

## **Understanding Emotional Problems Of Adolescents: Insights From Lower Secondary Schools**

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### **Abstract:**

Adolescents are highly emotional individuals. They experience heightened emotionality due to the physical and glandular changes in the body. Therefore, traditionally, this developmental stage is known as 'storm and stress'. Adolescent's emotions are unstable, intense, uncontrolled and mostly irrational. They are stubborn by nature and want immediate satisfaction of their needs. They are sympathetic and can be empathized to others. Whether be it, love or hatred, they experience all kinds of emotions at their extreme form. But, with every passing year there is improvement in the emotional behaviour of the adolescents. There can be various reasons of causes of emotional intensity of the adolescents. Due to the changes taking place in the body, the adolescents need to develop habits to adjust to the changing atmosphere. Besides, the certain expectation of the society to behave in a matured way puts them in pressure. Moreover, family tension, academic achievements, school and social environment also causes intense emotional problems. While adolescent emotions are often intense and uncontrolled, there is generally improvement in emotional behaviour with each passing year. Thus, the storm and stress of this period is lessens as early adolescence draws to a close. During this stage of life the adolescents make radical change from disliking the opposite sex members to building new relationships with them. Social insight improves to the most in the secondary level of education.

**Keywords:** adolescence, emotion, behaviour, secondary level of education.

### **Introduction:**

Adolescence is the period of drastic and continuous change. Changes are apparent both in attitude and behaviour of the individual along with the physical changes. During the early years of adolescence stage changes are rapid and parallel. But the changes in physical development slow down during the later years of Adolescence and parallel to this, changes in attitude and behaviour also slows down. Adolescents are not competent enough to choose between right and wrong, although development of mental faculties takes place but lack of life experiences often leads them to the wrong way. They always find themselves in the midway of no-way. They are confused people and always fail to decide what to do and what to not.

School constitutes a large part of an adolescent's life. There are number of problems related with the school during this stage of development. Such are - fear of going to school, truancy, dropping out and academic under achievements. Poor performance in school leads the adolescents to problems like - low self-esteem, behavioural problems, emotional problems, delinquency and sometimes depression. The common emotional problems that the adolescents face during this stage of life are - anxiety, frustration, depression, temper tantrums etc. All these finally lead to adjustment and behavioural problems. The adolescents are required to develop qualities like-

personal values and sense of identity. They are expected to play new roles and responsibilities with the peer groups, members of the opposite sex, inside the family, with the siblings, at educational institutions etc. New responsibilities and new roles lead the adolescents to emotional instability. There emerges an urgent need of guidance and counselling services to be provided by every school so as to make the adolescents cope up with the changing life situations and develop abilities and qualities to handle educational, emotional problems more significantly.

Adjustment to social changes is one of the most difficult developmental aspects on the part of the adolescents. These adjustments must be made to the members of the opposite sex. The adolescents have greater social competency along with increased social participation. This helps to boost up the confidence level of the adolescents. The life of the adolescent is much influenced by the friends or peer groups. They choose their peer groups based on similar backgrounds and tend to avoid the one they find uncongenial.

The adolescence is a stage of constant change and adoption to a whole new world. In such a condition they must be provided with an environment of freedom; freedom to express his feelings and ideas, freedom to choose a course of study of his own, freedom to pursue his passion etc. The parents should listen to what the adolescent wants to say and also respect his opinion regarding a matter. Because in the adolescence period of life, they no longer feel less to their elders, and this should be respected by the parents for a better growth and development of personality.

Besides home, schools are the second most influential factor in the adolescents' personality. The teacher has to play a great role in this regard. It has been always observed that the students tend to believe more what their teachers say than what their parents say. Therefore, the teachers must be very careful while handling with adolescents. The teacher-student relationship must be of cordial kind like that of the guardian and child during the adolescence stage of life. The teacher should act as a friend, philosopher and guide to his students. The views and opinions of the adolescents should get enough acceptances by the teachers. It is more important that the teacher must aim at not only the educational growth of the adolescents but also the overall development of personality of the adolescent.

Adolescents are independent by nature and looks upon any form of dependence as a sign of weakness. They don't like to abide by the authority. The main struggle of adolescents is to live a double standard life composed by the expectations of his family and associates. This creates tension and anxiety and ultimately may leads to psychological or behavioural problems. Having an eating disorder, poor diet, smoking, using drugs etc can lead to acute health problems. The behavioural problems in adolescents can result from temporary stressors in life. As a result of stress, the life of a student is affected and negatively impacts on health, personality, social interaction and academic achievement. Stress can also lead to disappointment, physical health deterioration and even suicidal tendencies. Moreover, stress is also a great barrier in the path of educational excellence of the student. Adolescents who experiences emotional disturbances will also show some kinds of major behavioural attributes, such as- wild, violent, rebellious, impatient and tending to show such behaviour that violates normal circumstances.

### **Theoretical Framework:**

Adolescence is a critical developmental stage often marked by emotional turbulence, shifting relationships and evolving cognitive capacities. Understanding the problems of adolescents requires grounding in developmental and psychological theories that explain the roots of their behaviours, emotions and adjustment patterns. G. Stanley Hall (1904) described adolescence as a period of “*storm and stress*”, characterized by heightened emotionality, mood swings and conflicts with authority figures. Adolescents’ emotional problems, therefore, are not isolated phenomena but inherent to this developmental stage. Similarly, Erikson’s (1968) psychosocial theory highlights adolescence as the stage of *identity vs. role confusion*. When identity development is hindered, adolescents may experience anxiety, low self-esteem and maladjustment, reflected in school and social contexts.

Piaget’s (1972) theory of cognitive development also offers insight, as adolescents in the *formal operational stage* begin to think abstractly and critically, but often struggle with egocentrism, idealism and indecision that may contribute to personal and school-related stress. Furthermore, Bronfenbrenner’s (1979) ecological systems theory explains that these emotional and behavioral problems are shaped by interactions across systems: family, peers, school, community and broader society. Together, these perspectives provide a strong foundation for analyzing the extent and nature of adolescents’ emotional problems.

Parents play a central role in adolescent development and their attitudes strongly influence the perception and management of behavioral issues. Attachment theory emphasizes that early secure attachment fosters resilience, while insecure attachment can lead to maladjustment in adolescence (Bowlby, 1969; Ainsworth, 1989). Thus, parents’ understanding and supportive attitudes toward behavioral problems can act as protective factors, while negative or dismissive attitudes may exacerbate difficulties. Bandura’s (1977) social learning theory further explains how adolescents learn behaviors by observing and imitating parents. Parents who model emotional regulation and constructive coping foster similar behaviours in their children, while those who display negative responses risk reinforcing maladaptive patterns. Erikson’s (1968) framework also suggests that parental support during the identity formation stage is critical for successful psychosocial development. School and teachers are other key figures that can provide guidance, discipline and emotional support to the adolescents. Their attitudes toward counselling are crucial in shaping adolescents’ willingness to seek help. Rogers’ (1951) person-centered counselling theory stresses the importance of empathy, unconditional positive regard and genuine support in facilitating personal growth and adjustment. Teachers who embody these qualities and value counselling contribute significantly to adolescent well-being.

Bronfenbrenner’s (1979) ecological perspective also highlights the importance of school as a developmental context where teachers’ attitudes influence not only student behaviour but also the broader school climate. Thus, exploring teachers’ opinions on counselling and adolescents is vital to understanding institutional support for addressing behavioural and emotional issues.

### **Significance of the study:**

Adolescence represents a crucial developmental stage that has long attracted scholarly attention due to its formative and transitional nature. It is during this period that individuals undergo rapid physiological, psychological, emotional and social changes, which shape their future personality and adjustment. These multifaceted changes often create heightened sensitivity, resulting in both opportunities for growth and challenges in adaptation. Consequently, adolescence requires careful study to understand not only the emerging problems but also the prospects for positive development. This stage is characterized by physical vigor combined with emotional instability. Adolescents experience strong motivational drives to fulfill their needs and aspirations, but when these desires remain unmet, frustration, anger and disappointment frequently arise. Furthermore, adolescents often hold idealized and unrealistic perceptions of themselves, tending to see life through an overly optimistic or “rose-tinted” lens. Such discrepancies between aspirations and realities may give rise to emotional conflicts, behavioural difficulties and maladjustment in school, family and social contexts.

In this backdrop, the present study holds significance as it explores adolescents’ emotional and behavioural problems in relation to personal, social, school and psychological domains. By examining the attitudes of parents toward behavioural problems and the opinions of teachers regarding counselling, the study provides valuable insights into the supportive role of family and educational institutions in fostering adolescent adjustment. The findings are expected to contribute to the development of effective guidance, counselling and intervention programs, thereby assisting adolescents in navigating this critical stage with resilience and stability.

#### **Area of the study:**

The present study has been conducted in Guwahati city, the largest metropolitan center of Assam and a rapidly expanding urban hub of Northeast India. As a city that brings together people from diverse cultural, linguistic and socio-economic backgrounds, Guwahati offers a rich setting for examining the emotional problems of adolescents. The study focuses on adolescents at the lower secondary stage, a crucial transitional phase marked by significant physiological, emotional and social changes. Adolescents in Guwahati are exposed to the dual influences of traditional family values and the pressures of urban life, such as academic competition, changing parental expectations, peer influence and increasing media exposure. These factors often create conditions that may contribute to emotional instability and adjustment difficulties. Guwahati has been chosen as the area of study not only because of its diverse educational institutions including government, private, Assamese medium and English medium schools but also because it reflects both the cultural traditions of Assam and the growing impact of modernization. Being the gateway to the region, the city provides a representative context for understanding the emotional challenges of adolescents from varied backgrounds, while its accessibility and feasibility for data collection make it a practical site for in-depth research.

#### **Objective of the study:**

1. To find out the percentage of adolescents with different levels of emotional problems - high and low in relation to various aspects - personal, school, society, psychiatric and current experiences in the four sample schools.

2. To study the attitude and opinion of the parents towards behavioural problems of adolescents.
3. To study the attitude and opinion of the teachers towards counselling and adolescents.

**Hypothesis:**

H<sub>01</sub> - There is no significant difference between the adolescents with high and low emotional problem in respect to the different aspects.

However, the investigators have not formed any hypotheses to study the attitude of parents and teachers.

**Review of Related Literature:**

**Jeynes, H. W. (2005)** conducted a study on 'The Effects of Parental Involvement on the Academic Achievement of African Youth.' The objective of the study was to determine the effects of involvement of parents on the academic achievement of African American 12th grade youth. The sample of the study included total 18,726 youth out of which 2260 were African American and drawn from National Education Longitudinal Survey(NELS) and included students who participated in the NELS for the year 1990 and 1992. The results of the study showed that highly involved parents contribute as predictor to the academic result for African American senior students. For African American students with highly involved parents had an advantage over those whose parents were less involved in obtaining academic achievement.

**Kumar (2013)** conducted a study on the *Academic Achievement of Secondary School Students in Relation to Academic Motivation* with the objectives of determining the impact of academic motivation on students' achievement and examining the relationship between the two variables. The sample comprised 200 students of Class IX, equally divided between boys and girls aged 14 to 16 years, selected randomly from six schools in the Pataudi block of Gurgaon District and the Rewari block of Rewari District. The findings revealed a positive correlation between academic motivation and academic achievement, indicating that students with high academic motivation tended to perform better academically, whereas those with low motivation demonstrated lower achievement levels.

**Baroowa (2014)** carried out a study entitled *A Study of the Social, Emotional and Educational Problems of Adolescents in Relation to Their Personality Factors* with the objectives of identifying adolescents' social, emotional, and educational problems; comparing adjustment problems on the basis of gender and medium of instruction; and examining selected personality factors. The sample consisted of 300 adolescents (150 boys and 150 girls) from both Assamese and English medium schools. The findings revealed that adolescents experienced notable difficulties in social adjustment, which in turn influenced their personality development, while emotionally they were relatively stable, provided they received a healthy and supportive environment at home and school. The study further emphasized the need for understanding from parents and teachers to foster emotional strength and stability among adolescents. Educational adjustment problems were found to affect both boys and girls, highlighting the necessity of innovative educational plans and policies. Gender differences were also evident, with girls facing greater challenges in social adjustment, thereby requiring training and guidance to manage social

life effectively. Additionally, the study pointed to the role of language medium, noting that the mother tongue offers the most effective medium for emotional expression and adjustment.

**Chakrabarty (2016)** conducted a study entitled *A Critical Study of Physical, Social and Emotional Problems of Adolescent Girls of Secondary Schools of Kamrup District of Assam* with the objectives of identifying the physical, social, and emotional problems faced by adolescent girls, and making comparative analyses based on medium of instruction (Assamese and English) as well as rural–urban background. The study was conducted on a sample of 600 adolescent girls from Classes VIII to X, equally divided between Assamese and English medium schools and further stratified into rural and urban areas. The findings revealed that adolescent girls commonly experienced adjustment problems at home along with health-related concerns that negatively impacted their social and emotional well-being. Emotional adjustment, in particular, was found to be unsatisfactory. The study also highlighted specific physical problems associated with developmental changes during adolescence. No significant differences were observed between Assamese and English medium schools; however, rural and urban differences were evident, with Assamese medium students showing greater challenges in social adjustment compared to their English medium counterparts.

#### **Methodology:**

In this study the investigator has applied descriptive method of study. Besides, the investigator has applied the observation technique for collection of information.

#### **Population:**

The total number of high schools in the city is 329. The investigator has selected the lower secondary stage for the survey. The lower secondary stage of education indicates the classes 9 and 10. The researcher has purposively selected four renowned schools of Guwahati city on the basis of the result of HSLC examination from the past and present as a whole, viz., Gurukul Grammar Senior Secondary School (GGSSS), Assam Jatiya Bidyalay (AJB), Cotton Collegiate Government Higher Secondary School (CCGHSS) and Holy Child School (HCS) at lower secondary level. The total number of students in lower secondary stage of the selected high school is 569. The total no. of students at lower secondary stage of the four schools are listed below-

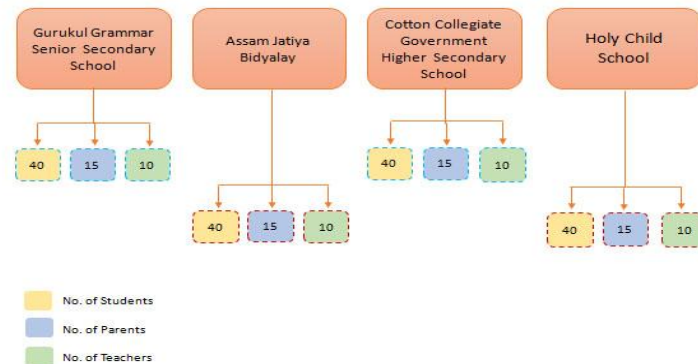
Table – 1: Total no. of students at lower secondary stage of the four schools -

Name of schools	Total no. of students at lower secondary stage
Gurukul Grammar Senior Secondary School	172
Assam Jatiya Bidyalay	185
Cotton Collegiate Government Higher Secondary School	71
Holy Child School	141

#### **Sample of the study:**

The researcher is conducting a smaller representation of a larger whole or universe. For sample of the study, the investigator has randomly taken- 160 students, 60 parents and 40 teachers in total from the four purposively selected schools.

Diagram - 1: Selected lower secondary schools of Guwahati city



### Tools and techniques:

The basic data have been collected from main two sources –

1. Primary sources and
2. Secondary sources.

To collect the primary data, the following tools have been applied - questionnaires, interview and observation. The investigator has collected the questionnaires developed by Dr. Meera Dixit from the National Psychological Corporation, Agra. These are -

1. Questionnaire for student's emotional aspect,
2. Questionnaire for parents,
3. Questionnaire for teachers.

### Analysis of data:

Data collected for the study have been analyzed both qualitatively and quantitatively. For quantitative analysis different statistical techniques have been used considering the nature of the collected data. Simple statistics like percentages, averages, percentile etc. have been used to interpret numerical data in the study. Moreover, Mean, Standard Deviation and T-test are also calculated to prove the hypotheses. All data were analyzed manually.

Data collected for studying the emotional problems of the adolescents are scored according to the mentioned scale and accordingly the total number of respondents in every aspect is found. To categories the respondents into high and low percentile of  $P_{33}$  and  $P_{67}$  is taken. The respondents below  $P_{33}$  are in the low category and respondents above  $P_{67}$  are of high category. After calculation, the percentile for emotional problems found to be -  $P_{33} = 79.86$  and  $P_{67} = 102.5$ . School wise total numbers of respondents of emotional problems of low and high range are given in tabulated form. The numbers of parents and teachers respondents are given in another two tables.

### Discussion and Interpretation:

The questionnaire consists of a total 7 parts of questions of which 6 are directly aimed at obtaining data on their perceptions and opinions on a specified number of aspects related to the emotional problems of the adolescents. The first part of questions is of an introductory nature that relates to the bio-data of the students. The aspects under which the questions are discussed include - 1) Problems related to Personal, 2) Problems related to School, 3) Problems related to Society, 4) Problems related to Psychiatry, 5) Problems related to chemical uses, 6) Problems related to Current experiences.

Table – 2: Percentage of adolescents with different levels of emotional problems in four selected schools-

Range Of Emotional Problems	Schools								Total
	Holi Child		Gurukul Grammar		Assam Jatiya Bidyalay		Cotton Collegiate		
	No	%	No	%	No	%	No	%	
Low	09	22.5	09	22.5	14	35	15	37.5	47 (29.37%)
High	16	40	15	37.5	13	32.5	14	35	58 (36.25)

To investigate the actual picture of emotional problems of adolescents, the investigator has taken 40 no. of students from the selected lower secondary schools of Guwahati city of Assam. The investigator has scored the total responses of all the aspects as mentioned the methodology part, and school wise number of respondents are calculated and given in table-1. Table: 1 show that, 40%, 37.5%, 32.5% and 35% respondents are in the high category of levels of emotional problems in Holy Child, Gurukul Grammar, Assam Jatiya Bidyalay and Cotton Collegiate accordingly which is in total 36.25% of the total respondents. Again, 22.5%, 22.5%, 35% and 37.5% respondents are in the low category of levels of emotional problems in Holy Child, Gurukul Grammar, Assam Jatiya Bidyalay and Cotton Collegiate accordingly which is in total 29.37% of the total respondents. A graphical representation of the table is given below-

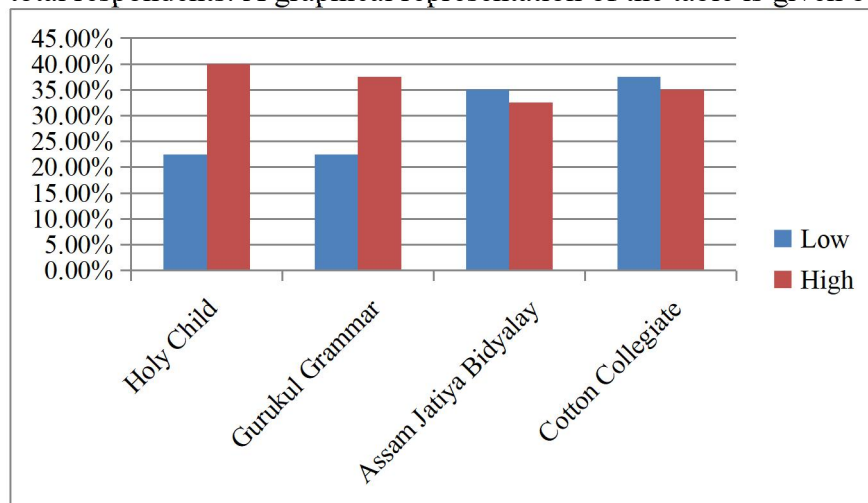


Fig: 1 Graphical representation

Here, a clear picture of the different range of emotional problems in the four selected schools can be seen. The blue bars are indicating the high range and the green bars are for low range of emotional problems.

### Hypothesis testing:

H<sub>01</sub>- There is no significant difference between the adolescents with high and low emotional problem in respect to the different aspects - personal, school, society, psychiatric and current experiences.

Aspect - 1: Statistical representation of high and low ranges of emotional problem of Personal aspect -

Table - 3

Range of emotional problem	Mean	SD	T-test
Low	15.148	9.339	0.496
High	47.068	4.70	

Table number 3 shows that the mean score of the adolescents with low range of emotional problem is 15.148 and high range is 47.068. The SD scores found to be 9.339 and 4.068 respectively. T-test is applied to measure the difference between both the scores and Z value of the t-test is found to be 0.496. Therefore, the Null hypothesis is accepted.

Aspect – 2: Statistical representation of high and low ranges of emotional problem of School aspect -

Table - 4

Range of emotional problem	Mean	SD	T-test
Low	21.63	7.936	-0.32
High	58.327	14.126	

Table number 4 shows that the mean score of the adolescents with low range of emotional problem is 21.63 and high range is 58.327. The SD scores found to be 7.936 and 14.126 respectively. T-test is applied to measure the difference between both the scores and Z value of the t-test is found to be -0.32. Therefore, the Null hypothesis is accepted.

Aspect - 3: Statistical representation of high and low ranges of emotional problem of Social aspect

Table - 5

Range of emotional problem	Mean	SD	T-test
Low	8.27	3.95	-33.5
High	28.41	1.56	

Table number 5 shows that the mean score of the adolescents with low range of emotional problem is 8.27 and high range is 28.41. The SD scores found to be 3.95 and 1.56 respectively. T-test is applied to measure the difference between both the scores and Z value of the t-test is found to be -33.5. Therefore, the Null hypothesis is accepted.

Aspect - 4: Statistical representation of high and low ranges of emotional problem of Psychiatry aspect -

Table - 6

Range of emotional problem	Mean	SD	T-test
Low	9.57	2.07	-0.07
High	30.05	4.16	

Table number 6 shows that the mean score of the adolescents with low range of emotional problem is 9.57 and high range is 30.05. The SD scores found to be 2.07 and 4.16 respectively. T-test is applied to measure the difference between both the scores and Z value of the t-test is found to be -0.07. Therefore, the Null hypothesis is accepted.

Aspect - 5: Statistical representation of high and low ranges of emotional problem of use of current experience aspect -

Table - 7

Range of emotional problem	Mean	SD	T-test
Low	10.57	4.86	-0.8
High	19.87	31.91	

Table number 7 shows that the mean score of the adolescents with low range of emotional problem is 10.57 and high range is 19.87. The SD scores found to be 4.86 and 31.91 respectively. T-test is applied to measure the difference between both the scores and Z value of the t-test is found to be -0.8. Therefore, the Null hypothesis is accepted.

The parent's questionnaire consists of a total 2 parts of questions of which 1 directly aimed at eliciting data on their perceptions and opinions on a specified number of parameters related to the attitude of the parents regarding the behavioural problems of adolescents. Total responses of the parents towards different aspects of behavioural problems of adolescents are given next -

Table no - 8: Opinion/Attitude towards adolescents

Sl. No	Opinion	Strongly disagree		Disagree		Undecided		Strongly agree		Agree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Do not have any problem	39	65%	19	31.67%	-	-	-	-	2	3.33%
2	Should obey their parents	9	15%	17	28.33%	-	-	7	11.67%	27	45%
3	Tough to handle	15	25%	18	30%	-	-	6	10%	21	35%
4	School have problem	2	3.33%	13	21.67%	-	-	3	5%	42	70%
5	Responsibility of the teachers to educate students.	-	-	-	-	-	-	29	48.33%	31	51.67%
6	Adolescents'	35	58.33%	25	41.67%	-	-	-	-	-	-

	life is same as yours		%		%						
7	Counselling in important	-	-	-	-	3	5%	25	41.67%	32	53.33%
8	Expect too much from children	4	6.67%	9	15%	-	-	29	48.33%	18	30%
9	Keep them busy with studies , they will not deviate	-	-	3	5%	4	6.67%	36	60%	17	28.33%
10	Limited freedom spoils children	1	1.67%	12	20%	7	11.67%	32	53.33%	8	13.33%
11	Whatever the parents decide is always best.	-	-	-	-	-	-	37	61.67%	23	38.33%
12	Mistakes should be reminded to adolescents	27	45%	15	25%	-	-	-	-	18	30%
13	Fear of punishment can change them	21	35%	25	41.67%	4	6.67%	-	-	10	16.67%
14	Don't give them pocket money	-	-	10	16.67%	-	-	42	70%	8	13.33%
15	Grown up children are horrible	53	88.33%	7	11.67%	-	-	-	-	-	-
16	Adolescents need sex education	-	-	-	-	17	28.33%	29	48.33%	14	23.33%
17	Adolescents of nuclear family face more problems	11	18.33%	18	30%	13	21.67%	8	13.33%	34	56.67%
18	Communal feelings are sprouting among adolescents	51	85%	9	15%	-	-	-	-	-	-

The table contains data of the parents of the selected four schools regarding their opinion towards adolescents. It is found that 65% of parents supports that their adolescents are having some or the other kinds of problems. More than 58% of parents also accept the fact that the lives of adolescents have changed much in compared to that of the parents. More than 53% of parents also supports that limited freedom spoils adolescents and therefore believe in giving the necessary freedom to them. Whereas, only 48% of parents also strongly support the provision of sex education in schools.

For the last objective, the teachers' questionnaire consists of a total 2 parts of questions of which 1 part directly aimed at eliciting data on their perceptions and opinions on a specified number of parameters related to the the attitude of the teachers towards counselling and adolescents. The aspect wise presentation of the data collected through the teachers' questionnaire followed by their interpretation, analysis and discussion is given bellow -

Table no - 9: Attitude towards counselling and adolescents

Sl. No .	Attitude	Strongly Disagree		Disagree		Undecided		Agree		Strongly agree	
		No .	%	No .	%	No .	%	No.	%	No .	%
1	I have succeeded in counseling	-	-	-	-	-	-	25	62.5%	15	37.5 %
2	I do not find time to counsel students	-	-	-	-	-	-	28	46.67 %	12	30%
3	I have not noticed any changes in students in spite of my initiation to talk	12	30%	28	46.67 %	-	-	-	-	-	-
4	I have professional skills of counselling	-	-	11	27.5%	-	-	29	72.5%	-	-
5	There exist a block if teacher and student know each other	-	-	-	-	-	-	27	67.5%	13	32.5 %
6	It is the responsibility of the parents to guide children	-	-	40	100%	-	-	-	-	-	-
7	Adolescent life is same as yours	32	80%	8	20%	-	-	-	-	-	-
8	Adolescents do not have problems	37	92.5 %	3	7.5%	-	-	-	-	-	-

9	Adolescents with strong financial background do not have problems	27	67.5 %	11	27.5%	-	-	2	5%	-	-
10	No need of counsellor	40	100%	-	-	-	-	-	-	-	-
11	Counselor is burden to school	40	100%	-	-	-	-	-	-	-	-
12	Only high scoring in exam is important	40	100%	-	-	-	-	-	-	-	-
13	Life of adolescent is dependent on marks	32	80%	8	20%	-	-	-	-	-	-
14	Parents should not visit school	40	100%	-	-	-	-	-	-	-	-
15	No changes in students who have taken professional help	38	95%	2	5	-	-	-	-	-	-
16	Adolescents need good guidance	-	-	-	-	-	-	-	-	40	100%

This table contains data regarding opinion of the randomly selected teachers from the four selected schools. It is found that although more than 65% of teachers said that they have successfully counseled their students but more than 46% have also said they do not find time for counselling because of their other school works. Moreover, 67% of teachers have said there exit a block between teachers and students as they know each other well and that makes it difficult for teachers to counsel their students. More than 92% of teachers agree that adolescents have different problems. Cent percent of teachers agreed to the need of a counselor in school. 80% of teachers also strongly disagree to the fact that lives of adolescents are totally dependent of marks in examinations. All teachers want the parents to visit school and also believe that adolescents need good guidance for a better life.

### **Findings:**

The present study focused on the psychological problems of adolescents at lower secondary stage. From the analysis and interpretation of data, the findings related to the different objectives of the study are given below-

1. There are numerous emotional problems that the adolescents face in their day-to-day life, such as - personal problems, problems related to school, problems related to society, psychiatric problems, problems related to chemical uses and currently experiencing problems.
2. Almost half of the adolescents are having some kind of emotional problems.
3. More than 36% of the students are facing high range of emotional problems.

4. The percentage of adolescents with high range of emotional problem is higher in Holy child school compared to the others.
5. Adolescents facing emotional problems in different aspects are similar at low and high level.
6. It is found that more than 80% of students do not want their parents to visit their schools.
7. 87% of the students find difficulty in sleeping during bed time.
8. Anger issue is again another main concern for more than 85% of the students.
9. More than 40% of them found themselves blaming others for their mistake and bad conduct.
10. Most of the adolescents like to go to school; whereas, 18% of them found school rules and regulations to be very strict and harsh.
11. It is desirable to find out that almost 90% of the students have someone to share their difficulties and concerns to someone at school.
12. 38% of the students believe that they have a good relation with their teachers.
13. Parents are aware of the fact that their adolescents are suffering from stress problem.
14. Most of the parents have heard about counselling but not much of them know the necessity of it.
15. Most of the parents said that their child live in an imaginary world. Day dreaming is what they like to do all the time.
16. Most of the parents agreed that they expect too much from their children sometimes and that creates extra burden upon the students.
17. 47% of the parents feel that enough freedom should be provided to the children. Only that will help them to learn more and to develop the inherited qualities.
18. The attitude of the teachers regarding counselling was completely positive.
19. All the teachers are aware of the importance of proper guidance for the day today lives of adolescents.
20. Gurukul Grammar Higher secondary School and Holy Child School have permanent counsellors except Cotton Collegiate Government Higher Secondary and Assam Jatiya Bidyalay.
21. There is provision of guidance to students on personal problems by the teachers in Assam Jatiya Bidyalay. Students of different classes are divided into groups under teachers who handle their personal problems on individual basis.
22. Moreover, Holy Child, Gurukul Grammar and Assam Jatiya Bidyalay organize group counselling sessions specially with the lower secondary level of students with renowned personnel from this field.

### **Conclusion:**

The stage of adolescence is quite remarkable from the developmental point of view. The physical changes in the body have marked impact upon the adolescent's attitude and behaviour. The physical growth also determines his acceptability among the peers, and the adolescents also try to match up to the customized standard of peer groups for approval and acceptance. All these have a direct influence upon the mental growth of the adolescents. How they think, talk, work, behave, interests, likes and dislikes etc are determined by the total developmental process. This stage of human life is also influenced by the social development. Adolescents are socially active and mature human beings. They are very much sensitive about socially concerned issues.

Adolescents are socially aware individuals. They have the urge to change the world for a better tomorrow. They develop a spirit of independence and want recognition for themselves.

Most of the decisions of Adolescents are taken emotionally rather than rationally. They suffer from high mood swings. The adolescents live a profound emotional life. They have to face the flow of positive and negative phases of behaviour in their continual interchange between fierce excitement and deep depression. Changes in all the directions of development of the adolescents naturally give rise to certain psycho-physical needs in the adolescents. Therefore, it is the responsibility of the parents and teachers to provide the adolescents with the needs in a constructive way so that, total personality of the adolescents does not get affected and at the same time the society is benefitted by them.

### **Suggestion and Recommendations:**

From the experience that the investigator has gained it has been cleared that the students of adolescence age of the urban areas are constantly facing a lot of problems that need immediate concern and solution. Here, the investigators are providing a few points of suggestions and recommendations as given below-

1. The environment in the class room and the school in a whole must be student centric and not teacher centric.
2. The school must make provision for guidance and counselling by experts. A permanent school counsellor must be there.
3. Adolescents must be taught to preserve and follow the cultural and societal norms. It is the duty of both teacher and parents to teach adolescents the necessity and benefits of societal norms. In the classroom situation and at home these norms must be maintained.
4. Adolescents must be taught to live in harmony with people and nature. Co-curricular activities like- games, sports, music, art etc are the best way to teach this lesson.
5. Creation of mental health awareness is another concern on the part of the school. The school can arrange special talks by local psychiatrists in this regard.
6. An environment of freedom must prevail in school and home atmosphere. Adolescents should be provided with enough freedom to express themselves. It is the responsibility on the part of teachers and parents to create a safe haven for the adolescents.
7. Parents must allow their children to put forward their opinion. Due respect should be provided to the adolescents' views and ideas.
8. The parents should never put pressure on the child regarding any educational or vocational matter. All they need to do is to guide, support and encourage the adolescents.
9. Another responsibility on the part of the parents is that they must never compare their children with other or even with their siblings.
10. Last but not the least; the adolescents must use their reasoning ability while making a decision. They should seek guidance from their guardians if certain problem arises.

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