

# PROBLEMS OF ADOLESCENTS STUDYING AT HIGHER SECONDARY LEVEL

**BINCY. M**

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## **DECLARATION**

I, Bincy. M., do hereby declare that this dissertation “**PROBLEMS OF ADOLESCENTS STUDYING AT HIGHER SECONDARY LEVEL**” has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College

**Bincy. M**

## **CERTIFICATE**

I, Dr. Jouhar Munavvir. T., do hereby declare that this dissertation **“PROBLEMS OF ADOLESCENTS STUDYING AT HIGHER SECONDARY LEVEL”** is a record of bonafide study and research carried out by **Bincy. M.**, under my guidance and supervision. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College

Date:    /    /2020

**Dr. Jouhar Munavvir. T**  
Assistant Professor  
Farook Training College  
(Supervising teacher)

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## INTRODUCTION

- Need and Significance of the Study
- Statement of the Problem
- Definition of Key Terms
- Variable of the Study
- Objectives of the Study
- Methodology
- Scope and Limitations
- Organization of the Report



Adolescence is a period of constant stress, strain, storm and strife emanating from the rapid and dramatic physical changes that occur. This is a wonderful period of life filled with new feeling, a higher level of self awareness and a sense of almost unlimited horizons to explore. This age represents a period of transition from dependence upon adult direction and protection to self dependence and self determination. Adolescence is a period with a myriad of changes. It is a period of transition during which cognitive, physical, personality and social changes occur.

Adolescence has been termed by 'terrible teens'. Many parents and teachers dread this period in the child's life because of the countless problems it present. After a long period of stable behaviour the child suddenly becomes unbalanced, unpredictable and unstable as they emerge into adolescence. Adolescence is considered as the time when a 'new birth' occurred in the personality of the individual, because rapid and marked changes occur in an individual at this time, transforming him an individual having totally new personality (Hurlock, 1955). An adolescent at this period will be erratic, emotional, unstable and unpredictable.

Adolescence is widely accepted as a problem age. This means that the adolescent has many problems that must be solved in a manner satisfactory to him and to social group. It also means that adolescent is a problem to their parents, teachers and society in general. The adolescent is a problem to them self than others. They are not adjusted to their new role in life and as a result it creates confusion, uncertainty and anxiety.

Although serious behavioural disturbances is evident in only a minority of adolescents few adolescents pass through adolescence without experiencing problems in at least some areas of their life. Middle adolescence poses more problems and is mainly associated with heightened struggle for identity formation and independence. There are also problems of morality, fear of failure in academic performance, inferiority complex, uncertain sexuality and psychological depression.

### **Need and Significance of the Study**

In evolutionary conceptions of psychology, adaptive behaviour is a modification of behaviour that promotes an organism's survival in the natural habitat (Finn, 2006). All organisms must adapt to particular places, climates, food sources, and ways of life in order to survive. In humans attachment ensures an infant's closeness to the caregiver for feeding and protection from danger. This behavioural characteristic promotes survival. The field of evolutionary psychology emphasizes the importance of adaptation.

David Buss (1995, 1999, 2000, 2004, 2008; Larsen& Buss, 2005) ideas on evolutionary psychology have produced a wave of interest in how evolution can explain human behaviour. Buss argues that just as evolution shapes our physical features, such as our body shape and height, it also influences our decision making, our aggressive behaviour, our fears, and our mating patterns. According to evolutionary psychology, information processing is one example. In this view, the mind is not a general -purpose device that can be applied equally to a vast array of problems. Having evolved our advanced biological capacities, we can use them to produce diverse cultures aggressive or pacific, egalitarian or autocratic. As

American Scientist Stephen Jay Gould (1981) concluded, in most domains, human biology allows a broad range of cultural possibilities.

Education is the most powerful weapon which can change the world. Education is that continuous and purposeful social process by which the innate powers of man are developed, his knowledge and skill are enhanced, and behaviour is changed. The aim of education is to create a cultured and civilized citizen, because it is essential for the development of both individual and society.

Adolescence has long been recognized as a period of heightened risk-taking and, accordingly, a stage that requires special oversight for adults. Nevertheless, expectations regarding this period-and views of how adolescents should be treated have varied.

It has been said that 'Youth is the season of hope. But today for many of young people this period is a season of despair, disillusionment and alienation. In 1940's when the very word 'teenage' was introduced the problem was too simpler. But now the case is entirely different. Today educators must contend with unemployment, drug and alcohol use, sexual disease, and suicide and gang warfare.

Most adolescents progress to adulthood with relatively little difficulty, experiencing excellent physical health and strength and not engaging in behaviours that put themselves or others at risk. Others, however, take many sorts of unhealthy risks in their sexual behaviour, in driving, in substance use, in criminal activity or experience emotional distress or mental health disorders. For a substantial number of adolescents, the consequences are severe: they may limit a young person's

opportunities to grow into a productive adult, they are the source of lifelong health problems, and they result in a significant risk of injury and death for adolescents.

Many adolescent risk behaviours particularly use of alcohol or illicit substances, and crime also put others at risk, and all of these factors together make the prevention of risk behaviours in adolescence an important public health issue. Adolescence is a sensitive phase of life for children because the mental and physical changes make them appear strange and confuses them. Many of them feel that their emotional life is out of their control. It is equally sensitive for present day parents and teachers as adolescents often feel that people do not understand, at times curse the whole world for that. The adolescents would like their feelings to be respected, to be loved and to speak out their minds. The problem behaviours are observed both by parents at home and teachers at school. But whether they care to probe into why of their problematic behaviour is questionable.

Adolescence in human life is the stage when rapid changes take place. The individual's physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Such changes during adolescence are more rapid than during infancy and childhood. Nowadays teenagers spent most of their time in talking with their friends, chatting and having fun with their friends, through social media, watching TV, playing games etc. On the other hand, the peer group induces the adolescents to experience the risky behaviours such as smoking, alcoholism, teasing and even indulging in sexual experimentation. All these will in fact generate personal, scholastic and familial problems.

In this modern era major issues faced by teenagers are cyber bullying, teen violence, excessive internet use and abuse, rape cases (social violence), defiant behaviour, bullying, violence, teen suicide, murder, aggression, students trapped long mafia, drug addiction and robbery, drug transportation and sexual harassment, face book mania, online gaming, porn video addiction, elopement etc. Major causes of teenager problem are horridness, reveal affairs, careless in dealing with confidential and series matter, heroism, accessibility of drugs using information through internet video, conveying bad message through films produced by mafia, availability of drug from local areas like school area, pressure from parents for studying. They do social violence because of lack of protection from parents, degrading education system, lack of sex education, influence of media peer groups, curiosity towards opposite sex and students have tendency to earn more money in short periods.

Adolescence may be defined as that period within the life span when most of a person's characteristics are changing from what is typically considered child like to what is typically considered adult like (Britannica, 1997). During adolescence young people prepare to sever their attachment from parents and home and get ready to establish themselves as independent beings. For majority, adolescence is the launching pad into self sufficiency, a period when children learn and practice the academic, economic and social skills that will turn them into well functioning adults.

During adolescent period adolescents has to make critical decisions about what and which course to take, which institution to apply for, which one to accept and which career to prepare for. For some adolescents the horizon of opportunities

and choices are few because of their hard socio economic back ground. This brings stress, dissatisfaction and low self esteem. All these, lengthiness of adolescence, myriad changes, uncertainty about the future and anxiety over choices make adolescence a stressful period.

The emotional disturbances of adolescents develop when adolescents are over whelmed by the changes, choices, and problems. The teenager with emotional problems usually becomes a distressful adult and more severe will be the symptoms. The reason for this carryover of problems and distresses into adulthood is not only the aspects of the family, community and peer group's continued influence on the feeling and behaviour of adolescents but also is that the troubled adolescents are not getting assistance that might help them overcome their problems. As adolescence progress the changes in their body, their interest and their roles the social group expects them to play creates new problems. For adolescents this may seem more numerous and less easily solved than any they had to face before.

Since adolescents of todays are seriously concerned about their problems, the identification of their problems is very important. Moreover, a study like identification of major problems of adolescents is practically lacking. Not only that nowadays the knowledge we have about the problems of adolescents are based only on adult perspectives. So this study certainly will be of great utility for those teachers and educators who are facing these troubled adolescents.

By knowing the problems and problem areas of adolescents, teachers, educators and psychologists who are dealing constantly with adolescents can take measures suited for adolescents to reduce their stresses so that they can step into adult stage without many problems.

The higher secondary level, which is the middle adolescence is the most critical stage of human life, pose more problems than any stage of life. At this stage there is a maximum possibility for adolescents to deviate from the norms and values of society. These troubled problem adolescents are not getting professional help in and outside their family and school. The school authorities and parents are keeping silence towards adolescent's problems. They are unaware of the serious problems the adolescents face. So it will be very important and significant to have an idea about the problems that adolescents face at higher secondary level so that proper attention and guidance can be given for them in these matters.

### **Statement of Problem**

The problem of the study is stated as "PROBLEMS OF ADOLESCENTS STUDYING AT HIGHER SECONDARY LEVEL".

### **Definition of Key Terms**

Definition of key terms used in the statement of the problem is given for clarity and precision.

### **Problems of Adolescents**

"The transitional phase of growth and development between childhood and adulthood" (Britannica, 1997).

For the present study the term Problems of adolescents refers to the situation or matters that troubles adolescents.

## **Higher Secondary Level**

For the present study 'Higher Secondary Level of Education means the level of education which comes after the completion of 10 year of schooling. Usually it refers to a two year course which leads to the entry into an Under Graduate course.

The Higher Secondary course considered in this study is VHSE classes and Higher Secondary classes (Plus one and plus two classes).

### **Objectives of the Study**

Following are the objectives of the study

1. To identify the major problems of adolescents studying at higher secondary level for the total sample and for the subsamples based on Gender and Locale of institution.
2. To compare the major problems of adolescents studying at higher secondary level for the total sample and for the subsamples of 2000 and 2019 based on Gender and Locale of institution.
3. To examine whether there is considerable difference in the major problems identified for, (a) Boys and girls (b) Adolescents studying in rural and urban institutions.
4. To compare the considerable difference in the major problems identified in 2000 and 2020.



5. To identify the problems of adolescents due to internet and media for the total sample and for the subsamples based on Gender and Locale of institution.

### **Methodology of the Study**

Methodology deals with the precise description of variables, sample, tools and statistical techniques used for the study.

#### **Method**

The method is survey method.

#### **Variable of the Study**

The only variable of the study is 'Problems of Adolescents'.

#### **Sample**

The sample was 1000 adolescents from higher secondary schools located in five districts of Kerala viz., Palakkad, Malappuram, Kozhikode, Kannur and Wayanad. The sample were selected by giving due representation to gender of the students and locale of institutions.

#### **Tools to be Used**

To measure the variable of the study 'Problems of Adolescents' the tool named 'Adolescent Problems Inventory (2000)' will be adopted with required changes.

### **Data Collection Procedure**

After the selection of the sample the investigator contacted the heads of the concerned institutions and obtained their permission for collecting data. After giving general instructions the inventory was distributed to students. The researcher informed the students that the test is conducted for research purpose and have nothing to do with their academic work. Pupils were asked to respond in separate response sheet provided along with the inventory. No time limit was enforced to respond the items.

### **Statistical Techniques**

Estimation of percentage is the only statistical method used.

### **Scope and Limitations**

The present study is to identify the major problems of adolescents studying at higher secondary level. The study was conducted on a sample of 1000 adolescents of higher secondary level belonging to educational institutions of Kerala. In selecting the sample due representation was given to factors like gender of the students and locale of educational institutions. Even though much precaution was taken to make the study as accurate as possible there are certain limitations also. Some of these are,

1. The sample selected for the study confined to only five districts of Kerala viz., Palakkad, Malappuram, Kozhikode, Kannur, and Wayanad due to time constraint.

2. Only those problems which occurred in at least 25% of the sample were considered as major problems.
3. Problems were identified on adolescent perspectives only. No importance was given to the opinion of the adults.

With these limitations the investigator hopes that the findings of the study will give fruitful results. This will be of use to students, teachers, parents and others concerned in the field of education and psychology.

### **Organisation of the Report**

The report has been presented in five chapters.

#### **Chapter I**

This chapter presents a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, methodology, and scope and limitations of the study.

#### **Chapter II**

This chapter presents the review of related literature and studies pertaining to the area of investigation. An earnest attempt is made to review all the available studies in the area concerned.

#### **Chapter III**

Methodology of the study is described in this chapter in which the headings like variable, objectives, sample, tool and statistical techniques for analysis, data

collection procedure, standardization procedure, and scoring and consolidation of data are presented.

#### **Chapter IV**

In this chapter, the details of the statistical analysis of data, discussion and interpretation of results are explained.

#### **Chapter V**

This concluding chapter gives the description regarding the major findings, educational implications and suggestions for further research etc.

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## CHAPTER II

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# REVIEW OF RELATED LITERATURE

- Theoretical overview
- Related studies
- Conclusion

## **REVIEW OF RELATED LITERATURE**

The review of related literature is of immense importance and is inevitable to a well designed research study. A careful review of related literature on the problem to be investigated is one of the important steps in the planning of any research. It helps the investigator acquaint him with the latest trends and developments in the field or area in which he is going to conduct the research. It is a valuable guide in defining the problem, in understanding its scope, re-organizing its significance, suggesting data gathering devices, making appropriate study design and source of data.

The review of related literature is an important aspect of any research studies. Any worthwhile study in any field of knowledge requires an adequate familiarity with the work which has already been done in the same area. Hence an investigator has to review carefully the research journals, dissertations, theses, and other sources of information on the problem. As Best and Kahn(1995) supports “since effective research is based upon past knowledge a review of related literature helps to avoid the duplication of what has been done and provide useful hypothesis and helpful suggestion for significant investigation.”

The review of related literature provides better understanding of the problem which helps the investigator in evolving new insights and to build new approaches to the related problem. It helps to understand the limitations of the previous studies and enables us to improve our own investigation and conduct the research study

very effectively. Therefore, a review of the related literature must precede any well planned research study. The review of related literature has been presented under the following heads.

- A. Theoretical overview of problems of adolescents
- B. Studies related to problems of adolescents studying at Higher Secondary level.
- C. Conclusion.

### **Theoretical Overview of Problems of Adolescents**

Adolescents are a transitional phase of growth and development between childhood and adulthood. In many societies, however adolescence is narrowly equated with puberty and the cycle of physical changes culminating in reproductive maturity. In other societies teenagers is understood in broader terms that compass psychological, social and moral terrain as well as the strictly physical aspects of maturation. In these societies the term adolescence typically refers to the period between ages 12 and 20 and is roughly equivalent to the word teens.

Adolescents occurs when the individual experience an upsurge of sexual feeling following the latent sexuality of childhood. It is during teens that the individuals learn to control and direct sexual urges. Issues of emotional(if not physical) separation from parent also arise at this time, while this sense of separation is a necessary step in the establishment of personal values, the transition to self-sufficiency forces an array of adjustments upon many teens. Furthermore, teenagers seldom have clear roles of their own in society but instead occupy an ambiguous

period between childhood and adulthood. These issues most often define adolescence in western cultures, and the response to them partly determines the natures of individual's adult years.

Some specialists find that the difficulties of teens have been exaggerated and that for many teens the process of maturation is largely peaceful and untroubled. Other specialists consider teens to be an intense and often stressful developmental period characterized by specific type of behaviour.

### **Adolescence**

The term adolescence comes from Latin word '*adolescere*' meaning to grow or to grow to maturity. As it is used today the term adolescence means the age of mental, emotional and social maturity as well as physical maturity.

In the words of Piaget 'Adolescence' is the age when individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal at least in rights. Adolescence is regards as the beginning when children become sexually mature and ending when they reach the age of legal maturity. Since the behavior, values and attitudes of early period of adolescence are different from latter part; adolescence is arbitrary divided into early and late adolescence. Early adolescence extends roughly to 13 to 17 yrs and late adolescence covers until 18yrs.



## **Characteristics of Adolescence**

### **Adolescence is an important period**

Adolescence is a period of rapid and important physical developments, rapid mental developments which need mental adjustments for establishing new attitudes, values and interests.

### **Adolescence is a transitional period**

They learn new patterns of behavior and attitude to replace those they have abandoned. The physical changes that take place during the early years of adolescence affect the individual's behavioral level and lead to revaluations and a shifting adjustment of values. The adolescent, at this time, is neither a child nor an adult, if adolescents behave like children, they are told to "act their age if they try to act like adults. They are often accused of being "too big for their britches" and are reproved for their attempts to act like adults. On the other hand, the ambiguous status of today's adolescents is advantageous in that it gives them time to try out different life styles and decide what patterns of behaviors, values, and attitudes meet their needs.

### **Adolescence is a problem age**

Many failures, often with tragic consequences in these respects, are due not to the individual's incapacity as such but merely to the fact that such demands are made on him at a time in life when all his energies are engaged otherwise namely in trying to solve the major problem created for him by normal sexual growth and development

**Adolescence is a period of change**

These are five almost universal concomitants of the changes that occur during adolescence. The first is heightened emotionality. The intensity of which depends on the rate at which the physical and psychological changes take place. Secondly, the rapid changes that accompany sexual maturity that makes young adolescents unsure of themselves, of their capacities, and of their interest. They have strong feelings of instability which are often intensified by the ambiguous treatment; they receive from parents and teachers. Thirdly, changes in their bodies, their interests and in the roles the social group expects them to play, create new problems to young adolescents, these may seem more numerous and less easily solved than any other problems, until they have solved their problems to their satisfaction. They will be pre occupied with them and with themselves. Fourthly, as interest and behavior patterns change, so do values, what was important to them as children seems less important to them now as they are near-adults. Fifthly, most adolescents are ambivalent about changes. While they want and demand independence, they often dread the responsibilities that go with independence and question their ability to cope with these.

**Adolescence is a time of search for identity**

In the early years of adolescence, conformity to the group is still important to boys and girls. Gradually, they begin to crave identity and are no longer satisfied to be like their peers in every respect, as they were earlier as found by Erikson. One of the ways adolescents try to establish themselves as individuals is by the use of status symbols in the form of cars, clothes and other readily observable material

possessions. They hope, in this way to attract attention to them and to be recognized as individuals while, at the same time, maintaining their identity with the peer group.

### **Adolescence is a dreaded age**

Acceptance of the cultural stereotypes of teenagers is sloppy. Unreliable individuals, who are inclined towards destructiveness and antisocial behavior, have led many adults, who must guide and supervise the lives of young adolescents, to dread this responsibility and to be unsympathetic in their attitudes toward and treatment of normal adolescent behavior. By doing so it leads to much friction with their parents and places a barrier, between them and their parents, which prevent them from turning to their parents for help in solving their problems.

### **Adolescence is a time of unrealism**

Their unrealistic aspirations, not only for themselves but also for their family and friends, are in part responsible for the heightened emotionality, a characteristic of early adolescence. The more unrealistic their aspirations are, the more angry, hurt, and disappointed they will be when they feel that others have let them down or that they have not lived up to the goals they set for themselves. With increased personal and social experiences and with increased ability to think rationally, older adolescents see themselves, their families and friends and life in general in a more realistic way.

### **Adolescence is the threshold of adulthood**

As adolescents approach legal maturity, they are anxious to shed the stereotype of teenagers and create the impression that they are near-adults, dressing

and acting like adults, they begin to concentrate on behavior that is associated with the adult status -smoking, drinking, using drugs and engaging in sex. For example they believe that his behavior will create the image they desire.

### **Developments in Adolescence**

Adolescence in human life is the stage when rapid changes take place. The individual's physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. Such changes during adolescence are more rapid than during infancy and childhood. Due to these various changes his personality develops new dimensions.

### **Physical development**

In adolescence certain inborn maturational processes lead to various physical changes; growth is accelerated; bodily shape changes; primary and secondary sexual characteristics become marked; and hormonal level alters. Each of these physical changes produces psychological effects. The beginning of adolescence is signaled by a sudden increase in the rate of physical growth. While this growth spurt occurs for both sexes, it starts earlier for girls (at about age ten or eleven) than for boys (about age twelve or thirteen). Before this spurt, boys and girls are similar in height; in its early phases, girls are often taller than boys; after it is over, males become several inches taller, on average than females. This growth spurt is just one aspect of puberty, the change during which individuals of both genders reach sexual maturity. During puberty the gonads produce increased levels of sex hormones, and the external sex organs assume their adult form. Girls begin to

menstruate and boys start to produce sperm. In addition, both sexes undergo many other shifts relating to sexual maturity. Boys develop facial and chest hair and their voices deepen. Girls' breasts develop, and their hips widen; both sexes develop pubic hair. There is great individual variability in all these respects. Most girls begin to menstruate by the time they are thirteen, but for some this process does not start until considerably later, and for others it may begin as early as age seven or eight. Most boys begin to produce sperm by the time they are fourteen or fifteen; but again, for some the process may start either earlier or later.

### **Cognitive development**

The cognitive development takes place mainly in areas of perception, memory, generalization and categorization of concepts, handling of logical problem & reasoning, meta cognition and social cognition. Intellectual powers like logical thinking, abstract reasoning and concentration are almost developed. Hero worship is the most prominent in this period. The memory in adolescence develops tremendously with the growth in vocabulary. The adolescents can imagine about a situation which is not physically present before them and their long-term memory increases. They can retain facts for a longer period, anticipate future needs and plan for it. The idea of historical past can be grasped by adolescents and the idea of time concepts becomes clear to them. The ability to solve problems increases in adolescence with the help of symbols. He is now able to deal with ideas that do not represent something in which a person is definitely involved. The adolescents solve and talk about national and international problems. They are able mentally to deal with events in a world that extend far beyond their own immediate sphere of

activity. The adolescents on roads, in coffee houses, and tea stalls can be seen arguing for hours on topics of their interest. Another important change in intellectual orientation that takes place near the beginning of adolescence appears in the child's ability to identify with the circumstance and people outside his own immediate environment. The individual has to make many decisions in his daily life which is necessary for successful adjustment in life. During adolescence we expect the growing child to gain increasing confidence in his own opinion. There is a certain amount of independence in thinking, a certain freedom in exploring and in weighing alternatives that is involved in the kind of maturity that enables one to make decisions of own. The adolescents have the ability to think about their future. They can differentiate between ideals and the actual, and they are reasonably objective in taking note of some of their weaknesses. The language development starts from the stage of infancy. But at this stage precision in using words, selecting appropriate phrase to indicate different shades of meaning and recognize denotations and connotations of words are clearly visible. The notable effect is upon the adolescent learning of correct pronunciation and good usage and correct grammar. One noticeable characteristic of mental operations in adolescence is increased ability to generalize the facts. Children usually generalize in relation to concrete objects. The intellectual development in childhood operates on perceptual level but in adolescence the ability to generalize on conceptual level develops. The adolescent can generalize in an abstract way. There is an increase in the ability to see relationships and solve problems of increasing complexity and difficulty. His depth of understanding develops. The adolescent can think the solution of more difficult problems. Adolescents become capable of logical thinking. However, this does not

mean that they necessarily demonstrate such thinking. In fact, only about 40 percent of adolescents can solve the kind of problems used by Piaget to test for formal operational thinking. Moreover, if they do show such logical thinking, it may be restricted to topics or types of problems with which they have had direct experience.

In addition, adolescents' theory of mind- their understanding of how they and others think -continues to change and develop. Younger children take what has been described as a realist approach to knowledge. They believe that knowledge is a property of the real world and that there are definite facts or truths that can be acquired. In contrast, older children and preadolescents become aware of the fact that experts often disagree. This leads them to develop a relativist approach, which recognizes that different people may interpret the same information in contrasting ways. In sum, cognitive development does not stop in childhood. On the contrary it continues throughout adolescence and results, ultimately, in more mature modes of thinking.

### **Moral development**

The formation of strong sentiments during this period intensifies the moral development. The impact of religion and religious practices is also felt for the first time at this stage. According to Kohlberg, the third level of moral development, post conventional morality, should be reached during adolescence. This is the level of self accepted principles and it consists of two stages. In the first stage the individual believes that there should be a flexibility in moral beliefs to make it possible to modify and change moral standards, if this will be advantageous to group members as a whole In the second stage individuals conform to both social standards and to

internalized ideals to avoid self condemnation rather than to avoid social censure. In this stage, morality is based on respect for others rather than on personal desires.

Even with the best foundations, the three major tasks in achieving adult morality-replacing specific concepts with general moral concepts, formulating these newly developed concepts into a moral code as a guideline for behavior and assuming control over one's own behavior are difficult for many adolescents. Some fail to make the shift to adult morality during adolescence and must finish this task in early adulthood. Others not only fail to make the shift but they build a moral code on socially unacceptable moral concepts. One of the important tasks of the adolescent is to develop a philosophy of life. Neither religion nor science can furnish the youth with adequate answers to many of his problems. However, he cannot get this readymade from any individual, or book of their importance. He needs a code of ethics to guide him in his human relations, so that he can face the problems of life with confidence and fortitude.

### **Social development**

One of the most difficult developmental tasks of adolescence relates to social adjustments. These adjustments must be made to members of the opposite sex in a relationship that never existed before and to adults outside the family and school environments. To achieve the goal of adult patterns of socialization the adolescent must make many new adjustments. The most important and in many respects the most difficult of which are those to the increased influence of the peer group, changes in social behavior, new social groupings, new values in friendship selection,



new values in social acceptance and rejection and new values in the selection of leaders.

Of all the changes that take place in social attitude and behavior, the most pronounced is in the area of hetero sexual relationships. In a short period of time, adolescents make the radical shift from disliking members of the opposite sex to preferring their companionship to that of members of their own sex, social activities, whether with members of the same sex or with the opposite sex, usually reach their peak during the high-school years. As a result of broader opportunities for social participation, social insight improves among older adolescents. They are now able to judge members of the opposite sex as well as members of their own sex better than they could when they were younger. As a result, they make better adjustments in social situations. The greater the social participation of adolescents, the greater their social competency, as seen in their conversations, to play sports and games that are popular with age mates and to behave correctly in different social situations. As a result they gain self-confidence which is expressed in poise and ease in social situations. Whether prejudice and discrimination will increase or decrease during adolescence will be greatly influenced by the environment in which adolescents find themselves and by the attitudes and behavior of their friends and associates. Because adolescents, as a group tend to be choosier in the selection of associates and friends than they were as children, they find adolescents of different racial, religious or socioeconomic backgrounds less congenial than those with similar backgrounds. However, they are more likely to ignore those they find uncongenial than to treat them in a way that expresses their feelings of superiority as

older children do. The adolescent had a much firmer and more mature grasp of society's rules and regulations. Hall observed, with the dawn of adolescence at the age of twelve or shortly after comes the recognition of a larger life, a life to be lived in common with others, and with this recognition the desire to sustain the social code made for the common welfare.

### **Emotional development**

During adolescence the individual wants to take independent decisions in different situations of his experiences. However, the adolescent starts to control his desires according to standards set by the society and also begins to realize his social responsibilities. If he fails in this attempt, he develops many defects in his personality. From the very start of adolescence sexual curiosities appear in boys and girls. During adolescence there is a kind of mental tension or conflict going on in the individual. Adolescence is the period of too much restlessness and disturbance. It is a period of great stress and strain, storm and strife. Emotional development reaches its maximum or peak during adolescence. It is the period of heightening of all emotions like anxiety, fear, love, anger etc. Their emotions fluctuate very frequently and quickly. It is widely believed that adolescents are highly emotional-that they experience huge swings in mood and turbulent outbursts of emotion.

### **Conflicts of Adolescence**

#### **Dependency v/s Independency**

The individual has to transform himself from a state of total dependency of his childhood years to adulthood and be self-reliant. Thus it is but natural for him to

struggle and get confused during adolescence. He has to decide as far as various psycho-social tasks, he has to perform, are concerned. This could be selection of dress, choosing friends, identifying a suitable recreation activity or choosing a career. In many families parents and elders keep giving contradicting instructions to the adolescent in this regard, which further confuses the adolescent. In a given situation, they may tell him that he is immature, still a child and has to depend on them.

They expect him to follow blindly their instructions. In another situation, they may tell him that he has grown enough to take independent decisions. The adolescent is caught in the web of such confusing and contradictory instructions. Some of them try in vain to get the benefits of both being dependent and independent.

### **Reality v/s Fantasy**

Fantasy and day dreaming are very common in adolescence. The adolescent enjoys day dreaming about his adulthood, his abilities and aims in the personal and social life. However, at the same time he is made aware of the realities of his life, which he finds very difficult to cope with. As a child, he had the luxury of living in a world of fantasy. Now he is required to take cognizance of the reality and shape himself carefully (whether he likes it or not) by cutting down his over-expectations and outstretched desires. Many adolescents fail to accept the reality and try to get into a world of their own fantasy, many times with the help of intoxicating drugs like alcohol, opium, hallucinogens etc.

**Idealism v/s Non-idealism**

Children are taught that one should lead an ideal life, Literature, religion, education and cognitive inputs made by parents, teachers and others emphasize that one should have ideal life styles and goals as prescribed by religion and society and become models to others. The child imbibes these values and plans to practice them. However, as it grows up, it realizes that idealism is a utopia and elders in the society do not make sincere efforts to practice what they preach. The adolescent painfully realizes that most of the people are opportunistic, selfish and greedy. They make mistakes, do wrong things, but do not repent. Thus adolescent's rebel and show irritability. They don't like people who preach something and practice something else.

**Old traditions v/s new ways**

Adolescents are usually enthusiastic, active and adventurous. They are curious and would like to explore new things and find new ways of approaching problems. They would like to be creative, innovative and march a head of others. Old things, old ways and styles don't interest them. However, the elders who stick to their traditions tell the youth that they follow the time-tested traditions. Thus for an adolescent to follow the old traditions or to walk on a different path becomes a problem. He is, thus caught between the horns of the dilemma.

**Identity Conflict**

Adolescents in attempts to find their identity generally choose some models from their environment. They try to imitate and acquire the visible and other

characteristics of their model. Many a time they start worshipping the person they admire and blindly try to imitate that person. Thus we see adolescents adoring a movie star, sports personality, public figure, scientist, or politico. It is not surprising to see often the model selected by the adolescent does not find favour of the parents and teachers. But adolescents do not care, even though the conflict continues in their mind regarding their choice.

### **To follow or not to follow norms**

Children are usually exempted from following different norms prescribed by religion, law or society. But adolescents are expected to conform to these norms and regulations whether they like them or not. This makes the adolescent uncomfortable. They may sulk or even rebel.

### **Empathy v/s Self-concern**

The emotional problems of the adolescent are caused by his growth in the ability to interact with and respond to others accompanied by conflicting developments. On the one hand, he tends to develop a kind of self concern; on the other he becomes more aware of the needs and feelings of other people. The adults may not care at all about their self-concern and may not empathize with others. However, adolescents do so, the adolescent behavior is dogmatic. The adolescents show rigidity, narrowness and egocentricity while dealing with others.

### **Security v/s Insecurity**

The adolescent feels a great deal of insecurity in his relations with others and particularly with adults. The society hopes and expects that he should behave like an

adult but not too much like an adult. The adolescent is also eager to play adult behavior. But he does not know whether he has gone too far or not far enough. This state of affairs causes a sense of confusion about his security and insecurity

### **Problems of Adolescence**

As is true of every important period during the life span adolescence also have certain characteristics because of the immediate effects on attitude and behavior. Because of these changes there arises some problems and conflict among adolescence. The major areas of problems that adolescence has to encounter during this period are described under separate headings.

### **Physical Problems**

As it true of all ages there are physical problems among adolescence also adolescence are very much concerned about their physique. Marked internal and external changes occur during adolescence change in height, weight, body proportions, and change in digestive system, circulated system, respiratory system and changes in body tissue occurs during this period. Adolescence try to make sure that their body building conform to norms for these sex groups. This awareness about the body built lead to concern in adolescence whose changing bodies fail to conform to the culturally approved standards so adolescence experiences dissatisfaction with the parts of their bodies leading to unfavorable self concepts and self esteem.

Satisfied with their appearance and are concerned about what they can do to improve it. The reason for this is that adolescence realizes that people treat those

who are attractive more favorably than they do those who are attractive more favorably than they do those who are less attractive. According to Cross and Cross (1971) “beauty and attractiveness are of great practical importance to human beings. Social acceptance, popularity, mate selection and career are all affected by an individual’s physical attractiveness.” Adolescence realize that an attractive appearance facilitate their getting and holding a job (Hurlock, 1980)

The early maturing boy, as we have said earlier gets a good position among his associates, since he is tall for his age and shoulders responsibilities. This fact creates many problems which he is not yet able to handle. When he is trying to adjust to an enlarged physical structure he finds more disadvantages than advantages. The late maturing boy is decidedly at a disadvantage because he is ignored both by girls and boys. As he is small in size and weak in body, he cannot take an active part in games and sports with other boys of the same age. The result is that feelings of inferiority begin to develop in him. He becomes submissive and withdraws him from competition. Some late maturing boys and girls become noisy and mischievous to attract the attention of their teachers in the classroom. Such a behavior is not liked by the elders and the age-mates also tend to become hostile to them. The late matures suffer from criticism, and hostility.

Physiological differences are thus regarded as the main causes of behavioral differences in the early and late mature adolescents. In respect of health dimension, the college students face the problems related to eye sight /eye strain, difficulty in getting sleep, frequently getting tired towards the end of the day, loss of weight injury in accidents and frequent absence because of illness.

## **Behavioral Problems**

As it is true at all ages, there are many behavioral problems occur in adolescents. Behavioral problems arise from external influences whose effects are not often noticed or understood by others. Adolescents with behavioral problem are usually treated as bad because of their dealing behavior and refused to accept rules. Almost all people feel shy occasionally, but some adolescents experience chronic shyness. Occasional shyness can be bothersome; however, chronic shyness can effect some adolescent's development and can be detrimental to the society in which they live shy children having higher anxiety and lower feeling of self-worth (Hauguard 2001). Although shy and introverted adolescents are withdrawn from others, they differ in some ways. Introverted people prefer to be alone but shy adolescents often wants to interact with others but have difficulty in doing so successfully an adolescent does not know how to get social satisfaction properly. The problem like bullying, lying, violation of rules may arise to satisfy social needs. Besides social needs the need for self respect, the need for freedom and self expression might to be expressed by an individual in the form of disobedient, disrespectful, disorderly, UN cooperation etc. Also shy and introverted people are often with drawn from others.

## **Emotional Problems**

Adolescence is sensitive to many emotion arousing stimuli in his environment. Adolescent is a time of heightened emotional tensions resulting from the physical and glandular changes that are taking place. Not all adolescents go through a period of exaggerated storm and stress. But most of them experience



emotional instability from time to time, which is a logical consequence of the necessity of making adjustment to new pattern of behavior and to new social expectations. For e.g.: with the end of schooling, adolescents begin to worry about their future. The adolescent get easily frustrated and the behavior associated with the frustration interface with friendship or the completion of age appropriate task. Adolescent express their anger by sulking, refusing speak, or loudly criticizing those who angered them. An adolescent tends to react emotionally to any issue of situation. He becomes sad or angry for no reason at all. He expresses these emotions more dramatically than elders and tries to draw the attention of others. The adolescent is faced with many emotional problems, when he does things of interest but later regrets. He wishes to be more popular but finally may be ignored, isolated and rejected. He worries about little things, but he cannot find answers to them. He wants to improve his prestige and position, but fails. He hesitates to assume responsibilities. In Short, he remains in a continual tense emotional state. The important emotional problems faced by the college students are frequent day dreaming, frequent feelings of depression, feeling of loneliness, low marks in examinations, envying the happiness those others seem to enjoy, Inferiority feelings, feeling of self consciousness because of personal Appearance, easily hurt and disturbed by criticism, ups and downs in moods Without apparent cause and fear of being alone in the dark etc. The major emotional problems of adolescent's center around the failure to make transition to maturity that constitute important development tasks of adolescence. Adolescence who know that their attitude and behavior are viewed by the social group as immature and who realize that others consider them incapable of handling the adult role successful, may develop

inferiority complex (Hurlock,1980). Depression is a common problem for an adolescents and the prevalence of adolescent percentage of adolescents are depressed. Depression is associated with high levels of substance abuse, behavioral problems and suicide. If adolescence do not achieve unrealistically high standards for themselves they experience some dissatisfaction if this dissatisfaction is high, they consider them as worthless and even attempt suicide. Adolescent are more prone to depression than boys mainly because of worries about their appearance.

Adolescent also experience feelings of insecurity which cause them to conform to group standards in a slavishly conventional manner. The feeling of insecurity may arise as a part of decreased self confidence. They exhibit excessive day dreaming to compensate for the lack of satisfaction from the daily life. According to Anna Freud “Upholding of a steady equilibrium during the process of adolescence is in itself amount”

### **Sexual problems**

For adolescent the first task relating to sex is forming new and mature relationship with opposite sex. At the period adolescent have new attitude towards member of opposite sex. This attitude and interest is romantic in nature and is accompanied by strong desire to win the approval and acceptance of members of opposite sex. Adolescent boys retain a feeling of masculine superiority even though they spend much of their time with girls. They express this superiority by playing leadership roles in social; school and community work in which both sexes participate. In addition boys insist more freedom in all areas of their lives and this is a subtle insignia of their superiority.

**Social problem**

One of the most difficult development tasks of adolescents relates to social adjustments. To achieve this goal, the adolescents need to make many new adjustments. The most important most difficult in these adjustments are adjustment with peer group, social behavior, social grouping, social acceptance and rejection and the selection of leaders.

Adolescents spend most of their time outside the home with their peer groups. So it is understandable that they are very much influenced by their peers on attitude, speech, interest, appearance and behavior. Adolescents need friends as those whose interest and attitude similar to others, who understand them and make them feel secure and whom they can confide problem and discuss matters they feel they cannot share with parents or teachers. The problems arise out of the adolescent's adjustment in the society around him with following social group's family, school, associates of one's own sex and associates of the other sexual the adolescent becomes more independent, he neither needs nor does so much care direction and attention of his parents, which parents still think necessary for his existence and well-being. He looks upon any form of dependence as a sign of weakness. The struggle is caused by his attempt to live in accordance with a double standard composed of the expectations of his parents and those of his associates. This causes tension and anxieties in the adolescent and creates differences between him and his parents. The average adolescent tries to run away from home though economically and vocationally he is yet not able to leave it. It is the school where he can be away from home for a particular length of time in the day. It's in the school

also where he can mix with associates in the study-hall, in the classroom, on the playground and on the streets. If the school does not organize social gatherings like excursion, outings, trips, and if there is no arrangement for social development, the adolescent does not find the school a satisfactory place. Consequently, he becomes a truant. As long as he is a child, he does not have problems. Children of different socioeconomic status work and play with each other. However, the social distance increases in the adolescent period. Upper class boys do not like to make friendship with boys of lower class. So the problems arise when the adolescent tries to mix with the associates of his own sex is the stage when the youngsters try to discover the other sex. At first the boys and girls don't know what to make of each other and how to get along together. The boy now sees the neighbor girl in a new way. She is now really a different person from what she was when both of them were of twelve year's age. If he develops healthy relations with her he is in a happy position. If he does not achieve a satisfactory adjustment to the other sex, he may have difficulties in marriage. He may have other social problems also. The boy who cannot establish happy relations with girls may withdraw from their associations. If he shows much interest in the other sex and pays much attention which may lead to scandal. Most of the adolescents want to be accepted by their peers but they gain it at the expense of behaviors with others consider socially irresponsible. Adolescence realizes that people treat those who are more attractive than who are less attractive. They are also aware of the important role attractiveness plays in choice for leadership, so they wish to be leaders among peers.

Tobacco, alcohol and drug use is initiated in early adolescence. Teachers and parents may model such behavior to adolescents. Most of the adolescents use drugs for many reasons, including experimenting, escaping from problems, reducing depression or anxiety and getting along with friends (Hauguard 2001). Adolescence is a time of life when a person's self is begun to fluctuate significantly. Many of the adolescents are struggling with low self-esteem. Adolescents with low self-esteem may feel as if no one will like or accept them and they can't do well in anything. Adolescence needs economic independence. This is achieved by choosing an occupation which serves adolescents with necessary pocket money by doing so an adolescent will have near adult status in society (Hurlock, 1980).

### **Cognitive Problems**

The cognitive problems of adolescents are poor memory, decline in academic performance, lack of confidence, absenteeism, dullness and withdrawal, poor attention/concentration, subjective sadness, feelings of worthlessness, hopelessness, heavy work load, ambiguity of goals, uncertainty of some activities, inadequate resources, absence of authority to reward or punish students appropriately, inability to understand the content of leadership tasks, unreasonable demands from fellow students, lack of commitment to many activities, poor response of the management and the government to their representation, absence of long range perspective in their activities.

### **Vocational Problems**

Adolescents of today become very much conscious of their future vocation. They seek advice and guidance from elders for a particular vocation. Adolescents

experience great difficulty in securing information for different vocations and training required for them. Parental rigid preference for choosing a particular vocation for their sons and daughters irrespective of their suitability is an obstacle which is being faced by many adolescents. Adolescents some times are influenced by peer group or by prestige, power and money in choosing a career, without giving proper thought to the requirement of the job. Our schools do not provide vocational guidance to adolescents. The reservation in jobs, favoritism and partiality in selection sometimes create resentment in adolescents.

### **Religious and Cultural Problems**

In India, the majority of adolescents are religious because of their cultural heritage and social environment. Adolescents converse about religion and its problems. They discuss and sometime criticize religious principles which have been traditionally inherited from generation to generation without any change with the passage of time. Many of his difficulties are caused by religion and culture in which he lives. The conditions that culture imposes up on him are responsible for stress and strain. He feels that he does not belong, that he is different, and that others view him with suspicion and hostility.

### **Delinquency in Adolescence**

Delinquency in adolescence is not the predominant phase of adolescence. It is improper to assert that juvenile delinquency is at its peak in adolescence. To say that there is a spurt in this Period of manifestation delinquency before he engages himself in stealing or other violent crimes, before he enters up on destruction of property, and before he becomes surely at home and in school. He disobeys rules

and regulations. He gives danger signals. He becomes maladjusted. Pre delinquent Behavior is shown in defying instructions from the parents, teacher and school authorities. School sometimes actually contributes to delinquent behavior because of its inadequate curricular offerings, its examination systems, and its teaching methods. Schools not only contribute to but precipitate delinquently because delinquency rate increases when schools and colleges are in session and decreases during summer vacations.

### **Daydreaming**

All normal adolescents indulge in day-dreams and those who do not generally below average in intelligence; their day-dreams are submerged. He gets in to different kinds of day-dreams which are related with taste. The adolescents make castles in air regarding their future in these day-dreams. This holds well with both boys and girls. The day-dreams are both happy and unhappy according to their ideas. Day-dreams consume much of adolescent's time. He is so engrossed in day-dreams that he forgets many things. However, it will not be correct to consider day-dreams as harmful. They are a source of inspiration to adolescents. They sometimes get immense help from day-dreams which may give new ideas to them and they may thus be able to achieve some constructive ideas in the realms of art and science. However, it has also its darker side in as much as if he remains engrossed in day-dreams abnormally; he deviates from the path of realities of life.

### **Scholastic backwardness**

Education is considered as the key to a successful life. We hear parents complaining that their wards are not studying properly and that they are not using

their full potential to come upon life. Many a time, problems arise due to the over expectation of the parents and the inability of the child to come up to their expectations. The majority of these children are penalized for no fault of their own as their real talents lie hidden and never get used. Scholastic backwardness is diagnosed when an adolescent: i) Is not able to perform tasks according to his/her ability. ii) Finds it difficult to follow a particular type of syllabus. iii) Loses interest in studies due to other pre-occupations. Scholastic backwardness or poor academic performance in students may be due to poor study habits, low intelligence, impaired vision/hearing, physical disability/chronic illness, psychological/emotional problems, specific learning disabilities.

### **Ragging**

The word 'Ragging' means, the act of teasing, taunting, playing practical jokes or prank up on someone or holding of comic parades another activities during a certain period of college term. A healthy interaction of fresh students with their seniors is necessary and should be promoted for the good of the students themselves and for the good of the institution. Ragging has both positive and negative manifestation. Ragging could be considered positive, when it is done with in decent limits and if it aims at raising funds for charity. The fun quotient in earlier forms of ragging has got replaced by sadism. In such cases the ragging has degenerated into plain harassment both physical and mental even an excuse for sexual misbehavior and violence. Cases were often reported of students being tortured, forced Torun away from hostels and in a few extreme cases even to commit suicide.



**Examination fear**

Fear about examination is universal and natural. Fear makes the students to become serious, avoid all other activities and start studying. That is why teachers and parents try to induce some fear in the students when examination is in the corner. But excess fear is counterproductive. It decreases the efficiency of the student. He or she cannot study, learn, recall and perform well. In severe cases, the student can develop and suffer from fever, vomiting and diarrhea, breathing difficulties, severe restlessness, shivering, and increased frequency of maturation, mind becomes confused and blank resulting in unable to think and write.

**Self pride-Inferiority complex**

Self pride gives self confidence and helps to compete with other, face problems and take assignments. However, large number of people lack self pride and suffer from inferiority feelings. They become anxious to meet people who are better placed. They are afraid to interact with seniors, superiors and any authority figure. Thus feelings of inferiority become a hurdle in the path of progress and achievement.

**Identity crisis**

Adolescence is a phase of multiple identities crises. They always try to impress others and make others acknowledge that they also are grown ups and more like adults. Hence they try to move out from the control of the parents to become more independent and get involved with their peers. Adolescents often complain that they are misunderstood, unduly restricted and unfairly treated by their parents.

Parents or elders usually fail to understand the emotional changes taking place in the adolescent and complain that the adolescents either fail to communicate or communicate their feelings in a hostile manner.

### **Suicidal tendency**

Suicide is the first leading cause of adolescent death in many countries. Stress of study and examination is a major cause for suicide, parental loss, parental divorce or separation, family disharmony, love failure, an alcoholic father, alcohol and drug abuse, and low self esteem, break down of joint family, consumerism, lack of support, loss of a loved one, substance abuse, child abuse, problems in the school psychiatric illness etc are some of the common causes of suicide. Educational stress is an important factor in adolescent life. The expectations of parents are usually too high in comparison to actual academic performance and sometimes beyond the child's ability. Such a situation can create anxiety. Conflict may end up in suicidal thought. Many suicides are reported during examinations and after the publication of results. Parents, teacher and often students themselves set targets that are too difficult to attain. Failure to seek a suitable job after completing one's education causes one's self-esteem to take a nose dive.

### **Adolescent depression**

Depression is equally common among young adults, adolescents, children and even infants, though the symptom picture differs from age group to age group. In depressed infants, the most striking and alarming sign is failure to eat. In older children, depression may manifest itself primarily as apathy and inactivity. In

adolescents, the most prominent symptoms may be negativism, withdrawal, complaints of not being understood or appreciated, and perhaps antisocial behavior and drug abuse. They also have at least several of the following problems: difficulties with eating (either poor appetite or over eating), difficulties with sleep (either insomnia or sleeping too much), constant feelings of tiredness, difficulty in concentrating or making decisions, a low opinion of themselves and a feeling of hopelessness.

### **Substance related problems**

Substance related disorders involve psychoactive substances that affect thought, emotions and behavior. Among the drug addicts, behavior patterns vary depending on the type, amount and duration of drug use; the physiological and psychological makeup of the individual and in some instance the social setting in which the drug experience occurs. The major targets that are too difficult to attain. Failure to seek a suitable job after completing one's education causes one's self esteem to take a nose dive.

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### **Drug addiction**

The wide spread use of drugs in our society today is readily apparent in our vast consumption of alcohol, cigarettes, coffee, medically prescribed tranquilizers and such illegal drugs as cocaine, marijuana and heroin. The substance use disorders are differentiated from each other depending on the actual substance used and patterns of use i.e. substance abuse and substance dependence.

### **Alcohol**

Alcoholism causes impairment of the individual's physical, mental and social health. It not only damages the individual but also his family and society. Alcohol plays an important part in group culture of children and adolescents.

Alcohol is a depressant that affects the higher brain centers thereby lowering one's self control. The drinker experiences a sense of warmth and well-being. In such a mood unpleasant realities enter a generally pleasant world of unreality in which worries are temporarily left behind. Many adolescents seem to believe that it is fashionable to consume alcohol. This is because they tend to blindly follow the lifestyle of some adults they admire.

### **Cigarette Smoking**

Smoking is the fastest way to feel the drug 's effect. When the smoke is inhaled, it is spread across the surface of the lungs, quickly absorbed into the blood stream and carried into the brain in a few seconds. Smoking usually begins during adolescence. To an adolescent smoking is a symbol of maturity. Smoking is a difficult habit to give up, maybe due to the unpleasant nature of the withdrawal experience.

### **Studies related to problems of adolescents studying at Higher Secondary level.**

Umana and Morueta (2018) discovered digital media behavior of school students: abusive use of the internet. This research is a literary review of various studies on addiction and Internet abuse and presents relevant results of the situation of college students and their level of Internet use. The study was developed in seven educational units of Ecuador, with a sample 773 students. An instrument with sufficient validation guarantees has been applied, verified by means of a factorial analysis of main components, which determined two study factors in the use of the internet and loss of control and interference with life. Through a statistical treatment

(Pearson) a good correlation was established between the two study dimensions, which are a concern in the educational field.

Anusree, P.M (2018) studied “Prevalence of atrocities against teenage boys in Secondary Schools of Kerala” The study is to be conducted on a sample of 200 secondary school male students from some selected secondary schools of three districts i.e., Kannur, Calicut and Malappuram by using stratified random sampling technique. The sample also consists of 500 secondary school teachers and 40 school counsellors. The study found 18Types of atrocities against secondary school boys.

Gupta and Radhika (2014), studied “Adolescent emotional autonomy in the context of parents and peer relationship”. Their major findings were: 52 percent of adolescent in their sample are emotionally autonomous 17 percent of adolescent emotional autonomy a health way and 35 percent unhealthy way, gender differences in emotional autonomy gaining process reveals that boys and girls do not differ from one another in their percept of emotional autonomy from parents. However boys significantly score higher on individual dimension of emotional autonomy suggesting that boys to greater extent have sense of oneself as a separate self-governing. The both boys and girls emotional autonomy has significance negative correlation with authoritative parenting, parental attachment, family involvement and psycho Social adjustment.

Ramesh (2014) studied “analytical study of problem of adolescent in Rajokot”. Their major findings were (i) there is significant difference in boys and girls, boys have more problem than girls boys are more worry about physique and the girls are more worried about the hair. (ii) Both boys and girls are different with

respect to self-image problem. (iii) No significant different between boys and girls in sex and family problem. (iv) There is no significant different between the two group of student in school and educational problem. College student show greater problem than high school student, high school student have more problem in friendship, love and sex problem than college student.

Rosy (2014), studied “Behavioral problem of adolescent’s psychosocial study among day scholar, hostellers and orphans”. Their major findings were: (i) significant difference among male and female in adolescent orphans, hostellers and day scholars on the variable behavior progress, inter personal efficient and aggression compare to female when they were divided into three groups. The other variable personal efficiency, emotional intelligence, intra personal efficiency and stress tolerance did not yield the significance differ between male and female adolescent orphans, hostellers and days scholars”

Pande (2013) studied “conduct disorder in teenagers “. Their major finding were (i) aggressive conduct disorder teenage score high on extroversion, emotional regression, personality disintegration, home adjustment and educational adjustment. (ii) Non aggressive conduct disorder teenage score high on anxiety neuroticism, emotional UN stability, social adjustment and emotional adjustment. (iii) Socialized conduct disorder teenage score high on extroversion, emotional UN stability and social adjustment. (iv) Under socialized conduct disorder teenage score significantly high on anxiety, neurotic, emotional regression, social maladjustment, and personality disintegration, lack of independent, home adjustment, health adjustment, emotional adjustment and educational adjustment.

Jayalekshmi and Dharma (2011) “Early adolescent concern of teachers and parents” concluded that the transitional time in life early adolescent need teachers who are knowledgeable about the change that occur at the onset of puberty and who are empathetic to the needs of young people at this change in life. Teachers must be prepared to help young adolescents understand; deal with confusing array of changes, emotional shifts they are likely to experience etc

Rao (2011) studied “A Study of Psychological problems of adolescent students and interventions”. Their major findings: 1. Fear of examination symptoms: Anxiety about future education, confusion, dullness, sadness, hopelessness, forgetfulness: identified causes: poor performance, lack of guidance and improper preparation, comparison with peer group, stressful were and over discipline. Intervention: self assessment: review of the learnt material to reduce fear, trained for examination preparation.

Azeem (2011) studied “Educational problems of Muslim adolescents: A study with special reference to Malabar region”. Their major findings were: 1. More than 1/2 of students had guidance needs relating to educational area. 2. Educational level of Muslim parents was very low. It shows the reduced change for getting educational guidance from their parents to the Muslim adolescents. 3. Muslim boys had more problems in educational area of guidance than girls and they need more guidance

Kumar, Sujatha and Parveen (2010) studied “stress among higher secondary school students”. Their major findings were: 1. Children’s in the government schools are subjected to higher level of stress, this calls for a focused attempt to



address this issue. Among the factors availability of teachers for all subjects, pressure applied on students to perform so that the school can get good percent result. 2. Stress level differs among the genders.

Kumar and Talwar (2008) studied “Psychological Stress and Suicidal Behavior in Indian Adolescent”. Their major findings of the study was the risk factors for mental disorder in adolescents include, but not limited to poverty, social exclusion, violence, peer rejection, isolation and lack of family support.

Carolyn (2007), studied “Parenting, Adolescent Self-Esteem, and Adolescent Depressed Mood”. Their major findings were: 1. Both Adolescent girls and boy’s self esteem and parental behaviors served protective roles against depressed mood. Prevention and intervention efforts to reduce the risk for adolescent depressed mood need to be based on recognizing the direct and indirect paths from parental support and psychological control to depressed mood.

Hunt (2005), studied “Anxiety depression and behavioral problems among adolescents with recurrent headache”. Their major findings were: both anxiety and depressive symptoms and behavioral problems are associated with recurrent headache and should according be considered a part of the clinical assessment of children and adolescent with headache. Identification of these associated factors and addressing them in interventions may improve headache management.

Lavakare (2005), studied “Behavioral problem areas and neurotic trends in adolescent students”. Their major findings were: 1) Age especially late adolescence, was a very critical stage for both boys and girls as there was a possibility of

development of neurotic trends. 2) Most of the problem areas such as health, home, family and relationship had been repeatedly reflected with reference to gender, socioeconomic level, age, as well as work status of the mother. 3) the most important and often repeated problem area was home and family.

Upadhay (2005) studied “Suicide ideation and Psychopathology among adolescent”. Their major findings were: 1) Male adolescents had scored significantly higher on the measures of suicidal ideation. 2) Male adolescents had more psychological impairment on psychopathic deviation. 3) There was significant gender difference on the majors of suicide ideation.

Reddy and Reddy (2004) in the article “stress and coping strategies in children concluded that the children at primary level face more stress in educational and social areas children at high school level face more stress in psychological and physical areas. Appraisal focused coping was used more by high school children than primary school children. High school children used problem focused coping more than primary level children.

Sanjeev (2004) studied “Suicide among children and Adolescents in South Delhi”. Their major findings were: 1) nearly 16.2% of suicide cases were reported in July, and 56.4% of cases were recorded between March to July because of psychological problems related to studies, Performance in examinations and declarations of results which were Precipitating factors during these months. 2) About 57% of girls and 49% of boys committed suicide by hanging themselves and 37% of girls and 49% of boys took poison. 3) Nearly 80% of victims committed suicide at their residence. 4) It was suggested that an effective prevention strategy

should be Prepared, started and followed duly identifying the population at risk, and identifying risk factors that led individuals to take their lives. 5) Legislation should be made to restrict easy availability of dangerous poisons.

Kumar (2003) studied “The Problems of Adolescent Girls Related to inhibitions”. Their major findings were: 1) Education is a cosmic process which plays a very important role in the all round development of the personality of an individual. Both the home and the school have grater responsibilities in developing adolescent children in to socially useful and good citizen of the society. 2) The parents and teachers should provide conductive and congenial psycho social environment to the adolescent girls so that they become socially constructive not obstructive, frightening, bullying, criticizing, causing damage and dominating the other individual of the society. 3) Family being the most significant and primary unit of society, has a strong influence up on the socio cultural development of an individual Hence, the parents should have all the due care in developing the adolescent girls in to responsibility citizens of the society. 4) The National policy on education (1986) emphasizes paramount importance of educational on human resources development in raising the quality of individuals of the nation as a whole in general and women and girls in particular. 5) Educational programs like, Sensitivity training, Transactional analysis, Personality development programs and Assertive communication techniques develop among the adolescent girls a sense of social obligation and social concern thus contributing good to the society. 6) Enrichment classes, Individualized instruction and Guidance programs may be

organized in the schools to shape the adolescent girls into socially useful and healthy individual.

Chaube (2002) in an article “Adolescent and our behavior with them” concluded that an adolescent does not like any type of control over his or her behavior. Any corrective step should not result in the adolescent losing his or her self respect.

Kumar (2002) studied “The problems of Adolescent Girls as related to social dependency factor”. Their major findings were: 1) Both the parents and teachers were to be educated and oriented in providing a democratic and congenial psychological Environment to the adolescent girls both at home and school so that they would become socially independent in dealing and solving their problems. 2) Educational programs like, Sensitivity Training, Transactional Analysis, Personality Development Programs and Assertive communication programs should be arranged to help the adolescent girls to overcome the problematic situation and thus to achieve better. 3) Individualized instruction and Guidance programs may be undertaken in the schools to develop socially healthy and independent personality among the adolescent girls.

Varma and Singh (1998) in their study investigated the perceived causes of behavioural problems among Indian adolescents. 160 adolescents belonging to age group 16-19 were taken for the study. The findings of the study indicated that the causes of behavioural problems of adolescents were environment in home, lack of self confidence, aggression, and parental disharmony.

Alexander and Packima (1997) studied “Adjustment Problems of School going Adolescents”. Their major findings were: 1) No difference in the proportion of maladjustment among the rural and Urban adolescents. 2) Proportion of maladjustment is more among the rural and urban females than the rural and urban males. 3) Urban and rural male Students are better adjusted than the female students. 4) Male adolescents are better adjusted than female adolescents. 5) Mother’s education influenced urban adolescent’s adjustment. 6) Birth order, number of children in the Family and income do not affect adolescent’s adjustment. 7) Parent’s education and income do not influence rural adolescent’s adjustment.

Kristel (1997) conducted a study viz, 'High school student’s perception of adolescent problems' conducted in 798 adolescents. Study revealed that the top five problems of adolescents are achievement, stress, 'drug use, friends and family. Physical abuse was not a frequently reported problem. The major findings of the study are (i) there exists a significant difference between the perceived problems of drug use between male and female students (ii) family and friends were the problems of concern for girls (iii) there was no difference in the perceived problems related to achievement and stress between male and female which indicate that these problems are general for adolescents.

Biswas (1995) studied “Reactions to frustration and alienation among college students”. Their major findings were 1) The female students were found more alienated than those of the male students. 2) The female leaders showed in aggression and were more alienated than those of the male leaders. 3) The female

non-leaders were more alienated than the male non-leaders. 4) The female leaders were found more compromising in frustrating situation.

Karunanidhi and Nandini (1995) investigated the perceived problems and gender difference in relation to self esteem among adolescents. The findings of the study indicated (i) girls have lesser number of problems than boys (ii) boys are concerned with adjustment to school work.

Sundararajan (1992), studied “Test Anxiety and Academic Achievement of High School pupils”. Their major findings were: 1) Girls are more prone to Text Anxiety than the boys. 2) Children of educated parents are more likely to be infected with Text Anxiety than the children of uneducated parents

Sundarajan and Mary (1992), studied “Adjustment problems of High School Pupils as related to certain variables”. Their major findings were: 1) The various categories of standard IX pupil involved in this study had satisfactory levels of adjustment in the three areas. viz. emotional, social, and educational adjustment, However in the area of social adjustment, comparatively a large number of them did not show a satisfactory level of adjustment. Schools should pay more attention in the socialization of the children and the need for it. This was revealed by this study. 2) It is encouraging that very large numbers of the subjects involved in this investigation showed a satisfactory level of educational adjustment. 3) Though not comparable with the educational adjustment, large numbers of the pupils had a satisfactory emotional adjustment.

Beena studied in 1991, studied “Adolescents school adjustments: the effect of family climate”. Their major findings were: 1) Students from the unsatisfactory family climate showed better adjustment in schools than students from a satisfactory climate. 2) After controlling SES and intelligence, the relationship became positive in boys and negative in girls. Among the rural adolescents, a negative relationship was noted. 3) Among rural adolescents a negative and significant association between the variables was noted irrespective of SES and IQ.

Harper and Marshal (1991) conducted a study on 'Adolescents problem and their relation to self-esteem. The samples taken for the study were 201 adolescents. The findings of the study were (i) girls reported more problems in inter personal relationships, personal adjustment, health, family issues, and lower levels of self esteem than did boys (ii) There was no significant difference between sexes in the areas of educational and vocational future (iii) There was a significant relation between self esteem and adolescent problems.

Fuljeet. K. (1990), studied “Adolescent loneliness with correlates attribution and coping”. Their major findings were: 1) Females experienced greater loneliness, anxiety and depression than males. 2) Males expressed more hopelessness. In Males loneliness was positively related to hopelessness and external locus of control. Emptiness and isolation were major causes of loneliness

Manjuvani (1990), studied that “Influence of home and school environment on the mental health status of children”. Their major findings were: 1) The home environment was a major significant contributor to all the three components of

mental health. 2) The school environment contributed to liabilities and the mental health index.

Verma (1990), studied “Sex-related differences in risk-taking, self confidence and anxiety among adolescent learners”. Their major findings were: 1) Male adolescent learners showed significantly higher mean risk taking than female adolescent learners. 2) Male adolescent learners possessed significantly higher self-confidence than female adolescents. 3) Female adolescent learners had significantly more anxiety than male adolescent learners.

Anand (1989), studied “Mental Health of high school students” Their major findings were: 1) the mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related.

Nitha (1989) studied, “Social Emotional and Educational problems of Males and Females of different age groups and different socio economic status related to their personality factors”. Their major findings were 1) The early age females showed significant difference in social, educational, emotional problems (SEEP), irrespective of SES, while the early age males did not show such significant difference. 2) For SEEP middle age and later age males and females did not show significant differences and showed similar problem patterns irrespective of SES.

Vienna (1989) studied “Psychological determinants of Adolescent’s problems”. Their major findings were 1) Adolescent problems were found highly and positively related to anxiety, frustration, feeling of insecurity and emotional immaturity. 2) Adolescent problems were highly and negatively correlated with



feeling of security and emotional maturity, moderately and negatively correlated with intelligence and appreciably and negatively correlated with scholastic achievement. 3) No significant difference in Adolescent boys and girls was found in the case of youth problems frustration, feeling of security-insecurity and emotional maturity. But difference was found in anxiety, intelligence and scholastic achievements

Bhatia (1984) In the study 'The emotional, social and personal problems of adjustment of adolescents under Indian conditions with special reference to value of life', identified the problems of adolescents as following (i) Adolescents are treated like adults and sometime like children (ii) Family atmosphere was more tense and unhappy for girls (iii) Adolescents like co-educational institutions (iv) Adolescents were influenced by friends in terms of dress, outing, ideas and attitudes (v) Adolescents like friends of opposite sex (vi) Boys seemed to receive more pocket money (vii) Adolescents claimed greater freedom in institutions which gave them self confidence.

Mankad (1982) conducted a study 'An analytical study of problems of adolescents of Rajkot district' and found that boys have more problems than girls except in areas like emotional, religious and moral problems. The first five problems that the sample adolescents faced were the following (i) Adolescents were worried about not getting good marks in examinations (ii) Adolescents were worried about virtuous man suffers lot (iii) Adolescents were keen to know how others progress (iv) Adolescents were disappointed when expected work is not done (v) Adolescents were unable to answer questions in the class even though they know the answer.

Sudha and Thirtha (1980) studied, "Problems of adolescent girls in relation to their community and religion". Their major findings were: 1) the relationship between the intensity of problems and socio-economic status, ascendancy, emotional stability, sociability, rigor, original thinking. Cautiousness and personal variables were negative. 2) The age was positively related to the problems of the rural girls, the Muslim girls and the Christians girls. 3) The career expectation of parents was positively related to the problems of all categories of girls except the Muslim girls. 4) The parental marriage expectations were also positively related to the problems of the rural girls and the Hindu girls. 5) Among the personality traits, the traits of responsibility were found positively associated with the problems of the rural girls. In all other cases, the relationship was negative. 6) Regression equations indicated that: 1) for the urban girls, the socio-economic status, personality traits of ascendancy, emotional stability and rigor were important. ii) For the rural girls, the socioeconomic status, emotional status and stability were important, iii) For the Hindu girls, the socio-economic status, ascendancy, emotional stability, sociability, rigor and personal relations were important. iv) The socioeconomic status and emotional stability counted in the case of the Muslim girls, In the case of the Christian girls, the socio-economic status, emotional stability and rigor were the important factors.

Gupta (1979) carried out a study on the adolescent problems at early and late adolescence. The major findings of the study are the following (i) Late adolescent girls have lower problem span but high problem intensity than their early counter parts. (ii) The problem for early adolescent girls were social, recreational activities and personal relations (iii) Areas of least concern for both groups were courtship,

sex, marriage, health and physical development (iv) The area in which both differed significantly was personal psychological problem.

Rao (1974) conducted a study on 'Adjustment problems of college students'. The samples for the study were 2338 college students. The study revealed that large number of students reported problems in the area of personal adjustment and adjustment to college work.

Bhojak and Mehotra (1968) In the study 'what problems do adolescents face'? Found that the main areas of problems of adolescents were (i) health and physical development (ii) self centered concerns (iii) money, work and future (iv) Relation between opposite sex.

Joshi and Mohan (1968) The study conducted by on the adjustment problems of high school students revealed that adolescents have more problems relating to finance and employment, social and recreational activities, health and physical development, personal psychological relation, courtship, sex, marriage, moral and religious, future vocational and educational home and family problems.

The study conducted by Mehotra (1966) on adolescent problems in 400 adolescents of intermediate class revealed that boys have greater number of problems than girls. Girls are found to be better adjusted in home and school than boys.

Kanungo, Pande and Chaudhary (1965) in the study 'Analysis of teenagers' problem and their educational achievement'. on a sample of 269 teenagers found that adolescent boys tended to be more worried about friendship, health and appearance,

religion and vocational life while girls are worried about ill treatment by family members, getting punishment from parents and teachers.

Thripathi (1965) in the study 'A study of personality problems of adolescents at high school stage observed that the largest problems of adolescents were found with social and school areas and less problems were found with home and healthcare.

Kakkar (1964) studied the adjustment problems of adolescents using a sample of 150 adolescents. The major findings of the study are (i) school area posed greatest number of problems where in home area adolescent were over dependent of parents (ii) adolescents were deeply concerned about their health, shyness, nail biting, day dreaming, lack of self confidence, sex, and problems relating to nervousness (iii) in social area problem like how to be popular, how to get along with others worried adolescents.

### **Conclusion**

The review of related literature helped the investigator to have a wider perspective on the problems of adolescents. Review enables the investigator to get an idea of what has been already covered in the area under investigation. From the review the investigator could understand that the most of the studies focus on the problems of adolescents'. From the review the investigator could understand that the most of the studies focus on the problems in different aspects of adolescents. Many Studies were conducted related to this topic in all over the world and many studies found in different states of India.

## **METHODOLOGY**

- Objectives of the study
- Tool Employed for the study
- Selection of sample
- Data collection procedure
- Scoring and consolidation of data
- Statistical techniques used for analysis

## **METHODOLOGY**

Research methodology is a way to systematically solve the research problem. It is a process which reveals all the methods and techniques followed by the researcher during the course of research work. The success of any research work depends largely upon the suitability of the methods, tools and techniques followed by the researcher in collecting and processing data. Thus the role of methodology is inevitable to carry on the research work in a scientific and valid manner.

Research methods are one of the most important areas in research process. They describe the various steps of the plan of action to be adopted in solving a research problem. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results or conclusion.

Methodology of research refers to the theory of how one carries out applies the general principles of conducting research and epistemology as theory of knowledge .the success of a result pursuit is largely determined by the methodology on which it is based. It includes the theoretical orientation with which the research process is to be carried out that guides the choice of methods and techniques to be used.

The present study is atrocities against teenage boys in secondary schools of Kerala. The methodology of the study is described under following heads:

- A. Design
- B. Variables
- C. Objectives
- D. Tools used for the data collection
- E. Sample
- F. Data collection procedure
- G. Scoring and consolidation of data
- H. Statistical technique used for analysis.

The details of each is given bellow

#### **A. Design**

The present study is a quantitative type research in which the problems of adolescent studying at higher secondary schools of Kerala were studied.

#### **B. Variables**

The main variable involved in the study is problems of adolescents.

#### **Objectives of the Study**

Following are the objectives of the study

1. To identify the major problems of adolescents studying at higher secondary level for the total sample and for the subsamples based on Gender and Locale of institution.

2. To compare the major problems of adolescents studying at higher secondary level for the total sample and for the subsamples of 2000 and 2019 based on Gender and Locale of institution.
3. To examine whether there is considerable difference in the major problems identified for, (a) Boys and girls (b) Adolescents studying in rural and urban institutions.
4. To compare the considerable difference in the major problems identified in 2000 and 2020.
5. To identify the problems of adolescents due to internet and media for the total sample and for the subsamples based on Gender and Locale of institution.

### **Tools Used for the Study**

To measure the variable of the study 'Problems of Adolescents' the tool named 'Adolescent Problems Inventory (2000)' will be adopted with required changes.

#### **Adolescent Problem Inventory**

The 'Adolescent Problems Inventory (2000)' was adopted by making necessary changes by investigator with the help of her supervising teacher and talk with experts. These experts include teachers of higher secondary schools, counsellors and parents of adolescent children. Many references were also made. Talk with adolescent children was also done to identify latest problems. By doing so



the investigator could identify the different areas of problems occurring in the adolescents. The areas so identified are physical, social, recreational, educational, moral, socio-economic, sexual and familial, internet/media related problems.

### **1. Physical Problems**

Physical problems include the problems / related to bodily attractiveness, complexion, physical built up, health and physical disabilities. In this area there are 9 items (item numbers, 1, 2, 3, 4, 5, 6, 7, 45, and 46). For Example:

1. I like my physical appearance (item no 1).
2. Changes in my body irritates me (item no 2).

### **2. Social problems**

Social problems refer to the problems related to social environment such as social behaviour, social participation, peer group influence, and adjustment to social situations. In this area there are 18 items (item numbers 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 34, 40, 50, 51, 54). For Example

1. I feels withdrawal due to inability to express my ideas freely(item No .9)
2. I feels sad when my friends call my nickname(item No. 11).

### **3. Recreational Problems**

Recreational problems includes the problems related to the conduction and participation in recreational programmes like sports, games, arts, festival, clubs etc.

through which the adolescents express themselves in the society. In this area there are 8 items (item numbers 8,17,19,24, 37, 39, 41, 47,). For Example

1. Do to my stage fright i can't express my latest talents (item no. 17)
2. I do not get opportunity to express my talents (Item No. 19)

#### **4. Educational Problems**

Educational problems include the problems related to adolescents' academic success and failure, teachers, peers, and parental recognition in academic field. In this area there are 3 items (item numbers 23, 25, 31). For Example

1. I wish to score more marks than my friends (item no. 23).
2. I don't like teachers giving group activity in class (item no. 25).

#### **5. Moral problems**

Moral problems include problems arising out of moral and religious concepts and practices. In this area there are 2 items (item numbers 49, 77). For Example

1. Does the rules in your school irritate you (Item number 49).
2. Due to belief in god i use to be away from mistakes (item number 77).

#### **6. Sexual Problems**

Sexual problems refers to the problems related to the development of sex related ideas, values ad practices. In this area there are 2 items (item numbers 75, 76). For Example

1. Most of my friends are from opposite sex (item no. 75).
2. In this modern period, I don't think that maintaining close relationship and having physical touches with opposite sex is wrong (item no. 76).

### **7. Familial Problems**

Familial problems includes the problems related to the relationship with family members, acceptance as a member in family, parent's bad habits, sickness, and other family circumstances which create problems to adolescents. There are 4 items in this area (item number 35, 42, 43, 44). For Example

1. I feel proud of my parents and family (item no. 35).
2. My parents always oppose my interest (item no. 42).

### **8. Emotional Problems**

Emotional problem include problem relating to any of the particular feeling that character the state of the mind such as joy, anger, love, hate etc. In this area there are 16 items (item no: 27, 28, 29, 30, 36, 48, 53, 55, 56, 57, 58, 59, 60, 61, 62, and 63). For Example

1. I like martial arts (item no: 27)
2. I don't have attachment towards my friends(item no:28)

### **9. Behavioural Problems**

Behavioural problem include problems related to any or all the external activity of a person which are observed directly, like behaviour that having or

threaten to harm others, lying, violating rules etc. In this area there are 3 items (item no: 26, 32, and 33). For Example

1. I don't wish to share the credit of my talent and efforts to my friends (item no: 26)
2. I am not satisfied with the pocket money i gets (item no: 33)

### **10. Internet / Media related problems**

Internet / media related problems include addiction, overuse of internet and media and imitating it, leading to wastage of time, backward in learning etc. In this area there are 12 items (item no: 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, and 78).

For Example

1. I don't like my parents checking my e-mail and face book account (item no: 64)
2. I use to chat more than one hour a day through social networking (item no: 65)

The numbers of items in each of ten areas are given Table 1.

Table 1

*Number of Items in Ten Problem Areas*

Problem areas	No. of items
Physical	9
Recreational	8
Social	14
Educational	3
Behavioural	3
Emotional	16
Family	4
Moral	2
Internet/Media	12
Sexual Problems	2

**Scoring**

There were two choices for each items in the inventory viz., right and wrong. The adolescents were asked to respond to the items using cross marks. Then the cross marks given under the choice right were considered as one problem.

**Reliability**

Reliability of a test refers to its consistency. Otherwise reliability ensures degree to which a test agrees with itself. Reliability is usually expressed as a coefficient, but sometimes it is expressed as a standard measurement (Best, 1973).

The investigator established the reliability of the present inventory by using test-retest method. The time interval between the first and second administration was two weeks. Both the administrations were made for the same set of 50 adolescents.

A cross examination of the responses of the 50 individuals in the two administrations of the inventory showed that there is not much wide variations in the responses which suggests that there is a high degree of consistency in the responses.

### **Validity**

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best and Kahn, 1993).

The validity for the present inventory was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely, what he was thought he was measuring (Garrett, 1973). The items in the present inventory were phrased in the least ambiguous way and the meanings of all the terms were clearly defined. The inventory was administered to a try out sample of 50 students. It was found that the subject comprehended the inventory clearly and responded to the items without misunderstanding the items. The inventories thus possess face validity.

### **Sample Selected for the Study**

A sample may be defined a 'finite number of observations or cases, selected from all areas in a particular universe, often assumed to be representative of the total group or universe of which it is a part (Good, 1973).

The population under the study is adolescents at higher secondary level. In the higher secondary level the investigator included higher secondary schools, vocational higher secondary schools. Hence the sample for the present study constituted 1000 adolescent drawn from the above three types of institutions of

Palakkad, Malappuram, Kozhikode, Kannur and Wayand districts. The different strata considered in the population were,

1. Gender
2. Locale of institutions

### 1. Gender

Among 1000 samples there are 500 boys and 500 girls studying at higher secondary school. Equal weightage was given to both.

### 2. Locale of institutions

Among 1000 samples 500 students were from urban area and 500 students were from rural area. Equal importance was given to both.

The details of final sample are given in Table 2.

Table 2

#### *Breakup of the Sample*

Gender		Type of institution		locale	
Boys	Girls	Plus two	VHSE	Rural	Urban
500	500	712	288	500	500
1000		1000		1000	

The list of institutions from which the investigator collected the data needed for the study are given in Table 3.

Table 3

*Details of the Institutions Selected for Data Collection*

<b>SI No</b>	<b>Name of Institution</b>	<b>Course offered</b>	<b>locale</b>	<b>No .of boys</b>	<b>No. of girls</b>	<b>Total students</b>
1.	GVHSS Kalpetta	VHSE	Urban	49	37	86
2.	GBHSS Thallaserry	plus two	Urban	40	27	67
3.	GGHSS Thiruvangad	plus two	Urban	-	47	47
4.	GVHSS Chirakkara	VHSE	Urban	59	3	62
5.	De Paul Public School Kalpetta	Plus two	Urban	19	18	37
6.	Farook Higher Secondary School	Plus two	Urban	25	36	61
7.	GGVHSS Feroke	VHSE	Urban	27	54	81
8.	GVHSS Cheruvannur	VHSE	Urban	31	28	59
9.	GOHSS Pattambi	Plus two	Rural	41	38	79
10.	Govt. Model HSS	Plus two	Rural	34	40	74
11.	GHSS Kattilangadi	Plus two	Rural	111	97	208
12.	GHSS Pattambi	Plus two	rural	64	75	139
Total				500	500	1000

**Data Collection Procedure, Scoring and Consolidation of Data****Administration of Tool**

After the selection of the sample the investigator contacted the heads of the concerned institutions and obtained their permission for collecting data. After giving general instructions the inventory was distributed to students. The students were also informed that the test is conducted for research purpose and have nothing to do with



their academic work. Pupils were asked to respond in separate response sheet provided along with the inventory. No time limit will be enforced to respond the items.

### **Scoring and Consolidation of Data**

After scoring the data was entered into tabulation sheet. Scoring was done as scoring scheme of the inventory. The scores obtained were consolidated and tabulated for further analysis.

### **Statistical Techniques Used for Analysis**

Estimation of Percentage is the technique is used for finding the percentage of occurrence of each problem on adolescents.

## **ANALYSIS AND INTERPRETATION OF DATA**

- Objectives of the study
- Analysis of Data
- Major findings
- Educational Implication
- Suggestion for further research
- Discussion of Result

## **ANALYSIS AND INTERPRETATION OF DATA**

The present study was an attempt to found out the problems of adolescents studying at Higher Secondary level. The data after collection has to be processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups. Thus in the process of analysis relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significant to determine with what validity data can be said to indicate any conclusions (Kothari, 1990).

Statistical analysis of the study so as to test the hypotheses stated and a discussion of the results are presented in this chapter. To have a clear picture of the study the objectives set up for the study are restated below.

### **Objectives of the Study**

Following are the objectives of the study

1. To identify the major problems of adolescents studying at higher secondary level for the total sample and for the subsamples based on Gender and Locale of institution.

2. To compare the major problems of adolescents studying at higher secondary level for the total sample and for the subsamples of 2000 and 2019 based on Gender and Locale of institution.
3. To examine whether there is considerable difference in the major problems identified for, (a) Boys and girls (b) Adolescents studying in rural and urban institutions.
4. To compare the considerable difference in the major problems identified in 2000 and 2020.
5. To identify the problems of adolescents due to internet and media for the total sample and for the subsamples based on Gender and Locale of institution.

### **Analysis of Data**

The analysis of data and discussion of results are presented under the following heads.

- A.** Identification of major problems of adolescents studying at higher secondary level for the total sample
- B.** Gender difference in the major problems of adolescents studying at higher secondary level.
- C.** Difference in the problems reported by the adolescents studying at higher secondary level based on locale of the institution

- D.** Comparison of major problems of adolescents of 2000 and 2020.
- E.** Comparing the considerable difference in the major problems of adolescents of 2000 and 2020
- F.** Identification of the problems of adolescents due to internet and media for the total sample and for the subsamples based on Gender and Locale of institution.
- A. Identification of Major Problems of Adolescents Studying at Higher Secondary Level for the Total Sample.**

This section of analysis was done to find out the major problems of adolescents studying at higher secondary level. As the first step of analysis the investigator calculated the percentage of occurrence of each problem in the total sample. Then the problems were arranged in the descending order of their percentage of occurrence. By doing so the investigator could identify the problems felt by the adolescents in the order of their seriousness. The ranks of each problem according to their percentage of occurrence are presented in table 4

Table 4

*Percentage of Occurrence of Problems Reported by Adolescents Studying at Higher Secondary Level*

<b>Sl No</b>	<b>Problems of Adolescents Studying at Higher Secondary Level</b>	<b>Percentage of occurrence</b>
1	Dissatisfaction in physical appearance	91.4
2	No interest in serving society.	89.8
3	Wish to achieve higher positions in life without effort.	88.7
4	Feeling no proud of parents and family.	86.6
5	Feels sad and angry when not able to achieve the desire.	83.4
6	Dissatisfaction with physical structure.	81.4
7	Over usage of internet for academic references.	80.1
8	Dissatisfaction with skin colour.	77.6
9	Feeling withdrawal due to inability to express ideas freely.	77.0
10	Dislike Parents who control internet usage.	75.5
11	Over use of social media in daily life.	71.9
12	No specific aim in life	70.3
13	Like martial arts than other games.	69.7
14	Anxiety about future.	69.5
15	Not willing to share problems with others.	68.4
16	Wish to score more than friends	63.8
17	Feeling over Compulsion to study.	63.7
18	Excessive use of mobile phone for academic purposes.	61.9
19	Blaming faith at bad times.	61.3
20	Feeling no willpower to shine in curricular and co-curricular activities.	60.9
21	Hesitating to express opinions which differ from others.	59.5
22	Feeling not able to reach to the expectations of parents and teachers.	59.1
23	Feels comfortable while chatting to friends through social media than face to face interaction.	58.1

<b>Sl No</b>	<b>Problems of Adolescents Studying at Higher Secondary Level</b>	<b>Percentage of occurrence</b>
24	Like to Maintains relationship without any control with opposite sex	58.0
25	No interest in hobbies.	56.1
26	Irritated with Laws of school	54.9
27	Always loosing self control.	49.8
28	Can't tolerate teachers scolding in front of friends.	49.5
29	Over anxious in face beauty	47.2
30	Feels to need more money to enjoy life.	46.3
31	Mobile phone and computer effecting studies negatively.	46.1
32	Feeling can't talk well as friends do.	44.9
33	Low emotional stability	44.8
34	High degree of self love	43.6
35	Stage fear	43.3
36	Spending more time for social media	41.6
37	Fails to express talents.	39.9
38	Unable to work together	39.1
39	No interest to participate in club activities	38.9
40	Daydreaming	38.8
41	Playing multi player online games	37.7
42	Hiding online activities from parents	37.6
43	Disappointment with physical disabilities	37.0
44	Want more pocket money to live lavishly	36.6
45	Low self esteem	35.7
46	Feels withdrawal	34.6
47	No ethics in social media use	33.2
48	Dislike group activities class.	32.8
49	High Media influence in deciding lifestyle.	30.8
50	Low self confidence for communication	30.7
51	Like detachment to teachers.	30.5
52	Disobedience	30.2

<b>Sl No</b>	<b>Problems of Adolescents Studying at Higher Secondary Level</b>	<b>Percentage of occurrence</b>
53	feeling unlucky	26.8
54	Low leadership quality.	26.6
55	Dissatisfied relation with parents.	26.3
56	Feeling neglected always.	26.1
57	Feeling that society is not accepting me properly.	25.8
58	Irritation due to Changes in body	25.6
59	Feeling extremely insulated when compare to others	25.1
60	Unethical friendship with opposite sex.	24.9
61	Frequent feeling of sickness	24.1
62	Like to Play videogames than outdoor games.	17.4
63	Short temperedness	16.9
64	Dissatisfied friendships.	16.9
65	Negative parenting that oppose their interests.	15.2
66	Feeling sad when friends call my nicknames	11.9
67	More emphasis on fair complexion	11.2
68	Trouble due to stammering when talking with others.	10.8
69	Feeling that parents are illiterate and uncultured.	10.7
70	Wishing to be away from parents	9.7
71	Addiction to smoking and intoxicants	0.9

Table 4 reveals that the researcher identified 71 types of problems faced by students studying at higher secondary level. The research found that 91 percent of students studying at higher secondary level dislike their physical appearance. It is very serious that about 90 percent of students studying at higher secondary level are not interested in serving society. 88.7 percent of students studying at higher secondary level wish to achieve higher positions in life without proper effort. Another serious trend is that 86.6 percent of students not feeling proud of parents and family, 83.4 percent of students studying at higher secondary level feeling sad



and angry when not able to achieved the desired, 81.4 percent of students reported that they are not satisfied with their physical structure, 80.1 percent of students studying at higher secondary level using internet excessively for academic purpose, 77.6 percent of students studying at higher secondary level are not satisfied with their skin colour and 77 percent of students studying at higher secondary level are showing withdrawal tendency due to not having ability to express their ideas freely.

Table also reveals that 75.5 percent of students studying at higher secondary level complaints that their parents try to controlling them for their over internet usage. 71.9 percent of students studying at higher secondary level thinking that social media as a necessity in life. 70.3 percent of students studying at higher secondary level have no specific aim in life. 69.7 percent of students studying at higher secondary level like martial arts than other games which needs synergy. 69.5 percent of students feeling anxiety while thinking about their future. 68.4 percent of students studying at higher secondary level are not ready to share their personal problems with others. 63.8 percent of students wishing to score more than friends. 63.7 percent of students studying at higher secondary level are facing a problem from parents that they always compelling them to study. 61.9 percent of students have Excessive use of mobile phone for academic purposes. 61.3 percent of students studying at higher secondary level are blaming faith at bad times.

Table 1 again revels that 60.9 percent of students studying at higher secondary level Feeling no willpower to shine in curricular and co-curricular activities.and 59.5 percent of students have hesitation to express opinions freely which differs from others. 59.1 percent of students studying at higher secondary

level are not able to reach up to the expectations of parents and teachers and 58.1 percent of students feeling comfortable while chatting through friends through social media. It is also noted that 58 percent of students studying at higher secondary level Like to Maintains relationship without any control with opposite sex and 56.1 percent of students have no interest in hobbies. 54.9 percent of students studying at higher secondary level have feeling irritation due to rules of school.

Table also reveals that 49.8 percent of students studying at higher secondary level reported that they lose their self control most of the time and 49.5 percent of students studying at higher secondary level are not able to tolerate teachers scolding in front of their friends. 47.2 percent of students studying at higher secondary level are facing problem of irritation due to pimples on their face and 46.3 percent of students believes that they need more money to enjoy life. 46.1 percent of students studying at higher secondary level reported that mobile phones and computers affecting their studies negatively and 44.9 percent of students believes that they are not able to talk well as their friends do. 44.8 percent of students studying at higher secondary level have low emotional stability and 43.6 percent of students believe that they try to care themselves more than they care others. 43.3 percent of students studying at higher secondary level facing stage fright and 41.6 percent of students spending more time for social media.

Table 1 also shows that 39.9 percent of students studying at higher secondary level fail to express their talents, 39.1 percent of students are unable to work together, 38.9 percent of students reported that they not getting time to participate in club activities and 38.8 percent of students have problem of daydreaming. The table

shows that 37.7 percent of students studying at higher secondary level are playing multi player online games for entertainment which creates addiction, 37.6 percent of students dislike when parents check their e-mail and social networking sites, 37 percent of students try to hide physical disabilities with others, 36.6 percent of students are unsatisfied with the pocket money they are getting, 35.7 percent of students feeling ashamed of inability when sees classmate shines in co-curricular activities and 34.6 percent of students feeling withdrawal due to lack of ability to express ideas freely. More than 33 percent of students studying at higher secondary level having strangers in face book friends list, 32.8 percent of students are dislike teachers giving group activity in class, 30.8 percent of students reported that media influencing them in deciding lifestyle and 30.7 percent of students have low self confidence for communication.

The table reveals that 30.5 percent of students studying at higher secondary level are not having attachment towards teachers, 30.2 percent of students are reported that they are disobedient, 26.8 percent of students feeling unlucky, 26.6 percent of students feeling they have no leadership quality, 26.3 percent of students are not able to adjust with parents, 26.1 percent of students felt that they are getting neglected always, 25.8 percent of students felt that society is not accepting them properly, 25.6 percent of students have irritation due to changes in body and 25.1 percent of students f feeling extremely insulted when others tell that they are not as good looking as their family members.

In the table the other reported problems of students studying at higher secondary level are they like unethical friendship with opposite sex(24.9%), frequent

feeling of sickness (24.1%), like to play videogames than outdoor games (17.4%), short temperedness (16.9%), dissatisfied friendships(16.9%), negative parenting that oppose their interests (15.2%), feeling sad when friends call my nicknames (11.9%), More emphasis on fair complexion (11.2%), Trouble due to stammering when talking with others (10.8%), Feeling that parents are illiterate and uncultured (10.7%), wishing to be away from parents (9.7%) and addiction to smoking and intoxicants (0.9%).

### **B. Gender Difference in the Major Problems of Adolescents Studying at Higher Secondary Level.**

This section of analysis was done to find out the gender difference in the major problems of adolescents studying at higher secondary level. The investigator calculated the percentage of occurrence of each problem in the total sample. Then the problems reported by each gender calculated separately in the descending order of their percentage of occurrence. Its percentage of occurrence are presented in table 5.

Table 5

*Gender Difference in the Major Problems of Adolescents Studying at Higher Secondary Level in the order of their Percentage of Occurrence*

Sl No	Problems of Adolescents Studying at Higher Secondary Level	Percentage of occurrence	
		Male	Female
1	Dissatisfaction in physical appearance	90.0	92.8
2	No interest in serving society.	88.0	91.6
3	Wish to achieve higher positions in life without effort.	85.0	92.4

Sl No	Problems of Adolescents Studying at Higher Secondary Level	Percentage of occurrence	
		Male	Female
4	Feeling no proud of parents and family.	84.0	89.2
5	Feels sad and angry when not able to achieve the desire.	82.0	84.8
6	Dissatisfaction with physical structure.	80.4	82.4
7	Over usage of internet for academic references.	80.0	80.2
8	Dissatisfaction with skin colour.	78.0	77.2
9	Feeling withdrawal due to inability to express ideas freely.	76.0	78.0
10	Dislike Parents who control internet usage.	74.4	76.6
11	Over use of social media in daily life.	74.2	69.6
12	No specific aim in life	70.8	69.8
13	Like martial arts than other games.	68.8	70.6
14	Anxiety about future.	68.4	70.6
15	Not willing to share problems with others.	68.0	68.8
16	Wish to score more than friends	66.4	61.2
17	Feeling over Compulsion to study.	64.4	63.0
18	Excessive use of mobile phone for academic purposes.	62.4	61.4
19	Blaming faith at bad times.	62.0	60.6
20	Feeling no willpower to shine in curricular and co-curricular activities.	61.6	60.2
21	Hesitating to express opinions which differ from others.	59.6	59.4
22	Feeling not able to reach to the expectations of parents and teachers.	58.4	59.8
23	Feels comfortable while chatting to friends through social media than face to face interaction.	56.8	59.4
24	Like to Maintains relationship without any control with opposite sex	56.4	59.6
25	No interest in hobbies.	56.0	56.2
26	Irritated with Laws of school	54.8	55.0
27	Always loosing self control.	52.4	48.8

Sl No	Problems of Adolescents Studying at Higher Secondary Level	Percentage of occurrence	
		Male	Female
28	Can't tolerate teachers scolding in front of friends.	50.0	49.0
29	Over anxious in face beauty	49.6	44.8
30	Feels to need more money to enjoy life.	48.8	43.8
31	Mobile phone and computer effecting studies negatively.	48.0	44.2
32	Feeling can't talk well as friends do.	47.2	42.6
33	Low emotional stability	46.8	42.8
34	High degree of self love	46.0	42.6
35	Stage fear	45.6	41.0
36	Spending more time for social media	42.0	41.2
37	Fails to express talents.	41.2	38.6
38	Unable to work together	40.8	37.4
39	No interest to participate in club activities	40.4	37.4
40	Daydreaming	40.0	37.6
41	Playing multi player online games	39.6	35.8
42	Hiding online activities from parents	38.4	36.8
43	Disappointment with physical disabilities	38.0	36.0
44	Want more pocket money to live lavishly	37.6	35.6
45	Low self esteem	36.8	34.6
46	Feels withdrawal	36.4	32.8
47	No ethics in social media use	36.0	30.4
48	Dislike group activities class.	35.6	30.0
49	High Media influence in deciding lifestyle.	35.2	26.4
50	Low self confidence for communication	34.8	26.6
51	Like detachment to teachers.	34.6	26.4
52	Disobedience	31.6	28.8
53	feeling unlucky	30.8	22.8
54	Low leadership quality.	30.0	23.2
55	Dissatisfied relation with parents.	29.6	23.0

Sl No	Problems of Adolescents Studying at Higher Secondary Level	Percentage of occurrence	
		Male	Female
56	Feeling neglected always.	28.4	23.8
57	Feeling that society is not accepting me properly.	26.8	24.8
58	Irritation due to Changes in body	26.4	24.8
59	Feeling extremely insulated when compare to others	26.0	24.2
60	Unethical friendship with opposite sex.	24.8	25.0
61	Frequent feeling of sickness	24.4	23.8
62	Like to Play videogames than outdoor games.	20.8	14.0
63	Short temperedness	19.6	14.2
64	Dissatisfied friendships.	18.0	15.8
65	Negative parenting that oppose their interests.	17.2	13.2
66	Feeling sad when friends call my nicknames	15.6	8.2
67	More emphasis on fair complexion	14.8	7.6
68	Trouble due to stammering when talking with others.	14.2	7.4
69	Feeling that parents are illiterate and uncultured.	12.4	9.0
70	Wishing to be away from parents	4.4	15.0
71	Addiction to smoking and intoxicants	1.8	0.0

Table 5 shows that there is gender difference in identified 71 types of problems faced by students studying at higher secondary level. The research found that 90 percent of male students studying at higher secondary level dislike their physical appearance at the same time 92.8 percent female students studying at higher secondary level dislike their physical appearance. 88 percent of male students studying at higher secondary level are not interested in serving society at the same time 91.6 percent female students studying at higher secondary level are not interested in serving society. More female higher secondary level students (92.4%)

wish to achieve higher positions in life without effort than the male students (85%). Another serious trend is that 89.2 percent of female students of higher secondary are not feeling proud of parents and family, at the same time 84 percent male students of higher secondary are not feeling proud of parents and family. 84.8 percent of female students studying at higher secondary level feeling sad and angry when not able to achieved the desired, at the same time 82 percent male students studying at higher secondary level feeling sad and angry when not able to achieved the desired. 82.4 percent of female students reported that they are not satisfied with their physical structure, 80.4 percent male students reported that they are not satisfied with their physical structure. 80.2 percent of female students studying at higher secondary level using internet excessively for academic purpose, at the same time 80 percent of male students studying at higher secondary level using internet excessively for academic purpose. 78 percent of male students studying at higher secondary level are not satisfied with their skin colour while 77.2 percent of female students studying at higher secondary level are not satisfied with their skin colour. 78 percent of female students studying at higher secondary level are showing withdrawal tendency due to not having ability to express their ideas freely while 76 percent of male students studying at higher secondary level are showing withdrawal tendency due to not having ability to express their ideas freely.

Table also reveals that 76.6 percent of female students studying at higher secondary level complaints that their parents try to controlling them for their over internet usage, at the same time 74.4 percent of male students studying at higher secondary level complaints that their parents try to controlling them for their over



internet usage. 74.2 percent of male students studying at higher secondary level thinking that social media as a necessity in life, at the same time 69.6 percent of female students studying at higher secondary level thinking that social media as a necessity in life . 70.8 percent of male students studying at higher secondary level have no specific aim in life, at the same time 69.8 percent of female students studying at higher secondary level have no specific aim in life. 70.6 percent of female students studying at higher secondary level like martial arts than other games which needs synergy but 68.8 percent of male students studying at higher secondary level like martial arts than other games which needs synergy. 70.6 percent of female students feeling anxiety while thinking about their future at the same time 68.4 percent of male students feeling anxiety while thinking about their future. 68.8 percent of female students studying at higher secondary level are not ready to share their personal problems with others, while 68 percent of male students studying at higher secondary level are not ready to share their personal problems with others. . 66.4 percent of male students wishing to score more than friends, while 61.2 percent of female students wishing to score more than friends. 64.4 percent of male students studying at higher secondary level are facing a problem from parents that they always compelling them to study at the same time 63 percent of female students studying at higher secondary level are facing a problem from parents that they always compelling them to study . 62.4 percent of male students have Excessive use of mobile phone for academic purposes at the same time 61.4 percent of female students have Excessive use of mobile phone for academic purposes. 62 percent of male students studying at higher secondary level are blaming faith at bad times

while 60.6 percent of female students studying at higher secondary level are blaming faith at bad times.

Table 5 again reveals that 61.6 percent of male students studying at higher secondary level Feeling no willpower to shine in curricular and co-curricular activities, while 60.2 percent of female students studying at higher secondary level Feeling no willpower to shine in curricular and co-curricular activities. 59.6 percent of male students have hesitation to express opinions freely which differs from others, while 59.4 percent of female students have hesitation to express opinions freely which differs from others. 59.8 percent of female students studying at higher secondary level are not able to reach up to the expectations of parents and teachers at the same time 58.4 percent of male students studying at higher secondary level are not able to reach up to the expectations of parents and teachers. 59.4 percent of female students feeling comfortable while chatting through friends through social media, at the same time 56.8 percent of male students feeling comfortable while chatting through friends through social media. It is also noted that 59.6 percent of female students studying at higher secondary level Like to Maintains relationship without any control with opposite sex, while 56.4 percent of male students studying at higher secondary level Like to Maintains relationship without any control with opposite sex . 56.2 percent of female students have no interest in hobbies while 56 percent of male students also have no interest in hobbies. 55 percent of female students studying at higher secondary level have feeling irritation due to rules of school, at the same time 54.8 percent of male students studying at higher secondary level have feeling irritation due to rules of school.

Table also reveals that 52.4 percent of male students studying at higher secondary level reported that they lose their self control most of the time while 48.8 percent of female students studying at higher secondary level reported that they lose their self control most of the time. 50 percent of male students studying at higher secondary level are not able to tolerate teachers scolding in front of their friends, at the same time 49 percent of female students studying at higher secondary level are not able to tolerate teachers scolding in front of their friends. 49.6 percent of male students studying at higher secondary level are facing problem of irritation due to pimples on their face, at the same time 44.8 percent of female students studying at higher secondary level are facing problem of irritation due to pimples on their face. 48.8 percent of male students believe that they need more money to enjoy life; at the same time 43.8 percent of female students believe that they need more money to enjoy life. 48 percent of male students studying at higher secondary level reported that mobile phones and computers affecting their studies negatively , at the same time 44.2 percent of female students studying at higher secondary level reported that mobile phones and computers affecting their studies negatively. 47.2 percent of male students believe that they are not able to talk well as their friends do, at the same time 42.6 of female students believes that they are not able to talk well as their friends do. 46.8 percent of male students studying at higher secondary level have low emotional stability, at the same time 42.8 percent of female students studying at higher secondary level have low emotional stability. 46 percent of male students believe that they try to care themselves more than they care others, at the same time 42.6 percent of female students believe that they try to care themselves more than they care others. 45.6 percent of male students studying at higher secondary level

facing stage fright at the same time 41 percent of female students studying at higher secondary level facing stage fright. 42 percent of male students spending more time for social media, at the same time 41.2 percent of female students spending more time for social media.

Table 5 also shows that 41.2 percent of male students studying at higher secondary level fail to express their talents, at the same time 38.6 percent of female studying at higher secondary level fail to express their talents. 40.8 percent of male students are unable to work together, at the same time 37.4 percent of female students are unable to work together. 40.4 percent of male students reported that they not getting time to participate in club activities, at the same time 37.4 percent of female students reported that they not getting time to participate in club activities. 40 percent of male students have problem of daydreaming, at the same time 37.6 percent of female students have problem of daydreaming. The table shows that 39.6 percent of male students studying at higher secondary level are playing multi player online games for entertainment which creates addiction, at the same time 35.8 percent of female students studying at higher secondary level are playing multi player online games for entertainment which creates addiction. 38.4 percent of male students dislike when parents check their e-mail and social networking sites, at the same time 36.8 percent of female students dislike when parents check their e-mail and social networking sites. 38percent of male students try to hide physical disabilities with others, while 36 percent of female students also try to hide physical disabilities with others. 37.6 percent of male students are unsatisfied with the pocket money they are getting, at the same time 35.6 percent of female students are also

unsatisfied with the pocket money they are getting. 36.8 percent of male students feeling ashamed of inability when sees classmate shines in co-curricular activities while 34.6 percent of female students also feel ashamed of inability when sees classmate shines in co-curricular activities. 36.4 percent of male students feeling withdrawal due to lack of ability to express ideas freely while 32.8 percent of female students feeling withdrawal due to lack of ability to express ideas freely. More than 36 percent of male students studying at higher secondary level having strangers in face book friends list, while 30.4 percent of female students studying at higher secondary level having strangers in face book friends list. 35.6 percent of male students dislike teachers giving group activity in class, while 30 percent of female students dislike teachers giving group activity in class. 35.2 percent of male students reported that media influencing them in deciding lifestyle at the same time 26.4 percent of female students reported that media influencing them in deciding lifestyle . 34.8 percent of male students have low self confidence for communication while 26.6 percent of female students have low self confidence for communication.

The table reveals that 34.6 percent of male students studying at higher secondary level are not having attachment towards teachers, at the same time 26.4 percent of female students studying at higher secondary level are not having attachment towards teachers. 31.6 percent of male students are reported that they are disobedient; at the same time 28.8 percent of female students are reported that they are disobedient. 30.8 percent of male students feeling unlucky, at the same time 22.8 percent of female students feeling unlucky. 30 percent of male students feeling they have no leadership quality, at the same time 23.2 percent of female students feeling

they have no leadership quality. 29.6 percent of male students are not able to adjust with parents, at the same time 23 percent of female students are not able to adjust with parents. 28.4 percent of male students felt that they are getting neglected always, at the same time 23.8 percent of female students also felt that they are getting neglected always. 26.8 percent of male students felt that society is not accepting them properly, while 24.8 percent of female students also felt that society is not accepting them properly. 26.4 percent of male students have irritation due to changes in body, while 24.8 percentages of female students also have irritation due to changes in body. 26 percent of male students feeling extremely insulted when others tell that they are not as good looking as their family members, at the same time 24.2 percent of female students feeling extremely insulted when others tell that they are not as good looking as their family members.

In the table the other reported problems of students studying at higher secondary level are 24.8 percent of male students like unethical friendship with opposite sex, at the same time 25 percent of female students like unethical friendship with opposite sex. 24.4 percent of male students are suffering from frequent feeling of sickness, while 23.8 percent of female students are suffering from frequent feeling of sickness. 20.8 percent of male students like to play videogames than outdoor games, at the same time 14 percent of female students like to play videogames than outdoor games. 19.6 percent of male students are having problem of short temperedness, while 14.2 percent of female students are having problem of short temperedness. 18 percentages of male students are having problem of dissatisfied friendships, at the same time 15.8 percent of female students are having

problem of dissatisfied friendships. 17.2 percent of the male students are suffering from negative parenting that oppose their interests, at the same time 13.2 percent of female students are suffering from negative parenting that oppose their interests. 15.6 percent of male students are feeling sad when friends call my nicknames, at the same time 8.2 percent of female students are feeling sad when friends call my nicknames. 14.8 percentages of male students gives more emphasis on fair complexion, at the same time 7.6 percentages of female students gives more emphasis on fair complexion. 14.2 percentages of male students are suffering from Trouble due to stammering when talking with others, while 7.4 percentages of female students are suffering from trouble due to stammering when talking with others. 12.4 percentages of male students are Feeling that parents are illiterate and uncultured, at the same time 9 percentages of female students are also Feeling that parents are illiterate and uncultured. 4.4 percentages of male students are wishing to be away from parents, at the same time 15 percentages of female students are wishing to be away from parents. 1.8 percentages of male students are addicted to smoking and intoxicants but no female students are addicted to smoking and intoxicants.

### **C. Difference in the Problems Reported by the Adolescents Studying at Higher Secondary Level Based on Locale of the Institution**

This section of analysis was done to find out the difference in the major problems of adolescents studying at higher secondary level based on locale of the institution. The investigator calculated the percentage of occurrence of each problem in the total sample. Then the problems reported by each locale calculated separately

in the descending order of their percentage of occurrence. Its percentage of occurrence are presented in table 6

Table 6

*Difference in the Problems reported by the Adolescents Studying at Higher Secondary Level based on Locale of the Institution in the order of their Percentage of Occurrence*

Sl No	Problems of Adolescents Studying at Higher Secondary Level	Percentage of occurrence	
		Urban	Rural
1	Dissatisfaction in physical appearance	90.0	93.8
2	No interest in serving society.	88.6	91.0
3	Wish to achieve higher positions in life without effort.	88.0	89.6
4	Feeling no proud of parents and family.	87.0	86.6
5	Feels sad and angry when not able to achieve the desire.	86.2	85.6
6	Dissatisfaction with physical structure.	81.0	83.0
7	Over usage of internet for academic references.	80.0	81.0
8	Dissatisfaction with skin colour.	79.2	78.8
9	Feeling withdrawal due to inability to express ideas freely.	78.8	78.2
10	Dislike Parents who control internet usage.	77.6	77.4
11	Over use of social media in daily life.	75.4	75.4
12	No specific aim in life	72.6	74.4
13	Like martial arts than other games.	71.0	73.6
14	Anxiety about future.	68.6	71.6
15	Not willing to share problems with others.	68.2	71.0
16	Wish to score more than friends	66.6	69.0
17	Feeling over Compulsion to study.	65.4	66.4
18	Excessive use of mobile phone for academic purposes.	64.2	65.0
19	Blaming faith at bad times.	61.6	62.4



Sl No	Problems of Adolescents Studying at Higher Secondary Level	Percentage of occurrence	
		Urban	Rural
20	Feeling no willpower to shine in curricular and co-curricular activities.	60.2	61.8
21	Hesitating to express opinions which differ from others.	58.8	59.8
22	Feeling not able to reach to the expectations of parents and teachers.	57.6	58.8
23	Feels comfortable while chatting to friends through social media than face to face interaction.	55.8	58.4
24	Like to Maintains relationship without any control with opposite sex	54.8	56.0
25	No interest in hobbies.	53.4	55.4
26	Irritated with Laws of school	52.6	55.0
27	Always loosing self control.	50.0	53.0
28	Can't tolerate teachers scolding in front of friends.	47.8	51.4
29	Over anxious in face beauty	47.4	51.0
30	Feels to need more money to enjoy life.	46.8	50.0
31	Mobile phone and computer effecting studies negatively.	46.2	48.6
32	Feeling can't talk well as friends do.	45.6	48.2
33	Low emotional stability	45.2	44.4
34	High degree of self love	44.6	43.8
35	Stage fear	43.8	43.2
36	Spending more time for social media	41.8	42.4
37	Fails to express talents.	40.6	42.0
38	Unable to work together	38.6	40.2
39	No interest to participate in club activities	38.0	39.8
40	Daydreaming	37.6	39.2
41	Playing multi player online games	37.2	38.2
42	Hiding online activities from parents	35.8	37.8
43	Disappointment with physical disabilities	35.4	37.4
44	Want more pocket money to live lavishly	34.6	37.0

SI No	Problems of Adolescents Studying at Higher Secondary Level	Percentage of occurrence	
		Urban	Rural
45	Low self esteem	34.0	36.0
46	Feels withdrawal	33.6	35.4
47	No ethics in social media use	33.2	34.4
48	Dislike group activities class.	32.8	33.6
49	High Media influence in deciding lifestyle.	32.4	32.6
50	Low self confidence for communication	30.8	32.0
51	Like detachment to teachers.	30.2	30.8
52	Disobedience	28.4	25.2
53	feeling unlucky	27.4	24.6
54	Low leadership quality.	26.8	24.2
55	Dissatisfied relation with parents.	26.4	23.0
56	Feeling neglected always.	25.6	22.4
57	Feeling that society is not accepting me properly.	24.6	21.4
58	Irritation due to Changes in body	24.2	21.0
59	Feeling extremely insulated when compare to others	23.8	20.4
60	Unethical friendship with opposite sex.	23.0	18.6
61	Frequent feeling of sickness	22.6	18.0
62	Like to Play videogames than outdoor games.	18.0	15.0
63	Short temperedness	15.6	14.2
64	Dissatisfied friendships.	14.4	13.4
65	Negative parenting that oppose their interests.	13.8	12.6
66	Feeling sad when friends call my nicknames	12.8	11.2
67	More emphasis on fair complexion	11.6	9.4
68	Trouble due to stammering when talking with others.	11.0	8.8
69	Feeling that parents are illiterate and uncultured.	10.0	7.2
70	Wishing to be away from parents	8.0	4.6
71	Addiction to smoking and intoxicants	0.6	1.2

Table 6 reveals that there is locale difference in identified 71 types of problems faced by students studying at higher secondary level. The research found that 90 percent of urban students studying at higher secondary level dislike their physical appearance at the same time 93.8 percent rural students studying at higher secondary level dislike their physical appearance. 88.6 percent of urban students studying at higher secondary level are not interested in serving society at the same time 91 percent rural students studying at higher secondary level are not interested in serving society. More rural higher secondary level students (89.6%) wish to achieve higher positions in life without effort than the urban students (88%). Another serious trend is that 87 percent of urban students of higher secondary are not feeling proud of parents and family, at the same time 86.6 percent rural students of higher secondary are not feeling proud of parents and family. 86.2 percent of urban students studying at higher secondary level feeling sad and angry when not able to achieved the desired, at the same time 85.6 percent rural students studying at higher secondary level feeling sad and angry when not able to achieved the desired. When 83 percent of rural students reported that they are not satisfied with their physical structure, 81 percent urban students reported that they are not satisfied with their physical structure. 81 percent of rural students studying at higher secondary level using internet excessively for academic purpose, at the same time 80 percent of urban students studying at higher secondary level using internet excessively for academic purpose. 79.2 percent of urban students studying at higher secondary level are not satisfied with their skin colour while 78.8 percent of rural students studying at higher secondary level are not satisfied with their skin colour. 78.8 percent of urban students studying at higher secondary level are showing withdrawal tendency

due to not having ability to express their ideas freely while 78.2 percent of rural students studying at higher secondary level are showing withdrawal tendency due to not having ability to express their ideas freely.

Table also reveals that 77.6 percent of urban students studying at higher secondary level complaints that their parents try to controlling them for their over internet usage, at the same time 77.4 percent of rural students studying at higher secondary level complaints that their parents try to controlling them for their over internet usage. 75.4 percent of urban students studying at higher secondary level thinking that social media as a necessity in life, at the same time 75.4 percent of rural students studying at higher secondary level thinking that social media as a necessity in life . 72.6 percent of urban students studying at higher secondary level have no specific aim in life, at the same time 74.4 percent of rural students studying at higher secondary level have no specific aim in life. 73.6 percent of rural students studying at higher secondary level like martial arts than other games which needs synergy but 71percent of urban students studying at higher secondary level like martial arts than other games which needs synergy. 71.6 percent of rural students feeling anxiety while thinking about their future at the same time 68.6 percent of urban students feeling anxiety while thinking about their future. 71 percent of rural students studying at higher secondary level are not ready to share their personal problems with others, while 68.2 percent of urban students studying at higher secondary level are not ready to share their personal problems with others. . 69 percent of rural students wishing to score more than friends, while 66.6 percent of urban students wishing to score more than friends. 66.4 percent of rural students

studying at higher secondary level are facing a problem from parents that they always compelling them to study at the same time 65.4 percent of urban students studying at higher secondary level are facing a problem from parents that they always compelling them to study . 65 percent of rural students have Excessive use of mobile phone for academic purposes at the same time 64.2 percent of urban students have Excessive use of mobile phone for academic purposes. 62.4 percent of rural students studying at higher secondary level are blaming faith at bad times while 61.6 percent of urban students studying at higher secondary level are blaming faith at bad times.

Table 6 again reveals that 61.8 percent of rural students studying at higher secondary level Feeling no willpower to shine in curricular and co-curricular activities, while 60.2 percent of urban students studying at higher secondary level Feeling no willpower to shine in curricular and co-curricular activities. 59.8 percent of rural students have hesitation to express opinions freely which differs from others, while 58.8 percent of urban students have hesitation to express opinions freely which differs from others. 58.8 percent of rural students studying at higher secondary level are not able to reach up to the expectations of parents and teachers at the same time. 57.6 percent of urban students studying at higher secondary level are not able to reach up to the expectations of parents and teachers. 58.4 percent of rural students feeling comfortable while chatting through friends through social media, at the same time 55.8 percent of urban students feeling comfortable while chatting through friends through social media. It is also noted that 56 percent of rural students studying at higher secondary level Like to Maintains relationship

without any control with opposite sex, while 54.8 percent of urban students studying at higher secondary level Like to Maintains relationship without any control with opposite sex . 55.4 percent of rural students have no interest in hobbies while 53.4 percent of urban students also have no interest in hobbies. 55 percent of rural students studying at higher secondary level have feeling irritation due to rules of school, at the same time 52.6 percent of urban students studying at higher secondary level have feeling irritation due to rules of school.

Table also reveals that 53 percent of rural students studying at higher secondary level reported that they lose their self control most of the time while 50 percent of urban students studying at higher secondary level reported that they lose their self control most of the time. 51.4 percent of rural students studying at higher secondary level are not able to tolerate teachers scolding in front of their friends, at the same time 47.8 percent of urban students studying at higher secondary level are not able to tolerate teachers scolding in front of their friends. 51 percent of rural students studying at higher secondary level are facing problem of irritation due to pimples on their face, at the same time 47.4 percent of urban students studying at higher secondary level are facing problem of irritation due to pimples on their face. 50 percent of rural students believes that they need more money to enjoy life , at the same time 46.8 percent of urban students believes that they need more money to enjoy life. 48.6 percent of rural students studying at higher secondary level reported that mobile phones and computers affecting their studies negatively , at the same time 46.2 percent of urban students studying at higher secondary level reported that mobile phones and computers affecting their studies negatively. 48.2 percent of

rural students believe that they are not able to talk well as their friends do, at the same time 45.6 of urban students believes that they are not able to talk well as their friends do. 45.2 percent of urban students studying at higher secondary level have low emotional stability, at the same time 44.4 percent of rural students studying at higher secondary level have low emotional stability. 44.6 percent of urban students believe that they try to care themselves more than they care others, at the same time 43.8 percent of rural students believe that they try to care themselves more than they care others. 43.8 percent of urban students studying at higher secondary level facing stage fright at the same time 43.2 percent of rural students studying at higher secondary level facing stage fright. 42.4 percent of rural students spending more time for social media, at the same time 41.8 percent of urban students spending more time for social media.

Table 6 also shows that 42 percent of rural students studying at higher secondary level fail to express their talents, at the same time 40.6 percent of urban studying at higher secondary level fail to express their talents. 40.2 percent of rural students are unable to work together, at the same time 38.6 percent of urban students are unable to work together. 39.8 percent of rural students reported that they not getting time to participate in club activities, at the same time 38 percent of urban students reported that they not getting time to participate in club activities. 39.2 percent of rural students have problem of daydreaming, at the same time 37.6 percent of urban students have problem of daydreaming. The table shows that 38.2 percent of rural students studying at higher secondary level are playing multi player online games for entertainment which creates addiction, at the same time 37.2

percent of urban students studying at higher secondary level are playing multi player online games for entertainment which creates addiction. 37.8 percent of rural students dislike when parents check their e-mail and social networking sites, at the same time 35.8 percent of urban students dislike when parents check their e-mail and social networking sites. 37.4 percent of rural students try to hide physical disabilities with others, while 35.4 percent of urban students also try to hide physical disabilities with others. 37 percent of rural students are unsatisfied with the pocket money they are getting, at the same time 34.6 percent of urban students are also unsatisfied with the pocket money they are getting. 36 percent of rural students feeling ashamed of inability when sees classmate shines in co-curricular activities while 34 percent of urban students also feel ashamed of inability when sees classmate shines in co-curricular activities. 35.4 percent of rural students feeling withdrawal due to lack of ability to express ideas freely while 33.6 percent of urban students feeling withdrawal due to lack of ability to express ideas freely. 34.4 percent of rural students studying at higher secondary level having strangers in face book friends list, while 33.2 percent of urban students studying at higher secondary level having strangers in face book friends list. 33.6 percent of rural students dislike teachers giving group activity in class, while 32.8 percent of urban students dislike teachers giving group activity in class. 32.6 percent of rural students reported that media influencing them in deciding lifestyle at the same time 32.4 percent of urban students reported that media influencing them in deciding lifestyle. 32 percent of rural students have low self confidence for communication while 30.8 percent of urban students have low self confidence for communication.



The table reveals that 30.8 percent of rural students studying at higher secondary level are not having attachment towards teachers, at the same time 30.2 percent of urban students studying at higher secondary level are not having attachment towards teachers. 28.4 percent of urban students are reported that they are disobedient; at the same time 25.2 percent of rural students are reported that they are disobedient. 27.4 percent of urban students feeling unlucky, at the same time 24.6 percent of rural students feeling unlucky. 26.8 percent of urban students feeling they have no leadership quality, at the same time 24.2 percent of rural students feeling they have no leadership quality. 26.4 percent of urban students are not able to adjust with parents, at the same time 23 percent of rural students are not able to adjust with parents. 25.6 percent of urban students felt that they are getting neglected always, at the same time 22.4 percent of rural students also felt that they are getting neglected always. 24.6 percent of urban students felt that society is not accepting them properly, while 21.4 percent of rural students also felt that society is not accepting them properly. 24.2 percent of urban students have irritation due to changes in body, while 21 percent of rural students also have irritation due to changes in body. 23.8 percent of urban students feeling extremely insulted when others tell that they are not as good looking as their family members, at the same time 20.4 percent of rural students feeling extremely insulted when others tell that they are not as good looking as their family members.

In the table the other reported problems of students studying at higher secondary level are 23 percent of urban students like unethical friendship with opposite sex, at the same time 18.6 percent of rural students like unethical friendship

with opposite sex. 22.6 percent of urban are suffering from frequent feeling of sickness, while 18 percent of rural students are suffering from frequent feeling of sickness. 18 percent of urban students like to play videogames than outdoor games, at the same time 15 percent of rural students like to play videogames than outdoor games. 15.6 percent of urban students are having problem of short temperedness, while 14.2 percent of rural students are having problem of short temperedness. 14.4 percentages of urban students are having problem of dissatisfied friendships, at the same time 13.4 percent of rural students are having problem of dissatisfied friendships. 13.8 percent of the urban students are suffering from negative parenting that oppose their interests, at the same time 12.6 percent of rural students are suffering from negative parenting that oppose their interests. 12.8 percent of urban students are feeling sad when friends call my nicknames, at the same time 11.2 percent of rural students are feeling sad when friends call my nicknames. 11.6 percentage of urban gives more emphasis on fair complexion, at the same time 9.4 percentage of rural gives more emphasis on fair complexion. 11 percentages of urban students are suffering from Trouble due to stammering when talking with others, while 8.8 percentages of rural students are suffering from Trouble due to stammering when talking with others. 10 percentages of urban students are Feeling that parents are illiterate and uncultured, at the same time 7.2 percentages of rural students are also Feeling that parents are illiterate and uncultured. 8 percentages of urban students are wishing to be away from parents, at the same time 4.6 percentages of rural students are wishing to be away from parents. 0.6 percentages of urban students are addicted to smoking and intoxicants, at the same time 1.2 percent of rural students are addicted to smoking and intoxicants.

#### D. Comparison of Major Problems of Adolescents of 2000 and 2020.

This section of analysis was done to compare major problems of adolescents studying at higher secondary level today with problems of adolescents studied at higher secondary level at the year 2000. For the purpose investigator refer a study that investigated major problems of adolescents' studied at higher secondary level at the year 2000 by Abdul Salam. T, Farook Training College, Kozhikode. The comparison is shown in Table 7

Table 7

*Comparison of Problems reported by Adolescents Studying at Higher Secondary Level in 2020 with the Problems reported by Adolescents Studied at Higher Secondary level in 2000*

<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level in 2020</b>		<b>Problems of Adolescents Studied at Higher Secondary Level in 2000</b>
<b>Physical Problems</b>	1	Unsatisfied in physical appearance	1	Neglect ion due to not having fair complexion
	2	Irritation due to changes occurring in body	2	Not able to face others due to pimples on face.
	3	Wish to have latest hair style	3	Feeling of thinness
	4	Irritation due to pimples on face	4	Feeling inferior as body growth is not in proportion to age.
	5	Unsatisfied skin colour	5	Physical handicap
	6	Unsatisfied in body shape	6	Feeling extremely insulted when others tell inferior words
	7	Feeling inferior as body growth is not in proportion to age.	7	Stammering while talking

<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level in 2020</b>		<b>Problems of Adolescents Studied at Higher Secondary Level in 2000</b>
	8	Stammering while talking	8	Weakens physically and mentally due to frequent sickness
	9	Weakens physically and mentally due to frequent sickness	9	Feeling under confident due to height
			10	Trying hard to hide physical handicap from others.
<b>Social Problems</b>	1	Feeling ostracized due to inability to express my ideas freely	1	Feeling ostracized due to inability to express my ideas freely.
	2	Feeling under confident while talking to knowledgeable people	2	Blindly imitating certain personalities because of extreme fancy for them.
	3	Feeling sad when friends call nicknames	3	Caught in troubles because of giving preference for friend's opinion.
	4	Feeling unlucky	4	Not acceptance in society by grownup people.
	5	Irritation when my friends mock at style of talking	5	Feeling of not able to talk well as friends do.
	6	Losing self control	6	Not able to express ideas for fear of being criticized by others.
	7	Not able to find a convenient place to join with friends	7	Feeling under confident while speak with those whom I think have more knowledge than me
	8	Addiction to smoking and intoxicants	8	Feeling that not properly accepted in the society.
	9	Feeling bad on shortcomings When my classmates shines at extracurricular activities	9	Feeling bad when friends call me my nicknames.
	10	Not getting opportunity to express talents	10	Friends mocking at my style of talking.

<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level in 2020</b>		<b>Problems of Adolescents Studied at Higher Secondary Level in 2000</b>
	11	Not coping with situations that don't like	11	Feeling pain when friends talk ill in my absence.
	12	Not interested in serving society.	12	Feeling discredited to talk with those whom are inferior to me.
	13	Not able to adjust with parents.	13	Feeling sad that hail from low caste family.
	14	Feeling that parents are illiterate and uncultured.	14	Not having leadership quality.
	15	Feeling Neglecting Even though excel in my studies	15	Feeling that unlucky haunts me.
	16	Feeling of not getting enough time for hobbies.	16	Feeling loneliness
	17	Feeling of not getting time to attend the programmes in the club	17	Losing self control.
	18	Not able to reach the expectation of teachers and parents	18	Not able to find a convenient place to join with friends.
			19	Feeling inferior to others.
			20	Trouble due to addiction to smoking and intoxicants
<b>Recreational Problems</b>	1	Day dreaming	1	Not able to express my latent talents due to stage fright
	2	Not able to express latest talents due to stage fright	2	Others not encourage talents.
	3	Not getting opportunity to express talents	3	Feeling bad of shortcomings When classmates shine in extracurricular activities
	4	Trying hard to hide physical disabilities from others.	4	Not admit extracurricular achievements due to backwardness in my studies.
	5	Feeling that not properly	5	Not getting opportunity to

<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level in 2020</b>		<b>Problems of Adolescents Studied at Higher Secondary Level in 2000</b>
		accepted in the society.		express talents.
	6	Not getting permission to watch cinemas, TV programmes by family	6	Not getting enough time for hobbies.
	7	Feeling that grown up people in the society does not accept.	7	Family not allowing watching cinema / TV programmes.
	8	Not able to talk well as friends do.	8	Not getting time to attend the programmes in the club
<b>Educational Problems</b>	1	Wishing to score more marks than friends.	1	Neglecting by others, even though excel in studies.
	2	Not liking teachers giving group activity in class.	2	Not coming up to the expectations of teachers and parents.
	3	Parents always compelling to study.	3	Parents not encouraging in studies.
	4	Neglecting by others, even though excel in studies.	4	Feeling desperate when don't get recognition that deserve in educational matters.
			5	Academic decisions are not taken according to my tastes.
			6	Financial crisis in studies.
			7	Aimlessness in studies i
			8	Feeling gloomy since the possibility of getting employed is rare.
			9	Feeling that even favorite teachers neglect me.
			10	friends not helping for fear of my better performance in the examinations
		11	Teachers punish severely even for trivial faults.	
		12	Feeling helpless When teachers teach only for	

<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level in 2020</b>		<b>Problems of Adolescents Studied at Higher Secondary Level in 2000</b>
				covering the portions.
			13	Not bold enough to talk to teachers.
			14	Avoiding writing in the presence of others, because handwriting is not good.
			15	Face the concerned when marks are very low
			16	Academic excellence making arrogant
			17	Failure in studies creates a sense of loss
			18	Not getting proper direction in academic pursuits
			19	Home work is more than what I can bear.
			20	The stubborn nature of the head of institution creates problems
			21	Can't concentrate on studies for long on end
			22	Domestic atmosphere is not favourable
			23	distance between home and institution is tiring
			24	Feeling afraid even to think about examinations
			25	Day dreaming distracts concentration in studies
<b>Moral Problems</b>	1	Rules of school irritates	1	Can't express my dislikes to some of religious beliefs and ideals.
	2	Due to fear of god I use to be away from mistakes.	2	When others speak ill of my religion, I feel angry with

<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level in 2020</b>		<b>Problems of Adolescents Studied at Higher Secondary Level in 2000</b>
				them.
			3	Riots and clashes in the name of religion shocks
			4	Feeling sad that my friend is not a believer in my religion.
			5	Don't agree with the concept of God
<b>Socio-Economic Problems</b>			1	Not liking those who are financially superior to me.
			2	Even the wealthy neighbors do not assist me
			3	feeling inferior that I do not come from a wealthy family
			4	keeping a distance when I deal with financially backward one
			5	Angry with those extravagant on seeing distressed people.
			6	Feelingly sorry for friend for his financial difficulties.
			7	not getting pocket money
<b>Sexual Problems</b>	1	Having Most of friends are from opposite sex.	1	Frightened to talk with my opposite sex.
	2	maintaining good relationship and physical touching with opposite sex	2	Feeling inferior When my friends talk freely with the friends who are from their opposite sex
			3	Feeling ashamed When students from Opposite sex look constantly
			4	Not able to concentrate on my studies because of my intense love for my friend of opposite sex.



<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level in 2020</b>		<b>Problems of Adolescents Studied at Higher Secondary Level in 2000</b>
			5	avoiding talking with opposite sex for fear of being misunderstood
			6	Those from my opposite sex ridicule me.
			7	thought that I might miss my loved one disturbs me
<b>Familial Problems</b>	1	Not feeling proud of my parents and family.	1	Family not considering my opinion in our family matters.
	2	Parents always opposing my interests.	2	Quarrel between my parents
	3	Wishing to be away from my parents.	3	family members harass me for the fault I committed long ago
	4	Feeling extremely insulated when others tell me that I am not as good looking as my family members.	4	It troubles me that I don't have brothers and sisters
			5	Other family member's interference in my personal affairs troubles me
			6	My relatives and friends neglect our family due to some bad habits of my family members
			7	Most often my family does not understand me.
			8	Diseases of my family members upsets me
			9	unhappy because of not have a brother/sister
			10	Feeling that my parents are not caring me.
			11	Parents don't entrust me with any responsibility because

<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level in 2020</b>		<b>Problems of Adolescents Studied at Higher Secondary Level in 2000</b>
				they don't have confidence in me.
			12	Parents are too busy to care me.
			13	Feeling inferior that my parents are not properly educated.
			14	Relatives do not cooperate with me as they are financially better than us.
			15	Unhappy that my parents are separated/living apart.
			16	Feeling angry with parents when they can't understand the assignments given to me from the school
			17	Caught in many problems because of parent's bad habits.
<b>Emotional Problems</b>	1	Not having attachment towards friends.		
	2	Not having attachment towards family.		
	3	Not having attachment towards teachers.		
	4	Blame fate during bad times.		
	5	Pains that my friends talk ill of me on my absence.		
	6	Not having leadership quality		
	7	Anxious about future.		
	8	Not reluctant to express opinions openly even though it may differ from others		

<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level in 2020</b>		<b>Problems of Adolescents Studied at Higher Secondary Level in 2000</b>
		greatly		
	9	Not having determination to shine in curricular and co-curricular activities alike		
	10	Not sharing personal matters with others		
	11	Desire strongly to achieve greater positions in life		
	12	Feels sad and angry when intended matters can't be achieved		
	13	enquiring for new opportunities even during critical situations		
	14	cannot bear teacher's scolding in front of my friends		
	15	Care myself more than I care for others.		
<b>Behavioural Problems</b>	1	Don't wish to share talents and efforts credit with friends.		
	2	Feel to Need more money to enjoy life.		
	3	Not satisfied with the pocket money		
<b>Internet / media related problems</b>	1	Hate checking e-mail or social networking accounts by parents.		
	2	Chatting through social networking more.		
	3	Thinking the use of social media as a necessity in life.		
	4	Feeling good while chatting to friends through social media.		

<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level in 2020</b>		<b>Problems of Adolescents Studied at Higher Secondary Level in 2000</b>
	5	Having strangers as friends in face book friends list.		
	6	Playing multi player online games		
	7	Using internet for academic purposes.		
	8	Parents controlling internet usage.		
	9	Feels that mobile phones and computers affecting studies negatively.		
	10	Playing videogames most of the time.		
	11	Media influence in deciding lifestyle.		
	12	Excessive use of mobile for reading		

Table 7 reveals that in 2020 the adolescent problems of Higher Secondary are identified in 11 areas. They are physical problems, social problems, recreational problems, educational problems, moral problems, socio- economic problems, sexual problems, familial problems, emotional problems, behavioral problems, internet/media related problems. But in 2000, the adolescent problems are identified only in 8 areas. All the areas except emotional problems, behavioral problems, internet / media related problems were reported in 2000.

Table 7 shows that in 2020, there are 9 physical problems viz unsatisfied in physical appearance, irritation due to changes occurring in body, wish to have latest

hair style, irritation due to pimples on face, unsatisfied skin colour, unsatisfied in body shape, feeling inferior as body growth is not in proportion to age, stammering while talking and weakens physically and mentally due to frequent sickness reported. In the year 2000 the reported physical problems were neglect ion due to not having fair complexion, not able to face others due to pimples on face, feeling of thinness, feeling inferior as body growth is not in proportion to age, physical handicap, feeling extremely insulted when others tell inferior words, stammering while talking, weakens physically and mentally due to frequent sickness, feeling under confident due to height, trying hard to hide physical handicap from others, unsatisfied in physical appearance, irritation due to changes occurring in body, wish to have latest hair style, irritation due to pimples on face, unsatisfied skin colour, unsatisfied in body shape, feeling inferior as body growth is not in proportion to age, stammering while talking and weakens physically and mentally due to frequent sickness,

Table 7 also shows that in 2020, there are 18 types of social problems reported by the higher secondary level students they are feeling ostracized due to inability to express my ideas freely, feeling under confident while talking to knowledgeable people, feeling sad when friends call nicknames, feeling unlucky, irritation when my friends mock at style of talking, losing self control, not able to find a convenient place to join with friends, addiction to smoking and intoxicants, feeling bad on shortcomings when my classmates shines at extracurricular activities, not getting opportunity to express talents, not coping with situations that don't like, not interested in serving society, not able to adjust with parents, feeling that parents

are illiterate and uncultured, feeling neglecting even though excel in my studies, feeling of not getting enough time for hobbies, feeling of not getting time to attend the programmes in the club, not able to reach the expectation of teachers and parents. But in 2000 the reported social problems were 20 they were feeling ostracized due to inability to express my ideas freely, blindly imitating certain personalities because of extreme fancy for them, caught in troubles because of giving preference for friend's opinion, not acceptance in society by grownup people, feeling of not able to talk well as friends do. not able to express ideas for fear of being criticized by others, feeling under confident while speak with those whom i think have more knowledge than me, feeling that not properly accepted in the society, feeling bad when friends call me my nicknames, friends mocking at my style of talking, feeling pain when friends talk ill in my absence, feeling discredited to talk with those whom are inferior to me, feeling sad that hail from low caste family, not having leadership quality, feeling that unlucky haunts me, feeling loneliness, losing self control, not able to find a convenient place to join with friends, feeling inferior to others and trouble due to addiction to smoking and intoxicants

Table is also showing that in 2020, there are 9 Recreational problems were reported.. They are day dreaming, stage fright, not getting opportunity to express talents, wishing to achieve more than friends, trying to hide physical disabilities, feeling of un acceptance in society, family doesn't allow to watch cinema, TV programmes, elders do not accept me, can't talk well like friends. In 2000, 8 Recreational problems were reported. They are stage fright, no encouragement,

feeling inferior when classmates shine in extracurricular activities, not admitting extra-curricular achievement due to learning backwardness, not getting opportunity to express talents, no time for hobbies, family doesn't allow to watch cinema and TV programmes, no time for club activities..

The table also reveals that in 2020, 3 educational problems are reported for adolescents studying at Higher Secondary level. They are wishing to score more marks than friends, dislike group activity class, over compulsion to study. In 2000, 25 educational problems were reported for higher secondary students. They are neglecting even though excel in studies, not coming up to expectations of teachers and parents, parents not encouraging in studies, not getting recognition in educational matters, academic decisions are not taken according to my tastes, financial crisis, aimlessness in studies, chance of getting employment is rare, favourite teachers neglecting, friends not helping for fear of better performance in the examinations, teachers punish me severely even for trivial faults, feeling helpless when teachers teach only for covering the portions, not bold enough to talk to my teachers, avoid writing in the presence of others because of bad handwriting, can't face the concerned when marks are low, academic excellence making me arrogant, failure in studies creates a sense of loss, not getting proper direction in academic pursuits, homework is more than needed, the stubborn nature of the head of the institution creates problem to me, can't concentrate on studies for long on end, domestic atmosphere is not favourable, distance between home and institution is tiring, feeling afraid of examinations, distraction in studies.

The table shows that in 2020 two moral problems were discovered. They are irritation due to rules of schools and due to fear of god use to be away from mistakes. In 2000 five moral problems were reported. They are students can't express dislikes to religious beliefs and ideals, feels angry with those who speak ill of my religion, riots and clashes in the name of religion shocks, feels sad that friend is not a believer of my religion, don't agree with the concept of god.

The table shows that in 2020 two sexual problems were reported. They are having most of friends from opposite sex, maintaining good relationship and physical touching with opposite gender. In 2000 seven sexual problems were reported. They are frightened to talk with opposite sex, feeling inferior when friends talk with opposite sex, feeling ashamed when students from opposite sex look constantly, not able to concentrate on studies because of intense love for friend of opposite sex, avoiding talking with friends of opposite sex for fear of being misunderstood, those from opposite sex ridicule me, thought of missing loved ones disturbs.

The table also reveals that in 2000, there was socio-economic problem. seven items were reported. They dislike financially superior people; even the wealthy neighbours don't assist, feeling inferior for not being from wealthy family, keeping distance from financially backward people, angry with those extravagant on seeing distressed people, feeling sorry for friend for financial difficulties, not getting pocket money.

The table also shows that in 2020 four familial problems were reported. They are feeling no proud of parents and family, negative parenting opposing their



interest, wishing to be away from parents, feeling extremely insulted when compared to others. In 2000 seventeen familial problems were reported. They are not considering opinion, quarrel between parents, harassment from family members, not having brothers and sisters, family members interference in personal affairs, neglecting from relatives and friends, inability to understand, diseases of family members, wish to have brothers and sisters, feeling that parents are not caring, parents don't trust, parents are very busy, feeling inferiority on parents education, relatives do not cooperate as they are financially better, parents separated/living apart, parents can't understand school assignments, caught in problems because of parents.

Table also shows that in 2020 Emotional problems were reported. 16 items are reported. They are students like martial arts than other games, detachment towards friends, detachment towards family, detachment towards teachers, blaming faith during bad times, emotional instability, low leadership quality, anxious about future, withdrawal from expressing as it differs from others, not having determination to shine in curricular and co curricular activities, not sharing personal matters with others, desire to achieve greater positions in life, feels sad and angry when intended matters can't be achieved, no specific aim in life, can't bear teachers scolding in front of my friends, high degree of self love. In 2000 there was no emotional problem detected.

The table also shows that in 2020 three types of behavioural problems was detected. They are unable to work together, want more pocket money to live

lavishly, dissatisfaction with pocket money. In 2000, there were no behavioural problems detected.

The table also depicts that in 2020 twelve types of Internet and Media related problems were detected. They are hiding online activities with parents, overuse of social media in daily life, spending more time for chatting, no ethics in social media use, high media influence in deciding lifestyle, mobile phones and computers effecting studies negatively, playing online multi player online games, excessive use of mobile phone for academic purposes, feels good while chatting to friends through social media than face to face interaction, over usage of internet for academic references, family doesn't allow me to watch cinemas, TV programmes, dislike parents who control internet usage.

#### **E. Comparing the Considerable Difference in the Major Problems of Adolescents of 2000 and 2020**

This section of analysis was done to compare major problems of adolescents studying at higher secondary level today with problems of adolescents studied at higher secondary level at the year 2000 based on gender and locale of the institution. The main problems found by the investigator in the year 2020 that has been not reported in the year 2000 was listed in table 8.

Table 8

*Problems Found in the year 2020 that has been not reported in the year 2000*

<b>Problem Areas</b>		<b>Problems of Adolescents Studying at Higher Secondary Level</b>
Physical Problems	1	Dissatisfied physical appearance
	2	Dissatisfied physical structure
Social Problems	1	Not interested in serving society
	2	Unable to adjust with parents
Educational Problems	1	Dislike group activities class.
	2	Over compulsion to study
Moral Problems	1	Irritation due to rules of school
Sexual Problems	1	Unethical friendship with opposite sex.
	2	Like to maintain relationship without any control with opposite sex.
Familial Problems	1	Feeling no proud of parents and family.
	2	Negative parenting that oppose their interest.
	3	Wishing to be away from parents.
Emotional Problems	1	Detachment towards friends.
	2	Detachment towards family.
	3	Detachment towards teachers.
	4	Feeling anxiety about future.
	5	Feeling no willpower to shine in curricular and co-curricular activities.
	6	Hesitating to express opinions which differ from others.
	7	Not willing to share problems with others.
	8	Can't tolerate teachers scolding in front of friends.
	9	Feels sad and angry when not able to achieve the desired.
	10	High degree of self love.
Behavioral Problems	1	Unable to work together.
	2	Want more pocket money to live lavishly.
	3	Feels to need more money to enjoy life.

Problem Areas		Problems of Adolescents Studying at Higher Secondary Level
Internet/Media related Problems	1	Using internet excessively for academic purposes
	2	Complaint on parents trying to control internet usage.
	3	Considering social media as a necessity in life.
	4	Excessive use of mobile phone for reading
	5	Feeling comfortable while chatting to friends through social media than face to face interaction
	6	Mobile phones and computers affecting studies negatively.
	7	Spending more time for Chatting through social media
	8	Addicted to Playing multi player online games for entertainment.
	9	Hiding online activities from parents
	10	No ethics in social media use
	11	High Media influence in deciding lifestyle.
	12	Like to play video games than outdoor games.

Table 8 reveals that in the year 2020 higher secondary level students reported problems in nine problem areas. The areas are physical problems, social problems, educational problems, moral problems, sexual problems, familial problems, emotional problems, behavioral problems and internet/media related problems.

Table 8 also reveals that physical problems that are reported by higher secondary students in the year 2020 that were not reported in the year 2000 are dissatisfied physical appearance and dissatisfied physical structure. Social problems reported by higher secondary students in the year 2020 that were not reported in the year 2000 are not interested in serving society and unable to adjust with parents. Educational problems reported by higher secondary students in the year 2020 that were not reported in the year 2000 are dislike group activities class and over

compulsion to study. The only reported moral problem is irritation due to rules of school. Sexual Problems reported by higher secondary students in the year 2020 that were not reported in the year 2000 are unethical friendship with opposite sex and like to maintain relationship without any control with opposite sex. Familial problems reported by higher secondary students in the year 2020 that were not reported in the year 2000 are feeling no proud of parents and family, negative parenting that oppose their interest and wishing to be away from parents. Emotional problems reported by higher secondary students in 2020 are detachment towards friends, detachment towards family, detachment towards teachers, feeling anxiety about future, feeling no willpower to shine in curricular and co-curricular activities, hesitating to express opinions which differ from others, not willing to share problems with others, can't tolerate teachers scolding in front of friends, feels sad and angry when not able to achieve the desired and high degree of self love that are not reported in 2000. Behavioral problems reported by higher secondary students in 2020 are unable to work together, want more pocket money to live lavishly and feels to need more money to enjoy life. As we know the present era is known as IT era In the year 2000 the use of mobile phones, internet and social media are not prevalent in students so internet/media related problems were not reported at that time. In the present scenario the internet/media related problems reported by higher secondary students in the year 2020 are using internet excessively for academic purposes, complaint on parents trying to control internet usage, considering social media as a necessity in life, excessive use of mobile phone for reading, feeling comfortable while chatting to friends through social media than face to face interaction, mobile phones and computers affecting studies negatively, spending more time for chatting through social media, addicted to playing multi player online games for

entertainment, hiding online activities from parents, no ethics in social media use, high media influence in deciding lifestyle and like to play video games than outdoor games.

**F. Identification of the Problems of Adolescents due to Internet and Media for the Total Sample and for the Subsamples based on Gender and Locale of Institution.**

This section of analysis was done to identify the problems of adolescents studying at higher secondary level due to internet and media for the total sample and for the subsamples based on gender and locale of institution. The investigator calculated the percentage of occurrence of each problem in the total sample. Then the problems reported by each locale and gender calculated separately in the descending order of their percentage of occurrence. It is presented in table 9.

Table 9

*Problems of Adolescents due to Internet and Media for the Total Sample and for the Subsamples Based on Gender and Locale of Institution*

Sl No	Problems of Adolescents due to Internet And Media	Percentage of occurrence				
		Total sample N = 1000	Gender		Locale of the institution	
			Male	Female	Urban	Rural
1	Using internet excessively for academic purposes		80.0	80.2	80	81.0
2	Parents try to control internet usage.		74.4	76.6	77.6	77.4
3	Considering social media as a necessity in life.		74.2	69.6	75.4	75.4
4	Excessive use of mobile phone for reading		62.4	61.4	64.2	65
5	Feeling comfortable while		56.8	59.4	55.8	58.4

Sl No	Problems of Adolescents due to Internet And Media	Percentage of occurrence				
		Total sample N = 1000	Gender		Locale of the institution	
			Male	Female	Urban	Rural
	chatting to friends through social media					
6	Mobile phones and computers affecting studies negatively.		48	44.2	46.2	48.6
7	Spending more time for Chatting through social networking		42	41.2	41.8	42.4
8	Playing multi player online games for entertainment.		39.6	35.8	37.2	38.2
9	Dislike parents checking my e-mail or social networking accounts.		38.4	36.8	35.8	37.8
10	Having strangers as friends in face book friends list.		36	30.4	33.2	34.4
11	Media influence in deciding lifestyle.		35.2	26.4	32.4	32.6
12	Playing videogames more than five hours a day.		20.8	14	18	15

In the year 2000 study about the area Internet or Media related problems were not in picture, but in the year 2020 it is one of the major problem area influencing higher secondary students. From table.6 it is clear that out of 1000 samples more female students (80.2%) spends more time on internet for academic purposes than male students (80%) while more rural students (81%) spends much time than urban students (80%). More female students (76.6%) have complaint that their parents control their internet usage than male students (74.4%) while more urban students (77.6%) have this same complaint than rural students (77.4%). More male students (74.2%) thinks that use of social media is a necessity in daily life than

female students (69.6%) while both rural (75.4%) students and urban (75.4%) shares the same opinion. More male students (62.4%) have a opinion that they excessively use mobile phones for reading than female students (61.4%) while more rural students (65%) excessively use it than urban students (64.2%) More female students (59.4%) spends more than one hour a day in chatting through social media than male students (56.8%) while more rural students (58.4%) spends more time in it than urban students (55.8%). More male students (48%) have a negative opinion about the internet usage on studies than female students (44.2%) while more rural students has the same view (48.6%) than urban students (46.2%). More male students (42%) feels good while chatting with friends using social media than female (41.2%) while more rural students (42.4%) have the same opinion than urban students (41.8%). More male students (39.6%) play multi player online games for entertainment than female students (35.8%) while more rural students (38.2%) spends time than urban students ( 37.2%). More male students (38.4%) doesn't like to check their mail or social networking accounts by their parents than female students (36.8%) while more rural students shares the same opinion (37.8%) than urban (35.8%). More male students (36%) have strangers as face book friends than female students (30.4%) while more rural students (34.4%) have more strange friends than urban students (33.2%). More male students (35.2%) have opinion that media influence their lifestyle decisions than female students (26.4%) while more rural students has this opinion (32.6%) than urban students (32.4%). More male students (20.8%) spends more than five hours a day for playing video games than female students (14%) while more urban students (18%) spends this much time than rural students (15%).



## **SUMMARY, CONCLUSION AND SUGGESTIONS**

- Study in Retrospect
- Variables
- Objectives
- Methodology
- Major Findings of the Study
- Conclusion
- Educational Implications
- Suggestions for Further Research

## **SUMMARY, CONCLUSION AND SUGGESTIONS**

This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research area.

### **Study in Retrospect**

The present investigation was entitled as "PROBLEMS OF ADOLESCENTS STUDYING AT HIGHER SECONDARY LEVEL".

### **Variable**

The present study is intended to find out the problems of adolescents studying at higher secondary level.

### **Objectives**

Following are the objectives set for the present study

1. To identify the major problems of adolescents studying at higher secondary level for the total sample and for the subsamples based on Gender and Locale of institution.
2. To compare the major problems of adolescents studying at higher secondary level for the total sample and for the subsamples of 2000 and 2019 based on Gender and Locale of institution.

3. To examine whether there is considerable difference in the major emblems identified for (a) Boys and girls (b) Adolescents studying in rural and urban institutions.
4. To compare the considerable difference in the major problems identified in 2000 and 2019.
5. To identify the problems of adolescents due to internet and media for the total sample and for the subsamples based on Gender and Locale of institution.

### **Methodology**

It deals with the precise description of sample used for the study, tools and statistical techniques used.

### **Sample**

The sample for the present study constituted 1000 adolescents drawn from government, aided and unaided types of institutions of Palakkad, Malappuram, Kozhikode, Kannur and Wayand districts.

### **Tools**

The tool **Adolescent Problems Inventory (2000)** is used in this study.

### **Statistical Techniques Used**

Estimation of Percentage is the technique is used for finding the percentage of occurrence of each problem on adolescents.

### **Major Findings of the Study**

Important findings of the study are presented below:

- a) There are 71 major problems for adolescents of 2000 studying at higher secondary .
- b) The major problems are Dissatisfaction in physical appearance, no interest in serving society, wish to achieve higher positions in life without effort, feeling no proud of parents and family, feels sad and angry when not able to achieve the desire, dissatisfaction with physical structure, over usage of internet for academic references, dissatisfaction with skin colour, feeling withdrawal due to inability to express ideas freely, dislike Parents who control internet usage.
- c) There is no much difference in major problems based on gender and locale.
- d) New problems which doesn't existed in 2000 but exist in 2020 are:
  - a. Physical problems :-
    1. Dissatisfied physical appearance
    2. Dissatisfied physical structure
  - b. Social problems:-
    1. Not interested in serving society.
    2. Unable to adjust with parents

- c. Educational problem:-
  - 1. Dislike group activities class.
  - 2. Overcompulsion to study
  
- d. Moral problems:-
  - 1. irritation due to rules of school.
  
- e. Sexual problems:-
  - 1. Unethical friendship with opposite sex.
  - 2. Like to maintains relationship without any control with opposite sex.
  
- f. Familial problems:-
  - 1. Feeling no proud of parents and family.
  - 2. Negative parenting that oppose their interest.
  - 3. Wishing to be away from parents.
  
- g. Emotional problems:-
  - 1. Dettachment towards friends.
  - 2. Dettachment towards family.
  - 3. Dettachment towards teachers.
  - 4. Feeling anxiety about future.
  - 5. Feeling no willpower to shine in curricular and co-curricular activities.
  - 6. Hesitating to express opinions which differs from others.

7. Not willing to share problems with others.
8. Can't tolerate teachers scolding in front of others.
9. Feel sad and angry when not able to achieve the desired.
10. High degree of self love.

h. Behavioral problems:-

1. Unable to work together.
2. Want more pocket money to live lavishly.
3. Feels to need more money to enjoy life.

i. Internet/Media related problems:-

1. Using internet excessively for academic purposes
2. Parents try to control internet usage
3. Considering social media as a necessity in life
4. Excessive use of mobile phone for reading
5. Feeling comfortable while chatting to friends through social media
6. Mobile phones and computers affecting studies negatively
7. Spending more time for Chatting through social networking
8. Playing multi player online games for entertainment
9. Dislike parents checking my e-mail or social networking accounts
10. Having strangers as friends in face book friends list
11. Media influence in deciding lifestyle
12. Playing videogames more than five hours a day.

### **Conclusion**

From the above stated findings of the study, there is a great change in major adolescent problems of 2000 and 2020. There is no much difference between the problems of adolescents based on gender and locale of the institution of 2020. Internet/Media related problem are new but is a major problem of 2020.

### **Educational Implications**

The study was intended to identify the teenage problems of students studying in higher secondary level. In this study the investigator realize that the problem faced by teenage can be identified and that there by the knowledge of these problems will help the teachers, parents, educationists and psychologists to give proper attention to higher secondary school students.

Based on the findings of the study the investigator suggests following remedies to reduce the intensity of problems among adolescents studying at higher secondary schools.

- a) To establish counseling services in every institution. By providing these services most of the problems of adolescents related to their behavior can be reduced.
- b) Provide them religious and moral education that will help to reduce short tempered, indiscretion, dishonest and pilfering to meet needs among secondary school students.

- c) Teachers should ensure that providing suitable environment in school for their behavioral development.
- d) To improve the functioning of carrier guidance and counseling centers in every institution. By providing these services most of the educational problems of students can be reduced.
- e) Teachers should ensure that their students are getting better motivation from the institution and they should help in building up a good carrier.
- f) The teacher should avoid being authoritarian in their approach and should not have too much expectations.
- g) Different circumstances call for different strengths and abilities and consideration must be given to the adolescent's ability to cope with the particular situation.
- h) Provide proper parenting class to their parents. Parents lap is the first school of child it is the duty of parents to rear their child in a better way. Detachment of parents and antisocial parents creates a sense of loss in them which may make teenage to divert from the accepted values of the society and will transform them into social evils. So parents should take care that their child is getting security that they need in all matters.
- i) Provide ample opportunities to express their opinions and consider them with due importance. The adolescents may be permitted to take some of their own decisions, and also helped to see the results of lack of judgment or hasty and impetuous conduct.



- j) Render proper sex education so that they will develop healthy relationship and positive attitude towards opposite sex. The adolescents should also be helped in the proper sublimation of sex instinct and channelization of sexual energy.

### **Suggestions for Further Research**

The findings of the study helped the investigator to suggest the following areas further research.

1. Same study can be replicated on secondary school students and college students
2. A comparison of teenage problem on higher secondary school students of educated parents and non educated parents.
3. Adolescent problems of higher secondary school among day scholar, hostellers and orphans can be studied.
4. Behavior and emotional problems of Higher Secondary School students can be studied in depth.
5. A comparison of Adolescent problems in educational institutions inside and outside the educational institutions can be done.

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## **APPENDICES**

**APPENDIX I**  
**FAROOK TRAINING COLLEGE**  
**ADOLESCENT PROBLEM INVENTORY**

**Dr. Jouhar Munavvir. T**  
Assistant Professor

**Bincy. M**  
M.Ed Student

**INSTRUCTIONS**

The following statements are some of the personal and psychological problem likely to feel in your age. Two responses (yes / no) have been put towards each statement. Read the statement thoroughly and put a tick mark against the statement which you think right in your case. Please be honest and clear in your responses.

The questionnaire is meant for collecting data for a research work only. The researcher assures that the information collected from the questionnaire used only for his research purpose. So it is requested that your responses should be absolutely honest and perfect.

1. I like my physical appearance
2. Changes occur in my body irritates me
3. I like to have latest fashion dresses and hair style
4. Pimples on my face irritates me
5. I am satisfied with my skin colour
6. I am satisfied with my body shape
7. I feel inferior as my body growth is not in proportion to my age
8. I am a day dreamer.
9. I feel withdrawal due to my inability to express my ideas freely.
10. I feel under confident while I speak with those whom I think have more knowledge than me
11. I feel sad when my friends call me my nicknames
12. The feeling that I am unlucky haunts me
13. My friends mock at my style of talking
14. Most often I lose my self control
15. I can't find a convenient place to join with my friends
16. My addiction to smoking, drinking and intoxicants troubles me.

17. Because of my stage freights I can't express my latest talents
18. When my classmates shine at extracurricular activities, I feel bad of my shortcomings
19. I do not get opportunity to express my talents
20. I do not cope with situations that I dislike
21. I am interested in serving society.
22. I can't adjust with my parents.
23. I want to score more than my friends.
24. I want to achieve more than my friends.
25. I don't like teachers giving group activity in class.
26. I don't want to share my talent or works credit with my friends.
27. I like martial arts.
28. I don't feel attachment towards my friends.
29. I don't feel attachment towards my family.
30. I don't feel attachment towards my teachers.
31. Parents always compel to study.
32. I want more money to enjoy life.
33. I am not satisfied with the pocket money I gets.
34. I use to feel my parents as uncultured and uneducated.
35. I feel proud of my parents and family.
36. I blame my fate during bad times
37. I try hard to hide my physical disabilities from others
38. I can't always talk well as my friends do
39. I feel that I am not properly accepted in the society
40. Others neglect me even though I excel in my studies.
41. My family does not allow me to watch cinemas, TV programmes.
42. My parents always opposes my interests
43. I want to be away from parents.
44. I feel extremely insulted when others tell me that I am not as good looking as my family members.
45. The stammering troubles me when I talk with others
46. Frequent sickness troubles me physically and mentally
47. The grown up people in the society do not accept me

48. It pains me that my friends talk ill of me on my absence
49. Does the rules in your school irritates you
50. I don't get enough time for my hobbies.
51. Even though I wish to attend the programmes in the club, I don't get time for that.
52. Since my complexion is not fair enough, others neglect me
53. I don't have leadership quality
54. I can't come up to the expectation of my teachers and parents
55. I feel anxious when I think of my future
56. I am not reluctant to express my opinions openly even though it may differ from others greatly
57. My strong determination has helped me to shine in curricular and co-curricular activities alike
58. I share my personal matters with others
59. I desire strongly to achieve greater positions in life
60. When intended matters cannot be achieved I feel sad and angry
61. I enquire for new opportunities even during critical situations
62. I cannot bear teacher's scolding in front of my friends
63. I cares myself more than others
64. Do you sleep minimum 5 hours a day?
65. Do your parents check your e-mail account or social networking accounts?
66. Do you hate parents or guardians checking your e-mail or social networking accounts.
67. Do you chat through social networking more than one hour a day?
68. Do you think the use of social Medias is a necessity in life?
69. Do you think that chat with your friends though social media comfort you
70. Do you have unknown persons in your friends list in face book
71. Do you play online games like Pubg for relaxation?
72. Do you use internet for academic purposes
73. Do your parents control your usage of internet?
74. Do you think that mobile phones and computers affect your studies negatively?
75. I use to play video games more than three hours a day
76. Medias influenced me to decide my life styles.
77. Most of my friends are from opposite sex.

**APPENDIX II**  
**FAROOK TRAINING COLLEGE**

**RESPONSE SHEET**

Name of the School	
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Class	XI	XII	Subject	Science	Commerce	Humanities
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Gender	Male	Female	Locale of the Institution	Urban	Rural
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Question No.	Yes	No
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Question No.	Yes	No
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Question No.	Yes	No
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