## CHAPTER – I

### PROBLEM AND ITS SIGNIFICANCE

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CHAPTER – I

PROBLEM AND ITS SIGNIFICANCE

“Helping the individual to flower greatly, in love and goodness”

--------------- Krishnamurti. J

Introduction:

Education contributes significantly to national development. It is the main instrument of change, modernization and production. In modern times, science based technological education is successful in giving momentum to the process of economic development. Education helps to promote thinking, further understanding and attitude development in the citizen. It enables him to solve multitudinous problems and bear responsibilities as a healthy and cultured citizen. There is no single objective which can cover the whole of life with its various manifestations. The concept of education is like a diamond which appears to be of a different colour when seen from a different angle.

Educating a child means drawing out what is ingrained in the child. Education is for the development of the personality of an individual in all the aspects -- physical, intellectual, moral, spiritual, aesthetic, cognitive, emotional, social etc. A spiritualist stresses the self realization aspect of education. A moralist thinks that education is a process which leads to the formation of character. Philosophers have defined education in terms of their own philosophy of life. All these different opinions have lead to different interpretations and definitions of education.
Definitions of Education:

R.N. Safaya and B.P. Shaida (1984) prioritized the following definitions of education.

“Education is something which makes man self-reliant and self-less”.  
-------------------Rig-Veda

“Natural harmonious and progressive development of man’s innate powers”  
-------------------Pestalozzi

“Creation of a sound mind in a sound body”  
--------------- Aristotle

“Unfoldment of what is already enfolded in the germ”  
----------------- Froebel

“All round drawing out of the best in child and man—body, mind and spirit”  
------------------- Gandhi

“Education is a controlling grace to young, consolation to old, wealth to the poor and ornament to the rich”.  
--------------------------------- Diogenes

“Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power but of love, making this truth its own and giving expression to it”  
------------------- Tagore

“Education is the deliberate and systematic influence extended by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being according to their essential hierarchy and directed towards the union of the educand with the creator as the final end”.  
--------- Redden
1.1 Importance of Education:

Education is as old as the human race. Its importance has been realized since times immemorial and it continues right up on this day. It has been accepted as one of the primary needs of every civilized person. This is the only reason why philosophers and leaders of human thought, have so eloquently sung its praises in all ages.

Education sharpens the intelligence of a person. It enables the mind to find out the ultimate truth which emancipates humanity from the bondage of sin and gives the wealth, not of things but of inner light, not of power but love, considering the truth as reality and giving expression to it. In a nutshell, it means the exposition of man’s complete individuality.

Education is an essential human virtue and is necessary for society. Man becomes ‘man’ through education and he cannot be conceived merely in terms of his biological existence. Education brings into focus the social aspect of man, signifies man’s supreme position in society, and aims at an integrated development of the individual.

1.2 Conceptual background of the study:

The outstanding function of Education is over all growth. According to John Jooly growth is the characteristic of life. Educational process is one of the continuous reorganization, reconstruction, and transformation. Growth means development of the whole organism, knowledge, attitudes, interest, values and understanding of the growing and developing child in the various
phases of life gain significance. Adolescence is a crucial period in the life span of human being. Hence great importance has been attached to education from beginning of the human civilization.

S.S. Chouhan (1983) identified the following definitions about Adolescence:

Adolescence is a process, rather than a period, a process of achieving the attitudes and beliefs needed for effective participation in the society.  

---------Dorothy Rogers.

Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically. 

---------A.T. Jersild

Adolescence is a distinctive stage in personality development precipitated by significant changes in the bio-social status of the child. 

---------Ausubel

Adolescence is a period of storm and stress 

---------G.Stanley Hall

Adolescence is “a critical period of human development manifested at the biological, psychological and social skills of interaction of variable onset and duration but marking the end of childhood and setting the foundation for maturity”. 

---------Eisenberg

The word adolescence also comes from the Latin verb “Adolescere” which means to grow to maturity or in other words we can say that when an individual becomes capable of begetting off spring. Adolescence has been explained and interpreted in different ways.
According to sociological interpretation adolescence is a transitional period between childhood and adulthood when a child moves from dependency upon parents or other adults of the family for food, cloth, shelter and emotional support necessary for his survival and growth. However in our country majority of adolescents are not in a position to earn their livelihood independently because of unemployment and thus the period of transition extends to late 20th year in our society.

In the psychological interpretation the adolescent may be viewed as a young person in transition between the behaviors typical of children and the behaviors typical of adults; between a period of rapid development as an individual; and a period in which the individual learns to make adjustment to the needs of self, others and community.

Anna Freud stressed on the sexual life and termed adolescence as recapitulation of infantile sexuality.

Adolescence is described by Erikson as particularly a period of identity formation this stage, the individual begins to place him self in ego-space time. The adolescent recognizes that he is a particular person with a particular group, with a particular past, present and future.

G. Stanley Hall (1844-1924) was the first psychologist who systematically conducted research on the changes and behavioral characteristics of American adolescents in the first decade of the present century. He was greatly influenced, in the formulation of his theory, by the Darwin’s theory of evolution of species. Adolescence is the period between 12 to 25 years of age. This is the most crucial period characterized by a
number of changes in physical, intellectual, emotional and social areas. The youth begins a new life in which new traits of personality are born. Hall characterized adolescence as a period of ‘storm and stress’. During this phase of development contradictory tendencies develop in adolescents. The major contradictory variations are 1) Energy and Enthusiasm versus Indifference 2) Gaiety and Laughter vs Gloom and Melancholy 3) Vanity and Boastfulness vs Humiliation 4) Idealistic Altruism vs Selfishness 5) Sensitivity vs Callousness 6) Tenderness vs Cruelty

1.2.1 Developments in Adolescence:

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

- Physical development:

In adolescence certain inborn maturational processes lead to various physical changes; growth is accelerated; bodily shape changes; primary and secondary sexual characteristics become marked; and hormonal level alters. Each of these physical changes produces psychological effects.

The beginning of adolescence is signaled by a sudden increase in the rate of physical growth. While this growth spurt occurs for both sexes, it starts earlier for girls (at about age ten or eleven) than for boys (about age twelve or
thirteen). Before this spurt, boys and girls are similar in height; in its early phases, girls are often taller than boys; after it is over, males become several inches taller, on average than females.

This growth spurt is just one aspect of puberty, the change during which individuals of both genders reach sexual maturity. During puberty the gonads produce increased levels of sex hormones, and the external sex organs assume their adult form. Girls begin to menstruate and boys start to produce sperm. In addition, both sexes undergo many other shifts relating to sexual maturity. Boys develop facial and chest hair and their voices deepen. Girls’ breasts develop, and their hips widen; both sexes develop pubic hair. There is great individual variability in all these respects. Most girls begin to menstruate by the time they are thirteen, but for some this process does not start until considerably later, and for others it may begin as early as age seven or eight. Most boys begin to produce sperm by the time they are fourteen or fifteen; but again, for some the process may start either earlier or later.

➤ Cognitive development:

The cognitive development takes place mainly in areas of perception, memory, generalization and categorization of concepts, handling of logical problem & reasoning, meta cognition and social cognition. Intellectual powers like logical thinking, abstract reasoning and concentration are almost developed. Hero worship is the most prominent in this period.

The memory in adolescence develops tremendously with the growth in vocabulary. The adolescents can imagine about a situation which is not
physically present before them and their long-term memory increases. They can retain facts for a longer period, anticipate future needs and plan for it. The idea of historical past can be grasped by adolescents and the idea of time concepts becomes clear to them.

The ability to solve problems increases in adolescence with the help of symbols. He is now able to deal with ideas that do not represent some thing in which a person is definitely involved. The adolescents solve and talk about national and international problems. They are able mentally to deal with events in a world that extend far beyond their own immediate sphere of activity.

The adolescents on roads, in coffee houses, and tea stalls can be seen arguing for hours on topics of their interest. Another important change in intellectual orientation that takes place near the beginning of adolescence appears in the child’s ability to identify with the circumstance and people outside his own immediate environment.

The individual has to make many decisions in his daily life which is necessary for successful adjustment in life. During adolescence we expect the growing child to gain increasing confidence in his own opinion. There is a certain amount of independence in thinking, a certain freedom in exploring and in weighing alternatives that is involved in the kind of maturity that enables one to make decisions of own. The adolescents have the ability to think about their future. They can differentiate between ideals and the actual, and they are reasonably objective in taking note of some of their weaknesses.
The language development starts from the stage of infancy. But at this stage precision in using words, selecting appropriate phrase to indicate different shades of meaning and recognize denotations and connotations of words are clearly visible. The notable effect is upon the adolescent learning of correct pronunciation and good usage and correct grammar.

One noticeable characteristic of mental operations in adolescence is increased ability to generalize the facts. Children usually generalize in relation to concrete objects. The intellectual development in childhood operates on perceptual level but in adolescence the ability to generalize on conceptual level develops. The adolescent can generalize in an abstract way.

There is an increase in the ability to see relationships and solve problems of increasing complexity and difficulty. His depth of understanding develops. The adolescent can think the solution of more difficult problems.

Adolescents become capable of logical thinking. However, this does not mean that they necessarily demonstrate such thinking. In fact, only about 40 percent of adolescents can solve the kind of problems used by Piaget to test for formal operational thinking (e.g., Stanovich, 1993). Moreover, if they do show such logical thinking, it may be restricted to topics or types of problems with which they have had direct experience (Rogoff & Chavajay, 1995).

In addition, adolescents’ theory of mind – their understanding of how they and others think – continues to change and develop. Younger children take what has been described as a realist approach to knowledge. They
believe that knowledge is a property of the real world and that there are
definite facts or truths that can be acquired. In contrast, older children and
preadolescents become aware of the fact that experts often disagree. This
leads them to develop a relativist approach, which recognizes that different
people may interpret the same information in contrasting ways.

In sum, cognitive development does not stop in childhood. On the
contrary it continues throughout adolescence and results, ultimately, in more
mature modes of thinking (Klaczyński, 1997).

- Moral development:

The formation of strong sentiments during this period intensifies the
moral development. The impact of religion and religious practices is also felt
for the first time at this stage.

According to Kohlberg, the third level of moral development, post
conventional morality, should be reached during adolescence. This is the
level of self accepted principles and it consists of two stages. In the first
stage the individual believes that there should be a flexibility in moral beliefs
to make it possible to modify and change moral standards, if this will be
advantageous to group members as a whole In the second stage individuals
conform to both social standards and to internalized ideals to avoid self
condemnation rather than to avoid social censure. In this stage, morality is
based on respect for others rather than on personal desires.

Even with the best foundations, the three major tasks in achieving
adult morality-replacing specific concepts with general moral concepts,
formulating these newly developed concepts into a moral code as a guideline
for behavior and assuming control over one’s own behavior are difficult for many adolescents. Some fail to make the shift to adult morality during adolescence and must finish this task in early adulthood. Others not only fail to make the shift but they build a moral code on socially unacceptable moral concepts.

One of the important tasks of the adolescent is to develop a philosophy of life. Neither religion nor science can furnish the youth with adequate answers to many of his problems. However, he cannot get this readymade from any individual, or book of their importance. He needs a code of ethics to guide him in his human relations, so that he can face the problems of life with confidence and fortitude.

➤ Social development:

One of the most difficult developmental tasks of adolescence relates to social adjustments. These adjustments must be made to members of the opposite sex in a relationship that never existed before and to adults outside the family and school environments.

To achieve the goal of adult patterns of socialization the adolescent must make many new adjustments. The most important and in many respects the most difficult of which are those to the increased influence of the peer group, changes in social behavior, new social groupings, new values in friendship selection, new values in social acceptance and rejection and new values in the selection of leaders.

Of all the changes that take place in social attitude and behaviour, the most pronounced is in the area of hetero sexual relationships. In a short
period of time, adolescents make the radical shift from disliking members of the opposite sex to preferring their companionship to that of members of their own sex, social activities, whether with members of the same sex or with the opposite sex, usually reach their peak during the high-school years.

As a result of broader opportunities for social participation, social insight improves among older adolescents. They are now able to judge members of the opposite sex as well as members of their own sex better than they could when they were younger. As a result, they make better adjustments in social situations.

The greater the social participation of adolescents, the greater their social competency, as seen in their conversations, to play sports and games that are popular with age mates and to behave correctly in different social situations. As a result they gain self-confidence which is expressed in poise and ease in social situations.

Whether prejudice and discrimination will increase or decrease during adolescence will be greatly influenced by the environment in which adolescents find themselves and by the attitudes and behavior of their friends and associates. Because adolescents, as a group tend to be choosier in the selection of associates and friends than they were as children, they find adolescents of different racial, religious or socioeconomic backgrounds less congenial than those with similar backgrounds. However, they are more likely to ignore those they find uncongenial than to treat them in a way that expresses their feelings of superiority as older children do.
The adolescent had a much firmer and more mature grasp of society’s rules and regulations. Hall observed, with the dawn of adolescence at the age of twelve or shortly after comes the recognition of a larger life, a life to be lived in common with others, and with this recognition the desire to sustain the social code made for the common welfare.

**Emotional development:**

During adolescence the individual wants to take independent decisions in different situations of his experiences. However, the adolescent starts to control his desires according to standards set by the society and also begins to realize his social responsibilities. If he fails in this attempt, he develops many defects in his personality. From the very start of adolescence sexual curiosities appear in boys and girls. During adolescence there is a kind of mental tension or conflict going on in the individual. Adolescence is the period of too much restlessness and disturbance (or) as Stanley Hall (1844-1924) regards “It is a period of great stress and strain, storm and strife”.

Emotional development reaches its maximum or peak during adolescence. It is the period of heightening of all emotions like anxiety, fear, love, anger etc. Their emotions fluctuate very frequently and quickly. It is widely believed that adolescents are highly emotional—that they experience huge swings in mood and turbulent outbursts of emotion. In several studies on this issue, large numbers of teenager were weepers and were signaled at random times thoughts and feelings in a diary. Results indicated that they did show more frequent and larger swings in mood than those shown by older persons (eg. Csikszentmihayi & Larson, 1984)
More over, these swings occurred very quickly, sometimes with in only a few minutes. Older people also show shifts in mood, but these tend to be less frequent, slower and smaller in magnitude.

The widely accepted views about adolescent emotionality, however, do not appear to be correct. For instance, it is often assumed that adolescence is a period of great stress and unhappiness. In fact, most adolescents report feeling quite happy and self-confident, not unhappy or distressed (Diener & Diener, 1996). More over, and again contrary to prevailing views, most teenagers report that they enjoy relatively good relations with their parents. They agree with them on basic values, and on future plans, (Bachman, 1987). Of course, there are some points of friction. Teenagers often disagree with their parents about how they should spend their leisure time and how much money they should have or spend; and to some extent parents and teenagers disagree about sexual behavior,

While adolescent emotions are often intense, uncontrolled and seemingly irrational, there is generally an improvement in emotional behavior with each passing year. Fourteen year olds are easily excited and “explode” emotionally in stead of trying to control their feelings and sixteen year olds by contrast say they “don’t believe in worrying”. Thus the storm and stress of the period lessens as early adolescence draws to a close.

Adolescence is marked by heightened emotionality. The history of world is full of the heroic deeds of adolescents, when many adolescents
sacrificed their lives at the freedom of the country. Heightened emotionality is evident from nail biting, tension, conflicts, quarrels with parents etc.

1.2.2 Characteristics of Adolescence:

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

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

➤ **Adolescence is a problem age:** As Anna Freud has explained, “many failures, often with tragic consequences in these respects, are due not to the individual’s incapacity as such but merely to the fact that such demands are made on him at a time in life when all his energies are engaged other wise, namely in trying to solve the major problem created for him by normal sexual growth and development”
Adolescence is a period of change: These are five almost universal concomitants of the changes that occur during adolescence.

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

Adolescence is a time of search for identity: In the early years of adolescence, conformity to the group is still important to boys and girls. Gradually, they begin to crave identity and are no longer satisfied to be like their peers in every respect, as they were earlier as found by Erikson. One of the ways adolescents try to establish themselves as individuals is
by the use of status symbols in the form of cars, clothes and other readily observable material possessions. They hope, in this way to attract attention to them and to be recognized as individuals while, at the same time, maintaining their identity with the peer group.

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

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

➢ **Adolescence is the threshold of adulthood**: As adolescents approach legal maturity, they are anxious to shed the stereotype of teenagers and
create the impression that they are near-adults, dressing and acting like adults, they begin to concentrate on behavior that is associated with the adult status – smoking, drinking, using drugs and engaging in sex. For example they believe that his behavior will create the image they desire.

1.2.3. Conflicts of Adolescence:

- **Dependency v/s Independency:** The individual has to transform himself from a state of total dependency of his childhood years to adulthood and be self-reliant. Thus it is but natural for him to struggle and get confused during adolescence. He has to decide as far as various psycho-social tasks, he has to perform, are concerned. This could be selection of dress, choosing friends, identifying a suitable recreation activity or choosing a career. In many families parents and elders keep giving contradicting instructions to the adolescent in this regard, which further confuses the adolescent. In a given situation, they may tell him that he is immature, still a child and has to depend on them. They expect him to follow blindly their instructions. In another situation, they may tell him that he has grown enough to take independent decisions. The adolescent is caught in the web of such confusing and contradictory instructions. Some of them try in vain to get the benefits of both being dependent and independent.

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

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

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

- **Identity Conflict**: Adolescents in attempts to find their identity generally choose some models from their environment. They try to imitate and acquire the visible and other characteristics of their model. Many a time they start worshipping the person they admire and blindly try to imitate that person. Thus we see adolescents adoring a movie star, sports personality, public figure, scientist, or politico. It is not surprising to see often the model selected by the adolescent does not find favour of the parents and teachers. But adolescents do not care, even though the conflict continues in their mind regarding their choice.

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

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

➢ **Security Vs Insecurity:** The adolescent feels a great deal of insecurity in his relations with others and particularly with adults. The society hopes and expects that he should behave like an adult but not too much like an adult. The adolescent is also eager to play adult behavior. But he does not know whether he has gone too far or not far enough. This state of affairs causes a sense of confusion about his security and insecurity.

1.2.4. Problems of Adolescence:

i) **Physical Problems:** The early maturing boy, as we have said earlier gets a good position among his associates, since he is tall for his age and shoulders responsibilities. This fact creates many problems which he is not yet able to handle. When he is trying to adjust to an enlarged physical structure he finds more disadvantages than advantages.

The late maturing boy is decidedly at a disadvantage because he is ignored both by girls and boys. As he is small in size and weak in body, he can not take an active part in games and sports with other boys of the same age. The result is that feelings of inferiority begin to develop in him. He becomes submissive and withdraws himself from competition. Some late maturing boys and girls become noisy and mischievous to attract the attention
of their teachers in the classroom. Such a behavior is not liked by the elders and the age-mates also tend to become hostile to them. The late matures suffer from criticism, and hostility. Physiological differences are thus regarded as the main causes of behavioral differences in the early and late mature adolescents.

In respect of health dimension, the college students face the problems related to eye sight /eye strain, difficulty in getting sleep, frequently getting tired towards the end of the day, loss of weight injury in accidents and frequent absence because of illness.

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

iii) Emotional Problems: An adolescent tends to react emotionally to any issue of situation. He becomes sad or angry for no reason at all. He expresses these emotions more dramatically than elders and tries to draw the attention of others. The adolescent is faced with many emotional problems,
when he does things of interest but later regrets. He wishes to be more popular but finally may be ignored, isolated and rejected. He worries about little things, but he cannot find answers to them. He wants to improve his prestige and position, but fails. He hesitates to assume responsibilities. In short, he remains in a continual tense emotional state.

The important emotional problems faced by the college students are frequent day dreaming, frequent feelings of depression, feeling of loneliness, low marks in examinations, envying the happiness that others seem to enjoy, inferiority feelings, feeling of self consciousness because of personal appearance, easily hurt and disturbed by criticism, ups and downs in moods with out apparent cause and fear of being alone in the dark etc.

iv). Social Problems: The problems arise out of the adolescent’s adjustment in the society around him with following social group’s family, school, associates of one’s own sex and associates of the other sex.

As the adolescent becomes more independent, he neither needs nor does so much care direction and attention of his parents, which parents still think necessary for his existence and well-being. He looks upon any form of dependence as a sign of weakness. The struggle is caused by his attempt to live in accordance with a double standard composed of the expectations of his parents and those of his associates. This causes tension and anxieties in the adolescent and creates differences between him and his parents.

The average adolescent tries to run away from home though economically and vocationally he is yet not able to leave it. It is the school where he can be away from home for a particular length of time in the day. It
is in the school also where he can mix with associates in the study-hall, in the classroom, on the playground and on the streets. If the school does not organize social gatherings like excursion, outings, trips, and if there is no arrangement for social development, the adolescent does not find the school a satisfactory place. Consequently, he becomes a truant.

As long as he is a child, he does not have problems. Children of different socioeconomic status work and play with each other. However, the social distance increases in the adolescent period. Upper class boys do not like to make friendship with boys of lower class. So the problems arise when the adolescent tries to mix with the associates of his own sex.

It is the stage when the youngsters try to discover the other sex. At first the boys and girls don’t know what to make of each other and how to get along together. The boy now sees the neighbour girl in a new way. She is now really a different person from what she was when both of them were of twelve year’s age. If he develops healthy relations with her he is in a happy position. If he does not achieve a satisfactory adjustment to the other sex, he may have difficulties in marriage. He may have other social problems also. The boy who cannot establish happy relations with girls may withdraw from their associations. If he shows much interest in the other sex and pays much attention which may lead to scandal.

**v). Vocational Problems:** Adolescents of today become very much conscious of their future vocation. They seek advice and guidance from elders for a particular vocation. Adolescents experience great difficulty in securing information for different vocations and training required for them.
Parental rigid preference for choosing a particular vocation for their sons and daughters irrespective of their suitability is an obstacle which is being faced by many adolescents.

Adolescents some times are influenced by peer group or by prestige, power and money in choosing a career, with out giving proper thought to the requirement of the job. Our schools do not provide vocational guidance to adolescents. The reservation in jobs, favoritism and partiality in selection some times create resentment in adolescents.

vi). Religious and Cultural Problems: In India, the majority of adolescents are religious because of their cultural heritage and social environment. Adolescents converse about religion and its problems. They discuss and sometime criticize religious principles which have been traditionally inherited from generation to generation with out any change with the passage of time. Many of his difficulties are caused by religion and culture in which he lives. The conditions that culture imposes up on him are responsible for stress and strain. He feels that he does not belong, that he is different, and that others view him with suspicion and hostility.

1.2.5. Some of the important problems of Adolescents in Educational Institutions:

I. Delinquency in Adolescence: Delinquency in adolescence is not the predominant phase of adolescence. It is improper to assert that juvenile delinquency is at its peak in adolescence. To say that there is a spurt in this period of manifestation delinquency before he engages him self in stealing or
other violent crimes, before he enters up on destruction of property, and before he becomes surely at home and in school. He disobeys rules and regulations. He gives danger signals. He becomes maladjusted. Pre-delinquent behavior is shown in defying instructions from the parents, teacher and school authorities.

School some times actually contributes to delinquent behavior because of its inadequate curricular offerings, its examination systems, and its teaching methods. Schools not only contribute to but precipitate delinquently because delinquency rate increases when schools and colleges are in session and decreases during summer vocations.

II. Day-dreaming: All normal adolescents indulge in day-dreams and those who do not are generally below average in intelligence, their day-dreams are submerged. He gets in to different kinds of day-dreams which are related to the taste. The adolescents make castles in air regarding their future in these day-dreams. This holds well with both boys and girls. The day-dreams are both happy and unhappy according to their ideas.

Day-dreams consume much of adolescent’s time. He is so engrossed in day-dreams that he forgets many things. However, it will not be correct to consider day-dreams as harmful. They are a source of inspiration to adolescents. They sometimes get immense help from day-dreams which may give new ideas to them and they may thus be able to achieve some constructive ideas in the realms of art and science. However, it has also its darker side in as much as if he remains engrossed in day-dreams abnormally; he deviates from the path of realities of life.
III. Scholastic backwardness of Adolescence: Education is considered as the key to a successful life. We hear parents complaining that their wards are not studying properly and that they are not using their full potential to come up in life. Many a time, problems arise due to the over expectation of the parents and the inability of the child to come up to their expectations. The majority of these children are penalized for no fault of their own as their real talents lie hidden and never get used. Scholastic backwardness is diagnosed when an adolescent: i) Is not able to perform tasks according to his/her ability. ii) Finds it difficult to follow a particular type of syllabus. iii) Loses interest in studies due to other pre-occupations.

Scholastic backwardness or poor academic performance in students may be due to poor study habits, low intelligence, impaired vision/hearing, physical disability/chronic illness, psychological/emotional problems, specific learning disabilities

IV. Ragging: The word ‘Ragging’ means, the act of teasing, taunting, playing practical jokes or prank up on some one or holding of comic parades and other activities during a certain period of college term. A healthy interaction of fresh students with their seniors is necessary and should be promoted for the good of the students them selves and for the good of the institution.

Ragging has both positive and negative manifestation. Ragging could be considered positive, when it is done with in decent limits and if it aims at raising funds for charity. The fun quotient in earlier forms of ragging has got replaced by sadism. In such cases the ragging has degenerated into plain harassment both physical and mental even an excuse for sexual misbehavior
and violence. Cases were often reported of students being tortured, forced to run away from hostels and in a few extreme cases even to commit suicide.

V. Examination fear: Fear about examination is universal and natural. Fear makes the students to become serious, avoid all other activities and start studying. That is why teachers and parents try to induce some fear in the students when examination is in the corner. But excess fear is counter productive. It decreases the efficiency of the student. He or she cannot study, learn, recall and perform well.

In severe cases, the student can develop and suffer from fever, vomiting and diarrhea, breathing difficulties, severe restlessness, shivering, and increased frequency of maturation, mind becomes confused and blank resulting in unable to think and write.

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

VII. Teenage identity crisis: Adolescence is a phase of multiple identity crises. They always try to impress others and make others acknowledge that they also are grown ups and more like adults. Hence they try to move out from the control of the parents to become more independent and get involved with their peers.
Adolescents often complain that they are misunderstood, unduly restricted and unfairly treated by their parents. Parents or elders usually fail to understand the emotional changes taking place in the adolescent and complain that the adolescents either fail to communicate or communicate their feelings in a hostile manner.

VIII. Adolescent suicide: Suicide is the first leading cause of adolescent death in many countries. Stress of study and examination is a major cause for suicide, parental loss, parental divorce or separation, family disharmony, love failure, an alcoholic father, alcohol and drug abuse, and low self esteem, break down of joint family, consumerism, lack of support, loss of a loved one, substance abuse, child abuse, problems in the school psychiatric illness etc, are some of the common causes of suicide.

Educational stress is an important factor in adolescent life. The expectations of parents are usually too high in comparison to actual academic performance and some times beyond the child’s ability. Such a situation can create anxiety. Conflict may end up in suicidal thought. Many suicides are reported during examinations and after the publication of results. Parents, teacher and often students themselves set targets that are too difficult to attain. Failure to seek a suitable job after completing one’s education causes one’s self esteem to take a nose dive.

IX. Adolescent depression: Depression is equally common among young adults, adolescents, children and even infants, though the symptom picture differs from age group to age group. In depressed infants, the most striking
and alarming sign is failure to eat. In older children, depression may manifest itself primarily as apathy and inactivity. In adolescents, the most prominent symptoms may be negativism, withdrawal, complaints of not being understood or appreciated, and perhaps antisocial behavior and drug abuse.

They also have at least several of the following problems: difficulties with eating (either poor appetite or over eating), difficulties with sleep (either insomnia or sleeping too much), constant feelings of tiredness, difficulty in concentrating or making decisions, a low opinion of themselves and a feeling of hopelessness.

X. Substance related problems: Substance related disorders involve psychoactive substances that affect thought, emotions and behavior. Among the drug addicts, behavior patterns vary depending on the type, amount and duration of drug use; the physiological and psychological makeup of the individual and in some instance the social setting in which the drug experience occurs. The major problems, very common among adolescents, are drug addiction, alcohol and cigarette smoking.

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

b) Alcohol: Alcoholism causes impairment of the individual’s physical, mental and social health. It not only damages the individual but also his family and
society. Alcohol plays an important part in group culture of children and adolescents. Alcohol is a depressant that affects the higher brain centers thereby lowering one’s self control. The drinker experiences a sense of warmth and well-being. In such a mood unpleasant realities enter a generally pleasant world of unreality in which worries are temporarily left behind. Many adolescents seem to believe that it is fashionable to consume alcohol. This is because they tend to blindly follow the lifestyle of some adults they admire.

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

1.3. Guidance needed for Adolescents:

Guidance involves personal help given by someone, it is designed to assist a person in deciding where he can best accomplish his purpose, and it assists him in solving problems that arise in his life. It does not solve problems for the individual but helps him to solve them. The focus of guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self direction.

Guidance is the systematic professional process of helping the individual through education and interpretative procedures to gain a better understanding of his/her own characteristics and potentialities and to relate
himself more satisfactory to social requirements and opportunities, in accordance with social and moral values.

As the life is getting complex day by day, the problems for which expert help is needed are rapidly increasing. The scope of guidance is extending horizontally to much of the social context, to matters of prestige in occupations, to the broad field of social trends and economic development. Guidance is assuming the responsibility for the individual in every direction – it helps in the selection of educational courses and profitable occupations in job placement; placement in the next stage of education and training, improvement of study skills; maintenance of mental health, counseling regarding personal adjustment problems; identifying the gifted and the backward and helping them achieve the maximum. Educational, vocational, social, personal, moral, physical and even material problems of individuals are the concerns of guidance. Its scope is indeed vast.

1.3.1 Objectives of Guidance:

- To help in the total development of the student.
- To enable students to make proper choices at various stages of their educational career.
- To help students choose, prepare for, enter upon and progress in a career.
- To help the students in vocational development.
- To help students make the best possible adjustments to the situations in the school as well as in the home.
To supplement the efforts of home.
To minimize the mismatching between education and employment and help in the deficient use of man-power.
To identify and motivate the students from weaker sections of society.
To help in checking wastage and stagnation.
To identify and help students in need of special help.
To ensure the proper utilization of time in non-class rooms
To increase the holding power of schools.
To make secondary and higher secondary education successful.
To minimize the incidence of indiscipline.

1.3.2 Guidance services to the Adolescents:

To achieve these objectives an effective guidance programme extending the following specific services can be organized in schools and colleges.

I. The Pre-admission Service: The pre admission service helps the students to get admission in the right course after completing high school education; students aspiring for higher education join colleges or universities. This service may be arranged in collaboration with the employment exchanges, university employment information and guidance bureau, student advisory bureau, and local resource persons,

II. The Admission Service: The admission service is one of the important links in the chain of guidance services. This service is given to admit the right persons for the right course for the maximum advantage both to the individual and the society. This service was given to select those
candidates most likely to succeed to keep wastage figure and dropout rate at the minimum level. Admission service, to be effective, will comprise a carefully framed criterion of admission to all colleges and universities.

III. The Orientation Service: The orientation service has to be a continuous service in an institution. It provides adequate information to new entrants about physical facilities offered by the institution, its rules and regulations, expectations and standards. Later, the emphasis may shift to study habits, library orientation, and information regarding new policies and circulars,

IV. The Student information Service: The student information service is intended to assist the student to obtain a realistic picture of his abilities, interests, personality characteristics, achievement in different subjects and activities, level of aspiration and state of health. It enables the student to know himself on a socio – comparative basis, to provide a record of the student’s progress, and help the guidance workers and others to understand him-more adequately.

V. The Information Service: The information service assists the students in making better choices or helping them in better adjustment or optimum development. Information provided by this service through group guidance activities such as educational and career conferences, work experience seminars, discussion groups and individual interviews constitute the main media for implementing the information service.

VI. The Counselling Service: This service is intended to establish a relationship between the guidance worker and the student in which the former attempts to assist the latter in achieving optimum educational,
vocational, personal-social development and adjustment. The service may be performed by the counsellor, teacher or the administrator, provided they are adequately trained.

This service involves helping the student to a) Understand what he can do and what he should do, b) Understand the choices he faces, the opportunities open to him and the qualifications he possesses for the goal he has chosen. c) Handle his difficulties in a rational way and strengthen his attributes. d) Makes his own decisions and plans on the basis of self understanding, accept responsibility for his decisions and take action on the plans developed.

VII. The Placement Service: This is an important service in the guidance programme and is intended to help the student in situating himself in the right scholastic track, suitable place in the post-school environment, selection of suitable co-curricular activities and job oriented courses. This service help and guide the student in getting part-time jobs during working session and whole time jobs during vacation and after getting education and training.

VIII. The Referral Service: A teacher or even a counsellor recommends and indicates to the student a more specialized person or agency which can give him better help when they need in special circumstance. The teacher/counselor follows up a student whom he has referred for more specialized treatment and also maintains a close working relationship with referral persons and referral agencies so that he can utilize them optimally.
IX. The Remedial Service: The defects in speech, hearing, reading and study habits can seriously impede the functioning of many able students and restrict the contributions. The remedial services in schools and colleges help the students in these defects and similar other areas when they are needed. Almost all students could profit by these services through some training in study skills and special education.

X. The Follow-up Service: Follow-up is the review or systematic evaluation carried out to ascertain whether guidance in general satisfies the needs of the students. The typical follow-up method employs the techniques of interview, post card survey or questionnaire. Information obtained through follow-up techniques can be used for improving the curriculum, stimulating better teaching, increasing the value of the guidance service and establishing better school-community relationships.

XI. The Research Service: Research is one of the most important guidance services. It is needed for a better understanding of students and school resources and for evaluation of achievement in relation to goals. Research can give the guidance staff greater psychological security because of knowledge of effectiveness of its efforts. It can also provide a basis for guidance development programme.

XII. The Evaluation Service: The evaluation service completes the entire process of guidance. It is essential to evaluate the use and application of information to establish activities in order to determine their efficiency that is how time, money and personnel are utilized.
1.3.3 Objectives of Counselling:

The major objective of all counselling is to help individuals become self-directed and to adjust themselves efficiently to the demands of a better and meaningful life. Individuals are provided assistance to enhance their personal social, emotional and intellectual development. Therefore the counsellor’s services are preventive, developmental and therapeutic in nature.

In order to assist the clients the counsellor must understand their needs, motives, perceptions defenses etc. In this sense, counselling could be defined as a therapeutic experience for otherwise reasonably healthy persons faced with problems. Specific objectives of counseling while dealing with psychological problems are:

- To enable students to understand their strengths and weaknesses and to do the scholastic work at the level of their ability.
- To enable them to get information about educational and vocational opportunities and requirement.
- To enable them to make realistic educational and vocational choices and plans based on a consideration of all relevant factors.
- To enable them to find solution to their problems of personal and social adjustment in the school and home.
- To enable them develop realistic self concept.
- To establish a feeling of mutual understanding between student and teacher.
• To help the student know himself better – his interests, abilities, aptitudes and opportunities.
• To encourage and develop special abilities and right attitudes and
• To inspire successful endeavors towards attainment.

1.3.4 Goals of Counselling:

The counsellor has the goal of understanding the behavior, motivations and feelings of the counselee. The counsellor’s goals are not limited to understanding his clients. He has different goals at different levels of functioning. The immediate goal, however, is to obtain relief for the client and the long-range goal is to make him a ‘fully functioning person. Both the immediate and long-term goals are secured through what are known as mediate or process goals. Some of the major goals of counselling generally accepted by counsellors are given below.

➢ **Achievement of Positive Mental Health:** The need for mental health cannot be over-emphasized. It is identified as an important goal of counselling by some individuals who claim that when one reaches or secures positive mental health, one learns to adjust and responds more positively to people and situations. Others hold that prevention of emotional tensions, anxieties, indecision and such other problems is also an important goal of counselling. They hold the view that counseling should lead to positive feelings of warmth and of being liked. Kell and Mueller (1962) hold that the promotion and development of feelings of being liked, sharing with and
receiving rewards from other human being is the legitimate goal of counselling.

➢ **Resolution of problems**: Another goal of counselling is the resolving of the problem brought to the counselor. This in essence is an outcome of the former goal and implies positive mental health. In behavioral terms three categories of behavioral goals can be identified namely. i) Altering maladaptive behavior, ii) Learning the decision-making process and iii) preventing problems (Krumboltz.1966) Wolpe (1958) feels that the goal of counselling is to relieve the suffering and disability of the clients.

➢ **Improving Personal Effectiveness**: Yet another goal of counselling is that of improving personal effectiveness. This is closely related to the preservation of good mental health and securing desirable behavioral changes. Blicher (1966) defines an effective person as one who is able to commit himself to projects, investing time and energy and willing to appropriate economic, psychological and physical risks. He is seen as having the competence to reorganize, define and solve problems. He is seen as being able to think in different and original, that is, creative ways. Finally, he is able to control impulse and produce appropriate response to frustration, hostility and ambiguity.

➢ **Counselling to help change**: Blocher (1966) adds two other goals. The first, according to him, is that counselling should maximize individual freedom to choose and act within the conditions imposed by the environment. The other goal is that counselling should increase the effectiveness of the individual responses evolved by the environment.
Tiedman (1964) holds that the goal of counselling is to focus on the mechanism of change and that the counselee should be helped in the process of ‘becoming’ –the change which pervades the period of adolescence through early adulthood during which the individual is assisted to actualize his potential. Shoben (1965) also views the goal of counseling as personal development.

➢ Decision-Making as a Goal of Counselling: Some counselors hold the view that counselling should enable the counselee to make decisions. It is through the process of making critical decisions that personal growth is fostered. Reaves and Reaves (1965) point out that “the primary objective of counselling is that of stimulating the individuals to evaluate, make accept and act upon his choice”. Counseling is to help individuals learn as to what is needed in choice making, by which is meant that the individual should learn to make decisions independently. It has been stressed more than one that is not for the counselor to make decision for his clients. If it were so, it would cease to be counseling. The counselees should know how and why they made the concerned decisions. In the process of decision-making information may be required and the counsellor should provide it or help obtain it. The information may have to be clarified, sorted out and analyzed. The counselor should help in this such that the counselee is able to make responsible decisions.

➢ Modification of Behavior as a Goal: Behavior-oriented counselor stresses the need for modification of behavior, for example, removal of undesirable behavior or action or reduction of an irritating symptom such
that the individual attains satisfaction and effectiveness. Growth oriented counsellors stress on the development of potentialities within the individual. Existentially-oriented counsellors stress self-enhancement and self-fulfillment. Obviously the later can not be realized without first securing the former, namely, symptom removal or reduction as a necessary pre-condition for personal effectiveness.

- **Educational counseling:** Education is looked upon not only as a means of personal advancement but is also valued as an asset of fundamental importance to society. Hence the expectations from education are varied and many. Pupils expect to realize their aspirations and find gainful employment. Parents and teachers expect intellectual, moral and social development of the young. Society expects to obtain an enlightened and law abiding citizenry. The functions of education are closely related to the expectations of pupils, parents, teachers and society. Education is expected to develop the personality of the individual and enhance his skills and abilities. By exposing pupils to materials of a common cultural heritage and values, education unifies peoples and societies.

1.4. Need for the Study on Psychological Problems of Adolescents:

   K. Ramamoorthy, Health secretary, Govt. of Kerala, commented that Just as a bud requires adequate nourishment and watering to bloom into a beautiful flower, an adolescent also requires adequate physical, mental and emotional support and nourishment to develop into a healthy and responsible
adult. Adolescence, needless to say, is the most beautiful, wonderful and yet ‘dangerous’ period in an individual’s life.

Adolescence is a sensitive phase of life for children because the mental and physical changes make them appear strange and confuses them. Many of them feel that their emotional life is out of their control. It is equally sensitive for present day parents and teachers as adolescents often feel that people do not understand, at times curse the whole world for that. The adolescents would like their feelings to be respected, to be loved and to speak out their minds. The problem behaviors are observed both by parents at home and teachers at school. But whether they care to probe into why of their problematic behavior is questionable.

These days are known for the growing need of counseling and psychiatric services for all the age groups. The most important of several reasons is the gradual disappearance of the joint-family system. In spite of all its drawbacks and inequities the joint family system of the ‘good old days’ had a sound in built support system that cannot be debated upon. In the large joint families, friction was present but was wisely and ably diffused by an older member of the household or the ‘head of the family. One did not have to go to social counsellors to sort out husband-wife squabbles or children's maladjustment. All this was done with in one ‘big happy family’, with in the joint family. Children did not feel alienated from family and friends. They were never lonely. There was always a sibling or a cousin to play with. There was always some one to listen to them. There was always a lap to snuggle in and a shoulder to cry on. There was always some one to shower affection up on
them, to give them a hug or a kiss at frequent intervals, children felt loved and secure even during the so-called turbulent teens.

India had been moving from the era of labor to a machine-based economy. This led to an evolution from a rural to the urban based family system. The nuclear family system becomes the new unit of society. With its rise, things began to change. Parents had to take charge of children for all day to day dealings and decisions. They could no longer depend on grandparents, aunts, uncles, older cousins and so on to take care of things. They had to do it all by themselves, whether it was organizing household chores; seeing to the educational needs of the children; doing out punishment for misbehavior or coping with the highs and lows of adolescents. Tasks had increased but time was at a premium, parents had no time.

Our adolescents thus are at a loss about role models that they can consistently emulate. The parents too are not sure how to guide them. They know that the scientific and electronic age is important, but they do not want to let go of their culture and their traditions. They are always trying to strike a balance between western influences and our own culture and heritage. Life styles have changed as well; Indians have absorbed a lot of foreign habits, likes and dislikes. At the same time old traditions have come back with a vengeance. Frills have been added to old customs during festivals and celebrations. Films, the mainstay of our entertainment, have cashed in on this trend and romanticized it endlessly. Advertising too has contributed to this change in life styles. Hoardings scream out, ‘It’s time for you to send your
holy cards to family and friends abroad ‘or ‘Have you got your valentine’s day card?’

Some times it does bring about confusion, but the Indian parent, like the Indian adolescent, is trying to manage with a foot in one door and the second in another. So, celebrating women’s day at the office and keeping karva chauth at home finds no contradiction. For the Indian adolescent celebrating Raksha Bandana as well as Valentine’s Day is all part of growing up in urban India. The Indian adolescent can dance away to the Dholak at a wedding or sway to the beat of drums at a disco theque with the same zeal and élan.

Psychologically the effects are greater also because of the innumerable restrictions imposed on the adolescent girls. They have to follow many ‘dos’ and many more ‘don’ts’. The boys not only have fewer restrictions but also enjoy greater freedom. Their coming and going, although checked, are not monitored the way it is for girls. This can be very frustrating. Of course parents have to lay down rules, but there should be some room for flexibility. This may help avoid a lot of friction. Being treated like children or being treated unfairly makes an adolescent very angry. Much of the rebellion we see is due to these reasons.

The adolescent children are trying to grow up and grow away from the adults. The adolescents resort to denying any dependence completely for a little while. They try to prove that they are capable of taking care of themselves. They argue and fume if any one thwarts their efforts. They may
stop talking for some time. They may lock themselves up in their room and they may tell that they are not hungry for dinner and so on.

If by any chance the parents misconstrue this as their child not loving them any more they will be making a very big mistake. However, this is what parents do end up doing quite often. They ridicule the child for his or her critical out bursts; they are disgusted with their children’s attitude and make the tragic error of pushing them away. This only makes them all the more rebellious. If parents could just understand this simple fact, they would be able to modify their taunts and tempers to be able to bring the adolescents around.

Normally adolescents do have a rebellious tendency but sometimes there are those who completely repress their rebelliousness. In such cases, they go to the other extreme of being submissive, being obedient, being overly accommodating. Parents need to head this tendency too because it is not conductive to becoming self- sufficient and responsible.

Adolescents have a strong urge to be independent and this is another area where there are psychological conflicts. This is because parents often give out mixed signals. On the one hand they feel reassured, if they think their children are becoming responsible and self reliant. On the other hand they want things done their way.

Too many restrictions put teenagers back up. It makes them want to revolt and resort to deceit. They hate his dichotomy of being ‘old enough’ sometimes and ‘not old enough ‘at other times. On top of this there is the problem of being dependent and wanting to be independent at the same time.
The issue or subject of discussion can be anything. In early adolescence boys and girls are irritable, refuse to listen and often show temper tantrums. As adolescence progresses, they feel the same anger at the same frustration but now they will act brazen, sulk or lock their temper by not talking. They will pass sarcastic remarks or tear down and criticize who ever have been the sources of their anger and frustration.

Adolescents who are separated from their parents during childhood due to reasons like death make them live with relatives or in boarding schools, legal or other type of separation of the parents run a greater risk of being affected by mental disorders. After living in a hostel or with another family, both adolescents and parents experience difficulties to adjust with each other. More the age of the parents, more are the adjustment problems with their adolescent children. The so called ‘Generation gap ‘appears to be more in such families.

Families are disturbed because of deviant behavior or antisocial tendencies, under-employed or unemployed, or drunkards, severe inter-personal problems between mother-in-law and daughter-in-law, brothers and sisters, parents and children, severe marital disharmony among the parents, Inter-caste or inter-religious marriage and family starts living in a new or strange place due to migration and the family not following the prescribed social norms and being isolated in the neighborhood.

Changes in parenting patterns also emerge due to the increasing number of educated women and working mothers. In the old system the woman was not allowed to grow beyond the peripheries of her prescribed
role. However, with a new constitution and new laws on compulsory education and the new act for women’s right, the Indian woman began to emerge as a force to be reckoned with. The man was no longer ‘pati parmeshwer’. He was no longer the only earning member now. Although in a number of cases this was due to a financial need which could be traced back to rising prices and cost of living, in many cases it was also because women wanted to walk hand in hand with men but to work shoulder to shoulder with them in their quest for an ideal marriage and a happy family.

In the old system, decisions were taken by ‘the head of the family’ and although a lot of this got carried over to the new system with the man of the house taking on this role, there was a gradual shift to joint decisions taken by the husband and the wife. In fact today, more and more mothers assert their views and exercise their ideas of bringing up children. At the same time, fathers are also beginning to attach more importance to their role as fathers and have begun to take more interest in their children and yet more and more fathers are leaving the task of ‘bringing up children’ to their educated and progressive wives! Many fathers are seen with their children at the school bus stops. That is probably to allow the wives to get on with their household chores so that they can get to work on time!

So there is a lot less ‘mothering and many fathers are pitching into areas that were earlier considered the exclusive domain of the female such as cooking, cleaning and grocery shopping. There is greater awareness about parental roles and duties and parents do talk of spending quality time with their adolescent children. However, there is very little that translates into
actual practice. Parents are so busy trying to make a living or striving to achieve their ambitions that they really do not have time. Distance between home and the workplace and communicating time also adds to this problem.

In middle-class families, however fewer children have become a very valuable commodity. Parents are putting in greater efforts on their behalf and a lot of focus is directed towards them in terms of budgeting, living location, fixing the social calendar and by no means is an easy task. Added to this is the rising cost of living, a swing towards materialism and the end result often is stress. This stress takes a heavy toll and creates untold problems for parents to whom children are the embodiment of their unfulfilled dreams and ambitions, insurance for the future and their source of joy and happiness. The pressure gets transmitted in turn to the adolescents and affects their well-being too.

Change is the law of life. Changes in our very social fabric and changes in our surroundings began to change our behavior patterns, our manner of thinking not only in the world of grown-ups but in the world of children as well.

Children and adolescents who live in a social environment which has many social evils like poverty, unemployment, prostitution, alcohol and drug abuse, anti-social activities, poor or no social or ethical norms, over-crowding, absence or poor basic civic facilities, are reported to have more mental health problems than their counterparts in the community.

This is particularly true in the area of boy-girl relationships because the preceding period is marked by antagonism towards the opposite sex when
girls and boys forming relationships with the opposite sex is altogether a new
learning experience for adolescents. It is difficult enough to have good,
strong, mature and lasting friendships with peers of the same sex and
developing relationships with members of the opposite sex is all the more
difficult.

This is why one of the most intense conflicts of our adolescents to day
is in the area of psycho sexual development. No matter how progressive or
liberal a parent is, it is very difficult to give any license for sexual activity. Of
course nowadays with the increase of co-education, there is an acceptance of
casual friendships between boys and girls from an early age. Western
teenage norms have entered our urban social life. Dating, mixed parties,
interest in the opposite sex and actually verbalizing it is very much a part of
today’s adolescent’s life. Parents are often up set by this and even shocked. It
is not how we were brought up and ‘if that was okay for us, it should be okay
for our children’-is the argument.

This is the period when new feelings emerge and old ones are
intensified. The most intense of these feelings is the one towards the opposite
sex. Sometimes these feelings are so intense that it over whelms the
adolescent and there is a sense of panic. There may be acute anxiety and the
adolescent may even have nightmares. They are not sure what’s happening
to them. What they are over taken by is basically sexual, and so intense that it
frightens the adolescent. They are afraid and can not cope.

In our culture we do not have any provision for the adolescents to fulfill
their normal biological urges; Girls particularly are conditioned to think that
‘Good girls do not have sex before marriage. As a result girls hold back and this holding back spills over to other areas of life. Very often girls are afraid to be too good at studies or too accomplished at sports. They are conditioned to accept that the male should be superior. The male should have greater qualifications, better education and higher income in a marriage for it to work well.

As a result many girls go through the period of adolescence with a sense of failure. They have a feeling of not having achieved any thing, of not being fulfilled. Many also go through the phase of denying enough even though deep down they know that what they actually mean is, ‘I wish I had the freedom that boys enjoy’.

Boys are undergoing a similar turmoil at the same time. They are not conditioned to suppress and yet no license is given to them either. Therefore, they fumble through adolescence and act according to the dictates or norms of their own peer group if their friends are in to sex, so will they. It is not something they can talk about with their parents. ‘Parents won’t understand’ is their cry.

The media also ignite the attitude of children which used to be passive once. Children today know more, learn more, want more, they look around them and compare their lives to that of those around them. They want to know why they can not have all those things their neighbors have, a trip abroad, their own music system, designer clothes and shoes and a hundred other things that money can buy. They make demands on their parents which
can not always be met. Parents often do not agree with many of these demands. This leads to arguments, heart breaks and tears on both sides.

Adolescents do begin to take responsibility, but that is generally in the frame work of their own reality. Their world of reality may differ from elders because adolescents basically seek out pleasant and pleasurable experiences such as a game or a television programme and avoid unpleasant ones, namely chores! If parents can remember this and make chores a pleasure and their requests pleasant it could be smooth sailing for both sides.

If parents can have a two-way communication to discuss and plan their adolescent’s interest and their own expectations things can work out better. When there is a dead lock what happens is that the energy of the adolescent is consumed in anger, frustration and revolt. Then again the energy of the parents is sapped in worrying, nagging and punishing.

Globalization has brought about social strains that were non-existent before. At the time of Independence it was said that our country was fifty years behind the times, as time went by, this too began to change. The time difference between our world and ‘theirs’ began to narrow For example the fads and fashions of the west of the 1950’s were being followed today; it is all copied in the same year too.

The educational system itself is also responsible for a good portion of this change. Schools no longer cater to just academic achievements and excellence. Co-curricular activities like sports, games, arts and crafts have their place as well. What has changed is that education has become child-centered and learning-oriented. There is a growing emphasis to help and
mould children to become fully functioning individuals capable of accepting themselves and others as they are. The concept of the child as a future citizen of India has become very important and educationists and educational institutions are not only upholding this concept but giving it the required push in the right direction. With this aim in view children are being taught to think for themselves. They are asked to develop their decision making skills and they are encouraged to differentiate between right and wrong. The school helps them to identity their strengths and weaknesses. It facilitates their ability to make a better career choice in the future, it teaches them to question; to assert themselves, their views, their hopes and their ambitions. It tells them to have courage of conviction. An added impetus provided by the Central Board of Secondary Education for service oriented work experience to encourage students to think of their less fortunate countrymen, has promoted an element of humanness in the field of education.

The schools do teach children to respect their parents and elders. At the same time they are taught about the United Nations rights of children and other human rights. Children are taught to fight for their rights, while they perform their duties-and adolescents in particular have their own interpretations of what their rights and duties are.

The pressures have increased because of the ever increasing population in the country in spite of the higher literacy rates and the innumerable campaigns promoting family planning measures, techniques and population. This automatically means more children without the proportionate increase in the number of schools, colleges and other educational outlets.
This naturally leads to the survival of the fittest, not student’s ability to pay. This in turn has led to a high level of competition in the world of academics and careers which has put additional strains on both parents and children.

Indians face a wide cultural gap. The result is more and more friction between parents and children which reaches its peak during adolescence. Parents realize that children cannot be controlled any more. They want to be seen and to be heard. They are tired of monologues and of being spoken to. They want dialogues, not dictates. In such an atmosphere parents begin to feel helpless and in adequate in dealing with their adolescent children. They look for answers readymade and ‘instant ‘like soups or kuliches. They have no time for cumbersome procedures to do any thing the ‘old fashioned ‘way. There are pre-furnished houses. There are services available within minutes or ‘just a phone call away’ or ‘at your door step ‘. Parents want advice in the area of parenting on the same lines, something similar to ‘do it your self’ Discussion with friends and colleagues makes them realize that they are all in the same boat.

With the ever growing complexity of civilization and increasing pace of life there is a need to equip the youth of today to meet the challenges of life at present and in the future. For this education is an indispensabel part of life. Scholastic achievement has, therefore, come to be recognized as one of the developmental tasks of adolescence and early adulthood. The entire world over, countries invest heavily to educate and equip their citizenry to meet future challenges. But the teacher has come to be assigned a very small role today in the total development of the individual.
1.5. Scope of the Study:

Adolescent children appear problematic to many elders and parents. Psychiatric cases are also on increase during this period. The causes along with the symptoms of the psychological problems are being thoroughly studied by the mental health personal. Hence the present study of psychological problems of adolescents and the necessary interventions is taken for in depth investigation. The common prevailing causes can be known but also can be prevented to the possible extent. The teachers can identify the problem cases with the knowledge of symptoms, can inquire the parents or take care of the students by giving some time to listen to them in private. If possible the teacher can guide or counsel the students with mild problems. Moreover, the teachers can play a good role in preserving the mental health of the adolescent students.

Educational counseling has emerged as a discipline to provide help to students on campuses of schools, colleges and universities, such that they are not tormented by their internal conflicts, do not become cynical and do not resort to self-destructive strategies. Counselling has become increasingly accepted as a positive programme in educational institutions. In recent times education has come to have a wider meaning, namely counselling for it has increasingly been realized that learning in the ultimate analysis is individual or self-learning. The external agencies-teachers, books, libraries, etc. can only help the individual learner to pursue realistic goal in accordance with his desires and wishes.
The school has an important pervasive counselling function. It is here that the future citizen is encouraged to become a free and autonomous individual. Counselling in school has the ultimate goal of making every individual pupil a curriculum, that is, they are provided appropriate learning experiences. The curriculum has nothing in it to help an individual choose his line of action and thinking and be responsible for his actions and choices. He has to realize him self through the exercise of his freedom and through his experience of a feeling of responsibility for his choices and actions.

Counselling need not be restricted to the office. In the classroom the teacher can do much to help individuals by recognizing their potential, by helping them become accepted in the group, and by developing cooperative activities in which they can participate with other class members. Out of the classroom one may be able to get to the real problem more easily over a coke in the student union than in a more formal office visit.

The present study will cover the mild and moderate psychological problems of Adolescent students specifically their symptoms, causes and the suitable interventions needed to be overcome. This would be of great help for the teachers and parents.

This study would be restricted to the mild and moderate psychological problems of school going and college going; higher secondary, intermediate and first degree adolescents who have turned problematic due to stress and strain of present education system and several other home, school and social factors.
The interventions would be thus restricted to guidance and counseling for solving those mild and moderate psychological problems of adolescent students. The successful interventions would be presented for the benefit of the people interested in knowing and following them.

The reality is that guidance and counselling services were not a regular feature in most of the schools. There existed no separate fund for guidance purposes. The help extended to students even was mainly in the educational area to the neglect of personal and vocational areas.

If the problems occur during these adolescent years are not resolved and they continue into adulthood and create hurdles in their schooling, and college education, Therefore, the problems arising out of lack of skills of interaction at home, in family, with peers and teachers, in academic matters etc. need to be resolved by way of direct intervention in developing their competencies, It may orient the teachers to address these aspects of pupils development while transacting curriculum.

Some kind of professional help needs to be made available to parents and teachers for dealing adequately with children having problems. Especially teachers need to know about the children having problems in the absence of professional guidance and counseling services at school. Hence the case studies were collected from the trained & experienced counselors.
1.6 Objectives of the Study:

1. To collect case studies of the psychological problems (mild and moderate) of Adolescent students and classify them.

2. To identify the Common causes for the psychological problems of Adolescent students.

3. To identify the symptoms of each category of psychological problems of adolescent students.

4. To identify the suited Interventions for the specific causes and specific symptoms of specific psychological problems of adolescent students.