CHAPTER- IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

CONTENTS

<table>
<thead>
<tr>
<th>S.No</th>
<th>Topic</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Introduction</td>
<td>122</td>
</tr>
<tr>
<td>4.1</td>
<td>Objective-1</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>4.1.1 Analysis of the Educational problems of Adolescent students</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>4.1.2 Analysis of the Behavioural problems of Adolescent students</td>
<td>126</td>
</tr>
<tr>
<td>4.2</td>
<td>Objective-2</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>4.2.1 Analysis of the symptoms of Educational problems</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>4.2.2 Analysis of the symptoms of Behavioural problems</td>
<td>138</td>
</tr>
<tr>
<td>4.3</td>
<td>Objective-3</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>4.3.1 Analysis of the causes of Educational problems</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>4.3.2 Analysis of the causes of Behavioural problems</td>
<td>156</td>
</tr>
<tr>
<td>4.4</td>
<td>Objective-4</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td>4.4.1 Summary of the Interventions</td>
<td>213</td>
</tr>
<tr>
<td>4.5</td>
<td>Investigators observations and conclusions</td>
<td>221</td>
</tr>
</tbody>
</table>
CHAPTER – IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

Introduction:

The data may be valid and reliable to any extent, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded.

Analysis of data means, studying the tabulated material in order to determine the inherent facts or meanings. It involves breaking down the existing complex factors into simpler parts, and presenting the parts together in new arrangements for purpose of interpretation.

According to Francis Rummel (1985) “The analysis and interpretation of data involves the objective material in the possession of the researcher and his/her subjective reactions and desires to derive from the data the inherent meanings in their relation to the problem”.

Analysis is a process of interpreting and drawing conclusions from the gathered data. The collected data shall be broken down into smaller units and rearranged in new combinations to discover new facts and relationships. Every effort has been made to study the data from as many angles as possible for finding out new facts with the following objectives.

The data was analyzed objective wise. The analysis and interpretation of the collected case studies were the following.
4.1 Objective-1: To collect information in detail about the Psychological Problems of Adolescent students.

4.1.1 Analysis of the Educational problems of Adolescent students:

The sample of the students studied distinctively had educational problems and behavior problems. The educational problems of school going adolescents and college going adolescents are almost similar. The identified educational problems of the studied sample are ten. Except lack of goal in life, the remaining problems are found in school pupils and college students of adolescent stage though vary in their percentages of occurrence. The educational problems of the total sample are tabulated below in descending order starting with the highest percentage problem to the lowest percentage problem.

Table No: 1 showing the Educational Problems as per the frequency

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>School pupils</th>
<th>Percentage of School pupils</th>
<th>College students</th>
<th>Percentage of College students</th>
<th>Total frequency</th>
<th>Percentage of adolescent students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of interest in education</td>
<td>17</td>
<td>34</td>
<td>19</td>
<td>38</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>Anxiety about future education</td>
<td>10</td>
<td>20</td>
<td>12</td>
<td>24</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>Fear of school/college</td>
<td>9</td>
<td>18</td>
<td>9</td>
<td>18</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>4</td>
<td>Fear of examinations</td>
<td>6</td>
<td>12</td>
<td>7</td>
<td>14</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>Negative thoughts</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>18</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>6</td>
<td>Fears about studies</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>14</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>Forgetfulness</td>
<td>7</td>
<td>14</td>
<td>4</td>
<td>8</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>Lack of concentration</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>Fear of hostel</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>Lack of goal in education</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Analysis:

- Lack of interest in studies was found among 72% of the student’s sample. Among them 34% were school going and 38% were college going adolescent students.

- Anxiety about future education was found among 44% of the student’s sample. Among them 20% were school going and 24% were college going adolescent students.

- Fear about school or college was found among 36% of the student’s sample. Among them 18% were school going and 18% were college going adolescent students.
• Fear of examinations was found among 26% of the student’s sample. Among them 12% were school going and 14% were college going adolescent students.

• Negative thoughts were found among 24% of the student’s sample. Among them 6% were school going and 18% were college going adolescent students.

• Fears about their studies were found among 22% of the student’s sample. Among them 8% were school going and 14% were college going adolescent students.

• Forgetfulness was found among 22% of the student’s sample. Among them 14% were school going and 8% were college going adolescent students.

• Lack of concentration on their studies was found among 18% of the student’s sample. Among them 10% were school going and 8% were college going adolescent students.

• Fears about their hostel were found among 14% of the student’s sample. Among them 10% were school going and 4% were college going adolescent students.

• Lack of any goal in education was found among 2% of the student’s sample. All of them were college going adolescent students.
Discussion:

Lack of interest in education itself was the problem of nearly three fourths of the sample having the education problems. The remaining educational problems might have sprung out of it. They might not have had total attention in the classroom teaching. They might not have had receptive imagination of what they listened in classes, might not have had the clarity, meaningfulness and relative value of the subjects. Hence they might have had either lack of concentration or have fear of school or college or fear of studies or fear of examinations or fear of hostel or negative thoughts or forgetfulness of the learnt matter. Only students active participation in classes while studying the academic subjects can bring in clarity which only can develop interest in them and finally result in poor performance again. Thus this vicious circle goes on if not dealt with.

4.1.2 Analysis of the Behavioural problems of Adolescent students:

The sample of the students studied distinctively had educational problems and behavior problems. The behavior problems of school going adolescents and college going adolescents were almost similar. Twenty eight behavior problems were identified among the studied sample of adolescent students. School pupils did not have the problems of boasting, drug and alcohol addiction, ignorance, lack of emotional control and dreaminess while they were the problems of college going adolescent students. Hyperactivity and rebelliousness were not found among the college going students sample.
The behavioral problems thus classified were presented in the descending order starting with the highest percentage to the lowest percentage.

Tables No: 2 showing the Behavioural problems as per the frequency

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>School pupils</th>
<th>Percentage of School pupils</th>
<th>College students</th>
<th>Percentage of College students</th>
<th>Total Frequency</th>
<th>Percentage of adolescent students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sadness</td>
<td>15</td>
<td>30</td>
<td>11</td>
<td>22</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>Tension</td>
<td>9</td>
<td>18</td>
<td>15</td>
<td>30</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>Loneliness</td>
<td>1</td>
<td>22</td>
<td>13</td>
<td>26</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>Guilt feeling</td>
<td>9</td>
<td>18</td>
<td>8</td>
<td>16</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>5</td>
<td>Over sensitivity</td>
<td>8</td>
<td>16</td>
<td>8</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>Confusion</td>
<td>7</td>
<td>14</td>
<td>6</td>
<td>12</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>7</td>
<td>Moodiness</td>
<td>8</td>
<td>16</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>Aggression</td>
<td>6</td>
<td>12</td>
<td>4</td>
<td>8</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>Dullness</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>12</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>Hopelessness</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>12</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>Lack of confidence</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>12</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>Low self-esteem</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>10</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>Hostility</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>Insecurity complex</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>Defiance</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>Insecurity</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>Hyperactivity</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>18</td>
<td>Isolation</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>19</td>
<td>Rudeness &amp; impulsivity</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>Dreaminess</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>21</td>
<td>Irritability</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Weeping</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>Lack of emotional control</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>Sleeping terrors &amp; night mares</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>Rebelliousness</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>26</td>
<td>Ignorant nature</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>Boast fullness</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>Drug &amp; alcohol addiction</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Graph-3

Showing the Total sample of Adolescents Behavioral problems as per the frequency

- Drug & alcohol addiction: 2
- Boastfulness: 2
- Ignorant nature: 2
- Rebelliousness: 2
- Sleeping terrors & night mares: 4
- Lack of emotional control: 4
- Weeping: 4
- Irritability: 4
- Dreaminess: 6
- Rudeness & impulsivity: 6
- Isolation: 6
- Hyperactivity: 6
- Insecurity: 8
- Defiance: 10
- Inferiority complex: 12
- Hostility: 12
- Low self-esteem: 16
- Lack of confidence: 16
- Hopelessness: 20
- Dullness: 20
- Aggression: 20
- Moodiness: 24
- Confusion: 26
- Over sensitivity: 32
- Guilt Feeling: 34
- Loneliness: 48
- Tension: 48
- Sadness: 52

Percentage
Analysis:

- Sadness was found among 52% of the student’s sample. Among them 30% were school going and 22% were college going adolescent students.
- Tension was found among 48% of the student’s sample. Among them 18% were school going and 30% were college going adolescent students.
- Loneliness was found among 48% of the student’s sample. Among them 22% were school going and 26% were college going adolescent students.
- Guilt feeling was found among 34% of the student’s sample. Among them 18% were school going and 16% were college going adolescent students.
- Over sensitivity was found among 32% of the student’s sample. Among them 16% were school going and 16% were college going adolescent students.
- Confusion was found among 26% of the student’s sample. Among them 14% were school going and 12% were college going adolescent students.
- Moodiness was found among 24% of the student’s sample. Among them 16% were school going and 8% were college going adolescent students.
• Aggression was found among 20% of the student’s sample. Among them 12% were school going and 8% were college going adolescent students
• Dullness was found among 20% of the student’s sample. Among them 8% were found school going and 12% were college going adolescent students
• Hopelessness was found among 14% of the student’s sample. Among them 8% were school going and 12% were college going adolescent students
• Lack of confidence was found among 16% of the student’s sample. Among them 4% were school going and 12% were college going adolescent students
• Low self esteem was found among 16% of the student’s sample. Among them 6% were school going and 10% were college going adolescent students
• Hostility was found among 12% of the student’s sample. Among them 4% were school going and 8% were college going adolescent students
• Defiance was found among 10% of the student’s sample. Among them 8% were school going and 2% were college going adolescent students
• Insecurity was found among 8% of the student’s sample. Among them 6% were school going and 2% were college going adolescent student.
• Hyperactivity was found among 6% of the student’s sample. All of them were school going adolescent students
• Isolation was found among 6% of the student's sample. Among them 2% were school going and 4% were college going adolescent students.
• Rudeness & impulsivity was found among 6% of the student’s sample. Among them 4% were school going and 2% were college going adolescent students.
• Dreaminess was found among 6% of the student’s sample. All of them were college going adolescent students.
• Irritability was found among of the 4% student’s sample. Among them 2% were school going and 2% were college going adolescent students.
• Weeping was found 4% among of the sample. Among them 2% were school going and 2% were college going adolescent students.
• Lack of emotional control was found among 4% of the student’s sample. All of them were college going adolescent students.
• Sleeping terrors and night mares were found among 4% of the student’s sample. Among them 2% were school going and 2% were college going adolescent students.
• Rebelliousness was found among 2% of the student's sample. All of them were school going adolescent students.
• Boastfulness was found among 2% of the student’s sample. All of them were college going adolescent students.
• Addiction to alcohol was found among 2% of the student’s sample. All of them were college going adolescent students.
• Ignorant nature was found among 2% of the student’s sample. He was college going adolescent student.
Discussion:

Sadness of more than half of the sample might be due to the cumulative effect of poor performance, lack of interest in studies and inability to meet the parental expectations and school expectations. Tension & loneliness among nearly half of the student sample might also be due to such causes. Guilt feeling & over sensitivity among one thirds of the sample were the related symptoms. Confusion & moodiness were found as the symptoms of nearly one fourths of the sample. The symptoms, like aggression or dullness or hopelessness were found among one fifths of the sample of students studying in high school.

The symptoms, lack of confidence and low self esteem developed among one sixth of the sample. Around one tenth of the sample or below expressed hostility, defiance, insecurity, hyperactivity, isolation, rudeness, dreaminess, irritation, weeping, and lack of emotional control, sleeping terrors & night mares, rebelliousness, boastfulness, addiction to alcohol or sheer ignorance.

Pattison.L and Patel.H.G (1966) also found that the adolescent girls had problems of money about future life and morals. Tripathi.K.K. (1978) found that frustration among school going adolescents affected their scholastic achievement in turn and poor scholastic achievement caused frustration.

Sing Manmeet and Siny Sarabjeet (2001) found that 68% of teenagers consumed alcohol while they were studying 10th class, out of them about
55.88% of teenagers mentioned that their families consumed alcohol. Srivastava. P (1989) found that adolescent drug addiction and alcohol had adverse life conditions, stress and broken homes as important factors and also low average intelligence and social criticism.

Rayulu, Romala. T (1990) found that the phobic fears among the Indians included fears of failure, ghosts and living away from the family. The British adolescents showed fear of being sexually assaulted, of being mentally ill, of drugs, of being ugly and of witnessing surgical operations. Sethuram. N (1991) found that high test anxiety adolescent group scored low academically. Hemanth Kumar. G (2003) found that the family has a strong influence upon the socio cultural development of an individual. Neelakshi A.Lavakare (2005) found that the most important and often reported problem area was home and family.

Dr. Jorge Fernandez del valle. Alvarez – Bazf Bravo (2002) Fernandez del valle & Bravo (2003) found that the adopted adolescents scored higher points than the adolescents who were either fostered by their extended families or in residential care. Lawrence Mundia (2006) found that the aggressive students lived mainly with both the biological parents. Hawton K. Harriss L (2007) found that deliberate self harm was due to difficulties in relationships with family members (77.3%) and with friends (38.9%) and school study problems (37.9%)
4.2. Objective-2: To identify the symptoms of each of the problems of Adolescent students

4.2.1 Symptoms of each of the Educational problems: The sample of the students studied distinctively had educational problems and behavior problems. The educational problems of school going adolescents and college going adolescents were almost similar. The symptoms of the sample of 50 adolescent students were studied of their problems.

Tables 3.1 to 3.10 showing the Symptoms of each of the Educational problems

Table-3.1

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of interest in education</td>
<td>36</td>
<td>Sad appearance</td>
<td>30</td>
<td>83.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Excessive worry</td>
<td>6</td>
<td>16.67</td>
</tr>
</tbody>
</table>

**Analysis:** Majority of the sample of adolescents lack interest in education. Sad appearance was the dominant symptom of 83.33% of the adolescents and excessive worry in 16.67% of them.

Tables 3.2

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Anxiety about future education</td>
<td>22</td>
<td>Feeling lonely</td>
<td>2</td>
<td>9.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sad appearance</td>
<td>18</td>
<td>81.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Always irritable</td>
<td>1</td>
<td>4.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Suicidal tendency</td>
<td>1</td>
<td>4.6</td>
</tr>
</tbody>
</table>
Analysis: Adolescents with anxiety about future education had the following symptoms. Sad appearance was the dominant symptom of 81.6% of the adolescents along with feeling of loneliness in 9.2%, irritability in 4.6% and suicidal tendency in 4.6% of them.

**Tables 3.3**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Fear of school/college</td>
<td>18</td>
<td>Excessive Worry</td>
<td>5</td>
<td>27.77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sad appearance</td>
<td>7</td>
<td>38.88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>4</td>
<td>22.22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seems confused</td>
<td>2</td>
<td>11.11</td>
</tr>
</tbody>
</table>

Analysis: Adolescents who had fear of school had the following symptoms. Sad appearance was the dominant symptom of 38.88% of the adolescents along with excessive worry in 27.77% inhibiting feeling in 22.22%, and confusion in 11.11% of them.

**Tables 3.4**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Fear of examinations</td>
<td>13</td>
<td>Always doubtful</td>
<td>1</td>
<td>7.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seems confused</td>
<td>7</td>
<td>53.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling lonely</td>
<td>2</td>
<td>15.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling unhappy</td>
<td>1</td>
<td>7.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inattentive</td>
<td>2</td>
<td>15.38</td>
</tr>
</tbody>
</table>

Analysis: Fear of examinations among the adolescents sample led to the symptoms given below. Confusion was the dominant symptom of 53.85% of the adolescents along with the feeling of loneliness in 15.38%, inattention in 15.38%, and doubtfulness in 7.69% and unhappiness in 7.69% of them.
### Tables 3.5

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Negative thoughts</td>
<td>12</td>
<td>Sad appearance</td>
<td>5</td>
<td>41.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling uneasy</td>
<td>4</td>
<td>33.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Easily frustrated</td>
<td>2</td>
<td>16.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stressful</td>
<td>1</td>
<td>8.33</td>
</tr>
</tbody>
</table>

**Analysis:** The effect of negative thoughts of the adolescents sample was given below. Sad appearance was the dominant symptom of 41.66 % of the adolescents along with feeling of uneasiness in 33.33 %; frustration in 16.66 % and stressfulness in 8.33 % of them.

### Tables 3.6

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Fear about studies</td>
<td>11</td>
<td>Sad appearance</td>
<td>6</td>
<td>54.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seems confused</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Excessive Worry</td>
<td>3</td>
<td>27.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Easily frustrated</td>
<td>1</td>
<td>9.1</td>
</tr>
</tbody>
</table>

**Analysis:** Study fear of the adolescent sample led to the following symptoms. Sad appearance was the dominant symptom of 54.5 % of the adolescents along with excessive worry in 27.3 %, confusion in 9.1 % and frustration in 9.1 % of them.

### Tables 3.7

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Forgetfulness</td>
<td>11</td>
<td>Inattentive</td>
<td>9</td>
<td>81.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seems confused</td>
<td>2</td>
<td>18.2</td>
</tr>
</tbody>
</table>
**Analysis:** Forgetting in adolescents showed the following symptoms. Inattention was the dominant symptom of 81.8 % of the adolescents along with confusion in 18.2% of them.

### Tables 3.8

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Lack of concentration on studies</td>
<td>9</td>
<td>Excessive worry</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seems lonely</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sad appearance</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Easily hurt</td>
<td>1</td>
<td>11.1</td>
</tr>
</tbody>
</table>

**Analysis:** The sample of adolescents who lack concentration on studies showed the following symptoms. Loneliness was the dominant symptom of 44.4% of the adolescents along with sad appearance in 33.3%, excessive worry in 11.1% and hurt feelings in 11.1% of them.

### Tables 3.9

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Fear of hostel</td>
<td>7</td>
<td>Excessive Worry</td>
<td>4</td>
<td>57.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling lonely</td>
<td>1</td>
<td>14.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Afraid of meeting strangers</td>
<td>1</td>
<td>14.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>1</td>
<td>14.28</td>
</tr>
</tbody>
</table>

**Analysis:** The adolescent’s samples that are afraid of hostel had the following symptoms. Excessive worry was the dominant symptom of 57.15 % of the adolescents along with fear of meeting strangers in 14.28%; feeling of loneliness in 14.28% and feeling of inhibition in 14.28% of them.
<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Lack of any goal in education</td>
<td>1</td>
<td>Seems confused</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

**Analysis:** The adolescent boy who had no goal in life seemed to be in total confusion.

**Discussion:**

Sad appearance was the symptom of adolescents having the following education problems Lack of interest in education, anxiety about future education, fear of school/college and studies, negative thoughts and lack of concentration in studies. The symptom of confusion was seen among the adolescents who had fear of school / college, fear of examinations fear of studies, forgetfulness and lack of goal in education

**4.2.2 Symptoms of each of the Behavior problems:**

The Behavior problems of school going adolescents and college going adolescents were almost similar. The identified symptoms of each category of the 28 behaviour problems for the present sample of adolescents were segregated further taking school & college adolescents as furnished as follow.
Tables 4.1 to 4.25 showing the Symptoms of each of the Behavioural problems

Table 4.1

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sadness</td>
<td>26</td>
<td>Sad appearance</td>
<td>14</td>
<td>53.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Excessive worry</td>
<td>4</td>
<td>15.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling lonely</td>
<td>2</td>
<td>7.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Easily frustrated</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling uneasy</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>3</td>
<td>11.54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Afraid of meeting strangers</td>
<td>1</td>
<td>3.85</td>
</tr>
</tbody>
</table>

Analysis: The symptoms of the sad adolescents sample are the following. Sad appearance was the dominant symptom of 53.85% of the adolescents along with excessive worry in 15.38%; feeling of inhibition in 11.54%; loneliness in 7.69%; uneasiness in 3.85% and fear of meeting strangers in 3.85% of them.

Table 4.2

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Tension</td>
<td>24</td>
<td>Excessive worry</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sad appearance</td>
<td>13</td>
<td>54.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling uneasy</td>
<td>1</td>
<td>4.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>1</td>
<td>4.17</td>
</tr>
</tbody>
</table>

Analysis: The symptomatic behavior of the adolescents with tension was given below. Sad appearance was the dominant symptom of 54.17% of the
adolescents along with excessive worry in 37.5%; feeling of uneasiness in 4.17% and inhibition in 4.17% of them.

![Image of a page with text]

Table 4.3

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Loneliness</td>
<td>24</td>
<td>Afraid of meeting strangers</td>
<td>7</td>
<td>29.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Loss of interest on daily activities</td>
<td>2</td>
<td>8.34</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling lonely</td>
<td>7</td>
<td>29.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Daydreaming</td>
<td>1</td>
<td>4.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sexual thoughts</td>
<td>1</td>
<td>4.17</td>
</tr>
</tbody>
</table>

Analysis: The sample of adolescents having the problem of loneliness had the following symptoms. Feeling of loneliness and fear of meeting strangers were the dominant symptom of 29.16% of the adolescents along with feeling inhibited in 25%, loss of interest on daily activities in 8.34%, frequent day dreaming in 4.17% and sexual thoughts in 4.17% of them.

Table 4.4

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Guilt feeling</td>
<td>17</td>
<td>Sad appearance</td>
<td>8</td>
<td>47.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>9</td>
<td>52.9</td>
</tr>
</tbody>
</table>

Analysis: The adolescent sample suffering from guilt feelings had the following symptoms. Feeling inhibited was the dominant symptom of 52.9% of the adolescents along with sad appearance in 47.1% of them.
Table 4.5

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Over sensitivity</td>
<td>16</td>
<td>Weeping spells</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unusual mood changes</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling lonely</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Excessive worry</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>2</td>
<td>12.5</td>
</tr>
</tbody>
</table>

**Analysis:** The over sensitive adolescent sample had the following symptoms. Excessive worry was the dominant symptom of 37.5% of the adolescents along with feeling of loneliness in 31.25%, unusual mood changes in 12.5%, inhibiting feelings in 12.5% and weeping spells in 6.25% of them.

Table 4.6

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Confusion</td>
<td>13</td>
<td>Sad appearance</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling uneasy</td>
<td>1</td>
<td>7.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Afraid of meeting strangers</td>
<td>1</td>
<td>7.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>excessive worry</td>
<td>1</td>
<td>7.69</td>
</tr>
</tbody>
</table>

**Analysis:** The sample of adolescents suffering from confusion showed the following symptoms. Sad appearance was the dominant symptom of 76.9% of the adolescents along with feeling of uneasiness in 7.69%; fear of meeting strangers in 7.69% and excessive worry in 7.69% of them.
Table 4.7

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Moodiness</td>
<td>12</td>
<td>Sad appearance</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Excessive worry</td>
<td>5</td>
<td>41.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling asocial</td>
<td>1</td>
<td>8.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>1</td>
<td>8.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling lonely</td>
<td>2</td>
<td>16.66</td>
</tr>
</tbody>
</table>

**Analysis:** Moodiness of the adolescent sample showed the following symptoms. Excessive worry was the dominant symptom of 41.66% of the adolescents along with sad appearance in 25%; feeling of loneliness in 16.66%; asocial characteristic in 8.33% and feeling of inhibition in 8.33% of them.

Table 4.8

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Aggression</td>
<td>10</td>
<td>Feeling lonely</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Indiscipline</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Loss of interest on daily activities</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seems to worry</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

**Analysis:** Indiscipline was the dominant symptom of 40% of the aggressive adolescents sample along with feeling of loneliness in 30%; loss of interest on daily activities in 20% and to worry in 10% of them.
Table 4.9

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Dullness</td>
<td>10</td>
<td>Sad appearance</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling uneasy</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>excessive worry</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

**Analysis:** Sad appearance was the dominant symptom of 50% of the dull adolescent sample along with feeling of inhibition in 30%; feeling of uneasiness in 10% and excessive worry in 10% of them.

Table 4.10

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Hopelessness</td>
<td>10</td>
<td>Excessive worry</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sad appearance</td>
<td>9</td>
<td>90</td>
</tr>
</tbody>
</table>

**Analysis:** The adolescent sample suffering from hopelessness had the following symptoms. Sad appearance was the dominant symptom of 90% of the adolescents along with excessive worry in 10% of them.

Table 4.11

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Lack of confidence</td>
<td>8</td>
<td>Sad appearance</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Analysis:** Sad appearance was the dominant symptom of 100% of the adolescents suffering from lack of confidence.
Table 4.12

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Low self-esteem</td>
<td>8</td>
<td>Feels others are better than him</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sad appearance</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fear to express</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>

**Analysis:** Sad appearance was the dominant symptom of 62.5% of the adolescents with low self esteem; fear to express in 25% and feeling that others are better than him was the symptom in 12.5% of them.

Table 4.13

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Hostility</td>
<td>6</td>
<td>Destroys others things</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling lonely</td>
<td>4</td>
<td>66.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Disobedient</td>
<td>1</td>
<td>16.7</td>
</tr>
</tbody>
</table>

**Analysis:** Loneliness was the dominant symptom of 66.6% of the hostile adolescents along with destruction of things of others in 16.7% and disobedience in 16.7% of them.

Table 4.14

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Inferiority complex</td>
<td>6</td>
<td>Sad appearance</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Afraid of meeting strangers.</td>
<td>1</td>
<td>16.7</td>
</tr>
</tbody>
</table>
**Analysis:** Sad appearance was the dominant symptom of 50% of the adolescents suffering from inferiority complex along with feeling of inhibition in 33.3% and fear of meeting strangers in 16.7% of them.

**Table 4.15**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Defiance</td>
<td>5</td>
<td>Feeling lonely</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Afraid of meeting strangers</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

**Analysis:** Lonely feeling was the dominant symptom of 80% of the adolescents with the problem of defiance along with fear of meeting strangers in 20% of them.

**Table 4.16**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Insecurity</td>
<td>4</td>
<td>Feeling lonely</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Afraid of meeting strangers</td>
<td>2</td>
<td>50</td>
</tr>
</tbody>
</table>

**Analysis:** Fear of meeting strangers and lonely feeling were the equally dominant symptoms of 50% of the insecure adolescents.

**Table 4.17**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Hyperactivity</td>
<td>3</td>
<td>Disturbs others</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling lonely</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Attacks people orally</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>
**Analysis:** Hyperactive adolescent sample was attacking people orally (33.3%); disturbing others (33.3%) or feeling lonely (33.3%).

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Isolation</td>
<td>3</td>
<td>Afraid of meeting strangers</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Excessive worry</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

**Analysis:** The isolated adolescents were either afraid of meeting strangers (33.3%); or feel inhibited (33.3%) or excessively worried (33.3%).

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Rudeness &amp; impulsivity</td>
<td>3</td>
<td>Feeling lonely</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Excessive worry</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>indiscipline</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

**Analysis:** Rude and impulsive adolescents sample was either undisciplined (33.3 %); or excessively worried (33.3 %) or feel lonely (33.3 %),

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Dreaminess</td>
<td>3</td>
<td>Loss of interest in regular activities</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Living fantasy world always</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling happy when lonely.</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>
**Analysis:** Dreaminess of the adolescent sample reflected either in their life being always in the fantasy world (33.3 %) or in feeling happiness when lonely (33.3 %) or loss of interest in regular activities (33.3 %).

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Irritability</td>
<td>2</td>
<td>Feeling uneasy</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling inhibited</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>

**Analysis:** Feeling uneasy was dominant symptom of 50% and feeling inhibited was the equally dominant symptom of 50% of the irritable adolescents.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Weeping</td>
<td>2</td>
<td>Sad appearance</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feeling lonely</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>

**Analysis:** Sad appearance was the symptom for 50% and feeling of loneliness was the equally dominant symptom of 50% of the weeping adolescents.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Lack of emotional control</td>
<td>2</td>
<td>Explosive on criticisms Feeling dull &amp; boredom</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>
Analysis: Among the adolescent sample that lacks emotional control 50% used to explode on criticism and 50% used to feel dull & bored.

Table 4.24

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Sleeping terrors &amp; night mares</td>
<td>2</td>
<td>Excessive worry</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Difficulty in falling asleep</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>

Analysis: Excessive worry was the symptom of 50% of the adolescents and difficulty in sleep was the dominant symptom of 50% of the adolescents with the problem of sleeping terrors & night mares.

Table 4.25

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Symptoms</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Rebelliousness</td>
<td>1</td>
<td>Indiscipline</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>26</td>
<td>Ignorant nature</td>
<td>1</td>
<td>Feeling lonely</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>27</td>
<td>Boastfulness</td>
<td>1</td>
<td>Over confident</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>28</td>
<td>Drug &amp; alcohol addiction</td>
<td>1</td>
<td>Quarrels and physical violence misbehavior with other</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Analysis: Indiscipline was one and the only dominant symptom of the rebellious adolescent. Feeling of loneliness was one and only dominant symptom of the ignorant adolescent. Over confidence was one and the only dominant symptom of the boastful adolescent. Quarrelsomeness, physical violence and misbehavior with others were the dominant symptoms of drug and alcohol addicted adolescent.
Discussion:

Sad appearance was the symptom of adolescents having the following behavior problems: Sadness, Tension, Guilt feeling, Confusion, Moody, Dullness, Hopelessness, Lack of confidence, Low self-esteem, Inferiority complex, and Weeping.

Excessive worry was the symptom of adolescents having the following behavior problems: Sadness, Tension, Aggression, Confusion, Moodiness, Dullness, Hopelessness, Over sensitive, Isolation, Rudeness & impulsivity, sleeping terrors and night mares.

Feeling lonely was the symptom of adolescents having the following behavior problems: Sadness, Loneliness, Over sensitive, Moodiness, Aggression, Hostility, Defiance, Insecurity, Hyperactive, Rudeness & impulsivity, Dreaminess, Weeping, and Ignorant nature.

Feeling inhibited was the symptom of adolescents having the following behavior problems: Sadness, Tension, Loneliness, Hyper sensitive, Moody, Dullness, Inferiority complex, Isolation, and Irritability.

Sharma.C.M (1973) also found that the frustrating reactions of adolescents were the aggression and indiscipline in the school.

Sharma, H (1990) found that drug addicts were poor in all the areas of adjustment, except social adjustment.
4.3 Objective-3: To identify the common causes for the problems of the adolescent students.

4.3.1 Analysis of the causes of Educational problems:
The causes of educational problems and behavior problems of the school going adolescents and the college going adolescents were almost overlapping. Hence the causes of each category of ten education problems were identified for the present sample of adolescents, frequencies were counted and percentage was calculated to understand the place of each cause and presented below

Tables 5.1 to 5.10 showing the causes of each of the Educational problems

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of interest in education</td>
<td>36</td>
<td>Poor performance</td>
<td>29</td>
<td>80.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stressful work load and over discipline in the school</td>
<td>6</td>
<td>16.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of parental care and guidance.</td>
<td>1</td>
<td>2.7</td>
</tr>
</tbody>
</table>

**Analysis:** Lack of interest in education was due to poor performance in 80.6% cases; due to stressful work load and over discipline at the school in 16.6% cases and lack of parental care and guidance in 2.7% cases.
Table No: 5.2

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Anxiety about future education</td>
<td>22</td>
<td>Stress due to over expectations of parents</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poor performance</td>
<td>19</td>
<td>86.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lack of care and concern of parents</td>
<td>2</td>
<td>9.2</td>
</tr>
</tbody>
</table>

Analysis: Anxiety about future education was due to poor performance in 86.3 % cases; due to lack of care and concern of parents in 9% cases and stress caused by over expectations of parents in 5 % cases

Table No: 5.3

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Fear of school/college</td>
<td>18</td>
<td>Poor performance</td>
<td>7</td>
<td>38.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stressful work load by teachers</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Criticism and comparison of lecturers</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of proper care and guidance from parents.</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Bullying</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of proper guidance and support from teachers</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>College Ragging and attempted suicide</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of sociability</td>
<td>1</td>
<td>5.6</td>
</tr>
</tbody>
</table>
**Analysis:** Fear of school/college was due to poor performance in 38.9% cases; due to stressful work load given by teachers in 16.7% of cases; criticism and comparison of lecturers in 16.7% cases; lack of proper care and guidance from parents in 5.6% cases; school bullying in 5.6% cases; lack of proper guidance and support from teachers in 5.6% cases; Suicidal attempt due to college ragging in 5.6% cases; lack of sociability in 5.6% cases and punishment by teachers in 5.6% cases.

**Table No: 5.4**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Fear of examinations</td>
<td>13</td>
<td>Absenteeism</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of guidance and improper preparation</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Love failure</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of self confidence</td>
<td>2</td>
<td>15.4</td>
</tr>
</tbody>
</table>

**Analysis:** Fear of examinations was due to their lack of guidance and improper preparation in 53.8% cases; due to love failure in 23% cases; lack of self confidence in 15.4% cases and absenteeism in 7.7% cases.

**Table No: 5.5**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Negative thoughts</td>
<td>12</td>
<td>Poor performance</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Criticism and comparison of teachers</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of confidence</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Love failure</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>
**Analysis:** Negative thoughts of adolescents were due to their poor performance in 41.7% cases; due to lack of confidence in 33.3% cases; criticism and comparison of teachers in 16.6% cases and love failure in 8.3% cases.

**Table No: 5.6**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Fear about studies</td>
<td>11</td>
<td>Poor Performance</td>
<td>6</td>
<td>54.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of care and guidance of teachers</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Over parental care and Over discipline</td>
<td>2</td>
<td>18.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of confidence</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Over discipline and Educational pressure</td>
<td>1</td>
<td>9.1</td>
</tr>
</tbody>
</table>

**Analysis:** Fear of the adolescent sample about studies was due to their poor performance in 54.5% cases; due to over parental care and over discipline in 18.1% cases; lack of care and guidance of teachers in 9.1% cases; over discipline and educational pressure in 9.1% cases and lack of confidence in 9.1% cases.

**Table No: 5.7**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Forgetfullness</td>
<td>11</td>
<td>Lack of attention</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of interest on studies</td>
<td>4</td>
<td>36.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of guidance and improper preparation</td>
<td>2</td>
<td>18.1</td>
</tr>
</tbody>
</table>
**Analysis:** Forgetfulness of the sample was due to their lack of attention in 45.5 % cases; due to lack of interest on studies in 36.3 % cases and lack of guidance and improper preparation in 18.1 % cases.

**Table No: 5.8**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Lack of concentration on studies</td>
<td>9</td>
<td>Stressful work load and over discipline in the school</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Love failure</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poor performance</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of parental care and guidance.</td>
<td>3</td>
<td>33.3</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescent’s lack of concentration on studies was due to their lack of parental care and guidance in 33.3 % cases; due to poor performance in 33.3% cases; love failure in 22.2 % cases and stressful work load and over discipline in the school in 11.1 % cases.

**Table No: 5.9**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Fear of hostel</td>
<td>7</td>
<td>Stress &amp; work pressure at hostel</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Separation from parents</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hostel Bullying</td>
<td>1</td>
<td>14.3</td>
</tr>
</tbody>
</table>
**Analysis:** Fear of hostel was due to their stress & work pressure at hostel in 71.4 % cases; due to separation from parents in 14.3% cases and hostel bullying in 14.3 % cases.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Educational Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Lack of any goal in education</td>
<td>1</td>
<td>Lack of parental care and guidance</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

**Analysis:** The adolescent’s lack of any goal for life was due to lack of parental care and guidance in 100 % cases,

**Discussion:** The analysis of the causes of each educational problem reveals the following:

- Poor performance was found as the major cause of adolescents lack of interest in education, anxiety about their future education, fear of college or school and fear about studies, negative thoughts and lack of concentration on studies.
- Another cause was stressful work load given at school which led to lack of interest in education, fear of school or college and fear about studies and lack of concentration in studies and fear of hostel.
- Lack of parental guidance and care was the cause for educational problems of adolescents who lack interest in studies, who have anxiety about future education, fear of school or college, lack of concentration in studies and lack of goal in life. Over care and over discipline of parents caused fear about studies.
4.3.2 Analysis of the causes of Behavioural problems:

The Behavior problems of school going adolescents and college going adolescents were almost similar. The causes of each category of the 28 Behavior problems were identified for the present sample of adolescents and furnished below

**Tables 6.1 to 6.25 showing the causes of each of the Behavioral problems**

**Table No. 6.1**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feeling of sadness</td>
<td>26</td>
<td>Parental stress and pressure about education</td>
<td>4</td>
<td>15.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poor performance</td>
<td>14</td>
<td>53.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of care and concern of parents.</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Love failure</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Comparison and criticism by parents</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Bullying</td>
<td>2</td>
<td>7.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of sociability</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>College Ragging and attempted suicide</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Separation from mother</td>
<td>1</td>
<td>3.85</td>
</tr>
</tbody>
</table>

**Analysis:** Feeling of sadness was due to their poor performance in 53.85% cases; due to parental stress & pressure about education in 15.38% cases; school bullying in 7.66% cases; lack of care and concern of parents in 3.85% cases; love failure in 3.85% cases; comparison and criticism by parents in 3.85% cases; lack of sociability in 3.85% cases; suicidal attempt due to college ragging in 3.85% cases and separation from mother in 3.85% cases
Table No. 6.2

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Tense</td>
<td>24</td>
<td>Poor performance</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stressful work load and over discipline in the school</td>
<td>7</td>
<td>29.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Criticisms and comparison of parents</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stressful work load and over discipline in the hostel</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>stressful work load and over discipline in the Orphan home</td>
<td>1</td>
<td>4.2</td>
</tr>
</tbody>
</table>

Analysis: Adolescents were tense due to their poor performance in 50% cases; due to stressful work load and over discipline in the school in 29.1% cases; criticism and comparison of parents in 8.3% cases; stressful work load and over discipline in the hostel in 8.3% cases and stressful work load and over discipline in the orphan home in 4.2% cases.

Table No. 6.3

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Feeling of loneliness</td>
<td>24</td>
<td>Lack of sociability</td>
<td>7</td>
<td>29.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Love failure</td>
<td>2</td>
<td>8.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School bullying</td>
<td>5</td>
<td>20.83</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of parental care and affection</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>College Ragging and attempted suicide</td>
<td>1</td>
<td>4.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Living in fantasy world.</td>
<td>1</td>
<td>4.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Separation from mother</td>
<td>2</td>
<td>8.33</td>
</tr>
</tbody>
</table>
Analysis: Adolescents feeling of loneliness was due to their lack of sociability in 29.16% cases; due to lack of parental care and affection in 25% cases; school bullying in 20.83% cases; suicidal attempt due to college ragging in 4.16% cases; living in fantasy world in 4.16% cases and separation from mother in 8.33% cases.

Table No. 6.4

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Feeling guilty</td>
<td>17</td>
<td>Criticism and unhealthy comparison of teachers</td>
<td>1</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poor performance</td>
<td>8</td>
<td>47.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School bullying</td>
<td>8</td>
<td>47.1</td>
</tr>
</tbody>
</table>

Analysis: Adolescents’ feeling of guilt were due to poor performance in 47.1% cases; due to school bullying in 47.1% cases and criticism and unhealthy comparison of teachers in 5.8% cases.

Table No. 6.5

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Over sensitivity</td>
<td>16</td>
<td>Too much pampering</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Over care and over discipline from parents</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of parental care and concern</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Bullying</td>
<td>2</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Analysis: Adolescents were over sensitive due to over care and over discipline of parents in 37.5% cases; due to lack of parental care and concern in 31.25% cases; too much pampering in 18.75% cases and school bullying in 12.5% cases.
**Table No. 6.6**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Confusion</td>
<td>13</td>
<td>Criticism and unhealthy comparison of parents</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poor performance</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of sociability</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stressful work load in the hostel</td>
<td>1</td>
<td>7.7</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescents were confused due to their poor performance in 76.9 % cases; due to stressful work load at the hostel in 7.7% cases; criticism and unhealthy comparison of parents in 7.7 % cases and lack of sociability in 7.7 % cases.

**Table No. 6.7**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Moodiness</td>
<td>12</td>
<td>Stressful work load and over discipline in the school</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poor performance</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Too much punishment of parents</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Over care and control from parents</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Bullying</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Separation from parents</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stressful work load and over discipline in the home</td>
<td>2</td>
<td>8.3</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescents were moody due to their stressful work load and over discipline at the school in 41.7 % cases; due to separation from parents in 16.7% cases; poor performance in 8.3 % cases; too much punishment of
parents in 8.3 % cases; over care and control of parents in 8.3 % cases; school bullying in 8.3 % cases and stressful work load and over discipline in the home in 8.3 % cases.

Table No. 6.8

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Aggression</td>
<td>10</td>
<td>Lack of parental care and concern.</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Over parental care and lack of discipline</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Love failure</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stressful work load in the school</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Too much pampering parents</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Analysis: Adolescent’s aggression was due to their lack of parental care and concern in 40 % cases; it was also due to over parental care and lack of discipline in 20% cases; love failure in 20% cases; stressful work load at the school of 20 % cases and too much pampering of parents in 10 % cases.

Table No. 6.9

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Dull</td>
<td>10</td>
<td>Poor performance</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Bullying</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>College Ragging and attempted suicide</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stressful work load of school</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>
**Analysis:** Adolescents were dull due to their poor performance in 50% cases; due to school bullying in 20% cases; stressful work load of school in 20% cases and suicidal attempt due to college ragging in 10% cases.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Hopelessness</td>
<td>10</td>
<td>Poor performance</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lack of support and guidance from teachers</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescent’s hopelessness was due to their poor performance in 90% cases; and due to lack of support and guidance from teachers in 10% cases.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Lack of confidence</td>
<td>8</td>
<td>Poor performance</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescent’s lack of confidence was only due to their poor performance in all 100% cases.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Low self-esteem</td>
<td>8</td>
<td>comparison and criticism of parents</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poor performance</td>
<td>5</td>
<td>62.5</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescent’s low self-esteem was due to their poor performance in 62.5% cases and due to comparison and criticism of parents in 37.5% cases.
Table No. 6.13

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hostility</td>
<td>6</td>
<td>Lack of parental care and concerns</td>
<td>4</td>
<td>66.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Over care and control of parents</td>
<td>2</td>
<td>33.3</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescent’s hostility was due to their lack of parental care and concern in 66.6 % cases and due to over care and control of parents in 33.3% cases.

Table No. 6.14

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inferiority complex</td>
<td>6</td>
<td>Poor performance</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guilty feeling</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of sociability</td>
<td>1</td>
<td>16.6</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescent’s inferiority complex was due to their poor performance in 50 % cases; due to guilty feelings in 33.3% cases and lack of sociability in 16.6 % cases.

Table No. 6.15

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Defiant</td>
<td>5</td>
<td>Lack of parental care and concern</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of sociability</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescents defiance was due to their lack of parental care and concern in 80 % cases and due to lack of sociability in 20% cases.
### Table No. 6.16

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Insecurity</td>
<td>4</td>
<td>Lack of parental care and proper concern</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Separation from parents</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of sociability</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescent’s insecurity was due to their lack of parental care and proper concern in 50 % cases; due to separation from parents in 25% cases and lack of sociability in 25 % cases.

### Table No. 6.17

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Hyperactivity</td>
<td>3</td>
<td>Over parental care and lack of discipline.</td>
<td>2</td>
<td>66.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of parental care and concern</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescents were hyperactive due to their over parental care and lack of discipline in 66.6 % cases and due to lack of parental care and concern in 33.3% cases.

### Table No. 6.18

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Isolated</td>
<td>3</td>
<td>Lack of sociability</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Bullying</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stressful work load in the hostel</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>
Analysis: Adolescents were isolated due to their lack of sociability in 33.3 % cases; due to stressful work load in the hostel in 33.3% cases and school bullying in 33.3 % cases.

Table No. 6.19

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Rudeness &amp; impulsivity</td>
<td>3</td>
<td>Lack of parental care and guidance.</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Over control and over discipline</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Too much pampering by parents</td>
<td>1</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Analysis: Adolescents were rude & impulsive due to their lack of parental care and guidance in 33.3 % cases; due to over control and over discipline in 33.3% cases and too much pampering by parents in 33.3 % cases.

Table No. 6.20

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Dreaminess</td>
<td>3</td>
<td>Too much watching of cinemas</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fell in love</td>
<td>2</td>
<td>66.6</td>
</tr>
</tbody>
</table>

Analysis: Adolescents were dreamy because they felt in love in 66.6 % cases and due to too much watching of cinemas in 33.3% cases.

Table No. 6.21

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Irritability</td>
<td>2</td>
<td>Criticism and unhealthy comparison of parents</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Bullying</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>
**Analysis:** Adolescents were always irritable due to criticism and unhealthy comparison of parents in 50% cases and due to school bullying in 50% cases.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Weeping</td>
<td>2</td>
<td>Poor performance</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of parental care and concern.</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescents were always weeping due to their poor performance in 50% cases and due to lack of parental care and concern in 50% cases.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Lack of emotional control</td>
<td>2</td>
<td>Over discipline of parents</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Over discipline in the hostel</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescents lack emotional control due to over discipline of parents in 50% cases and due to over discipline in the hostel in 50% cases.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Sleeping terrors &amp; night mares</td>
<td>2</td>
<td>Over stress and over expectations of parents</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Too much watching T.V. up to midnight</td>
<td>1</td>
<td>50</td>
</tr>
</tbody>
</table>

**Analysis:** Adolescents had sleeping terrors & night mares due to their too much watching of T.V. up to midnight in 50% cases and due to over stress and over expectations of parents in 50% cases.
<table>
<thead>
<tr>
<th>S.No</th>
<th>Behavioural Problem</th>
<th>Total Frequency</th>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Rebellious</td>
<td>1</td>
<td>Too much pampering and lack of discipline</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>26</td>
<td>Ignorant nature</td>
<td>1</td>
<td>Separation from parents</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>27</td>
<td>Boastfulness</td>
<td>1</td>
<td>Lack of parental guidance</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>28</td>
<td>Drug &amp; alcohol addiction</td>
<td>1</td>
<td>Lack of parental care and guidance</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

**Analysis:** The adolescent was rebellious due to too much pampering and lack of discipline. The adolescent was ignorant due to their separation from parents. The adolescent was boastful due to lack of parental guidance. Alcohol addiction of the adolescent was due to lack of parental care and guidance.

**Discussion:** Over attention, over protection and care of parents as well as their negligence of children were found causing insecurity, hyperactivity, fearfulness, isolated feeling, rudeness and impulsivity. Over discipline either at home or at school or at hostel was found causing uncontrollable emotions nature in the adolescents. Lack of discipline was found causing rebelliousness and rudeness.

Kashyap Veena (1989) also found that adolescent problems were found highly and positively related to anxiety, frustration, feeling of insecurity and emotional immaturity.

Sharma, H (1990) found that the drug addicts came from nuclear families and had addicted parents characterized by hostile attitude.
Kaur-Fuljeet (1990) found that adolescent loneliness was due to hopelessness and external locus of control. Emptiness and isolation were major causes of loneliness.

Sudha .B.G and Parveen Taj (1992) found that more intelligent students were less insecure, while low-intelligent students had the highest economic insecurity.

Varma.Jagdish (1992) found that parental education had influence in shaping the achievement –motivation of high school students.

Dr.V. Srikanth Reddy, V. Bala Koteswari T. Trumala Rao (2005) found that financial conditions, social & psychological relations in the educational institutions were the sources of stress.

4. 4 Objective- 4: To identify the suitable Interventions for the specific causes and specific symptoms of Adolescent Students.

**CASE NO: 1**

**Reason for referral:** Lack of concentration in studies

**Symptoms:** Irritability, Weeping, Anxiety about future education, Confusion, Guilt feeling, Sadness, Fear of college, Hopelessness, Lack of interest in education, Low self esteem, Moodiness,

**Identified causes:** Poor performance was due to sound pollution at home, Criticism and unhealthy comparisons of parents, Lack of parental care and concern, Stressful work load and over discipline in the school
Interventions followed

1. Trained for concentration building exercises
2. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
3. Trained for proper study habits
4. Divided the tasks into small parts to reduce work pressure and to feel comfortable.
5. Helped to have initial success, built it with later efforts to reduce hopelessness
6. Counsellled for confidence building

Counseling to parents:

- Not to insult & not to give corporal punishment
- To change the home conditions, or to shift the home for the sake of their child’s development
- Advised to advise teachers to be flexible with timelines and workload of the child

CASE NO: 2

Reason for referral: Forgetfulness

Symptoms: Dullness, Guilt feeling, Loneliness, Inferiority complex, Lack of interest in education, Lack of confidence, Negative thoughts, Tension

Identified causes: Poor performance, Lack of sociability, Criticism and unhealthy comparison of teachers were the causative factors.
Interventions followed:

1. Memory techniques were taught to remember the school subjects well.
2. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
3. Trained for proper study habits
4. Trained in thought stopping technique.
5. Trained for social skills
6. Strengths were assessed and encouraged to exercise them to feel confident

Counseling to parents:

- Advised to create a positive, supportive environment and give proper guidance when child needs
- Advised to request teachers not to insult or give corporal punishment to the child.

CASE NO: 3

Reason for referral: Anxiety about future education

Symptoms: Confusion, Fear of Examinations, Lack of interest in education, Tension

Identified causes: Poor performance, Absenteeism, and Living in fantasy world.

Interventions followed:

1. Trained in thought stopping technique.
2. Self assessment ↔ review of the learnt material to reduce fear.
3. Trained for examination preparation tips

4. Confidence building on their initiatives and made to realize and exercise his strengths

**Counseling to parents:**

- Advised to create a positive, supportive environment and give proper guidance when child has doubts.
- Advised to request the teachers to provide tutoring if there is extended absence of the child.

**CASE NO: 4**

**Reason for referral:** Drug & alcohol addiction

**Symptoms:** Aggression, Boast fullness, Defiance, Hostility, Lack of interest in education, Lack of any goal in education, Rudeness & Impulsivity,

**Identified causes:** Poor performance, Lack of parental care and concern, Lack of parental guidance

**Interventions followed:**

1. Trained for Aversion technique
2. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
3. Trained for proper study habits
4. Provided for ventilation using TAT(Thematic apperception Test)
5. Trained for social skills
6. Trained for anger management skills
Counseling to parents:

- Advised to understand the weaknesses of child before they turn problematic
- Advised to give proper guidance
- Advised to encourage the child to think and do responsibl

CASE NO: 5

Reason for referral: Fear of examinations

Symptoms: Sadness, Loneliness, Fear of college, Lack of interest in education, Lack of concentration on studies, Moodiness, Sleeping terrors & night mares, Tension

Identified causes: Poor performance, Lack of sociability, Lack of attention, Lack of guidance and improper preparation, Over stress and over expectations of parents, Stressful work load and over discipline in the school

Interventions followed:

1. Self assessment ↔ review of the learnt material to reduce fear
2. Trained for examination preparation tips
3. Divided the tasks into small parts to reduce work pressure and feel comfortable.
4. Trained for relaxation techniques
5. Trained for stress managing techniques
6. Trained for social skills
7. Trained for concentration building exercises
Counseling to parents:

- Advised to set realistic and attainable goals to have clear expectations from the child, and also be sure that the child understands what to expect of others.
- Advised to advise teachers to be flexible with timelines and workload of the child.

CASE NO: 6

Reason for referral: Rudeness and impulsivity

Symptoms: Hostility, Lack of interest in education, Lack of emotional control,

Identified causes: Poor performance, Over care and over interference of parents, Over discipline of parents

Interventions followed:

1. Provided for ventilation using TAT (Thematic apperception Test)
2. Trained for social skills
3. Trained for anger management
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
5. Trained for proper study habits

Counseling to parents:

- Advised not to impose in the form of expectations.
- Advised to be flexible with timelines and workload of the child.
CASE NO: 7

Reason for referral: Tension

Symptoms: Guilt feeling, Loneliness, Fear of college, Fear of hostel, Hopelessness, Negative thoughts,

Identified causes: Poor performance, Lack of sociability, Stressful work load given by teachers, Stress & work pressure of hostel, Criticism and comparison of teachers, Over discipline in the school

Interventions followed:

1. Trained for stress management techniques
2. Trained in thought stopping technique.
3. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
4. Trained for proper study habits
5. Divided the tasks in to small parts to reduce work pressure and feel comfortable.
6. Trained for social skills
7. Helped to have initial success, built it with later efforts to reduce hopelessness

Counseling to parents:

➢ Advised to advise teachers to make them not to insult or give corporal punishment to students.
➢ Advised to advise teachers to be flexible with timelines and workload of the child
➢ Advised to request the teachers to provide tutoring
 Advised to request hostel warden to provide a safe, supportive and friendly environment for the child

CASE NO: 8

Reason for referral: Negative thoughts

Symptoms: Fear of examinations, Forgetfulness, Over sensitive, Lack of concentration on studies, Tension.

Identified causes: Love failure, Too much pampering, Lack of attention, Poor performance

Interventions followed:

1. Trained in thought stopping technique.
2. Reality therapy was given
3. Assertiveness training was given
4. Memory techniques were taught to remember the school subjects.
5. Self assessment ↔ review of the learnt material to reduce fear
6. Trained for examination preparation tips
7. Trained for concentration building exercises

Counseling to parents:

➤ Advised to trust and respect the child
➤ Advised to request the teachers to provide tutoring

CASE NO: 9

Reason for referral: Boastfulness

Symptoms: Aggression, Hostility, Lack of interest in education,
Identified causes: Love failure, Lack of parental care and concern, Poor performance due to absenteeism

Interventions followed:

1. Reality therapy was given
2. Trained in thought stopping technique.
3. Trained for anger management
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
5. Trained for proper study habits

Counseling to parents:

- Advised to trust and respect the child
- Advised to give proper care & affection
- Parents were advised to request the teachers to provide tutoring for extended absences.

CASE NO: 10

Reason for referral: Over sensitivity

Symptoms: Lack of interest in Education, Negative thoughts, and Tension

Identified causes: Lack of confidence, Poor performance, Over care and over discipline of parents, Stressful work load and over discipline in the college.

Interventions followed:

1. Advised to follow the stress management techniques
2. Trained in thought stopping technique
3. Counseled to develop English by reading, listening and writing to express well to cope with change of medium of instruction in Intermediate.

4. Divided the tasks into small parts to reduce work pressure and feel comfortable.

5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance.

6. Trained for proper study habits.

**Counseling to parents:**

- Advised to trust and respect the child.
- Advised to request the teachers to be flexible with timelines and workload of the child.

**CASE NO: 11**

**Reason for referral:** Anxiety about future education

**Symptoms:** Aggression, Fear of college, Fear of examinations, Over sensitivity, Hostility, Lack of interest in education,

**Identified causes:** Love failure, Poor performance, Over care and over discipline of parents, Criticism and comparison of lecturers.

**Interventions followed:**

1. Self assessment ↔ review of the learnt material to reduce fear
2. Trained for examination preparation tips
3. Reality therapy was given
4. Assertiveness training was given
5. Confidence building training was given
Counseling to parents:

- Advised to trust and respect the child
- Advised to request the teachers to provide tutoring if there is extended absence.
- Advised to request the teachers not to insult & not to give corporal punishment to child.

CASE NO: 12

Reason for referral: Fear of school

Symptoms: Anxiety about future education, Sadness, Lack of interest in education, Tension

Identified causes: Parental stress & over expectations of the child’s future education, Stressful work and over discipline in the school

Interventions followed:

1. Divided the tasks in to small parts to reduce work pressure and feel comfortable.
2. Trained for proper study habits
3. Advised to follow the stress management techniques
4. Confidence building training was given
5. Counseled to develop interest in education

Counseling to parents:

- Advised to trust and respect the child
- Advised to set realistic, attainable goals and have clear expectations for the child, and also be sure that the child understands what to expect of others
- Advised to advise teachers to be flexible with timelines and workload of the child
- Advised to request hostel warden to provide a safe, supportive and friendly environment for the student

**CASE NO: 13**

**Reason for referral:** Inferiority complex

**Symptoms:** Anxiety about future education, Guilty feeling, Loneliness, Fear of school, Fear of hostel, Fear of Examinations, Lack of interest in education, and Lack of concentration on studies,

**Identified causes:** Poor performance, Guilt feeling, School bullying, Lack of guidance and improper preparation, Stress & work pressure at hostel

**Interventions followed:**

1. Assertiveness training was given
2. Trained for social skills
3. Divided the tasks in to small parts to reduce work pressure and feel comfortable.
4. Self assessment ↔ review of the learnt material to reduce fear
5. Trained for examination preparation tips
6. Trained for concentration building exercises

**Counseling to parents:**

- Advised to request teachers to warn and stop the other students from bullying and provide a safe environment
• Advised to request the teachers to provide tutoring in difficult subjects as the child resides in hostel.

• Advised to request hostel warden to provide a safe, supportive and friendly environment in hostel

CASE NO: 14

Reason for referral: Loneliness

Symptoms: Sadness, Over sensitivity, Lack of confidence, Moodiness, Negative thoughts, and Tension

Identified causes: Poor performance, Lack of confidence, Lack of parental care and affection, Stressful work and over discipline of parents, Stressful work load and over discipline in the school

Interventions followed:

1. Trained for social skills
2. Confidence building training was given
3. Trained in thought stopping technique
4. Divided the tasks in to small parts to reduce work pressure and feel comfortable.
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
6. Trained for proper study habits

Counseling to parents:

• Advised to trust and respect the child

• Advised to advise teachers to be flexible with timelines and workload of the child
CASE NO: 15

Reason for referral: Moodiness

Symptoms: Anxiety about future education, Fears about studies, Fear of Examinations, Inferiority complex, Lack of confidence, Low self esteem, Tension

Identified causes: Poor performance due to reluctance in reading, Guilt feeling, Lack of sociability, Lack of guidance and improper preparation

Interventions followed:

1. Assertiveness training was given
2. Trained for social skills
3. Self assessment ↔ review of the learnt material to reduce fear
4. Trained for examination preparation tips
5. Remedial education was given to improve reading skills and fluency.
6. Advised to take guidance from teachers and classmates and to have group study

Counseling to parents:

- Advised to build confidence in the child to involve in group study and group activities
- Advised to request the teachers to provide tutoring

CASE NO: 16

Reason for referral: Lack of confidence

Symptoms: Anxiety about future education, Sadness, Fear of college, Forgetfulness, Hopelessness, Negative thoughts, Tension
Identified causes: Poor Performance, Lack of interest on studies, Lack of confidence

Interventions followed:

1. Confidence building training was given
2. Trained in thought stopping technique.
3. Helped to have initial success, built it with later efforts to reduce hopelessness
4. Trained for positive thinking
5. Memory techniques were taught to remember the school subjects.
6. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
7. Trained for proper study habits.

CASE NO: 17

Reason for referral: Fears about studies

Symptoms: Anxiety about future education, Sadness, Negative thoughts, and Tension

Identified causes: Poor performance due to lack of time management, Lack of care and guidance of teachers, Stressful work load and over discipline in the school

Interventions followed:

1. Trained in thought stopping technique.
2. Trained for time management
3. Divided the tasks into small parts to reduce work pressure and feel comfortable.

4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance

5. Trained for proper study habits

6. Trained for positive thinking

Counseling to parents:

- Advised to give proper care and affection to child
- Advised to advise teachers to be flexible with timelines and workload of the child

CASE NO: 18

Reason for referral: Hostility

Symptoms: Aggression, Lack of interest in education, Rudeness and Impulsivity,

Identified causes: Over care and over control of parents, Stressful work load in the school

Interventions followed:

1. Provided for ventilation using TAT (Thematic Apperception Test)
2. Trained for anger management
3. Trained for social skills
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
5. Trained for proper study habits
Counseling to parents:

- Advised to understand the problems of child before they get worse
- Advised not to interfere too much with the child
- Avoid criticizing and shaming the child

CASE NO: 19

Reason for referral: Hyperactivity

Symptoms: Aggression, Forgetfulness, and Lack of interest in education,

Identified causes: Poor performance, Too much pampering of parents, Over parental care and Lack of discipline.

Interventions followed:

1. Provided for ventilation using TAT (Thematic apperception Test)
2. Trained for social skills
3. Trained for anger management
4. Memory techniques were taught to remember the school subjects well.
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
6. Trained for proper study habit

Counseling to parents:

- Advised to understand the problems of child before they get worse
- Advised to support and encourage the child
CASE NO: 20

Reason for referral: Dullness

Symptoms: Anxiety about future education, Inferiority complex, Lack of interest in education, and Lack of confidence,

Identified causes: Poor performance, Aunts over expectations & pressure on studies, Staying with aunt

Interventions followed:

1. Trained for social skills
2. Trained for self-management in classroom
3. Confidence building training was given
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
5. Trained for proper study habits

Counseling to parents:

- Advised not to interfere too much and request his aunty not to interfere too much
- Advised to Set realistic, attainable goals and not to have over expectations from the child,
- Advised to support and encourage the child

CASE NO: 21

Reason for referral: Fears about studies

Symptoms: Guilt feeling, Loneliness, High sensitivity, Moodiness, Negative thoughts, Tension
**Identified causes:** Poor performance, Bullying over poor English, Over parental care and over discipline from parents, Stressful work load and over discipline in the school

**Interventions followed:**

1. Assertiveness training was given
2. Trained in thought stopping technique.
3. Phonemic Awareness
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
5. Trained for proper study habits
6. Divided the tasks in to small parts to reduce work pressure and feel comfortabletrained for positive thinking

**Counseling to parents:**

- To provide tutoring for English language development.
- Advised to request teachers to stop the other students from bullying him
- To provide a safe environment

**CASE NO: 22**

**Reason for referral:** Guilt feeling

**Symptoms:** Anxiety about future education, Lack of Interest in education, and Low self esteem,

**Identified causes:** Poor performance, Bullying for enuresis
Interventions followed:

1. Trained for social skills
2. Confidence building training was given
3. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
4. Trained for proper study habits

Counseling to parents:
- To consult the doctor about enuresis
- Advised to request teachers to stop the other students not to bullying
- To provide a safe environment

CASE NO: 23

Reason for referral: Lack of goal for education

Symptoms: Anxiety about future education, Confusion, Dreaminess, Dullness, Guilt feeling, Sadness, Fear of college, Hopelessness, and Lack of interest in education,

Identified causes: Poor performance, Too much watching of cinemas, Always day dreamer & living with flying thoughts

Interventions followed:
1. Reality therapy was given
2. Trained in thought stopping technique
3. Helped to have initial success, built it with later efforts to reduce hopelessness
4. Counseled for practical thinking and importance of education
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance

6. Trained for proper study habits

**CASE NO: 24**

**Reason for referral:** Lack of interest in education

**Symptoms:** Aggression, Anxiety about future education, Guilt feeling, Sadness, Loneliness, Hyperactivity, Moodiness,

**Identified causes:** Poor performance, Lack of parental care and concern, Too much punishment of parents

**Interventions followed:**

1. Counseled for practical thinking and importance of education
2. Provided for ventilation using TAT(Thematic apperception Test)
3. Trained for social skills
4. Trained for anger management
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
6. Trained for proper study habits

**Counseling to parents:**

- Advised to support and encourage the child
- Advised to avoid punishment and harsh dealings
- Advised to give proper care & affection
CASE NO: 25

Reason for referral: Defiance

Symptoms: Aggression, Sadness, Fear of Examinations, Insecurity, Lack of interest in education,

Identified causes: Poor performance, Lack of parental care and concern,
Lack of guidance and Improper preparation

Interventions followed:
1. Provided for ventilation using TAT(Thematic apperception Test)
2. Trained for anger management
3. Self assessment ↔ review of the learnt material to reduce fear
4. Trained for examination preparation
5. Advised to take support & guidance from teachers

Counseling to parents:
- Advised to support and encourage the child
- Advised to give proper care & affection
- Advised to understand the problems of child before they get worse

CASE NO: 26

Reason for referral: Lack of concentration on studies

Symptoms: Dreaminess, Sadness, Loneliness, Fear of Examinations, Forgetfulness, Over sensitivity, Lack of interest in education, Negative thoughts,

Identified causes: Poor performance, Love failure, Lack of interest on studies, Lack of parental care and concern
Interventions followed:

1. Trained for concentration building exercises
2. Reality therapy was given
3. Trained in thought stopping technique
4. Assertiveness training was given
5. Counseled to have physical activities
6. Self assessment ↔ review of the learnt material to reduce fear
7. Trained for examination preparation
8. Memory techniques were taught to remember the subjects well.

Counseling to parents:

- Advised to create a positive, supportive environment and give proper guidance when needed
- Advised to encourage the child to do something enjoyable. This can help the child to refresh and refocus.

CASE NO: 27

Reason for referral: Low self esteem

Symptoms: Confusion, Sadness, Loneliness, Fears about studies, Forgetfulness, Over sensitivity, Lack of concentration on studies, Negative thoughts, and Tension.

Identified causes: Lack of interest on studies, Criticism and unhealthy comparison of parents, Lack of parental care and affection, Lack of confidence
Interventions followed:

1. Assertiveness training was given
2. Trained for social skills
3. Trained for concentration building exercises
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
5. Trained for proper study habits
6. Memory techniques were taught to remember the subjects well.

Counseling to parents:

- Advised not to criticize and compare
- Advised to strictly avoid the harsh comments, and punishments
- Advised to set realistic & attainable goals
- Advised to show concern and affection

CASE NO: 28

Reason for referral: Rebelliousness

Symptoms: Aggression, Defiance, Loneliness, Fear of examinations, Hopelessness, Low self esteem, Moodiness,


Interventions followed:

1. Advised not to be possessive
2. Trained for social skills
3. Self assessment ↔ review of the learnt material to reduce fear
4. Trained for examination preparation
5. Confidence building training was given

6. Advised to take the support and guidance from the teachers

7. Helped to have initial success, built it with later efforts to reduce hopelessness

Counseling to parents:

- Advised to socialize the child by involving in social activities and group work
- Advised not to interfere too much

CASE NO: 29

Reason for referral: Weeping

Symptoms: Loneliness, Fear of school, Over sensitivity, Lack of interest in education,

Identified causes: Poor performance, Lack of proper care and guidance from parents

Interventions followed:

1. Assertiveness training was given
2. Trained for social skills
3. Counseled to have group study
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
5. Trained for proper study habits

Counseling to parents:

- Advised to support and encourage the child
- Advised to show concern and affection
CASE NO: 30

Reason for referral: Confusion

Symptoms: Fear of school, Fears about studies, Forgetfulness, Over sensitivity, Lack of confidence,

Identified causes: Poor performance due to reluctance in reading and writing, Lack of attention, Over care and over discipline of parents

Interventions followed:

1. Trained for reading skills and writing skills
2. Memory techniques were taught to remember the subjects well.
3. Confidence building training was given
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
5. Trained for proper study habits

Counseling to parents:

- Advised not to interfere too much
- Advised to encourage the child to be independent in thought and decisions

CASE NO: 31

Reason for referral: Forgetfulness

Symptoms: Confusion, Dullness, Sadness, Fears about studies, Over sensitivity, Lack of interest in Education, Moodiness, Tension

Identified causes: Poor performance due to reluctance in hand writing, Lack of attention, Over care and over discipline of parents, Stressful work load and over discipline in the school
Interventions followed:

1. Memory techniques were taught to remember the subjects well.
2. Assertiveness training was given
3. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
4. Trained for proper study habits
5. Trained for fine hand writing skills
6. Divided the tasks in to small parts to reduce work pressure and feel comfortable.

Counseling to parents:

- Advised to understand the problems of child before they get worse
- Advised to support and encourage the child
- Advised to advise teachers to minimize the pressure or stress on the child.

CASE NO: 32

Reason for referral: Fear of school

Symptoms: Anxiety about future education, Confusion, Guilt feeling, Sadness, Loneliness, Forgetfulness, Moodiness, Over sensitivity, Insecurity, Lack of interest in education, Negative thoughts,

Identified causes: Poor performance due to slow learning, Lack of attention, Lack of confidence, Bullying due to her age, Lack of parental care and affection
Interventions followed:

1. Assertiveness training was given
2. Trained in thought stopping technique
3. Trained for social skills
4. Trained for proper study habits
5. Memory techniques were taught to remember the subjects.
6. Remedial teaching techniques were followed for slow learners

Counseling to parents:

- Advised to support and encourage the child
- Advised to show concern and affection
- Advised to request teachers to stop the other students from bullying and create a friendly atmosphere in school

CASE NO: 33

Reason for referral: Fears about studies

Symptoms: Confusion, Dullness, Guilt feeling, Sadness, Hopelessness, Inferiority complex, Moodiness, and Tension.

Identified causes: Poor performance, Bullying due to his sensory information process disorder, Lack of support and guidance, Lack of sociability, Stressful work load and Over discipline in the school

Interventions followed:

1. Assertiveness training was given
2. Divided the tasks in to small parts to reduce work pressure and feel comfortable.
3. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance

4. Trained for proper study habits

5. Trained for social skills

6. Helped to have initial success, built it with later efforts to reduce hopelessness

7. Strengths were assessed and encouraged to exercise them to feel confident

8. Advised to take support & guidance from teachers

Counseling to parents:

- Advised to support and encourage the child
- Advised to request teachers to prevent other students from bullying
  provide a safe environment
- Advised to request the teachers to provide tutoring

CASE NO: 34

Reason for referral: Insecurity

Symptoms: Confusion, Defiance, Sadness, Loneliness, Fear of hostel, Fears about studies, Fear of Examinations, Lack of interest in education, and Moodiness,

Identified causes: Poor performance due lack of concentration, Lack of sociability, Lack of self confidence, Separation from parents due to kidnap incidence
Interventions followed:

1. Assertiveness training was given
2. Self assessment ↔ review of the learnt material to reduce fear
3. Trained for examination preparation skills
4. Trained for social skills
5. Strengths were assessed and encouraged to exercise them to feel confident
6. Advised to take support & guidance from teachers

Counseling to parents:

- Advised to request hostel warden to treat child with empathy and a positive attitude
- Advised to request hostel warden to give moral support in studies and create a friendly atmosphere in the hostel

CASE NO: 35

Reason for referral: Guilt feeling

Symptoms: Anxiety about future education, Sadness, Loneliness, Lack of interest in education, and Tension

Identified causes: Poor performance, Lack of parental care and affection, Bullying due to her enuresis and snoring

Interventions followed:

1. Assertiveness training was given
2. Trained for social skills
3. Trained for positive thinking
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance

5. Trained for proper study habits

Counseling to parents:

- Advised to consult the doctor over her problem of enuresis
- Advised to take more care, and share child’s feelings; to be flexible and understanding in their approach; and give proper guidance when child has doubts
- Advised to request teachers to stop the other students from bullying and create a friendly atmosphere in school

CASE NO: 36

Reason for referral: Anxiety about future education

Symptoms: Guilt feeling, Sadness, Loneliness, Fear of home, Fears about studies, and Hopelessness,

Identified causes: Poor performance due to lack of reading comprehension and reading problems, Lack of sociability

Interventions followed:

1. Assertiveness training was given
2. Help to have initial success, build it with later efforts to reduce hopelessness
3. Strengths were assessed and encouraged to exercise them to feel confident
4. Trained for social skills

5. Trained for the development of reading comprehension and reading skills

6. Trained for proper study habits

Counseling to parents:

- Advised to support and encourage the child
- Advised to request the teachers to provide tutoring

CASE NO: 37

Reason for referral: Lack of confidence

Symptoms: Anxiety about future education, Guilt feeling, Loneliness, Fear of college, Lack of interest in education, and Negative thoughts,

Identified causes: Poor performance, Lack of sociability, Bullying due to his poor spoken English

Interventions followed:

1. Strengths were assessed and encouraged to exercise them to feel confident
2. Assertiveness training was given
3. Trained in thought stopping technique
4. Trained for social skills
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
6. Trained for proper study habits
Counseling to parents:

- Advised to request teachers to stop the other students from bullying and create a friendly atmosphere in school
- Advised to support and encourage the child

CASE NO: 38

Reason for referral: Hopelessness

Symptoms: Confusion, Dullness, Guilt feeling, Sadness, Loneliness, Fears about studies, Over sensitivity, Isolation, Lack of interest in education, Low self esteem,

Identified causes: Poor performance due to change of medium from Telugu to English, Dropped education for two years due to failure, Bullying due to ever age.

Interventions followed:

1. Assertiveness training was given
2. Trained for social skills
3. Helped to have initial success, and built it with later efforts to reduce hopelessness
4. Strengths were assessed and encouraged to exercise them to feel confident
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
6. Trained for proper study habits
Counseling to parents:

- To give moral support in studies
- Advised to request the teachers to provide tutoring to improve English language
- Advised to request teachers to stop the other students from bullying and create a friendly atmosphere in school

CASE NO: 39

Reason for referral: Fear of examinations

Symptoms: Anxiety about future education, Lack of interest in education, Lack of concentration on studies, and Low self esteem,

Identified causes: Poor performance, and Lack of sociability

Interventions followed:

1. Self assessment ↔ review of the learnt material to reduce fear
2. Trained for examination preparation
3. Trained for concentration building exercises
4. Trained for social skills
5. Strengths were assessed and encouraged to exercise them to feel confident
6. Advised to take the support and guidance from the teacher

CASE NO: 40

Reason for referral: Fear of school

Symptoms: Anxiety about future education, Guilt feeling, Sadness, Lack of interest in education, and Tension
Identified causes: Poor performance, Lack of proper guidance and support from teachers, Stressful work load and over discipline in the school

Interventions followed:

1. Advised to follow the stress managing techniques
2. Trained for social skills
3. Strengths were assessed and encouraged to exercise them to feel confident
4. Divided the tasks in to small parts to reduce work pressure and feel comfortable.
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
6. Trained for proper study habits

Counseling to parents:

- Advised to request teachers to treat the case with empathy and positive attitude
- Advised to request teachers to give proper guidance about doubts
- Advised to request teachers to reduce pressure on studies and create a stress-free and relaxed environment

CASE NO: 41

Reason for referral : Sadness

Symptoms: Anxiety about future education, Confusion, Dullness, Loneliness, Fear of examinations, Lack of Interest in education, Lack of confidence, Lack of concentration on studies, and Moodiness,
Identified causes: Poor performance, Lack of self confidence, Lack of parental care and guidance, Separation from grand mother due to death

Interventions followed:

1. Reality therapy was given
2. Trained in thought stopping technique
3. Trained for social skills
4. Strengths were assessed and encouraged to exercise them to feel confident
5. Trained for concentration building exercises
6. Self assessment ↔ review of the learnt material to reduce fear
7. Trained for examination preparation

Counseling to parents:

- Advised to give moral support and encourage the child
- Advised to take more care, and share child's feelings; to be flexible and understanding in his approach;
- To give proper guidance when child has doubts

CASE NO: 42

Reason for referral: Lack of emotional control

Symptoms: Anxiety about future education, Dullness, Sadness, Loneliness, Fear of college, High sensitivity, Lack of interest in education, Tension

Identified causes: Poor performance, Too much pampering, Suicidal attempt due to ragging in the college
Interventions followed:

1. Assertiveness training was given
2. Trained for social skills
3. Strengths were assessed and encouraged to exercise them to feel confident
4. Counseled for importance of life and education
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
6. Trained for proper study habits

Counseling to parents:

- Advised to request hostel warden to prevent other students from ragging and provide a safe environment
- Advised to request hostel warden to be aware of and pay attention to, the warning signs of suicide, to reassure the child that he is safe” and provide a safe and supportive environment.

CASE NO: 43

Reason for referral: Lack of interest in education

Symptoms: Anxiety about future education, Fear of school, Forgetfulness, Lack of concentration on studies, and Tension

Identified causes: Poor performance, Lack of sociability, Lack of guidance and improper preparation

Interventions followed:

1. Counseled for importance of life and education
2. Trained for social skills
3. Trained for concentration building exercises
4. Memory techniques were taught to remember the subjects
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
6. Trained for proper study habits
7. Advised to take the support and guidance from the teacher

CASE NO: 44

Reason for referral: Sleeping terrors & night mares

Symptoms: Anxiety about future education, Sadness, Loneliness, Fear of school,

Identified causes: Poor performance, Too much watching T.V. up to midnight, Bullying for his procrastination of work, and Punishment of teachers

Interventions followed:
1. Trained in relaxation techniques
2. Counseled for importance of life and education
3. Trained for social skills
4. Strengths were assessed and encouraged to exercise them to feel confident
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
6. Trained for proper study habits
Counseling to parents:

- Advised to request teachers and classmates to see that students stop bullying and give moral support in studies and create a friendly atmosphere in school
- Advised to request teachers to strictly avoid the punishments and deal with the child with empathy

CASE NO: 45

Reason for referral: Fear of Examinations

Symptoms: Anxiety about future education, Confusion, Dullness, Sadness, Hopelessness, Forgetfulness, Lack of interest in education, and Tension

Identified causes: Poor performance, Lack of guidance and improper preparation, Comparison with peer group, Stressful work and over discipline

Interventions followed:

1. Self assessment ↔ review of the learnt material to reduce fear
2. Trained for examination preparation
3. Memory techniques were taught to remember the subjects well.
4. Divided the tasks in to small parts to reduce work pressure and feel comfortable.
5. Helped to have initial success, and built it with later efforts to reduce hopelessness
6. Advised to take the support and guidance from the teachers
7. Advised to avoid comparison with other students
Counseling to parents:

- Parents were advised to set realistic, attainable goals and have clear expectations from the child,
- Parents were advised to advise teachers to reduce pressure on studies and create a stress-free and relaxed environment.

CASE NO: 46

Reason for referral: Ignorant nature

Symptoms: Aggression, Defiance, Lack of interest in education,

Identified causes: Poor performance due to school absentee, Too much pampering by parents, Over parental care and concern, Fun with watching movies with boy friends

Interventions followed:

1. Provided for ventilation using TAT (Thematic apperception Test)
2. Trained for anger management
3. Trained for social skills
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
5. Trained for proper study habits

Counseling to parents:

- Advised to share child’s feelings to be flexible and understanding in their approach
- To give proper guidance when child has doubts
CASE NO: 47

Reason for referral: Dreaminess

Symptoms: Anxiety about future education, Dreaminess, Dullness, Loneliness, Fear of Examinations, and Lack of interest in education,

Identified causes: Poor performance, Living in fantasy world with too much sexual thought. Lack of guidance and improper preparation

Interventions followed:

1. Reality therapy was given
2. Counseled about practical thinking and importance of studies
3. Memory techniques were taught to remember the subjects well
4. Trained for social skills
5. Self assessment ↔ review of the learnt material to reduce fear
6. Trained for examination preparation
7. Advised to take the support and guidance from the teachers

CASE NO: 48

Reason for referral: Fear of hostel

Symptoms: Sadness, Loneliness, Fears about studies, Lack of emotional control, Ignorance, Tension

Identified causes: Separation from mother due to stay in the hostel, Attempted suicide, Over discipline and educational pressure, Stress & work pressure in the hostel

Interventions followed:

1. Realities of life were discussed quoting live examples
2. Advised to follow the stress managing techniques
3. Trained for social skills
4. Divided the tasks in to small parts to reduce work pressure and feel comfortable.
5. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
6. Trained for proper study habits

Counseling to mother:

- Advised to approach the child with patience and encouraging manner by frequently visiting the hostel and give required support.
- Advised to Set realistic, attainable goals and have clear expectations from the child
- Advised to request hostel warden to be aware of, and pay attention to, the warning signs of suicide, to reassure the child that she is safe and to provide a safe and supportive environment.
- Advised to request hostel warden to reduce over control and discipline on the case
- Advised to request hostel warden to give the opportunity to progress at his own pace.

CASE NO: 49

Reason for referral: Isolation

Symptoms: Confusion, Sadness, Fear of orphan home, Over sensitivity, Isolation, Lack of interest in education, and Tension
**Identified causes:** Isolated due to death of both mother and father, Stressful work and over discipline, Lack of parental care and concern, Stressful work load and over discipline in the orphan home

**Interventions followed:**

1. Realities of life were discussed quoting live examples
2. Trained for social skills
3. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
4. Trained for proper study habits
5. Divided the tasks in to small parts to reduce work pressure and feel comfortable.

**Counseling to care taker:**

- Advised to request teachers to reduce pressure on studies and create a stress-free and relaxed environment.
- Advised to request the home coordinator to show care and concern
- Advised to request the home coordinator to give moral support in studies and create a friendly atmosphere hostel
- Advised to request the orphan home authorities not to force pressurize him in studies and give the opportunity to progress at his own pace.

**CASE NO: 50**

**Reason for referral:** Irritability

**Symptoms:** Dullness, Guilt feeling, Sadness, Loneliness, Fear of school, Fear of hostel, Over sensitivity, Lack of interest in education, Low self esteem,
**Identified causes:** Poor performance, Comparison and criticism of parents, bullying his obesity, Stressful work load and over discipline in the hostel

**Interventions followed:**

1. Assertiveness training was given
2. Trained for social skills
3. Divided the tasks in to small parts to reduce work pressure and feel comfortable.
4. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
5. Trained for proper study habits

**Counseling to parents:**

- Advised to strictly avoid the harsh comments, punishments, criticism, unhealthy comparison and treat him with empathy
- Advised to request the hostel warden to stop too much pressure on studies and create a stress-free and relaxed environment in the hostel
- Advised to request the hostel warden and hostel mates to stop bullying and treat the child with moral support in studies and create a friendly atmosphere in the hostel

**Discussion:**

Interventions appear similar for different causes and symptomatic behavior of the problem cases. But the counselor had sensitive to the overall picture of the case. So each individual case was counseled giving importance to the dominant and serious cause against the adolescent’s background. The
adolescent’s interest in taking the guidelines and following the procedure willingly without resistance mainly determined their relief from their problem.

Bhatnagar.A, (1972) also found that the study supported that there should be a full time school counselor with well organized guidance programme in every school to guide the bright under achievers.

Patel.S.L, (1973) found that both the experimental and the control groups showed changes in self-esteem after three months of counselling. But the amounts of positive changes were greater in the experimental groups. Greater amount of change was found in low self-esteem group. The experimental groups showed marked decrease in neurotic symptoms, depression and anxiety as a result of counseling. Subjects moved towards greater maturity with the progress of counseling.

Subramania Danda pani (1977) found that the academic achievement of under achievers in the experimental group was significantly greater than that of the non counseled under achievers.

Tripathi. Rekha.H (1986) found that some of the problems which needed urgent attention were teachers’ lack of knowledge, their misbehavior with pupil’s difficulties in the subjects of Mathematics and Sanskrit, defective teaching methods, and pupils coming from low socio educational status needed polite treatment from teachers.
Bhatnagar, Asha and Guptha, Nirmala. (1988) found that all the three
groups viz boys, girls and combined showed significantly higher scores after
the guidance interventions.

Manjuvani E (1990) found that the home environment was the major
significant contributor to the development of strengths and liabilities among
adolescent children.

Jacob Paul V.J (1991) found that majority of students approached for
personal problems rather than for educational problems, vocational problems
and social problems. Both counselor and counselees very strongly agreed on
the need for a guidance officer in every college.

Tarkasband Ujjwala.K (1996) found that the average number of
students guided with non-test technique by the guidance worker was more
per year, per guidance worker than the students guided with test. As regards
the awareness and perception of the parent, a majority were quite inclined
towards guidance and counseling services.

B. Sulochana Reddy (1999) found that counseling seemed to be a
more effective intervention technique when compared to moral reasoning.

Buchanan, C. M., Maccoby, E. E., & Dornbusch, S. M (1996) found
that adolescents in their father's custody had more problems.

Jane E. Pirkis, Charles E. Irwin, Jr, MD*, Claire D. Brindis, DrPH*,
Michael G. Sawyer, Christine Friestad, Michael Biehl, MA*, George C. Patton,
(1999) found that only one third of those who reported suicidal ideation and behavior received psychological or emotional counseling.

4.4.1 Summary of the Interventions:

The Interventions followed for the Adolescent students problems were:

1. Thought stopping technique was applied to the counselee who has uncontrollable ideas and mental perceptions to check or eliminate unwanted distressing and repetitive thoughts. In this technique the client was asked to close his eyes and think deliberately the offending thought or un adoptive thought sequence; when it occurs he had to signal to the counselor; and the counselor then shouts to ‘stop it’. After the offending thoughts are gone by doing so, the client is told to ‘stop’ by himself when ever the offending thought arises. Thus when the offending thoughts arise in his mind, he too can stop his thought.

2. Relaxation technique was taught during six sessions. The gradual relaxation of the muscles of the body was considered a counter agent to anxiety. Jacobson’s progressive relaxation technique involved relaxation of palm, head muscles, eyebrow muscles, inner eye muscles, tongue muscles, neck, lip, shoulder and jaw muscles, abdomen muscles and chest muscles to reduce tension and anxiety. The counselee learned how to tense or contract and relax various types of body muscles.

3. Assertive training was used when desired behaviors were prevented by personal timidity and interpersonal hesitancy. Those people who were
afraid to express were insisted upon their legitimate rights and taught to express themselves without fear.

4. Aversion technique was used to the dependents on drug and alcohol. The underlying principle is the pairing of the pleasant stimuli of the counselee like drugs & alcohol with an unpleasant response (duplicate drink that is vomited when taken) to develop an unpleasant association.

5. Reality orientation was to help the client to believe and realize that he is not responsible for the things happened for which he considers himself responsible. The counselor attempted to clarify the basic values of the client and to impress upon him the fact to evaluate his behavior in accordance to his values. To achieve this end, the patient was encouraged to talk about any topic as long as it touches his conflicting values and his responsibility. He was advised to set realistic goals that are achievable to him through realistic ways.

6. Thematic Apperception Test (TAT) was given to the aggressive & hostile respondents to project their own circumstances, experiences, and preoccupations into the stories being written to the cards. Thus the respondents could ventilate their emotions and prejudices.

7. Positive thinking was for looking at events with the knowledge that there is good and bad in life and if good is emphasized it increases. Thus the change in the quality of a person’s life could grow out of a change in his attitude towards the reality.
8. Memory techniques were introduced and persuaded to follow them to enhance memory

- To have regular study sessions insisted on paying attention while reading or listening and to avoid cramming
- Students were sensitized in structuring and organizing study material, grouping similar concepts and terms; creating categories and clusters to enhance their memory.
- The use of mnemonics or acronyms, that was to remember with a rhyme, song, joke, a word or words were taught.
- Reviewing and rehearsing to self to ensure easy recall,
- Linking of new information to previously existing memories improves recall of recently learned information
- Visualization was taught to the counselee to create his own visual cues by drawing charts in the margin of his notes or use pens in different colours to group related ideas in his written study material.
- Advised the counselee to teach new concepts to another student to enhance even his understanding and recall.
- To vary study routine & to bring an element of novelty to the study sessions and to increase effectiveness of efforts.

9 Remedial teaching techniques were followed for slow learners.

10 The SQ 3R (Survey, Question, Read, Recite, and Review) Technique helps in reading purposefully, meaningfully, and in using time most effectively.
• Survey – gather the information one needs to focus on
• Question – decide on the questions one wants to be answered
• Read – look for the answers to the questions one has
• Recite – Find out if he remembers what was read
• Review – once he has finished he has to go back to the whole chapter.

11. Anger Management was taught by advising the counselee to observe angry feelings and express the anger appropriately in less distinctive ways, with simple diversions like counting 1 to 10 numbers if necessary.

12. Stress management was done by having breathing exercise & muscular relaxation.

13. Time Management was introduced to the counselee. Practical tips were given for using time effectively. It is planning & managing all the necessary acts in relation to time. It is setting priorities and utilization of time accordingly. They were advised:

• To do things with concentration, dedication commitment but not in a careless manner.
• Not to think about unnecessary things and interfere in others matters
• Not to postpone planned events and to be punctual
• To set specific goals
• To create a term calendar recording major events
• To create a weekly schedule of study and activities
• To decide on specific times to work on each course and
To make a to-do list for each day the night before

14. Social skills training were given in how to begin and maintain a conversation? How to share? How not to offend others? How to take part in team or group games? How to have a role play of appropriate and inappropriate behaviors?

To discuss morals in stories
To learn to show empathy
To follow the body language cues
To maintain a diary to develop inner dialogue

15. Comprehension skills were introduced in order to understand the meaning of print material. The child was trained in the following:

The subject and object in a sentence were picked out with the help of question words who, where, which, why, when, how.

Started with lower order thinking skill questions and gradually went to higher order thinking skill based questions

The main idea of the paragraph after discussion was given

To pick up the topical sentence in a paragraph.

Arranged the sentences in a proper sequence

The students was asked to frame own questions of the paragraph by covering the main ideas of the paragraph

To give a suitable title or illustrate the passage by reading and by drawing a picture on the central idea of the passage.
16. Reading skills were developed to make reading fluent. The following were introduced.

- Phrase reading eg. A blue car, a big box.
- Sentence reading with the help of phrase reading e.g. This is a blue car, this is a big box.
- Reading aloud – The counselee was to read aloud.
- Silent reading: The counselee reads silently with understanding, followed by a writing exercise.
- Alternative reading was done. In a selected passage the counselor read the first sentence. The counselee read the next sentence. The whole passage was read in this manner. Counselor noted the difficulties faced by the child and made a list of words missed out by the child and helped him to reuse the word while reading.
- Neurological Impress was an approach to teach reading in which the teacher and learner read together while tracking the words. Sitting beside the child with adequate reading matter. Acquainted the child with the context of the reading matter and with the new words, before reading starts. Then the child read aloud. The counselor also read along with the child in a soft voice. Then he raised voice when the child had difficulty with a word. Thus word was imprinted on child’s brain.

17. Phonemic Awareness was given to manipulate the sounds in the spoken words by focusing only on sounds.
18. Writing skills were developed. Grapho-motor skills were developed by guiding how to use muscles in fingers and hand to form letters easily and legibly and to maintain a comfortable grip on the writing tool and guided the student how to comprehend words and their meaning, understand the word order and grammar to construct sentences and describe ideas etc, to write clearly.

19. Confidence building exercises were given as projected below

- They were advised to write down a list of things that are good about him to keep smile all the time which will help to feel more confident.
- To be true and honest to oneself
- Not to think negative about him
- To improve knowledge on subjects which he feels interesting to develop Self confidence and so on

20. Concentration building exercises were advised

- To create a quiet, well-lit study environment.
- To study the same subject at the same time in the same location.
- To take notes on what is being studied and to re-arrange the information in some other way.
- To make an association with something he already knows

21. Examination preparation tips were given

Before the Exam

- To have good sleep the night before.
• To eat a good, and nutritious breakfast.
• To quit studying at least ten minutes before the exam to relax
• To avoid getting into class too early.

During the Exam
• To avoid students asking questions
• To read all directions in the paper
• To do the questions worth more points first.
• Not to change answers unless one was sure that he was wrong
• To read each question twice, slowly.
• To skip questions one can't answer and go back to them later.

22. Group Study was advised where students can share study strategies and quiz one another before the test or examination. Tips for studying in groups were given selecting group members who are concerned as they are about being successful.

• Sharing the responsibility of teaching and learning.
• Studying in groups was complementary to the personal study time with out replacing it.
• Location of the study to be free from outside distractions.
• Reading the material before the meeting so that each one can contribute to the discussion.

23. Proper Studying habits were pointed out

• To schedule a set time each day during "alert" times of the day
• To choose a quiet, comfortable, distraction-free area.
• To study the most difficult or least favorite subjects first.
• To take study breaks and avoid marathon sessions.

24. Trained to have continuous Self assessment ↔ followed by a review of the learnt material to reduce fear.

25. Counseled to develop English by reading, listening and writing to express well to cope with the change of medium of instruction.

26. Helped to have initial success, and build it with later efforts to reduce hopelessness.

27. Realities of life were discussed quoting live examples to develop interest in education.

28. Advised to have physical activities.

29. Advised not to be possessive in friendships.

30. Advised to avoid comparison with other students.

31. Advised to take guidance from teachers and classmates.

4.5. Investigators observations and conclusions:

The investigator felt that lack of pupils participatory interventions in the classrooms and lack of attention and maintenance of attention on the part of the pupils may be the root cause behind the adolescent’s educational problems, such as lack of interest in education, anxiety about future
education, fear of school/college, fear of examinations, negative thoughts about education, fears about studies, forgetfulness, lack of concentration, fear of hostel and lack of goal in education.

It was observed that most of the adolescent students in the sample are either in 10th class or in intermediate. The investigator felt that the parental concern of their children education is more in these classes.

The investigator felt that the ambitious parents create conflicts by insisting their adolescent children to learn and behave according to their expectations.

He felt that either the teachers or the parents were not sensitive to the lapses in academics or behaviour which gives scope for the increase in the intensity of the problem.

It was observed that the sensitive resident adolescents turned problematic due to unpsychological dealings and ill-treatment of the caretakers.

It was observed that emotions and aggression of adolescent students could not have any outlet due to lack of physical exercises like games, sports and gymnastics.

It was felt that mere academic development is being cared in most educational institutions rather than development of interpersonal skills which can also provide for balanced expressions of emotions.

It was observed that ‘Eenadu’ Telugu daily news paper on 21-1-2011 presented the report, given by ‘Pradhan’ a voluntary organization, ‘Aasar 2010’ on Primary education, about the nation wide survey in 13,000
Government primary schools. Out of 20,522 pupils in 639 villages of Andhra Pradesh according to the report of state in charge, Ms. Suneetha and co-ordinator Sri. Srinivas 85% of the pupils in 1\textsuperscript{st} and 2\textsuperscript{nd} classes were unable to read letters and 88.5% of the pupils could not recognize 1 to 9 numbers; 65% of the pupils of government schools and 51% of the private school pupils could not do the division even in 5\textsuperscript{th} class. Hence it was felt that reluctance in mathematics, writing, reading and comprehension if identified early by teachers and parents they do not creep into adolescent period.

As the adolescents are highly imaginative, self conscious and sensitive it is felt that they are to be given a good scope for creative writing over a picture or a scene to give vent to the emotional and cognitive clouding.

Study skills, memory skills and social skills are to be developed intentionally in the growing children because quality learning and living together can prevent problems.