CHAPTER – I
INTRODUCTION

Adolescent is relatively a new concept. It is a by-product of the forces of modernization. In traditional agrarian societies children were socialized in the institution of the extended family and socio-cultural system of the community. Through ‘natural’ involvement and identification with culturally prescribed sex-roles they generally adopt very early to home, work and community expectations. Certain initiation rites and forced realities facilitate the transformation from childhood into young adulthood. First adult type work responsibilities and late privileges and social status prescribed by sex role and age role. Industrialism and urbanism gradually brought fragmentation. These development forced mobility fragmentation of the extended family and the community, separation into isolated nuclear families, as well as groups. The scientific revolution, industrialism, urbanism and secularism conveyed the opening of new concept - Adolescence, which has unique role and status (Laxmi Devi, 1998).

The word adolescence came from the Latin verb “Adolescere” which mean “to grow” or “to grow to maturity”. It is a period of transition from childhood to maturity, in the truest sense it means “between ages”. The sociological interpretation of the word-Adolescent is a transitional period between childhood and adulthood, when a child moves from dependency to independency in behaviour. The psychological interpretations of the word-Adolescent is viewed as a young person in transition between the behaviour typical of children and the behaviour 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 the community (Chauhan, S.S. 1983). Biological interpretation of the word-Adolescent is viewed as a time for physical changes. When the reproductive organs mature, puberty occurs this is the beginning of the functioning of sex organs (Elizabeth B. Hurlock, 1949).
Definition of Adolescence

G. Stanley Hall defines “adolescence is a period of storm and stress” (Hall, G.S. 1904).

Erick H. Erickson defines adolescence as “a period of rapid change—physical, physiological, psychological and social, a time when all sameness and continuities relied upon earlier are more or less questioned again”

Elizabeth B. Hurlock defines “adolescence has a broader meaning and includes mental, emotional and social as well as physical maturity”.

Position of Adolescents in Ancient Period

Adolescence, as a developmental stage is a product of culture and civilization. No such stage existed among primitive people. Puberty is a short period when sexual maturation took place it was recognized by them as the transition between childhood and maturity. The elders of the tribes considered it as an important phase and much emphasis were placed. After sexual maturity the individual was regarded as mature in every respect and was expected to assume mature responsibilities. And sexual maturity is the only criterion used in determining maturity of an individual.

Initiation Ceremonies among Primitive People:

To test the fitness of the adolescent for the responsibilities and privileges of a mature individual, it a common practice in many tribes to hold puberty ceremonies for boys and sometimes for girls also. These were initiation rites in which the qualities considered most important by the tribe were put to test by the elders of the tribes and they were test of manhood. Until they successfully passed, the boys were not given the status of a man. The ceremonies were solemn elaborate, awe-inspiring and were witnessed by the adult members as well as by other initiates.
Purpose of Initiation Ceremonies

The primary purpose of the puberty ceremonies was to test the strength and endurance of the youth. The tests included circumcision, knocking out of teeth, cutting off parts of the hair or shaving the head, tattooing scarification, laceration, fasting and torture with heat, thirst, hunger or exposure. The specific form of the tests varied from tribe to tribe but the purpose is to make the child an adult.

Passing the tests gave the adolescent boy of primitive tribes the privilege of changing his appearance to conform to the style adopted by the adults of his tribe. New forms of body ornamentation and adornment, new styles of hair arrangement, and the privilege of carrying weapons served to distinguish the man from the boy. The change of appearance gave a change in society's attitude towards him. Failure to pass the puberty tests brought disgrace not only to the boy himself but also to all members of his family. He was sent back to the family group and was treated as a little boy where strong motivation were given by the family and prepared to face the test.

Preparation of Girls

Among the primitive people, the boy's position was far more important than that of the girl. Because the woman's role was that of mother and homemaker, when the girl reached sexual maturity, she is considered ready for her new place in the social group. She is carefully trained in preparation for her new responsibilities by learning the arts of womanhood. At the time of her first menses, the girl from a primitive tribe was separated from the rest of the family and when she returns, the family informs the other members of the tribe by feastings and ceremonies that she was ready for matrimony. Her new status was signified by styles of hair dress and body ornamentation.

Adolescence in Early History

From the beginning of civilization people have had some understanding of the importance and significance of adolescence. Though the customs
associated with the approach of adolescence differed, they all emphasized the break between childhood and maturity.

**In Greece and Rome**

In Sparta, boys were trained to endure hardships and suffering so that at maturity they could assume the role of warriors. Girls, who would later become the mothers of warriors, were subjected to rigid discipline to fit them for their new roles. Roman boys were trained during childhood by their mothers. At the age of 14, they put on the robe of manhood and were thus acknowledged as Roman citizens.

**In The Middle Ages**

During the middle ages, the boy was a page whose main duty was to wait on the women. At the age of 14, he became a squire and his association with men began. Under their tutelage he learned the arts of knighthood, after showing mastery of knightly qualities, he was made a knight.

Until very recently, except among the well-to-do families, childhood ended with the onset of manhood and womanhood. The adolescent boy went to work, became economically independent and married at the age when boys of present era are still in high school. Similarly girls were expected to marry and have homes of their own while in the early teens.

**Adolescents in Modern Times**

The more civilized a nation becomes, the longer is the transition from childhood to maturity and the more difficult it is to make this transition. Problems arise that are unknown in cultures where maturity follows childhood after the brief period of puberty. The so-called “storm and stress” of modern adolescence was unknown in the past as it is due to (i) socio economic condition rather than physical condition. (ii) Lack of training for maturity due to parental apron strings where parents make their children dependent enjoy life with few responsibilities because they hate to see them grow up. (iii) Lack of motivation for training - modern parents complain about the childishness of
their adolescent sons and daughters but they generally do nothing to motivate or even to encourage them to grow up (Elizabeth B. Hurlock, 1949).

**The Adolescent Years and Phases**

Adolescent years are divided into two phases (i) Early adolescent and (ii) late adolescent.

Early adolescent or younger adolescent roughly extends from 11-14 years. At this phase a boy or a girl have many short-lived interest. They are talkative, noisy, daring and have little insight into their own behaviour or into the behaviour of others. They have great concern to built relationships with peer and have high respect for peer standards. They prefer to be identified with their cliques, crowds, gangs and be accepted for their own merits and little influenced by family status. Younger adolescent have many friends, but the friendships are often temporary. They rarely date and their social activities are of an informal kind. They need reasonable rules to give them life stability. They are usually loud, boisterous and full of excitement and physical activity. They like to swim, take part in sports, like to be in club activities and attend western or mystery pictures. They are usually up early in the morning and early in bed at night. In short younger adolescent is unstable in his emotions, gullible, not too clean, sociable and self-conscious (Marguerite Malm & Olis G. Jamison, 1952).
Fig. 1: The Younger Adolescent

THE YOUNGER ADOLESCENT

A SATISFYING HOME
He wants a home which will provide a pleasant atmosphere and a pleasant general environment. He wants someone he can get along with and with whom he can share his activities.

A PAL OR TWO
The boy likes vigorous, active games, adventure and new experience more so than does the girl, though both want variety and entertainment — and want plenty of leisure time in which to play or be with chums.

ACTIVE, EXCITING RECREATION
He likes to eat and he likes between-meal snacks. He likes to be able to flop down on a davenport with his feet on a convenient pillow. He doesn’t want to be bothered too much with being careful or being clean.

THE CREATURE COMFORTS
He wants the approval of the group, he runs around with or is and likes to belong to a group. He wants to be able to dress like the group and participate in group activities.

GROUP BELONGINGNESS
The boy wants the approval of the group. He runs around with or is in a group. He wants to be successful in the group and wants to be the successful boy, such as the basketball coach.

ATHLETIC (BOYS)
The girl wants the approval of the group. She runs around with or is in a group. She wants to be successful in the group and wants to be the successful girl, such as the basketball coach.
Older adolescents and later adolescents covers the period from fifteen to eighteen years of age, age of legal maturity and thus a very short period. The older adolescent has fewer interests than the younger, but they are deeper and more lasting. Their friendships are fewer, but have greater depth and permanence. They seek identification with a small select group and family socio economic status is an important factor in determining his associates. They date and in many cases, go steady. They enjoy formal social activities such as dances and also individually satisfying activities in line with talent development, proposed vocation, academic interest or hobby. Their behaviour has considerable dignity, control and reflects adult cultural patterns. They develop good insight in to human relations and are seeking relations with adults on an equality basis. The older adolescent lean towards activities, that don’t require much strenuous physical exercise. Very often they want the activity to include both sexes. They listen to music and romantic programs on the radio. They like informal parties of both sexes attend romantic movies and talk endlessly over the telephone. They read comic books and lean toward romantic literature. They do not participate in sports but an apt spectator. In short older adolescents are radical, sensitive, snobbish, cocky, giggly with know it all attitude. They lack moderation and pass rapidly from one interest to another, have blind loyalty to friends and dramatize him or her as idealistic and rebellious (Marguerite Malm, Olis. G. Jamison, 1952).
Fig. 2: The Older Adolescent

THE OLDER ADOLESCENT

He wants a home where family relations are pleasant, and a room of his own. He wants to be treated as an adult. He wants to be treated as an adult. He wants someone to share his pursuits with him and also someone to confide in.

SCHOOL SUCCESS
He wants to succeed in school or in extracurricular activities.

HETEROSEXUAL success
He wants to be with the other sex, to get along well with them, to be especially singled out and chosen by some one of the other sex. He wants sex information.

RECREATIONAL OPPORTUNITIES
He wants some place to go with the group where they can eat, talk, dance, or otherwise entertain themselves. He wants a variety of opportunities for recreation. He wants a variety of opportunities for recreation.

GROUP IN DRESS, PRIVILEGES, AND IN SPENDING MONEY
He wants to be personally attractive. He would like popularity. He wants to be a part of a bunch.

He wants to be a part of a bunch. Group, crowd or gang, whatever the name used.

He wants to have the means to conform to the group in dress, in privileges, and in spending money.

He wants a steady amount of spending money, and he would like a car. He would like a car.

He wants a steady amount of spending money, and he would like a car. He would like a car. In addition, he wants to earn it through a part-time job.

HE WANTS A ROOM OF HIS OWN.
He feels that he needs a room of his own. It is bolstered upon things he values in the world.

HE WANTS TO BE TREATED AS AN ADULT.
He wants to be treated as an adult. He wants to be treated as an adult.

HE WANTS SOMEONE TO SHARE HIS PURSUITS WITH HIM.
He wants someone to share his pursuits with him and also someone to confide in.

HE WANTS TO BE PERSONALLY ATTRACTIVE.
He wants to be personally attractive. He would like to be personally attractive. He would like to be personally attractive.

He wants to be personally attractive. He would like to be personally attractive. He would like to be personally attractive.

HE WANTS THE MEANS TO CONFORM TO THE GROUP IN DRESS, PRIVILEGES, AND IN SPENDING MONEY.
He wants to have the means to conform to the group in dress, in privileges, and in spending money.
Adolescent Developmental Challenges

Adolescent developmental challenges occur inevitably;

1. Biological challenges
2. Cognitive challenges
3. Psychological challenges
4. Social challenges

Biological Challenges in Adolescence

Adolescent begins with the well-defined maturation event called puberty. Puberty refers to the biological events which surround the first menstruation in girls and the first ejaculation in boys. These events signal the beginnings of a process of profound physical change (Colarusso, C. 1992). Although this is an abnormal maturation process it can cause difficulties for the individual. This can happen where a young person is precocious in puberty or if puberty is significantly delayed. In these situations the adolescent may experience an uncomfortable level of stress. Consequences may be a lowering of self-esteem and self-concept with the person feeling awkward and lacking self-confidence. The biological changes of adolescence result in physiological changes, sexual changes and emotional changes.

i) Physiological Changes

During adolescence major physiological changes take place. The young person grows in height, weight and strength, develops sexually and changes in appearance. Girls develop breast, boys voices break, body hair grows and changes occur in sexual organs. These physiological changes occur over a period of time. They happen at different ages and different rates for different young people. Consequently, there may be issues for the adolescents who may feel embarrassed, self-conscious, awkward and out of step with peers who are developing at a different rate. Therefore many adolescents become very anxious about their appearance.
ii) Sexual Changes

Significant and important increases in the production of sexual hormones occur during puberty. These results not only in changes to the body but also triggers an increase in sexual arousal, desire and urge in both males and females. These changes are likely to cause discomfort for the adolescent. As sexual drive rises, the adolescent is confronted with issues of personal sexuality and sexual identity. These issues will influence the adolescents' decisions with regard to relationships. In early adolescence, they tend to form close relationships with friends of the same sex because they feel secure with them (Blos, P. 1979). This is a part of their process of movement away from dependence on their parents and family. Some adolescents will become involved in sexual experimentation with their friends, while others sexual feelings are managed through the use of fantasy and masturbation (Dacey, J. and Kenny, M. 1997).

By late adolescence, with the acceptance of the new physically and sexually mature body, they gradually move towards heterosexual relationships. According to Colarusso (1992) by late adolescence many young people are psychologically ready for an active sexual life which includes intercourse. Some may at this stage begin to explore their sexual preferences and to make decisions with regard to homosexuality. Because society as a whole tends to be homophobic such explorations may be a source of anxiety, if the decision is to choose a partner of the same sex (Mabey, J. and Sorensen, B. 1995).

iii) Emotional Changes

The rise in sexual hormones may influence the adolescents' emotional state. It would be a mistake to assume that hormones act in isolation and that they alone are the cause of mood changes. They act in conjunction with other major changes which have impact, such as changes in social relationships, beliefs, attitudes and self-perception. The adolescent has to cope with body changes which may be disturbing and worrying. The emergence of sexual urges drives them into the exploration of new relationships and produce new social challenges (Geldard, K. and Geldard, D. 1997).
Cognitive Changes in Adolescence

While biological changes are occurring in the adolescent, cognitive changes are also taking place. The adolescent develop a capacity for abstract thinking, discovers how to think about relationship issues, discerns new ways of processing information and learns to think creatively and critically.

i) Development of Abstract Thinking

According to Piaget (1948/1966) adolescent typically make the transition from ‘concrete operations’ to the ‘formal operations’ stage. They move from the limitations of concrete thinking to being able to deal cognitively with ideas, concepts and abstract theories. The adolescent is passionately interested in abstract concepts and notions and is therefore able to discern what is real from what is ideal.

Flavell (1977) suggested a number of ways in which adolescent thinking progresses is beyond that of childhood.

1. Imagine possible and impossible events
2. Think of a number of possible outcomes from a single choice
3. Think of the ramifications of combinations of propositions
4. Understand information and to act on that understanding.
5. Problem solving in a wide variety of situations and with greater skill than in childhood.

ii) Egocentric Thinking

Adolescents are egocentric. This trait starts in early adolescence and develops more fully in mid to late adolescence. They may have the idea that everyone is watching them as though they were on stage. Sometimes they will deliberately ‘parade’ themselves in front of others exhibiting particular poses or behaviours to invite attention to them.
Adolescents frequently make up stories about themselves which Dacey and Kenny (1997) refer to as ‘personal fables’. They may have dreams of success and may start to believe that these are true. They have the idea that they are both unique and invulnerable (Elkind, D. 1967). They may at times feel omnipotent, all-powerful and that they cannot be hurt. This is all part of the complex process of becoming a separate unique individual.

iii) The Ability to Think About Other People

Along with the sense of uniqueness or individuation comes the ability to think critically about other people and interpersonal issues. Adolescents learn how, from their own perspectives, to understand or ‘make sense of other’ people. This enables them to make decisions about how to interact with others.

iv) New Way of Processing Information

Adolescents’ ability to perceive, comprehend and retain information seems to improve with age (Knight et al, 1985). They progressively develop the ability to make better use of memory strategies and are more able to detect contradictions and deal with complex social and ethical issues (Keil, F. 1984). They now have more complex level of information processing. This information processing ability depends upon the intelligence because, as described by Jensen et al (1989) the ability to process information quickly is directly related to higher level of intellectual functioning.

v) The Ability to Think Critically

Adolescent develop the ability to think logically and to use their capacity for logical thinking to make judgements and decisions for themselves. They are able to recognize and define problems, gather information, form tentative conclusions and evaluate these to make decisions (Pierce et al, 1988).

vi) The Ability to Think Creatively

Creative thinking involves divergent thinking, flexibility, originality, the consideration of remote possibilities and the ability to consider a variety of
solutions to the same problem. Adolescents develop the ability to think creatively and are consequently better able to understand and use metaphor (Dacey, J. and Kenny, M. 1997).

**Psychological Challenges in Adolescence**

The biological and cognitive changes in adolescents have direct and significant impact on psychological functioning. The major psychological challenges in adolescents are the formation of a new identity. The adolescents is no longer a child, a new person is emerging.

**i) Forming a New Identity**

The most important psychological task for the adolescents is the formation of a personal identity. Failure to achieve a satisfying personal identity is almost certain to have negative psychological implications.

This is supported by Waterman (1992) who conducted an extensive review of research, which showed a strong link between ego identity and effective psychological functioning.

As discussed by Kroger (1996) major theorists including Erikson, Blos, Kohlberg, Loevinger and Kegan have written about the development of identity in adolescence using terms which are individual to themselves such as ‘self’ ‘ego’, ‘I’ and all have agreed to the term ‘personal identity’.

Adams and Marshall (1996) believe that the search for identity is a continuing process, which is not just restricted to adolescents. They indicate that personal identity can be altered through heightened self-awareness and that there are sensitive points along the life-cycle, one of which is adolescence, where self-focusing and identity formation are heightened.

**ii) Individuation**

The adolescent moves away in to a separate space becoming a separate individual. The process of individuation involves the development of relative independence from family relationships, the weakening of ties to
objects which were previously important, as a child, and increases capacity to assume a functional role as a member of an adult society (Archer, 1992).

iii) Emotional Responses

The adolescent development stage is therefore characterized by emotional reactivity and high intensity of emotional responses. This makes it difficult for adolescents to control and moderate their behavioural responses. They unexpectedly respond to high levels of emotion including excitement, anger, sadness, depression and embarrassment (Josselson, 1987). A major disruptive emotion of early adolescence is shame (Shave, D. and Shave, B. 1989).

Adolescents frequently experience feelings of ridicule, humiliation and embarrassment, and feel disgusted and ashamed of them. So they tend to develop strong defence mechanisms, which may include disavowal, denial, projection and regression.

Social Challenges in Adolescence

The major challenge for adolescents is concerned with their need to find their place in society. This is a process of socialization involving an adolescent's integration with society. The socialization process and the search for personal identity are strongly inter-related and inter-dependent. Socialization enhances the sense of personal identity and the development of personal identity assists the adolescents in dealing with society's expectations and standards.

i) Society's Expectation

Society's expectations pose a challenge for adolescents and help them in the progress of adulthood and develop a positive sense of self (Ianni, F.A.J. 1989) when families, school and community fail to offer consistent direction and positive goals, adolescents drift towards undesirable behaviours, tend to become confused, cynical and experience a diffused sense of self. Society in general has expectations about how adolescents should behave and these will
often conflict with adolescent expectations. Hence, the adolescent’s need to achieve individuation which provides a confliction challenge for the young person who is striving for personal identity and is, at the same time, exploring new ways of fitting into society. Consequently, there is likely to be marked ambivalence in many adolescents concerning issues of independence versus dependence, and with regard to expressing attitudinal and behavioural changes while maintaining social relationships (Archer, 1992).

Many of the tasks of adolescence involve strong social expectations. Havinghust (1951) believed that the mastery of the nine developmental tasks listed below were critical to adaptive adolescent adjustment.

1. Accepting one’s physique and sexual role
2. Establishing new peer relationships with both sexes.
3. Achieving emotional independence of parents
4. Selecting and preparing for an occupation
5. Developing intellectual skills and concepts necessary for civic competence
6. Achieving assurance of economic independence
7. Acquiring socially responsible behaviour patterns
8. Preparing for marriage and family life
9. Building conscious values that are harmonious with one’s environment

These tasks might seem daunting for many adolescents. Some finds the challenges overwhelming and will feel alienated from society because they are unable to achieve society’s expectation.
ii) Parental Expectation

Most parents do not know what is normal and realistic with regard to the expectations, which they might have of their adolescent children. As their children grow through adolescence many parents become worried and at times distressed by behaviours which are normal for adolescents. Rutter (1995) believes that most adolescents are not particularly difficult or troublesome but the problem is how parents respond to the adolescent phase. She argues that the parents’ response may create negative feelings and catapult the adolescent into anti-social behaviour. Steinberg’s (1990) hypothesis is that when children reach puberty the combination of adolescent phase of development and the behaviour and emotions of parents produces tremendous changes in the parents and increases their distress. This may often be accompanied by a decline in marital satisfaction, regret for missed childhood opportunities, recognition of the ageing process, emotional rejection and isolation from an independent adolescent, decline in respect for previously accepted authority and guidance, powerlessness, loss of youthful appearance and doubt about their own sexuality.

Even when there are tensions in family life, the family remains one of the most effective vehicles for promoting values in adolescence, enabling adolescents to be successful at school and to have confidence in peer relationship. A successful adolescent is that they generally have positive relationships with their parents (Steinberg, L. and Steinberg, W. 1994).

iii) Influence of Peer Pressure

During adolescence, peers play a large part in young person’s life and typically replace family as the center of a teen’s social and leisure activities. But adolescents have various peer relationships and they interact with many peer groups. Often “peers cultures” have very different values and norms. More often, peers reinforce family values, but they have the potential to encourage problem behaviours (Tryson, C.M, 1944).

Facts about parent, adolescent and peer relations
1. During adolescence, parents and adolescents become more physically and psychologically distant from each other. This normal distancing decreases in emotional closeness and warmth, increases in parent-adolescent conflict and disagreement, and increases the time adolescents spend with peers. This happen when parents are emotionally unavailable to their adolescent children.

2. Increase in family strains (economic pressures, divorce etc.,) have prompted adolescents to depend more on peers for emotional support. By high-school years, most adolescents report feeling closer to friends than parents. Stress caused by work, marital dissatisfaction, family break-up caused by divorce, entering a step-family relationship, lower family income or increasing expenses, all produce increased individual and family stress.

3. Parent-adolescent conflict increase, although in most families, its frequency and intensity remain low. Conflicts are the results of relationship negotiation and continuing attempts by parents to socialize their adolescents. Parents need to include adolescents in decision-making and rule-setting that affects their lives.

4. Parents and adolescents are in distressed relationship characterized by emotional coldness and frequent outbursts of anger and conflict. Unresolved conflicts produce discouragement and withdrawal from family life. Adolescent in these families are at high-risk for various psychological and behavioural problems.

5. Gangs are particularly visible in communities with a significant portion of economically disadvantaged families and when the parents are in conflict, distant and unavailable.

6. As high schools become more culturally diverse environments, ethnicity is replacing individual abilities or interests as the basis for defining peer "crowds" (O’Koon, J. 1997).
Peers clearly do exert pressure on adolescents and this is often most noticeable in the way adolescents present themselves. This can be disconcerting for many parents who become anxious when their adolescent children make changes to the personnel appearance in ways, which are not easily acceptable to them. They may correctly blame peer influences. In the personal search for identity young people may choose hair styles, make-up and wear clothes which are unconventional. As Martin (1997) points out, what is seen by an adult as mutilate or destructive may be decorative from adolescent point of view.

**Educational Environment of Adolescents**

Education is a personality building process. It is always been linked with society. It has both a personal and social dimension and like two sides of the same coin. According to Gandhiji, “real education did not consist in packing the brain with information, facts and figures or in passing examinations by reading the prescribed number of books, but by developing the right character”. Swami Vivekananda had proclaimed “we must have life building, man-making, character building education”.

At present our education system is largely involved in preparing the younger generation for developing their cognitive domain. It is mainly based on the preponderance of public examination and excessive competitive spirit at the cost of developing the more important affective domain.

Educational institutions today are engulfed my materialistic values. Teachers have become salesman while the students indulge in indiscipline behaviours. This scene has emerged as the teachers hardly have time in the development of personality of the student due to the existing curriculum. (Aruna Goel, S.L. Goel, 2005).

Education should bestow adolescence with intelligence, learning, boldness, courageousness and strong in good character, and in fact, it contributes to the growth and development of the society in particular and the nation at large (Bhaskar Rao, Digumarti and Digumarti Harshitha, 2001). In
modern days, the concept of education as a social function has not changed, but the methods have (Harshitha, Digumurti and Digmurti Bhaskara Rao, 2004). But, today’s society being complex in its knowledge and skills, it cannot itself transmit all these directly to the fast using new generation. Hence, there is a need for an organized formal institution to impart the essential knowledge and fundamental skills.

School is a miniature form of the society and as such it is a powerful instrument to shape the individual. School is a place or establishment for education or an institution for teaching and learning (Ediger, Marlow and Digumurti Bhaskara Rao, 2003).

The enrollment in secondary school phenomenally increased in our country in last 20 years because of rapid spread of education to all sectors of society (Bhaskara Rao, Digumurti, 2004).

The problems of satisfying the needs of all the adolescent students when they reach the senior school are becoming more acute. Urban educators continue to struggle with widespread cultural diversity among their students and with the problems of educating them. Rural educators struggle with the changing economic structure which causes shifts in traditional rural roles (Bhaskara Rao, Digumurti and B.S.V. Dutt, 2003). The modern schools provide adolescents with a store of abstract knowledge and very little notion about life itself. The curriculums of schools are not designed to suit the adolescents with average abilities and thus create many problems in them. Various American studies have shown that school life or school related problems were the chief complaints for largest number of both adolescent’s boys and girls (Lewis, O.Y. 1949, Williams, L.H., 1949, Mooney, R.L. 1942).

The Significance of the Teacher

It is evident that today’s educational standards require the teacher to be an informed, well-integrated and foreseeing member of adult community. It is no longer enough that the teacher be a possessor of knowledge but, a teacher must be capable of setting up of a desirable environment for learning. They are
responsible for teaching pupils to respect one another’s personalities and to work and play co-operatively with others under restrictions and privileges established and maintained by majority.

The classroom should be considered as a social laboratory in which adolescents learn to live with others cooperatively and harmoniously. It must be a place in which control evolves from within the group and is exercised for the welfare of the majority. The general atmosphere must be characterized by mutual understanding and mutual respect of pupils for pupil, pupils for teacher and teacher for pupils. (Bhaskara Rao, Digumurti and Naresh Kumar.D. 2004). Adolescents have certain needs which should be recognized by the teacher and should be encouraged for their fulfillment. The teacher must see that the needs of every individual are fulfilled. Because of the wide variations in values found among pupils it creates problems to teachers and others concerned with the educational programme for adolescent. The differences in interests, aspirations and moral behaviour of boys and girls from the different social-class groups have been emphasized as the cause. The problem of motivating these adolescent boys and girls present a real challenge to the senior school teachers (Slattery, R.J. 1942).

**Educational Interests of Adolescents**

Young adolescents complain about school in general and about restrictions, homework, required courses, food in the cafeteria and the way the school is run. They are critical of their teachers and the way they teach. Young adolescents who want to be popular with their peers must avoid creating the impression that they are “brains”. The attitudes of older adolescents towards education are greatly influenced by their vocational interests. If they are aspiring to occupations which require education beyond school, they will regard education as a stepping-stone. They will be interested in the courses they feel will be useful to them in their chosen field of work. Adolescents in general considers success in sports and social life as important as academic work as a stepping-stone to future success (Elizabeth .B. Hurlock, 1949).
Factors influencing adolescents Attitudes toward Education

1. Peer attitudes—whether they are school oriented or work oriented.

2. Parental attitudes—whether parents consider education a stepping-stone to upwards social mobility or only a necessity because it is required by law.

3. Grades which indicate academic success or failure

4. The relevance or practical value of various courses.

5. Attitudes toward teachers, administrators, academic and disciplinary policies.

6. Success in extra curricular activities.

7. Degree of social acceptance among classmates.

There are three types of adolescents who have little interest in education and who usually dislike school. They are

1. Adolescents whose parents have unrealistically high aspirations for their academic, athletic, or social achievements and who are constantly prodding them to come up to these goals.

2. Adolescents who find little acceptance among their classmates and who feel that they are missing out on the fun their age-mates are having in extra-curricular activities.

3. Thirdly, early matures who feel conspicuously large among their classmates and who, because they look older than they are actually, and often expected to do better academic work than they are capable off.

Adolescents who have little interest in education usually show their lack of interest in the following ways:

i. They become under achiever.
ii. Working below their capacities in all school subjects or in the subjects they lack interest in.

iii. They become truants and try to gain parental permission to withdraw from school before the legal age for learning.

iv. Early matures find school not only uninteresting but often a humiliating experience.

School Problems of Adolescents

Adolescents have several problems related to school, which constantly bothers their minds. They are: problems relating to failure, how to study, pupil-teacher relationship, and unfair practices on the part of the teacher, aggressive and dominating attitudes of class-mates, casteism, regionalism, dullness and lack of interest as well as value of subjects they are studying.

Problems of adolescents have been categorized into three groups namely:

1. School related problems - which pertain to school situations, choice of study, difficulties with subject matter, extra-curricular activities and school citizenship.

2. Non-School related problems - which pertain to home, families, friends, financial difficulties and health.

3. Post-School related problems - which pertain to pupils' choice on vocations and educational institution beyond school (Sadler, W.S. 1949).

It is fascinating to note that many adolescents in India are not happy with the present education system. They express genuine concerns regarding lack of proper counseling and guidance, inferiority complex due to poor performance in studies, constant nagging of teachers, lack of opportunities for preferred profession, difficulty in adjusting with fellow students, lack of peer acceptance, difficulty in talking with teachers, examination fear, despair in not achieving, academic goals like entrance examination, stage fright etc.
In such a scenario, this research aims to study the psychosocial profile of adolescent school student in Tiruchirappalli. The adolescent in the process of transition goes through various stages of development that are both psychological and sociological in nature, where conflict structures each stage. It is very difficult to separate the psychological influences from sociological ones. In spite of various studies done on adolescence, the psychosocial factor that affects the adolescents particularly in school seems to be more acute. School is a social environment of an adolescent which create lots of problems in psychosocial in nature. Hence the study aims to cover some of the psychological variables like stress, security insecurity feelings, anxiety, depression and adjustments along with socio-demographic variables and opinion about school, parents and peers.

An adolescent in school experiences lots of mental and emotional strain, which puts them in a stressful situation. This leads them to a state of being or feeling not confidence or not firm and makes them to develop insecurity feelings.

Insecurity feelings will lead an adolescent to become anxious and develop anxiety, which may lead them to be depressed and in fact they will differ in the levels of adjustment.

**Adolescent Stress at School**

Stress is often termed as a twentieth century syndrome, born out of man's race towards modern progress and its ensuring complexities. Extreme stress situations for an individual may prove to be mild for another, for yet another person the situation might not qualify as stress.

Stress is characterized by feelings of tension, frustration, worry, sadness and withdrawal that commonly last from a few hours to a few days.

The most common causes for stress are;

1. Break up with boy or girl friend,
2. Increased arguments with parents,
3. Trouble with brother or sister,
4. Trouble with parents,
5. Academic pressures,
6. Change in parent's financial status,
7. Serious illness or injury of family members (Joyce Walker, 1985).

These events are centered in the two most important domains of a adolescent's life: home and school.

As the study aims to cover the psycho-social profile of adolescents in school, school is taken as an important domain in adolescent's life. Adolescents find the pressures of school stressful. Both the risk and experience of failure in an educational setting are sources of stress for adolescents. These stresses are likely to be intensified when there is conflict with parents. As a consequence, poor school performance is made worse when conflict occurs with parents about issues concerning scholastic achievement and educational plans (Hurrelman et al, 1992). In educational environments, the student has little power or authority and those teaching the student have considerable power and authority. For the emerging adolescent, issues of power and authority are very salient. If adolescents are to learn to take responsibility in the way that adults do then they need to be able to have some level of control over what they do and how they do it. Educational environments may therefore be stressful for adolescents because they are disempowering.

Student-life coincides with adolescence, and stress can manifest in them as a reaction to the changes in life in addition to academic pressures. Adolescents become more self-aware and self-conscious, and their thinking becomes more critical and complex. At the same time, they often lack in academic motivation and performance, as their attention is divided among a lot many things, especially creating an identity for them.
Factors That Cause Stress in Students

1. Stress is created by parental pressure to perform and to stand out among other children. When they cannot rise up to that expectation, or during the process of meeting it, adolescent face insecure feeling, frustration, physical stress, aggression, undesirable complexes, anxiety, depression and adjustmental problems.

2. Students, who are under-performers, develop negative traits such as shyness, unfriendliness, and jealousy and may retreat into their own world to become loners.

3. Over scheduling an adolescent student's life can put them under stress. An adolescent in school and after school activities should be carefully arranged to give them some breathing space. Parents may want him to learn music, painting or be outstanding in a particular sport. So many things are crammed into their schedule, unmindful of the children's choices and capabilities that it puts a lot of mental pressure on them in an effort to fulfill their parent's wishes.

4. School systems cram students with a tremendous amount of home work which they usually have to complete spending their evenings, week ends and most of the vacations. Unable to find enough time of their own, students often lose interest in studies and under perform. They often feel stress by being asked to do too much in too little a time. (www.tarnowcenter.com)

When 'effortless' learning does not take place, these students loose confidence, motivation and interest, and this creates more stress which in fact leads to insecure feeling in them.

Adolescent Security Insecurity Feeling at School

Adolescents need an inner sense of security. They depend partially upon being able to feel that people in authority will be fair in their treatment for
them. Adolescent must earn their securities by winning the acceptance of the family members, school-performance and peer in society.

The Securities of the Adolescent

<table>
<thead>
<tr>
<th></th>
<th>Younger Adolescent</th>
<th>Older Adolescents</th>
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<tbody>
<tr>
<td>Personal</td>
<td>An inner sense of security</td>
<td>An inner sense of security</td>
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<tr>
<td></td>
<td>Healthy, normal body</td>
<td>Healthy, normal body</td>
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<td></td>
<td>Skill in sports</td>
<td>Physical attractiveness</td>
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<td>Family</td>
<td>Sheltered home life</td>
<td>Happy home life</td>
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<td>Loving parents</td>
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<td>Equality with peers in appearance, spending money,</td>
<td>Equality with peers in appearance, family social</td>
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<td></td>
<td>clothing</td>
<td>status, spending money, clothing</td>
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<td></td>
<td>Acceptance by a group</td>
<td>Acceptance by a group</td>
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<td>A best friend</td>
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<td></td>
<td></td>
<td>Attractiveness to the opposite sex</td>
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<td></td>
<td>Ability to keep up with class</td>
<td>Ability to keep up with class</td>
</tr>
<tr>
<td>School</td>
<td>Acceptance by the teacher (particularly with girls)</td>
<td>The feeling that he has a real friend in some teacher or that all of the teachers are his friends</td>
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<tr>
<td></td>
<td>A sense that every one will be treated fairly</td>
<td>An integral part in some extra curricular activity</td>
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<td>A sense that every one will be treated fairly</td>
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<td></td>
<td>Athletic success (boy)</td>
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<td>Academic success</td>
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<td></td>
<td></td>
<td>Clear prospects about future</td>
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Adolescents who attend schools from a low socio-economic status, who hail from a single parent family or large families, lack of resources in schools (books, supplies, computers etc), unhealthy conditions (run down building with
inadequate facilities), insufficient staff, lack of special programmes, poor academic achievements and poor peer relationship can create insecure feelings in adolescents (Marguerite Malm and Olio G. Jamison, 1952).

**Adolescent Anxiety at School**

Everyone is anxious at times and being anxious can be useful. Relatively high levels of anxiety can be helpful when they are consistent with the demands of a situation. For example, an exam anxiety is adolescents may help to increase alertness and performance. Unfortunately, too high a level of anxiety may reduce performance (Rao U.K.R.V. 1968). Suffering from an anxiety due order is not just a matter of being too anxious. Adolescent with anxiety disorders suffer levels of anxiety which are more pervasive than the anxiety generally experienced in normal life. The disorder will usually have social consequences for the person, with relationships being impaired (Schachter S. and Singer J.E. 1962).

Four common types of anxiety disorder in adolescents, as described in DSM-IV (American Psychiatric association, 1995) are generalized anxiety disorder, social phobia, specific phobia and obsessive compulsive disorder. Generalized anxiety disorder is characterized by long periods of persistent and excessive anxiety and worry, the source of which is non-specific. Adolescents experiencing generalized anxiety disorder may present with symptoms of nervousness, restlessness, trouble, falling or staying asleep, poor concentration, frequent urination, irritable mood, depressed mood, light headedness, dizziness, muscular tension or becoming easily fatigued. Adolescents with generalized anxiety disorder often exhibit an additional anxiety disorder such as social or specific phobia.

Social phobia is characterized by significant anxiety when exposed to certain types of social or performance situations. This disorder often leads to avoidance behaviours. Specific phobia is characterized by a persistent and irrational fear of a particular object or situation, and can also lead to avoidance behaviours. With obsessive compulsive disorder individuals may experience
unpleasant and intrusive thoughts which are difficult to control (Amies, P.L., Jelder, M.G., Sharp, P.M. 1983).

These disorders dramatically reduce productivity and significantly diminish the adolescent’s quality of life. Anxiety disorders can lead to poor school attendance, low self-esteem, deficit interpersonal skills, alcohol abuse and adjustment difficulty (Gyanoni T.C. 1984). The major areas that develops anxieties in adolescents are school work, examinations and test, favouritism on the part of the teacher or parents, how to study, appearance, unpopularity, inadequate to their sex roles, illness of members of the family, quarrel between parents, boy-girl relationship, difficulties in making friends, vocational choices, health problems, religion, money and lack of emotional control etc.

Adolescents at school with anxieties face symptoms ranging from sporadic grades, poor test performance, attention problems, decreased enjoyment at school and school refusal.

Anxiety in adolescent is problematic in many arenas. Social anxiety once thought of as simply “shyness”, does more than cause an adolescent to have difficulty with peer relationship at school. Anxiety will decrease memory ability as well as the ability to focus and concentrate. When anxiety becomes over whelming, a person will naturally avoid an anxiety producing stimulus. Hence, school refusal may begin. The adolescent will have panic attacks or other over whelming anxiety symptoms in the classroom and this anxiety is typically experienced as distraction. Therefore, the teacher may send home frequent notes regarding the adolescents’ inattention to tasks. Parents and teachers may begin to suspect Attention Deficit Hyperactivity Disorder.

Another school performance anxiety is the “freeze response”. This is the situation in which the student is prepared but the mind goes blank at test time. Teachers often believe that the adolescent is unprepared for the test or “lazy”. The adolescent will insist that he/she knew the material during the review the night before the exam. Parents are often baffled as they have helped their adolescent child to review and agree that the information seemed well learned. Nevertheless at test time his or her mind “went blank”. This particular type of
academic anxiety is often confused with the inattentive type Attention Deficit Hyperactivity Disorder.

In addition, adolescents with anxiety at school may act out with disruptive behaviour. The disruptive behaviour is typical in action that helps the adolescent child to avoid the anxiety-producing stimulus. This can include talking, skipping class, “forgetting” assignments, and fighting obviously. The disruptive behaviour is not helpful in solving the problem, but at the moment it can be an acceptable alternative to that dreadful anxious feeling. Teaching the adolescent with appropriate tools to decrease the anxiety becomes paramount. Severe anxieties decreases school performance and may lead to behaviour difficulties. Many parents may not recognize that their parental limits, expectation of their adolescent child for good academic performance, higher aspirations on them may exaurbate symptoms. These pressures from parents and school may impair the relationships in family, school, and peer develops lowered self esteem and depressed mood. Over loading the adolescent with too many after school activities and responsibilities can also creates anxiety in them. (www.tarnowcenter.com)

Adolescent Depression at School

Depression is defined as an illness when the feeling of sadness, hopelessness and despair persist and interfere with adolescents' ability to function.

Depression in characterized by significantly impaired mood with a loss of interest or pleasure in activities that are normally enjoyable. Depression may be mild, moderate or severe (World Health Organization, 1994).

Mild depression - Effort in required doing normal daily tasks.

Moderate depression - Involves occupational and social impairment. Depression prevents the individual from doing things that need to be done.

Severe depression - Involves marked social and occupational impairment and may include psychotic symptoms such as hallucinations or
delusions. Adolescents experience depression from time to time, but psychiatric illness involving a major depressive episode can be distinguished from normal depression by its severity, persistence and duration (World Health Organisation, 1997). Loneliness and social withdrawal are antecedents to depressive disorders in adolescents (Simeonsson, R.J. 1994).

Depression in adolescence may result from a wide variety of situations or stimuli.

i) a succession of loss experiences

ii) a history of parental separation and / or divorce

iii) a series of moves, perhaps including moving away from trusted friends

iv) death of a loved one, friend or pet

v) receiving low levels of positive reinforcement

vi) being unable to escape from punishment

**Signs of Depression**

i) Frequent sadness, tearfulness, crying

ii) Hopelessness

iii) Decreased interest in activities or inabilities to enjoy previously favorite activities

iv) Persistent boredom, low energy

v) Social isolation, poor communication

vi) Low self esteem and guilt

vii) Extreme sensitivity to rejection or failure.

viii) Increased irritability, anger or hostility
ix) Difficulty with relationships

x) Frequent complaints of physical illness such as headaches and stomach aches

xi) Frequent absence from school or poor performance in school

xii) Poor concentration

xiii) A major change in eating and/or sleeping patterns.

xiv) Talk of or efforts to run away from home

xv) Thoughts or expressions of suicide or self-destructive behaviour.

Many adolescent experiences a time, when keeping up with school work is difficult. These periods may last several weeks and may include psychosocial problems as well as a slide in academic performance. Psychosocial problems are more likely to occur during a transitional year. Some adolescents are able to get through this time with minimal assistance from their parents or teachers. It may be enough for a parent to be available simply to listen and suggest coping strategies, provide a supportive home environment, and encourage their child's participation in school activities. When the difficulties last longer, long term pattern of poor school performance or behaviour problems exist.

To intervene effectively, parents and teachers can be aware of some common indicators of an adolescent at risk for school failure, including.

i) Attention problem: The student has a school history of attention issues or disruptive behaviour

ii) Multiple retentions in grade: The student has been retained one or more years

iii) Poor grades: The student consistently performs at barely average or below average levels
iv) Absenteeism: The student is absent five or more days per term

v) Lack of Connection with the school: The student is not involved in sports, music or other social related extra curricular activities

vi) Behaviour problems: The student may be frequently disciplined or show a sudden change in school behaviour, such as withdrawing from class discussions.

vii) Lack of confidence: The student believes that success is linked to native intelligence rather than hard work, and believes that his or her own ability is insufficient and nothing can be done to change the situation

viii) Limited goals for the future: The student seems unaware of career options available or how to attain those goals

When more than one of these attributes characterizes an adolescent, the student will likely need assistance from both parents and teachers to complete his or her educational experiences successfully. Students from culturally or linguistically diverse groups, may be especially at risk for academic failure if they exhibit these behaviours. Stepping back and letting these students “figure it out” or “take responsibility for their own learning” may lead to a deeper cycle of failures within the school environment.

Adolescent Adjustment at School

Adolescent is a period of rapid changes in all dimensions of development, changes in behaviour characteristics are accompanied by problems and potential difficulties. Increased complexity of our social and economic developments has forced the schools to adapt to the modern trends which created many adjustmental problems in adolescent did not exist earlier (Ediger, Morloward Digumatic Bhaskara Rao, 2003).

The concept of adjustment is not a new one. It is one of those terms of psychology that has been a source of great confusion as the word has many meanings packed into it. Herbert Spencer introduced the term into scientific
parlance in his ‘Principles of Biology’ in 1864. He defined that life is the continuous adjustment of the internal to the external relations. This leads itself to the suggestion that life is always modified to fit external circumstances and ignores the essence of civilization, which is the modification of the external world to said internal needs and desires of man. Adjustment involves effective adaptation. It consists in the reduction of inner needs, stresses and strains, in this sense, adjustment would be a unique pattern depending upon the personality and needs of the individual (Ebata, A.T. and Moos, R.H.1991).

**Educational Adjustment**

“School life” problems appear to grow in intensity as the adolescents’ advances from the seventh standard to ninth, tenth, eleventh and twelfth standards. Insufficient and sometimes undesirable educational guidance results in many such problems. Educational problems that are more common are “don’t like to study” “being a grade behind in school”, “afraid of failing in school work”; “so often feel restless in class”; “getting low grades in school”; “afraid to speak up in class”; “not smart enough” ; “teachers expect too much work” ; “don’t like school” ; “partial behaviour of teacher” ; “groupism on the basis of caste, creed and religion” ; and “lack of money”.

All too often the programs of instruction in senior school fail to provide the need for achievement and self enhancement of the individual pupil. The worst aspect of such a situation occurs when the student is forced to take certain courses distasteful to him in order to receive a passing mark and this credit towards graduation. A common situation in school is to offer marks as an immediate goals with little consideration for the materials in terms of the pupils need or a long time goals, such a situation is shown in figure.
Fig. 3: Schematic diagram showing how youth may accept learning for immediate self enhancement, but not for the more fundamental long-term self-enhancement.
Education is not injection or injunction. It is not indoctrination of views and ideas or just an imposition of ones views upon others. In school, education should not be on infliction. The moment education, becomes such an infliction, the consequence will be students indiscipline, maladaptive behaviour and leads them to adjustmental problem.

Various adolescent growth studies from California, shows that large percentage of adolescents dislike elements in the school situation that indicate unfair practices on the part of the teachers and snobbishness as well as overly aggressive, dominating attitudes and practices on the part of their classmates. Some aspects of the school curriculum and school programmes disliked by large percentage of adolescents were: There is too much homework, assignments are too long, many of the subjects are dull and uninteresting, no chance to pick out the subjects that one likes, school work is so monotonous; having to take subjects which will be no use to one when grown up (Mooney, R.L. 1942., Williams, L.H. 1949., Lewis, O.Y. 1949., Montague, J.B. 1952). So efforts should be taken to improve the educational adjustment in adolescents.

Home Adjustment

Socio-economic changes due to westernization and modernization has created a number of problems for the adolescent of new generation in home. Indian parents have not changed their traditional attitude towards their adolescent sons and daughters. As most studies on adolescents problems in their educational programmes have neglected or not discovered the problems related to home are much important. These problems are discovered in the psychological clinic.

Parental troubles ranks first among this list of symptoms manifested by adolescent boys and girls (Abelson, H.H. 1942 -1943).

i) Imposing restriction on their freedoms

ii) Lack of understanding between parents and adolescents

iii) Poor home atmosphere
iv) Emotional rejection of the child by parents
v) Over-protective attitude of parents
vi) Uneven administration of discipline by parents at different times
vii) Parents treating adolescents as children
viii) Parents working hard and not spending time with them
ix) No fun with parents
x) Parents maintaining secrets and not sharing with the children

So efforts should be taken to improve the home adjustments of adolescents.

**Emotional Adjustment**

The growth and development of the child into adolescence are accompanied by glandular changes closely related to the emotional life. The heightened emotional states during this period of life have constantly been recognized as a part of the nature of adolescents. In addition to a heightened emotional state, there is also expansion of the emotions into the social realm (Jones, H.E. 1950). Fear and anger related to social situations become very important, self conscious feelings about one's own adequacy appear and the adolescent becomes especially concerned over the approval of his peers. This increased fear is also observed in classroom situations. Fear of reciting in class, fear of failure and fear of ridicule becomes more pronounced at this age level (Reymert. E.L. 1950).

Emotions in adolescents are love, anger, fear and control of anger creates anxiety so efforts should be taken to improve emotional adjustment in adolescent.
Cause of Heightened Emotionality

i) Adjustment in home, school and society

Adolescents are not mentally prepared for the changes of social roles and responsibilities. This change over to new social responsibilities in home, school and society creates tension in him.

ii) Rigid attitude of parents

Indian parents fail to provide proper guidance and counseling to this adolescent children. They do not change the rigid and conservative attitudes towards them. This rigid attitude causes emotional imbalance in them.

iii) Social expectations

Parents and society expect an adolescent to act like an adult for which he is neither physically nor mentally prepared. He fails to meet social expectations which cause emotional imbalances.

iv) Adjustment with members of opposite sex

Adolescents become aware of their sex roles. There is a great attraction towards the member of opposite sex. This creates emotional imbalances.

v) School failure

School failures cause emotional tension so that many adolescents run away from home for fear of failure.

vi) Vocational problem

The most pressing problem of Indian adolescent is the insecurity for future vocation as there are many adults without any means of much livelihood.

vii) Incompetence

Some time adolescents own mental and physical incompetence cause emotional disturbance (Strongman, K.T. 1978).
Social Adjustment

An individual's social adjustment can be ascertained by his social environment. Social adjustment requires the development of psychic qualities and virtues in an individual. It also requires living in harmony with those social beings and feeling responsible and obligatory towards one's fellow people, society and country (Swanson, G.E. 1952).

Social problems are frequently experienced by adolescents' boys and girls. Too little social life, lack of friends, wanting to learn how to dance, spending money for social activities, the desire for a new dress are some of the social problems experienced by them. The dawning of social consciousness in the adolescent stage is an important factor in the development of problems of social nature. Timidity, moodiness, temper outburst and day dreaming tendencies frequently result (Davis, A. 1952) Social participation is essential for healthy social development in adolescents. The variety of social contacts increases with age, requiring new social skill and social demands in adolescents. Social contacts are made with boys and girls from varying home backgrounds. They must, learn to work with and co-operate with their classmates in many school activities. They must adjust to an increasing number of teachers and additional educational demands involving a greater complexity and flexibility in social skills. Extreme introversion and daydreaming or antisocial tendencies are quite likely to arise when there is a failure in the socialization process. So efforts should be made to improve social adjustments in adolescent.

Relevance of Social Work

Adolescence is characteristically an important period in the life span of human being. It is a transitional period, a period of change, a problem age, a time of search for identity, a dreaded age, a time of unrealism and the threshold of adulthood. It is a period of heightened emotionality, a time of "Storm and stress" where they have to adapt themselves to the new changes that takes place physically, psychologically and socially. In such a scenario, the adolescent has to affix themselves to the school and its curriculum. The
modern technological age in which we are now living is placing additional burdens upon the schools. It has been proclaimed that we are now in a race between education and chaos, where the adolescents are disturbed by over materialism and lack of spiritual values. Education in the past has been called on to resolve a variety of social problems and now, it is recognized as a social problem itself. While much criticism has been focused on the educational system, the adolescent students should adapt themselves to the school environment, its curriculum, pressure from school to complete the task in short time, parental expectations, teacher student relationships, and peer relationship. If the adolescents fail to modify or regulate themselves to modern school environment, and parental expectations, they will develop problems of psychosocial in nature. In this study the researcher has concentrated some of the psychosocial variables namely stress which leads to insecure feeling which in fact leads them to become anxious, depressed and have low adjustments. So the intervention of the social worker in school system is very essential to reduce the problems of psychosocial in nature that arise in adolescent students at school. As the schools do not employ school social worker on their staff in order to help the adolescents whose problems in the school have their genesis in social and psychological factors in the adolescent, in their family or in their social milieu.

**Rationale for Selecting the Schools**

This descriptive study was done by collecting data from IX, X, XI and XII standard students of three schools in Tiruchirappalli. They are St. John’s Vestry Anglo Indian Higher Secondary School, Khajamian boys Higher Secondary School and Seva Sangam Girls Higher Secondary School.

St. John’s Vestry Anglo Indian Higher Secondary School is 240 years old. It was founded by Rev. Christian Frederic Schwartz in 1763 for the sake of a few orphans in Rockfort area. Now the school is managed by Trichy – Thanjavur Diocese of the Church of South India. Initially the school met the educational needs of the Europeans and the Anglo Indians. Now the institution is open to the children of all communities while the Anglo Indian children are
given free education. It is a co-educational institution with strength of 3000 students and 110 staff members. It is now managed by the fees collected from the students. The school provides the best of opportunities in the field of education, games, sports and impart an all round development of a student.

Khajamian Boys Higher Secondary School was established in the 1962 as Majilisul Ullam elementary school by Janab N.M.K. Khajamian Ravuthar. In the 1978 the school was upgraded as Khajamian Boys Higher Secondary School, with the aim to cater the educational needs of the Muslim students and others students. At present there are 1500 students, 49 teacher and 12 non-teaching staff. The school has good laboratory, play ground and encourages the students in sports. Apart from it offers Quran classes for Muslim students and moral instruction classes to other students.

Seva Sangam Girls Higher Secondary School is one of the eleven units of the Trichy Seva Sangam, which was founded in the year 1948. The school has strength of 1864 students, 52 full time teachers, 20 management staff and 10 non-teaching staff who render dedicated services and produce very good results in the government examinations. The school aims to uplift the educationally backward children in their academic performance as well as in all the co-curricular activities. The school offers both English medium and Tamil medium sections in all the standards. Special attention is given to impart computer education to all the students. The untiring efforts of the Headmistress, staff and the financial support and encouragement from the management, the school is growing day by day bringing laurels to the Sangam.

Though the schools were all well established in Tiruchirappalli the adolescent students studying in these face certain problems which are psychosocial in nature and that should be studied and possible social work intervention should be given. So to do that, relevant studies are reviewed and discussed in the second chapter.