

Psychosocial Problems Experienced by Adolescent School Students

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INTRODUCTION

Adolescence is a transitional stage of physical and mental human development generally occurring between puberty and legal adulthood (age of maturity), but largely characterized as beginning and ending with the teenage stage. According to Erik Erikson's stages of human development, an adolescent is a person between the ages of 13 and 19.

Adolescence is usually accompanied by an increased independence allowed by the parents or legal guardians and less supervision, contrary to the preadolescence stage. Adolescent development is marked by the onset of puberty. The average onset of puberty is at 10 or 11 for girls and age 12 or 13 for boys. Hormones play an organizational role, priming the body to behave in a certain way once puberty begins which trigger behavioral and physical changes. Adam's apple in boys, and development of breasts and more curved and prominent hips in girls as his or her hormonal balance shifts strongly towards adult state. Due to the physical and mental developments during this stage the adolescents encounter many difficulties while executing their roles.

STATEMENT OF THE PROBLEM

Adolescents during this transitional stage face lot of psychological and social problems in family and at school. Peer influence becomes stronger during this stage and hence problems they encounter are mostly related to behavior and school issues. Here the researcher studies about the psycho-social problems faced by adolescent School Students.

SIGNIFICANCE OF THE STUDY

Adolescence marks a rapid change in one's role within a family. When children go through puberty, there is often a significant increase in parent- child conflict and a less cohesive familial bond. Arguments often concern minor issues of control, such as curfew, acceptable clothing, and the adolescent's right to privacy, which adolescents may have previously viewed as issues over which their parents had complete authority. Parent- adolescent disagreement also increases as friends demonstrate a greater impact on one another, new influences is mainly affected by home and school environments. Schools play a vital role in the development of an adolescent, as they spend much time attending school, engaging in extracurricular activities, and completing scholastic work at home. School represents an institution that contributes to the

overall educational and socialization processes, critical in personality development of an adolescent that may be in opposition to parent's values.

AIM OF STUDY

To understand the psychological and sociological problems of adolescent school students.

OBJECTIVES OF THE STUDY

1. To study the socio - demographic data of the adolescence students.
2. To study the psychological problems of the students.
3. To study social problems faced by students during school time.

RESEARCH DESIGN

Descriptive research design was used for the study. The universe was 9th standard students of AMM high school, Othara. The universe consisted of 176 students out of which 50 respondents were selected for the study using simple random sampling method. The data was collected using questionnaire. The collected data was coded and analysis was done using SPSS.

INCLUSIVE CRITERIA

1. Adolescents between 13 and 15 years of age were taken as sample.

ANALYSIS AND INTERPRETATION

Table 1 : Distribution of respondents based on Socio economic factors

Distribution of respondents		Number of respondents (Percentage)	Distribution of respondents		Number of respondents (Percentage)
Age group	13 – 14 years	38 (76.00%)	Income	Rs. 15,000 below	10 (20.00%)
	14 – 15 years	12 (24.00%)		Rs. 15,001 – Rs. 20,000	22 (44.00%)
Siblings	Nil	11 (22.00%)		Rs. 20,001 – Rs. 25,000	10 (20.00%)
	One	10 (20.00%)		Above Rs. 25,000	8 (16.00%)
	Two	23 (46.00%)	Gender	Male	16 (32.00%)
	Above Two	6 (12.00%)		Female	34 (68.00%)

76% of respondents are between the age of 13 and 14 and 24 % of respondents are between 14 and 15 years of age. 68% of the respondents are females and 32 % of the respondents are males. It is observed

from the above figure that female respondents are more in this study. 44% of Respondents family income is between RS.15,001 and Rs.20,000. 46% of Respondents are having two siblings.

PROBLEM WITH SCHOOL

Table 2 : Hating School, Hard Working, Status In School and Attitude Towards School Works of the sample respondents

Particulars	Hating School	Hard Working	Status In School	Attitude Towards School Works
Very rarely	12 (24.00%)	15 (30.00%)	12 (24.00%)	14 (28.00%)
A little of the time	12 (24.00%)	14 (28.00%)	23 (46.00%)	13 (26.00%)
A good part of the time	12 (24.00%)	17 (34.00%)	12 (24.00%)	2 (4.00%)
Most of the time	14 (28.00%)	4 (8.00%)	3 (6.00%)	21 (42.00%)

The above table shows that 28% of respondents hate school most of the time. 34% of the respondents study hard good part of the time, 30% of the respondents very rarely, 28% of the respondents a little of the time, and the remaining 8% of the respondents study very hard most of the time. 46% of the respondents status is very good at the school a little of the time, 24% of respondents very rarely and a good part of the time respectively, and the remaining 6% of the respondents status is good at school most of the time. 42% of the respondents have good attitude towards school works most of the time.

Table 3 : Problem with School and Feel Stressed

Particulars	PROBLEM WITH SCHOOL		FEEL STRESSED	
	Learning	Performance at School	Problem with Sleeping	Tendency to use Alcohol
Very rarely	20 (40.00%)	10 (20.00%)	28 (56.00%)	44 (88.00%)
A little of the time	13 (26.00%)	14 (28.00%)	9 (18.00%)	3 (6.00%)
A good part of the time	9 (18.00%)	20 (40.00%)	9 (18.00%)	0
Most of the time	8 (16.00%)	6 (12.00%)	4 (8.00%)	3 (6.00%)

The above table depicts the problem with school and feel stressed of the sample respondents. 40 % respondents express that they learned at school very rarely, 26% thinks a little of the time that they learn things from the school, 18 % a good part of time and only a 16% most of the time. 40% of the respondents perform well in school a good part of the time. 56 % of respondents very rarely face sleeping problem. 88% of respondents very rarely have the tendency to use alcohol.

Table 4 : Boredom and Fatigue, Problem in Taking Decisions, Anxiety and Confusion and Thought to Run Away from Home

Particulars	Boredom and Fatigue	Problem in Taking Decisions	Anxiety and Confusion	Thought to Run Away from Home
Very rarely	18 (36.00%)	9 (18.00%)	18 (36.00%)	28 (56.00%)
A little of the time	16 (32.00%)	22 (44.00%)	11 (22.00%)	5 (10.00%)
A good part of the time	12 (24.00%)	10 (20.00%)	4 (8.00%)	5 (10.00%)
Most of the time	4 (8.00%)	9 (18.00%)	17 (34.00%)	12 (24.00%)

The above table shows that 36% of respondents very rarely face boredom and fatigue. 44% of respondents are face problem a little of time in taking decisions. 36 % of respondents are anxious and confused very rarely. 56 % of respondents have thought to run away from home very rarely.

Table 5 : Frustration and Anger, Difficulties in Concentration and Attention, and Feeling of Persistent Hostile or Anger Feeling

Particulars	Frustration and Anger	Difficulties in Concentration and Attention	Feeling of Persistent Hostile or Anger Feeling
Very rarely	15 (30.00%)	20 (40.00%)	13 (26.00%)
A little of the time	18 (36.00%)	19 (38.00%)	16 (32.00%)
A good part of the time	3 (6.00%)	2 (4.00%)	11 (22.00%)
Most of the time	14 (28.00%)	9 (18.00%)	10 (20.00%)

The above table shows that 36% of respondents are frustrated and feel angry a little of the time. 40% of respondents have difficulties in concentration and attention very rarely. 32% of respondents have persistent hostile or anger feeling a little of the time,

Table 6 : Anxious of the sample respondents

Particulars	Excessive Fear	Avoiding Fearful Situation	Discomfort or Distress
Very rarely	19 (38.00%)	5 (10.00%)	24 (48.00%)
A little of the time	17 (34.00%)	7 (14.00%)	10 (20.00%)
A good part of the time	11 (22.00%)	0	11 (22.00%)
Most of the time	3 (6.00%)	38 (38.00%)	5 (10.00%)

The above table shows that 38% of respondents have excessive fear very rarely. 76 % of respondents are avoiding fearful situation most of the time. 48% of respondents have very rarely discomfort or distress.

Table 7 : Motor or Muscular Tension, Symptoms, Anxiety in Taking Responsibilities and Attitude Towards Others

Particulars	Motor or Muscular Tension	Symptoms	Anxiety in Taking Responsibilities	Attitude Towards Others
Very rarely	36 (72.00%)	31 (62.00%)	19 (38.00%)	16 (32.00%)
A little of the time	10 (20.00%)	15 (30.00%)	12 (24.00%)	9 (18.00%)
A good part of the time	1 (2.00%)	4 (8.00%)	12 (24.00%)	17 (34.00%)
Most of the time	3 (6.00%)	0	7 (14.00%)	8 (16.00%)

The above table shows that 72% of respondents have motor or muscular tension very rarely. 62 % of respondents have rapid heartbeat, shortness of breath, dizziness, nausea or diarrhea very rarely. 38% of respondents are afraid and anxious to take up some responsibilities very rarely. 34% of respondents have problem that they think the others are trust worthy a good part of the time.

Table 8 : Loss of Appetite, Fear of Company of Friends and Feeling Isolated in the Class

Particulars	Loss of Appetite	Fear of Company of Friends	Feeling Isolated in the Class
Very rarely	16 (32.00%)	30 (60.00%)	19 (38.00%)
A little of the time	11 (22.00%)	6 (12.00%)	19 (38.00%)
A good part of the time	22 (44.00%)	8 (16.00%)	10 (20.00%)
Most of the time	1 (2.00%)	6 (12.00%)	2 (4.00%)

The above table shows that 44 % of respondents have loss of appetite a good part of the time. 60% of respondents have fear of company of friends very rarely. 38 % of respondents are feeling isolated in the class very rarely.

Table 9 : Attitude Towards Life, Risk Taking Behavior and Suicidal Tendency

Particulars	Attitude Towards Life	Risk Taking Behavior	Suicidal Tendency
Very rarely	25 (50.00%)	26 (52.00%)	42 (84.00%)
A little of the time	6 (12.00%)	15 (30.00%)	1 (2.00%)
A good part of the time	4 (8.00%)	8 (16.00%)	4 (8.00%)

Most of the time	15 (30.00%)	1 (2.00%)	3 (6.00%)
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The above table shows that 50% of respondents think that their life had been a failure very rarely. 52% of respondents engage in risk taking behavior very rarely. 84% of respondents have suicidal tendency very rarely.

MAJOR FINDINGS

- a. 76% of the respondents are between the age group of 13 and 14 years.
- b. 68% of the respondents are females.
- c. 44% of the respondents family income is between Rs.15000/- and Rs.20000/-
- d. 46% of the respondents have two siblings
- e. 28% of the respondents hate school most of the time.
- f. 34% of the respondents study hard good part of the time.
- g. 46% of the respondents are very good at school a little of the time.
- h. 42% of the respondents think that school works help them in their future.
- i. 40% of the respondents express that they learned a great deal at school very rarely.
- j. 40% of the respondents perform well in school a good part of the time.
- k. 56 % of respondents very rarely face sleeping problem.
- l. 88% of respondents very rarely have the tendency to use alcohol.
- m. 36% of respondents very rarely face boredom and fatigue.
- n. Less than half (44%) of the respondents sometimes having problem in decision making.
- o. 36 % of respondents are anxious and confused very rarely.
- p. 56 % of respondents have thought to run away from home very rarely.
- q. 36% of respondents are frustrated and angry a little of the time.
- r. 40% of respondents have difficulties in concentration and attention very rarely.
- s. 32% of respondents have persistent hostile or anger feeling a little of the time.
- t. 38% of respondents have excessive fear very rarely.
- u. 76 % of respondents are avoiding fearful situation most of the time.
- v. 48% of respondents have very rarely discomfort or distress.
- w. 72% of respondents have motor or muscular tension very rarely.
- x. 62 % of respondents have rapid heartbeat, shortness of breath, dizziness, nausea or diarrhea very rarely.
- y. 38% of respondents are anxious to take up some responsibilities very rarely.
- z. 34% of respondents have problem that they think the others are trust worthy a good part of the time.
- aa. 44 % of respondents have loss of appetite a good part of the time.

- bb. 60% of respondents have fear of company of friends very rarely.
- cc. 38 % of respondents are feeling isolated in the class very rarely.
- dd. 50% of respondents think that their life had been a failure very rarely.
- ee. 52 % of respondents engage in risk taking behavior very rarely.
- ff. 84% of respondents have suicidal tendency very rarely,

SUGGESTIONS

The above study infers that a conducive climate should be provided to adolescents both in family and school since they face a lot of problems during this period. Family is the infrastructure in moulding the personality of the adolescents which is further developed in school. The school going adolescents need to have enough opportunity to develop their social skills and emotional maturity and an atmosphere which provides social interaction and promotion of their talents. The school can conduct personality development programs and give enough chance for adolescent students to participate in social events whereby they get opportunity to develop their skills. The school authorities can pay more attention to adolescent students who are having adjustmental problems and provide individual and group counseling.

CONCLUSION

Today many countries have undertaken various social legislatives and welfare measures to protect the interest of the school students. No doubt school students will enjoy a better life if there are facilities for improving their mental health condition, since the adolescents time is a good part of the life time. More over the present study proves that the problems faced by the adolescents are the result of lack of proper guidance and lack of affection by parents and teachers. The integration and interdependence between members of the family may tighten the relationship. Above all, adolescent students need a softer approach basically from family and school.

A noteworthy fraction of adolescent students having psychosocial dysfunction attributed greatly to family-related characteristics. Managing the family factors mentioned in this study should be a primary area of focus for positive psychosocial development of adolescent students. Adolescent-friendly family structures and environments need to be advocated by concern stakeholder and authority. Interventions on psychosocial dysfunction need a great start, targeting adolescents, their caregivers, and community stakeholders, with a special emphasis on the school setting.

Along with that, special adolescent-centric approaches with involvement of schools and family members can be used to deliver messages and information about common problems and coping strategies, which may facilitate in proper psychosocial development. School counsellors can be appointed in every school whereby they can transform minds of students in a healthy way.

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