



A study on the Family Related Adversities faced by Higher Secondary school Students

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Abstract: Adolescents are going through several adverse situations from family, school and society. Family plays one of the major roles in facing adversities among adolescent children. The present study aimed to identify the areas of adverse situations an adolescent may encounter with. For the study, data was collected with a check list on Family related Adversities among higher secondary students from 332 higher secondary school students among which 142 were boys and 190 were girls. Twenty-one expected family related adversities were found and data were analysed using percentage analysis. The main Family related Adversities among higher secondary students identified in the study were Parents' financial difficulties, Excessive parental control, Parents giving too much importance to studies only, Inability to arrange study time at home by oneself, Lack of help from parents in studies, Do not permit to participate in games with friends, Compulsory teaching during exams, Parents not allowing to travel freely, Parents not asking them about the day-to-day affairs of the school, Parents share their flaws with others, Parents not permitting to extracurricular activities, Alcohol use by father or other relatives, Unable to study at home, and Not being able to focus only on studies while studying.

Key Words: Adolescents, Family related Adversity, Higher secondary.

1. INTRODUCTION:

Family one of the basic social institutions plays a pivotal role in moulding younger generations. A society as an extension of family, resembles how its citizens are nurtured with. Family is a replica of the society and the more the values inside the family is alive, the more it creates the ripples across. The human values like ethics, humanity, corporation, love and care are born out of family. A humanitarian approach in the day-to-day activities in the family mould the character, personality, and behavioural traits of the children. A family is acting like a shield to the child till they get matured in handling the situations outside. The family bond in India is more stable and stronger which carry care, love, protection and emotional attachment that add more values in every aspect of life. During the stages of development, an adult may encounter hormonal changes and the care, support and guidance from elders may help the children feel more secure and make them understand the changes happening in their body and mind. The elders counselling and guidance relax their mind set in situations.

Adolescents can share their insecurities and difficulties to the parents and grandparents. Family as a system work like a loving counselling nest to solve the adversities adolescents go through. Other than school timing Children usually spend most of the time with family. This enhances in creating not just a bond with family members but makes a mirror reflection of their emotions to the family members too. Somewhere deep in family teaches them a lot of skills and problem-solving abilities. Family act like a shock absorber for children in challenges they face. In family, it creates a freedom for children to share anything with the parents without any hindrance or obstacle. The changes in thought process, sexual education, tendency towards alcohol and addictions etc may be the issues they go through in their age. And all these issues can be rectified by the timely involvement and care provided by family members.



2. Need and significance of the study :

Adolescents often has to face many challenging issues from their own Family itself. Most of the time even parents cannot understand the crisis they may face with. They cannot generally unable to share with parents, the stress, frustration and conflicts they frequently face with. At such a situation, they may divert their life in to un healthy friendships, usage of drugs, tasting of alcohol and even for thinking to stop their life by committing suicide. As sited in The Hindu daily, dated September 28, 2023 reported that at the national level, Kerala was in the fifth position in the suicide index of youngsters in 2018, 2019, 2020, and 2021 as per the annual “Accidental Deaths & Suicides in India Report” released by the National Crime Records Bureau (NCRB). A notable thing in the data is that the tendency to commit suicide is increasing in men every year while the number is slightly decreasing in women. When 984 men committed suicide in 2018, the number shot up to 1,244 in 2022. The levels of stress, anxiety, worry, sadness, and anger among young women may be far higher than their male counterparts, but young men are taking their lives more than women in Kerala. The report added, Break-up is one of the foremost reasons for suicide attempts and deaths in youngsters. At least 5-10 attempt cases are being reported at government medical colleges a day.

Adolescent students are facing so many adversities in life. The adversities they may face are mostly from family related or school related. The report of the State Crime Records Bureau and National crime records Bureau identifies increasing number of teen suicides which is most disturbing now days Conditions in the family may raise the children positively in many ways. The family environment and peer interaction quality can positively predict adolescents’ academic achievement (Zhao,2022). Adolescents experience meaningful life experiences and ability to overcome adversities from the family, that creates a feeling of warmth of protection and a shield of care. The family context plays an important role in providing meaningful experiences for the development of a strong Sence of Coherence in adolescence (Gracia-Moya et.al, 2012).

It’s the need of the hour to know the hindrance of adolescents, the challenges they may face, the problems they may suffer, and the worriment they encounter from family. Only by knowing the adversities that they approach in life, can be helped and supported by elders, teachers and educationists.

3. Objectives of the study :

I) To find out the family Related Adversities faced by Higher Secondary Students

For,

i) The Total sample of students

ii) Sample of students based on Gender

4. Methodology :

The present study adopted a descriptive survey method by collecting data from 332 higher secondary school students of plus one and plus two from 9 schools of Malappuram district in commerce, humanities and science were selected among which 142 were boys and 190 were girls. As per the title, variable of the study is family related adversities. A Checklist on school related adversities among higher secondary school students were prepared and twenty-two family related adversities possibly confronted by higher secondary school students were listed for the same. They are, parents’ financial difficulties, parents blame for even trivial things, conflict between parents at home, excessive parental control, parents giving too much importance to studies only, inability to arrange study time at home by oneself, lack of help from parents in studies, excessive use of TV, phone etc. by parents during study, disallowing reading other than textbooks, parents not allowed to socialize with peers, do not permit to participate in games with friends, compulsory teaching during exams, parents not allowing you to travel freely, not giving importance to your food matters at home, parents not asking you about the day-to-day affairs of the school, parents share your flaws with others, parents not permitting to extracurricular activities, alcohol use by father or other relatives, unable to study at home, unable to focus only on studies while studying, and parents give more consideration to siblings.

4.1 Data Collection

The data was collected by means of Google Form. Check list was prepared in Google format and sent to the teachers of various schools of Malappuram district. Teachers then redirected Google form to students through WhatsApp groups by intimating to send the responses directly to the investigator.



4.2 Statistical Techniques

Estimating Percentages followed by estimating standard Error of each was the statistical technique used for the study.

4.3 Analysis and Discussion

By analysing the responses of students using percentage analysis, the following results were obtained.

Table 1. Parents' financial difficulties:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	58(17.46%)	2.06	239(71.98%)	6.20	35(10.54%)	1.64	332
BOYS	23(16.19%)	3.07	105(73.94%)	3.72	14(9.85%)	2.40	142
GIRLS	35(18.42%)	2.78	134(70.52%)	3.87	21(11.05%)	2.26	190

It is inferred from Table.1 that 17.46% students feel parents' financial difficulties as adversity most of the time, 71.98% sometimes feel the same, and 10.54% students never feel parents' financial difficulties as an adversity. Among boys, 16.19% feel parents' financial difficulties as adversity most of the time, 73.94% sometimes feel and 9.85% never feel such a situation. Among girls, 18.42% feel parents' financial difficulties as adversity most of the time and 70.52% sometimes feel the same and 11.05% girls never feel parents' financial difficulties.

The data shows that majority of students never feel parents' financial difficulties as an adversity. Majority of boys feel parents' financial difficulties sometimes, and only 10.54% of boys never feel parents' financial difficulties as an adversity. So, it can be understood that for boys, parents' financial difficulties are a common adversity they have to face with. Majority of girls sometimes feel parents' financial difficulties, and 88% girls feel parents' financial difficulties most of the time and sometimes. For girls, it can be identified that parents' financial difficulty is a common adversity that girls face with.

Table 2. Parents blame for even trivial things:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	27(8.13%)	1.48	169(50.90%)	2.74	136(40.96%)	2.68	332
BOYS	14(9.85%)	2.40	78(54.92%)	4.18	50(35.21%)	4.00	142
GIRLS	13(6.84%)	1.72	91(47.89%)	1.42	86(45.26%)	3.60	190

It is identified from Table 2 is that 8.13% students feel Parents blame them for even trivial things most of the time, 50.90% sometimes feel the same, and 40.96% students never feel Parents blame them for even unimportant things. Among boys, 9.85% feel Parents blame them for even trivial things as adversity most of the time, 54.92% sometimes feel it and 35.21% never feel such a situation. Among girls, 6.84% feel Parents blame them for even things as adversity most of the time and 47.89% sometimes feel the same and 45.26% girls never feel parents blame them for even silly things.

The data shows that majority of students feel parents blame them for even insignificant things. A majority of boys feel parents blame them for even trivial things, most of the time and sometimes. So, it can be known that for boys parents blame them for even trivial things is a common adversity they face with. For girls, it can be identified that parents blame them for even negligible things is a common adversity they face with.

Table 3. Conflict between parents at home:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	16(4.81%)	1.07	138(41.56%)	2.69	178(53.61%)	2.73	332
BOYS	8(5.63%)	1.82	51(35.91%)	4.00	83(58.45%)	4.14	142
GIRLS	8(4.21%)	1.42	87(45.78%)	3.60	95(50.00%)	3.62	190



It is known from Table.3 that 4.81% students feel conflict between parents at home as adversity most of the time, 41.56% sometimes feel the same, and 53.61% students never feel conflict between parents at home as an adversity. Among boys, 5.63% feel conflict between parents at home as adversity most of the time, 35.91% sometimes feel conflict between parents at home and 58.45% never feel such a situation. Among girls, 4.21% feel conflict between parents at home as adversity most of the time, 45.78% sometimes feel the same and 50% girls never have to face conflict between parents at home.

The data indicates that majority of students never feel conflict between parents at home as an adversity. Majority of boys never feel conflict between parents at home, and a very small percentage of boys feel conflict between parents at home as an adversity. So, it can be known that for boys, conflict between parents at home is not a common adversity. And it is clear that girls do not typically experience parental conflict as a problem at home.

Table 4. Excessive parental control:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	94(28.31%)	2.46	193(58.13%)	2.70	45(13.55%)	1.84	332
BOYS	46(32.39%)	3.91	84(59.15%)	4.12	12(8.45%)	2.27	142
GIRLS	48(25.26%)	3.14	109(57.36%)	3.59	33(17.36%)	2.72	190

It is identified from Table.4 that 28.31% students feel excessive parental control as adversity most of the time, 58.13% sometimes feel the same, and 13.55% students never feel excessive parental control as an adversity. Among boys, 32.39% feel excessive parental control as adversity most of the time, 59.15% sometimes feel excessive parental control and 8.45% never feel such a situation. Among girls, 25.26% feel excessive parental control as adversity most of the time, 57.36% sometimes feel the same and 17.36% girls never feel excessive parental control.

The data shows that a majority of students feel excessive parental control as an adversity. A majority of boys never feel excessive parental control, and boys, occasionally, perceive excessive parental control as a challenge in 59.15% of cases. So, it can be known that for boys, they feel excessive parental control is an adversity they have to face with. For girls, it can be identified that they feel excessive parental control is an adversity that they face with.

Table 5. Parents giving too much importance to studies only:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	130(39.15%)	2.67	156(46.98%)	2.73	46(13.85%)	1.84	332
BOYS	66(46.47%)	4.18	66(46.47%)	4.18	10(7.04%)	2.14	142
GIRLS	64(33.68%)	3.41	90(47.36%)	3.62	36(18.94%)	2.78	190

It is inferred from Table.5 that 39.15% students feel parents giving too much importance to studies only most of the time, 46.98% sometimes feel the same, and 13.85% students never feel parents giving too much importance to studies only as an adversity. Among boys, 46.47% feel parents giving too much importance to studies only most of the time, 46.47% sometimes feel and 7.04% never feel such a situation. Among girls, 33.68% feel parents giving too much importance to studies only as adversity most of the time and 47.36% sometimes feel the same and 18.94% girls never feel parents giving too much importance to studies only.

While going through the data it also shows that a minority of students never feel parents giving too much importance to studies only. So, it can be known that for boys parents giving too much importance to studies only are a common adversity they have to face with. For girls, it can be identified that parents giving too much importance to studies only is a common adversity that girls face with.

Table 6. Inability to arrange study time at home by one self:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	67(20.18%)	2.19	143(43.07%)	3.09	122(36.74%)	2.63	332



BOYS	38(26.76%)	3.68	62(43.66%)	4.15	42(29.57%)	3.80	142
GIRLS	29(15.26%)	2.59	81(42.63%)	3.58	80(42.10%)	3.58	190

It is known from Table.6 that 20.18% students feel inability to arrange study time at home by oneself most of the time, 43.07% sometimes feel the same, and 36.74% students never feel inability to arrange study time at home by one self as an adversity. Among boys, 26.76% feel inability to arrange study time at home by oneself most of the time, 43.66% sometimes feel and 29.57% never feel such a situation. Among girls, 15.26% feel inability to arrange study time at home by one self as adversity most of the time and 42.63% sometimes feel the same and 42.10% girls never feel inability to arrange study time at home by one self.

While analysing the data it also shows that a minority of students never feel inability to arrange study time at home by one self. So, it can be known that for boys inability to arrange study time at home by one self is a common adversity they have to face with. Hence For girls, it can be identified that inability to arrange study time at home by one self is a common adversity that girls face with.

Table 7. Lack of help from parents in studies:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	79(23.79%)	2.30	88(26.50%)	2.40	165(49.69%)	2.74	332
BOYS	27(19.01%)	3.29	48(33.80%)	3.94	67(47.18%)	4.18	142
GIRLS	52(27.36%)	3.22	40(21.05%)	2.95	98(51.57%)	3.62	190

It is ascertained from Table.7 is that 23.79% of total students most of the times feel, lack of help from parents in studies 26.50% sometimes feel lack of help from parents in studies and 49.69% never felt such a situation at all. Out of the 142 boys 19.01% most of the time feel lack of help from parents in studies, 33.80% of boys sometimes feel the same, and 47.18% of boys never feel lack of help from parents in studies. Out of the 190 girls 27.36% most of the time feel lack of help from parents in studies, and 21.05% of girls sometimes feel the same, and 51.57% of girls never feel lack of help from parents in studies.

That shows majority of students never feel lack of help from parents in studies. It states only a small percentage of boys feel lack of help from parents in studies. It shows half percentage of girls feel lack of help from parents in studies.

Table 8. Excessive use of TV, phone etc. by parents during study:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	18(5.42%)	1.19	69(20.78%)	2.19	245(73.79%)	2.43	332
BOYS	6(4.22%)	1.64	26(18.30%)	4.15	110(77.46%)	6.29	142
GIRLS	12(6.31%)	1.72	43(22.63%)	3.00	135(71.05%)	3.29	190

It is assumed from Table.8 is that 5.42% of students feel excessive use of TV, phone etc. by parents during study, 20.78% sometimes feel excessive use of TV, phone etc. by parents during study and 73.79% students never excessive use of TV, phone etc. by parents during study. Among boys 4.22% most of the time feel excessive use of TV, phone etc. by parents during study 18.30% of boys sometimes feel excessive use of TV, phone etc. by parents during study and 77.46% boys never feel that they never feel such a situation. Among girls 6.31% most of the time feel they are not having right classmates to share troubles as and when, and 22.63% of girls sometimes feel that they are not having the right classmates to share troubles as and when and 71.05% girls never feel that they never feel such a situation.

That means majority of students are not facing the adversity of excessive use of TV, phone etc. by parents during study. It shows that a small percentage of boys facing the adversity of excessive use of TV, phone etc. by parents during study. It shows only a few girls excessive use of TV, phone etc. by parents during study.



Table 9. Disallowing reading other than textbooks:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	17(5.12%)	1.19	52(15.66%)	1.95	263(79.21%)	2.23	332
BOYS	6(4.22%)	1.64	23(16.19%)	3.07	113(79.57%)	3.41	142
GIRLS	11(5.78%)	1.58	29(15.26%)	2.59	150(78.94%)	3.00	190

It is interpreted from Table 9 that out of the 332 students only 5.12% feel disallowing reading other than text books as an adversity, 15.66% sometimes feel the same and 79.21% students never feel disallowing reading other than textbooks. Among boys, only 4.22% most of the time feel disallowing reading other than textbooks, 16.19% feel disallowing reading other than textbooks sometimes, and 79.57% never feel disallowing reading other than text books. Among girls, only 5.78% most of the time experience disallowing reading other than textbooks, 15.26% feel disallowing reading other than textbooks sometimes, and 78.94% never undergo disallowing reading other than text books.

Hence it is clear that majority of students do not feel disallowing reading other than textbooks. So, it is obvious that majority of boys don't feel disallowing reading other than textbooks as an adversity. So, it is clear that majority of girls don't go through disallowing reading other than textbooks as an adversity.

Table 10. Parents not allowed to socialize with peers:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	32(9.63%)	1.57	128(38.55%)	2.66	172(51.80%)	2.74	332
BOYS	12(8.45%)	2.27	54(38.02%)	4.07	76(53.52%)	4.18	142
GIRLS	20(10.52%)	2.17	74(38.94%)	3.52	96(50.52%)	3.62	190

It is stated from Table 10 that only 9.63% students most of the time experience not allowed to socialize with peers, 38.55% sometimes feel it and 51.80% never experience such a situation. For boys, only 8.45% feel parents not allowed to socialize with peers most of the time, 38.02% sometimes feel the situation and 53.52% never experience it. Among girls, only 10.52% sense parents not allowed to socialize with peers, 38.94% sometimes feel the same, and 50.52% never experience it.

That indicates for majority of students not experience the situation of parents not allowed to socialize with peers as an adversity. Hence, majority of boys are against the view of parents not allowed to socialize with peers. So, it is clear that majority of girls not suffer the adversity of parents not allowed to socialize with peers.

Table 11. Parents do not permit to participate in games with friends:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	21(6.32%)	1.30	91(27.40%)	2.43	220(66.26%)	2.59	332
BOYS	12(8.45%)	2.27	40(28.16%)	3.76	90(63.38%)	4.05	142
GIRLS	9(4.73%)	1.42	51(26.84%)	3.18	130(68.42%)	3.38	190

It is elucidated from Table 11 is that only 6.32% students feel parents do not permit to participate in games with friends most of the time, 27.40% sometimes feel the same, and 66.26% never experience such a situation. Among boys only 8.45% feel parents do not permit to participate in games with friends most of the time, 28.16% sometimes feel the same, and 63.38% never experience such a situation. For girls only 4.73% go through parents do not permit to participate in games with friends most of the time, 26.84% sometimes undergo the situation and 68.42% never sense it as an adversity.

It is evident that majority of students do not experience the adversity of parents do not permit to participate in games with friends. It can be stated that only a small percentage of boys are experiencing the adversity of parents do



not permit to participate in games with friends most of the time. So, its explicit that majority of girls do not experience the adversity of parents do not permit to participate in games with friends.

Table 12. Compulsory teaching during exams:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	138(41.56%)	2.69	123(37.04%)	2.64	71(21.38%)	2.23	332
BOYS	76(53.52%)	4.18	47(33.09%)	3.94	19(13.38%)	2.82	142
GIRLS	62(32.63%)	3.38	76(40.00%)	3.55	52(27.36%)	3.22	190

From Table 12 its identified that 41.56% students most of the time faces compulsory teaching during exams, 37.04% sometimes experience compulsory teaching during exams, and 21.38% never encounter compulsory teaching during exams. Among boys, 53.52% most of time feel compulsory teaching during exams, 33.09% sometimes feel the same, and 13.38% never feel compulsory teaching during exams. Among girls, 32.63% most of the time experience compulsory teaching during exams, 40% sometimes feel the same, and 27.36% never undergo such a situation.

That shows majority of students most of the time feel compulsory teaching during exams. That means majority of boys feel compulsory teaching during exams as an adversity. The data shows a small percentage of girls are against this view. Most of the girls encounter the adversity of compulsory teaching during exams.

Table 13. Parents not allowing you to travel freely:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	92(27.71%)	2.43	161(48.49%)	2.74	79(23.79%)	2.30	332
BOYS	35(24.64%)	3.58	72(50.70%)	4.19	35(24.64%)	3.58	142
GIRLS	57(30.00%)	3.32	89(46.84%)	3.61	44(23.15%)	3.05	190

From Table 13 it is identified that for the total sample of students 27.71% most of the time faces the adversity of parents not allowing to travel freely, 48.49% sometimes feel the same, and 23.79% never encounter such a situation. For the total 142 boys 24.64% most of the time undergo parents not allowing them to travel freely, 50.70% sometimes feel the same, and 24.64% never go through such a situation. For girls, 30% most of the time feel parents not allowing them to travel freely, 46.84% sometimes feel the same, and 23.15% never undergo such a situation.

That means most of the time students encounter the adversity of parents not allowing them to travel freely. That shows, most of the time boys undergo the adversity of parents not allowing them to travel freely. That shows most of the time girls faces the adversity of parents not allowing them to travel freely.

Table 14. Not giving importance to your food matters at home:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	42(12.65%)	1.78	38(11.44%)	1.71	252(75.90%)	2.37	332
BOYS	27(19.01%)	3.29	14(9.85%)	2.40	101(71.12%)	3.80	142
GIRLS	15(7.89%)	1.85	24(12.63%)	2.35	151(79.47%)	2.95	190

It is presumed from Table 14 is that for the total students, 12.65% most of the time encounter not giving importance to your food matters at home, 11.44% sometimes not giving importance to their food matters at home, and 75.90% never experience not giving importance to their food matters at home as an adversity. Among boys, 19.01% most of the time encounter the adversity of not giving importance to their food matters at home, 9.85% sometimes feel the same, and 71.12% never experience such a situation. Among girls, 7.89% most of the time go through not giving importance to their food matters at home, 12.63% sometimes experience not giving importance to their food matters at home and 79.47% never encounter such a situation.



That implies majority of boys not undergo not giving importance to their food matters at home. It shows for majority of girls not giving importance to their food matters at home is not a major adversity girls face.

Table 15. Parents not asking you about the day-to-day affairs of the school:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	78(23.49%)	2.30	120(36.14%)	2.63	134(40.36%)	2.68	332
BOYS	33(23.23%)	3.53	60(42.25%)	4.14	49(34.50%)	3.97	142
GIRLS	45(23.68%)	3.05	60(31.57%)	3.35	85(44.73%)	3.60	190

It is inferred from Table 15 that, 23.49% students most of the time feel parents not asking them about the day-to-day affairs of the school, 36.14% sometimes feel parents not asking them about the day-to-day activities of the school, and 40.36% never feel parents not asking them about the day-to-day affairs of the school. For boys, 23.23% most of the time feel parents not asking them about the day today affairs of the school, 42.25% sometimes feel parents not asking about the day-to-day affairs of the school, and 34.50% boys never encounter such a situation. For girls, 23.68% most of the time feel parents not asking them about the day-to-day affairs of the school, 31.57% sometimes feel parents not asking about the day-to-day affairs of the school, and 44.73% girls never encounter such a situation.

Hence, it's clear that majority of boys most of the time and sometimes feel parents not asking about the day-to-day affairs of the school. So, it's obvious that majority of girls most of the time and sometimes feel parents not asking about the day-to-day affairs of the school.

Table 16. Parents share your flaws with others:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	41(12.34%)	1.78	115(34.63%)	2.59	176(53.01%)	2.73	332
BOYS	20(14.08%)	2.91	57(40.14%)	4.11	65(45.77%)	4.17	142
GIRLS	21(11.05%)	2.26	58(30.52%)	3.32	111(58.42%)	3.58	190

It is identified from table 16 that, 12.34% students most of the time experience parents share their flaws with others, 34.63% sometimes feel parents share their children's flaws with others and 53.01% never encounter parents share their flaws with others as an adversity. That shows for students, parents share flaws with others is not a major adversity. Among boys, 14.08% most of the time encounter parents share their flaws with others, 40.14% sometimes experience the same, and 45.77% never undergo parents share flaws with others. Among girls, 11.05% most of the time faces parents share their children's flaws with others, 30.52% sometimes faces the same and 58.42% never come across parents share flaws with others as an adversity.

That is, students who encounter parents share flaws with others, is almost equal to those who do not feel parents share flaws with others. That implies majority of girls not confronted with the adversity of parents share flaws with others.

Table 17. Parents not permitting to extracurricular activities:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	27(8.13%)	1.48	79(23.79%)	2.30	227(68.37%)	2.56	332
BOYS	15(10.56%)	2.51	36(25.35%)	3.63	91(64.08%)	4.02	142
GIRLS	12(6.31%)	1.72	42(22.10%)	3.00	136(71.57%)	3.29	190

It is interpreted from Table 17 that only 8.13% students encounter parents not permitting to extracurricular activities, 23.79% students sometimes feel the same, and 68.37% students never feel parents not permitting to extracurricular activities. Among boys, only 10.56% go through the adversity of parents not permitting to extracurricular



activities, 25.35% sometimes undergo such a situation, and 64.08% never endure parents not permitting to extracurricular activities. Among girls, only 6.31% most of the time feel parents not permitting to extracurricular activities, 22.10% sometimes experience parents not permitting to extracurricular activities, and 71.57% girls never undergo the same.

That indicates only a small percentage of students experience parents not permitting to extracurricular activities. That shows majority of boys do not feel parents not permitting to extracurricular activities as an adversity. That denotes majority of the girls do not face parents not permitting to extracurricular activities as an adversity.

Table 18. Alcohol use by father or other relatives:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	19(5.72%)	1.19	28(8.43%)	1.48	285(85.84%)	1.95	332
BOYS	10(7.04%)	2.14	9(6.33%)	1.99	123(86.61%)	2.91	142
GIRLS	9(4.73%)	1.42	19(10.00%)	2.17	162(85.26%)	2.59	190

It is ascertained from Table 18 is that only 5.72% of students encounter with the adversity of alcohol use by father or other relatives most of the time, 8.43% sometimes experience the same, and 85.84% never faces such an adversity. Among boys only 7.04% faces the adversity of alcohol use by father or other relatives most of the time, 6.33% sometimes faces the same and 86.61% never encounter alcohol use by father or other relatives. Among girls only 4.73% undergo the adversity of alcohol use by father or other relatives, 10% sometimes go through the same and 85.26% never faces alcohol use by father or other relatives.

Hence, alcohol use by father or other relatives is not a major adversity students face. So, alcohol use by father or other relatives is not a general adversity boys face. That shows alcohol use by father or other relatives is not a general adversity girls face.

Table 19. Unable to study at home:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	19(5.72%)	1.19	66(19.87%)	2.15	247(74.39%)	2.40	332
BOYS	7(4.92%)	1.64	29(20.42%)	3.35	106(74.64%)	3.68	142
GIRLS	12(6.31%)	1.72	37(19.47%)	2.84	141(74.21%)	3.18	190

It is identified from Table 19 that, only 5.72% students most of the time unable to study at home. 19.87% sometimes study at home, and 74.39% never feel unable to study at home. Among boys only 4.92% faces unable to study at home, 20.42% sometimes feel the same situation, and 74.64% never faces unable to study at home. Out of 190 Girls, only 6.31% most of the time faces unable to study at home, 19.47% sometimes feel the same, and 74.21% never feel unable to study at home.

That shows majority of students do not feel unable to study at home as an adversity. That shows majority of boys do not experience unable to study at home as an adversity. So, unable to study at home is not a major adversity girl faces.

Table 20. Not being able to focus only on studies while studying:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	75(22.59%)	2.27	197(59.33%)	2.69	60(18.07%)	2.10	332
BOYS	34(23.94%)	3.53	89(62.67%)	4.07	19(13.38%)	2.82	142
GIRLS	41(21.57%)	2.95	108(56.84%)	3.60	41(21.57%)	2.95	190

It's evident from Table 20 is 22.59% most of the time experience not being able to focus only on studies while studying, 59.33% sometimes feel the same and 18.07% never feel such a situation. Among boys 23.94%



most of time encounter the adversity of not being able to focus only on studies while studying, 62.67% sometimes feel the same, and 13.38% never feel the situation. Out of the 190 girls, 21.57% most of the time experience not being able to focus only on studies while studying, 56.84 % sometimes experience the same, and 21.57% never feel such a situation

That implies most of the students not being able to focus only on studies while studying. That denotes a minority of students never feel not being able to focus only on studies while studying. Hence, for girls not being able to focus only on studies while studying is an adversity majority of them sometimes encounter with.

Table 21. Parents give more consideration to siblings:

	<i>Most of the time</i>	SE	<i>Some times</i>	SE	<i>Never</i>	SE	TOT
TOT	32(9.6%)	1.57	82(24.69%)	2.34	218(65.66%)	2.61	332
BOYS	17(11.97%)	2.62	30(21.12%)	3.41	95(66.90%)	3.97	142
GIRLS	15(7.89%)	1.85	52(27.36%)	3.22	123(64.73%)	3.48	190

From table 21 it is explicit that only 9.6% students feel parents give more consideration to siblings, 24.69% sometimes experience the same and 65.66% never feel such a condition at home. Hence it can be concluded that majority of students do not undergo with an adversity of parents give more consideration to siblings. Among boys 11.97% opined that most of the time parents give more importance to siblings, 21.12% sometimes feel that parents give more importance to siblings, and 66.90% never experience such a situation at home. Among girls only 7.89% feel that most of the time parents give more importance to siblings, 27.36% girls sometimes feel that parents give more importance to siblings, and 66.73% never experience such a situation at home.

So, it is clear that only a small percentage of boys' experience parents give more importance to siblings. So, it is clear that only a small percentage of girls' experience parents give more importance to siblings.

5. FINDINGS :

Most of the adolescent students experience Parents' financial difficulties, Parents' blame for even trivial things, Conflict between parents at home, Excessive parental control, Parents giving too much importance to studies only, Inability to arrange study time at home by oneself, Lack of help from parents in studies, Excessive use of TV, phone etc. by parents during study, Disallowing reading other than textbooks, Parents not allowed to socialize with peers, Do not permit to participate in games with friends, Compulsory teaching during exams, Parents not allowing to travel freely, Not giving importance to food matters at home, Parents not asking you about the day-to-day affairs of the school, Parents share your flaws with others, Parents not permitting to extracurricular activities, Alcohol use by father or other relatives, Unable to study at home, Not being able to focus only on studies while studying, Parents give more consideration to siblings.

6. CONCLUSION :

The adversities adolescents have to face from family atmosphere must be addressed and cared both by the parents and by the teachers in order to help them to better adjustment by themselves and with others. Parents must be educated about the best adolescent rearing practices at home by providing assistance from educational counsellors. School must arrange programmes to make aware the parents about the adversities an adolescent may face in life so that parents could be vigilant about the problems that the youngsters may reach in to. School must foster creativity among the adolescents so that they can channelise their energies in to positive directions. Teachers must be aware about the Family related adversities each student may come across and a compassionate and empathetic attitude must be given to them to share their problems directly to the teachers. Continuous and timely assistance must be provided to the youngsters to tackle their hindrances is a great task both by parents and by teachers.

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