

CURRENT STATUS AND PROBLEMS OF ADOLESCENTS

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Abstract: “Education is an attempt on the part of the adult member of the society to shape the development of the coming generations in accordance with its own ideals of life.” It is an effort to secure for everyone the conditions under which individuality is most completely developed. In wider sense education includes every influence in life. Our character and faculties are influenced by various factors, like home life, the social life, the religion, the form of government, natural environment, the schools etc. The importance of giving special attention to adolescent has grown up recently owing to the rapid social changes caused by industrialisation, urbanisation and other related factors. The youth of country are of special interest to all those who are concerned with growth and development of the country. The present study aims at finding the problems of high school youth/ adolescents in relation to sex and community of Shimla district of Himachal Pradesh, India. The objectives of the present study was: to study the problems of high school youth in relation to sex on the areas namely family school, social and personal problems. Another objectives was to study the problems of youth belonging to advantaged and disadvantaged communities with respect to same four areas. The present piece of research is survey type. Using simple random sampling technique 200 students of two tehsils of districts Shimla state Himachal Pradesh was determined. The investigator used the ‘Youth Problem Inventory’ developed and standardised by Dr.(Mrs.) M.Verma to measure the study variable. The data was available in the form of scores therefore (2× 2) ANOVA (analysis of variance) was used to find the exact problem area. The results revealed that students from advantaged community have more family problems than the disadvantaged community. Students from disadvantaged community have more social problem than advantage community. Also students belonging to disadvantaged communities have more school problems as compared to students belonging to advantaged communities. The present study is also supported by study conducted by Chand (1992) that boys and girls did not differ in religions, social, demographic economic family prestige and health values but differ in economic and powers values significantly. Moreover boys were found to have scored significantly higher in economic and power values than girls. While in personal problems there is no significant difference in two groups of different communities.

Key Words: Adolescents, social, school, personal and family problems.

1. INTRODUCTION:

Period of adolescent this is the period which begins with puberty and ends with the general recession of growth. It emerges from childhood and merges in to adulthood. This is also known as the “teenage period”. This is the period of transition from childhood to maturity. Youth period is the most important period of human life. Poets have described it as spring of life human being and an important era in the total life span. The individual experiences a number of changes transitional period. It is markedly a period of growing up during the child develops in to a man or woman. Its onset and termination are both gradual.

So the concept of adjustment occurs here and the concept of adjustment is as old as the human race on the earth. Systematic emergence of this concept starts from Darwin. There are many areas of adjustment some are given as under. For better living in the society the adolescents need to focus the following area of adjustment:

- Home adjustment: Relations of the child with his family members influence his adjustment. Home promotes satisfaction and security.
- Emotional adjustment: A person is emotionally adjusted if he express proper emotions in a proper situations in a proper form.
- School adjustment: Healthy Environment in the school helps the person in making school adjustment.
- Social adjustment: Area of social adjustment is influenced by social maturity of the person. Maturity in the social relationship means to established good relations with family, neighbours, playmates, class fellows, teachers and other members of the society.

2. PROBLEMS OF ADOLESCENT IN DIFFERENT AREAS:

Following needs and life goals appear to be a source of many emotional problems of adolescent. These needs emerge from the philosophy of adolescents and force them to seek satisfaction of their goals. Failure to achieve this results in

frustration which is expressed in various kinds of emotional problems. Some of the problems of adolescents are listed below.

- **Problem in social area:** The desire for social approval and social acceptance is very strong in almost all the teenagers. A corollary to this is the desire for security. When a person is accepted by his group and is accorded a social status in the home, in the school in the society, he experiences a great sense of self confidence and security. It is so basic in the adolescent that they are reflected in many of their school activities. Desire to get affection and love from the parents, teachers and other members of the society is another variation of the needs for status acceptance and security. The behaviour of the adolescent is strongly motivated by these needs, and related desires.
- **Personal Problems:** Personal appearance forms an important part of the personality of adolescents. They are worried about their personal appearance. It influences their personal and social development. Quite often the social status of adolescent in the group is determined by their personal appearance. a charming face is the centre of affection of the whole group . This makes the child concerned more confident and secure in his status. Attractive physical appearance wins more friends and secures greater social acceptance to some fortunate children.
- **Adjustment to physical and physiological changes:** This is one aspect of the reality to which adolescents are required to adjust. Rapid changes in the shape and size of the body are viewed differently by these adolescent. Some time these changes energies a great influence on emotional development of adolescents . Slow or rapid growth of unevenness of growth or abnormalities of growth may affect their total development.
- **Need for independence:** In the early years of life, the child is wholly depended upon the parents and others members of the society. By the time he reaches adolescent stage, his physical, mental and emotionality are well developed .He is rich in imaginable resources and has gathered sufficient experience of this world . These developments make hi think of getting freedom from his parents and other members of the society. At this stage the adolescent want to make an attempt to stand on their own feet, to make their own decisions, to plan for their future independently and to run their life themselves.

3. SIGNIFICANCE OF THE STUDY:

Any period of change is likely to be accompanied by many potential difficulties. Adolescent age is a period of transition from childhood which implies many developmental changes. G S. Hall has called this period as period of stress and strain fraught with many problems but others psychologists have laid emphasis on the cultural conditions as the problem in this age.

The present study highlights the major areas of problems of Adolescent in relation to their sex and community. As we know Adolescent are nation builders of tomorrow. Various changes occur at this period. These changes affect the adjustment process of the Adolescent. Main significance of this study is to understand developmental characteristics and problems of Adolescent. Every teachers and parents must know about the nature and changes emerging in transition period from childhood to adulthood. They must also know the various problems fraught with developmental characteristics to deal effectively with the problem of Adolescent.

This study also helps in maintaining the mental health of Adolescent. The progress of the country depends on the maximum exploitation of its human resource. The sound mental is one of the first requisite condition of development. Adolescent are marked with a number of problems which affect the mental health .The study of Adolescent is very important in order to preserve, cure and prevent incidence of maladjustment . Parents and teachers can help Adolescent to adjust to their responsibility.

4. OBJECTIVES OF THE STUDY:

Following objectives have been prepared:

1. To study the problems of the Adolescent of the high school in relation to sex on the following areas:
 - (a) Family Problems
 - (b) School Problems
 - (c) Social Problems
 - (d) Personal problems
2. To study the problems of the Adolescent of the high school belonging to advantaged and disadvantaged communities with respect to
 - (a) Family Problems
 - (b) School Problems
 - (c) Social Problems
 - (d) Personal problems

3. To study the interactional effects of sex and communities on the following areas of problems of the Adolescent of the high school :

- (a) Family Problems
- (b) School Problems
- (c) Social Problems
- (d) Personal problems

5. HYPOTHESES OF THE STUDY:

on the basis of review of related literature hypotheses of the study were formulated as under:

(1). The male adolescent and female adolescent do not differ significantly with respect to their :

- (a) Family Problems
- (b) School Problems
- (c) Social Problems
- (d) Personal problems

2. The adolescents of advantaged and disadvantaged communities do not differ significantly with respect to their :

- (a) Family Problems
- (b) School Problems
- (c) Social Problems
- (d) Personal problems

3. The sex and communities have significant interactional effect on the following problems :

- (a) Family Problems
- (b) School Problems
- (c) Social Problems
- (d) Personal problems

6. METHOD OF RESEARCH:

Present piece of research is survey type. Survey involves a quick appraisal of facts or depiction of the reality situation. It obtains data from a relatively large number of cases at a particular time and it is designed to obtain pertinent and precise information concerning from the facts discovered.

Sample: Sampling is the process by which relatively small number of individual objects or events are selected and analysed in order to find out something about the entire population from which it was selected. In the present study, out of all the 12 districts of Himachal Pradesh one district Shimla was selected randomly. There are 11 tehsils in district shimla. From these tehsils of Shimla two tehsils urban and two rural tehsils were selected randomly.

Research design: The research design enables the researcher to anticipate what the appropriate research decisions should be so as to maximize the validity of results. It is critical that the choice of research design be appropriate to the subject under investigation (Patton, 1987). For the present study 2x2 factorial design was employed with two levels of sex i.e. male and female, and two levels of communities i.e. advantaged and disadvantaged.

Tool Used: Measuring Instrument: In behavioural science number of instruments are available but all tools cannot be used to measure Thus the best available tool will be used for measuring the variable. In the present study investigator used the Youth problem inventory developed and standardized by Dr. Mrs. M Verma.

Statistically technique used: For analysis and interpretation of data the investigators have used (2x2) Analysis of Variance (Two way)

Analysis and interpretation of Data:

Analysis of data means studying the organised material in order to discover inherent facts. The data are studied from as many angles as possible to explore the new facts. Family problems of students in relation to sex and community: The mean score of the students pertaining to family problems in 2x2 designs are given as under:

Table 1

Mean score of students on family problems:

Community	Advantaged	Disadvantaged	Total
Male	23.56	22.08	22.87
Female	20	17.32	18.66
Total	21.78	19.7	

The summary of the ANOVA is given in table 1.1

Source of variance	Sum of squares	df	Mean	F
Sex A	108.16	1	108.16	1.99
Community B	432.64	1	432.64	7.95*
Interaction AxB	9	1	9	0.17
Within	5223.44	96	54.4108	

*significant at .01 level of confidence.

Main effects:

- (a). **Sex A** -From the table we may interpret that male and female high school adolescent do not differ significantly in their family problems.
- (b). **Community B** - From the table we may interpret that there is a significant difference in the family problems of two groups of students belonging to advantaged and disadvantaged communities. So we may conclude that students belonging to advantaged communities have more family problems as compared to students belonging to disadvantaged community.
- (c). **Interactional effect** - the interactional effect of sex and communities on family problems is insignificant. From this it may interpreted that there is not significant interactional effect of sex and community on family problems of high school adolescents.

Table 2

Mean score of students on school problems:

Community	Advantaged	Disadvantaged	Total
Male	13.16	13.56	13.36
Female	9.88	10.32	10.1
Total	11.52	11.94	23.46

The summary of the ANOVA is given in table 2.1

Source of variance	Sum of squares	Df	Mean squares	F
Sex A	4.41	1	4.41	0.11
Community B	265.69	1	265.69	6.78*
Interaction AxB	0.01	1	0.01	0.00
Within	11.52	96	39.1416	

* significant at .05 level of confidence.

Main effects

- (a). **Sex A** - From the table we may interpret that male and female high school adolescent do not differ significantly in their school problems.
- (b). **Community B** -From the table we may interpret that there is a significant difference in the school problems of two groups of students belonging to advantaged and disadvantaged communities. So we may conclude that students belonging to disadvantaged communities have more school problems as compared to students belonging to advantaged community.
- (c). **Interactional effect** - The interactional effect of sex and communities on school problems is insignificant. From this it may interpreted that there is not significant interactional effect of sex and community on school problems of high school adolescent .

Table 3

Mean score of students on social problems:

Community	Advantaged	Disadvantaged	Total
Male	2.96	3.52	3.24
Female	2.4	2.88	2.64
Total	2.68	3.2	5.88

The summary of the ANOVA is given in table 3.1

Source of variance	Sum of squares	Df	Mean	F
Sex A	1.21	1	1.21	0.25
Community B	20.25	1	20.25	4.27*
Interaction AxB	2.89	1	2.89	0.61
Within	454.24	96	4.73	

*significant at .005 level of confidence.

Main effects

(a). **Sex A** - From the table we may interpret that male and female high school adolescent do not differ significantly in their social problems.

(b). **Community B** - From the table we may interpret that there is a significant difference in the social problems of two groups of students belonging to advantaged and disadvantaged communities. So we may conclude that students belonging to disadvantaged communities have more social problems as compared to students belonging to advantaged community.

(c). **Interactional effect** -The interactional effect of sex and communities on social problems is insignificant. From this it may interpreted that there is not significant interactional effect of sex and community on social problems of high school adolescents.

Table 4

Mean score of students on personal problems

Community	Advantaged	Disadvantaged	Total
Male	20.84	22.32	21.58
Female	21.08	23.92	22.5
Total	20.96	23.12	44.08

The summary of the ANOVA is given in table 3.1

Source of variance	Sum of squares	Df	Mean	F
Sex A	116.64	1	116.64	1.01
Community B	21.16	1	21.16	0.18
Interaction AxB	11.56	1	11.56	0.10
Within	11018.48	96	114.77	

*significant at .01 level of confidence.

Main effects

(a). **Sex A** -From the table we may interpret that male and female high school adolescent do not differ significantly in their personal problems.

(b). **Community B** - From the table we may interpret that there is no significant difference in their personal problems of two groups of students belonging to advantaged and disadvantaged communities.

(c) **Interactional effect:** The interactional effect of sex and communities on personal problems is insignificant. From this it may interpreted that there is not significant interactional effect of sex and community on personal problems of high school adolescents.

7. MAIN FINDINGS:

On the basis of analysis and interpretation of data following conclusions can be drawn:

1. There is no significant difference in the family problems of high school adolescent in relation to their sex (male/female). It means that male and female adolescent do not differ significantly in their mean scores on family problems.

2. There is a significant difference in the family problems of two groups of students belonging to advantaged and disadvantaged communities. So we may conclude that students belonging to advantaged communities have more family problems as compared to students belonging to disadvantaged community.

3. The interactional effect of sex and communities on family problems is insignificant. From this it may interpreted that there is not significant interactional effect of sex and community on family problems of high school adolescents.

4. There is no significant difference in the school problems of high school adolescent in relation to their sex (male/female). It means that male and female adolescent do not differ significantly in their mean scores on school problems.

5. There is a significant difference in the school problems of two groups of students belonging to advantaged and disadvantaged communities. So we may conclude that students belonging to disadvantaged communities have more school problems as compared to students belonging to advantaged community.
6. The interactional effect of sex and communities on school problems is insignificant. From this it may be interpreted that there is no significant interactional effect of sex and community on school problems of high school adolescents.
7. There is no significant difference in the school problems of high social adolescent in relation to their sex (male/female). It means that male and female adolescents do not differ significantly in their mean scores on social problems.
8. There is a significant difference in the social problems of two groups of students belonging to advantaged and disadvantaged communities. So we may conclude that students belonging to disadvantaged communities have more social problems as compared to students belonging to advantaged community.
9. The interactional effect of sex and communities on social problems is insignificant. From this it may be interpreted that there is no significant interactional effect of sex and community on social problems of high school adolescents.
10. There is no significant difference in the school problems of high social adolescent in relation to their sex (male/female). It means that male and female adolescents do not differ significantly in their mean scores on social problems.
11. From the table we may interpret that there is no significant difference in their personal problems of two groups of students belonging to advantaged and disadvantaged communities do not differ significantly.
12. The interactional effect of sex and communities on personal problems is insignificant. From this it may be interpreted that there is no significant interactional effect of sex and community on personal problems of high school adolescents.

8. EDUCATIONAL IMPLICATIONS:

In view of the obtained conclusions some implications may be drawn for implication.

1. Parents may be provided education through non formal ways so that they can help their children in adjusting them properly in different walks of life.
2. Parents should treat both son and daughter equally.
3. Teacher must establish proper rapport with the children. He must maintain cordial relationship with the students.

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