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CHAPTER – V

SUMMARY, FINDINGS AND SUGGESTIONS

5.0. Introduction:

Like interpretation of results the formulation of conclusion and generalization also demands keen observation, wide outlook and power of logical thinking. An educational research has to exercise all the care and caution in reporting the findings, in formulating the conclusions and in arriving at generalization on the bases of the data.

In previous chapter the investigator has presented the analysis and interpretation of the data in detail. In any research report the last but not the least chapter is the reporting of the findings and suggestions. As such the investigator cared to enlist the major findings under each objective followed by discussion and suggestions for further research.

5.1 Summary of the Study:

Adolescence (12 to 19 years) is a period from the onset of puberty to the age of maturity. It is a period of rapid physical and biological changes which may lead to confusion, tension, frustration and feeling of insecurity. Problems of adolescence are experienced by parents as well as the teachers and adolescent children with almost equal intensity. Hence mental health of the adolescent is considered to be of great importance.

The psychological problems of adolescent are stress, frustration, irritability, mistrust, isolation and alienation. Many adolescent students resort to socially destructive and personally devastating ways of coping with this
stress as evident by increased rate of crime, alcoholism, drug addiction, suicides, accidents, self harm, running away from home, depression etc. Neither parents nor teachers are always equipped adequately to provide help to these students. Society also imposes on the adolescent the responsibility of having to choose a vocation and become a productive member of the society. These tasks necessitate making important choices and decisions. More over, here parents and teachers may not possess the required resources or skills to reach them. They do need help, understanding and resolve their psychological problems.

The present study covers the mild and moderate psychological problems of adolescent students and the suitable interventions needed to overcome them. This would be of great help for the needy. This study is restricted to only the psychological problems of school going adolescents, which arose out of stress and strain of present education system and several other factors. That is why interventions also are restricted to guidance and counseling for solving mild and moderate psychological problems of Adolescent students. The successful interventions would be presented for the benefit of the people interested in knowing and doing them.

The summary of the reviewed studies shows that a study of the mild and moderate adolescent problems of both the genders at two levels of education along with the intervention programs to remedy their problems was not so far taken up by the investigators of education which can throw some light on the origin, development, expression, and possibility for returning to normalcy, free from the problems. Hence the present study is taken up to
understand, as an educator, this whole process, to have healthy interventions with adolescent students.

As on today due to cross cultural impacts and competitive educational scenario the life of adolescent students has turned complex and stressful. Due to academic stress and day to day complexities of life adolescent students need guidance and counseling on one side and psycho therapeutic interventions to serious psychological disturbances on other side. The researcher has titled the present study as “Psychological problems of adolescent students and interventions”

Psychological problems may be defined as the psychological disturbances with in the person and having the signs of belligerence, moodiness, excessive worry, anxiety, suspiciousness, helplessness, emotional out bursts or depression and symptoms of drug or alcohol abuse.

Adolescent students may be defined as the students in adolescent period with an age between 12 to 19 years and studying mostly secondary and higher secondary courses in various schools and colleges.

Intervention is responding to the request of the parent, teacher or an adolescent to intervene either (a) to guide or (b) to counsel and help through guidance and counseling.

Guidance is essentially a helping process to over come a problem. It is the systematic, professional process of helping the individual through educative and interpretive procedure to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to the educational progress.
Counseling is defined as a process which takes place in a one to one relationship between, an individual beset with problems which he can not cope alone, and a professional worker whose training and experience have qualified him to help others reach solutions to various types of personal difficulties.

The Objectives of the present study were to collect case studies of the psychological problems (mild and moderate) of adolescent students and classify them, to identify the common causes for the psychological problems of Adolescent students, to identify the symptoms of each category of psychological problems of adolescent students and to identify the suited Interventions for the specific causes and specific symptoms of specific psychological problems of adolescent students.

The descriptive survey method was followed. Interviews were conducted with the counselors. The tools used for the present study were Interviews with the counselors, Study of the case registers to identify the mild and moderate psychological problems of adolescent students and collection of cases from these secondary sources. Documents of the case studies prepared by the counselors were studied by the investigator to identify the causes, symptoms and remedies.

The investigator applied purposive sampling method to collect the sample from the population of the counselees under each counselor. The investigator purposely selected minor problematic cases and also purposely left serious psychological problems. But primarily the information about the identified units of the population consisting of psychological problems of
adolescent learners was gathered from the counselors. Counselors used clinical case study method to diagnose and counsel the cases. The investigator collected from them the cases of mild and moderate psychological problems of adolescent students of high school, higher secondary and first year degree students of college, who are up to 19 years.

The investigator, after identifying the mild and moderate adolescent problems, verified and confirmed with the respective counselor. Thus the final sample of the mild and moderate problem cases taken for the study from three counselors was fifty (50). It included 25 high school adolescent students and 25 college going adolescent students that included both the intermediate (17) and first year degree (8) students.

The sample of adolescents was limited to Vijayawada and Guntur only where the counseling centers were. The number of sampled students was limited to 50 only. Based on the initial symptoms of the cases the problems were identified and registered. The secondary symptoms were gathered through the explanatory data collected.

The psychological problems along with symptoms, the causes for them and the interventions of the counselors were summarized.

The identified adolescent’s educational problems of the studied sample were 1) Lack of interest in education, 2) Anxiety about future education, 3) Fear of school/college, 4) Fear of examinations, 5) Negative thoughts about education, 6) Fears about studies, 7) Forgetfulness, 8) Lack of concentration, 9) Fear of hostel, and 10) Lack of goal in education.

and reading problems, 27) Change of medium of instruction, 28) Separation from grand mother due to death, 29) Suicidal attempt due to ragging in the college, 30) Too much watching T.V. up to midnight, 31) Procrastination of work, 32) Comparison with peer group, 33) Fun with watching movies with boy friends, 34) Living in fantasy world with too much sexual thought, 35) Separation from mother due to stay in the hostel, 36) Attempted suicide due to failure in the examinations, 37) Isolated due to death of both mother and father,

The Interventions followed for the Adolescent students problems were:

1. Trained in thought stopping technique.
2. Trained for relaxation techniques
3. Assertiveness training was given
4. Trained for Aversion technique
5. Reality therapy was given
6. provided for ventilation using TAT (Thematic apperception Test)
7. Trained for positive thinking
8. Memory techniques were taught to remember the school subjects well.
9. Remedial teaching techniques were followed for slow learners
10. Trained with SQ3R (Survey, Question, Read, Recite, and Review) technique to improve performance
11. Trained for anger management
12. Stress management was done by having breathing exercise & muscular relaxation
13. Trained for time management
14. Trained for social skills
15. Trained for the development of comprehension skills
16. Trained for the development of reading skills
17. Phonemic Awareness was given to manipulate the sounds in the spoken words by focusing only on sounds.
18. Trained for fine hand writing skills
19. Confidence building training was given
20. Trained for concentration building exercises
21. Trained for examination preparation
22. Group Study was advised
23. Trained for proper study habits
24. Trained to have continuous Self assessment $\leftrightarrow$ 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
32. Suggestions to parents were given with respect their children.
5.2 Educational Implications:

1. The institution has to help the students by arranging necessary programmes on life coping skills, time management, aversion techniques, relaxation techniques and awareness programmes on health issues especially at intermediate level.

2. Teachers and parents are to be sensitive to the adolescent’s, to recognize their problems and deal with them.

3. Teachers are to feel responsibility and give right guidance to use their potential to the maximum extent.

4. Teachers may have specific periods to have interaction with students apart from academic aspects.

5. Teachers are to be flexible with timelines and work load of the students.

6. Teachers are to provide tutoring in difficult subjects and to the students absent for a length of time.

7. Teachers are not to insult and not to give corporal punishment and not to encourage cut throat competitions.

8. Teachers are to stop the students from bullying, ragging and also to create a stress free and relaxed environment.

9. Teachers are to create a friendly atmosphere in school where the students can express their doubts and increase their participatory levels.

10. Teachers may identify the student’s classroom problems to guide appropriately.

11. Teachers may work with pupils on self understanding both incidentally and through planned instruction.
12. Parental education is to be given by the teachers on secure environment for healthy growth of children and healthy methods of discipline.

13. Teachers have to inform the progress of their students to their parents regularly and constructively which may avoid the students to be backward continuously.

14. Social skills could be developed through group discussion debates, elocutions, excursions, peer teaching, peer learning and so on.

15. Teachers are not to utilize games hours for teaching of their subjects as games are the outlets for adolescents emotions.

5.3 Suggestions for Further Research:

A few suggestions for further research based on the outcome of the findings of the present study are given below:

1. A study can be extended to other samples under other counselors.

2. A study of academic problems of adolescent students and interventions can be taken up.

3. A study of behavioral problems of adolescent student’s and interventions can be taken up.

4. A study on the alcoholic and drug addicted adolescent students and interventions can be taken up.

5. A study of psychological problems of street adolescents and interventions can be taken up.

6. A study of orphan & semi-orphan adolescent’s problems and interventions can be taken up.
7. A study of physically handicapped adolescents problems and interventions can be taken up.

8. Adolescent problems in relation to classroom and interventions can be taken up.

9. Similar case studies can be thought of at each stage level to find out the problems, symptoms, causes, and interventions.

5.4 Conclusion:

As of today, students seem to be touchy, intolerant of criticism not open in their conversation, hypo critic many a time and feel every challenge and any change a problem. Hence the teachers are to be observant of student turning problematic, withdrawing or turning aggressive. Student friendly teacher can spare some time in each school to talk with them in private or can extend referral services, if he/she can not spare time further.

Parent teacher meets are to be conducted to care the student welfare more. The various causes making the student having academic problems can be identified in mutual discussions.

As SQ3R method had good effect on the high school students, the teachers can also help i) to have an over all comprehension of any subject starting from the language to mathematics. ii) to question one self to find out where he or she is poor iii) to care more on the weak aspects whether it is reading the content and its comprehension or speed of reading and quality of reading that involves clarity, pronunciation and meaningful pauses; or reproducing the necessary content suitable to the questions asked either in
the classroom or in the examination, self analysis on the apart of the learner with respect to academic aspects, which help in self assessment and self improvement.

Writing skills of the learners can be improved by helping them starting from the handling of pen, to the development of eye hand coordination and grapho- motor skills.

The learners can be helped to improve their memory by having the meaningful organization of their learning material, implementation of mnemonic devices like development of acronyms, learning maps which also help as memory maps before examinations.

Teachers can insist on regular study or spaced learning of the students to avoid retroactive and proactive interferences and to have consolidation and stabilization of the learnt material which also help in understanding the day to day classroom teaching.

Teachers can also learn thought stopping technique, relaxation techniques, and aversion techniques to help themselves and help the students when necessary. The backward students can be helped in proper study habits, group study habits, in examination preparation and in concentration building. Anger management and stress management techniques can be learned and exercised.

Reality orientation has to be cared which only can make person assertive and confident.