

A self-prepared questionnaire was used for collecting data pertaining to socio-demographic characteristics of adolescents students and Students Problem scale prepared by Dr. Harkant D. Badami (1977) comprised of 265 questions pertaining to physical appearance and health problems, self and self image, social problems, economic and material facilities, educational problems, family problems, vocational problems, concern towards friendship, sex and marriage and customs, morality and religion was executed. Median test was used to categorize various dimensions of students problem as low level and high level.

3. Results and Discussion

3.1 Socio-Demographic variables

As far as family type is concerned, more than three-fourth (80 percentage) survive in nuclear family and less than one-fourth (20 percentage) survive in joint family. With regard to father’s income, majority of the fathers (60 percentage) get less than Rs.5000 every month as income, 27 percentage of the fathers get between Rs.5001 and

Rs.10,000 as income, 8 percentage of fathers get Rs.10001 and Rs.15000 as income every month and 5 percentage of fathers get more than Rs.15001 as income every month.

As far as mother's income is concerned,three-fourth(75 percentage) of mothers did not get any income, less than one-fourth (20 percentage) of mothers get less than Rs.5000 every month, 3 percentage of mothers get income between Rs.5001 and Rs.10000 every month and 1 percentage of mothers get income between Rs.10001 and Rs.15000 and more than Rs.15,001 With regard to discussion of the problem, more than three-fourth (80 percentage)Regarding the discussion of the problem, vast majority (82 percentage) of the respondents opined that they discuss their issues with their friends, 10 percentage opined that they do not discuss their problems with any one which indicates the nature and type of personality of adolescents and only 8 percentage revealed that they discuss their problems with teachers in the school which shows that small percentage of the respondents have good student-teacher relationship. As far as relationship with teachers is concerned, less than three-fourth (68 percentage) shared that there is no healthy relationship with teachers and slightly more than one-fourth (32 percentage) revealed that they have healthy relationship with teachers.

When study habits are concerned, slightly greater than half (58 percentage) revealed that they study every day, slightly more one-fourth(32 percentage) responded that they study for class test and 10 percentage shared that they study only during exams.

Less than three-fourth(69 percentage) revealed that they do not recall the studied portion, 13 percentage revealed lack focus on studies, 10 percentage revealed that unable to recall the subject and 8 percentage expressed that there is no learning problem for them

Regarding excitement in academic achievement, vast majority (90) shared that no gladness in academic achievement and 10 percentage shared that they are glad with academic achievement.

Table 1 Socio demographic variables

Sl.No	Variable	Number of Respondents	Percentage of Respondents
1	Type of Family		
	Joint Family	138	20
	Nuclear Family	562	80
2	Fathers Income		
	Less than Rs.5000	423	60
	Rs.5001 and Rs.10,000	191	27
	Rs.10,001 and Rs.15,000	54	8
	More than Rs.15,001	32	5
3	Mothers Income		
	No Income	522	75
	Less than Rs.5000	144	20
	Rs.5001 and Rs.10,000	21	3
	Rs.10,001 and Rs.15,000	9	1
	More than Rs.15,001	4	1
4	Students Share their problems		
	Teachers	56	8
	Friends	571	82
	None	73	10
5	Cordial relationship with teachers		
	Yes	226	32
	No	424	68

Sl.No	Variable	Number of Respondents	Percentage of Respondents
6	Habit of learning		
	Study Everyday	409	58
	Study during test	223	32
	Study for exams	68	10
7	Learning Problems		
	Lack of concentration	90	13
	Unable to memory	74	10
	Unable to recall	481	69
	No problem	55	8
8	Happy with Academic achievements		
	Yes	67	10
	No	633	90

3.2 Dimensions of Students Problem

With regard to the Physical and Health problems, less than three-fourth (60 percentage) of the respondents have low level of physical and health problems and more than one-fourth(40 percentage) of the respondents have high level of the problems. This study is consistent with the research of Meshcheryakova (2006) who revealed that adolescent students have less concern towards physical appearance and health and greater concern towards future life.

As far as self and self-image is concerned, less than three-fourth (60 percentage) of them have low self and self-image and more than one-fourth (40 percentage) of them have high self and self-image. This is because adolescent school students have the problem of loneliness, shyness and inferiority complex.

With regard to economic and material facilities are concerned, more than three-fourth(88 percentage) of them have low economic and material facilities and 12 percentage of them have economic and material facilities. It is reliable with the research of Maithly and Saxena (2008) which reveals that 34 percentage of school dropout in Uttaranchal was due to financial difficulties.

Regarding the worry about marriage, sex and friendship, more than one-fourth (32 percentage) of them have low worry about marriage, sex and friendship and less than three-fourth (68 percentage) of them have high worry about marriage, sex and friendship.

Regarding family problems, more than one-fourth (29 percentage) of them have low of family problems and less than three-fourth (71 percentage) of them have high of family problems. This is due to conflict with parents, rivalry with siblings and they do not adjust with other members in the family.

Regarding the social problems, more than one-fourth (28 percentage) of them have low social problems and less than three-fourth (72 percentage) of them have high of social problems. It further infers that the society expects more from the adolescent school students and do not encourage them in their endeavours.

With regard to educational problems, one-fourth(25percentage) of the respondents have low of educational problems and three-fourth (75percentage) of them have high of educational problems. This may be due to heavy work load and attitude of adolescent students to study makes them to think study as burden for them.

Regarding the vocational problems, less than three-fourth (57percentage) of them have low of vocational problems and more than one-fourth (43percentage) of them have highof vocational problems. This is because that they have not yet identified the skills they want to specialize and skills to be nourished for their future.

As far as custom, morality and religion is concerned, one-fourth (25 percentage) of them have low of custom, morality and religious problem and three-fourth (75percentage) of them have high of custom, morality and

religious problem. This is because the adolescent school students have lot of doubts with regard to their religion, customs and morality.

Regarding overall student's problems, less than three-fourth (64percentage) of them have low overall of students problem and more than one-fourth (36percentage) of them have high overall of students problems. This may be due to lack of understanding of the parents of their adolescents, attitude towards school and lack of coping ability of the students.

Table 2 Dimensions of Student's Problem

S.No	Aspects of students problem	No. of Respondents (N=700)	Percentage
1	Physical and Health Problems		
	Low	420	60
	High	280	40
2	Self and Self image		
	Low	417	60
	High	283	40
3	Economic and material facilities		
	Low	617	88
	High	83	12
4	Concern towards Friendship, sex and marriage		
	Low	222	32
	High	478	68
5	Family Problems		
	Low	203	29
	High	497	71
6	Social Problems		
	Low	193	28
	High	507	72
7	Educational Problems		
	Low	178	25
	High	522	75
8	Vocational Problems		
	Low	400	57
	High	300	43
9	Custom morality and religion		
	Low	176	25
	High	524	75
10	Overall Students problem		
	Low	449	64
	High	251	36
Total		700	100

3.3 ANOVA Difference among Fathers Income and Students Problems

Inferences from the table 3 shows that there is a significant difference among the various income of the respondents fathers with regard to students problem in the aspects namely self and self-image ($F=5.792$, $P<0.05$), economic and material facilities ($F=6.911$, $P<0.05$), friendship, sex and marriage ($F=6.101$, $P<0.05$), friendship, sex and marriage ($F=6.101$, $P<0.05$), family problems ($F=5.352$, $P<0.05$), social problems ($F=4.037$, $P<0.05$), educational problems ($F=2.799$, $P<0.05$), vocational problems ($F=2.553$, $P<0.05$), customs, morality and religion ($F=3.656$, $P<0.05$) and the overall students problems ($F=5.490$, $P<0.05$).

The mean score of respondents whose fathers income is less than Rs.5000 every month have higher level of self and self-image, economic and material facilities, educational problems, vocational problems and higher overall student's problems. The mean score of respondents whose fathers monthly income is between Rs.5001 and Rs.10,000 have higher level of marriage, sex and friendship concern, family problems, social problems, customs, morality and religious problems.

Evidences from the table shows that the respondents' fathers whose monthly income is below Rs.5000 have high self and self-image which may be due to their insecure feeling that their fathers' income is very low.

Evidences from the table shows that there is no significant difference among the various income of the respondents fathers and students problem in the aspect of physical and health problems ($F=0.415$, $P>0.05$).

Table 3 ANOVA Difference among Father's Income and Students Problem

S.No	Fathers Income of the Respondents	Df	SS	MS	Mean	Statistical Inferences
1	Physical and Health Problems Between Groups Within Groups	4 696	11.70 6549.04	3.90 9.41	G1=24.49 G2=24.27 G3=24.20 G4=24.09	$F = .415$ $P>0.05$ Not Significant
2	Self and Self Image Between Groups Within Groups	4 696	4725.77 189299.57	271.98 1575.25	G1=96.06 G2=94.08 G3=89.20 G4=86.31	$F = 5.792$ $P < 0.05$ Significant
3	Economic and Material Facilities Between Groups Within Groups	4 696	7 10998.11	15.80 109.20	G1=21.66 G2=21.13 G3=19.70 G4=19.28	$F = 6.911$ $P < 0.05$ Significant
4	Concern towards Friendship, Sex and marriage Between Groups Within Groups	4 696	530.58 20174.95	28.98 176.86	G1=29.16 G2=29.64 G3=27.72 G4=25.68	$F = 6.101$ $P < 0.05$ Significant
5	Family Problems Between Groups Within Groups	4 696	1456.48 63137.65	90.71 485.49	G1=47.56 G2=47.68 G3=43.94 G4=42.21	$F = 5.352$ $P < 0.05$ Significant
6	Social Problems Between Groups Within Groups	4 696	510.98 29363.03	42.18 170.32	G1=31.51 G2=31.93 G3=29.74 G4=28.31	$F = 4.037$ $P < 0.05$ Significant

S.No	Fathers Income of the Respondents	Df	SS	MS	Mean	Statistical Inferences
7	Educational Problems Between Groups Within Groups	4 696	1130.90 93727.04	134.66 376.96	G1=60.75 G2=59.70 G3=57.81 G4=55.62	F = 2.799 P < 0.05 Significant
8	Vocational Problems Between Groups Within Groups	4 696	61.45 5583.94	8.02 20.48	G1=11.96 G2=11.74 G3=11.33 G4=10.71	F = 2.553 P < 0.05 Significant
9	Custom, morality and religion Between Groups Within Groups	4 696	269.60 17106.23	24.57 89.86	G1=23.79 G2=24.02 G3=22.03 G4=21.93	F = 3.656 P < 0.05 Significant
10	Overall Students Problem Between Groups Within Groups	4 696	49710.72 2100621.78	3018.1 16570.2	G1=346.98 G2=344.21 G3=325.70 G4=314.18	F = 5.490 P < 0.05 Significant

G1 – Less than Rs.5000, G2 – Rs.5001 and Rs.10,000, G3 – Rs.10,001 and Rs.15,000, G4 – More than Rs.15001

3.4 ANOVA Difference among Mothers Income and Students Problems

Observation from table 4 shows that there is a significant difference among the income of the mothers and students problem in dimensions namely concern towards friendship, sex and marriage (F=2.038, P<0.05), social problems (F=2.060, P<0.05), educational problems (F=2.225, P<0.05), customs, morality and religion (F=2.019, P<0.05) and overall students problem (F=2.346, P<0.05).

The mean score reveals that the respondents whose mothers have no income have higher difference in their worry about marriage, sex and friendship. Further, the mean score reveals that the mothers who earn Rs.5001 and Rs.10,000 have greater problems in education, social, customs, morality and religion and overall students problem.

Observation from table 4 shows that there is no significant difference among income of the mothers and students problem in the aspect such as physical and health problems (F=0.197, P>0.05), self and self image (F=1.870, P>0.05), economic and material facilities (F=0.571, P>0.05), family problems (F=3.131, P>0.05) and vocational problems (F=1.939, P>0.05).

Table 4 ANOVA Difference Among Mothers Income and Students Problems

S. No	Mothers Income of the Respondents	Df	SS	MS	Mean	Statistical Inferences
1	Physical and Health Problems Between Groups Within Groups	4 696	7.44 6553.30	1.86 9.42	G1= 24.42 G2=24.34 G3=24.42 G4=23.77 G5=23.50	F = 0.197 P>0.05 Not Significant
2	Self & self image Between Groups Within Groups	4 696	2066.22 191959.12	516.55 276.20	G1=95.32 G2=92.03 G3=96.33	F = 1.870 P > 0.05

S. No	Mothers Income of the Respondents	Df	SS	MS	Mean	Statistical Inferences
					G4=91.33 G5=81.55	Not Significant
3	Economic and material facilities Between Groups Within Groups	4 696	37.10 11288.61	9.27 16.24	G1=21.34 G2=21.07 G3=21.14 G4=20.11 G5=19.25	F = 0.571 P > 0.05 Not Significant
4	Concern towards Friendship, sex and marriage Between Groups Within Groups	4 696	240.07 20465.46	60.01 29.44	G1=29.29 G2=28.41 G3=28.42 G4=26.66 G5=24.25	F = 2.038 P < 0.05 Significant
5	Family Problems Between Groups Within Groups	4 696	1143.35 63450.78	285.83 91.29	G1=47.52 G2=45.53 G3=50.09 G4 =42.44 G5 =38.25	F = 3.131 P > 0.05 Not Significant
6	Social Problems Between Groups Within Groups	4 696	350.00 29524.02	87.50 42.48	G1=31.54 G2=30.79 G3=32.52 G4 =28.88 G5 =24.25	F=2.060 P <0.05 Significant
7	Educational Problems Between Groups Within Groups	4 696	1199.41 93658.53	299.85 134.76	G1=60.53 G2=58.15 G3=62.52 G4 =55.55 G5 =52.25	F = 2.225 P < 0.05 Significant
8	Vocational Problems Between Groups Within Groups	4 696	62.31 5583.08	15.57 8.03	G1=11.87 G2=11.47 G3=12.80 G4=11.33 G5 =9.50	F = 1.939 P > 0.05 Not Significant
9	Customs, morality and religion Between Groups Within Groups	4 696	199.57 17176.25	49.89 24.71	G1=23.66 G2=23.30 G3=26.04 G4=23.33 G5=19.75	F=2.019 P <0.05 Significant
10	Overall students problem Between Groups Within Groups	4 696	28642.50 2121690.00	7160.62 3052.79	G1=345.56 G2=335.14 G3=354.33 G4 =323.44 G5 =292.50	F=2.346 P <0.05 Significant

G1= without income G2= Less than Rs.5000 G3=Rs.5001 and Rs.10,000 G4=Rs.10,001and Rs.15,000 G5 = More than Rs.15,001ss

3.5. Difference between Type of Family and Students Problem

Evidences from table 5 shows that there is a significant difference between the respondents who hail from joint or nuclear family type and students problem in the aspect of physical and health problems ($Z=2.038$, $P<0.05$). It also indicates that respondents from joint family have greater physical and health problems.

Evidences from table 5 shows no significant difference between the participants who hail from joint or nuclear family type and students problem in the aspect namely self and self-image ($Z=0.408$, $P>0.05$), economic and material facilities ($Z=1.548$, $P>0.05$), concern towards friendship, sex and marriage ($Z=0.303$, $P>0.05$), family problems ($Z=0.558$, $P>0.05$), social problems ($Z=0.668$, $P>0.05$), educational problems ($Z=0.466$, $P>0.05$), vocational problems ($Z=0.460$, $P>0.05$), customs, morality and religious problems ($Z=0.198$, $P>0.05$) and overall students problems ($Z=0.353$, $P>0.05$).

Table 5 Difference - Type of Family and Students Problem

S. No	Family Type	N	Mean	SD	Statistical Inferences
1	Physical and Health Problems				
	Joint Family	138	24.92	3.56	$Z = 2.038$ $P < 0.05$ Significant
	Nuclear Family	562	24.25	2.91	
2	Self and Self Image				
	Joint Family	138	94.03	16.39	$Z = .408$ $P > 0.05$ Not significant
	Nuclear Family	562	94.67	16.73	
3	Economic and Material Facilities				
	Joint Family	138	20.77	4.09	$Z = 1.548$ $P > 0.05$ Not significant
	Nuclear Family	562	21.37	4.00	
4	Friendship, Sex and Marriage				
	Joint Family	138	29.15	5.47	$Z = .303$ $P > 0.05$ Not significant
	Nuclear Family	562	28.99	5.43	
5	Family Problems				
	Joint Family	138	46.67	9.34	$Z = .558$ $P > 0.05$ Not significant
	Nuclear Family	562	47.17	9.68	
6	Social Problems				
	Joint Family	138	31.03	5.88	$Z = .668$ $P > 0.05$ Not significant
	Nuclear Family	562	31.41	6.69	
7	Educational Problems				
	Joint Family	138	59.58	11.92	$Z = .466$ $P > 0.05$ Not significant
	Nuclear Family	562	60.11	11.58	
8	Vocational Problems				
	Joint Family	138	11.70	2.79	$Z = .460$ $P > 0.05$ Not significant
	Nuclear Family	562	11.82	2.85	
9	Custom Morality and Religion				
	Joint Family	138	23.71	4.78	$Z = .198$ $P > 0.05$ Not significant
	Nuclear Family	562	23.61	5.03	
10	Overall Students Problem				
	Joint Family	138	341.60	55.16	$Z = .353$ $P > 0.05$ Not significant

S. No	Family Type	N	Mean	SD	Statistical Inferences
	Nuclear Family	562	343.45	55.58	

3.6 Association between Cordial Relationship with Teachers and Students Problem

There is a significant association between cordial relationship with teachers and the student problem in the dimension of educational problems ($\chi^2=6.251$, $P < 0.05$). Further, it is reliable with the research of Nabi Bux Jumani (2010) which reveals that students performance and development is affected by the teachers attitude.

Evidences of the table 6 shows that no significant connection between cordial relationship with teachers and the students problem in various dimension namely physical and health problems ($\chi^2=0.315$, $P > 0.05$), self and self-image ($\chi^2=0.860$, $P > 0.05$), economic and material problem ($\chi^2=0.489$, $P > 0.05$), concern towards friendship, sex and marriage ($\chi^2=0.216$, $P > 0.05$), family problems ($\chi^2=0.654$, $P > 0.05$), social problems ($\chi^2=2.837$, $P > 0.05$), vocational problems ($\chi^2=0.706$, $P > 0.05$), customs, morality and religion ($\chi^2=0.702$, $P > 0.05$) and overall students problems ($\chi^2=0.700$, $P > 0.05$).

Table 6 Association between Cordial Relationship with Teachers and Students Problem

S. No	Cordial Relationship	Various dimension of Student Problem		Statistical Inferences
		Low	High	
1	Physical and Health Problems Yes No	139281	87 193	$\chi^2=.315$ Df=1 $P>0.05$ Not significant
2	Self and Self Image Yes No	129 288	97 186	$\chi^2=.860$ Df=1 $P>0.05$ Not significant
3	Economic and Material Facilities Yes No	202 415	24 59	$\chi^2=.489$ Df=1 $P>0.05$ Not significant
4	Concern towards Friendship, Sex and Marriage Yes No	69 153	157 321	$\chi^2=.216$ Df=1 $P>0.05$ Not significant
5	Family Problems Yes No	61 142	165 332	$\chi^2=.654$ Df=1 $P>0.05$ Not significant
6	Social Problems Yes No	53 140	173 334	$\chi^2=2.837$ Df=1 $P>0.05$ Not significant
7	Educational Problems Yes No	44 134	182 340	$\chi^2=6.251$ Df=1 $P<.05$ Significant
8	Vocational Problems Yes No	124 276	102 198	$\chi^2=.706$ Df=1 $P>0.05$ Not significant
9	Custom Morality and Religion Yes	50	176	$\chi^2=.702$ Df=1 $P>0.05$

S. No	Cordial Relationship	Various dimension of Student Problem		Statistical Inferences
		Low	High	
	No	126	348	Not significant
10	Overall Students Problem			$\chi^2=7.700$ Df=1 P>0.05 Not significant
	Yes	140	86	
	No	309	165	

3.7 Association between Respondents Opinion with whom they discuss and students Problem

Evidences of table 7 shows a significant connection with whom do the students discuss their problems and the students problem in various dimensions namely self and self-image ($\chi^2=7.936$, $P < 0.05$), concern towards friendship, sex and marriage ($\chi^2= 12.819$, $P<0.01$), family problems ($\chi^2=7.329$, $P < 0.05$) and the overall students problems ($\chi^2= 7.645$, $P<0.05$).

Evidences of table 7 shows no significant connection with whom do the students discuss their problems and the students problem in various dimensions namely physical and health problems ($\chi^2=3.542$, $P > 0.05$), economic and material facilities ($\chi^2=1.859$, $P > 0.05$), social problems ($\chi^2=2.209$, $P > 0.05$), educational problems ($\chi^2=2.397$, $P > 0.05$), vocational problems ($\chi^2=0.102$, $P > 0.05$) and the customs, morality and religion ($\chi^2=2.177$, $P > 0.05$).

Table: 7 Association between Respondents Opinion with whom they discuss and students Problem

S. No	Opinion with whom the respondents discuss their problem	Level of Students Problem		Statistical Inferences
		Low	High	
1	Physical and Health Problems Teacher Friends None	27 349 44	29 222 29	$\chi^2=3.542$ Df=2 P>0.05 Not significant
2	Self and Self Image Teachers Friends None	40 326 51	16 245 22	$\chi^2=7.936$ Df=2 P<0.05 Significant
3	Economic and Material Facilities Teachers Friends None	52 499 66	4 72 7	$\chi^2=1.859$ Df=2 P>0.05 Not significant
4	Concern towards Friendship, Sex and Marriage Teachers Friends None	25 164 33	31 407 30	$\chi^2=12.819$ Df=2 P<0.01 significant
5	Family Problems Teachers Friends None	22 153 28	34 418 45	$\chi^2=7.329$ Df=2 P<0.05 Significant
6	Social Problems Teachers Friends	17 151	39 420	$\chi^2=2.209$ Df=2 P>0.05

S. No	Opinion with whom the respondents discuss their problem	Level of Students Problem		Statistical Inferences
		Low	High	
	None	25	48	Not significant
7	Educational Problems			$\chi^2=2.397$
	Teachers	19	37	Df=2
	Friends	140	431	P>.05
	None	19	54	Not significant
8	Vocational Problems			$\chi^2=0.102$
	Teachers	33	23	Df=2 P>0.05
	Friends	326	345	Not
	None	41	32	Significant
9	Custom Morality and Religion			$\chi^2=2.177$
	Teachers	17	39	Df=2 P>0.05
	Friends	137	437	Not
	None	22	51	Significant
10	Overall Student Problem			$\chi^2= 7.645$
	Teachers	40	16	Df=2 P<0.05
	Friends	353	218	significant
	None	56	17	

3.8 ANOVA among Learning Problem of Respondents and Students Problem

Evidences of table 8 shows a significant difference among the learning problems and students problem in the dimensions namely physical and health problems($F=9.174$, $P<0.05$), self and self-image ($F=10.155$, $P<0.05$), economic and material facilities ($F=7.555$, $P<0.05$), concern towards Friendship, sex and marriage ($F=13.89$, $P<0.05$), family problems ($F=10.81$, $P<0.05$), social problems ($F=6.682$, $P<0.05$), educational problems ($F=5.014$, $P<0.05$), vocational problems ($F=1.978$, $P<0.05$), customs, morality and religion ($F=5.453$, $P<0.05$) and overall level of students problems ($F=10.189$, $P<0.05$).

It is also clear that average scores the participants who are not able to concentrate have higher level of physical and health problems. The average indicates that the participants who are not able to memorize have higher level of self and self image, economic and material facilities, family problems, educational problems and vocational problems. The mean score reveals that the respondents who forget the memorized subject have higher level of worry about marriage, sex and Friendship, social problems, customs, morality and religion and overall student's problems.

Table 8 ANOVA among Learning Problem of Respondents and Students Problem

S. No.	Learning Problems of the Respondents	Df	SS	MS	Mean	Statistical Inferences
1.	Physical and Health Problems				G1=25.21 G2=24.50 G3=24.43 G4=22.54	F =9.174 P<0.05 Significant
	Between Groups Within Groups	4 696	249.56 6311.17	9.06 83.19		
2	Self and Self Image				G1 =89.82 G2 =97.28 G3 =96.04 G4 =85.50	F = 10.155 P < 0.05 Significant
	Between Groups Within Groups	4 696	8136.41 185888.93	267.08 2712.13		
3.	Economic and Material Facilities				G1 =20.50	

S. No.	Learning Problems of the Respondents	Df	SS	MS	Mean	Statistical Inferences
	Between Groups Within Groups	4 696	357.20 10968.50	15.75 119.06	G2 =22.14 G3 =21.49 G4 =19.25	F=7.555 P <0.05 Significant
4.	Concern towards Friendship, Sex and marriage Between Groups Within Groups	4 696	1169.16 19535.56	28.06 389.98	G1 =27.78 G2 =29.36 G3 =29.65 G4 =25.12	F = 13.89 P < 0.05 Significant
5.	Family Problems Between Groups Within Groups	4 696	2876.82 61717.31	88.67 958.94	G1 =44.18 G2 =48.24 G3 =48.04 G4 =41.72	F = 10.81 P < 0.05 Significant
6.	Social Problems Between Groups Within Groups	4 696	836.29 29037.73	41.72 278.76	G1 =29.63 G2 =31.22 G3 =31.98 G4 =28.78	F=6.682 P <0.05 Significant
7.	Educational Problems Between Groups Within Groups	4 696	2006.52 92851.42	133.40 668.84	G1 =57.60 G2 =61.05 G3 =60.80 G4 =55.54	F = 5.014 P < 0.05 Significant
8.	Vocational Problems Between Groups Within Groups	4 696	47.73 5597.65	8.04 15.91	G1 =11.35 G2 =12.12 G3 =11.90 G4 =11.23	F = 1.978 P < 0.05 Significant
9.	Custom, morality and religion Between Groups Within Groups	4 696	399.01 16976.82	24.39 133.00	G1 =22.37 G2 =23.50 G3 =24.08 G4 =21.94	F = 5.453 P < 0.05 Significant
10.	Overall Students Problem Between Groups Within Groups	4 696	90464.11 2059869.3	2959.58 30154.7	G1=44.57 G2=47.14 G3=48.65 G4=42.69	F = 10.189 P < 0.05 Significant

G1- Lack of concentration, G2- Unable to memory, G3- Unable to recall, G4-No Problem

3.9 Difference between happiness about academic achievement and Students problem.

Evidences of table 9 shows a significant difference between the respondents happiness about academic achievements with regard to students problem in the dimensions of self and self-image ($Z=3.847$, $P<0.05$), family problems ($Z=4.732$, $P<0.05$) and overall students problem ($Z=2.769$, $P<0.05$). Further the average value of respondents who shared that are not glad with their academic performance have higher level of self and self-image, family problems and overall student problem.

Evidences of table 9 shows that there is no significant difference in participants happiness about academic achievements with regard to students problem in the dimensions namely physical and health problems ($Z=0.038$, $P>0.05$), economic and material facilities ($Z=1.243$, $P>0.05$), concern towards friendship, sex and marriage

($Z=0.799$, $P>0.05$), social problems ($Z=1.333$, $P>0.05$), educational problems ($Z=2.043$, $P>0.05$), vocational problems ($Z=2.507$, $P>0.05$) and customs morality and religion ($Z=1.155$, $P>0.05$).

Table 9 Difference between happiness about academic achievement and Students problem

S. No	Happiness about academic Achievements of the Respondents	N	Mean	SD	Statistical Inferences
1	Physical and Health problems Yes No	67 633	24.71 24.35	2.87 3.08	$Z=.038$ $df =98$ $P>0.05$ Not Significant
2	Self and Self image Yes No	67 633	91.88 94.83	15.18 16.79	$Z = 3.847$ $df = 98$ $P < 0.05$ Significant
3	Economic and material facilities Yes No	67 633	20.94 21.29	3.66 4.06	$Z = 1.243$ $df =98$ $P>0.05$ Not Significant
4	Concern towards Friendship, Sex and Marriage Yes No	67 633	28.83 29.04	4.98 5.49	$Z=.799$ $df =98$ $P>0.05$ Not Significant
5	Family Problems YesNo	67 633	44.08 47.39	8.49 9.67	$Z = 4.732$ $df = 98$ $P < 0.05$ Significant
6	Social Problems YesNo	67 633	30.19 31.46	6.13 6.57	$Z =1.333$ $df =98$ $P>0.05$ Not Significant
7	Educational Problems Yes No	67 633	58.20 60.19	11.05 11.70	$Z = 2.043$ $df =98$ $P>0.05$ Not Significant
8	Vocational Problems Yes No	67 633	11.53 11.82	2.44 2.88	$Z = 2.507$ $df =98$ $P>0.05$ Not Significant
9	Custom, Morality and Religion Yes No	67 633	22.74 23.73	4.68 5.01	$Z = 1.155$ $df =98$ $P>0.05$ Not Significant
10	Overall student problem				$Z = 2.769$

S. No	Happiness about academic Achievements of the Respondents	N	Mean	SD	Statistical Inferences
	Yes	67	3.33	50.64	df = 98
	No	633	3.44	55.88	P < 0.05 Significant

3.10 Association between Study habits of the respondents and Students Problem.

Evidences of table 10 shows an important connection with the participants learning habits and the students problem in dimensions namely self and self-image ($\chi^2=5.417$, $P < 0.05$) and vocational problems ($\chi^2=5.398$, $P < 0.05$).

Evidences of table 10 shows no important connection with the participants learning habits and the students problem in various dimensions namely physical and health problems ($\chi^2=2.305$, $P>0.05$), economic and material facilities ($\chi^2=3.220$, $P>0.05$), concern towards friendship, sex and marriage ($\chi^2=.142$, $P>0.05$), family problems ($\chi^2=1.283$, $P>0.05$), social problems ($\chi^2=1.617$, $P>0.05$), educational problems ($\chi^2=2.577$, $P>0.05$), customs morality and religion ($\chi^2=3.532$, $P>0.05$) and overall students problems ($\chi^2=.851$, $P>0.05$).

Table 10 Association between Study habits of the respondents and Students Problem

S. No	Study Habits	Various dimension of Students Problem		Statistical Inferences
		Low	High	
1	Physical and Health Problems			$\chi^2=2.305$
	Learn Everyday	238	171	Df=1
	Learn during test	136	87	$P>0.05$
	Learn during exams	46	72	Not significant
2	Self and Self Image			$\chi^2= 5.417$
	Learn Everyday	230	179	Df=2
	Learn during test	140	83	$P<0.05$
	Learn during exams	47	21	Significant
3	Economic and Material Facilities			$\chi^2= 3.220$
	Learn Everyday	361	48	Df=2
	Learn during test	192	31	$P>0.05$
	Learn during exams	64	4	Not significant
4	Concern towards Friendship, Sex and Marriage			$\chi^2=.142$
	Learn Every day	132	277	Df=2 $P>0.05$
	Learn for test	69	154	Not significant
	Learn for Examination	21	47	
5	Family Problems			$\chi^2=1.283$
	Learn Everyday	113	296	Df=2
	Learn during test	71	152	$P>0.05$
	Learn during exams	19	49	Not significant
6	Social Problems			$\chi^2=1.617$

S. No	Study Habits	Various dimension of Students Problem		Statistical Inferences
		Low	High	
	Learn Everyday	106	303	Df=2
	Learn during test	65	158	P>0.05
	Learn during exams	22	46	Not significant
7	Educational Problems			$\chi^2= 2.577$
	Learn Everyday	113	296	Df=2
	Learn during test	49	174	P>.05
	Learn during exams	16	52	Not significant
8	Vocational Problems			$\chi^2= 5.398$
	Learn Everyday	248	161	Df=2
	Learn during test	119	104	P<0.05
	Learn during exams	33	35	Significant
9	Custom Morality and Religion			$\chi^2= 3.532$
	Learn Every day	113	296	Df=2 P>.05
	Learn for test	50	173	Not significant
	Learn for Examination	13	55	
10	Overall Student Problem			$\chi^2=.851$
	Learn Every day	259	150	Df=2 P>0.05
	Learn for test	143	80	Not significant
	Learn for Examination	47	21	

3.11 Discussion

Adolescent students face enormous problems at the growing stage. It will have adverse effect on the mental health and positive growth of the adolescents. Hence it is very much essential for the parents to provide love, care and affection for their adolescent wards and try to understand their problem from their point of view. This will make the students to develop confidence in their parents and motivate them for better development. Family Therapy can be adhered to the parents in order to enrich their understanding of their adolescent wards and Cognitive Behaviour Therapy and Rational Emotive Behaviour Therapy need to be given for adolescents to induce their cognitive ability and to reduce their negative thoughts about future life and to promote positive thinking towards life. These therapies need to be given in an interesting manner for the adolescent students so that they do not feel discomfort with their academic pressure, family problems, learning difficulties and have a clear vision about future. Life skills training is to be provided for the adolescents to manage their stress and emotions. Teachers have to provide a supportive hand for the adolescent students and understand their expectation. These rehabilitative measures will support for the positive development of adolescent students.

4. Conclusion

The rehabilitative measures will enable the adolescent students to understand the reality of life and set goals for their life. Counselling services also goes a long way in enabling the adolescent students to share their experiences and ventilate their emotions to a right person and get rid of the emotional outbreaks. Thus adolescents are the future citizens of our nations who needs to be shaped with positive thoughts and behaviours by overcoming their problems in life.

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