

A Study of Family, School, Social and Personal Problems of Adolescents

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Abstract: Adolescence is the wealth of a country. One can know the future of the country on the basis of the adolescence. The country can make development easily, which have physically and mentally strong adolescence. But now days, our adolescence has gone astray on the name of modernization. Inc. In population, unemployment, corruption, westernization and materialistic, thinking all these has gone deteriorated the basis moral values of adolescence. This leads to further new problems i. e. daydreaming, violence, drugs, cheating, gang involvement and all wastage of young energy The basis reason of the above problems that adolescence wants to co-ordinate themselves with the need of home and society but on getting failed, they got stuck into such problems so, their family, education, social, and personal condition give rise to such irritating problems.

In modern times with rapid advancement in all walks of life, problems have also multiplied in that proportion. Life is becoming fast with the increasing impact of technology. Fast life and competition in the world are slowly becoming the agents in killing the regenerative processes among human beings. In the present life style, everything seems to explode; emotional pressure is increasing day by day especially at adolescence stage. For most of adolescent life consist of stressful things like dealing with parents, coping with studies, being force to a study a particular course, anxiety of passing the exam and finally making a career in a fiercely competitive world. Stress is more subtle, more tangible and more pervasive. Unvested frustrations are occurring almost in all spheres of their lives. Parent has no time for children to guide them. Thus, adolescents frequently troubled with their daily problems. They experience rejection or failure such as the breakup of a relationship or fear of falling in the exams. These difficulties are giving's rise to many psychosomatic problems such as loss of adjustment with life, frustration, identity and emotional upset in day to day life.

Key Words: *Problems of adolescents, Family Problems, School problems, Social Problems Personal problems, Family problems.*

I. INTRODUCTION

Adolescence is the wealth of a country. One can know the future of the country on the basis of adolescence. The country can make developments easily, which have physically and mentally strong adolescence. But now days, our adolescence has gone astray on the name of the modernization. Increase in, population, unemployment, corruption westernizations and materialistic, thinking's, all these has deteriorated the basis moral value of adolescence. This leads to further new problems i.e. daydreaming, violence, drugs, cheatings, gang involvement and all wastages of young energy. The basis reason of the above problems is that adolescence wants to co-ordinate themselves with the needs of home and society. But on getting faille they got stuck into such problem. So their family, educational, social and personal conditions give rise to such irritating problems.

In modern times with rapid advancement in all walks of life, problems have also multiplied in that proportion. Life is becoming fast with the inc. Impact of Science and technology. Fast life and competition in the world are slowly becoming the agents in killings the regenerative

process among human beings. In the present life style, everything's seems to explode; emotional pressure is inc. Day by day especially at adolescence stage. For most of adolescence life consist of stressful things like dealing with parents, coping with studies, beings forced to a particular course, anxiety of passing the exam and finally making a career in a fiercely competitive world. Stress is more suitable, more pervasive unvested frustration are occurring almost in all spheres of their lives. Parents have no time for children to guide them thus, adolescence frequently troubled with their daily problems. They experience rejection or failure such as the break up of the relationship or fear of falling in the exam. These difficulties are giving's to many psychosomatic problem such as los of adjustment with life, frustration, identity and emotional upset in day to day life. Adolescence is the period of life which is time of transition between childhood and the time of transition between childhood and maturity. The term adolescence is derived from Latin word adolescence which means to grow up. Basically it is a period of transition from childhood to adulthood entered at approximately 11-13 years age. The

transition involves changes in biological, congestive and social development. (Crowing, 1977).

Adolescence is considered to be the most important and critical period of an individual development with which the parents has to deal adolescents have to face various difficulty problem. Problems are through to be such question, matters or situation proposed for solution or consideration, problems mean here the problems that individual student under should experience. From the biologically point of view, adolescence is the stage when puberty dawns. Chronologically a span of life ranging from 12 to 19 yr And having individual and cultural difference “Adolescence is that span of yr. During which boys and girl move from childhood to adulthood, mentally, emotionally, socially and physically.

II. PROBLEMS OF ADOLESCENTS

The period of adolescence has universally been termed as a criticism period and problem age, an upsetting and turbulent stage and the inevitable and universal consequence for adolescence. Halls has termed this period as period of “strain and stress” fraught with many problems, but other psychologist have laid emphasis on the cultural condition as the, causes of adolescence. The dependent situation of adolescence put them in position where, they feel hurt by their parents even when hurting them is the last thing parents mean to do. There are constant parent adolescence conflicts though adolescence does not mean to be aggressive. The various types of problem faced by adolescence are as under:

1. FAMILY PROBLEMS

In this research the adolescents have face various family problem like parental indifference parental strict comparison and lack of freedom, criterion and lack of recognition by parents, demands by family, interference, parent, dominance, maintenance of difference between sons and daughters, rejection from parent, peon and parents, projection by parents, lack of affiliation, over defense by parents, inter-generations gap in ideology, sibling relations etc. The adolescents have to struggle to face problem arising in family circumstances.

2. SCHOOL PROBLEMS

School constitutes a large part of adolescence’s existence. Most of adolescence face a great, problem in adjustment with teacher. The teachers' behavior can contribute to the child’s maladjustment. teacher are rigid, conservative and do not change, their attitude. The child is made the force of social and ethic ideals from all aside and is exhorted to obey ideals but his own observations shows him that in reality, society itself is quite different. This fills him with bitterness and anger, and he tends to react to violently. Moreover the

student get large amount of home work. The other problems are: fear of going to school, absenteeism without permission, and dropping out, academic under achievement. The school problems during the adolescence yr. May be the result of followings:

1. Rebellion and, a need for independence;
2. Mental health disorder, such as anxiety or depression;
3. Substance use;
4. Family conflict.

Sometimes inappropriate academic placement in adolescence with a leering disability or mild intellectual disability that was not recognized early in life –causes school problems. Problems that development earlier in childhood, such as attention deficit/hyper activity disorders and learning disorders (see learning and development disorders and learning disorders: leering disorders) may continue to cause school problems for adolescence. In general adolescence with significant school problems should undergo educational testing and mental health evolution. Specific problems needs to be tested as, needed and general support and encouragement are to be provided.

3. SOCIAL PROBLEMS

Adolescents have to interact with the society dealing with various social problems like social problems, social isolation, social inferiorities, and social adjustment. So the adolescents studying in High and Sr. Sec. School students have to adjust in the society so various types of confrontations, disputes, inequality have to face in the society.

4. PERSONAL PROBLEMS

Every individual has a set of problems are unique to him. These may be common, to other personal also but their value or weight may differ from, individual to individual. There is always a difference of degree if not a kind. Personal problem of adolescence related to, their growth and development. They go hand in hand at various stage of growth and are subjected to undergo a contestant process of formation and reformation. The problems of child are not same as that of a grown up adult. Beside their novelty, personal problem are universal and every school environment offers, its unique problem. In a single school environment there may be many personal problem faced by the adolescents. The adolescence may carry some of these to the school environment they enter. Some new problem which the very change in environment can cause, may also crop up. Adolescence personal growth, his inherent Limitations and environment handicaps may problems makings his confusion worse confounded.

III. REVIEW OF RELATED LITERATURE

Greening and leilani (2007) compare 11 adolescence with a history of stealing to 11 no stealers. Result showed a tendency for necessary for solving social, problem. Furthermore, adolescence with delinquency tendencies showed a cognitive bias for generating ineffective solution to hypothetical social problems.

Kauppinen (2008) observed that aggressive behaviour is one of the pressing problem among school aged children and adolescents. According to social-cognitive information processing models, aggressive behaviours is a way for children and adolescents, with poor social skills to manage the social problems of everyday life. Likelihood of aggressive behaviour increases if a child or an adolescent has deficiencies in processing social information, for example in social cues, interpreting situation, adopting goals, producing strategies or evaluating response. The development of aggressive biased deficiencies in processing social information is seen to be related to numerous biological and environment factors.

Larson and bruce (2009) examined, the effect of an adventure on the program on the self- concept of, adolescence with behaviour problems subjects in the study included 61 randomly selected male and female adolescent raining in age 9 to 17 years with behavioural problems. The treatment group of 31 adolescents was randomly selected from a population (n=85) behavioral problem adolescent who voluntarily attended an underwent treatment for behavioural problems. Analysis of variance was determined if significant difference existed between the treatment and control group.

Derluyn (2010) studies the mental health problem in refugee. Adolescents separate from their parents compared to their accompanied peers all livings in Belgium refugee adolescence separated from both present experienced the highest number of traumatic events compared to accompanied refuee adolescents. Risk factor influencing the development of serious mental health problems (anxiety, depression, and posttraumatic stress) are separation from parents high number traumatizing events experienced, and gender. The refugee adolescents livings only with their mother parents, they have fewer mental health problems than refugee adolescent living with their father.

Duchovic(2011) examined the correlates between public and private self consciousness and internalizing difficulties during early adolescents. Friendship quality was as a possible moderator of the relation between self conciseness and maladjustment. One hundred and thirty seven young adolescent (n=87 girls, mean age=13. 98 years) reported on their best friendship. Results indicated stronger association between private self consciousness.

Oliver and Paull (2014) examined associated among self esteem self efficiency and perceived parental rearing style.

Perceived affectionless control in both parental raring style and family climate. accounted for about 13% of the variance in self esteem. self efficiency and depression. Neither introversion nor depression mediated the relation between family socialization and self esteem.

Marjoribanks (2016) observed the relation between family context, adolescents perceptions of learning environment and their aspiration, and measure of young adults social status attainment in a longitudinal study. Data were collected from 320 Australians who participated in surveys when they were 11-21 years old. The result of the investigations suggested the proposition that when family context were defined conjointly parents aspiration and their individual collectivistic achievement value orientations : family context have significance associations with parents socializations practices, adolescents perceptions of socialization practices and their aspiration, and adults social status attainment. Adolescents perception of parents school settings and their aspiration mediate relationship between family context difference in the nature of the association between, perception of immediate settings, adolescents aspiration and young adults social status attainment.

IV. STATEMENT OF THE PROBLEM

A STUDY OF FAMILY, SCHOOL, SOCIAL AND PERSONAL PROBLEMS OF ADOLESCENTS OF HISAR DISTRICT

V. OBJECTIVES OF THE STUDY

1. To study compare the family, school, social and personal problems of male and female of adolescents students of Hisar district.
2. To study and compare the family, school, social and personal problems of male and female of adolescents students of Hisar district.
3. To study and compare the family, school, social and personal problems of rural and urban adolescent's students of Hisar district.
4. To study and compare the family, school, social and personal problems of rural and urban adolescent's students of Hisar district.
5. To study and compare the total family, school, social and personal problems of adolescent's students of Hisar district.

HYPOTHESES

1. There is no significant difference in family, school, social and personal problems of male and female of high school adolescent's student of Hisar district.
2. There is no significant difference in family, school, social and personal problems of male and female of sr. Sec. School adolescent's student of Hisar district.

3. There is no significant difference in family, school, social and personal problems of rural and urban high school of adolescent's student of Hisar district.

4. There is no significant difference in family, school, social and personal problems of rural and urban sr. Sec. School of adolescent's student of Hisar district.

5. There is no significant difference in total family, school, social and personal problems of high and sr. Sec. School of adolescent's student of Hisar district.

VI. METHODOLOGY

In research there are various methods and procedures to be applied.

- (1) Historical method
- (2) Experiment method
- (3) Descriptive method

DESIGN OF THE STUDY

The present study is comprised to Normative Survey Design. Data was collected from Hisar city with the help of a questionnaire. The responses were in multiple choices.

POPULATION

The population of the study was the adolescent studying in 9th class & 11th class student of high & sr. Sec. School in Hisar District of Haryana only. Since there were many adolescent, and it was not possible to collect, data from all of them, it was decide to apply random sampling method to draw the sample.

SAMPLE

I selected two high school and two sr. Sec. School of Hisar, in which 100 students from high & 100 from Sen. School were selected, out of 100 sr. Sec. School, 50 male & 50 female and similarly out of 100 high school, 50 male & 50 female were selected, out of 50 male & female of high school, they were further classified into 25 rural & 25 urban of both sexes. Similarly out of 50 male and female Sen. Sec. School, they were further classified into 25 rural and 25 urban of both sexes.

VII. TOOLS TO BE USED

The following research tools were selected and used to collect data for the present investigation:

FAMILY, SCHOOL, SOCIAL AND PERSONAL PROBLEMS INVENTORY (YPI)

The family, school, social and personal problems inventory developed by Verma (1971) was used to measure all types of problems of adolescents. Y. P. I. is a self administration inventory for the student of 16-20 years of age locate those problem which the students are ready to disclose. YPI contain 80 statement belongings to four areas. The exhaustiveness of the inventory has been verified from the

answers of an additional questions. ” Do you think have mentioned all of your problems in this inventory “ at the time of standardization of the final form of Y. P. I. the inventory is divided into four areas as follows: (1) family problem(2)school problem (3)social problem(4)personal problem and over sensitivtiy. The serial no. Of different items in the inventory in these 4 areas of the inventory is shown in table 3. 1 : Distribution of items in different area of adolescence problem inventory.

STATISTICAL TECHNIQUES USED

In this research, the statistical techniques like Mean, S. D. & 't' test and other appropriate statistical technique was used.

MAIN FINDINGS

Hypothesis No. 1

There is no significant difference in family, school, social and personal problems of Male and Female high school students of Hissar district.

In hypothesis No. 1, there is significant difference in family, school, social and personal problems of Male and Female high school students. The mean, S. D. value of Male and Female family, school, social and personal problems of High School students is 91. 25, 5. 12 & 84. 12 & 4. 68 respectively. The calculated 't' value is 7. 27, which is more than standard table value at both level of significance. Therefore, hypothesis No. 1 is rejected. The mean value of Male, high school students is more than female, high school students. Therefore, it is analyzed that the family, school, social and personal problems of male, high school students is more than female, high school students. It is concluded that male high school students face more high problem than female high school students.

Hypothesis No. 2:

There is no significant difference in family, school, social and personal problems of male and female Sr. Sec. school students of Hissar District.

In hypothesis No. 2, there is significant difference in family, school, social and personal problems of Male and Female Sr. Sec. School students. The mean, S. D. value of Male and Female family, school, social and personal problems of High School students is 96. 25, 5. 12 & 89. 12 & 4. 68 respectively. The calculated 't' value is 7. 27, which is more than standard table value at both level of significance. Therefore, hypothesis No. 2 is rejected. The mean value of Male, high school students is more than female, high school students. Therefore, it is analyzed that the family, school, social and personal problems of male, high school students is more than female, high school students. It is concluded that male high school students face more high problem than female high school students.

Hypothesis No. 3

There is no significant difference in family, school, social and personal problems of rural & urban high school students of Hisar District.

In hypothesis No. 3, there is significant difference in family, school, social and personal problems of Rural and Urban High School students. The mean, S. D. value of Rural and Urban family, school, social and personal problems of High School students is 88.12, 5.03 & 82.45 & 4.68 respectively. The calculated 't' value is 5.28, which is more than standard table value at both level of significance. Therefore, hypothesis No. 3 is rejected. The mean value of Rural, high school students is more than Urban, high school students. Therefore, it is analyzed that the family, school, social and personal problems of rural, high school students is more than Urban, high school students. It is concluded that rural high school students face more high problem than Urban high school students.

Hypothesis No. 4

There is no significant difference in family, school, social and personal problems of rural & urban Sr. Sec. School students of Hissar District.

In hypothesis No. 4, there is significant difference in family, school, social and personal problems of Rural and Urban Sr. Sec. School students. The mean, S. D. value of Rural and Urban family, school, social and personal problems of Sr. Sec. School students is 88.12, 5.03 & 82.45 & 4.68 respectively. The calculated 't' value is 5.28, which is more than standard table value at both level of significance. Therefore, hypothesis No. 4 is rejected. The mean value of Rural, high school students is more than Urban, high school students. Therefore, it is analyzed that the family, school, social and personal problems of rural, high school students is more than Urban, high school students. It is concluded that rural Sr. Sec. school students face more high problem than Urban high school students.

Hypothesis No. 5 There is no significant difference in total family, school, social and personal problems of Sr. Sec. & High School Students of Hisar District.

In hypothesis No. 5, there is significant difference in family, school, social and personal problems of High and Sr. Sec. School students. The mean, S. D. value of High and Sr. Sec. Secondary students is 88.48, 4.92 & 90.19 & 5.14 respectively. The calculated 't' value is 7.01, which is more than standard table value at both level of significance. Therefore, hypothesis No. 5 is rejected. The mean value of Sr. Sec. School students is more than High School students. It is concluded that Sr. Sec. School Students face more family, school, social and personal problems than High School students.

VIII. SUGGESTIONS FOR FURTHER RESEARCH

1. The present study was conducted at high and sec. Sr school level. This study can be further extended to college and university.
2. Some more variables can be added which possibly influence adolescent's problems.
3. The study is conducted with normal children. So this study can be done with creative and intellectually gifted children.
4. The study is conducted in one district. The study may be further replicated on other districts of Haryana also.

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