

CHAPTER 2

CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

2.1 CONCEPTUAL FRAMEWORK

2.1.1 Introduction

In this chapter, the researcher included all the major points of topic. It is included that who is adolescent, what is early, middle and late Adolescence, Significance of adolescent stage, characteristics of Adolescent and basic needs of Adolescents.

2.1.2 What is Adolescent?

Adolescence is the period of a person's life that transitions them from childhood to adulthood. It encompasses the biological, social, and psychological changes that take place from.

2.1.3 Who is Adolescent?

WHO (World Health Organization) has defined adolescent on the basis of the following age groups:

- Adolescents- 10-19 years
- Youth - 15 – 24 Years
- Young People – 10 – 24 Years

2.1.4 What is early, middle and late Adolescence?

Early (10 – 14))

- Growth Spurt, Beginning of Sexual Maturity and Start to think abstractly.

Middle (14 – 15)

- Main Physical Change Completed, Develop stronger sense of Identity, relates strongly to peer group, Thinking becomes reflective.

Late (16 – 19)

- Body takes adult form, has distinct identity and more settled ideas and opinions.

2.1.5 Adolescence Stage

The period of adolescence is considered as crucial and significant period of an individual's life. Psychologically, adolescence is the age when the individual becomes integrated into the society of the adults. It is the stage when the child no longer feels that he is below the level of his elders but rather an equal with them, at least in rights. This integration into the adult society has many aspects, more or less linked with puberty. These intellectual transformations, typical of an adolescent's thinking, enable him to achieve his integration into the social relationships of the adults. This is the most general characteristic of this period of development.

It is the period which begins with puberty and ends with the general cessation of the physical growth. It emerges from later childhood stage and merges into adulthood. It is difficult to assign definite years to it because they differ from country to country and culture to culture. Chronologically, age ranges are from 12/13 years to 18/19 years in India. In case of girls it begins about 1 year earlier than the boys.

Studies of changes in behavior, attitudes and values throughout adolescence have revealed that these changes are more rapid in the early part than in the later part of adolescence. As such, adolescence period is divided into two parts –
Early adolescence and Late adolescence.

Early Adolescence extends roughly from 12/13 to 16/17 years and late adolescence covers the period from 17 years to 18/19 years, the age of legal maturity. Late Adolescence is thus a very short period. Early adolescence is usually referred to as the “teens”. Older adolescents are also strictly speaking, “Teenagers”. But the term teenager is popularly associated with the characteristic pattern of behavior of the young adolescents and is rarely applied to older adolescents. Instead they are usually referred to as young man and young woman or even youths indicating that the society recognizes in them a maturity of behavior not found during the early years of adolescence.

As stated above adolescence is the period of rapid changes in the individual's physical, mental, moral, emotional, social and sexual aspects. Human personality develops new dimensions. It is the period to learn new things. It is also a period of anxieties and worries. It is the period of ambitions as well as of conflicts and complexities. In this connection let us mention how A.T. Jersield this period.

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

2.1.6 Significance of Adolescent Stage

Adolescence, the transition between childhood and adult life, is one of the most dynamic stages of human development. Adolescence is accompanied by dramatic physical, cognitive, social, and emotional changes that present both opportunities and challenges for adolescents, families, health professionals, educators, and communities. Although early life experiences form the foundation for personality development, experiences during the adolescent years contribute significantly to the unique characteristics and maturation of the young adult. The health professional needs to be sensitive to the changes that will occur in the health supervision partnership as adolescents become increasingly capable of making independent decisions about their health. Adolescence has usually been thought of as a period characterized by good health; however, millions of adolescents face significant challenges that can result in physical, emotional, and social morbidities. Among these challenges are high-risk behaviors such as alcohol, tobacco, and other drug use, and sexual behaviors that can lead to adolescent pregnancy and sexually transmitted diseases; mental health concerns such as eating disorders and depression; learning disabilities and school dropout rates; serious family problems, including neglect and abuse; and socioeconomic factors such as poverty and lack of health insurance. These health issues, most of which are preventable, can lead to significant morbidity and even mortality. Unintentional injuries, homicide, and suicide are leading causes of death in adolescence. Adolescence is a time when some childhood health problems may be resolved, when new issues may emerge, and when risks for some long-term adult health problems may become evident. Thus, this pivotal developmental period offers special opportunities for preventive and health-promoting services. A major role of health supervision is the periodic assessment and support of the adolescent’s adaptation to new roles and challenges that accompany growth and development. Nurturing a sense of self-assurance in adolescents, providing them with knowledge of how to meet life’s challenges (and the belief that they can), and encouraging and reinforcing healthy choices help them develop the social competence and sense of responsibility needed for

personal health, academic achievement, and competence at work.

- **Physical Development**

The most noticeable changes during adolescence involve physical, psychological, and sexual growth and development, including the appearance of secondary sexual characteristics and the ability to reproduce. Young adolescents in particular are preoccupied with these physical changes and how they are perceived by others. Many adolescents and families are reassured to learn that the maturation process takes place at a different pace for each individual. Changes may occur earlier in some and later in others, but eventually they will occur. Adolescent sexuality involves complex and interrelated issues such as sexual exploration, development of sexual identity, self-esteem, sexual responsibility, and pressures to become sexually active. Sexual activity during adolescence can involve serious health consequences for which the adolescent is not prepared, such as unintentional pregnancy or sexually transmitted diseases. As the changes associated with adolescence affect core family relationships, the health professional can further develop a supportive partnership with the adolescent and the families, providing sensitive and Effective anticipatory guidance that can help prepare them to navigate this developmental rite of passage successfully.

- **Cognitive Development**

The changes in cognitive development during adolescence are, in their own way, as dramatic as those in the physical domain. During this period, adolescents who previously focused on the present begin to mature and to consider the future implications of their current actions. This shift obviously has major implications for health supervision. For the first time, adolescents begin to develop the cognitive capacity to comprehend the impact of their present behaviors on their future health. It is important to note, however, that this emerging way of thinking is still limited and occurs erratically throughout much of adolescence and sometimes into adulthood. The limited capacity to see beyond simple solutions to complex problems evolves into a tolerance for ambiguity and the growing recognition that many issues have multiple causes and interrelationships. This emerging capability for abstract thinking helps to account for the frequent questions posed by adolescents, their sometimes argumentative behavior, and their

recurring challenges to parental authority and limit setting.

- **Social/Emotional Development**

Peer relationships play a major role in the adolescent's emotional separation and emerging individuality. Adolescents often seek out peers whose beliefs, values, and even behaviors are similar to those of their families. While peer and other social influences often reinforce familial values, some influences may expose the adolescent to values that differ significantly from the families. Thus, the need to balance peer pressure and family expectations creates both new challenges and family tensions as adolescents begin to make independent decisions. In their struggle to gain autonomy while retaining interdependence, they may be understandably ambivalent about replacing their familiar comfort with and dependence on their parents with the uncertainty of relationships with others. The health professional is in a key position to offer guidance and support for adolescents and families as they adapt to these changes. The ability to integrate emotional and physical intimacy in a love relationship is an important developmental task for the older adolescent. Health supervision must address sexual experimentation and the risks that accompany this aspect of development.

- **Health Behaviors**

Adolescence is a time of exploring a variety of new behaviors. While this experimentation is essential for development, it may lead to an increase in risky behaviors. The potentially negative health consequences of such behaviors (for example, alcohol use) are likely to be underestimated by the adolescent. Continued periodic health supervision during adolescence is imperative in order to provide anticipatory guidance, support health-promoting behaviors, and help the adolescent apply increasingly sophisticated thinking in evaluating the consequences of new behaviors and roles.

- **Family**

The dramatic changes that have occurred in contemporary family life are particularly significant for adolescents. The decreased amount of time that many parents, extended family members, and neighbors are able to spend with adolescents leads to decreased communication, support, and supervision from

adults at a crucial period in development. At an age when adolescents are most likely to experiment with behaviors that can have serious health consequences, they may have less parental involvement and more unsupervised time and activities. Parents should maintain a continuing interest in their adolescent's daily activities and concerns. Adolescents are more likely to become healthy, fulfilled adults if their families remain actively involved, providing loving parenting, needed limits, and respect for the process of developing maturity. Families are better able to be supportively involved when they receive accurate information on the physical, cognitive, social, and emotional changes that occur during adolescence. As the nature of family relationships changes, the skilled health professional plays an important role in helping families adapt to the adolescent's need for confidentiality as they learn to negotiate a healthy balance between providing parental supervision and giving the adolescent some "space." In strengthening health partnerships with families, the health professional can affirm the parents as ethical and behavioral models for their adolescent and can encourage parents to Communicate family expectations clearly and respectfully. Although adolescence is characterized by growing independence and separation from parental authority, the adolescent still needs the family's love, support, and availability.

- **Community**

Success in school contributes substantially to the adolescent's self-esteem and progress toward becoming a socially competent adult. Health promotion programs in schools can help adolescents establish good health habits and avoid those that may lead to morbidity and mortality. Health promotion curricula can include family life education and social skills training, as well as information on pregnancy prevention, abstinence, conflict resolution, healthy nutritional practices, and avoidance of unhealthy habits such as smoking, drinking, and substance abuse. On-site integrated health services in the schools with referrals to primary care physicians and community agencies (including mental health centers) for supplementary services are evolving as one way to deliver adolescent health care in medically underserved areas. School-based health settings can be especially effective in ensuring immunizations, promoting sports safety, and providing access

for students with special health care needs. Communities need to provide safe, supervised recreational programs and facilities for adolescents, opportunities for adolescents to pursue meaningful work experiences and community service activities, and access to training programs. These opportunities enhance the adolescent's sense of being needed and valued within the community. Communities need to Provide appropriate, accessible resources that help adolescents address mental health concerns and sexual health issues such as family planning, contraception, and prevention of sexually transmitted diseases. Regulating the sale and use of alcohol, cigarettes, and guns, mandating safety belt and helmet use, and instituting a graduated driver's license are key health supervision measures and areas for community involvement.

2.1.7 Characteristics of Adolescent

Let us discuss the characteristics of adolescence. It is important for school teachers and parents to understand these characteristics, without which they cannot be expected to be able to deal effectively with the adolescents. The distinguishing characteristics of this period are:

- **Rapid Physical Development:** Adolescence is first of all a period of physical changes and development. Physiological development primarily converts the boy into a man and the girl into a woman and provides the basic for emotional, social, intellectual and economic maturity. The most important changes occur in the glandular system which has great influence not only on the physical development but also in the behaviour and personality development of the adolescents. Bio-chemical changes in the body make the endocrine glands more active and there is increase in height, weight, changes in voice muscular growth, appearance of pubic hair, growth of hair on the face arms, legs etc. The most striking physical change in this growth period is attainment of puberty which leads to development of reproductive capacity. Respiratory, circulatory and digestive system are also developed that give more physical energy and vigour. All these changes often lead to confusion, feeling of inadequacy, insecurity and in some cases abnormal behaviour. You must understand the fact that all the aspects of adolescent development are basically conditioned by physical changes.

- **Mental Development:** Mental development in adolescence accelerates in many intellectual fronts. As compared with children, adolescents develop greater insight, better understanding and can perceive relationship more easily. They develop the ability to generalize and can think of the solution of more difficult problems. This indicates that the thought process becomes more logical, scientific and systematic during adolescence. It is an accepted fact that the ability of intelligence reaches its maximum at the age of 16 and 17 years. Memory power also develops tremendously and adolescents can retain facts for a longer period. They can anticipate the future needs and can plan for it. Another important change in intellectual orientation is the adolescent's ability to identify with the circumstances and people outside his own immediate environment. The imitative tendency of childhood disappears during adolescence. The adolescents develop certain amount of independence in thinking and can critically examine the things to make the decision of his own.
- **Emotional immaturity:** We have already said that adolescence is a period of "storm and stress." Psychologists have regarded it as a period of heightened emotionality. Continuous physical changes mainly give rise to emotional uncertainty and instability. Emotions of anger, fear, shame, disgust give rise to variation in moods, nervousness, sensitiveness, stubbornness, disobedience etc. Sex drive is also a prolific source of emotional disturbance in adolescence. Beside these, adolescent's striving for independence gives rise to emotional conflicts. Their ideas and views often appear contradictory with that of their parents and other members of the society. At many times, therefore, the adolescent suffer from emotional detachment from their parents and other members of the society. So they are very prone to emotional maladjustment.
- **Social Consciousness:** The period of adolescence is pre-eminently a period of social development and adjustment. The most important social development during this period is the increased influence of the peer group. The type of peer group shapes the behaviour of the adolescent to a great extent. His interests, attitudes and values are influenced by his peers. The adolescent boys and girls become self-conscious about their place in society and they gradually enlarge their spheres of social activities and conducts. The adolescent tries to act in an independent manner

but the parents often refuse to treat them like grownups which may lead to difficulties. An adolescent also develops sense of patriotism in his mind and wants to join any type of social services.

- **Moral Consciousness:** The development of morality contributes a great to the general development of personality. Family is the main place where the adolescent receives the moral training and which exerts influence on his attitudes and behaviour. As the child grows older his capacity for independent thinking develops. He can distinguish between right and wrong, true and false, virtue and vice and the desirable and the undesirable. Adolescents in general, cannot tolerate immoral or illegal activities. Interest in their own religion also develops. Their moral senses may make them God fearing but sometimes they also develop religions doubts, conflicts uncertainties regarding religious beliefs and practices etc. This may puzzle the thinking of the adolescents.
- **Hero-worshipping:** Hero-worshipping is a tendency of the adolescent stage. It means that the adolescents start to identify themselves with an ideal hero, whom they obey and follow. They admire and respect him. They organize their thoughts and activities in conformity with the ideal of the hero. The hero becomes the source of inspiration for the adolescents to aim for their future. For this reason, the adolescent should be encouraged to study biographies of great man so that they can shape their own life following the ideals of these great men.
- **Hetero-sexuality:** Hetero-sexuality is another important characteristic of the adolescents. It means the attraction for the opposite sex. Both the sexes develop greater interest for the opposite sex. Adolescents become very much eager to know about the opposite sex. But unfortunately the knowledge which they may receive is harmful for their mental and physical health. Many boys and girls suffer from worries because of the wrong information about sex and lack of proper guidance. All teachers, social workers and psychologists agree that sex education should be provided to the adolescents.
- **Creative imagination:** During adolescence the imaginative faculty of an individual undergoes considerable development. Imagination added with intellectual elements become artistic and creative and finds expression in literature,

art, poetry, fiction and even musical and artistic creations, indicating the power of their creative imagination. Imagination thus enriches and transforms experience and contributes to artistic appreciation and production during adolescence. Adolescents' should be provided with opportunities for the development of their creative talents through music, dance, art and culture. Divergent thinking should be encouraged.

- **Development of personal Independence:** One of the most important things that an adolescent wants is independence from the adult authority. It becomes important for the young persons to establish convictions about their identity. They develop faith in their own capability of doing things and demand self-respect from the elder members of the society. They want psychological freedom and do not like adult interference in their own personal business and they want to take decision themselves. A sense of dignity, honor and freedom prevails in their thought, attitude and behavior.

2.1.8 Basic Needs of Adolescents

Now we know the characteristics of adolescence. Let us discuss the basic needs of adolescence. In the adolescence period, the young adolescents have some basic needs which must be given due importance regarding their fulfillment. The basic needs of adolescents are divided into two groups – (a) Physiological needs and (b) Psychological needs.

(A) Physiological needs:

- **Need for activity**

Activity of one kind or another is an integral part of the adolescent behavior. The physical changes of puberty, the greater muscular power and the surplus of energy, all contribute towards strengthening the need for activity. This surging need must be controlled and guided into the proper channels such as, dancing, swimming, playing football or other types of games and sports.

- **Need for sexual satisfaction**

Sex development is a fundamental fact of adolescence. The sex instinct which had been lying dormant during childhood is reawakened. In the adolescence stage the

young adolescent repeats 3 stages of sexual development –

- a) **Auto – eroticism:** the adolescent takes interest in his own body and he/she handles his own sex organs.
- b) **Homo-sexuality:** during the early period of adolescence boys love to mix with boys and girls with girls.
- c) **Hetero – sexuality:** this type of sexuality is found at the later stage of adolescence. The boys and girls are attracted towards the opposite sex.

(B) Psychological needs:

- **Need for freedom**

The young adolescents also need freedom in their life. They do not like to maintain a strict routine life. They do not like disciplined life which is imposed on them by their parents. They love freedom regarding taking decisions related to their life.

- **Need for social life**

This is an important need of the adolescent. They want the company of their equals. They love to live with their peers, which has a direct influence in their life. They want to talk, discuss and come to some conclusions. This goes a long way towards satisfying their social need. The young adolescent wants to be something among his friends and in the total social set up. They want the approval of their actions and recognitions in any form by their parents, class fellows, teachers and the community at large.

- **The security need**

The adolescent depends on his parents for the satisfaction of these needs. He wants their affection and attention. He wants some ideals which may help him in the conduct of his life. He wants inspiration from a hero, whom he worships, and who can guide him. This need can be fulfilled if the adolescent is given opportunity of studying the biography of great men like Gandhi, Nehru, Tagore, Vivekananda, Lakshmibai, Sarojini Naidu etc. He will, derive strength and inspiration from them, imbibes ideals, formulates his life goal and strengthens his will and character.

- **The adventure need**

Thirst for adventure is strong at this age. The adolescent wants to do something so

that he is remembered by all. The answer is exploring something which others do not know. Sometimes he is misunderstood and sometimes misdirected. In the absence of proper direction it takes the form of aimless wandering, vagabonding, unsocial acts like strikes and demonstrations. Even the sexual acts mean a thrill and adventure for them. But properly directed adventure can be very much helpful for the adolescent's social, mental, emotional and physical development.

- **Need for self-dependence or need for a vocation**

The young boys and girls want to be independent at this stage. Boys and girls of high school age begin to think seriously about their future. Boys are usually more seriously concerned about an occupation than girls. Boys, typically, want glamorous and exciting jobs, regardless of the ability required or the chances for such jobs being available for them. They also want jobs with high prestige and of higher social status. But the girls, on the other hand, normally show a preference for occupations with greater security and less demand on their time. In their vocational choice, they usually stress on service to others, such as teaching or nursing. By late adolescence, the adolescents are concerned about what they would like to do and what they are capable of doing. They are also concerned about how they can get the kind of job they want. Older adolescents have a growing realization of how much it costs to live and they also know what young people, just out of school, can expect to earn. As a result of this greater realism, they approach the choice of their careers with a more practical and more realistic attitude than they would when they were young.

- **Rapid moral development**

It is also a period of moral development and changes in morality. Their moral outlook becomes progressively more abstract. Moral convictions become more concerned with 'what is right' and justice emerge as a dominant moral force. Their moral judgment becomes less egocentric at this stage. They develop an attitude towards the service to mankind.

2.1.9 Teachers' Role in Solving the Adolescents' Problems

- **For Proper Physical Development**

- Provision should be made for compulsory physical exercise at morning and evening.

- Monthly health check-up by the school doctor must be done.
- Scope for some manual work for every adolescent must be provided at home and at school.
- Provision for various types of indoor as well as outdoor games and sports for all students in school.
- Provision for dance classes for girls at school.
- Provision for martial art at school for both boys and girls.

- **For proper Mental Development**

- Home and school atmosphere must be loving and secured.
- The school should have a good library, a school debating society and in every class, a discussion group.
- Various types of clubs, like music club, may be established to enable adolescent to develop their creative abilities.
- The guidance services available at school should provide both educational and vocational guidance to their students.
- The teacher should keep an eye on every adolescent and try to fulfill his individual needs. The tutorial system must be adopted when necessary.
- Excursion to places of historical and geographical importance may be organized.
- Activity for the adolescent should be planned in such a way that the imaginations of the young adolescents are directed in the right channels and towards creative efforts.
- The adolescents are generally interested in experimentation and self-examinations of objects. Hence, it is suggested that importance should be given on using new dynamic methods of teaching.
- Different assignments should be given to the students on the basis of their intelligence and the abilities.
- Yoga and meditation must be included in the school curriculum.

- **For Proper Social Development**

- Many informal functions may be organized in the school. These would enable the adolescents to come closer to each other and understand the interests and aspirations of each other. These functions must cater to the needs of the all

type of adolescents.

- Excursions and field trips may be organized. These lead to informal conversations and close contact between the members of the groups.
- Group game, debates, seminars, conference may be organized. These will help the adolescents participate in social activities.
- The teachers should try to find out the socio- economic conditions, social interests of every adolescent and organized various activities accordingly.
- In the social field, every adolescent has to enter particular vocation in his later life. As such the school authorities should impart him knowledge about some new vocations.
- The adolescents should be initiated in to the standard of adult behaviour. Thus he will be trained for better future living.
- They should be entrusted with job of responsibility at home and at school as they grow- up. Self- government may be introducing in school to develop a feeling of responsibility among the adolescents.

- **For Proper Emotional Development**

- Parents and teachers must be able to redirect the emotions of the adolescents in a proper manner. The adolescents must be able to control his emotions and also to repress those emotions which are not socially acceptable.
- Most of the adolescents accept problems of life in a negative way. They are afraid to facing difficult situations in life. Parents and teachers should encourage the adolescents and point out some of their plus points. They may also suggest means and methods of achieving success. This will restore the self- confidence of the adolescents.
- It should be brought in to the notice of the adolescents that life is a mixture of failure and success and he must build a power of resistance to face failure in life.
- The adolescent has to face a large number of problems at this stage, as such, proper guidance and counseling should be provided by parents, teachers and school guidance counselor.
- Parents and teachers should treat the adolescent well. They should give him freedom of action within limit. The adolescent should be kept busy with various activities.

- The teachers should try to develop maturity of thinking within the child. The adolescent boys and girls must be allowed to discuss their emotional problems with their parents and teachers. And they must be provided enough scope to take part in different activities in school.
 - The teacher should try to find out those students who are emotionally disturbed. They should try to solve their problems personally.
 - The parents as well as the teacher should not discriminate among the adolescent's boys and girls. The teacher must be known for his impartiality. Then only will he be able to enjoy the confidence of his students.
- **For Proper Sexual Development**
 - More social contracts between boys and girls. Freedom with proper guidance must be provided to the young adolescents to make friends with the opposite sex.
 - Proper sex education on a scientific basis should be provided by the teachers.
 - Parents and teachers should impart the right information about sex to the adolescent boys and girls.
 - Information about HIV and other sex related diseases should be provided on a scientific manner by the parents and teachers to the young adolescents. If necessary, teachers and parents must take help of counselors.

2.1.10 CONCLUSION

The researcher included all the points related to the topic. It is very helpful to understand the topic. In this the researcher included meaning of adolescent, significance, characteristics, and need of the adolescents.

2.2 REVIEW OF THE RELATED LITERATURE

2.2.1 Introduction

Many efforts have been made by researches to find out problems of the students studying in higher education system. Due to these efforts many fruitful steps have been taken by the concerned authorities. For starting any research work. It is desirable that, the studies which have been undertaken related to the present study are reviewed. It gives a direction to the researcher in conducting an effective and

productive research.

Many studies have been conducted related to the problem of study taken by the researcher. For the present the study researcher has tried his level best to review as many studies as possible for understanding the macro and micro concepts related to the problems face by the students in higher education. Following are some of the studies reviewed by the researcher.

2.2.2 Review Related with Academic Problems

Solanki R (2011) conducted a study on “The student to identify the academic problem”. The main objectives of the study were to study the academic problems of the s.s.c students in the Vadodara city, to find out the causes of academic problem of the s.s.c students, to suggest the remedial measures for solving the problem. The Major Findings of the study were the researcher find out the fact with the help of the survey. The researcher carried out academic problem of s.s.c student in Vadodara city. The researcher investigated every possible element to help the students to bring to light. The similar kind of teaching atmosphere and conventional techniques use by teacher teach in this school.

Sahoo Surabala , (2005) Conducted a study on “Self-Esteem, educational decision – making adjustment and academic attain mort of secondary school students in relation to parent – involvement”. The main objectives of the study were to find out the relationship between self-esteem of students and parent involvement, to find out the different between the self-esteem of students belonging to high parent involvement group and, to find out the relationship between academic attainment of students and parent – involvement to find out the difference between the academic attainment of students belonging to high parent – involvement group and low parent – involvement group. The major finding of the study were, Positive and significant relationship was found between self-esteem of student and parent – involvement, the percentage of students (28.95%) having negative self-esteem belonging to high parent involvement group was law as compared to the percentage of students (53.00%) belonging to low parent involvement group, Significant difference was found between the educational decision making of students belonging to high parent – involvement and low parent Involvement groups, Significant difference was found between the emotional adjustment of students belonging to high parent – involvement and low parent

involvement groups.

M Lakshmi, Monohari. (1991). Conducted a study on “Punishment patterns adopted by parents and teachers and children’s reactions to the punishment”. The main objectives of the study were To find out the methods of discipline followed by parents and teachers, to find out the patterns of punishment adopted by parents and teachers in different areas of situations, and to find out the reaction of the children to the punishment. The major finding of the study were Mothers and significantly more negative methods than fathers, Low income parents used more negative methods than positive methods and high income parents used more positive methods than negative methods, there was greater negative reaction than positive reaction from children when punished by mother or fathers but a greater positive reaction when punished by teachers, Children’s reaction to punishment by parents or teachers were not related to their age.

Badola (1990) had studied “The academic problem faced by undergraduate students of commerce, M.S.Uni.Baroda in the year 1989-90” Aim of this study was to study the academic problem like medium of instruction, facilities, syllabus, teaching pattern, examination system etc. the major finding of the study has should many surprising result, saying the students have raised problem related to academic, social problem faced by them in the hostel. Tool used were questionnaire & interview school all, where the responder were analysis quantitatively and were systematically.

Premalata (1984) conducted a study on “The student to identify the academic problems”. The main objectives of the were to identify the needs of adolescents, to find out the educational problems that they faced, to provide strategies to solve their problems. The major findings of the study were teachers were not in position to identify the problem faced by the students as they were not exposed to any counselling practice either in theory or in practical, the adolescent’s problem covered educational fields with parents and teacher not being in position to resolve the problem adolescents had serious problem facing them.

Kalyani had studied “Reaction to frustration among school children” the aim of this study was to study to explore the relationship of Organismic Variables (sex and growth) and environmental variables (residence, socio economic climate, etc.) to reaction to frustration. The major finding of the study were It has been found that sex

had little differential effect, age had significant differential effect and the family structure and tension had significant effect, whereas rural/urban, SES and school climate had little differential effect on frustration reaction pattern.

2.2.3 Review Related with Other Problems

Khosrayi Masoumch, (2005) Conducted a study on “A Comparative study of relationship between self-concept and Anxiety among adolescent students” The main objectives of the study were to find out the correlation between self-concept and school anxiety among Iranian and Indian students, to compare the levels of self-concept and school anxiety across gender and cultures, to compare and analyze the variables like test anxiety, lack of self-confidence. Fear of self-expression and psycho-physiological reactions, in relation to school anxiety across gender and cultures, to compare and analyzed the variables like behavioural problems, intellectual ability and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction in relation to self-concept across gender and cultures. The major findings of the study were in Indian students (Boys and Girls) school anxiety was found significantly negatively correlated with self-concept. Girls were higher on school anxiety than boys. There was no significant difference between boys and girls on self-concept, In Indian students (Boys and Girls) on self-concept, there were no significant difference between boys and girls on behaviours, intellectual and social status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction, among Indian students, both boys and girls on self-concept factors, there was no significant difference between them on the behavioural, intellectual and social status, physical apprenace and attributes, popularity. But boys were higher on anxiety than girls and girls were higher on happiness and satisfaction than boys.

Sawhney Sandeep, (2005) Conducted a study on “Educational Aspirations of Adolescents in relation to their family environment, locus of control, and some demographic variables”. The main objectives of the study were all the objectives of the study have been very well enuriciated focusing on the relationship between family environment and educational aspirations of the adolescents, educational aspirations & locus of control, differences in the educational aspirations of males and females, rural and urban, nuclear and joint families, parental education, income group families, father’s occupation, sibling position and the main and interactional effects based on

group differences on the educational aspirations of the adolescents in relation to different dimensions of family environment and their locus of control, and the main and interactional effects of locus of control and their locus of control, and the main and interactional effects of locus of control and various demographic variable of adolescents on their educational aspirations. The major findings of the study were the dimension of 'Organization in the family and control in the family' revealed significant but negative relationship with educational aspirations of the adolescents. All other co-efficient of correlation between educational aspirations of adolescents and other dimensions of the family environment revealed negligible and insignificant relationship, The female students revealed significantly higher educational aspirations than those of the male students, The rural students revealed significantly higher educational aspirations than those of the urban students, The student belonging to different sibling positions revealed no significant differences in their educational aspirations.

Kapil, Renu. 1992. The present research tries "To study the educated girls of Hindu society to see the sources of emotional tensions in their personality". The main objectives of the study were to study the various frustrations and consequent emotional tensions of different levels of educated girls from different SES strata of Hindu society in the Agra region, to study the nature, intensity and important sources of their emotional tensions. The major finding of the study were a significant difference was found in the levels of emotional tension of highly educated and lower educated girls, Upper SES educated girls and lower SES educated girls differ in the level of emotional tensions.

Misra, Girishwar and Tiwari B.K (1992) the present study analyze the relationship to ecological background. "Characteristics of home environment and quality of schooling psychological differentiation in secondary school students". In particular this study explored the developmental pattern of psychological differentiation in student hailing from varying ecological background and its examining relationship with certain aspect of school outcome.

The main objectives of the study were to delineate the developmental change in psychological differentiation in boy and girl, to identify influence of quality of education and ecological background on psychological differentiation, to examine the

relationship of home environment variable with psychological differentiation, to investigate the relationship between psychological differentiation and school related outcomes. The major findings of the study were with regard to psychological differentiation boys score higher than the girls. Across all cells except urban inferior school, where girls score higher than boys, in case of girls a significant main effect of ecological background was observed. The girls from urban setting were more differentiated than rural counterpart: It was more pronounced in case of inferior school girls.

Lidhoo, M.L. (1992). Conducted a study on “Psycho-social development of children at work, their family background and working condition”. Independent study university of Kashmir. The main objectives of the study were the factor which force young children to take to labour, the type of families and their demographic conditions, the working conditions and the impact of child labour activities on the personal development of children, the level of education at which the children dropped out and joined the labour force. The major findings of the study were Poverty and absence of parents, due to divorce, death or desertion, were not the primary causes but accompanying factors of child labour, the attitude of parents, their level of education and their faculty perceptions were the main predisposing factors there was a surreptitious nexus between the parents and the employers resulting in the exploitation of children.

Sorubarani, S. (1991). Conducted a study on “An enquiry into the relationship between child abuse and self-concept”. M.Phil. Education, Madurai Kumraj University. . The main objectives of the study were to study the forms of child abuse experienced by school going and working children, to study the relationship between the forms of child abuse and self-concept, to study the relationship between income, education of parents and type of family & child abuse and to study the difference in the type of punishment given to boy and girls. . The major findings of the study were both oral and physical punishment lowered the self-concept of school going children but did not affect the working children, Parents with school level education had a more positive approach toward their children as far as oral and physical punishment was concerned than the parents with higher education, a positive approach by parents toward the children improved their self-concept, both boys and girls in the school

going group experienced similar type of oral and physical abuse.

Kumari, Sushma, (1990) conducted a study on “personality characteristics, intelligence, achievement motivation, adjustment and socio-economic status of juvenile and adult female offenders”. The main objectives of the study were to study the personality characteristics, intelligence, achievement, motivation. Adjustment and socio economic status of juvenile and adult female offenders, to study the personality characteristics, intelligence, achievement, motivation. Adjustment and socio economic status of juvenile and adult female offenders. To study the separate and interactive effects of ecological background and age level of the offenders on each of the dependent variables of psychoticism neuroticism, extraversion, intelligence, adjustment, achievement motivation and socio-economic status. The major finding of the study were Offenders had the traits of psychoticism and neuroticism, but they were not extraverts, Delinquents had low intelligence and achievement motivation, Criminals were generally from the lower class of SES except urban juvenile delinquents who belonged to the middle category of SES.

Sharma, Hidangmayun Ibomcha. (1990). “A study of the drug-addicted adolescents of Manipur in relation to their personality, family background, adjustment and intensity of addiction”. Ph.D., Education Kunkshetra University. The main objectives of the study were to estimate the prevalence of drug addiction among the adolescents of Manipur, to find out the type and intensity of drug addiction and to study the personality traits, adjustment patterns SES and family background of the adolescent drug addicts of Manipur. The major findings of the study were around 1% of the total populations of adolescents in Manipur were drug addicts, Depressant drugs were the ones most frequently used, On personality factors, the drug addicts showed average scores, while the medley addicted adolescents were more forward warm-heated, emotionally stable & controlled.

Kashyap, (1989) conducted a study on “The determinants of anxiety, frustration, security insecurity, emotional maturity intelligence and scholastic achievement among adolescents”. The objectives of the study were to identify the problem and assess the degree of anxiety, instruction security insecurity, emotional maturity, intelligence and scholastic achievements of rural-urban adolescent boy & gives studying in classes’ xi & xii, to find out the extent and nature of correlation among

them, to determine the degree of relationship among them in high and low problem groups, after partaking out the effect of other variables including intelligence in different level of analysis. The major finding of the study were adolescent problems were found highly and positively related to anxiety, frustration, feeling of insecurity and emotional immaturity, adolescents 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, the urban boy was higher in achievement than the rural boy.

Jain, Neera. (1989). Conducted a study on “Family structure, parental behaviour and self-esteem in male and female adolescents”. The main objectives of the study were to find out the effect of sex family structure and parental behavioural of adolescents self-esteem and its two components power and worth. The major finding of the study were Subjects of joint family were found to be higher on SES power in comparison to subjects of nuclear family, High parental support was more crucial for the strength of SE power than high parental control, Subjects of joint family were higher in self-esteem than those of nuclear family.

Seth (1970) studied “The adjustment problem of female adolescents of lucknow city”. The objectives of the study were to study, adjustment problem of adolescents in the family ,adjustment problem of adolescents in school, adjustment problems related to sex, problem of personal adjustment, problems of social adjustment, problem of vocational adjustment the sample of the study consisted of 500 female teenagers of schools selected randomly .The tool used for the study was interview school all, the major finding of the study were that the reasons for the adjustment problems are the lag between physical & social development ,emotional changes occurred in this period ,own philosophy designed to be independent and to attain one's.

2.2.4 Conclusion

Through all the reviews, the researcher was able to perceive different views in the area of psychosocial problems and could arrive at comprehension of the concept of academic problems and others psychosocial problems especially about psychosocial problems.

The next chapter devotes itself to the research methodology.