### CHAPTER- II

**REVIEW OF RELATED LITERATURE**

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CHAPTER- II

REVIEW OF RELATED LITERATURE

Introduction

A knowledge of related studies and literature enables the investigator to define the frontiers of his field: an understanding of the different theories in the field will enable him to place his question in proper perspective learns about the procedures and instruments that have proved useful and also those which seem less promising, a through search through related research avoids unintentional replication of previous studies, and it places the researcher in a better position to interpret the significance of his own results.

Research takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, books, theses and other sources of information on the problem to be investigated is one of the most important steps in the planning of any research study. Hence, a review of the related literature must precede any well planned research.

The review of related literature gives the researcher an understanding of research methodology which refers to the way the study to be conducted. It helps the researcher to know about the tool and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into statistical methods, and to establish the validity of results.
Research in Guidance:

In the field of guidance, like quite a few other disciplines in this country, research in the sense of the discovery of new facts and ideas, or of conformation of earlier findings, has been rather meager in quantity according to Dr. Mohsin. Out of the gaps found in the field of research in guidance the investigator cared the following ‘survey of the literature on concept, view points and methods shows that much of these have been borrowed from foreign sources’

A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has already been done and provides hypotheses and helpful suggestions for significant investigation.

In searching related literature the researcher studied: (a) the reports of closely related studies that have been investigated, (b) design of the study, including procedures employed to know about the tools and instruments which proved to be useful and promising in the previous studies and data – gathering instruments used, (c) Populations that were sampled, sampling methods employed, (d) Variables that were defined, (e) Extraneous variables that could have affected the findings, (f) Faults that could have been avoided, and (g) Recommendations for further research.

Thus review of related literature enabled the researcher, (i) To define the limits of his field, (ii) To delimit and define his problem, (iii) Up-to-date
knowledge the work which others have done (iv) To state the objectives clearly and concisely (v) To avoid unfruitful and useless problem areas, and (vi) To avoid unintentional duplication of well established findings.

The content of this chapter is dividing into review of related studies and review of related literature. The following is a brief review of previous studies classified and presented under different psychological problems of adolescents and the guidance and counselling services to them.

2.1. Review of the studies related to adolescent problems:
There are a number of research studies done about the psychological problems and need of the Guidance and counselling services to them. They are presented in two categories, the Indian studies and the studies abroad.

2.1.1 Review of Indian studies related to adolescent problems conducted in India:
1. Pattison.L and Patel.H.G studied in 1966, “Problems of Adolescent girls in Gujarat state” duly following descriptive survey method and taking a random sample of 1,343 adolescents from 16 villages. The tool used was a problem checklist prepared by the researcher. The major findings were: I) The areas of most trouble some problems were morals and religion, money and future, personality problems in that order, Intensity indices for these areas were in the same order and were a higher for girls in the urban groups than in the village schools. 2) The problems of morals and religion were greater than those of other areas for all caste and religious groups except the patidars and
Christians. Both these caste groups showed more concern for problems in the areas of money and future.

2. In 1971 Mulay R.S, studied on “Needs and problems of Adolescents” and applied descriptive survey method taking a random sample of 1583 boys and 369 girls from eight districts of Vidarbha region of Maharashtra state. The tools used were 1. The Kuppuswamy’s Socio-Economic Status scale, 2 The Inventory of problems of adolescents based on S.S.Kulakarni’s Marathi adaptation of the SRA Youth Inventory, 3. The Inventory of study habits and attitudes based on the Brown-Holtzman’s survey of study habits and attitudes Inventory. 4. Bhatanagar’s adaptation of the Murray Needs Test, 5. Sentence Completion test prepared by Mukharjee. The major findings were: 1) Especially the urban boys had the largest number of problems as when compared with the urban girls who had the minimum number of problems. 2) The socio economic status (SES) was highly related to the problems of adolescents. 3) Low SES group had problems than others regarding school problems, own self, relationship with others, home and family life, health and problems in general.

3. Sharma C.M studied in 1973, “Reactions to Frustration among Adolescents in the school situations”. Descriptive survey method was followed with a stratified random sample of 100 male and 100 female adolescents together with fifty teachers. The tools used were School situation reaction to frustration Test (SSRFT) developed on the line of Rusenzweig’s technique along with another teacher rating scale, and sentence completion method was adopted.
for the purpose of studying frustrating situations. The major findings were: 1) The top ten frustrating situations for adolescents revealed in the study were: i) good players were not given good prizes; ii) librarian refused to issue books; iii) disturbance by classmates in the class; iv) subject of choice was not given; v) secrets were listened to by others; vi) head master/head mistress refused admission, vii) indiscipline in the school, viii) noise in the cinema or theatre; ix) classmates abused; and x) invigilator’s accusation for copying. 2) The needs involved in the frustrating situations were found to be aggression, in-avoidance order, achievement, harm-avoidance, and dependence.

4. Pandey. K. K, studied in 1973, “A comparative study on adolescents belonging to different communities in greater Bombay”. Descriptive survey method was followed with a random sample of 550 boys and 550 girls from twenty five schools of ninety two postal zones of greater Bombay. The tools used were Observational technique, Interview, Questionnaire and free composition. The major findings were: 1) Majority (70.6%) of adolescents did not come from joint families, nor did they (59.2%) like to live in joint families. Most of the children had five to six members in the family. 2) Regarding vocational, aspect nearly thirty five percent of the fathers of the children were in service and only in a few cases (12.2%) mothers were also working, Adolescents (89.3%) resented their mother going to work. 3) When both the sexes of adolescents opted for medicine (24.7%), engineering (71.8%) as the occupational preference, boy’s choices were very much scattered than those of their counter parts. 4) On religious aspect, vast majority of adolescents
believed in god and prayer which they considered as a source of help and
guidance. 5) On academic aspect, (80%) of the youngsters showed clear
preference for co-education. They had good opinion about their teachers and
enjoyed a harmonious relationship with them.

schools in Bangalore city with special reference to their common and
distinguishing problems in adjustment and academic field”. Descriptive survey
method was followed with a random sample of 240 students (120 boys and
120 girls) drawn from denominational schools, Government schools and
aided schools. The tools used were 1. Academic Problem Checklist, 2.
Adjustment scales, 3. Socio Economic Status scale by Kuppuswamy. The
major findings were: 1) There is a significant relationship between SES and
adjustment problems of girls. 2) There is no significant relationship between
academic problems and SES status of both boys and girls. 3) Many academic
and adjustment problems are common for both and girls. 4) Some academic
and adjustment problems are more acute for boys and some other are more
acute for girls.

in relation to their community and religion”. Descriptive survey method was
followed with a random sample of 1400 girls of age between 10 to 14 years
drawn from Urban and Rural communities belonging to Hindu, Muslim and
Christian religions. The tools used were i) Adolescent Girl’s Problem
Inventory, ii) Socio-Economic Status scale, iii) Parental Expectation Scale, iv)
Personality Scale. The major findings were: 1) The relationship between the intensity of problems and socio-economic status, ascendancy, emotional stability, sociability, rigor, original thinking. Cautiousness and personal variables were negative. 2) The age was positively related to the problems of the rural girls, the Muslim girls and the Christians girls. 3) The career expectation of parents was positively related to the problems of all categories of girls except the Muslim girls. 4) The parental marriage expectations were also positively related to the problems of the rural girls and the Hindu girls. 5) Among the personality traits, the traits of responsibility were found positively associated with the problems of the rural girls. In all other cases, the relationship was negative. 6) Regression equations indicated that: i) For the urban girls, the socio-economic status, personality traits of ascendancy, emotional stability and rigor were important. ii) For the rural girls, the socio-economic status, emotional status and stability were important, iii) For the Hindu girls, the socio-economic status, ascendancy, emotional stability, sociability, rigor and personal relations were important. iv) The socio-economic status and emotional stability counted in the case of the Muslim girls. In the case of the Christian girls, the socio-economic status, emotional stability and rigor were the important factors.

7. Tripathi.K.K. studied in 1978, “Frustration among school going children and adolescent”. Descriptive survey method was followed with cluster sampling method and a sample of 500 boys and girls studying in classes VII, VIII, X, and XI were taken. The tools used were the Joshihi’s group test of General Mental Ability, the Kuppuswami’s Socio-Economic Status Scale
(urban) the Nemaun-kohlstd’s test for Introversion – Extraversion, the Diueed’s Personality Type test, the Pareek’s Picture Frustration Study Test, and a Frustration Questionnaire developed by the investigator. The major findings were: 1) Both boys and girls were frustrated and there was no significant sex difference. 2) Intelligence appeared to be one of the factors related to frustration. 3) Socio-economic status was related to frustration in the case of both boys and girls. 4) Introverted boys and girls were more susceptible to frustration. 5) Physical handicap and poor health developed frustration in the students of both sexes. 6) Frustration affected scholastic achievement and poor scholastic achievement caused frustration.7) Girls showed more group conformity.

8. Srivastava.N, studied in 1988, “Aggression in adolescent boys and girls in relation their self concept, achievement motivation and performance”. Descriptive survey method was followed with a random sample of 564 male and female students of classes XI and XII of higher secondary schools. The tools used were “Who am I” test to measure self concept, A Forced Choice type Sentence Completion test, Academic performance was measured by the marks obtained in public examinations and non academic performance was measured by teachers ranking. The major findings were: 1) Both academic and non-academic performance did not contribute in any way to aggression either independently or in combination.2) Boys were higher on aggression scores than girls.3) More high aggression subjects had more frustration as compared to low aggression subjects.
9. Sappu. A.K studied in 1988, “Personality correlates (extraversion, introversion, neuroticism and delinquency) and reaction to frustration among high and higher secondary school boys of Srinagar District”. Descriptive survey method was followed with a random sample of 908 students of age range from 17 to 19 years. The tools used were 1. Lidhoo’s Delinquency Proneness Inventory, Indian Adaptation of Rosenzweig’s picture Frustration study, and Eysenck’s personality Inventory. The major findings were: 1) Introverts and normal’s differed significantly on their group conformity ratings of picture frustration study. 2) Ego defence and need-persistence responses were different among normals and delinquency-prone boys. Neurotics and normal’s differed on ego-defence reaction. 3) Introverts and normals differed on introgression. 4) Extragression, need persistence, deviancy-proneness, introgression, extraversion, obstacle dominance, ego-defence and imagression predicted group conformity.

10. Kashyap Veena studied in 1989, “Psychological determinants of adolescent’s problems”. Descriptive survey method was followed with a random sample of 1000 adolescent students studying in class XI and XII. The tools used were Youth problem inventory of M. Verma, Comprehensive Anxiety Scale of Sinha and Sinha, Frustration scale of Chauhan and Tiwari, Security-Insecurity Inventory of Tiwari, Emotional Maturity Scale of Y. Singh and M. Bhargava, Mixed type group test of intelligence of P.N. Malhotra. The major findings were 1) Adolescent problems were found highly and positively related to anxiety, frustration, feeling of insecurity and emotional immaturity.
2) Adolescent problems were highly and negatively correlated with feeling of security and emotional maturity, moderately and negatively correlated with intelligence and appreciably and negatively correlated with scholastic achievement. 3) No significant difference in Adolescent boys and girls was found in the case of youth problems frustration, feeling of security-insecurity and emotional maturity. But difference was found in anxiety, intelligence and scholastic achievement.

11. Sharma Nitha studied in 1989, “Social Emotional and Educational problems of Males and Females of different age groups and different socio economic status related to their personality factors”. Descriptive survey method was followed with random sample of 540 adolescent students of both Male and Female. The tool used was The S.E.S scale of Sharma and Chauhan. The major findings were 1) The early age females showed significant difference in social, educational, emotional problems (SEEP), irrespective of SES, while the early age males did not show such significant difference. 2) For SEEP middle age and later age males and females did not show significant differences and showed similar problem patterns irrespective of SES.

12. Anand. S.P studied in 1989, “Mental Health of high school students”. Descriptive survey method was followed with a random sample of 262 high school students (169 boys and 93 girls). The tool used was A Likert-type Mental Health Scale developed by author. The major findings were: 1) The
mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related.

13. Srivastava. P studied in 1989, “The determents of differential symptoms, treatment and rehabilitation of drug addicts and alcoholics”. Descriptive survey method was followed with a random sample of 1,200 drug addicts from Delhi. The tools used were Cattle’s 16 Personality factors Questionnaire, Alexander’s pass Along Test, Interview Schedule, and Incomplete Sentence Blank. The major findings were: 1) Adverse life conditions, stress, broken homes were some important factors responsible for drug addiction.2) Belonging to the middle or low strata (of all castes), low average intelligence, the social stress of criticism, and involvement in a risky occupation contributed to drug dependence.3) Some personality differences were also found among drug addicts and normal.

14. Jain, Neera. studied in 1989, “Family structure, Parental behavior and Self-esteem in male and female adolescents”. Descriptive survey method was followed with a random sample of 903 students of the classes IX and X of three Hindi medium girls ‘schools and three Hindi medium boys’ schools. The tools used were Family Questionnaire of Bhatnagar and Rastogi, Cornell parent Behaviour Description (Fourth Version) of Bronfenbrenner Deversux jr. and Rodgers. The major findings were: 1) Subjects of joint families belonging to the Low Support –Low Control (LSC) category were higher on SE Power in comparison to those of nuclear family belonging to the same category. 2) High parental control was found to be contributing more to the
development of SE Worth in comparison to high support. 3) Subjects of joint family were higher in self–esteem than those of nuclear family. 4) High support -High Control (HSHC) contributed the highest to the development of self-esteem. High parental support when compared with high control showed stronger effect.

15. Kaur-Fuljeet studied in 1990, “Adolescent loneliness with correlates attribution and coping”. Descriptive survey method was followed with a random sample of 300 adolescents (150 males and 150 females). The tools used were UCLA loneliness scale, Differential loneliness Scale, IPAT Anxiety Scale, Rotters I-E control scale, Bem-sex-role inventory, Torrance Test of Creative Thinking, Zung Self Rating Depression Scale, Hopelessness Scale, and Automatic Thought Questionnaire. The major findings were: 1) Females experienced greater loneliness, anxiety and depression than males. 2) Males expressed more hopelessness. In Males loneliness was positively related to hopelessness and external locus of control. Emptiness and isolation were major causes of loneliness

16. Verma B.P studied in 1990, “Sex-related differences in risk-taking, self-confidence and anxiety among adolescent learners”. Descriptive survey method was followed with a random sample of 200 adolescents with equal number of male and female students studying in Class X. The tools used were Risk-taking Questionnaire by Sinha and Arora, Self-Confidence Inventory by Basavanna and Dutt’s Personality Inventory. The major findings were: 1) Male adolescent learners showed significantly higher mean risk-
taking than female adolescent learners. 2) Male adolescent learners possessed significantly higher self-confidence than female adolescents. 3) Female adolescent learners had significantly more anxiety than male adolescent learners.

17. Manjuvani. E studied in 1990, “Influence of home and school environment on the mental health status of children”. Descriptive survey method was followed with a random sample of 514 students from Classes VIII to X (271 boys and 243 girls). The Three inventories dealing with Home environment, School Environment and Mental Health tools were used. The major findings were: 1) The home environment was a major significant contributor to all the three components of mental health. 2) The school environment contributed to liabilities and the mental health index.

18. Sharma, Hidangmayunibomcha studied in1990, “Drug – addicted adolescents of Manipur in relation to their personality, family background, adjustment and intensity of addiction”. Descriptive survey method was followed with a random sample of 200 adolescent’ drug addicts of Manipur in the age range 14 to 28 years. Out of which 100 were drawn from the central prison and 100 from Imphal city. The tools used were the drug abuse questionnaires of the researcher, High School Personality questionnaire, Indian adaptation of Bells Adjustment Inventory of R.K.Choudhary, Socio-Economic Status scale. The major findings were: 1) Drug addicts were poor in all areas of adjustment, except social adjustment. 2) The drug addicts came
from nuclear families and had addicted parents characterized by hostile attitude.

19. Rayulu, Romala. T studied in 1990, “A comparative study of the fears of Indian and British adolescents” in descriptive survey method with a random sample of 1,064 adolescents attending secondary and grammar schools in India and England, in the age group of 12 to 14 years. The tools used were AH4 Intelligence Test, Fear Survey Schedule, Neuroticism Schedule by Willough and Junior Eysenck Personality Questionnaire. The major findings were: 1) Older children showed greater frequency of fear. Girls were more phobic than boys. 2) Boys showed more extraversion, psychotics and intelligence than girls while girls showed greater neuroticism than boys. 3) The phobic fears among the Indians included fears of failure, ghosts and living away from the family. 4) The British adolescents showed fear of being sexually assaulted, of being mentally ill, of drugs, of being ugly and of witnessing surgical operations.

20. Sethuram. N studied in 1991, “The relationship between test-anxiety, self esteem and academic achievement in IX standard students”. Descriptive survey method was followed with a random sample of 240 students from co-educational and non co-educational schools of Bangalore city. The tools used were 1. Self Esteem Inventory constituted and standardized by Cooper smith. 2. Academic achievement scores were taken as value on student’s performance in terminal examination. The major findings were: 1) High test anxiety group scored low academically over low test anxiety group. 2) Test
anxiety scores of girls were more than text anxiety scores of boys. 3) High self esteem group scores were academically better than low self esteem group.

21. Shah. Beena studied in 1991, “Adolescents school adjustments: the effect of family climate”. Descriptive survey method was followed with a random sample of 1000 adolescents of standard IX in the age range of 14 to 17. The tools used were 1. Family climate scale by MP, Vnayal and Beenashah, 2. Socio-Economic Status scale by Beenashah, 3. Ahujas Intelligence Test, and 4. Adjustment Inventory by Beenasha and Anshusharma. The major findings were: 1) Students from the unsatisfactory family climate showed better adjustment in schools than students from a satisfactory climate. 2) After controlling SES and intelligence, the relationship became positive in boys and negative in girls. Among the rural adolescents, a negative relationship was noted. 3) Among rural adolescents a negative and significant association between the variables was noted irrespective of SES and IQ.

22. Sudha .B.G and Parveen Taj studied in 1992, “Insecurity among high school students: Effects of Intelligence and traditionality –modernity”. Descriptive survey method was followed with a random sample of 300 students studying in Standards VIII to X in Bangalore city. The tools used were 1. Insecurity Scale, Traditionality -modernity Scale developed by Sudha and Satyanarayana and 2. A Group Test of General Mental Ability of Jalota. The major findings were: 1) The more intelligent students were less insecure than other groups, while students with low intelligence were highly insecure.
2) The low-progressive and low-intelligent students expressed the highest economic insecurity, while high-intelligence and low-progressive showed the least degree of economic insecurity.

23. Dr. S. Sundarajan, & Mrs. S. Vyskula Mary studied in 1992, “Adjustment problems of High School Pupils as related to certain variables”. Descriptive survey method was followed with a random sample of 500 students of IX class pupils. The tool used was the Adjustment Inventory for High School students (A I S S) constructed and standardized by Sinha and Singh. The major findings were: 1) The various categories of standard IX pupil involved in this study had satisfactory levels of adjustment in the three areas. viz. emotional, social, and educational adjustment, However in the area of social adjustment, comparatively a large number of them did not show a satisfactory level of adjustment. Schools should pay more attention in the socialization of the children and the need for it. This was revealed by this study. 2) It is encouraging that very large numbers of the subjects involved in this investigation showed a satisfactory level of educational adjustment. 3) Though not comparable with the educational adjustment, large numbers of the pupils had a satisfactory emotional adjustment.

24. Varma. Jagdish studied in 1992 learning style, “Learning style, achievement-motivation, anxiety, and other ecological correlates of high school students of Agra region”. Descriptive survey method was followed with a random sample of 2,000 students. The tools used were 1. Learning Style Inventory by Rita Dunn and Kenneth Dunn, adopted by Vashistha.
Achievement Motivation Test (AMT) by Prayag Mehta. 2. General Anxiety scale for Children (GASC), Hindi version adopted by Nijhawan, Socio-Economic Status Scale by Kuppuswamy. and 3. General Information Questionnaire (GIQ) by Vashistha and Jagdish Verma. The major findings were: 1) Sex did not make a difference in the learning styles of students. But it had a direct bearing upon achievement motivation and anxiety. 2) Parent’s education had influenced in shaping the achievement—motivation of high school students. But it had no impact on learning style and anxiety. (GSDT 0875).

25. Dr. S. Sundararajan studied in 1992, “Test Anxiety and Academic Achievement of High School pupils”. Descriptive survey method was followed with a random sample of 251 IX standard pupils. The tool used was The Text-Anxiety Scale constructed and standardized by Sharma (1978). The major findings were: 1) Girls are more prone to Text Anxiety than the boys. 2) Children of educated parents are more likely to be infected with Text Anxiety than the children of uneducated parents.

26. Patha.R.P, and Rai. V.K. Studied in 1993, “Mental health of higher secondary students in relation to socio-economic status”. Descriptive survey method was followed with a random sample of 501 students of classes IX-XII drawn from two urban and two rural higher secondary schools. The tools used were 1. Mental Health Scale by Anand and 2. Socio-Economic Status Index by Bhattacharya. The major findings were: 1) The present study revealed that the mental health of low socio-economic status students was lower than that
of the students of higher socio-economic status. 2) Female students were mentally healthier than male students, when SES was controlled. 3) Urban and rural students did not differ significantly on mental health, when SES was controlled. 4) Science students were mentally healthier than arts students when SES was controlled.

27. Priyanka and M. sarada Devi studied in 1994, “Gender differences in the parenting style perceptions and Identity styles of Adolescents”. Descriptive survey method was followed with random sample of 300 adolescents between age group 16 to 22 from degree colleges,. The tools used were the modified format Parenting Interactional Style questionnaire developed by Viveken Reddy (1996) Style Identity Inventory developed and standardized by White et al (1948). It was used to study the identity style of adolescent. The major findings were: 1) Boys had more information identity style than girls. 2) Girls had more normative identity style than boys.

28. Biswas studied in 1995, “Reactions to frustration and alienation among college students”. Descriptive survey method was followed with a random sampling method using a sample of 152 (107 male and 45 female) students studying two under graduate colleges of Nadia District. The tools used were 1. Biswas Alienation scale and 2. Verbal Reaction to Frustration Test standardized and developed by the investigator. The major findings were:1) The female students were found more alienated than those of the male students. 2) The female leaders showed in aggression and were more alienated than those of the male leaders. 3) The female non-leaders were
more alienated than the male non-leaders. 4) The female leaders were found
more compromising in frustrating situation.

29. Dr. E. Manju vani studied in 1995, “Sex, Type of school, standard and
mental health status of high school students”. Descriptive survey method was
followed with multi stage random sample of students, from 8th to 10th classes,
514 (271 boys and 243 girls) 12 to 16 age group. The tools used were Mental
Health Inventory and a modified version of Mental Health Analysis developed
by Thorpe and Clark (1959). The major findings were: 1) Girls had better
mental health status compared to boys 2) Mental health status of boys of
unisex schools was low compared to that of the boys of co-education schools.
3) There was no significant difference in the mental health status of girls of
unisex and co-education schools. 4) Mental health status of 10th standard
students was low compared to the 9th standard students.

30. E. Joseph Alexander And Dr. S. Packiam, Ph.D studied in 1997,
“Adjustment Problems of School going Adolescents”. Descriptive survey
method was followed with a random sample of 500 IX Std. students. The
Rogers Personality Inventory (1931) was administered. The major findings
were:1) No difference in the proportion of maladjustment among the rural and
urban adolescents. 2) Proportion of maladjustment is more among the rural
and urban females than the rural and urban males. 3) Urban and rural male
students are better adjusted than the female students. 4) Male adolescents
are better adjusted than female adolescents. 5) Mother’s education influenced
urban adolescent’s adjustment. 6) Birth order, number of children in the
family, and income do not affect adolescent’s adjustment. 7) Parent’s education and income do not influence rural adolescent’s adjustment.

31. Roychoudhury, Paromita and Basu, Jayanti studied 1998, “Parent-child relationship, school achievement and adjustment of adolescent boys”. Descriptive survey method was followed with a random sample of 105 boys studying in Class VIII from two government schools In Calcutta. Their age ranged between 13 to 14 years. The tools used were 1, Parent-Child Relationship scale. 2. Adjustment Inventory for School Students, and 3. Culture-Fair Test, apart from Achievement and Information Schedule. The major findings were: 1) Intelligence scores were highly related to achievement and moderately to emotional and social adjustment in school. However, these were unrelated to educational adjustment and any of the parenting dimensions. 2) Fathering seemed to have negligible impact in case of school adjustment. Here the most salient factor was the style of mothering.

32. Verma, Suman and Larson. Reed studied in 1999, “Are adolescents more emotional?” It was a study of the daily emotions of middle class Indian adolescents. Descriptive survey method was followed with Experience sampling method and a sample of100 VIII Graders and their parents from urban middle class families. The tools used were 1. Parental Acceptance Scale. 2. Family Cohesion Scale, 3. Stress Management Scale, 4. Child Behavior Checklist, 5. A measure of Academic Anxiety and 6. Scale of Clinical Depression. The major findings were: 1) Out of the fourteen scales on the ESM self-report form, girls reported significantly more positive average
states only on the scale friendly-to-angry than did boys. 2) Although Indian middle class adolescent’s average emotions and activation states differed little from those of their parents, they experience wider emotional swings with more negative in extreme positive states. 3) Negative states of ten stemmed from the stress of school, while positive states were more often related to the joys of peer association and leisure activities. 4) Adolescents who experienced more negative emotions were found to manifest higher rates of psychological problems.

33. Dr. S. Sundarajan, and Mr. T.S.R. Anjaneyulu studied in 1999, “The Adjustment Problems of High School Pupils in and around Secunderabad”. Descriptive survey method was followed with a random sample of 481 students (260 boys and 221 girls) of X std. The Adjustment Inventory for School Students (AISS) constructed and standardized by Sinha and Singh (1984) was used. The major findings were: 1) It was interesting to note that no significant difference was seen in Total adjustment when larger groups of either Boys and Girls or Urban and Rural pupils were considered. 2) In general Boys and Girls seem to be the best in the area of Educational Adjustment.

34. Sing Manmeet and Siny Sarabjeet studied in 2001, “Alcohol habits in teenagers of Ludhiana city”. Descriptive survey method was followed with a random sample of 100 teenagers studying in five schools of Ludhiana city. The tools used were Questionnaires and interviews. The major findings were: 1) 68% of teenagers consumed alcohol while they were studying in class 10
or at the age of 15-16 years. 2) Around 15% of teenagers had their first drink when they were in class 6 and 7 class. 3) The first exposure to alcohol of 38.23% of teenagers was at marriage parties while 23.52% had their first drink at home, 55.83 respondents reported that they consumed alcohol for the first time in the company of friends. 4) It was found that Beer was the hot favorite with 50% of respondents followed by Whisky 35% 5) About 55.88% of teenagers mentioned that their families consumed alcohol. So they also were in the habit of taking alcohol while 44.12% of teenagers said that they consumed alcohol but not their family members.

35. A. G.Hemanth Kumar studied in 2002, “The problems of Adolescent Girls as related to social dependency factor”. Descriptive survey method was followed with a stratified random sample of 400 adolescents of VII standard. The tools used were Adolescents Girl’s Problem Inventory, and Social Maturity Scale. The major findings were: 1) Both the parents and teachers were to be educated and oriented in providing a democratic and congenial psychological Environment to the adolescent girls both at home and school so that they would become socially independent in dealing and solving their problems. 2) Educational programmes like, Sensitivity Training, Transactional Analysis, Personality Development Programmes and Assertive communication programmes should be arranged to help the adolescent girls to overcome the problematic situation and thus to achieve better. 3) Individualized instruction and Guidance programmes may be undertaken in the schools to develop socially healthy and independent personality among the adolescent girls.
36. A. G. Hemanth Kumar studied in 2003, “The Problems of Adolescent Girls related to Inhibitions”. Descriptive survey method was followed with a stratified random sample of 400 adolescents of VII standard. The tools used were Adolescents Girl’s Problem Inventory and Social Maturity Scale. The major findings were: 1) Education is a cosmic process which plays a very important role in the all-round development of the personality of an individual. Both the home and the school have greater responsibilities in developing adolescent children into socially useful and good citizens of the society. 2) The parents and teachers should provide conducive and congenial psycho-social environment to the adolescent girls so that they become socially constructive not obstructive, frightening, bullying, criticizing, causing damage and dominating the other individual of the society. 3) Family being the most significant and primary unit of society, has a strong influence upon the socio-cultural development of an individual. Hence, the parents should have all the due care in developing the adolescent girls into responsible citizens of the society. 4) The National policy on education (1986) emphasizes paramount importance of educational on human resources development in raising the quality of individuals of the nation as a whole in general and women and girls in particular. 5) Educational programmes like, Sensitivity training, Transactional analysis, Personality development programmes and Assertive communication techniques develop among the adolescent girls a sense of social obligation and social concern thus contributing good to the society. 6) Enrichment classes, Individualized instruction and Guidance programmes
may be organized in the schools to shape the adolescent girls into socially useful and healthy individual.

37. Dr. Usha Dhulia studied in 2003, “The Academic Achievement as related to adjustment of Tenth Grade student of Tehri Town”. Descriptive survey method was followed with a random sample of 100 students, both Boys and Girls, of X class. The tool used was The Adjustment Inventory prepared and standardized by Sinha and Singh. The major findings were: 1) Well adjustment had a significant bearing on the academic achievement of students. 2) Comparison of boys and girls on the basis of their Academic Achievement and Adjustment revealed that boys and girls had not got the same intensity of Academic Achievement and Adjustment.

38. Suresh. B studied in 2003, “The relationship of Extraversion-Introversion in Adolescents to their Adjustment and Academic Achievement”. Descriptive survey method was followed with a stratified sample of 1,418 adolescents. The tools used were The Extroversi"on-Introversion Scale, Academic Achievement Indices, and Personal Data Sheet. The major findings were: 1) The relationship between introversion and home adjustment was negative in total sample. 2) The relationship between introversion and school adjustment was negative in total sample. 3) The relationship between introversion and academic achievement was positive in adolescents who belonged to high income families. 4) The relationship between introversion and achievement in English was negative in adolescents who belonged to the group whose parents were alive. 5) The relationship between academic achievement and
home adjustment was positive in adolescent who belonged to the group whose father alone was alive. 6) The relationship between academic achievement and community adjustment was negative in adolescents who belonged to high income families. 7) There was no relationship between academic achievement and adjustment in adolescents who belonged to forward castes, Low income families, nuclear families and large families. 8) There was no relationship between extraversion-introversion and adjustment at home and community in adolescents who belonged to the group whose both the parents were not alive.

39. Dr. Pallavi P.Patel, Dr. Hitesh P. Patel studied in 2004, “Anxiety of Adolescent pupils in relation to certain variables”. Descriptive survey method was followed with a random sample of 687 adolescent pupils of grade X th class. The tools used were 1. Anxiety Scale constructed by Dr.Pallavi P. Patel, 2. Socio Economic Status scale constructed by Dr.Pallavi P. Patel, and 3. General Ability Test constructed by Dr.Pallavi P. Patel. The major findings were: 1) The girls had more anxiety compared with boys. 2) The rural adolescent pupils were having more anxiety compared to the urban adolescent pupils. 3) The low I.Q pupils had more anxiety when compared with the high I.Q pupils. 4) The low S.E.S. pupils had more anxiety compared with the high S.E.S pupils.

40. Lalvani, sanjeev studied in 2004, “Suicide among children and adolescents in South Delhi”. Descriptive Case study method was followed with a random sample of 222 cases of suicidal deaths of age 10 to 18 years in
Delhi from Jan 1991 to Dec 2000. (out of these 55.4% were girls, and 44.6% were boys) 80.7% boys and 76% girls who committed suicide were in the age group of 15 to 18 years. The major findings were: 1) Nearly 16.2% of suicide cases were reported in July, and 56.4% of cases were recorded between March to July because of psychological problems related to studies, Performance in examinations and declarations of results which were precipitating factors during these months. 2) About 57% of girls and 49% of boys committed suicide by hanging themselves and 37% of girls and 49% of boys took poison. 3) Nearly 80% of victims committed suicide at their residence. 4) It was suggested that an effective prevention strategy should be prepared, started and followed duly identifying the population at risk, and identifying risk factors that led individuals to take their lives. 5) Legislation should be made to restrict easy availability of dangerous poisons.

41. Brijesh Kumar Upadhay studied in 2005, “Suicide ideation and Psychopathology among adolescent”. Descriptive survey method was followed with a random sample of 50 (25 males and 25 females of age 15 to 18 years). The major findings were: 1) Male adolescents had scored significantly higher on the measures of suicidal ideation. 2) Male adolescents had more psychological impairment on psychopathic deviation (Pp). 3) There was significant gender difference on the majors of suicide ideation.

42. Saritha, Sanwal, Sudha Dube and Bharathi Bhatnagar studied in 2005, “Mental Health of Adolescents with specific reference to integration of personality”. Descriptive survey method was followed with a random sample
of 120 adolescents between the age groups 13 to 15 years. 60 girls (30 from IX and 30 from X) and 60 boys (30 from IX and 30 from X) were taken as samples. The tool used was Mental Health inventory (MHI) by Jagadish and Srivastava A.K. The major findings were: 1) It was found that the balance of Psychic force in the individual and the ability to understand and share other people's emotions, the ability to concentrate at work and had interest in several activities were contributive to the IP. 2) The finding of the present study revealed that girls were leading in this category than boys as the girls had more patience, tolerance, emotional stability and were better adjustable than boys.

43. Neelakshi A.Lavakare studied in 2005, “Behavioral problem areas and neurotic trends in adolescent students”. Descriptive survey method was followed with a random sample of 230 adolescents of 80 higher secondary schools. The tools used were Money Problem Check List, Neuroticism Scale Questionnaire, and Socio Economic Level Scale. The major findings were: 1) Age especially late adolescence, was a very critical stage for both boys and girls as there was a possibility of development of neurotic trends. 2) Most of the problem areas such as health, home, family and relationship had been repeatedly reflected with reference to gender, socioeconomic level, age, as well as work status of the mother. 3) The most important and often repeated problem area was home and family.

44. Dr.V. Srikanth Reddy, V. Bala Koteswari T. Trumala Rao studied in 2005, “Sources of stress among Adolescents”. Descriptive survey method was
followed with a random sample of 100 adolescents. The tool used was Mooney’s Problems Check List. The major findings were: 1) Boys scored high in the areas of Health and psychological development, Financial conditions and social and psychological relations. 2) Girls comparatively scored high in the areas of social and recreational activities followed by personal psychological relations and Adjustment to college/school. 3) Gender differences were seen in the stress experience.

45. M.K. Sultania, Rekha Kumari and Annapurna Kumari studied in 2008, “Anxiety, Hostility and Depression among College Students”. Descriptive survey method was followed with a random sample of 200 males and 200 females students of college students. The tools used were 1. The Hindi version of tailors manifest Anxiety Scale (1953) 2. The Hindi version of Buss – Durhee Hostility Inventory by Sultania (2005) 3. The Hindi adaptation of Beek’s Depression Inventory by Mirza (1983). The major findings were: 1) The females were found to be significantly higher on these variables than male counter parts.

2.1.2 Review of studies abroad related to adolescent problems:

1. Dr. Jorge Fernandez det valle. Alvarez – Bazf Bravo, 2002; Fernandez del valle & Bravo studied in 2003, “Behavioural Problems in adolescents who were in adoption, residential care and kinship”. Descriptive survey method was followed with a random sample of 181 adolescents in different forms of care in various autonomous communities. The tools used were 1. Child Behaviour checklist (BCL/4-18, Achenbach & Edelbrook, 1983 Achenbach
The major findings were: 1) The majority of the adolescents scored within the normal margin and only a small percentage of them had important behavioural problems and therefore were situated within the clinical margin of the trial. 2) The adopted adolescents scored higher points than the adolescents who were either fostered by their extended families or in residential care.

2. Lawrence Mundia studied in 2006, “Aggressive behaviour among Swazi upper primary and junior secondary students: implications for ongoing educational reforms concerning inclusive education”. Field survey method was followed with a purposive and non-probability sample of 47 teachers (20 males & 27 females), 300 students. The tools used were 1) The Self-Report Instrument administered to the teacher sample was constructed by the researcher 2) The Self-report Instrument administered to the student sample was adopted from town end (1994) 3) Students with moderate to severe aggressive behaviors were found on all categories of learners used in the study. The major findings were: 1) There were more students with aggressive tendencies in government schools than other types of schools. 2) Aggressive students lived mainly with both biological parents.

palsy, aged 8 to 12 years identified from multiply sources in one further region. The tools used were the Strength and Difficulties Questionnaire (SDQ) (P4-16) and the Total Difficulties Score (TDS) dichotomized into normal/borderline (TDS<or=16) versus abnormal (TDS > 16). The major findings were: 1) A significant proportion of children with cerebral palsy had psychological symptoms or social impairment sufficiently severe to warrant referral to specialist services. 2) Care must be taken in the assessment and management of children with cerebral palsy to ensure psychological problems were not over looked and potentially preventable risk factors like pain were treated effectively. 3) The validity of the SDQ for children with severe disability warranted further assessment.

4. Carolyn S.Henry studied in 2007, “Parenting, Adolescent Self-Esteem, and Adolescent Depressed Mood”. Descriptive survey method was followed with a random sampling method. The tool used was a Self-Report Questionnaire. The major findings were:1. Both Adolescent girls and boy’s self esteem and parental behaviours served protective roles against depressed mood. Prevention and intervention efforts to reduce the risk for adolescent depressed mood need to be based on recognizing the direct and indirect pathos from parental support and psychological control to depressed mood.

5. Mufioz LC. Frick P.J. Kimanis ER Aucoin KJ. Studied in 2007, “Verbal ability and delinquency; testing the moderating role of psychopathic traits”. Descriptive survey method was followed with a random sample of 100 detained adolescent boys. The tools Self-Reported Delinquent Acts and
Psychopathic traits, as well as their age at first offense based on official records. They were assessed on a standard measure of receptive vocabulary. The major findings were: 1) As predicted, there was a significant interaction between callous – unemotional (CU) traits (a critical dimension of psychopathy) and verbal ability when predicting violent delinquency. 2) Individuals who were high on CU traits with higher scores on the measure of verbal abilities reported the greatest violent delinquency. 3) The results suggest CU traits are an important moderator of the relation between verbal abilities and violent delinquency.

6. Hawton K. Harriss L studied in 2007, “Deliberate Self-Harm (DSH) by under-15-year-olds: characteristics, trends and outcome”. Descriptive survey method was followed with Case study method and a sample of Information was collected on 710 consecutive under – 15 – year olds presenting to a general Hospital in central England with DSH over a 26 – year period (1978-2003). The tools used were 1.Cases collected, and 2.Out come in terms of death was investigated from national statistics in 464 cases presenting during the first 20 years of the study. The major findings were: 1) Most Individuals were of age group of 12 to 14 years. In this age group the female: male ratio was 6.5:1 and nearly all (680/710) 95.8% had taken over doses. 2) Over half of these episodes involving Paracetamol (acetaminophen). Few had a history of prior (7.7%) or current psychiatric treatment (7.7%), although a quarter (150/559) 26.8% had a history of previous DSH. 3) Suicidal intent was usually low. 4) The most frequent problems were difficulties in relationships with family members (77.3%) and with friends (38.9%) and school study problems
The long term risk of suicide was low, 1.1% (N=5) having died by probable suicide after a mean follow-up period of 11 years 2 months.

7. Tim mermans M. van lier PA koot HM studied in 2007, “Which forms of child/adolescent externalizing behaviors account for late adolescent risky sexual behavior and substance use?”. Descriptive survey method was followed with a random sample of 309 children from age 4/5 years to 18 years (14 year follow up). The tools used were Level and Course of Parent-Rated Opposition, Physical Aggression, Status Violations and Property Violations were used to predict Adolescent Health Risk Behavior at the age of 18 years. The major findings were: 1) Both level and change in physical aggression were unique predictors of all forms of adolescent health risk behavior. 2) Levels of status violations predicted smoking and soft drug use only, while change in property violations predicted each of the health risk behaviors. 3) The links between opposition and health risk behaviors were accounted for by co-occurring problem behaviors.

2.2. Review of related literature on adolescent problems:

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

2. P.Viswanatha Reddy and Dr.Srikantha Reddy (2004) in an article “Stress and coping strategies in children” concluded that the children at primary level
face more stress in educational and social areas. Children at high school level face more stress in psychological and physical areas. Appraisal focused – coping was used more by high school children than primary school children. High school children used problem focused-coping move than primary level children.

3. Meenal rana (2007) in an article “Truancy among Adolescents” concluded that the reasons responsible for truancy are lack of compatibility at home, teachers not paying attention, expectations of parents and teachers, effect of media including Television & Internet, lack of love, low Socio-economic status, educational backwardness and the tensions, worries and frustrations of children.

4. Tran Thuy Hang and Nguyen Van Quang (2007) in an article “Adolescent Depression” concluded that the adolescent depression is really a serious problem with common symptoms that any one can suffer from in daily life. Depressed teens seldom recognize their need for treatment. For this reason, parents, friends, and others involved with teens are the best people who can help them overcome this period’s crisis. The writer would like to give some suggestions in the field treatment methods with a view to help a person with depression through studying this topic. The first step is to talk with the teen, to let him or her know that you have noticed the change in behavior, and offer to listen and help. By this way, you can realize the main reason why such changes occur. The second one is learn about resources in your area. In other words, let the teen know that there is treatment for depression that
works. Teens need your involvement and your support. Additionally, good friends and encouraging words from adults are all important for helping children to develop self-confidence, high self-esteem, and a healthy emotional outlook on life. By using suitable methods, depression in adolescents can be managed successfully and they, hence, have the chance to come back with their normal lives.

2.3. Review of the studies related to Interventions:

2.3.1. Review of the Indian studies related to Interventions:

1. Gaur. J. S studied in 1970, “Effect of counselling on potential school failures”. Descriptive survey method was followed with a random sample of 28 students from classes VIII and IX of the Government higher secondary schools. The tools used were 1. The Intelligence Measured by the Jalota’s Test of General Mental Ability. 2. The NIIP-70/23 (a non verbal test of intelligence). The major findings were: 1) The extent of the maximum deviations in the two groups at the first school achievement test did not show a significant effect due to counselling. Where as the achievement on second test should a significant effect on the experimental group students due to counselling. 2) The teacher’s observation for the experimental group students before and after the counselling programme differed significantly at 0.05 level but those of control group students did not differ significantly. 3) Counselling did not bring out significant changes in the attitudes and behaviours of students.
2. Bhatnagar.A, studied in 1972, “The effect of individual counselling on the achievement of bright under achievers”. Descriptive survey method was followed with a random sample drawn from one school in New Delhi; twenty bright under achieving pupils were selected from classes VII, VIII, IX, X and XI for the study. The tools used were 1. The Identification of the bright under achievers was done with the help of three group tests of Intelligence, viz Verbal Reasoning (DAT), Abstract Reasoning (DAT) and the Nafde’s Non-Verbal Test., 2. Stanford Binet Test of Intelligence, 3. Wilcoxon Matched Pairs Signed Ranks Test. The major findings were: 1) The study supported that there should be a full time school counselor with well organized guidance programme in every school to guide the bright under achievers. 2) The non cognitive factors associated with their low achievement should be identified at an early stage to avoid unnecessary wastage and stagnation of the valuable talent of the nation.

3. Patel.S.L, studied in 1973, “Self Esteem changes as a function of counselling Therapy”. Descriptive survey method was followed with a random sample of 100 students (both boys and girls) of class X of five different high schools of Baroda city. The tools used were 1. A Self-Esteem Scale prepared on the basis of Stephenson’s Q-technique, 2. A Depressive Affects Scale, 3. The Panchal’s Neurotic Scale 4. An Anxiety Scale prepared on the model of the Taylor Manifest Anxiety Scale (TMAS), The major findings were: 1) Both the experimental and the control groups showed changes in self-esteem after three months. But the amount of positive changes was greater in the experimental groups. 2) Greater amount of change was found in low self-
esteem group. 3) Low self-esteem control group had least difference in self-esteem measure of pre and post counselling. 4) Changes in the self-ideal were least in the higher self-esteem control group. 5) The experimental groups showed marked decrease in neurotic symptoms, depression and anxiety as a result of counselling. 6) Subjects moved towards greater maturity with the progress of counselling.

4. Subramania Danda pani studied in 1977, “The effect of a Group Guidance programme up on the Academic Achievement of high school under achievers”. Descriptive survey method was followed with a random sample of 650 students drawn from X Standard English medium classes of twelve high schools in the Mysore. The tools used were 1. The Group Test of Scholastic Ability (GTSA), 2. A Battery of Academic Achievement Tests covering mathematics, science and social studies. The major findings were: 1) It was found that the academic achievement of under achievers in the experimental group was significantly greater than that of the non counseled under achievers and normal activities 2) There was no significant difference between the two control groups. 3) The underachievers belonging to professional class families showed significant gain in academic achievement at the end of the program from the under achievers belonging to merchant class and clerical class families where as there was no significant difference between the later two.

5. Tripathi. Rekha.H studied in 1986, “Various Guidance needs of the pupils of secondary and higher secondary schools”. Descriptive survey method was
followed with a random sample of 720 pupils chosen from 24 schools. The tool used was Pupil Problem Check List developed by author. The major findings were: 1) The pupils of single-sex schools needed much attention for healthy family and needed personal guidance while those of mixed schools needed sexual and educational guidance. 2) Some of the problems which needed urgent attention were teachers’ lack of knowledge, their misbehavior with pupil’s difficulties in the subjects of Mathematics and Sanskrit, defective teaching methods, and pupils coming from low socio educational status needed polite treatment from teachers.

6. Bhatnagar, Asha and Guptha, Nirmala. studied in 1988, “Career maturity of secondary students, Effect of a guidance intervention programme”. Descriptive survey method was followed with a random sample of 100 students of class IX (62 boys and 38 girls) from two English medium co-educational schools in Delhi. The tools used were 1. The Attitude Scale of Crite’s Career Maturity Inventory (CMI) was used as the tool to collect data. 2. Counselling was done for one hour per week. The major findings were: 1) All the three groups viz boys, girls and combined showed significantly higher scores after the guidance interventions. 2) The comparison across gender showed no significant difference in means in the pre intervention and post-intervention.

7. Jacob Paul V.J studied in 1991, “The nature of counseling services extended to students studying in a few selected colleges of Bangalore”. Descriptive survey method was followed with a purposive sample of 60
students obtaining counseling in the selected colleges. The investigator developed & used two Questionnaires viz. one for the counselors and the other for the counselees. The major findings were: 1) Majority of students approached for personal problems rather than for educational problems, Vocational problems and social problems. 2) Both counselor and counselees very strongly agreed on the need for a guidance officer in every college. 3) Majority of the counselors agreed that counselling programme is a co-operative venture. 4) Majority of the counselees felt that there is no need to make counselling compulsory. 5) All the counsellors are happy about the student response to the counselling.

8. Kaur Sawarnjit did in 1992, “Evaluation of guidance services of the high/higher secondary schools”. Descriptive survey method was followed with multi staged random sampling method and a sample of 1334 students from 59 schools from Punjab and Chandigarh, consisting of 56 Guidance workers, 59 each of Educational Administrators and Teachers, 9 District Assistant Guidance counselors/Guidance officers, 8 Assistant Employment officers and 118 parents of pupils. The tools used were Questionnaires, Interviews, Schedules and Check List made by the investigator. The major findings were: 1) Guidance and counseling services were not a regular feature in most of the schools except for high/ higher classes. 2) There existed no separate fund for Guidance purposes. The help extended to students was mainly in the educational area to the neglect of personal and vocational areas. 3) As regards the differentials in the evaluation of the Guidance program in general and specific Guidance services, no marked difference was found.
9. Tarkasband Ujjwala.K studied in 1996, “Critically the Guidance and Counselling practices in secondary schools” in greater Mumbai. Descriptive survey method was followed with multistage sampling method and a sample of 77 head masters of 77 schools, 70 counsellors/guidance workers, 80 students and 80 parents. The tools used were Questionnaires and Interview Schedules. The major findings were: 1) The average number of students guided with non-test technique by the guidance worker was more per year, per guidance worker than the students guided with test. 2) The percentage of exceptional children guided by guidance workers ‘private’ was more than the guidance workers from school. 3) It was found that 39 percent schools had funds available for conducting guidance and counselling activities. 4) Offering vocational guidance comprised the major chunk as compared to educational and personal guidance. 5) Not a single guidance worker had unfavorable attitude towards guidance and counselling services in secondary schools and a large majority of principles had favorable attitude. 6) As regards the awareness and perception of the parent, a majority were quite inclined towards guidance and counselling services.

10. Daya Pant studied in 1998, “Guidance Needs of the School-going Students”. Descriptive study method was followed The empirical and Theoretical researches published or Unpublished up to last ten years were reviewed. The major findings were: 1) The review revealed information about the guidance needs of the children up to 12 years and the adolescents in the age group from 13 to 17. 2) The Vocational Guidance needs of a limited number of secondary or senior secondary pupils. 3) All the senior secondary
middle schools do not even offer any kind of guidance services. 4) If the problems occurring during childhood are not resolved, they continue into adolescence and adulthood and create hurdles in their schooling, as well as the smooth transition to adolescence and later to adulthood. 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 and by orientation of the teachers to address these aspects of pupils development while transacting curriculum. 5) Some kind of professional help needs to be made available to parents and teachers for dealing adequately with children having problems, and especially teachers for dealing adequately with children having problems and especially in the absence of professional guidance and counseling services.

11. B. Sulochana Reddy studied in 1999, “Effectiveness of Counselling and Moral reasoning in the treatment of Behavioural problems”. Descriptive survey method was followed with purposive sample of 90 boys and 30 girls exhibiting problem behaviour at school from six different schools around Hyderabad. The tools used were 1. Achenbach (1987) Behaviour Problem Checcklist 2.Standard Moral Judgement Interview (Colby,Kohlberg, Speicher, Hewer,Candee,Gibbs and Power 1987) was used. The major findings were: 1) Counselling seemed to be a more effective intervention technique when compared to moral reasoning. 2) This finding was similar for both boys and girls. There appear to be no strong sex difference with regard to the effectiveness of counselling and moral reasoning regarding problem behavior.
3) In certain dimensions Moral Reasoning was found more effective. 4) Moral Reasoning, if given repeatedly, may bring about significant changes on many more problem dimensions.

12. Centre for operations Research and Training ©RT) Vadodara studied in 2004, “Do adolescents need reproductive health information? school teacher’s perspective vadodara”. Descriptive survey method was followed with a random sample of 46 teachers (30 females & 16 males) of secondary and higher secondary level, 1 counselor and 4 school principals. The tools used were Interview and Questionnaire method. The major findings were: 1) More than fifty percent teachers agreed that there should be free interaction between boys and girls for their normal development. 2) 74% teachers felt that incidence of pre-marital sex had increased. 3) 60% disapproved of premarital sex and only 30% teachers favoured the use of contraceptives for sexually active adolescents. 4) Only 18 teachers and 1 counsellor were aware of the Adolescent Education programme of NCERT. 5) More than 50% respondents felt the need for special training regarding sex education. 6) 50% believed that increased knowledge of sex makes adolescents curious about it, and they tend to experiment. 7) Only 39% teachers felt that they would be very comfortable providing sex education, while 54% said that they would be comfortable to some extent. 8) It was revealed that to gain reproductive health information, adolescents depended mainly on electronic and print media followed by friend. 9) It was recommended that there should be a professionally trained counselor in schools and the counselor should be accessible to students all the time.
13. Ashok K. Kalia and Sanjeev Tomar studied in 2004, “Effect of Residence and gender on the study skills of adolescents”. Descriptive survey method was followed with a random sample of 102 adolescents of XI class equally divided on the basis or gender and residence. The tools used were Study Skills Inventory by Thomas and Joseph (Hindi Translation by Kalis and Tomar). The major findings were: 1) Rural adolescents were significantly superior to urban adolescents on the skills of use of text book and out linking. 2) Skills of using time, using a text book, underlining, note taking, out linking and taking essay test are significantly more developed among male adolescents than female adolescents.

14. Dr. Garima Gupta studied in 2005, “The efficacy of counseling in relation to the gender of the adolescents”. Descriptive survey method was followed with a random sample of 100 adolescents, out of which 52 boys and 48 girls. The tool used was the Youth Problem Inventory developed by Dr. Mithlesh Verma. The major findings were: 1) Sex of counselor was not found to be related with efficacy of counseling. It may be due to the fact that with modernization sex discrepancy is not much significant. Boys and girls are reared in the same kind of the environment and they are aware of their problems. Thus they respond equally to the counseling. Age group taken is 14-18 years and in this age boys and girls face equal and similar kind of problems. Thus they respond to the counseling in the similar manner.
15. Gyanendra Kr. Rout, Gourang Charan Nanda. Dr studied in 2005, “Adolescence Education in secondary schools”. Descriptive survey method was followed with a stratified sample of 500 students (250 boys & 250 girls) of 20 high schools from all the four regions of the state (Orissa). 300 teachers (160 men and 140 Women) from secondary schools and 210 parents (90 mothers and 120 fathers). The tools used were 1. An Awareness Test & Attitude Scale on Adolescence Education developed by Pandey. The major findings were: 1) Gender and area have significant independent effect on student’s awareness of Adolescence Education and there is significant interaction effect of gender and area on student awareness. 2) There is significant independent effect of gender and faculty as well as significant interaction effect of gender and faculty, area and faculty on teacher’s awareness of Adolescence Education. 3) Qualification does not contribute significantly to teacher’s awareness of Adolescence Education.

16. Research Associate, AICRP-CD, PG&RC, ANGRAU studied in 2007, “The Effect of Intervention on Knowledge Levels of Rural Adolescent Girls on Selected Components of Family Life Education”. Descriptive survey method was followed with a random sample of 120 adolescent girls out of which 60 girls formed exposed group and 60 from non-exposed group. The tools used were 1. Knowledge Test which was developed and pre tested was used for measuring the knowledge levels of adolescent’s girls. 2. An Educational Package was developed on selected components of family life, education and approved by the subject matter specialist, was used for educating the experimental group respondents. The major findings were: 1) The developed
educational package on selected components of family life was found to be effective in improving the knowledge levels of rural adolescent girls. 2) There was a significant increase in the-exposed group respondents. Hence intervention proved to be effective.

2.3.2. Review of the studies abroad related to Interventions:

1. Buchanan, C. M., Maccoby, E. E., & Dornbusch, S. M. in the year 1996. “Adolescents after divorce”. One-hour telephonic interviews were conducted with 522 adolescents from 365 northern California families. The parents in these families had already been followed for the first three years of the post divorce period. The study is exemplary in its methodology. For example, 90% of the adolescents from the families eligible for this study were actually interviewed. The major findings were: 1) Adolescents living with their fathers do worse 2) Adolescents in their father's custody tend to have more problems 3) Many adolescents living with their fathers lived with their mothers first and suggest several potential explanations for why these adolescents have more trouble. 4) Adolescents who live alternately with each parent do particularly well, they point out that parents who share this arrangement also tend to cooperate most with one another, and that it is likely that the benefits to adolescents has a basis in high levels of parental cooperation rather than in the specific form of residence. 5) Divorce always leaves negative impact on the couples as well as their adolescents or kids mind. It can take along time to over come from emotional pain of the divorce. 6) Post divorce counseling or therapies help couples and their adolescents to overcome from the pain up to
great extent. Divorce counseling also gives tips to the peoples to deal with their children after divorce.

2. Barry A. Garst and Jeremy Johnson studied in the year 2002, “Adolescent Leadership Skill Development through Residential 4-H Camp Counselling”. Descriptive survey method was followed with a random sample of 68 teen counselors participated in the focus group discussions. A majority of participants were female (65%), and the primary ethnic groups represented were White (80%) and African American (16%) and 12,000 youth ages 9-13 participated. The tool used an open-ended interview script as guiding questions to provide general structure for the discussion, and responses were recorded by hand. The major findings were: 1) The results of the study suggest that 4-H camp participation positively affected teen counsellors by helping them to develop leadership-related knowledge, skills, and behaviors. The study supports the results of other studies of the impacts of the 4-H camp counseling experiences. 2) Teen counsellors became more aware of the developmental needs and individual differences of youth campers and became more aware of themselves as leaders who were responsible for the welfare of children. Furthermore, teen counsellors developed a mentoring relationship with young people.

3. Andreas Vossler studied in the year 2004, “The participation of children and adolescents in family counseling: The German experience”. The experiences of 17 young people were critically discussed in terms of the institutional conditions and methodical approaches which counteract the
involvement of the actual addressees of the counselling service through qualitative analysis during their counselling process. The major findings were:

1) The adolescent’s concern feel partly excluded and insufficiently integrated into the counselling process. 2) The professionals need to attend more to facilitate the participation of young people.

4. Jane E. Pirkis, PhD*, Charles E. Irwin, Jr, MD*, Claire D. Brindis, DrPH*, Michael G. Sawyer, PhD. Christine Friestad, PhD*, Michael Biehl, MA*, George C. Patton, PhD studied in the year 1999, “Receipt of Psychological or Emotional Counseling for Suicidal ideation”. The study used data from Wave 1 of the National Longitudinal Study of Adolescent Health, which involved a household-based interview with a nationally representative sample of 15 483 adolescents’ grades from 7 to 12 out of these, 2482 adolescents were classified as suicidal. The major findings were: 1) Only one third of those who report suicidal ideation and behavior receive psychological or emotional counselling. Although not all of these young people may identify a need for counselling, this finding still suggests that many of those at risk of harming themselves do not receive professional help. However, on the positive side, those who do use counselling services tend to do so on the basis of their being in the greatest need, rather than their parents’ capacity to pay for services. Counselling services have an important role to play in suicide prevention, and a variety of sources of care need to be available. Although counselling services are vital, a range of other strategies is necessary to reduce the youth suicide rate.
2.4. Review of the related literature on Interventions:

1. Dr. G.Padmaja (2002) in an article “The role of counselling in student’s development” concluded that the counselling is needed in the present educational setup for a total and future oriental development of students and it is necessary in educational Institutions. Counselling stands out distinctly apart from related fields like advice and guidance. The article highlights the role of a teacher as a counselor and the necessity for the same.

2. Sudhina Sinha (2006) in an article “Counselling with an adolescent: A case study” concluded the adolescent’s academic, personal and social problems can be managed easily through counseling in schools. Counselling can help the students in managing and regulating all deviant behaviours.

3. Glenn W. Lambie and Shari Sias (2004) in an article “Motivational Enhancement Therapy: An Effective Approach for Counselling Unmotivated Adolescents” concluded that MET is a brief counselling approach supported in research that offers a specific tangible model of behavioural change while providing counselling strategies on how best to match adolescents’ level of readiness to change. Furthermore, MET provides clear strategies for how to work with teens who appear resistant and unmotivated. It offers a counselling approach that matches adolescents’ attributes. This model presents counsellors with a different perspective on adolescent counsellees while providing useful and effective strategies to support change. MET’s approach to adolescent resistance and change can be integrated into other theoretical
models, thereby providing better matching the individual counsellor’s style. The intent of this article is to offer a different conceptualization of change and strategies to increase adolescents’ readiness to change.


5. Mark B. Stephens, CDR, MC, USN, U.S., Naval Hospital, Camp Lejeune, North Carolina Am Fam Physician (2006) studied in the year, “Preventive Health Counselling for Adolescents”. This article exemplifies the AAFP 2006 Annual Clinical Focus on caring for children and adolescents and concluded that ninety-eight percent of American adolescents describe their health as good or excellent. Although adolescents are less likely than persons in other age groups to routinely receive health care, 73 percent of adolescents visit a physician’s office at least annually. Providing preventive health counselling for adolescents can be challenging; However, it is essential that physicians offer a comfortable and confidential environment for discussion, address health-related issues that are common in this age group, and provide support, guidance, and appropriate treatment.

Research. This paper has summarized the most up-to-date knowledge on the effectiveness of educational approaches aimed at preventing teenage pregnancy and/or promoting sexual health among adolescents. The evidence is mixed. Programmes which focus on the issues of sexuality and contraception have demonstrated some effectiveness in delaying sexual intercourse and in improving the use of protection/birth control. Programmes that focus on antecedents that indirectly impact on sexual health outcomes, such as poor educational attainment, have also demonstrated positive effects on teenage sexual behaviour and teenage pregnancy. Programmes that combine sexuality education and youth development have provided very strong evidence of a reduction of teenage pregnancy. These findings support our increasing knowledge about the antecedents of teenage sexual behaviour and teenage pregnancy. Programmes that focus on both sexual and non-sexual antecedents and that are comprehensive and long-term in duration, such as the CAS-Carrere Program, have demonstrated substantial reductions in teenage pregnancies over a sustained period of time. It is evident, therefore, that adopting a simplistic approach to a highly complex area of social behaviour will not succeed in changing adolescent sexual behaviour or reducing teenage pregnancy. Evidence from the success of the English Teenage Pregnancy Strategy to date indicates that a multi-faceted approach, of which sex education is just one part, may be required.
2.5. Summary of the studies:

2.5.1 Summary of the studies related to Adolescent problems:


Problems of adolescent boys were studied by Sappu. A.K in 1988; and by Roychoudhury, Paromita and Basu, Jayanti in 1998 with special reference to personality correlates and parent-child relationship and school achievement.

Problems of adolescent boys and girls of secondary schools were studied by Aley.K.M in 1976; by Srivastava.N in 1988; by Jain, Neera in 1989 and by Sharma Nita in 1989 with special reference to their common and distinguishing problems in adjustment, social, emotional and educational problems.


Problems of college students were studied by Biswas in 1995 and by M.K. Sultania, Rekha Kumari and Annapurna Kumari in 2008 with special reference to Anxiety, Hostility and Depression.

Behavioural Problems in adolescents were studied by Fernandez del valle & Bravo in 2003 and by Neelakshi A.Lavakare in 2005.


Problems of school going children and adolescents were studied by Tripathi.K in 1978; by Lalvani, sanjeev in 2004 and by Tim mermans M. van
lier PA koot HM in 2007 with special reference to risky sexual behavior and substance use.

Drug-addicted adolescents of Manipur in relation to their personality, family background, adjustment and intensity of addiction were studied by Srivastava. P in 1989, and by Sharma, Hidangmayunibomcha in 1990.

Mufioz LC. Frick P.J. Kimanis ER Aucoin KJ was studied Verbal ability and delinquency; testing the moderating role of psychopathic traits in 2007;

Hawton K. Harriss L was studied Deliberate self-harm (DSH) by under-15-year-olds: characteristics, trends and out come in 2007;

2.5.2. Summary of the studies related to Interventions:

Guidance and Counseling practices in secondary schools were studied by Tripathi Rekha in 1986; by Kaur Sawarnjit in 1992; by Tarkasband Ujjwala.K in 1996 and by Daya Pant in 1998;

Effect of counselling on potential school failures were studied by Gaur.J.S in 1970; by Bhatnagar.A, in 1972; by Patel.S.L, in 1973; by Subramania Danda pani in 1977; by Barry A. Garst and Jeremy Johnson in the year 2002; by Centre for operations Research and Training ©RT) Vadodara in 2004 by B.Sulochana Reddy in 1999; and by Dr. GARIMA GUPTA in 2005;

“Counselling services extended to students studying in colleges” was studied by Jacobpaul. V.J in 1991;

“Adolescents after divorce” were studied by Buchanan, C. M., Maccoby, E. E., & Dornbusch, S. M in the year 1996; by Andreas Vossler in
the year 2004 and by Research Associate, AICRP-CD, PG&RC, and ANGRAU in 2007 with reference to Components of Family Life Education.

“Psychological or Emotional Counselling for Suicidal ideation” was studied by Jane E. Pirkis, Charles E. Irwin, Jr, Claire D. Brindis, Michael G. Sawyer, Christine Friestad, Michael Biehl, George and C. Patton in 1999; Adolescence education in secondary schools was studied by Gyanendra Kr. Rout and Gourang Charan Nanda in 2005.

2.6. Research gap:

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 on being free of problems. Hence the present study is taken up to understand, as an educator, this whole process, to have healthy interventions with adolescent students.