CHAPTER – I

CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

Child problems emerge in one of the main social spheres of living including school, family, or social relations. School difficulties often involve problems being productive in school, getting homework done, difficulty focusing in class, and disruptive behavior in the classroom. Family conflict between parent and child often centers on compliance with chores, rules, behavior and the regulation of emotion. Socially children and adolescents may struggle with difficulty making and keeping friends, understanding social behavior or poor choice in making friends. There are various problems faced by children crossing different life spheres. Childhood blends into adolescence. The concept of adolescence is a modern invention, which appeared in industrialized countries to ease the transition between carefree childhood and responsible adulthood. Adolescence is unknown in many non-industrialized countries, in which adulthood begins with the onset of puberty and is commonly celebrated with initiation rites (Sdorow, M. 1990).

Early adolescence, the developmental stage between childhood and adulthood, is a crucial period. It is a time of profound changes and occasional turmoil. Considerable biological change occurs as adolescents attain sexual and physical maturity. At the same time, these physiological changes are rivaled by important social, emotional and cognitive changes that occur as adolescents strive for independence and move toward adulthood (Feldman, 2002).Adolescents often struggle in preparing themselves for the adult world. At times, it revolves around school performance as college or work is on the horizon. For many, it's managing the confusion, questions and challenges of social relations. For most all, it's working in the direction of achieving independence from parents while still needing their direction and support. Adolescence is a period of transition, one of rapid physical change of conflicting motives and of ambiguous social expectations (Mc Keachie and Doyle, 1970).

1.1 EDUCATIONAL GOALS

Individual schools have ideal conceptualization of children. School formulates educational policies and plans based on it. Educational goals are specific, measurable, attainable, relevant and time-bounded. Educational goals enhance following things in children's life

- To provide children with accelerated enriched education.

- To teach children how to apply and transfer knowledge.

- To encourage creativity and brain development.

- To develop speaking and communication skills.

- To encourage leadership and personality development.

Some early adolescents are facing difficult in achieving above educational goals.

1.2 THE BRAIN AND ITS DEVELOPMENT

The human brain is a complex organ that regulates basic physiological functions (e.g., heart rate), sensations of pleasure and pain, motor skills and coordination, emotional responses, and intellectual processes. The brain consists of millions of interconnected circuits of neurons that make up the distinct parts of the brain. During prenatal development, neurons are created, and these cells migrate to places where they will do their work. During infancy, the brain creates many connections among neurons; areas of the brain that support perceptual learning show particularly rapid growth. During early and middle childhood, the brain protects those connections that are used most often and lets the others die out; particular refinements also solidify language skills and higher learning functions. During adolescence, the brain grows in areas that reflect forethought and judgment.

1.3 PHYSICAL DEVELOPMENT DURING CHILDHOOD

Predictable changes in physical functioning occur during childhood and adolescence. During infancy, survival mechanisms, such as reflexes, are implemented; crying time peaks then decreases, feeding moves from milk to a combination of milk and soft solids, and motor skills permit exploration. Early childhood consists of vigorous physical activity and the acquisition of new motor skills. Middle childhood is a time of consolidation, when growth rate slows down and children put motor skills to

purposeful use. Puberty begins in early adolescence and extends over several years. Adult height and sexual maturation are attained in late adolescence.

1.3.1 Infant (Birth to Age 2)

During the first few weeks and months of an infant's life, movements are reflexive or involuntary in nature. Some reflex actions exhibited by the newborn infant include the startle reflex, which is elicited by sudden loud sounds or position changes, and the grasp reflex, in which an infant instinctively grasps objects put in child's hands or feet. Between the ages of 1 month and 2 year, a child is able to hold their head up on their own, sit without support or crawl, walk, grasp objects on their own and pick up small objects with their thumb and forefinger.

1.3.2 Early Childhood (Ages 2-6)

A toddler is between the ages of 2 and 3 years old. At this time, a child's physical development should include being able to walk without help, jump in place, go up a staircase, hold a cup of water, scribble with a crayon and copy a circle. During this period, a child should also be able to ride a tricycle and build a tower of blocks.

The preschool years occur between the ages of 3 and 6 years old. The preschooler attains physical skills at this point that should include standing on one foot for ten seconds or more, hopping or skipping, swinging and climbing, throwing and catching a ball, using a fork and spoon and drawing a person with a body. At this stage, preschooler may be able to take care of their toileting needs.

1.3.3 Middle Childhood (Ages 6-10)

Children show slow but steady gains in height and weight. Children lose their 20 primary teeth and they become replaced with permanent ones. The movements of the school-aged child are more graceful and coordinated. School-aged children have good hand-eye coordination and are able to engage in activities like cutting and pasting, swimming, soccer, basketball, hiking and playing video games.

1.3.4 Early Adolescence (Ages 10-14)

Puberty as well as growth spurts take place. Girls progress through puberty much quicker than boys. Many girls begin their menstrual cycle during this time, sometimes even as early as 8 years old. Other physical characteristics such as budding of the breasts and pubic hair growth take place as well. Boys will experience their first ejaculation experience (normally while sleeping; also called "wet dream") and their testes and penis enlarge while the scrotum changes texture and color. Later developments in boys include the growth of facial hair, deepening of the voice, and eventually they reach their adult height. Boys are normally taller than girls. Social and emotional feelings as well as perspectives become more complex around this time as boys' and girls' hormones are perpetuating change throughout their bodies. They become much more aware of their inner most feelings about the way they look.

1.3.5 Late Adolescence (Ages 14-18)

Most puberty and growth spurts end and later in the teenage years they reach sexual maturity. Teenagers show an increasing interest in sexual activities such as hugging, kissing, and deeper intimate contact. The brain permits more thoughtful and meaningful control of emotions and more deliberate reflection of possible consequences of various behaviors. Some older adolescents still choose to participate in risky behaviors such as drug abuse, unsafe sexual activity, and reckless and endangering behaviors such as driving under the influence or not wearing seat belts.

1.4 ERICKSON'S LIFE CYCLE

Erikson's model of psychosocial development is a very significant, highly regarded and meaningful concept .Life is a series of lessons and challenges which help us to grow. Erikson's wonderful theory helps to tell us why it is helpful. The theory is helpful for child development and adults too. Erik Erikson described that development occurs throughout the lifespan.

Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust v/s Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy v/s Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative v/s Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
Early Adolescence(6 to 11 years)	Industry v/s Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identify v/s Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	Intimacy v/s Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity v/s Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity(65 to death)	Ego Integrity v/s Despair	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

Table 1- Erik Erikson. Psychosocial stages of life.

1.5 MEANING OF ADOLESCENT

Adolescence is derived from Latin word *adolescere*, which means "to grow up". It is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood. The period of adolescence is most closely associated with the teenage years, though its physical, psychological and cultural expressions may begin earlier and end later. For example, although puberty has been historically associated with the onset of adolescent development, it now typically begins prior to the teenage years and there have been a normative shift of it occurring in preadolescence. According to Fenwick (1987) many educational sociologists believe that the adolescence is the most complex social period in the life of an individual. During adolescence, rapid physical, emotional and intellectual changes occur, as well as an intense preoccupation with questions of personal identity, peer group expectations and normative values. Physical growth, as distinct from puberty, and cognitive development generally seen in adolescence, can also extend into the early twenties. Adolescence is to a large degree an artifact of our culture. It is characterized by the playing of adult roles and holding other responsibilities (Lindgren, Byrne and Petrinovich, 1966)

A thorough understanding of adolescence in society depends on information from various perspectives, including psychology, biology, history, sociology, education, and anthropology. Within all of these perspectives, adolescence is viewed as a transitional period between childhood and adulthood, whose cultural purpose is the preparation of children for adult roles. Adolescence is assumed to undergo several emotional turbulence and rebellion. It refers to the period of development between puberty (the onset of sexual maturity) and adulthood. Teenagers may be biologically mature, but they are not considered to be emotionally mature enough to be full-fledged adults. It is believed that they are not yet ready to practice the rights, responsibilities, and roles of adulthood (Wade & Tavris, 1987)

1.6 ABOUT EARLY ADOLESCENCE

Early adolescence is when the separation from childhood begins. This transformation usually begins in late elementary school and for virtually all young children by middle school. Parents will never have their son or daughter as endearing, adoring and

adorable "child" again. First comes the disorganization with its frustrating (for parents) loss of focus; then the negative attitude with its litany of criticisms and complaints; then comes rebellion, with its active and passive resistance; and then comes early experimentation, with its testing of limits to see what can get away with.

Hassett and White (1989) stated that the scientific study of the teenage years are usually traced back to G. Stanley Hall's (1905) text Adolescence, which described "a period of storm and stress" in which "every step of the upward way is strewn with the wreckage of the body, mind and morals". This notion of 'Sturm' and 'Drang' (German for "storm and stress") is quite consistent with many popular stereotypes.

Parents must not take any of these unwelcome changes personally. These behavior changes do not represent actions the child is taking to purposely upset the parents. These are actions the child is doing for himself or herself to separate from childhood and to begin the journey toward more freedom and independence.
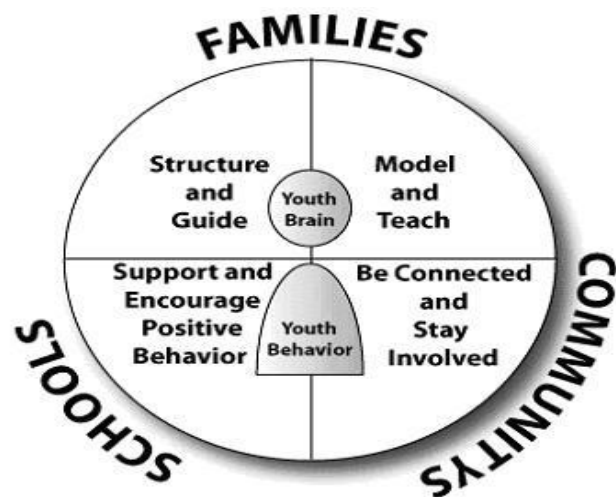

Fig.1.1 External environment of youth

The ages 10 through 14 years are often referred to as early adolescence. These years are an exciting time of many varied and rapid changes. Child grows taller and stronger and also starts to feel and think in more mature ways. Parents must get used to the new person the child is becoming. Comer and Haynes (1991) stated that throughout the critical time in a teenager's life, families and schools need to work together. Families provide the social, cultural and emotional support that youth need to function well in school. Schools provide opportunities for children's positive interactions with significant adults and other adolescents to enhance their home experiences and to support their continued development and related learning.

1.7 CHARACTERISTICS OF EARLY ADOLESCENCE

According to J. C Aggarwal. (2005) he has mentioned following characteristic of early adolescents they are as follows:

- It is a period of new learning.
- It is the period of anxieties and worries.
- It is the most crucial and significant period in an individual's life.
- It is the period of more complex emotions of admiration, aesthetics, awe, contempt, gratitude, grief, hatred, reverence, scorn and shame.
- It is the period of problems of the stresses and strains of transition.
- It is the period of new birth.
- It is the period of sentiments.
- It is the period when personality and character are taking new forms.
- It is the period of nuisance.
- It is the period of growing up and leaving behind the protective phase of childhood.
- It is the period of the beginning of tides and a new voyage.
- It is the period of becoming independent.
- It is the period of simple adaptation to life.
- It is the period of new repulsions felt toward home and school.
- It is the period when new interests in adult life and in vocations develop.
- It is the period when signs of sexual maturity begin to occur.
- It is the period of new birth for the higher and more completely human traits.
- It is the period of rapid fluctuation of mood.
- It is the period of great stress, storm, anxieties and worries.
- It is the period when world seems strange.

1.8 IMPORTANCE OF EARLY ADOLESCENCE

Early adolescence is a critical period for successful human development. During adolescence, young children's develop the skills they will need to make a living, maintain a circle of supportive friends, and meet all the other challenges of life.

Early adolescence is also the time when many behavioral and psychological problems begin substance use, delinquency, depression, academic failure, and school dropout. If we could reduce the proportion of adolescents who develop these problems, we could drastically curtail most future problems that are crime, drug addiction, divorce, child abuse, and unemployment.

Adolescents are not just small adults. Brain research shows that, although their bodies look adult, teens are not ready to negotiate an adult world. For example, adolescents' brains are undergoing massive growth and re-organization in the pre-frontal cortex, and this growth is not finished until the early 20's. The pre-frontal cortex is where emotional regulation, impulse control, risk assessment, and rational decision-making happen. Until the pre-frontal cortex is fully developed, adolescents tend to be emotionally unpredictable, impulsive, risk taking, and to show poor judgment. In fact, sensation seeking and impulsivity peak during adolescence. The things which they want to do not happen their irritability, aggression, and depression increase. Adolescents often claim to be ready for adult freedom, but their brains and bodies are still developing and they need our guidance to avoid dangerous risks and elder's gentle support to fully develop their potential.

Throughout most of human history, adults have used culture to protect children. Over the past 50 years, however, mass marketing has pushed adolescent culture up against adult efforts to ensure adolescent safety and successful development. Hundreds of television channels and scores of new technologies encourage self-absorption, recklessness, risk-taking, and unhealthy behavior. Families, schools, and communities face increasing challenges in guiding young people—greater challenges than ever before.

From ages 10 through 14, a child develops in four main areas:

•**Physical development.** Adolescence is a time of change throughout the body. A growth spurt usually occurs near the time of puberty. Girls begin to develop breasts and start their periods. Boys grow facial hair. Both boys and girls grow pubic hair. Boys may lag behind girls in height during these years, but they usually end up taller.

•**Cognitive development.** Brain develops the abilities to think, learn, reason, and remember. Children at this age typically focus on the present, but they are starting to understand that what they do now can have long-term effects. They are also beginning to see that issues are not just clear-cut and that information can be interpreted in different ways.

•**Emotional and social development.** As they start to move from childhood into adulthood, adolescents feel the urge to be more independent from their families. Often, friends replace parents as a source of advice. When at home, adolescents may prefer spending time alone to being part of the family. Still, family use to support them to help them to build a strong sense of self.

•**Sensory and motor development.** Children at this age may be a little awkward or clumsy. Their brains need time to adjust to longer limbs and bigger bodies.

1.9 PHYSICAL WELL-BEING

Health depends on several factors, including eating habits, physical activity, and rest and sleep. Some children and adolescents show patterns of behavior (e.g., eating disorders, choice of sedentary activities, over-commitments that result in insufficient sleep) that may jeopardize their physical well-being. In adolescence, additional health-compromising behaviors may emerge as youths struggle with such temptations as cigarette smoking, alcohol, drugs, and unprotected sexual activity. To ensure the health of early adolescents they should be encouraged to:

-- Eat regularly and healthily

-- Engage in physical activities

-- Sleep at least 7 to 8 hours every night

-- Talk to peers or whomever they feel comfortable to avoid pent up emotional distress

1.10 SOCIAL CHANGES

Early adolescence

- **Searching for identity**: Children are busy working out who they are and where they fit in the world. This search can be influenced by gender, peer group, cultural background and family expectations.

- **Seeking more independence**: this is likely to influence the decisions a child makes and the relationships which he/she has with family and friends.

- **Seeking more responsibility,** both at home and at school.

- **Looking for new experiences:** the nature of teenage brain development means that teenagers are likely to seek out new experiences and engage in more risk-taking behaviour. But they're still developing control over their impulses.

- **Thinking more about 'right' and 'wrong':** a child will start developing a stronger individual set of values and morals. Teenagers also learn that they're responsible for their own actions, decisions and consequences. They question more things. Elders words and actions shape make them sense of 'right' and 'wrong'.

- **Influenced more by friends,** especially when it comes to behaviour, sense of self and self-esteem.

- **Communicating in different ways:** the Internet, mobile phones and social media can significantly influence how they communicate with friends and learns about the world.

1.11 EMOTIONAL CHANGES

Early adolescence

- **Shows strong feelings:** Child shows strong feeling and intense emotions at different times. Moods might seem unpredictable. These emotional ups and downs can lead to increased conflict. Their brain is still learning how to control and express emotions in a grown-up way.

•**Is more sensitive to your emotions:** Children get better at reading and processing other people's emotions as they get older. While they're developing these skills, they can sometimes misread facial expressions or body language.

•**Is more self-conscious**: Early adolescents get more self conscious especially about physical appearance and changes. Teenage self-esteem is often affected by appearance or by how teenagers think they look. As they develop, children might compare their bodies with those of friends and peers.

•**Goes through a 'bulletproof' stage** of thinking and acting as if nothing bad could happen to them. Their decision-making skills are still developing, and they are still learning about the consequences of actions.

1.12 DEFINING BEHAVIOURAL PROBLEMS

Hall and Elliman (2003) define psychological, emotional and behavioural problems as 'behaviours or distressed emotions, which are common or normal in children at some stage of development, but become abnormal by virtue of their frequency or severity, or their inappropriateness for a particular child's age compared to the majority of ordinary children'. The most prevalent types of disorders disclosed in children are emotional disorders, for example depression, anxiety states, phobias and psychosomatic disorders, for example,non compliance, defiance, stealing, truancy, aggression and more persistent delinquency, attention deficit disorder, with or without hyperactivity, major psychiatric disorders for example psychosis, which increasingly occur from puberty onwards, developmental delay and autism, eating disorders, for example anorexia nervosa, antisocial behaviour for example, drug and alcohol abuse (Cummins, McMaster; 2006) The spectrum of behaviours can therefore vary from very mild to clinically problematic, and their definition and nature often expands beyond the term 'behavioural problems' itself to incorporate mental and emotional health problems. Often the behavioural problem is a manifestation of a deeper emotional/mental health problem. This paper will focus on the most commonly experienced and reported problems amongst children and adolescents. Emotional disorders (such as depression, anxiety and obsessions), hyperactivity (involving inattention and overactivity) and conduct disorders (nervous, troublesome and aggressive) are the three most common groups of childhood mental health problems.

1.13 PROBLEM FACED BY EARLY ADOLESCENT CHILDREN

Growing up into adulthood makes one experience problems in various domains of life including personal, social and educational problems. Stereotypes and misconceptions related to adolescence period have given rise to various problems among the adolescents.

- **ANXIETY:** Children face daily academic and social challenges. Sometimes this generates   extreme, unrealistic worries that may or not be based on reality. These children are often very self-conscious, rigid, and have frequent somatic complaints such as headaches and stomach aches that don't seem to have a physical basis.

- **DEPRESSION:** Diagnoses of childhood and adolescent depression have skyrocketed in recent years. Younger children- who don't have sophisticated communications skills- are likely to manifest their depression through physical complaints and behavioral problems. Adolescents may start experiencing academic problems, social isolation, irritability and/or self-destructive behavior.

- **ASPERGER'S SYNDROME:** Asperger's Disorder, as it's known diagnostically, is a mild form of autism. Children with Asperger's are often socially isolated and tend to have idiosyncrasies or quirks. Many of these youngsters have difficulties with change in their routines and may become preoccupied with and/or particularly knowledgeable about a subject area of interest. Children with Asperger's have trouble interpreting non-verbal cues and are often overly sensitive to tastes, sounds and textures.

- **BODY IMAGE PROBLEMS/EATING DISORDERS:** The most common types of eating disorders are Anorexia (starving oneself) and Bulimia (eating and purging). Anorexia is an emotional disorder that can be signaled by severe weight loss or failure to gain weight. Bulimia can be signaled by episodes of binge eating followed by self-induced vomiting, fasting or strenuous exercise. Bulimia tends to develop among older adolescents, many of whom have also been anorexic. Many physical disorders are associated with eating disorders, such as kidney problems, irregular heart rhythms,

irritation and tears in the esophagus, dizziness or fainting and stomach and intestinal problems. These disorders seem to revolve around a distorted body image and issues of control. This disorder may lead to following things:-

- loses a large amount of weight for no medical reason;
- reduces the amount of food he/she eats and/or stops eating high carbohydrate and fatty foods;
- exercises excessively despite weakness and fatigue;
- possesses an intense fear of gaining weight;
- stops menstruating;
- binges on foods that are high in calories; or
- Tries to control his/her weight by vomiting or using laxatives or diuretics.

• **ANGER MANAGEMENT:** Angry outbursts or tantrums are fairly common for younger children and this behavior often disappears as they grow older. However, when youngsters remain angry and oppositional, it creates serious challenges for parents. Parents have to work with these children to improve their self-control and communication skills so that they can talk about how they feel and know that they are being heard, thereby diminishing their frustration.

• **PERFORMANCE ANXIETY:** It can happen in the classroom, on the ball field or on stage- a child becomes immobilized out of a fear that he or she will do something wrong. Performance anxiety can lead to under-performing in school and missing out on important developmental experiences. It is important to build the confidence and self-esteem of these children, as well as to help them eliminate negative thought patterns.

• **PHOBIAS:** Some amount of fear and anxiety is common to everyone. For example, young children are often afraid of the dark or of large animals. These fears often fade as they get older. However when fears become irrational and/or get in the way of normal activities, they can develop into phobias. Phobias are fears of particular situations or things that are not inherently dangerous and which most people do not find troublesome.

- **INTRAPERSONAL PROBLEM:** Shy children tend to avoid unfamiliar situations and often have difficulty in social interactions. Their anxiety might increase when they feel they are "on display", such as when meeting someone new or having to speak in front of others. A shy child is much more comfortable watching the action from the sidelines rather than joining in. Most children feel shy from time to time, but in some children these tendencies intensify with age and can develop into an anxiety disorder. Lack of confidence, inferiority, and lack of self-esteem comes under intrapersonal problem.

- **SLEEP PROBLEMS:** Sleep problems of childhood can include difficulties falling asleep or staying asleep that are often associated with separation fears or fear of the dark. Sleeping problems identify the specific thoughts/fears that are preoccupying child. It is important that children and adolescents get the proper amount of sleep that they require for growth and development. Poor sleeping habits are linked to many psychological problems and can increase feelings of irritability or tantrum behavior.

- **REPETITIVE BEHAVIOR:** Like so many other childhood issues, bad habits (such as biting nails, thumb-sucking and hair pulling) are common and may continue into adulthood. Often these behaviors have their root in anxiety and addressing these underlying clinical issues. Children can also benefit from learning positive coping strategies to help them when they face future challenges/stressors.

- **ABUSE PROBLEM:** They also increase serious adjustment problems including depression and antisocial behaviour. To overcome their anger level or frustration children generally use foul language in this stage

- **DEPRESSION AND SUICIDE:** An increase in suicides among young adolescents makes it vital for parents to recognize the causes and symptoms. Many factors can contribute to serious depression that can lead to suicide. If a parent suffers from extreme depression, a child is more likely to experience it, too. But situations such as broken or unhappy families, the loss of parent through divorce or death, sexual abuse or drug or alcohol abuse may also contribute to depression. Other stressful situations may also play a role: for example, losing a relative, being ignored by friends or serious concerns about sexuality.

Some warning signs of depression and possible suicidal tendencies include:

- Change in sleeping patterns (either sleeping too much or too little);
- Change in behavior (can't concentrate on school, work or routine tasks, slipping grades);
- Change in personality (seems sad, withdrawn, irritable, anxious, tired, indecisive, apathetic);
- Change in eating habits (loss of appetite and weight or overeating);
- Physical changes, (including a lack of energy, sudden weight gain or loss, lack of interest in appearance);
- A major loss or life change (through death, divorce, separation, broken relationship);
- Decreased interest in friends, school or activities;
- Low self-esteem (feeling worthless, overwhelming guilt, self-hatred);
- No hope for the future (believes things will never get better, that nothing will ever change);
- Preoccupation with music, art and personal writing about death;
- Giving away prized possessions and otherwise "getting affairs in order;" and
- Direct suicide threats or comments such as, "I wish I was dead!" "My family would be better off without me." or "I don't have anything to live for." These threats should always be taken seriously.

- **Learning Disabilities:** The National Institutes of Health estimate that 15 percent of the U.S. population has some type of learning disability (LD). Learning-disabled students have a neurological disorder that creates difficulty in how they store, use or produce information. They are as intelligent as anyone else and they often do very well in art, music or sports. But a gap may exist between their ability and their performance and they may have trouble with reading, writing, speaking or mathematics, as well as with social relationships. Most often, learning-disabled students must work harder to make up for their learning problems. This can leave them open to depression and cause a lack of confidence, particularly if the disability goes untreated. These are warning signs of learning disabilities. One or two of these signs in child is not reason for concern, but the presence of several can signal the need for help. Such as:

- Often reverses letters in writing, such as writing *felt* for *left*.

- Has trouble learning spelling strategies, such as using information from prefixes,   suffixes and root words.

- Avoids reading aloud.

- Avoids writing compositions.

- Has trouble with handwriting or avoids it altogether.

- Grips a pencil awkwardly.

- Has trouble recalling facts.

1.14 CONCLUSION

No one can guarantee that young adolescents will grow into responsible and competent adults. Learning about the world of early adolescents is an important step toward helping young child through the fascinating, confusing and wonderful years from 10 through 14. Adolescence was once labeled a time of strum and drang or storm and stress. It is now understood that most youngsters pass through this developmental period without undue stress, although many do experience difficulty. Many of these behavioral problems begin during the early adolescent years, when psychological problems also increase. For example, depression and eating disorders increase in prevalence and seriousness, particularly among females, and the incidence of attempted and completed suicides rises. It is the combination of so many changes occurring simultaneously that makes early adolescence problematic for many young people. The earlyadolescent years mark the beginning of a downward spiral leading to academic failure and school dropout. Some early adolescents see their school grades decline markedly when they enter junior high school, along with their interest in school, intrinsic motivation, and confidence in their intellectual abilities. Negative responses to school increase as well, as youngsters become more prone to test anxiety, learned helplessness, and self-consciousness that impede concentration on learning tasks. Although these changes are not extreme for most adolescents, there is sufficient evidence of gradual decline in various indicators of academic motivation, behavior, and self-perception over the early-adolescent years to raise alarm.

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

A researcher endeavour becomes well directed if a comprehensive understanding of the problem identified is acquired by the researcher. It is essential to carry out an exhaustive study of related literature pertaining to the particular area of research taken up, its objectives, the methodology and the findings. The study of relevant literature and research materials provides the researcher a deep insight about the problem taken for the study.

Based on the objectives of the current study, the literature review for the study has been organized to develop background and understand the inline work of earlier researchers. Review of related literature based on, using the following keywords: early adolescence, boys, girls, aggression, frustration, emotional disturbance, behavior disorders, learning abilities, logical thinking, age, and adolescents, was searched for relevance to the topic of this paper.

This chapter is developed to present a perspective on various research studies conducted, related to the present study. The following are some of the studies made in same area:

Kumari, Indira (1990) conducted A study of development of logical thinking in pre-adolescents.

Problem:- The study attempts to examine the development of abilities of conversation of mass, weight and volume and of seriation and classification in relation to intelligence and SES.

Objectives:- (i) To study the development of conservation of mass, weight and volume in relation to age, intelligence and socio-economic status, and (ii) to study the development of the ability of seriation and classification in relation to age, intelligence and socio-economic status.

Methodology:- The sample consisted of 240 children stratified according to male-female and rural-urban levels. There were 120 rural and 120 urban children. The tools used were: Ravens' Coloured Progressive Matrices, the Socio-economic Status Scale by Kuppuswamy, and various types of Piagetian tasks. Chi-square was used for the analysis.

Major Findings:- (i) There was generally an increase in the percentage of mass, weight and volume conservation with increase in children's age, but the increase was not very systematic suggesting that conservation of mass is not age-specific. (ii) The child's age was a crucial factor in the development of the seriation ability but again, the development was not age-specific. The double-seriation ability depended on the attainment of the simple-seriation ability, and not on a particular age level. (iii) Simple classification and double classification also did not show age-specific development, though the double classification ability depended on the attainment of the simple-classification ability. (iv) Children with high intelligence achieved conservation of mass, weight and volume earlier than those who were of low intelligence. (v) Children of high intelligence seriated and classified objects at an earlier age than those who were of low intelligence. (vi) SES was not found to be a significant factor in the development of conservation of mass, weight and volume and the development of abilities to seriate and classify objects. [DKC 0092]

Loomba, Samita, Verma, Suman, (1990) studied Learning abilities as a function of creativity and attention span in children.

Problem:- The present study is undertaken to study the learning abilities in children and how factors like creativity and attention span affect the learning process in children.

Objectives:- (i) To study the learning abilities children and (ii) To study the effect of creativity and attention span on the learning process in children.

Methodology:- Two hundred and fifty subjects ranging between the age-group of 8-10 years formed the sample of the study. The tools used included Verbal Test of Creative Thinking by Baqer Mehdi, and Test of Attention Span. Mean, SD,'t' ratio and analysis of variance were used for the purposes of analysis of data.

Major Findings:- (i) Creativity had a significant effect on learning, with high creativity groups scoring higher on learning tasks as compared to low creative groups. (ii) Attention span was found to be positively related to learning, with subjects scoring high on attention span performing better on learning tasks as compared to subjects scoring low on attention span (iii) The high-creativity high attention span group

performed better than the low creativity low attention span group, thus bringing about the interactive effect of creativity and attention span on learning in children.

Reddy, Sudhakara, Y.(1990) made a study titled, An investigation into the creativity of adolescent boys and girls.

Problem:- The investigation aims at analyzing the creativity of adolescent children in relation to certain variables like sex, locality ,length of schooling, personality traits, mental ability, SES, etc.

Objectives:- (i) To find out whether boys and girls differ in their creativity (ii) To find out whether urban and rural children differ in their creativity (iii) To find out whether creativity is affected by differences in length of schooling and (iv) To find out whether high and low creatives differ in their personality characteristics, intelligence, SES, certain familial variables and personal characteristics and habits of life.

Methodology:- Nine hundred children belonging to classes VI and VII served as the sample of the study. The tools used were a Creativity Test Battery by Venkata Rami Reddy, Raven's Progressive Matrices, S.V. Socio economic status scale, High School personality questionnaire (HSPQ) by Cattell and a personal data sheet. Analysis of variance,'t' test and chi-square were used for the purpose of analysis of data.

Findings:- (i) In case of verbal tests, urban children were found to be more creative than rural children. (ii) There was a significant difference between the creativity of classes VI and VII children. Each group differed from the other (iii) Though boys scored better than girls, the difference between means was not significant. Similar results were obtained for all the three components of creativity, viz. fluency, flexibility, and originality and composite creativity. (iv) In case of non-verbal tests, boys scored significant better than girls. (v) There was a significant difference between the creativity of classes VI and VII children. Each group differed from the other. Similar results were obtained for all the components of creativity and composite creativity. (vi) Rural children tended to score better than urban children on all the components. The difference between means was significant in the case of flexibility, originality and composite creativity but not in the case of fluency. (vii) When creativity as measured by both types of tests put together, was analysed, it was found that (a) there was a significant increase in the creativity of children from classes

VI and VII this was true for all the components of creativity (b) boys scored better than girls but the difference between means was significant only in the case of fluency.

Goyal, Chhaya. (1988) studied effects of drive, frustration and adjustment on learning and speed of performance with special reference to interaction.

Problems:- To present study concentrates on the study of effects of drive, frustration & adjustment on learning & speed of performance of girls of Agra city.

Objectives:- To study the effect of drive, modes of frustration & different areas of adjustment on learning & speed of performance of female adolescent independent or direct effects & interactions effects at different levels.

Methodology:- In the study, 600 females of VII and VIII class were selected from school of Agra city. The perpesive random sampling procedure was followed. The tools used included, Frustration, Reaction Scale of B.M Dixit & D.N Srivastava Adjustment Inventory of AKP Sinha & R.P Singh & learning & speed of performance tool of D.N. Srivastava & Chhaya Goyal. The statistical techniques used included means & analysis of variance.

Major Findings:- (i)Aggression, Resignation & Regression influenced learning & speed of performance in an important way, low levels being more favorable. (ii) Home, Health, Social, Emotional & Educational adjustment were significant determinants of learning & speed of performance, a high level of adjustment being more contributive. (iii) Interaction between drive, different modes of frustration & different areas of adjustment were not significant.

Kashyap,Veena.(1989) studied Psychological determinants of adolescents problems.

Problem: It is an attempt to study the determinants of anxiety, frustration, security, insecurity, emotional maturity, intelligence & scholastic among adolescent.

Objective:- (i) To identify the problems & asses the degree of anxiety, frustration, security, insecurity, emotional maturity, intelligence & scholastic achievement of rural-urban adolescent boys & girls studying in class VII and VIII. (ii) To find out the extent & nature of co-relation among them. (iii) To determine the degree of

relationship among them in high & low problem groups, after partialing out the effect of other variables, including intelligence, in different levels of analysis.

Methodology:- The sample comprised 1000 adolescents students studying in class VII & VIII of different schools of Aligarh District. The random sampling procedure was used. The tools used included Youth Problem Inventory of M.Verma, Comprehensive Anxiety Scale of Sinha & Sinha, Frustration Scale of Chauhan & Tiwary, Security-Insecurity Inventory of Tiwary, Emotional Maturity Scale of Y. Singh & M. Bahargava & Mixed Type Group Test of Intelligence of P.N.Malhotra. The statistical techniques used included mean, SD,CR & correlation.

Major Findings:- (i) Adolescent problems were found highly & positively related to anxiety frustration, feeling of insecurity & emotional immaturity. (ii) Adolescent problems were highly & negatively correlated with feeling of security and emotional maturity, moderately and negatively correlated with the intelligence, and appreciably and negatively correlated with scholastic achievement. (iii) No significant difference in adolescent B and G was found in the case of youth problems, frustration, feeling of security-insecurity and emotional maturity, but difference was found in anxiety, intelligence & scholastic achievement. (iv) High & low problems of different groups of R,U,B & G did not differ on anxiety. (v) Rural girls has significantly less secure than rural boys & urban girls. (vi) High intensity of problem did not interfere of scholastic achievement in high intelligence group. (vii) The urban voice was found higher in achievement than the rural boys.

Pradhan, Renuka. (1990) studied Interpersonal attraction among adolescent boys and girls towards each other in relation to personality make-up.

Problem:- It attempts to study the personal attraction of adolescent boys & girls each other & see its relation with personality.

Objectives:- (i) To study the relationship between personality structure and interpersonal attraction. (ii) To study similar-dissimilar attitude in relation to interpersonal attraction. (iii) To study the attributes preferred and adopted by boys and girls to make themselves agreeable to each other. (iv)To study the attributes which adolescent like to have in their friends/ siblings/ future spouse.

Methodology:- The sample comprised 100 males & 100 females of VIII from various schools situated in Agra. The random sampling procedure was used the tools used included Interpersonal Judgement Scale of D.Byrne. & Personality Inventory of Yashvir Singh & H.M Singh. Analyze of variants are used to treat the data.

Major Findings:- (i) Personality & interpersonal attraction are co-related with each other. (ii) Similarity of attitudes influenced attraction rating. (iii) The attitude of person (of either sex) has significant difference depending upon personality factors. (iv) Attraction was based on similarity & dissimilarity of attitudes towards others. (v) Attraction was based on similarity of attitude & Attitude personality was related to each other.

Pathak, R. (1971) carried out a study titled, Sociometric Status and Adjustment Level in School Children.

Objectives:- (i) to compare populars, neglectees, rejectees and isolates with regard to other adjustments, personality dimensions, and scholastic achievements, (ii) to recognize the relationship between adjustment and sociometric status, (iii) to understand the value of achievement and personality dimensions in adjustment and sociometric status, and (iv) to acquire the overall view of popularity, rejection, isolation, etc., as the function of adjustment and its allied aspects. In all, forty-eight hypotheses were tested relationship to differences among populars, neglectees, rejectees and isolates on various dimensions of adjustment, other personality dimensions, and scholastic achievement. One hypothesis on the relationship between socio-economic status and adjustment levels was also tested.

Methodology:- A sociometric questionnaire was administered to 300 boys and 500 girls of Class VII and VIII of Jabalpur and Saugar. The actual study was conducted on 260 students, 130 boys and 130 girls. On the basis of sociometric measurements, 80 students (40 girls and 40 boys) were selected to form a group each of populars, neglectees and rejectees, and 20 students were selected in the group of isolates with10 boys and 10 girls. Data on other variables were collected through Vyaktitva Parakh Prashanavali incorporating items on home, health, social, emotional and school adjustments, Socio-School Adjustment Inventory (Jai Prakash), teachers' rating scale on personality dimensions and 70 percentages of school marks in two consecutive years. The scores were compared among each subgroup popular boys and girls (PB

and PG), neglectee boys and girls (NB and NG), rejectee boys and girls (RB and RG), and isolated boys and girls (IB and IG) for each component separately. The chi-square and contingency coefficients were used for analysis of data.

Major Findings:- (i) The populars were significantly superior to all the other three groups in home adjustment, social adjustment, emotional adjustment and school adjustment, and in health adjustment they were superior to the neglectees and the isolates but not to the rejectees. (ii) The neglectees were similar to the rejectees and the isolates were comparable in home adjustment, social adjustment, emotional adjustment and school adjustment but they differed in health adjustment. (iv) The populars were superior to all the other three groups on socio-school situations, personality dimensions, and scholastic achievement and adjustment grades. (v) The neglectees were superior to the rejectees and the isolates on socio-school adjustment and to the rejectees on scholastic achievement but they were comparable on personality dimensions, and scholastic achievement of the isolates. (vi)The rejectees and the isolates were similar in socio-school adjustment, and inferior to the isolates in scholastic achievement and personality dimensions. (vii) Sociometric status was significantly related to the various grades of adjustment.

Pandey, B.B. (1979) conducted, A Study of Adjustment Problems of Adolescent Boys of Deori and their Educational Implications.

Objectives: - The study aimed at (i) finding out the adjustment problems of boys in health, social, aesthetic and emotional areas, and (ii) determining the amount of inter-correlation between adjustment, the level of aspiration, and achievement.

Methodology: - An adjustment inventory containing questions in the five areas (health, social, school, aesthetic and emotional) was prepared. The final form of the inventory was given to 500 students studying in Class VII and along with the test on the level of aspiration.

Major Findings: - (i) Rural students secured better points in emotional, health, and school adjustment areas. (ii) Urban students secured comparatively better marks in the aesthetic adjustment area. (iii) Significant relationship existed between adjustment, the level of aspiration and achievement. (iv) Urban students were facing difficulty in adjustment in school, health and emotional areas

Talukdar N. N., Talukdar M.C. (2008) carried out a study titled, Adjustment Problems of Adolescent Students.

Objectives:- (i). to find out the level of adjustment of male and female adolescent students in the areas namely home, health, social, emotional and educational. (ii). to identify the major factors responsible for adjustment problems in adolescents.

Methodology:- The study was conducted on 200 adolescent students – 100 male and 100 female of class VI & VII, aged 12 to 13years to assess their level of adjustment in the areas namely home, health, social, emotional and educational. Adjustment Inventory for Students (AICS) developed by A.K.P. Sinha and R. P. Singh (1995) was used for the study.

Major Findings:- Overall adjustment of male students was found to be better than female students. Social adjustment was average in both the groups. The results also revealed unsatisfactory adjustment of female adolescents in different areas under study. Emotional adjustment of both the groups was unsatisfactory.

Biswas P.C. (1989) investigated Reaction to frustration in school children.

Problem:- It is an attempt to study reaction to frustration among school children.

Objective:- To explore the relationship of organisms variables(sex and growth) and environmental varieties (residence, socio-economic, climate etc.) to reaction to frustration.

Methodology:- Boys and girls of grades VI, VII and X formed the population. Stratified sampling for a normative study covering 904 subjects and a survey study covering 700 subjects was resorted too. A family questionnaire, the socio-economic status scale of sarkar, the school organization, climate of sharma amd a semi projective type reaction to frustration test were used. The scores were trichotomised using quartile deviation chi-square test and 't' test.

Major findings:- 1) The effects of organiomic variables (age and sex) and ecological variables (five to all) on frustration reaction patterns of secondary school children have been studied. 2) It has been found that sex had little differential effect, age had significant differential effect and the family structure and tension had significant

effect, where as rural/urban, SES and school climate had little differential effect on frustration reaction patterns.

2.2 THE PRESENT STUDY

The present study is an attempt to study problems faced by adolescent of primary grades.

2.3 IMPLICATION OF THE REVIEW OF LITERATURE FOR THE PRESENT STUDY

There are different types of research done on the area of problems faced by adolescents. Goyal, Chhaya. (1988) studied Effects of drive, frustration and adjustment on learning and speed of performance; Kashyap, Veena. (1989) Psychological determinants of adolescents problems;Talukdar N. N., Talukdar M.C. (2008) Adjustment Problems of Adolescent Students;Biswas P.C. (1989) Reaction to frustration in school children. These reviews have pregnated the researcher with vast knowledge and in depth understanding of the various concepts related to the study. It enlightened the researcher to have a firm foundation and paved the way for the present study. It enabled the researcher to select the necessary research tools for this study. The various researches helped the researcher to understand the influence of problems on adjustment and vice versa.

Many factors identified in the study were thought to be responsible for adjustment problems in the adolescents such as over protection, lack of love and affection at home, lack of interest in studies, day dreaming and sleep disturbance. It is also possible that teens are misperceiving or misunderstanding the emotions of adults, leading to miscommunication both in terms of what the teen thinks the adult is feeling and in terms of the teen's response. Perhaps most importantly, teenagers are empowered with opportunities to develop their brains through the activities in which they choose to participate. The research review helped the researcher to outline the study. The studies will somehow help the investigator to make the tools more effective.

2.4 RATIONALE OF THE STUDY

Early adolescence can be a challenging time for children and parents alike. Parents often feel unprepared and they may view the years from 10 through 14 as a time just "to get through." However, research tells us that this view is very limited. During the early adolescent years, parents and families can greatly influence the growth and development of their children. It's not easy to raise a young teen. Many outside influences distract children and can complicate parents and teachers efforts. Exhaustion, anxiety, a lack of support and limited resources may make it hard for parents to be all that parents want to be for their children.

Purpose of the researcher is to examine the strength of early adolescent age group facing problem in such issues, also to analysis and to overcome the problem of early adolescents. After this survey the researcher might be able to guide their parents and school administrator to figure out the solution for students facing problems.

Researcher has focused on the problems faced by early adolescent students. Large number of studies has been conducted to know the sensitivity of adolescent problem. Researcher has taken this study to understand intrapersonal, interpersonal behaviour and academic performance of early adolescents age group.

This research may be helpful for the early adolescent age group, who were facing problems in behaviours and also, the parents will be able to know the drawbacks of their child problems. By this survey, school administrators and parents can take initiative to solve their children's problems. In a way, school will also get benefit by attentive students and also showing more interest towards scholastic and co-scholastic works.

2.5 CONCLUSION

Chapter II is all about the various studies conducted that were related to the adolescents problems. Different researchers have tried to do research in the related areas. The next chapter, Chapter III talks about the Methodology used to undergo this study.

CHAPTER – III

METHODOLOGY OF THE STUDY

3.0 INTRODUCTION

This chapter discusses in detail the research methodology that has been adopted in the study of problems faced by early adolescents in a school in Vadodara city and how they cope with them. The method that has been adopted in this research was designed as to go well with the area of inquiry. The area of study is an early adolescent facing behavioural problem. The key area of the research was to identify and how early adolescents cope with their problems. The literature reviews have assisted the researcher to focus on the type of research method that will be most suitable for this area of study. This chapter describes and explains the methodology deployed in this study.

3.1 STATEMENT OF PROBLEM

The statement of the study is given below:

"A STUDY OF PROBLEMS FACED BY EARLY ADOLESCENTS IN A SCHOOL IN VADODARA CITY AND HOW THEY COPE WITH THEM".

3.2 DESIGN OF THE STUDY

The present study follows the Survey method. The students were given the questionnaire that contained certain situations belonging to the adolescents problem. The students were asked to fill up the questionnaire provided for the selected option for the situation.

3.3 RESEARCH QUESTIONS

1. What are the socio-emotional challenges being faced by early adolescents?

2. Do early adolescents face issues pertaining to their bodies? What are the kinds of issues?

3. Are there any academic pressures in the age group? What are they?

4. What are the coping mechanisms that early adolescents use to deal with their challenges and issues?

3.4 OBJECTIVE OF STUDY

1. To understand how early adolescents relate to their parents and peer group.
2. To understand problem of body image.
3. To explore whether early adolescent experience any form of academic pressure and to understand the nature of such pressures.
4. To understand how early adolescents cope with their problem.

3.5 OPERATIONAL DEFINITION

Adolescent:- Adolescence is the period in which, human growth and development that occurs after childhood and before adulthood, from ages 10 to 19.

Early Adolescent:- Early adolescence is when the separation from childhood begins. In this study the age ranges from 10 to 14.

3.6 POPULATION OF THE STUDY

The population of the study includes all the students of English Medium Primary School of GSEB (Gujarat Secondary Education Board), in the academic year of 2014-2015.

3.7 SAMPLE OF STUDY

The purposive sampling technique was employed in selecting the sample of subjects for the present study. The willingness of the school administration to allow conducting the study on their students was the sole criterion of selection of schools. All students of the one school that permitted the study, running to 132 students, formed the sample for the study. The selection of the students was from grades V, VI and VII. The reason behind the selection of grade V, VI and VII was that, to study the problems of early adolescents which range from ages to 10-14years comes under V, VI and VII.

3.8 DELIMITATION

1. The study is delimited to the students of Vadodara city.
2. The study is delimited to one school.

3.9 TOOLS FOR THE STUDY

The tools prepared for conducting the research were:

1. **Questionnaire:** The questionnaire was prepared by the investigator keeping in mind the problems of early adolescents. The questionnaire contained 4 section
   - Social connectedness
   - Body image
   - Academic stress
   - Adolescent problems

   The questionnaire contained various questions based on situations that focused on problems of early adolescent. The students were asked to choose the best option that fit their behavior.

2. **Unstructured interview:** In unstructured interview, 10% of students that is 14, 7 of those who are well adjusted and 7 who are poorly adjusted as obtained from the questionnaire.

3.10 VALIDATION OF THE TOOL

The tool was presented in the form of a questionnaire; it consisted of 46 situations on problems faced by early adolescents. This tool was given to the experts for its validation. The expert consisted of the guide and faculty members of School of Science and Education.

The suggestions of the experts were incorporated while drawing up the final version of the questionnaire.

3.11 DATA COLLECTION

After the tool was validated the researcher went for the field administration. The researcher took permission from the respective school principal for conducting the survey. The researcher went to the school and provided questionnaire to the students of grade V, VI and VII of English Medium Primary Section. The questionnaire contained 46 situations where several options were given for each situation as an answer, to the related situation. After selecting the desired option, unstructured interview of 10% of students that is 14, 7 of those who are well adjusted and 7 who

are poorly adjusted as obtained from the questionnaire. The investigator visited D.R. Amin Memorial School (GSEB) to collect the data.

3.12 DATA ANALYSIS

After the data were collected, the process of data analysis began. The data were collected from one school and there were 132 students in all. The analysis process included identifying problems of early adolescent. In order to achieve the objectives of the study the data were analysed as per the four objectives. All the data were collected through questionnaire. Students were provided with four sets of questionnaire. And unstructured interview was also conducted on how early adolescents cope with their problems. The content analysis was carried out for the students responses based on their answers with respect to the given different domain in the questionnaires regarding social connectedness, body image, academic stress and problems of adolescents. Data were pictorially depicted in stacked cylinder, pie diagram and stacked column.

3.13 CONCLUSION

Chapter III talked about the methodology used for the study. In chapter IV the data collected are analysed and interpreted in order to find the results of the study conducted.

CHAPTER – IV

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 INTRODUCTION

Previous chapter has described details regarding the methodology of the present study. The present chapter deals with data analysis and interpretation of data. The data have been collected through survey, using questionnaires prepared for the students. The data are analyzed considering the objectives of the study.

4.1 OBJECTIVE OF STUDY

1. To understand how early adolescents relate to their parents and peer group.

2. To understand problem of body image.

3. To explore whether early adolescent experience any form of academic pressure and to understand the nature of such pressures.

4. To understand how early adolescents cope with their problem.

4.2 DATA ANALYSIS AND INTERPRETATIONS

The analysis process included identifying problems of early adolescent. In order to achieve the objectives of the study the data were analysed as per the four objectives. Students response were analysed and raw scores were converted into percentage. And the data are presented in tables for each of the sub scales in the following sections. Data is presented in graphical form. Data were pictorially depicted in stacked cylinder, pie diagram and stacked column.

4.2.1 SOCIAL CONNECTEDNESS

Social connectedness is the measure of how early adolescents come together and interact. At an individual level, social connectedness involves the quality and number of connections one has with other people in a social circle of family, friends, and acquaintances.

SOCIAL CONNECTEDNESS

Sr No	Statements	Agree	Disagree
1	Are you able to handle your daily school life?	77.69%	22.31%
2	Are you able to get along with your family members?	89.23%	10.77%
3	Are you satisfied with your family life right now?	87.69%	12.31%
4	Are you able to get along with friends and other people?	63.08%	36.92%
5	Are you able to cope with your friends if there is difference of opinion?	54.61%	45.39%
6	Are you having a helping mentality to help your friends?	67.7%	32.3%
7	Are you able to mutually help your classmates?	44.61%	55.39%
	AVERAGE	69.23%	30.77%

Table – 2 Social Connectedness

First objective was to understand how early adolescents relate to their parents and peer group. The investigator has analysis the data by calculating average of the questions which were answered by students. According to the data, the investigator has analysed that 69.23% of students are socially connected with their family and peer groups and rest 30.77% of students are not socially connected with their family and peer group. Data is presented in stacked cylinder diagram.
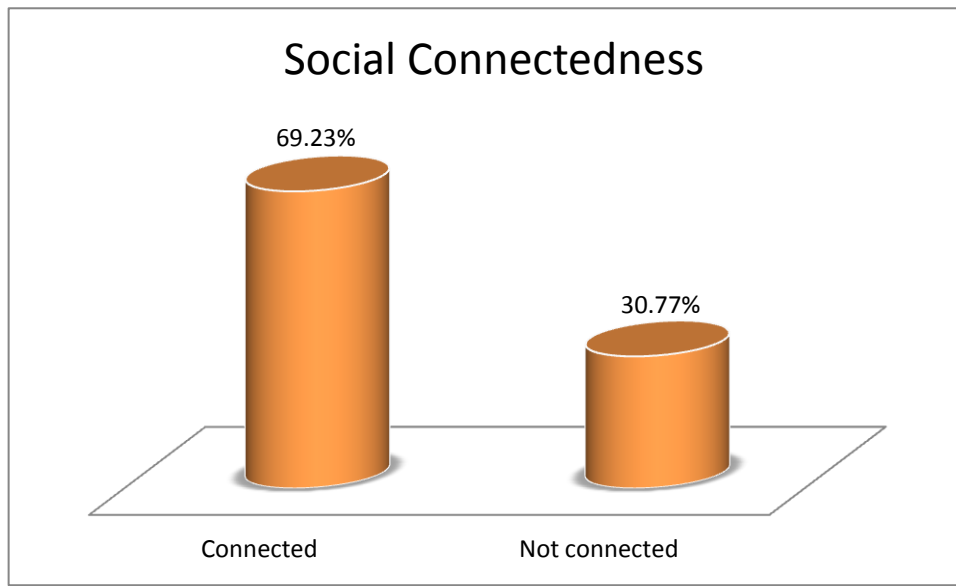
Fig.1.2 Social Connectedness

INTERPRETATION: From the above stacked cylinder diagram, it can be said that almost around 69.23% of students are connected socially while 30.77% of students are totally not connected socially. Hence from this data it can be clearly understood that still many early adolescents are totally void of having the skills to connect to, in this fast growing world as they find various difficulties in adjusting themselves in the various challenges they face in their day to day lives. This indeed is a matter of concern because they are not able to build a social connectivity with the people around them it can be their parents, teachers, family member or peers.

4.2.2 BODY IMAGE

A person's body image may be positive or negative, or anywhere in between. Body image may change depending on contextual cues and over the course of life, though it seems to be fairly stable during early adolescent and adult life. In addition, body image concerns can be about the appearance of the total body (for example, shape, muscularity, weight, or size) or, alternatively, about specific characteristics or parts of the body (for example, facial characteristics, hair, body parts, fitness, and strength). Body image is a person's feelings of the aesthetics or social attractiveness of their own body, which may be forced onto them by others or social media. Body image is seen in terms of looks, self comscious about their appearance, others opinion about their appearance important for them, dissatisfied with their body, dieting, physical appearance and dissatisfied with your appearance when dressed.

BODY IMAGE

1. Are you happy with the way you look?

Not at all	Somewhat	A lot
☐10.77% ☐	42.31%	46.92%

2. Have you been feeling self-conscious about your appearance?

Not at all	Somewhat	A lot
☐34.62% ☐	50%	15.38%

3. Is the others opinion about your appearance important for you?

A lot ☐ ☐	A little ☐	Not at all
33.07%	42.31%	24.62%

4. Have you felt dissatisfied with your body?

Not at all	A little	A lot
☐36.15% ☐	51.54%	12.31%

5. Have you been dieting to look better?

Not at all □	Somewhat	A lot
70.77%	26.92%	2.31%

6. Does your happiness depend on physical appearance?

A lot	Partly	Not at all
26.92% □	57.69%	15.39%

7. Have you been dissatisfied with your appearance when dressed?

Not at all	Somewhat	A lot
25.38% □	60.77%	13.85%

Second objective was to understand problem of self-adjustment. Data analysed was many early adolescents are more self conscious about their self appearance. Data is presented in pie diagram. In a pie chart, the frequency or percentage is represented both visually and numerically.

1. LOOKS –

   11% of students are not at all satisfied by their looks.

   42% of students are somewhat happy with their looks.

   47% of students are happy with their looks
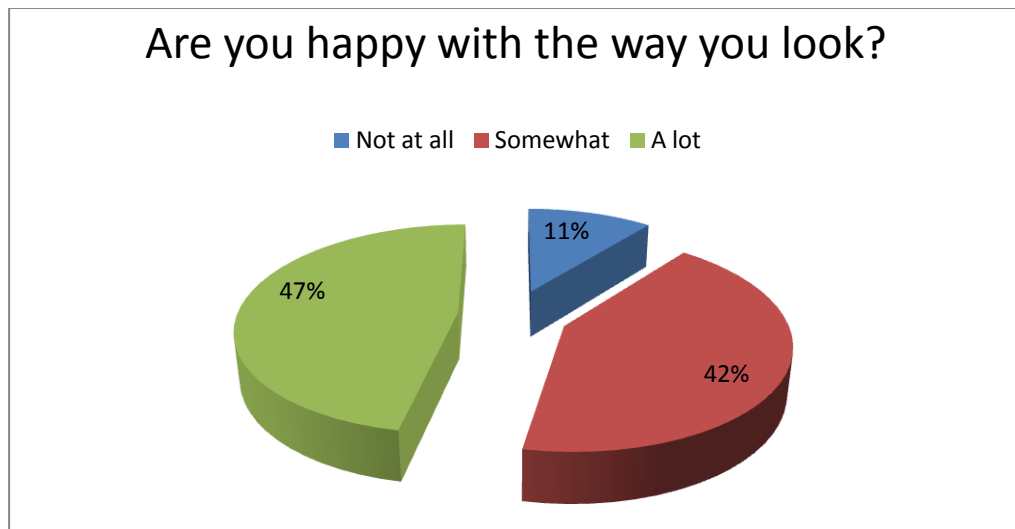
Fig.1.3 Looks

INTERPRETATION: From the above pie diagram, it can be said that almost around 47% of students are happy with their looks whereas around 42% of students somewhat feels that they are happy with the way they look. Hence it can be concluded that a very minimal proportion of around 11% are only not happy with the way they look.

2. SELF CONSCIOUS –

35% of students are not at all feeling self-conscious about their appearance.

50% of students are somewhat feeling self-conscious about their appearance.

15% of students are feeling a lot self-conscious about their appearance.
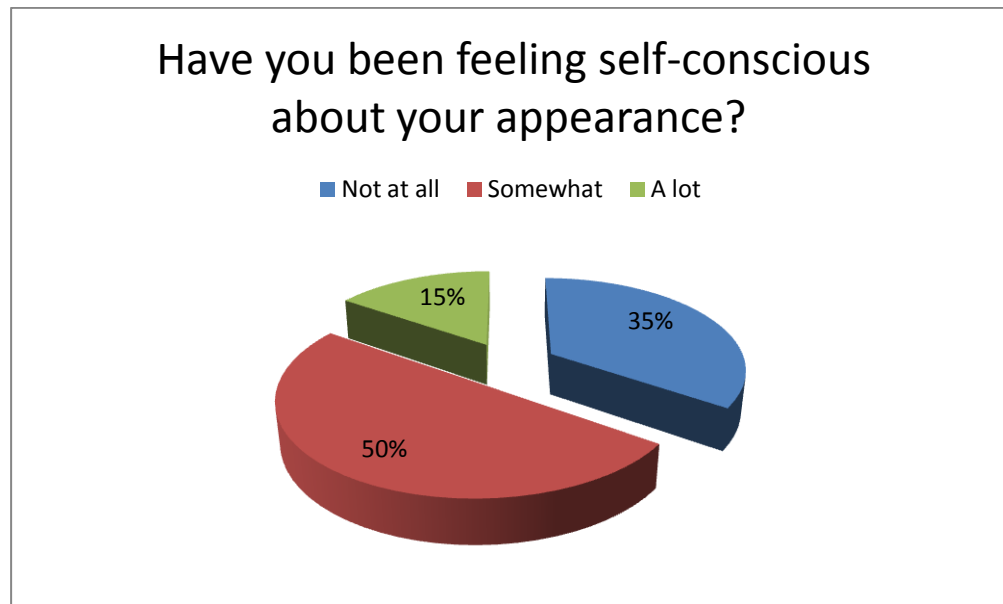
Fig.1.4 Self Conscious

INTERPRETATION: From the above pie diagram, it can be said that almost 50% of students feel self-conscious about their appearance, whereas around 35% of students do not feel the same. Hence it can be concluded that majority of them are conscious and only 15% of them feel greatly self-conscious about their appearance.

3. APPEARANCE –

25% are not at all feeling others opinion about their appearance is important for them.

42% of students are somewhat feeling others opinion about their appearance is important for them.

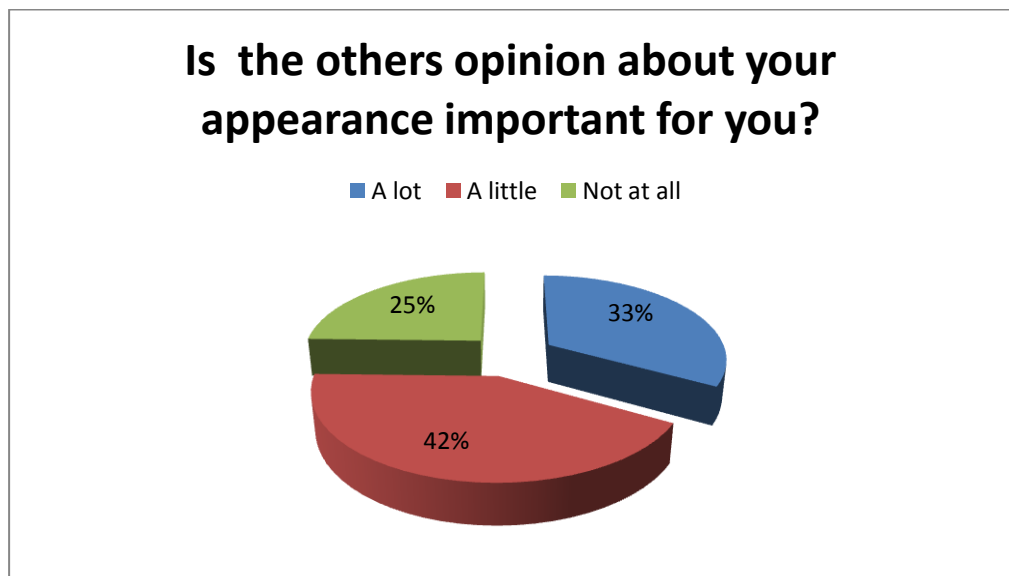33% of students are giving more importance about others opinion about their appearance.

Is the others opinion about your appearance important for you?

■ A lot ■ A little ■ Not at all

25%

33%

42%

Fig.1.5 Appearance

INTERPRETATION: From the above pie diagram, it can be said that almost 42% of students somewhat feels that others opinion about their appearance is important for them, whereas around 25% of students do not feel the same. Hence it can be concluded that majority of them are conscious and 33% of them feel greatly self-conscious about their appearance.

4. DISSATISFACTION –

36% of students are not at all dissatisfied with their body appearance.

52% of students are somewhat dissatisfied with their body appearance.

12% of students are a lot dissatisfied with their body appearance.
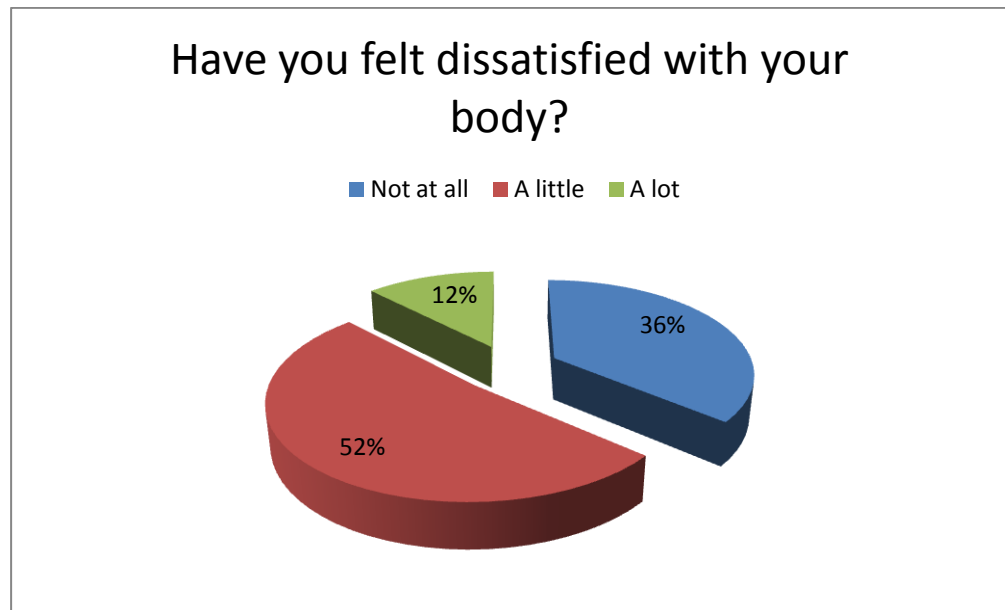

Fig.1.6 Dissatisfaction

INTERPRETATION: From the above pie diagram, it can be seen that there is a vast difference of opinion amongst the students regarding their appearance. It can be clearly visualized from the pie diagram that only 36% of students are happy with the way they look and on the other hand 12% are totally dissatisfied. But the thing which needs to be highlighted over here is about the 52% of students who are somewhat dissatisfied about their body appearance which clearly indicates that various factors like their self-consciousness, physical appearance, dressing styles etc. are a matter of concern for the early adolescents.

5. DIETING –

71% of students are not at all dieting to look better.

27% of students are somewhat dieting to look better.

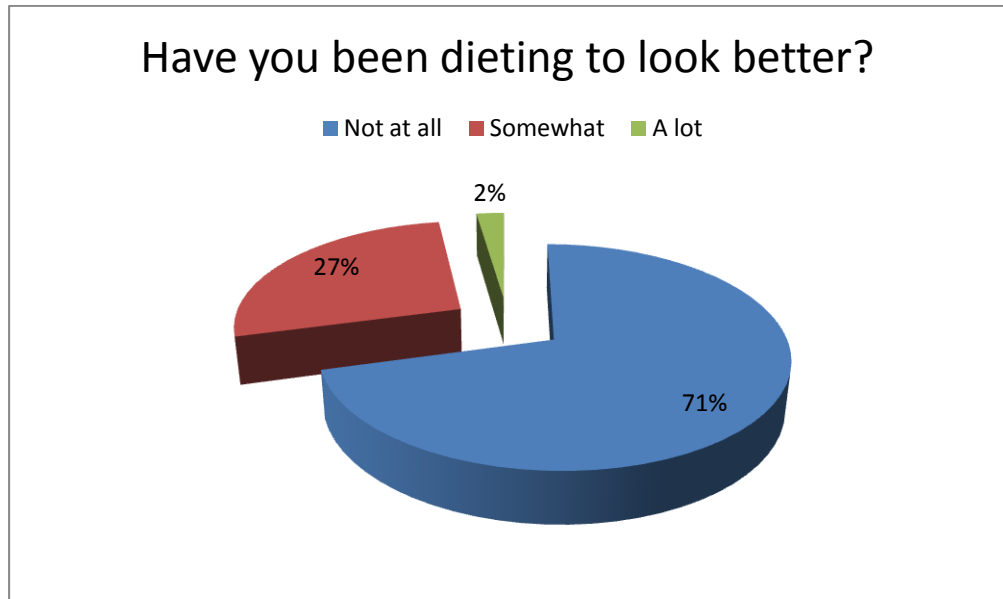2% of students are dieting a lot to look better.

Fig.1.7 Dieting

INTERPRETATION: From the above pie diagram, it can be said that 71% of the students are not at all dieting to look better and 27% of students who are somewhat dieting to look better. Hence it can be concluded that minority of students are conscious about dieting to look better, only 2% of students are dieting a lot to look better.

6. PHYSICAL APPEARANCE –

27% of students happiness are not at all depending on physical appearance.

58% of students happiness are somewhat depending on physical appearance.

15% of students happiness are lot depending on physical appearance.
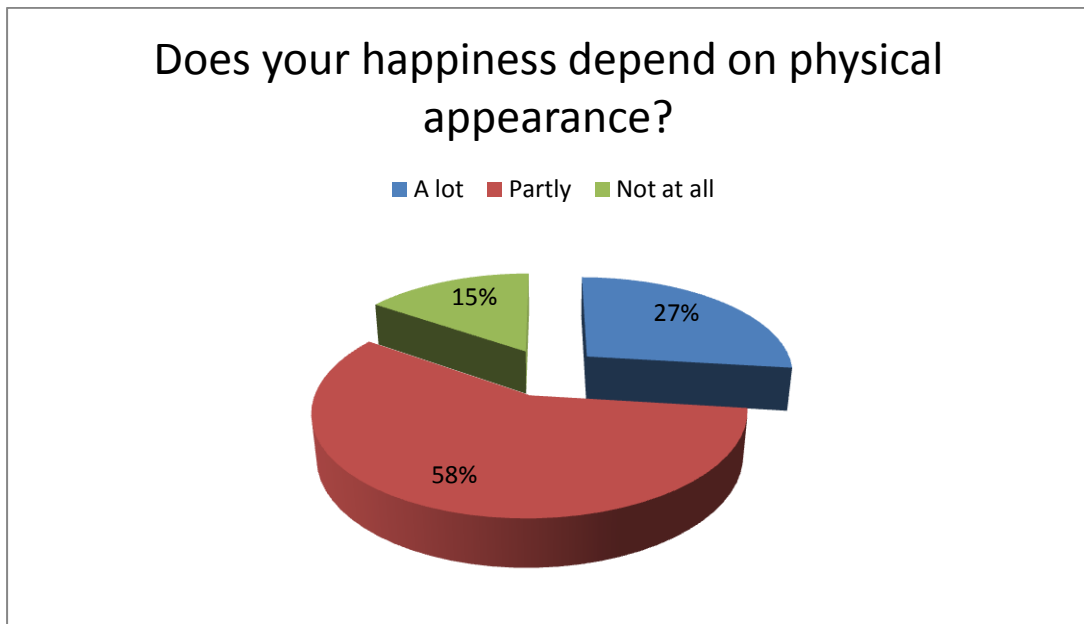

Fig.1.8 Physical Appearance

INTERPRETATION: From the above pie diagram, it can be said that almost 58% of students somewhat feels that their happiness depend on physical appearance whereas around 15% of students do not feel the same. Hence it can be concluded that almost 27% of students feels that their happiness depend on physical appearance.

7. APPEARANCE WHEN DRESSED –

25% of students are not at all dissatisfied with their appearance when they are dressed.

61% of students are somewhat dissatisfied with their appearance when they are dressed.

14% of students are a lot dissatisfied with their appearance when they are dressed.

Have you been dissatisfied with your appearance when dressed?
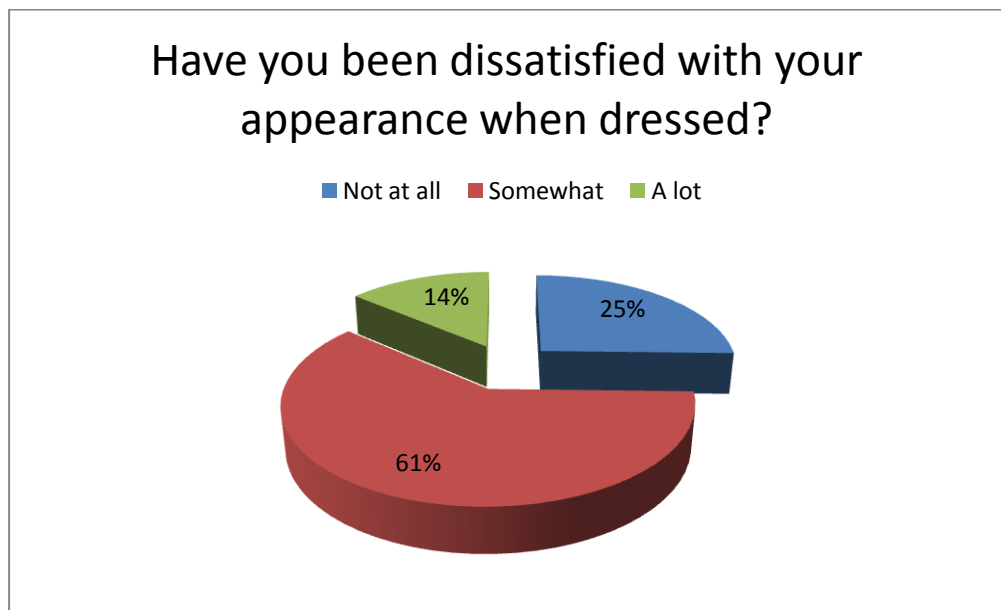
■ Not at all ■ Somewhat ■ A lot

14%

25%

61%

Fig.1.9 Appearance When Dressed

INTERPRETATION: From the above pie diagram, it can be said that 61% of students are somewhat dissatisfied with their appearance when they are dressed up whereas around 25% of students do not feel the same. Hence it can be concluded that 14% of student a feeling a lot dissatisfaction with their appearance when they are dressed. By this above pie diagram it is clear that early adolescents are more conscious about their self appearance.

4.2.3 ACADEMIC STRESS

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. These demands may tax or exceed available resources of the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. Academic stress is seen in terms of teacher rapport with students, level of examination stress, discussing academic failures with their parents, completion of assignments in time and curriculum.

4.2.3.1 TEACHERS RAPPORT WITH STUDENTS

Sr.No	Statement	Yes	Sometimes	No
	TEACHERS RAPPORT WITH STUDENTS			
1.	Teachers make too many extra demands on students.	27.69%	54.62%	17.69%
2.	The teachers do not listen to your ideas.	20%	51.54%	28.46%
3.	Teachers give more punishment in the class.	17.69%	33.85%	48.46%
4.	The teacher is fast and does not use blackboard legibly.	18.46%	50%	31.54%
5.	Lack of communication between teachers and students.	29.23%	38.46%	32.31%
6.	Hesitate to ask the teacher for detailed explanation.	39.23%	38.46%	22.31%
	AVERAGE	25%	45%	30%

Table – 3 Teachers Rapport with Students

Third objective was to explore whether early adolescent experience any form of academic pressure and to understand the nature of such pressures. The investigator has analysis the data by calculating average of the questions which were answered by students. According to the data, the investigator has analysed that 30% of students are not having good rapport with teachers and rest 25% of students are having good rapport with teachers and 45% of students are sometimes having good rapport with their teacher. Data is presented in pie diagram.
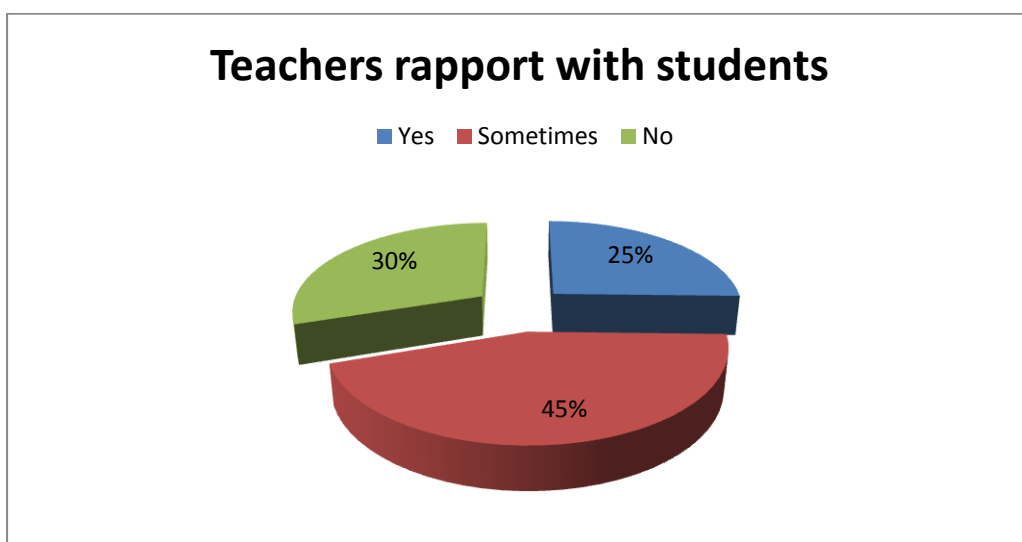

Fig.1.10 Teachers Rapport with Students

INTERPRETATION: From the above pie diagram, it can be seen that there is a vast difference of opinion amongst the students regarding their rapport with teachers. It can be clearly visualized from the pie diagram that only 25% of students are happy with teachers and on the other hand 30% are totally dissatisfied. But the thing which needs to be highlighted over here is about 45% of students who are sometimes having rapport with teachers. Hence it can be concluded that teachers give too many extra demands on students, teachers do not listen to students ideas and mainly there is a lack of communication between teachers and students.

4.2.3.2 LEVEL OF EXAMINATION RELATED STRESS

Sr.No	Statement	Yes	Sometimes	No
	LEVEL OF EXAMINATION RELATED STRESS			
1	Examination syllabus is too heavy in some subjects.	52.31%	39.23%	8.46%
2	Not knowing how to prepare for the examinations.	18.46%	43.85%	37.69%
3	Difficulty in remembering all that is studied.	28.46%	50.77%	20.77%
4	Having fear of examinations.	41.54%	37.69%	20.77%
5	Worry about results after examinations	66.15%	27.69%	6.16%
	AVERAGE	41%	40%	19%

Table – 4 Level of Examination Related Stress

The investigator has analysis the data by calculating average of the questions which were answered by students. According to the data, the investigator has analysed that 41% of students are having examination stress, 40% of students are sometime having examination stress and rest 19% of students are not having examination stress.
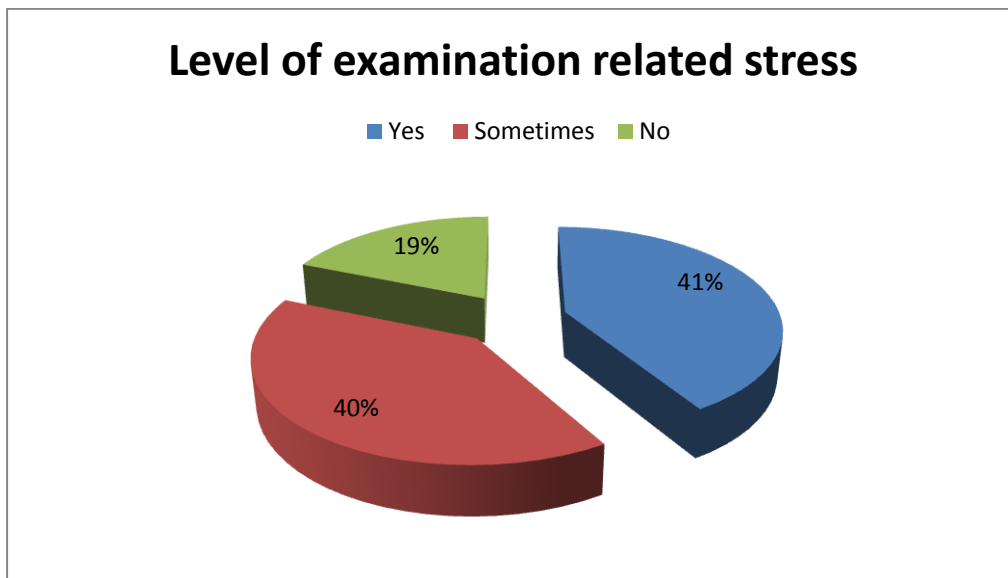
Fig.1.11 Level of Examination Related Stress

INTERPRETATION: From the above pie diagram, it can be seen that almost 41% of students are afraid of examination whereas around 19% of students do not feel the same and 40% of students are sometimes feeling afraid of examination. But the thing which needs to be highlighted over here is majority of students are having examination fear. Hence from this data it can be clearly understood that still many early adolescents do not know how to prepare for examinations, they feel that examination syllabus is too heavy for them and they have difficulty in remembering all that is studied. They have fear of examination and do worry about results after examinations.

4.2.3.3 DISCUSS ACADEMIC FAILURES WITH PARENTS

Sr.No	Statement	Yes	Sometimes	No
1.	Unable to discuss academic failures with parents.	32%	41%	27%

Table – 5 Discuss Academic Failures with Parents

32% of students are able to discuss academic failures with parents.

41% of students are sometime able to discuss academic failures with parents.

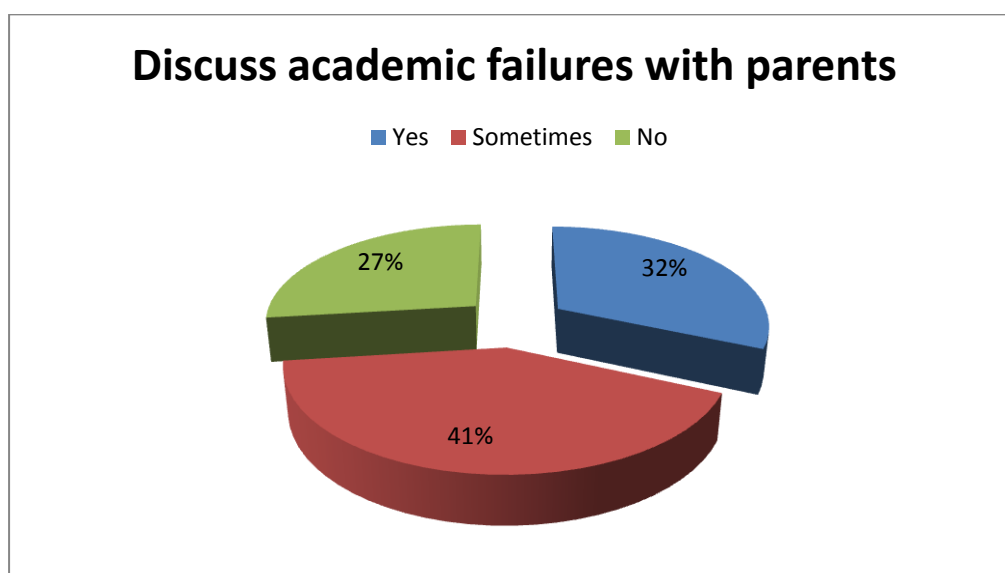27% of students are not able to discuss academic failures with parents.

Fig.1.12 Discuss Academic Failures with Parents

INTERPRETATION: From the above pie diagram, it can be said that 41% of students are sometime discussing academic failures with parents whereas around 27% of students do not feel the same. Hence it can be concluded that 32% of students feel that they are able to discuss academic failure with parents. By this above pie diagram, it is clear that some of the early adolescents are more conscious sharing their academic failures with their parents as there is lack of communication between child and parents whereas some early adolescents feel free to discuss their academic failure with their parents.

4.2.3.4 COMPLETE ASSIGNMENT IN TIME

Sr.No	Statement	Yes	Sometimes	No
1.	Unable to complete the assignment in time.	7.69%	51.54%	40.77%
2.	Slow in getting along with the curriculum	15.39%	47.69%	36.92%

Table – 6 Complete Assignment In Time

8% of students are facing problem to complete the assignment in time.

51% of students are sometime unable to complete the assignment in time.

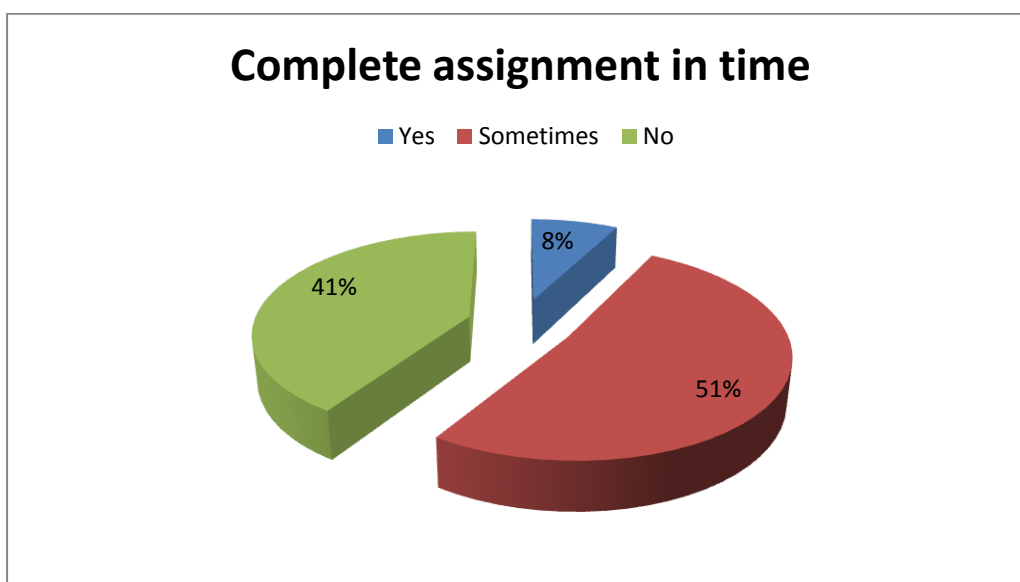41% of students are not facing problem to complete the assignment in time.

Fig.1.13 Complete Assignment in Time

INTERPRETATION: From the above pie diagram, it can be said that 51% of students are sometime unable to complete the assignment in time whereas around 41% of students do not feel the same. Hence it can be concluded that 8% of students feel that they have trouble to complete assignment on time. By this above pie diagram, it is clear that some of the early adolescents are having problem in completing their assignment in time as there is too many extra demands on students whereas some early adolescents are not having problem in completing their assignment in time.

4.2.3.5 CURRICULUM

15% of students are slow in getting along with curriculum.

48% of students are sometime slow in getting along with curriculum.

37% of students are not slow in getting along with curriculum.

Curriculum
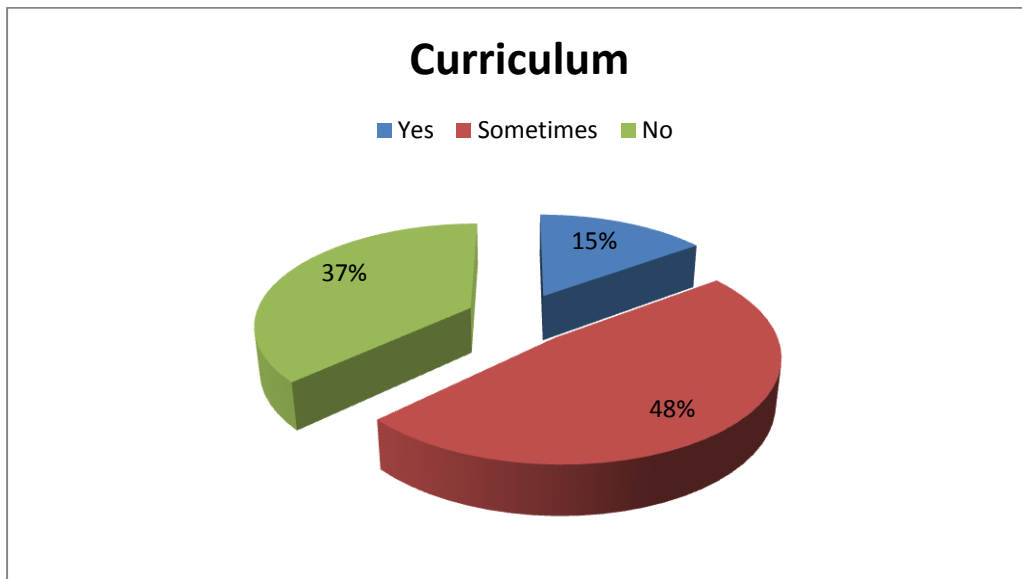■ Yes ■ Sometimes ■ No

15%

37%

48%

Fig.1.14 Curriculum

INTERPRETATION: From the above pie diagram, it can be said that 48% of students are sometime slow in getting along with curriculum whereas around 37% of students do not feel the same. Hence it can be concluded that 15% of students feel that they are slow in getting along with curriculum. By this above pie diagram, it is clear that some of the early adolescents are slow in getting along with curriculum as there are incomplete and confusing study materials whereas some early adolescents feel they are not slow in getting along with curriculum.

4.2.4 PROBLEMS OF ADOLESCENTS

Adolescent problem behavior includes depression, fear, nervousness, relaxing problem, delinquency and so on. Problem behaviors are of particular concern in middle school, where a contagious youth culture of academic negativism and misconduct can thwart learning and disrupt the school routine. Many early adolescents, engaged in an intense period of development known as the adolescent transition.

ADOLESCENT PROBLEMS

Sr No	Statements	Never	Some days	Almost everyday
1	Do you have trouble falling asleep?	8.33%	62.88%	28.79%
2	Do you feel depressed or sad when surprise tests are taken?	8.33%	78.03%	13.64%
3	Do you have trouble relaxing when you have lot of homework at hand?	36.36%	38.64%	25%
4	Are you nervous or worried when new concepts are introduced in difficult subject?	12.88%	68.94%	18.18%
5	Do you worry about your safety when you are at school?	33.33%	41.67%	25%
6	Are you irritable or grouchy when you are not able to grasp when your peers do it easily?	10.61%	59.09%	30.30%
7	Are you afraid of your teachers?	35.61%	48.48%	15.91%
8	Do you feel like you are not able to cope in the competitive world?	9.09%	63.64%	27.27%
9	Are you happy one minute and then sad or angry the next minute?	42.42%	46.21%	11.36%
10	Do you have stomachaches, headaches, or other aches and pains?	12.88%	64.94%	18.18%

11	Do you think or worry about bad things that you have seen or have happened to you?	15.91%	53.79%	30.30%
12	Do you feel like hurting yourself when failure knows your door?	40.15%	51.52%	8.33%
13	Do you want to hurt someone else due to envy caused by his/her success?	33.33%	47.73%	18.14%
14	Do you have a hard time paying attention when you have to study consecutively for many hours without a break?	9.85%	63.64%	26.51%
15	Are you being threatening or bullying others?	49.24%	40.15%	10.61%
16	Do you get into arguments or fights with others on petty issues?	24.24%	53.03%	22.73%
17	Do you find it difficult to follow rule in games?	26.51%	46.97%	26.51%

Table – 7 Problems of adolescents

The investigator has analysis the data by calculating percentage of the questions which were answered by students. Data is presented in stacked column diagram. In that, the frequency or percentage is represented both visually and numerically.

4.2.4.1 SLEEP PROBLEM

28.79% of students have trouble in sleep.

62.88% of students have trouble in sleep in somedays.
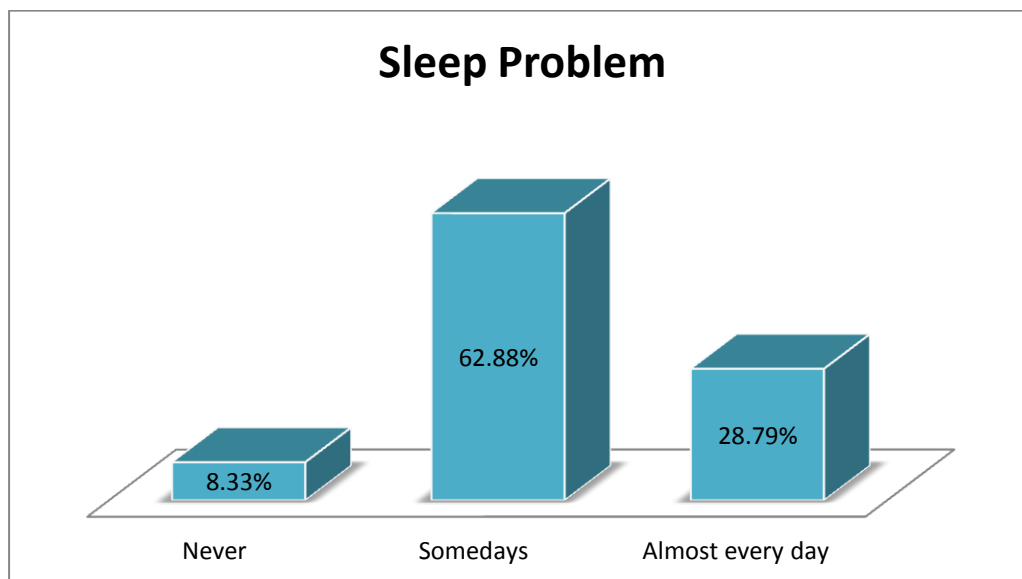
8.33% of students have no trouble in sleep.

Fig.1.15 Sleep Problem

INTERPRETATION: From the above stacked column diagram, it can be seen that 62.88% of students have sleeping problems only some days whereas 28.79% face the same almost on daily basis. The most astonishing factor is that only 8.33% of students never have any sleeping problems. By this above pie diagram, it is clear that some of the early adolescents are facing trouble in getting proper sleep which could be mainly due to the irregular sleeping habits, improper study schedules, improper life styles, various stress such as homework, project work, examination fear and so on.

4.2.4.2 DEPRESSED

13.64% of students feel depressed almost everyday when they have lot of homework at hand.

78.03% of students feel depressed somedays when they have lot of homework at hand.

8.33% of students feel that they never feel depressed when they have lot of homework at hand.
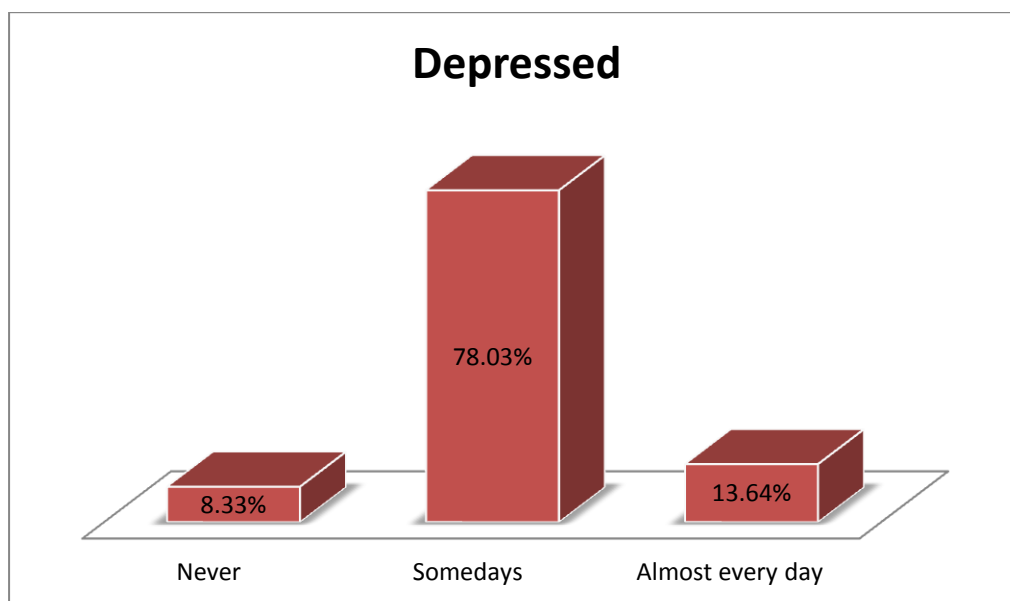

Fig.1.16 Depressed

INTERPRETATION: From the above stacked column diagram, it can be seen that 78.03% of students are depressed some days whereas 13.64% face the same almost on daily basis. The most surprising factor is that though "homework" is a well known fact by all school going students still they end up being depressed and so it can be seen from the pie chart that only 8.33% of students are never depressed even though they have a lot of homework to be done at hand. This proportion should be actually higher but it can be understood that early adolescents are not able to cope up with the change in the examination system. For e.g. Implementation of CCE (Continuous Comprehension Evaluation) pattern is one of the reasons for depression amongst students. Another problem faced by them is due to the change in the textbooks every year, standard of teaching, their level of concentration in difficult subjects which thus leads to unsatisfactory results as per the wishes of their teachers and parents.

4.2.4.3 TROUBLE RELAXING

25% of students are having trouble relaxing almost everyday.

38.64% of students are having trouble relaxing somedays.

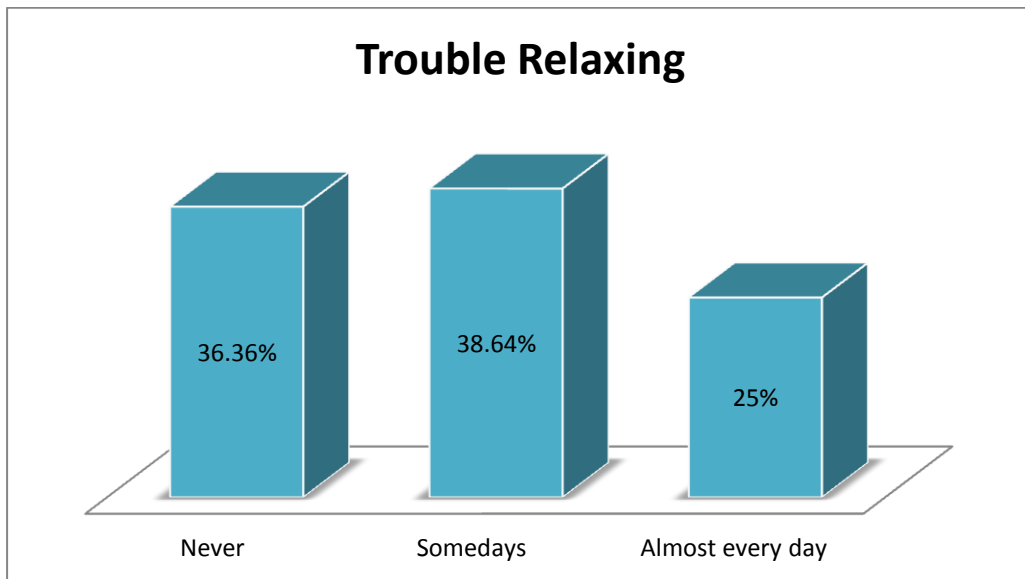36.36% of students are not having trouble relaxing.

Fig.1.17 Trouble Relaxing

INTERPRETATION: From the above stacked column diagram, it can be seen that there is a very minute difference in the way children deal with their relaxation patterns as 38.64% have trouble some days while 36.36% never face such troubles. Only 25% of adolescents are under the pressure of being able to relax properly which is a genuine proportion because it can happen so because of their body patterns, life styles, habits, likes and dislikes towards relaxation and life schedule.

4.2.4.4 NERVOUSNESS

18.18% of students are nervous or worried almost everyday when new concepts are intoduced in difficult subjects.

68.94% of students are nervous or worried somedays when new concepts are introduced in difficult subjects.

12.88% of students are not at all nervous or worried when new concepts are intoduced in difficult subjects.

Nervousness

68.94%

12.88%

18.18%

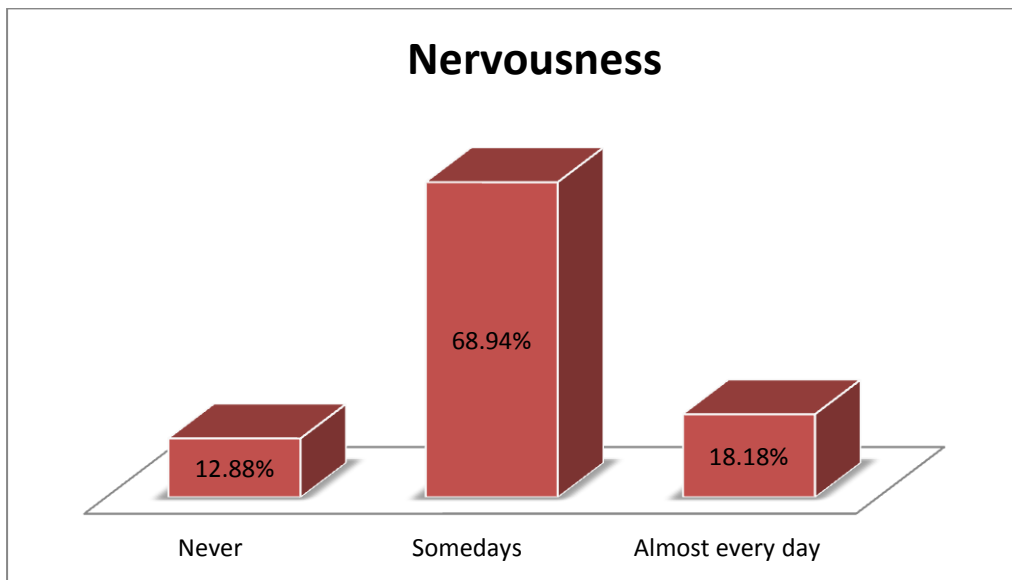Never   Somedays   Almost every day

Fig.1.18 Nervousness

INTERPRETATION: From the above stacked column diagram, it can be seen that 68.94% of students are nervous or worried somedays when new concepts are introduced in difficult subjects whereas 18.18% face it almost everyday whereas 12.88% never have such problems. It is a normal phenomenon which people in general face when something new is introduced to them. By this above pie diagram, it is clear that "12.88% category" includes the highly talented god-gifted kids whereas the "18.18 % category" is those slow learners whereas 68.94% category includes the rest of them who do become nervous which is humane.

4.2.4.5 SAFETY

25% of students are worrying about their safety amost everyday in school.

41.67% of students are somedays worrying about their safety in school.

33.33% of students are not worrying about their safety in school.
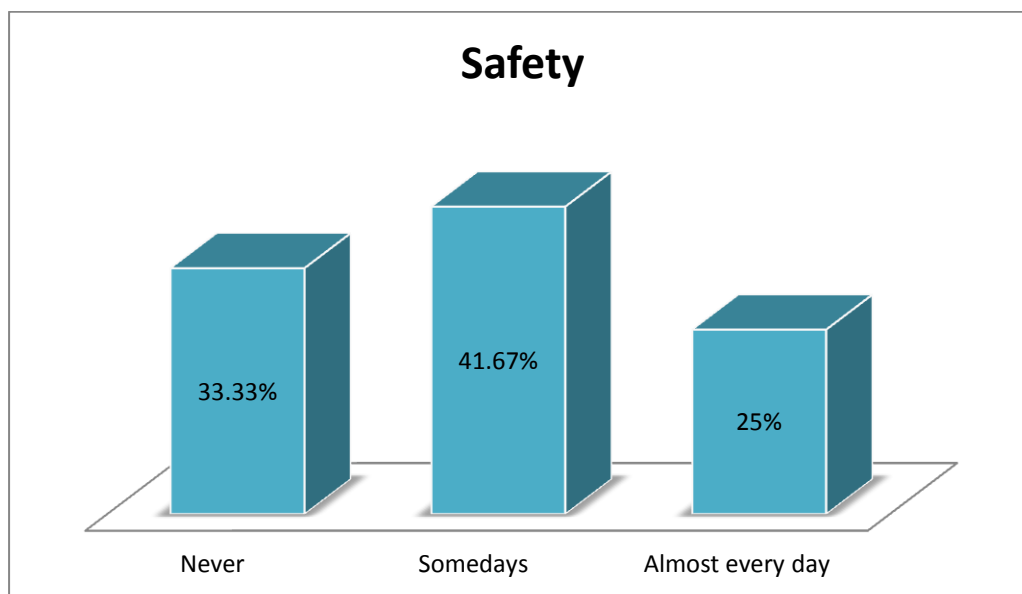

Fig.1.19 Safety

INTERPRETATION: From the above stacked column diagram, it can be seen that 41.67% of students are somedays worrying about their safety in school whereas 25% face the same almost on daily basis. The most astonishing factor is that 33.33% of students never have safety problem. By this above pie diagram, it is clear that some of the early adolescents are facing trouble in getting proper adjustment in school.

4.2.4.6 IRRITABLITY

30.30% of students are feeling irritable and grouchy almost everyday when they are not able to grasp when their peers do it easily.

59.09% of students are somedays feeling irritable and grouchy when they are not able to grasp when their peers do it easily.

10.61% of students are not feeling irritable and grouchy when they are not able to grasp when their peers do it easily.
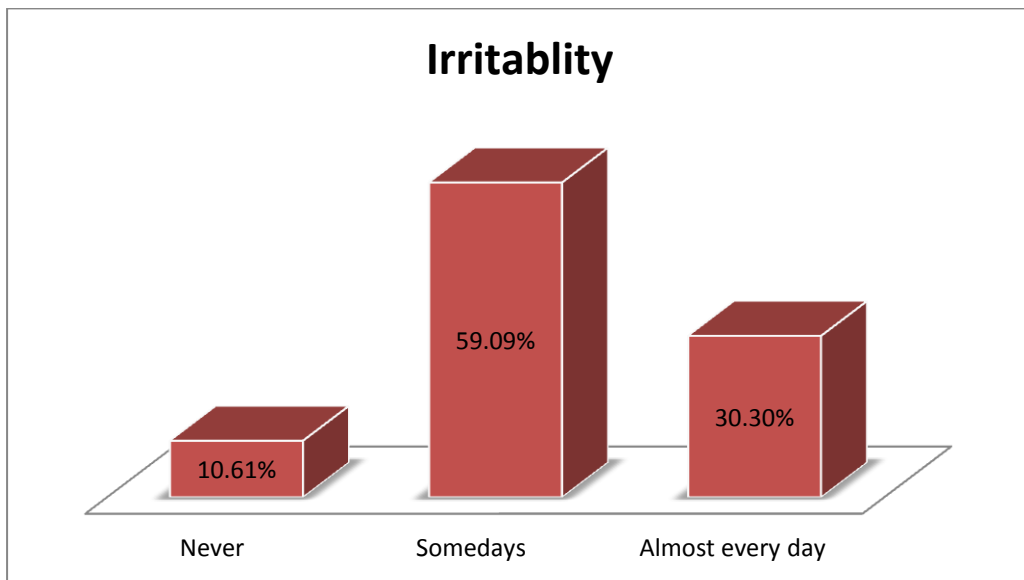

Irritablity

10.61% — Never
59.09% — Somedays
30.30% — Almost every day

Fig.1.20 Irritablity

INTERPRETATION: From the above stacked column diagram, it can be seen that 59.09% of students feel irritable and grouchy somedays when they are not able to grasp when their peers do it easily and 30.30% face this almost every day whereas 10.61% of students do not feel the same. Adolescents is a phase of life when peers play the most vital role in influencing them and so it is clearly evident that 59.09% feel it a bit challenging when they can't do things easily as compared to their peers. The growing competition, urge to put down the other in a positive or negative way and comparison mentality of parents are few of the reasons behind the same.

4.2.4.7 FEAR

15.91% of students are almost afraid of teachers everyday.

48.48% of students are afraid of teacher somedays.

35.61% of students are not afraid of teachers.
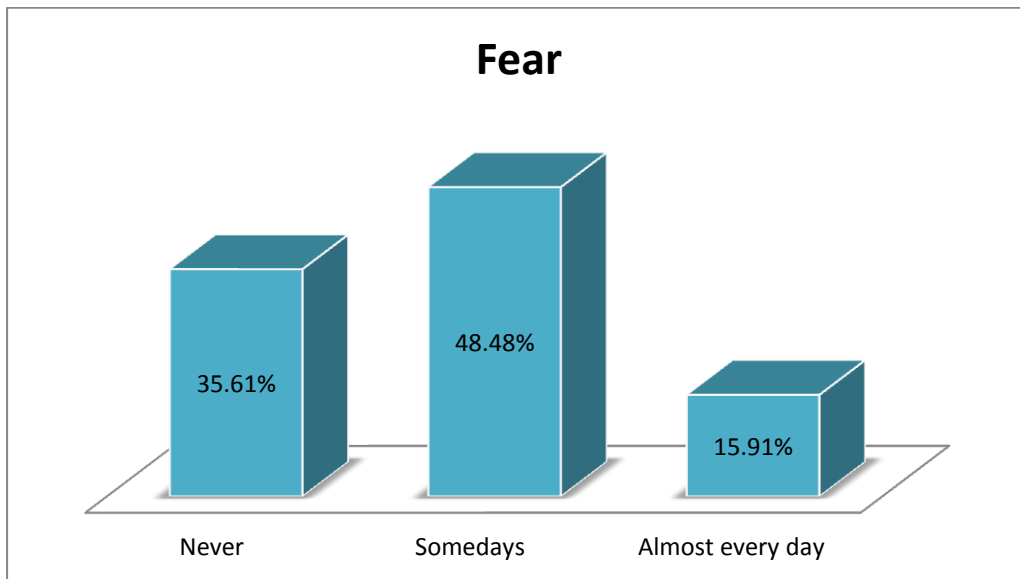
Fear

Fig.1.21 Fear

INTERPRETATION: From the above stacked column diagram, it can be seen that 48.48% of students are afraid of teachers some days, 35.61% are never afraid and 15.91% are afraid almost every day. In the adolescence the main responsibility of molding a child is of the parents and teachers. The fear factor is evident among only 15.91% of students on a daily basis which is a positive sign because teachers need to be supporters at this age. 48.48% is because of the positive approach of teachers towards adolescents which removes the root cause of fear.

4.2.4.8 EXHAUSTION

27.27% of students are feeling less energitic almost everyday to cope with the competitive world.

63.64% of students are feeling less energitic to cope with the competitive world somedays.

9.09% of students are not feeling less energitic to cope with the competitive world.
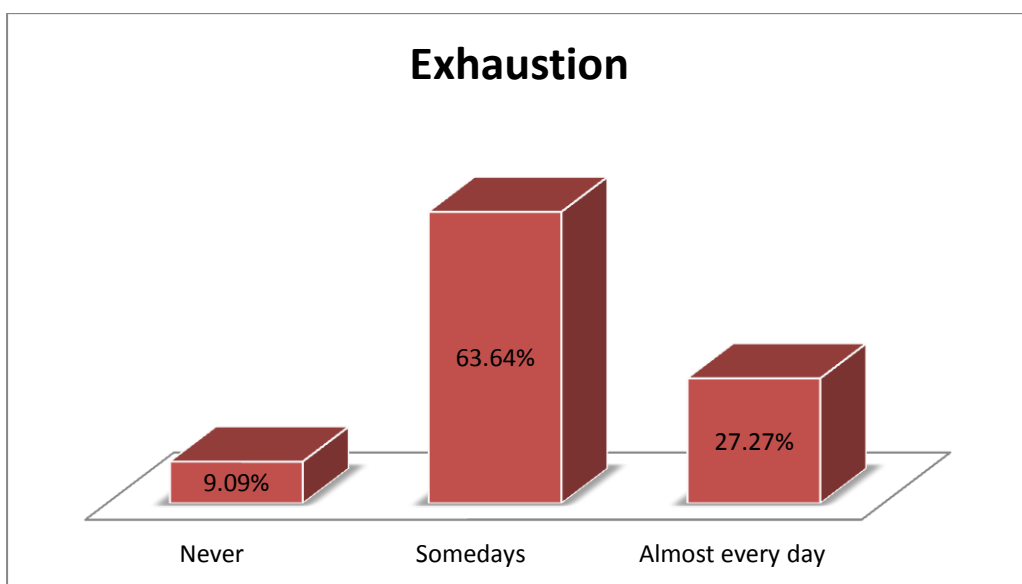
Fig.1.22 Exhaustion

INTERPRETATION: From the above stacked column diagram, it can be seen that 63.64% of students feel less energetic to cope up with the competitive world some days whereas 27.27% do feel it almost every day and 9.09% are those who are ready to face any challenges at such a tender age which is an appreciable factor.Hence it can be concluded that the matter of concern is about only those 27.27% of the adolescents who are exhaused on a daily basis due to the competition in the fast growing world in the form of exams, homework, coaching, extra curricular activities and enrollment in various other fields other than academics which makes them difficult to survive.

4.2.4.9 MOOD SWINGS

11.36% of students are almost happy in one minute and then sad or angry the next minute

46.21% of students are somedays happy in one minute and then sad or angry the next minute

42.42% of students are not happy in one minute and then sad or angry the next minute

Mood swings

42.42%	46.21%	11.36%
Never	Somedays	Almost every day

Fig.1.23 Mood Swings

INTERPRETATION: From the above stacked column diagram, it can be visualized that the results as per the graph are a bit confusing because an almost equal proportion of adolescents never have mood swings and on the other side the same proportion have it some days. Almost every day 11.36% of students do face mood swings. From this it can be concluded that this result can vary depending upon the situation, the personality traits and individuality which differs from adolescent to adolescent.

4.2.4.10 ACHES AND PAINS

22.18% of students are having stomachaches and headaches almost everyday.

64.94% of students are having stomachaches and headaches somedays.
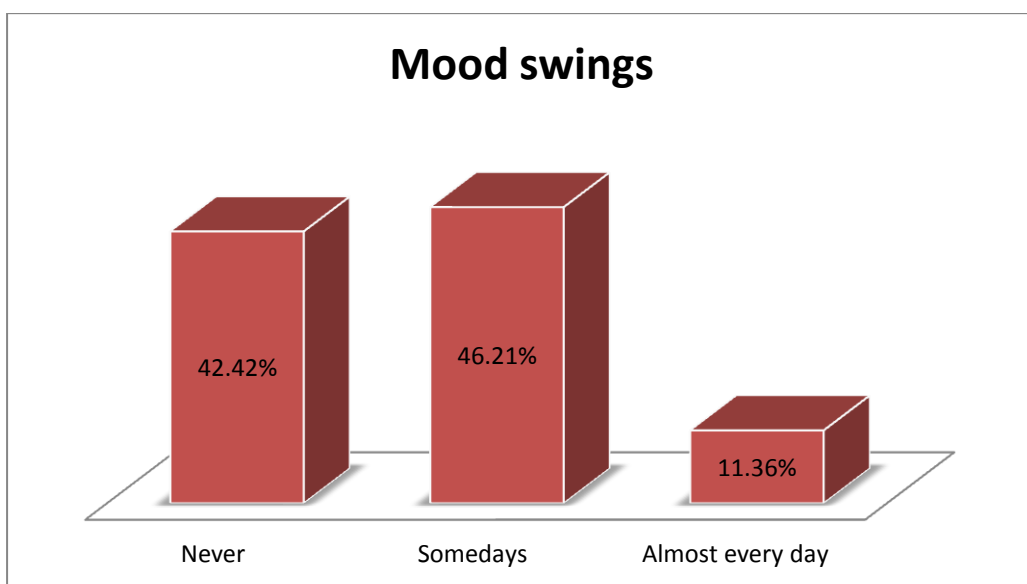
12.88% of students are not having stomachaches and headaches.
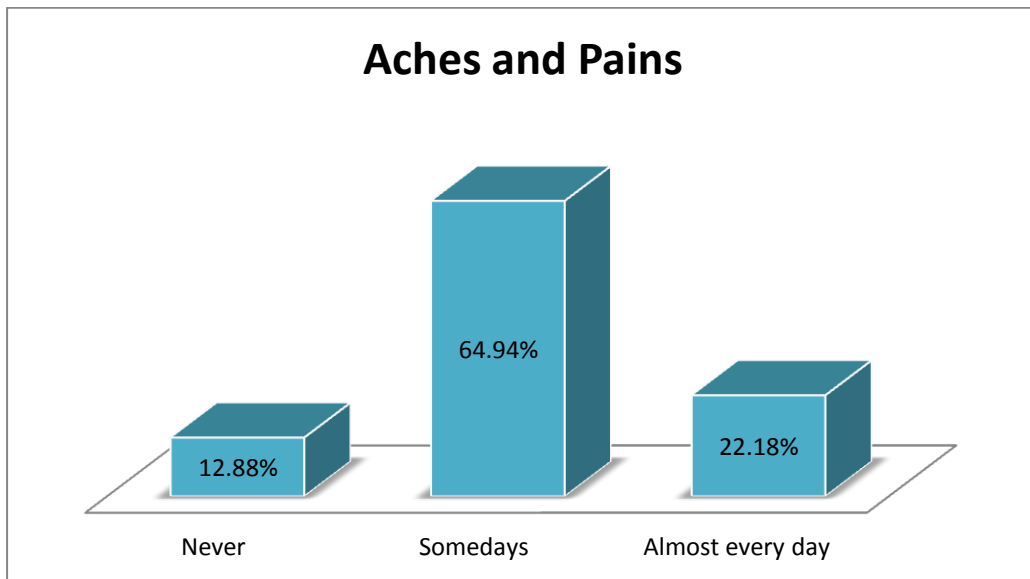
Fig.1.24 Aches and Pains

INTERPRETATION: From the above stacked column diagram, it can be visualized that the results as per the graph are very clear which exhibits a very positive outlook of adolescents towards health. It is a matter of relief that 64.94% of them have stomachaches or headaches sometimes which could be due to the climatic changes, food patterns, sleeping habits and the physical changes which happen in their body which is a normal phenomenon.

4.2.4.11 WORRY

30.30% of students worry about bad things that have seen or have happened to them almost everyday.

53.79% of students worry about bad things that have seen or have happened to them somedays.

15.91% of students never worry about bad things that have seen or have happened to them.
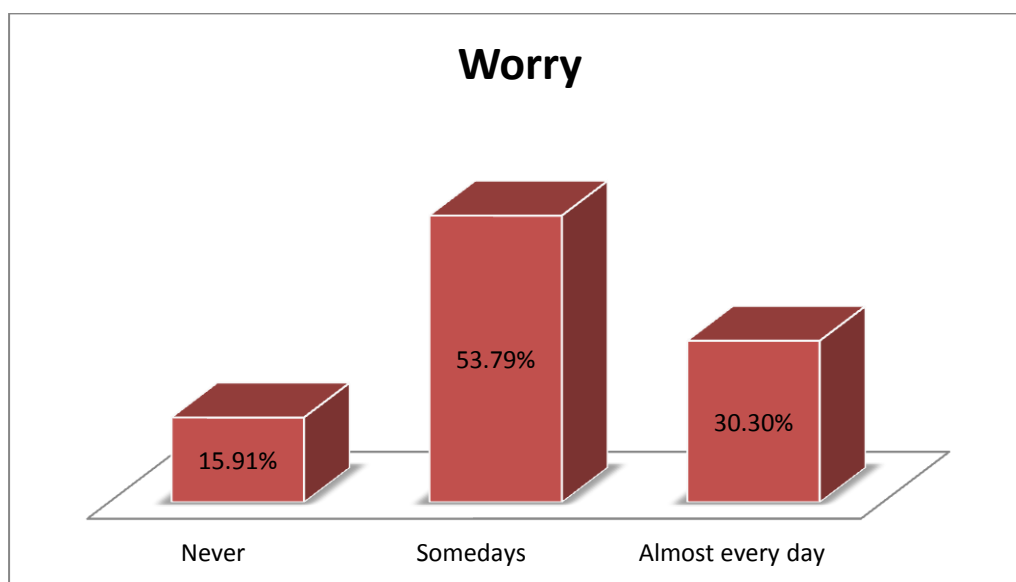
Fig.1.25 Worry

INTERPRETATION: From the above stacked column diagram pie diagram, it can be seen that 53.79% of students worry about bad things that they have seen or have happened to them wheras 30.30% of them have the same tendency on a regular basis while only 15.91% do not have the same.This happens due to lack of self confidence, unnecessary inquisitiveness which lands them into trouble, bad fortune, lack of proper motivational factors like teachers, peers, parents who need to act as a proper guide to the adolescents making them aware as well as strong.

4.2.4.12 HURTING THEMSELVES

8.33% of students almost everyday feel like hurting themselves when failure knocks their door.

51.52% of students somedays feel like hurting themselves when failure knocks their door.

40.15% of students never feel like hurting themselves when failure knocks their door.
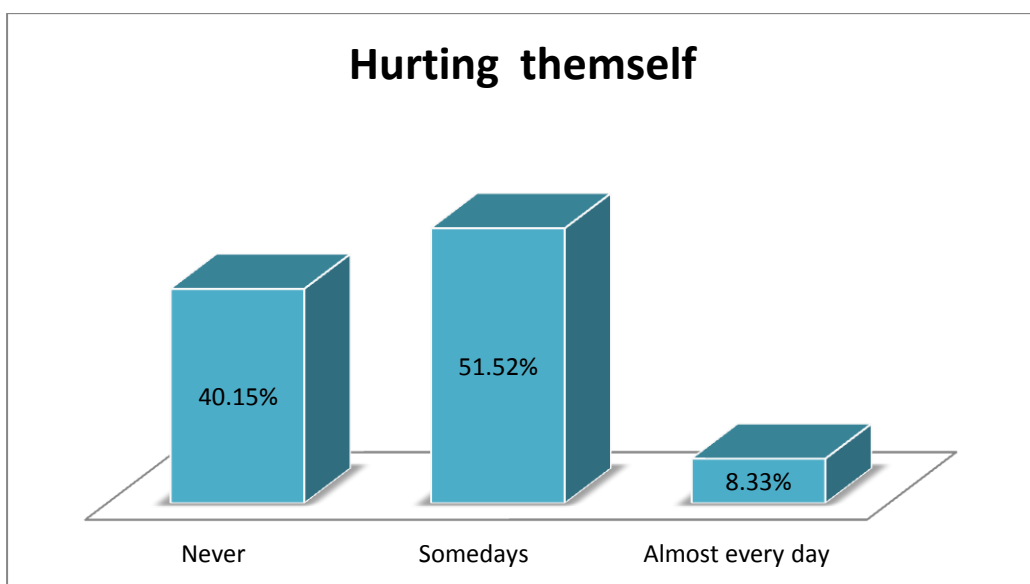
Fig.1.26 Hurting Themselves

INTERPRETATION: From the above stacked column diagram, it can be seen that 51.52% of students somedays feel like hurting themselves when failure knocks their door whereas only 40.15% never feel the same which should in reality be actually higher as well as the results of the other bars should be totally nil. It can be visualized from the graph that it is indeed a matter of worry that adolescents end up hurting themselves when they do not succeed in life like scoring well, doing academically well, multitalented, and inability to fulfill the wishes of parents and so on. These are the reasons which lead to problems like suicide.

4.2.4.13 HURTING SOMEONE ELSE

18.94% of students almost everyday want to hurt someone else due to envy caused by their success.

47.73% of students somedays want to hurt someone else due to envy caused by their success.

33.33% of students never want to hurt someone else due to envy caused by their success.
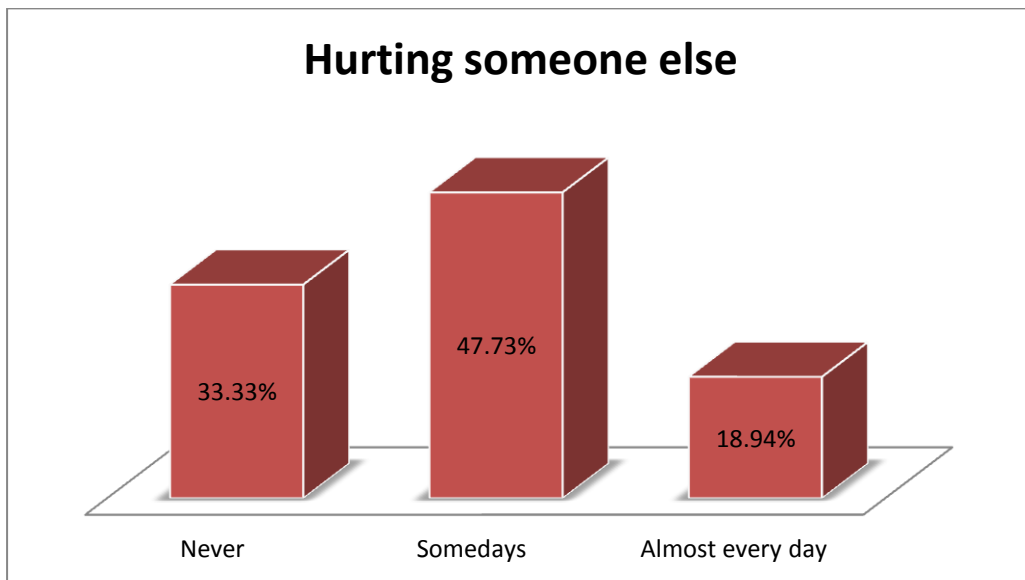
Fig.1.27 Hurting Someone Else

INTERPRETATION: From the above stacked column diagram, it can be seen that 47.73% of students somedays feel like hurting somenone else when failure knocks their door whereas only 33.33% never feel the same which should in reality be actually higher as well as the results of the other bars should be totally nil. It can be visualized from the graph that it is equally a matter of worry that adolescents end up hurting others when they do not succeed in life like scoring well, doing academically well, multitalented, and inability to fulfill the wishes of parents and so on. Here their rivals could be their peers, school teachers, coaching professionals, elders like parents and grandparents and the most is the siblings who do fairly much better than them.

4.2.4.14 LACK OF ATTENTION

26.51% of students almost everyday are having hard time paying attention when they have to study consecutively for many hours without break.

63.64% of students are having somedays hard time paying attention when they have to study consecutively for many hours without break.

9.85% of students are not having hard time paying attention when they have to study consecutively for many hours without break.

Lack of attention

63.64%

9.85%

26.51%

Never   Somedays   Almost every day
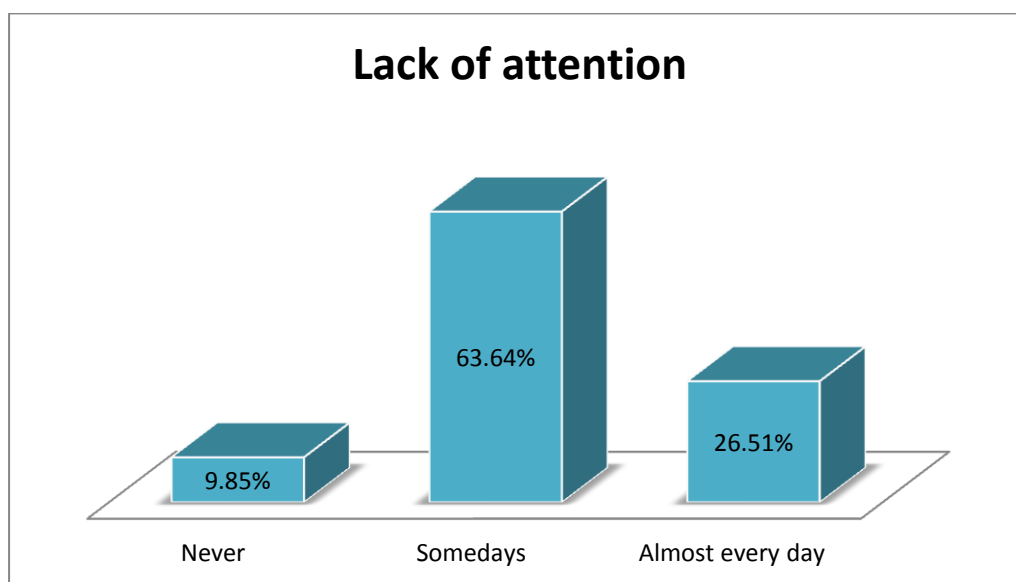
Fig.1.28 Lack of Attention

INTERPRETATION: From the above stacked column diagram, it can be seen that 63.64% of students are having somedays hard time paying attention whenthey have to study consecutively for many hours without a break while 26.51% of them face it almost everyday and only 9.85% of them do not have trouble paying attention. It can be concluded that the studying patterns of adolescents should be properly monitored by parents as well as teachers as this is a matter of concern that only minimal proportion of 10% do not face the same. It happens because of easy-go-mentality of adolescents, short techniques of learning patterns and irregular study habits.

4.2.4.15 BULLYING

10.61% of students are threatening or bullying others almost everyday.

40.15% of students are threatening or bullying othersin somedays.

49.24% of students are not threatening or bullying others.
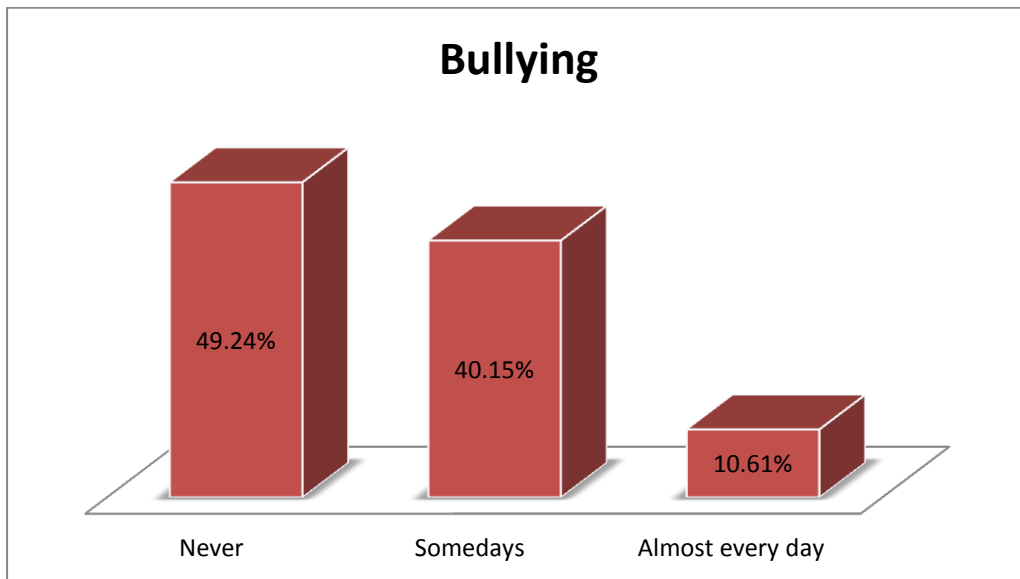
Fig.1.29 Bullying

INTERPRETATION: From the above stacked column diagram, it can be seen that 49.24% of students are not threatening or bullying others whereas the same proportion of students have the habit of doing the same on some days. The 10.61% of students who have the habit of doing so on a regular basis could be because of lack of control of parents over them, their social and family background and the most important reason could be that they were never corrected for their pranks by anyone which could be an encouragement for them to do so in school premises.

4.2.4.16 ARGUMENTATION WITH OTHERS

22.73% of students are getting into arguments or fights with others on petty issues almost everyday.

53.03% of students are getting into arguments or fights with others on petty issues almost everyday.

24.24% of students are getting into arguments or fights with others on petty issues almost everyday.
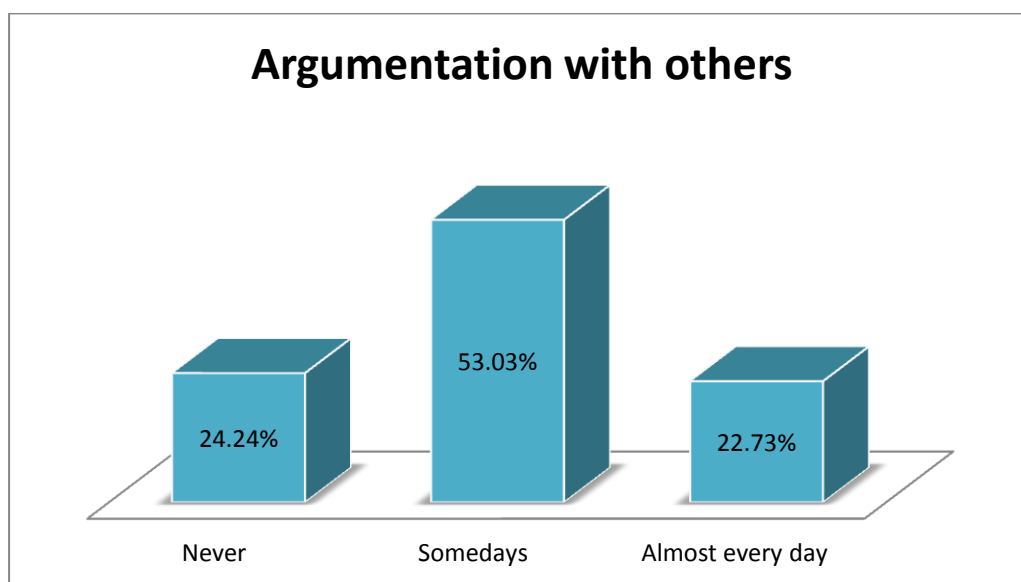
Fig.1.30 Argumentation with Others

INTERPRETATION: From the above stacked column diagram, it can be seen that 53.03% of students are getting into arguments or fights with others on petty issues almost everyday and 24.24% on a daily basis whereas only 22.73% are not landing up in such problems. This is a matter of great worry because adolescents need not be hyper in such a tender age. Here the graphical statistics shows that 53.03% of them do it somedays means it is a total change in the behaviourism of the new generation who lack patience and tolerance that they do not know to present their views smoothly and in a congenial way rather than arguing in petty issues which will be a major issue when they grow up in future.

4.2.4.17 DIFFICULT TO FOLLOW RULES

26.51% of students find difficult to follow rules in games almost everyday.

46.97% of students somedays find difficult to follow rules in games.

26.52% of students never find difficult to follow rules in games.
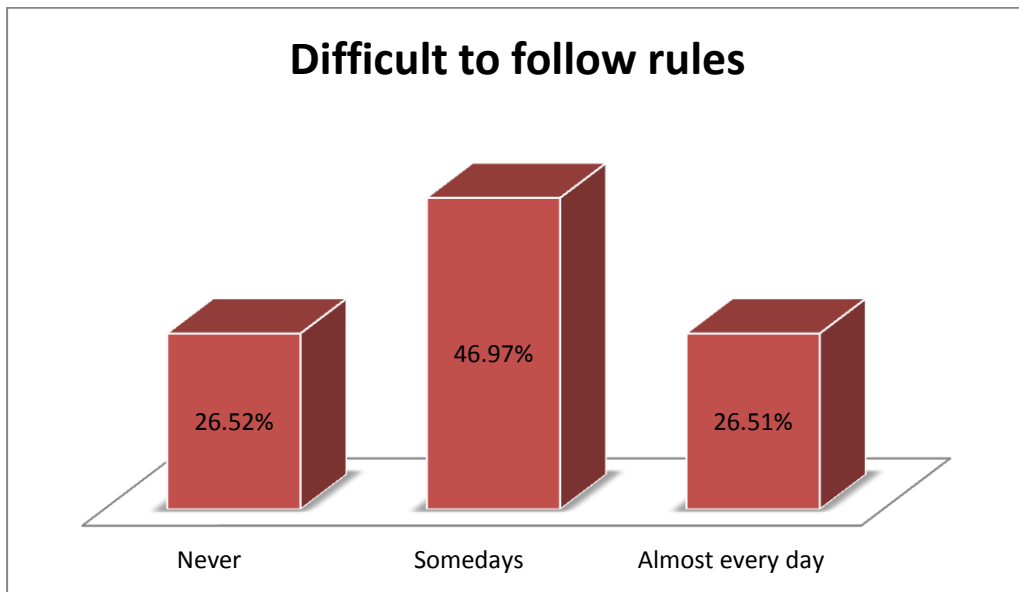
Fig.1.31 Difficult To Follow Rules

INTERPRETATION: From the above stacked column diagram pie diagram, it can be seen that almost 46.97% of students somedays find difficult to follow rules in games while 26.51% have the same tendency almost everyday. This problem should not be taken lightly as adolescents should know to adhere to rules and regulations be it games or something else. Non-compliance to rules in games happens due to their young age, their excitement to win. If the teamspirit and sportsmanship is inculcated in them then this problem could be easily rooted out.

4.2.5 ADOLESCENTS COPE WITH THEIR PROBLEM

Fourth objective was to understand how early adolescents cope with their problem. In that unstructured interview was conducted with well adjusted and poorly adjusted students. By asking some questions from students investigator has analysed that students were having some ways to cope with their problems.

Well adjusted students coping mechanisms with their problems were:
- ➢ One way was problem solving which involves trying to deal with the problem by changing the situations
- ➢ Second was the way of handling stress by managing emotions which involves handling the thoughts and feelings caused by the problem.

Poor adjusted students coping mechanisms with their problems were:

- ➢ One way was to escape from the situations; this involves getting rid of the problem or not to get into problematic situations.
- ➢ Second way was students are having willingness to fight against their problem but they are having lack of confidence on them. They also handle problem by managing their emotions.

The investigator analysed that early adolescents react to problems in much the same ways adults do. The behavior of an adolescent who is stressed may change, but each adolescent reacts in a different way. Some adolescents withdraw from others, some lash out at others, and some actively seek the comfort of others. Students said that managing emotions is very helpful for them in dealing with uncontrollable problem. It also helps them in the early stages of coping with a problem. For example, blowing off steam, avoidance, and distraction are important ways of getting prepared to cope more directly with difficult situations.

4.3 DISCUSSIONS

4.3.1 INTRODUCTION

Collection of data and their analysis is an integral part of the research. Based on the data obtained from different sources meanings are derived by the researcher. In the following pages an attempt has been made to draw meanings out of the collected data according to each stated objectives.

The first objective talked about how early adolescents relate to their parents and peers groups. After the data analysis, it was found out by the investigator that the students are less socially connected with peers, parents and family. 69.23% of students are connected with family and peers but 30.77% of students are totally void of having the skill to connect with family and peers. Hence from this data it can be clearly understood that still many early adolescents are totally void of having the capacity to survive in this fast growing world as they find various difficulties in adjusting themselves in the various challenges they face in their day to day lives. This indeed is a matter of concern because they are not able to build a social connectivity with the people around them be it their parents, teachers, family member or peers.

The second objective was to study problem of self-adjustment. The outcome of this objective was, early adolescents are dissatisfied about their body appearance which clearly indicates that various factors like their self-consciousness, physical appearance, dressing styles etc. are a matter of concern for the early adolescents. 50% of students somewhat feels self conscious about their appearance and 15% of students feels a lot self conscious about their appearance. 25% of students are giving more importance about others opinion about their appearance and 42% of students somewhat feels the same. 52% of students are somewhat dissatisfied with their body appearance and 12% of students feel the same a lot. 27% of students are somewhat dieting to look better and 2% of students diet a lot to look better. 61% of students are somewhat dissatisfied with their appearance when they are dressed and 14% of students feel lot dissatisfaction when they are dressed.

The third objective was to explore whether early adolescent experience any form of academic pressure and to understand the nature of such pressures. The outcomes of

this objective are, there are many academic pressure which early adolescents use to face in their school such as teacher student rapport, examination stress level, curriculum, depression, trouble relaxing, irritable etc. 30% of students are not having good rapport with teachers by this investigator concluded that there is lack of social interaction with teachers and students. 41% of students have examination fear and 40% feels the same sometimes. This happens because students do not know how to prepare for the examination. 27% of students are not able to discuss academic failure with their parents and 41% of students are sometime not able to discuss their academic failure.

The last objective talks about how early adolescents cope with their problem. In that unstructured interview was conducted with well adjusted and poorly adjusted students. By that investigator has analysed that students were having some of the ways to cope with their problems. Well adjusted students use to cope their problem by problem solving, this involves trying to deal with the problem by changing the situation. Second, way of handling stress is managing emotions which involve handling the thoughts and feelings caused by the problem. Poor adjusted students use to cope their problems by escaping from the situations which involves getting rid of the problem. And students are having willingness to fight against their problem but they are having lack of confidence in them. They also handle problem by managing their emotions.

From these data, the result cannot be considered for all the school students, as the researcher has only taken one school and the sample of students were only 132.

4.4 CONCLUSION

This chapter talked about the data analysis, interpretation and discussion. The data were analysed by the researcher and were presented in a pie- diagram, stacked cylinder diagram and stacked bar diagram, according to various outcomes along with the different values. The discussion regarding the result was also made in this chapter.

The next chapter shows the summary of the study and the findings extracted from the research conducted.

CHAPTER V

SUMMARY AND FINDINGS

5.0 INTRODUCTION

The study of patterns of adolescent development begins with viewing adolescence in the context of physical, social and emotional, cognitive, and moral domains of growth and change. Although it is widely believed that adolescence is inevitably a period of *Sturm und Drang* (German for "storm and stress").

The claim that adolescent storm and stress is characteristic of all adolescents and that the source of it is purely biological is clearly false. However, evidence supports the existence of some degree of storm and stress are found in some adolescents in the middle age, with respect to conflict with parents, mood disruptions, and risk behavior. Not all adolescents experience storm and stress in these areas, but adolescence is the period when storm and stress is more likely to occur than at other ages. There are individual differences among adolescents in the extent to which they exhibit storm and stress and there are cultural variations in the pervasiveness of adolescent storm and stress.

The researcher has addressed the four primary growth tasks of adolescence (physical, social and emotional and cognitive) as they are intertwined with parents, emotionality, and risk-taking behavior. Although the tasks of adolescence are sufficiently distinct to warrant consideration of each factor independently, they are in a steady state of flux and constantly affect one another. For example, physical growth of certain brain regions during the adolescent period influences shifts in emotional, cognitive, and social perspectives and abilities. Correspondingly, development of certain cognitive abilities may shift social ties and patterns of emotional regulation.

5.1 THE PRESENT STUDY

The present study is an attempt to study problems faced by adolescent of primary grades.

5.2 RATIONALE OF THE STUDY

Researcher has focused on the problems faced by early adolescent students. Large number of studies has been conducted to know the sensitivity of adolescent problem. Researcher has taken this study to understand intrapersonal, interpersonal behaviour and academic performance of early adolescents' age group. This research may be helpful for the early adolescent age group, who were facing problems in behaviours and also, the parents will be able to know the drawbacks of their child problems. By this survey, school administrators and parents can take initiative to solve their children's problems. In a way, school will also get benefit by attentive students and also showing more interest towards scholastic and co-scholastic works.

5.3 STATEMENT OF PROBLEM

The statement of the study is given below:

"A STUDY OF PROBLEMS FACED BY EARLY ADOLESCENTS IN A SCHOOL IN VADODARA CITY AND HOW THEY COPE WITH THEM".

5.4 RESEARCH QUESTIONS

1. What are the socio-emotional challenges being faced by early adolescents?
2. Do early adolescents face issues pertaining to their bodies? What are the kinds of issues?
3. Are there any academic pressures in the age group? What are they?
4. What are the coping mechanisms that early adolescents use to deal with their challenges and issues?

5.5 OBJECTIVE OF STUDY

1. To understand how early adolescents relate to their parents and peer group.
2. To understand problem of body image.
3. To explore whether early adolescent experience any form of academic pressure and to understand the nature of such pressures.
4. To understand how early adolescents cope with their problem.

5.6 DELIMITATION

1. The study is delimited to the students of Vadodara city.
2. The study is delimited to one school.

5.7 OPERATIONAL DEFINITION

Adolescent:- Adolescence is the period in which, human growth and development that occurs after childhood and before adulthood, from ages 10 to 19.

Early Adolescent:- Early adolescence is when the separation from childhood begins. In this study the age ranges from 10 to 14.

5.8 DESIGN OF THE STUDY

The present study follows the Survey method. The students were given the questionnaire that contained certain situations belonging to the adolescents problem. The students were asked to fill up the questionnaire provided for the selected option for the situation.

5.9 POPULATION OF THE STUDY

The population of the study includes all the students of English Medium Primary School of GSEB (Gujarat Secondary Education Board), Vadodara city in the academic year of 2014-2015.

5.10 SAMPLE OF STUDY

The purposive sampling technique was employed in selecting the sample of subjects for the present study. The willingness of the school administration to allow conducting the study on their students was the sole criterion of selection of schools. All students of the one school that permitted the study, running to 132 students, formed the sample for the study. The selection of the students was from grades V, VI and VII. The reason behind the selection of grade V, VI and VII was that, to study the problems of early adolescents which range from ages to 10-14years comes under V, VI and VII.

5.11 TOOLS FOR THE STUDY

The tools prepared for conducting the research were:

1. **Questionnaire:** The questionnaire was prepared by the investigator keeping in mind the problems of early adolescents. The questionnaire contained 4 section
    - Social connectedness
    - Body image
    - Academic stress
    - Adolescent problems

   The questionnaire contained various questions based on situations that focused on problems of early adolescent. The students were asked to choose the best option that fit their behavior.

2. **Unstructured interview:** In unstructured interview, 10% of students that is 14, 7 of those who are well adjusted and 7 who are poorly adjusted as obtained from the questionnaire.

5.12 VALIDATION OF THE TOOL

The tool was presented in the form of a questionnaire; it consisted of 46 situations on problems faced by early adolescents. This tool was given to the experts for its validation. The expert consisted of the guide and faculty members of School of Science and Education.

The suggestions of the experts were incorporated while drawing up the final version of the questionnaire.

5.13 DATA COLLECTION

After the tool was validated the researcher went for the field administration. The researcher took permission from the respective school principal for conducting the survey. The researcher went to the school and provided questionnaire to the students of grade V, VI and VII of English Medium Primary Section. The questionnaire contained 52 situations where several options were given for each situation as an answer, to the related situation. After selecting the desired option, unstructured interview of 10% of students that is 14, 7 of those who are well adjusted and 7 who

are poorly adjusted as obtained from the questionnaire. The investigator visited D.R. Amin Memorial School (GSEB) to collect the data.

5.14 DATA ANALYSIS

After the data were collected, the process of data analysis began. The data were collected from one school and there were 132 students in all. The analysis process included identifying problems of early adolescent. In order to achieve the objectives of the study the data were analysed as per the four objectives. All the data were collected through questionnaire. Students were provided with four sets of questionnaire. And unstructured interview was also conducted on how early adolescents cope with their problems. The content analysis was carried out for the students responses based on their answers with respect to the given different domain in the questionnaires regarding social connectedness, body image, academic stress and problems of adolescents. Data were pictorially depicted in stacked cylinder, pie diagram and stacked column.

5.15 FINDINGS

➢ Some early adolescents are not able to build a social connectivity with the people around them they find various difficulties in adjusting themselves in the various challenges they face in their day to day lives.

➢ Majority of early adolescents feel self conscious about their body appearance and are dissatisfied by their appearance when they are dressed.

➢ In early adolescents very minimal proportion of students are dissatisfied with the way they look.

➢ Majority of the early adolescents feels that others opinion about their appearance is important for them. They feel greatly self conscious about their appearance.

➢ In early adolescents age group majority of students are not dieting to look better. Minority of students are conscious about dieting to look better.

➢ Some early adolescents happiness depends on their physical appearance.

➢ Majority of students have lack of rapport with teachers and unable to discuss academic failures with parents as there is lack of communication between child and parents as well as child and teachers.

- Many early adolescents are exhausted on a daily basis due to the competition in the fast growing world in the form of exams, homework, coaching, extracurricular activities and enrollment in various other fields other than academics which make them difficult to survive.

- Some early adolescents are having examination fear as they feel that examination syllabus is too heavy for them and they have difficulty in remembering all that is studied.

- Some early adolescent are having problem in completing their assignment in time as there is too many extra demands on students.

- Majority of students are facing trouble in getting proper sleep which are mainly due to the irregular sleeping habits, improper study schedules, improper life styles, various stress such as homework, project work, examination fear and so on.

- Majority of students feel depressed when they have lot of homework at hand. As early adolescents are not able to cope up with the change in the examination system.

- Some adolescents are having trouble in relaxing and majority of students are nervous when new concept are introduced in difficult subjects.

- Early adolescents are worrying about their safety in school as some of them are facing trouble in getting proper adjustment in school.

- Majority of students feel irritable and grouchy when they are not able to grasp when their peers do it easily.

- Majority of students are having stomachaches and headaches. And majority of students worry about bad things that have seen or have happened to them.

- Only some students are feeling like hurting themselves when failure knocks their door. And some students want to hurt someone else due to envy caused by their success.

- Majority of students are having hard time in paying attention when they have to study consecutively for many hours without break. It happens because of easy go mentality of adolescents, short techniques of learning patterns and irregular study habits.

- Early adolescents are getting into argumentation with others on petty issues as they do not know to present their view smoothly and in a congenial way rather than arguing in petty issues.

- Common adjustment problems of early adolescence were lack of interest in school work, lack of proper study schedule and adjustment to emotional disturbances.

- Well adjusted students cope with their problem by problem solving method this involves trying to deal with the problem by changing the situation. And second way was handling stress by managing emotions which involves handling the thoughts and feelings caused by the problem.

- Poorly adjusted students cope with their problem by escaping from the situations by getting rid of the problem or not to get involved in problematic situations. And students are having willingness to fight against their problem but they are having lack of confidence in them. They also handle problem by managing their emotions.

5.16 SUGGESTIONS FOR GUIDE ON FOSTERING SCHOOL CONNECTEDNESS

Social Connectedness is the belief held by students that the adults and peers in their school care about their learning as well as about them as individuals. Students, no matter what their race, ethnic group, or level of family income, are more likely to succeed when they feel connected to school. Connectedness is a term increasingly used to describe a healthy, protective relationship between youth and the people and the environments in which they live. Connectedness implies a sense of place, respect, and belonging that comes from feeling them and others like them are valued members of a school, family and community. School connectedness is important for students of all ages and in all grades, from pre-kindergarten through grade 12.

Six strategies that teachers, administrators, other school staff, and parents can implement to increase the extent to which students feel connected to school:

1. Create decision-making processes that facilitate student, family, and community engagement, academic achievement, and staff empowerment.

2. Provide education and opportunities to enable families to be actively involved in their children's academic and school life.

3. Provide students with the academic, emotional, and social skills necessary to be actively engaged in school.

4. Use effective classroom management and teaching methods to foster a positive learning environment.

5. Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of children and adolescents.

6. Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families, and communities.

5.16.1 PARENTS ROLE TO NURTURE ADOLESCENTS LIFE

Reinforce and support desirable behavior

a) Give chances to learn and practice positive behaviors and skills to early adolescents. They learn new behaviors or skills contextually – not through lectures. Opportunities to practice provide a context for learning to do better with feedback and coaching. Because of young adolescents' brain and social development, they are more likely to make errors in new or distracting environments, where perceived embarrassment is high.

b) Praise and reward the positive behaviors of early adolescents. Early adolescents' puberty and brain changes mean they need lots of support, encouragement, and praise to try, learn, and master new skills. If adults are not reinforcing, teens will seek rewards elsewhere from computer games, risk-taking peers, or substance use. Lack of reward and reinforcement also worsen problems like depression.

c) Express warmth and caring to teens to dilute the natural tendency to view the world negatively. Increases in sex hormones during puberty bring about brain changes that lead early teens to view the world more negatively–especially when adults are absent, cold, or threatening. These brain changes often increase anger, irritation, sadness, and perceptions that others have hostile intent. Increasing warmth and caring at home, at school, and in the community tends to dilute this developmental trend and produce positive outcomes.

d) Monitor and be involved with early adolescents. Stay involved in teens' lives; observe and participate in their activities. Early teens need positive, caring adults to be involved in their lives. Staying involved gets more difficult as pre-teens become teens, but it remains just as, if not more, important. Too often, adults let go just as youth need the strong guidance and support of adults. By actively observing and participating in teens' performances, games, events, projects, and activities, parents must show teens that they care, understand their interests better, get an opportunity to have fun together, and gain a window for monitoring their activities.

e) Monitor adolescents' daily activities. Until very recently in human history, young adolescents were largely in the company of many family or community adults, and rarely in the company of large numbers of same-age peers. When same-age peers are together with little or no supervision from wise adults, the peers tend to reinforce risky behaviors in each other. This can be very dangerous, given the fact that early teens' brains are not yet well skilled at assessing risk.

f) Listen to student's ideas and concerns. Studies of adolescents consistently show that preteens who feel "unheard" are more likely to be rebellious and difficult. By providing structure and paths for early teens to voice their concerns, worries, goals, and ideas, we help teach patience for change and model the powerful skill of participation in problem solving and improving social settings.

g) Structure and guide them. Make clear rules, and gently and consistently enforce them. Early teens' brains are still developing the ability to control impulses and think through the negative consequences of their actions. Clear, consistent rules and practices provide a developmentally appropriate bridge for young adolescents to succeed and be safer. Overly harsh or inconsistent consequences can backfire and lead to aggression, destructive acts, and sneaky behavior. Because young adolescents' brain changes cause increased hostility, inattentiveness, and risk taking, it is developmentally helpful to remain consistent, calm, and non-harsh to motivate youth to follow the rules and minimize rebellion.

h) Provide many opportunities to engage in positive activities; provide support for schoolwork and positive peer choices. Engaging in healthy and positive

behaviors helps youth learn positive skills and make new friends, and helps to rule out engagement in problematic behaviors. In addition, more opportunities for positive behaviors mean more opportunities to praise and reward youth for positive acts.

i) Structure positive sibling and peer interactions; guide youth away from troublesome peers. Positive sibling and peer interactions can buffer a child from many ills, and multiple negative interactions pose substantial risk for poor physical or mental health. In addition, troublesome peers greatly increase a teen's risk for experimenting with problematic behaviors, such as substance use, antisocial behavior, and sexual activity.

The main role is of parents who have to take a great initiative in inculcating amongst their children a regular life pattern. If from a very tender age a child learns to have a proper life style inclusive of timely sleeping, eating, playing and studying then definitely in the long run a child would follow the same throughout his/her life as they are habituated to live an orderly life irrespective of whatsoever tension erupts he/she would learn to face it which would thus never result in such problems.

5.17 IMPLICATION OF PRESENT STUDY

Many factors identified in the study were thought to be responsible for adjustment problems in the adolescents such as over protection, lack of love and affection at home, lack of interest in studies, lack of communication with parents, day dreaming and sleep disturbance so on. It is also possible that early adolescents are misperceiving or misunderstanding the emotions of adults, leading to miscommunication both in terms of what the child thinks the adult is feeling and in terms of the child's response. Perhaps most importantly, adolescents are empowered with opportunities to develop their brains through the activities in which they choose to participate. Parents play a vital role in early adolescents' life. There must be good interaction between child and parents; there must be no lack in communication between them. Students must remain positive in negative situation. They must remain calm and try to handle their problem without panicking. Parents should not become anger in responding to early adolescents' behavior.

5.18 SUGGESTIONS FOR FURTHER RESEARCHERS

From the findings of the study and on the basis of observations made by the investigator during the study, a few recommendations are made for further researches.

i. A study of problems faced by early adolescents and how they cope with them can be studied undertaking the observation method.

ii. The present study was delimited to the students of class V, VI, VII of one school. It can be conducted on other schools including more variables.

iii. Further research can be conducted in different cities or states.

iv. The same study can be conducted in CBSE (Central Board of Secondary Education) schools.

v. The same study can be conducted in Hindi Medium and Gujarati Medium schools.

5.19 CONCLUSION

Adolescence is a critical time of human development. Although many early adolescents may look like adults, neither their brains nor their cognitive and social skills are mature. They still need environments that nurture and guide them. Parents should take charge with significant challenge of providing their child opportunities to practice developing their problem-solving skills and allowing them to learn from their mistakes; while still keeping them safe and correcting them before they can make a serious or deadly mistake.

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APPENDIX

APPENDIX-1

PERMISSION LETTER FOR VALIDATION OF TOOLS

To

Dr.

Faculty of School and Science Education,

Navrachana University,

Vadodara

Date 14/11/2014

Subject - Request to validate tools

Respected Sir / Madam,

I Ms Saniya James am a M.Ed. Student. Dissertation is a compulsory part of M.Ed. Curriculum. My research topic is, "A STUDY OF PROBLEMS FACED BY EARLY ADOLESCENTS IN A SCHOOL INVADODARA CITY AND HOW THEY COPE WITH THEM". I have developed tools as per the objectives of the study. I request you to validate the tools. I have attached a one page summary of stating Title of the Study, Objectives of the Study, and Samples of the Study. I have also attached tools -

A Questionnaire on social connectedness

A Questionnaire on body image

A Questionnaire on academic stress

An Unstructured interview on how early adolescent copes with their problem

I am kindly requesting you to review on it all tools and give feedback.

Thanking you,

Yours Sincerely,

Ms Saniya James

Id no: - 14561019

Master of Education 2014-15,

Navrachana University

APPENDIX- 2

LIST OF EXPERTS

As per the need of the M.Ed dissertation work, the tools prepared by the investigator were given to four experts. The four experts gave their valuable suggestions to carry forward the work smoothly. Their suggestions were taken into consideration and modifications were made accordingly. The five experts were:

1. Professor Thomas Vadaya
   Professor

   School of Science and Education

   Navrachana University

2. Dr. Archana Tomar
   Assistant Professor

   School of Science and Education

   Navrachana University

3. Dr. Mandira Sikdar
   Associate Professor (B.Sc. B.Ed. Program Coordinator)

   School of Science and Education

   Navrachana University

4. Ms. B. Valli
   Assistant Professor

   School of Science and Education

   Navrachana University

APPENDIX- 3

TO WHOM SO EVER IT MAY CONCERN

This is to certify that Ms. Saniya James is a M.Ed student (Master of Education) of our University. As a part of the curriculum requirement the students are expected to complete their Dissertation on –

A STUDY OF PROBLEMS FACED BY EARLY ADOLESCENTS IN A SCHOOL IN VADODARA CITY AND HOW THEY COPE WITH THEM

based on the data collected with your support.

I request you to allow her to visit your institution to undertake her data collection/ observation/ implementation and discussion which will support in her dissertation work.

Please give the necessary support!

Dr. P. V. Xavier

Principal

APPENDIX- 4

QUESTIONNAIRE ON SOCIAL CONNECTEDNESS

Sr No	Statements	Agree	Disagree
1	Are you able to handle your daily school life?		
2	Are you able to get along with your family members?		
3	Are you satisfied with your family life right now?		
4	Are you able to get along with friends and other people?		
5	Are you able to cope with your friends if there is difference of opinion?		
6	Are you having a helping mentality to help your friends?		
7	Are you able to do things which you want to do?		

QUESTIONNAIRE ON BODY IMAGE

Height:-

Weight:-

Body appearance:- Slim / Healthy / Fat (Tick it)

1. Are you happy with the way you look?

Not at all   ☐   Somewhat   A lot   ☐

2. Have you been feeling self-conscious about your appearance?

Not at all   Somewhat   A lot_____

3. Is the others opinion about your appearance important for you?

A lot   ☐   A little   ☐   Not at all   ☐

4. Have you felt dissatisfied with your body?

Not at all   A little   A lot_____

5. Have you been dieting to look better?

Not at all   ☐   Somewhat   A lot

6. Does your happiness depend on physical appearance?

A lot   Partly   Not at all_____

7. Have you been dissatisfied with your appearance when dressed?

Not at all   Somewhat   A lot   _____

APPENDIX- 6

QUESTIONNAIRE ON ACADEMIC STRESS

This scale consists of items describing the stress in your institution/ school life from the various sources. The level of stress you feel for each item can be indicated by marking tick mark in the bracket given against each statement.

Sr.No	Statement	Yes	Sometimes	No
	TEACHERS RAPPORT WITH STUDENTS			
1.	Teachers make too many extra demands on students.			
2.	The teachers do not listen to your ideas.			
3.	Teachers give more punishment in the class.			
4.	The teacher is fast and does not use blackboard legibly.			
5.	Lack of communication between teachers and students.			
6.	Hesitate to ask the teacher for detailed explanation.			
	LEVEL OF EXAMINATION RELATED STRESS			
7.	Examination syllabus is too heavy in some subjects.			
8.	Not knowing how to prepare for the examinations.			
9.	Difficulty in remembering all that is studied.			
10.	Having fear of examinations.			
11.	Worry about results after examinations			
12.	Unable to discuss academic failures with parents.			
	CURRICULUM			

Sr No.				
13.	Unable to complete the assignment in time.			
14.	Slow in getting along with the curriculum			

APPENDIX- 7

QUESTIONNAIRE ON ADOLESCENTS PROBLEMS

Sr No	Statements	Never	Some days	Almost everyday
1	Do you have trouble falling asleep?			
2	Do you feel depressed or sad when surprise tests are taken?			
3	Do you have trouble relaxing when you have lot of homework at hand?			
4	Are you nervous or worried when new concepts are introduced in difficult subject?			
5	Do you worry about your safety when you are at school?			
6	Are you irritable or grouchy when you are not able to grasp when your peers do it easily?			
7	Are you afraid of your teachers?			
8	Do you feel like you are not able to cope in the competitive world?			
9	Are you happy one minute and then sad or angry the next minute?			
10	Do you have stomachaches, headaches, or other aches and pains?			

11	Do you think or worry about bad things that you have seen or have happened to you?			
12	Do you feel like hurting yourself when failure knows your door?			
13	Do you want to hurt someone else due to envy caused by his/her success?			
14	Do you have a hard time paying attention when you have to study consecutively for many hours without a break?			
15	Are you being threatening or bullying others?			
16	Do you get into arguments or fights with others on petty issues?			
17	Do you find it difficult to follow rule in games?			

APPENDIX- 8

UNSTRUCTURED INTERVIEW

1. Do you have constant negative thoughts which create anxiety , worry and nervousness? How you cope with them?

2. Are you able to mediate coping behaviours with your near and dear ones?

3. Are you able to cope up when their is great stress in your life?

4. Are you able to give your best in times of various constraints?

5. How are you able to deal with your problems?

6. Do you end up blowing up at someone?