



A Study on Adolescents' Educational Problems and Their Influence on Selected Variables (Gender, Medium of Instruction and Home Environment and Economic Background)

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ABSTRACT

Education adds significantly to national development. A harmonious balance should be kept between feeling, knowing, and doing. Today due to cross-cultural impacts and competitive educational scenarios the life of adolescent students has turned complex and stressful. Due to academic stress and day-to-day complexities of life adolescent students need guidance and counseling on one side and psychotherapeutic interventions to serious psychological disturbances on the other side. The understanding of the unexpressed problems of the adolescents along with their expressed lot can help the teachers to be proactive in certain aspects. The better-informed teachers can find new interest in their work and new approach in dealing with emotional but sensitive adolescent students. He can put an end to immediate reactions but can constructively criticize and guide to avoid any sort of resistance from the students. He is not only aware of their problems but with a deep understanding, he can discuss, give illuminating examples and ask searching questions to make the vibrant adolescents alert, awake and alive to involve in academic pursuits which may dilute even their personal problems. Fear of the examinations, diminished states of memory, lack of confidence in studies, over anxiety during exams are some of the academic problems. Hence, the present study was undertaken to study the educational problems of adolescents and their influence on selected variables (Gender, medium of instructions, and home environment). In the present study stratified random sampling method was used to select the sample. A sample of 1000 (500 boys and 500 girls) adolescents studied in Arts, Science and Commerce disciplines from their attendance roll of five junior colleges of rural area (Banki Subdivision) and six junior colleges of the urban area (Cuttack town) were selected. The investigator used standard questionnaires as they are found more suitable and helpful to survey a large sample of adolescents in the present study. Multi-dimensional problems assessment was done on a three-point scale. Eleven dimensions related to education problems were taken for the study. Each dimension consists of seven items. Hence the total number of items in the questionnaire is 77. Data collection was carried out at the premises during working days of the school with due permission from respective institution Heads. Analysis of data was done by using statistical techniques such as S.D, kU, and Sk, ANOVA, and t-test. It had been observed that adolescents have moderate problems related to education. have the highest score in the education problem dimension, lack of interest in education (mean 16.06), followed by anxiety for future education (mean 15.39), Competition (mean 15.10), fear of examination (mean 15.10), negative thoughts (mean 14.95), fear about studies (mean 14.62), forgetfulness (mean 14.52), lack of concentration (mean 14.40), fear of hostel (mean 14.21), lack of goals in education (mean 13.98) and lack of guidance and career counseling (mean 13.74). It was observed that gender influence significantly at 0.05 levels in the dimensions of lack of guidance and counseling and forgetfulness of adolescents' educational problems. In the remaining dimensions, gender is found not to have a significant influence. Medium of instruction is having a significant influence on the dimensions of the educational problem-lack of interest in education, anxiety about future education, competition, fear about studies, lack of concentration, lack of goal in education, and lack of guidance and career counseling at both the levels. Out of the eleven problems dimensions, the nature of the home environment is found to have a significant influence on the problems of adolescents in all the dimensions except in the two dimensions fear of examination and negative thought. Out of eleven problems dimensions, the economic background is found to have a significant influence on the adolescent's lack of interest, fear about studies, fear about the hostel, lack of goal in education, and lack of guidance and career counseling.

Keywords- Adolescents, Educational problems, Gender, medium of instruction, home environment, economic background)

1. Introduction

The period of adolescence is most intimately related to the teenage years. The chronological age provides only a rough distinguishing symbol of adolescence, and scholars have found it difficult to agree upon a precise definition of adolescence. An individual's needs and problems affect his development to a great extent. Adolescence is a crucial period in the life of an individual with its characteristic needs and problems of adjustment.

Adolescence is a period of not only development but also adjustment. During this period the boys and girls get the awareness of pressures on them and the necessary relationships. They even develop decision-making abilities. They want to build personal relationships with someone with whom they can share

their hopes and fears, joys and sorrows, and their secrets. The following questions need empirical study with respect to secondary school pupils who are adolescents.

As of today due to cross-cultural impacts and competitive educational scenarios, the life of adolescent students has turned complex and stressful. Though mainland Chinese students were satisfied with the quality of Hong Kong's higher education, many expressed that they were having language, academic, social and cultural, and financial challenges during their stay in Hong Kong. The results are consistent with the current literature to a large extent with some variations. Few differences were found by gender and between undergraduate and graduate students (Cheung, Alan C.K 2013). Parents and teachers are sometimes pushing, goading, and threatening their children to show better achievement, which pressurizes the children and creates several problems for them. Students are great observers. They watch all the activities and actions of parents and teachers. When the parents get involved in their own affairs to the extent that they have no time for their own children, the children feel completely neglected and they also have the feeling that their parents do not love them. This creates all types of psychological and emotional problems for the children. (Vijaypal. P, N. Premkumari (2009). Eight-one percent of Kondhs' parents had a negative attitude towards Oriya as the medium of instruction. 76.3% of Children reported their inability to understand Oriya. 79.5% of the children demanded that the medium be their own dialect. 74.6% of the families were found to be interested in sending their children to school, but their economic status did not permit them to do so. Kondhs parent's attitude towards the education of girls was found to be negative, 68.4% of families refused to send their girls to school. Sixty-six percent of the families felt that the vacation period was not convenient for them. Eighty-one percent of the families felt that the teacher did not have a favorable attitude towards their children because the children were Kondhs (Sahoo, Ramachandra, 2006). There is no significant difference between male and female high school tribal students in their learning difficulties. There is a significant difference between IX and X standard high school tribal students in their learning difficulties with respect to classroom facilities, laboratory facilities computer facilities family situation, and personal attitude. There is no significant difference among boys, girls, and co-education high school tribal students in their learning difficulties with respect to school facilities. (Jeevagraj, 2006)

Due to academic stress and day-to-day complexities of life adolescent students need guidance and counseling on one side and psychotherapeutic interventions to serious psychological disturbances on the other side. The understanding of the unexpressed problems of the adolescents along with their expressed lot can help the teachers to be proactive in certain aspects. The better-informed teachers can find new interest in their work and new approach in dealing with emotional but sensitive adolescent students.

He can put an end to immediate reactions but can constructively criticize and guide to avoid any sort of resistance from the students. He is not only aware of their problems but with deep understanding, he can discuss, give illuminating examples and ask searching questions to make the energetic adolescents alert, awake and alive to involve in academic pursuits which may dilute even their personal problems. The investigator attempted to have an inter-disciplinary approach. Fear of the examinations, diminished states of memory, lack of confidence in studies, over anxiety during exams are some of the academic problems.

The students of higher secondary school are belonging to 15 to 16 years. They are the future pillars of the world. They should possess the qualities needed for the effective performance of roles. Education should spell out the kinds of desirable changes needed by the society and now these changes are to be brought among the students. For this, education should try to study and understand various problems of the students in specific areas from time to time and should become an integral part of wholesome development. The students should be involved in studies to attain wholesome development. So, **an attempt has been made to study the educational problems of adolescents and their influence on selected variables (Gender, Medium of instruction, home environment).**

1.1 Materials and Methods

1.1.1 Population and Sample for the Study

The population for the study consisted of adolescents studying in schools and colleges Cuttack and Banki Subdivision of Cuttack districts. The total number of students studying in 2 class classes was 2735 in numbers in both Cuttack town and rural areas of Odisha.

The total number of boys and girls studied in rural and urban areas was 1641 and 1094 in respectively during 2017-18. Near about 36percent of the samples (1000 no. of the sample) were selected for the present investigation. For the present study, the investigator has followed a stratified random sampling method. A sample of 1000 adolescents studied in Arts, Science and commerce from their attendance roll of five junior colleges of rural area (Banki Subdivision) and six junior colleges of the urban area (Cuttack town) were selected. The total sample of 1000 adolescents includes 500 male adolescents and 500 female adolescents.

A survey method was used to gather the evidence relating to current conditions and status. The investigator used standard questionnaires as they are found more suitable and helpful to survey a large sample of adolescents in the present study. Multi-dimensional problems assessment was done on a three-point scale. In this tool, there are twenty dimensions. The researcher has taken eleven dimensions that are relevant for the study. Each dimension consists of seven items. Hence the total number of items in the questionnaire is 77.

Multi-Dimensional Assessment of problems Series (MAPS) has been validated by adopting factorial validity technique to establish the independence of dimension by the test developer.

The data was collected from a random sample of 1000 adolescents from 11 higher secondary schools of Cuttack districts. The higher secondary schools had been identified using the list available with the district education officer and block education officer. From the +2 schools, the sample population was picked up from the class attendance registers following random sampling procedures. Data collection was carried out at the premises during working days of the school with due permission from respective institution Heads. Finally, all eligible students in the class who are coming under inclusion criteria were

voluntarily recruited for the study with continuous interaction and motivation through discussion. Analysis of data was done objective-wise. Analysis of data was done by using statistical techniques such as S.D, kU, and Sk, ANOVA, and t-test.

2. Results

The study includes educational problems of adolescents and its association with selected variables. From the tools, the raw scores were tabulated; statistics like mean, SD, kurtosis, Skewness, percentage of means, chi-square association were calculated and utilized appropriately to present findings.

Objective 1

To find out the levels of educational problems of adolescents and their classification

Table- 1

Mean, S. D, Ku, Sk of Educational Problems of Adolescents

| N | Mean | % of Mean | S D | ½ of Mean | Ku | Sk |
|------|--------|-----------|-------|-----------|------|-------|
| 1000 | 160.26 | 69.3 | 12.63 | 32.05 | 0.65 | -0.20 |

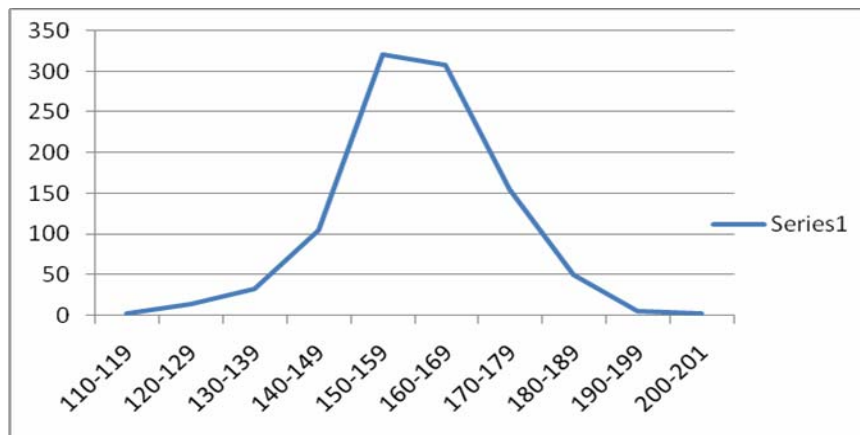


Fig: 1: level of educational problems

From table 1, it is observed that the mean value 160.26 falls between -1 SD and +1 SD, the maximum score being 231 and minimum 77. Hence the sample has scored moderately on the problems. As the SD value is less than 20% of the mean (32.05), the sample is homogeneous in education problems dimensions. The kurtosis value of 0.65 is more than the standard value of 0.263 which shows that the distribution of scores is platykurtic. The negative skewness -0.20 shows the concentration of scores at the high score end of the sample of adolescents considered. The sample is further analyzed and the analysis is presented in the following tables.

Table- 2 Levels of education problems of Adolescents

| Level | Number | % | Comment |
|----------------------|--------|------|--------------------|
| M-SD (77-148) | 154 | 15.4 | Less important |
| in-between (148-172) | 715 | 71.5 | Moderate important |
| M+SD (173-221) | 131 | 13.1 | Most important |

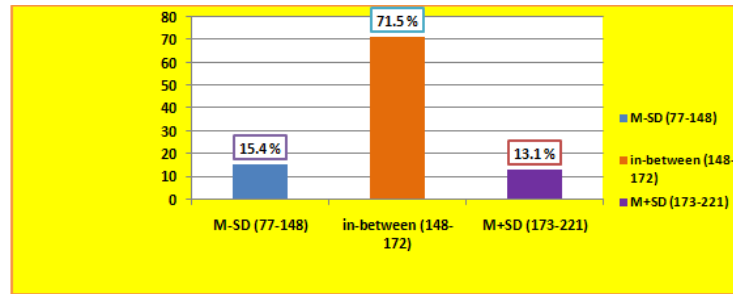


Fig: 2 Levels of educational problems of Adolescents

From table 2 it is observed that 15.4% of adolescents have less importance and 13.1% of adolescents have most importance while the remaining 71.5% have moderate levels of importance in the educational problems test. It indicates that adolescents differ in education problems dimensions. The causative factors that lead to individual differences in problems related to education dimensions are many. In order to interpret the significant causative factors, the data is further analyzed dimension-wise.

Objective 2

To find out the Educational problems of adolescents in different dimensions:

- Lack of interest in education
- Anxiety about future education
- Competition
- Fear of examination
- Negative thoughts
- Fears about studies
- Forgetfulness
- Lack of concentration
- Fear of hostel
- Lack of goals in education
- Lack of career counseling

Table – 3 Dimension wise- Mean, SD and Rank of Educational problems of Adolescents

| S.No | Dimension | M | SD | Rank |
|------|--|-------|------|------|
| 1 | lack of interest in education | 16.06 | 2.28 | 1 |
| 2 | Anxiety about future education | 15.39 | 2.24 | 2 |
| 3 | Competition | 15.10 | 2.27 | 3.5 |
| 4 | Fear of examination | 15.10 | 2.12 | 3.5 |
| 5 | Negative thoughts | 14.95 | 2.25 | 5 |
| 6 | Fears about studies | 14.62 | 2.28 | 6 |
| 7 | Forgetfulness | 14.52 | 2.52 | 7 |
| 8 | Lack of concentration | 14.40 | 2.52 | 8 |
| 9 | Fear of hostel | 14.21 | 2.17 | 9 |
| 10 | Lack of goals in education | 13.98 | 2.31 | 10 |
| 11 | Lack of guidance and career counseling | 13.74 | 2.37 | 11 |

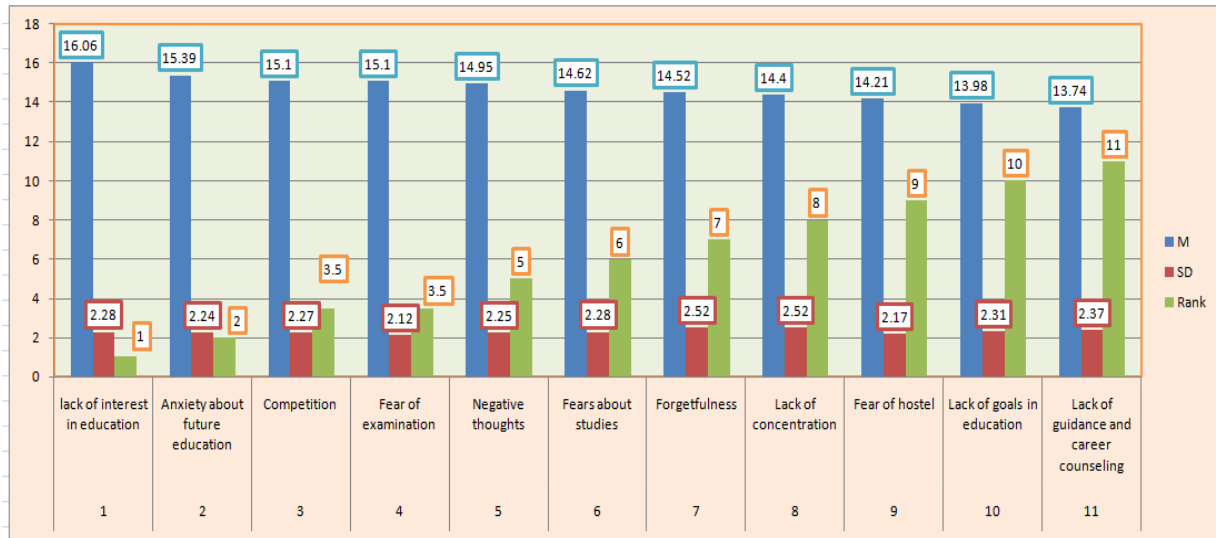


Fig: 3 Educational problem’s dimensions of Adolescents

From table 3 it is observed that adolescents have the highest score in the education problem dimension, lack of interest in education (mean16.06), followed by anxiety for future education (mean15.39), Competition (mean 15.10), fear of examination (mean 15.10), negative thoughts (mean 14.95), fear about studies (mean 14.62), forgetfulness (mean 14.52), lack of concentration (mean 14.40), fear of hostel (mean 14.21), lack of goals in education (mean 13.98) and lack of guidance and career counseling (mean 13.74). Thus the highest mean score is seen in the dimension, lack of interest, and least mean score is seen in the problems dimension, lack of guidance and counseling.

From table 3 it is observed that the top three ranks are shared by the dimensions of lack of interest in education, anxiety for future education, Competition, and fear of examination, while the last three ranks are shared by the dimensions of fear of hostel, Lack of goals in education, lack of guidance and counseling while the dimensions negative thought, fear about studies, forgetfulness and lack of concentration fall in-between.

Objective 3

To find out the influence of the following variables on the problems of adolescents

(Gender, medium of instruction, Nature of home environment, Economic background)

It was hypothesized that gender would not influence significantly the educational problems of adolescents.

Table 4 Gender wise N, M, S.D and t Value of Educational problems of Adolescents

| Sl.No | Variable | N | df | M | SD | SED | ‘t’ value |
|-------|----------|-----|-----|--------|-------|------|-----------|
| 1 | Boys | 500 | 499 | 160.86 | 13.04 | 0.75 | 1.58NS |
| | Girls | 500 | 499 | 159.67 | 12.09 | | |

Table value 1.96 at 0.05 level table values 2.58 at 0.01 levels

N S: Not Significant at both levels

From table 4 it is observed that, in the variable gender, the mean score of adolescent boys is 160.86 with SD 13.04 and that of adolescent girls is 159.67 with SD 12.09. The ‘t’ value of 1.58 is not significant at both levels. The mean difference of 1.19 favors of boys is not significant at both levels indicating that boys and girls do not differ significantly in the dimensions of the educational problem. Hence the null hypothesis is accepted.

Table 5 Influence of Gender on the Educational problems Dimensions of Adolescents

| Sl.No | Dimension | Gender | N | Mean | S D | D | 't' Value |
|-------|---------------------------------|--------|-----|-------|-------|------|-----------|
| 1 | Lack of interest in Education | Boys | 500 | 15.99 | 2.26 | 0.14 | 0.97 NS |
| | | Girls | 500 | 16.13 | 2.3 | | |
| 2 | Anxiety about future education | Boys | 500 | 15.44 | 2.23 | 0.10 | 0.70 NS |
| | | Girls | 500 | 15.34 | 2.26 | | |
| 3 | competition | Boys | 500 | 15.05 | 2.32 | 0.11 | 0.77 NS |
| | | Girls | 500 | 15.16 | 2.22 | | |
| 4 | Fear of examination | Boys | 500 | 15.08 | 2.05 | 0.02 | 0.15 NS |
| | | Girls | 500 | 15.1 | 2.19 | | |
| 5 | Negative thoughts | Boys | 500 | 14.56 | 2.22 | 0.11 | 0.77 NS |
| | | Girls | 500 | 14.45 | 2.29 | | |
| 6 | Fear about studies | Boys | 500 | 14.53 | 2.19 | 0.27 | 1.71 NS |
| | | Girls | 500 | 14.62 | 2.38 | | |
| 7 | forgetfulness | Boys | 500 | 14.35 | 2.09 | 0.34 | 2.29* |
| | | Girls | 500 | 14.69 | 2.88 | | |
| 8 | Lack of concentration | Boys | 500 | 14.32 | 2.41 | 0.17 | 1.07 NS |
| | | Girls | 500 | 14.49 | 2.62 | | |
| 9 | Fear of hostel | Boys | 500 | 14.15 | 2.065 | 0.12 | 0.88 NS |
| | | Girls | 500 | 14.27 | 2.27 | | |
| 10 | Lack of goal in education | Boys | 500 | 14.04 | 2.42 | 0.89 | 6.13** |
| | | Girls | 500 | 13.93 | 2.19 | | |
| 11 | Lack of guidance and counseling | Boys | 500 | 13.58 | 2.17 | 0.32 | 2.13* |
| | | Girls | 500 | 13.9 | 2.55 | | |

Table Value 1.96 at 0.05 level and 2.58 at 0.01 level

* Significant at 0.05 level

** Significant at both levels

Out of the eleven Educational problems dimensions, gender is found to have a significant influence on the adolescents only in lack of goal dimension at both the levels. Gender influence significantly at 0.05 levels in the dimensions of lack of guidance and counseling and forgetfulness of adolescents' educational problems. In the remaining dimensions, gender is found not to have a significant influence. Adolescent boys are found to have significantly more in lack of interest dimension of an educational problem than that of adolescent girls; whereas the adolescent girls are significantly better in their lack of guidance and counseling and forgetfulness dimension of educational problems when compared with their counterparts.

Medium of instruction would not influence significantly the problems of adolescents.

Table 6 Medium of Instruction wise N, M, S.D and t Value of problems of Adolescents

| Sl.No. | Variable | N | df | Mean | S.D. | D | 't' Value |
|--------|----------|-----|-----|--------|-------|------|-----------|
| 1. | English | 360 | 359 | 160.18 | 13.86 | 0.75 | 0.17NS |
| | Odia | 640 | 639 | 160.31 | 11.89 | | |

Table value 1.96 at 0.05 level table values 2.58 at 0.01 levels
NS Not Significant at both levels

From table 6 it is observed that in the variable medium of instruction, the mean score of adolescents studying in English medium is 160.18 with SD 13.86 and that of adolescents studying in Odia medium is 160.31 with SD 11.89. The t value of 0.17 is not significant at both levels. The mean difference of 0.13 is not significant at both levels indicating that Odia medium adolescents and English medium adolescents do not differ significantly. Hence the null hypothesis is accepted.

Table 7 Influence of Medium of Instruction on the Problems Dimensions of Adolescents

| Sl.No | Dimension | Medium of instruction | N | Mean | S.D. | D | 't' Value |
|-------|--------------------------------|-----------------------|-----|-------|------|------|-----------|
| 1 | Lack of interest in Education | Odia | 640 | 16.02 | 2.25 | 0.12 | 15** |
| | | English | 360 | 16.14 | 2.33 | | |
| 2 | Anxiety about future education | Odia | 640 | 15.47 | 2.20 | 0.22 | 27.5** |
| | | English | 360 | 15.25 | 2.31 | | |
| 3 | competition | Odia | 640 | 15.1 | 2.25 | 0 | 0 NS |
| | | English | 360 | 15.1 | 2.31 | | |
| 4 | Fear of examination | Odia | 640 | 15.1 | 2.11 | 0.01 | 1.25 NS |
| | | English | 360 | 15.09 | 2.14 | | |
| 5 | Negative thoughts | Odia | 640 | 14.64 | 2.23 | 0.39 | 48.75** |
| | | English | 360 | 14.25 | 2.27 | | |
| 6 | Fear about studies | Odia | 640 | 14.66 | 2.28 | 0.12 | 13.3** |

| | | | | | | | |
|----|---------------------------------|---------|-----|-------|------|------|---------|
| | | English | 360 | 14.54 | 2.29 | | |
| 7 | forgetfulness | Odia | 640 | 14.52 | 2.49 | 0.01 | 1.11NS |
| | | English | 360 | 14.51 | 2.5 | | |
| 8 | Lack of concentration | Odia | 640 | 14.38 | 2.42 | 0.06 | 6.00** |
| | | English | 360 | 14.44 | 2.69 | | |
| 9 | Fear of hostel | Odia | 640 | 14.2 | 2.12 | 0.01 | 1.25NS |
| | | English | 360 | 14.21 | 2.25 | | |
| 10 | Lack of goal in education | Odia | 640 | 14.08 | 2.38 | 0.27 | 30.00** |
| | | English | 360 | 13.81 | 2.18 | | |
| 11 | Lack of guidance and counseling | Odia | 640 | 13.75 | 2.31 | 0.04 | 4.44** |
| | | English | 360 | 13.71 | 2.47 | | |

Table Value 1.96 at 0.05 level and 2.58 at 0.01 level

*Significant at 0.05 level

**Significant at both levels

Out of the eleven problems of education dimensions It is seen that medium of instruction is having a significant influence on the dimensions of the educational problem of lack of interest in education, anxiety about future education, competition, fear about studies, lack of concentration, lack of goal in education and lack of guidance and career counseling at both the levels. English medium adolescents have more scores compared to Odia medium adolescents in the dimensions lack of interest in education, fear of examination, and lack of concentration whereas Odia medium adolescents have more scores compared to English medium adolescents in the dimensions anxiety about future education, negative thought, fear about studies, lack of goal in education and lack of guidance and career counseling of adolescents.

Table 8 Nature of Home Environment wise N, M, S.D, and 't' Value of problems of Adolescents

| Sl.No. | Variable | N | df | Mean | S.D. | D | 't' Value |
|--------|-------------|-----|-----|--------|-------|------|-----------|
| 1. | Encouraging | 878 | 877 | 160.26 | 12.65 | 1.13 | 0.02NS |
| | Neutral | 122 | 121 | 160.29 | 12.53 | | |

Table value 1.96 at 0.05 level table values 2.58 at 0.01 levels

NS: Significant at both levels

From table 8 it is observed that in the variable nature of the home environment, the mean score of the adolescents belonging to an encouraging home environment is 160.26, and SD is 12.65. The mean score of adolescents of the neutral home environment is 160.29 and SD is 12.53. The 't' value of 0.02 is not significant at any level. The mean difference of 0.03 is not significant at both levels. It suggests that adolescents from encouraging home environments and those from neutral home environments do not differ in problems dimensions. Hence the null hypothesis is accepted.

Table 9 Influence of Nature of Home Environment on the problems Dimensions of Adolescents

| Sl. No | Dimension | Nature of Home Environment | N | Mean | S.D. | D | 't' Value |
|--------|---------------------------------|----------------------------|-----|-------|------|------|-----------|
| 1 | Lack of interest in Education | Encouraging | 878 | 14.65 | 2.28 | 0.24 | 12** |
| | | Neutral | 122 | 14.41 | 2.41 | | |
| 2 | Anxiety about future education | Encouraging | 878 | 15.41 | 2.2 | 0.15 | 7.5** |
| | | Neutral | 122 | 15.26 | 2.11 | | |
| 3 | competition | Encouraging | 878 | 15.15 | 2.27 | 0.58 | 29** |
| | | Neutral | 122 | 14.73 | 2.29 | | |
| 4 | Fear of examination | Encouraging | 878 | 15.1 | 2.26 | 0.01 | 0.52NS |
| | | Neutral | 122 | 15.09 | 1.88 | | |
| 5 | Negative thoughts | Encouraging | 878 | 14.5 | 2.26 | 0.01 | 0.47NS |
| | | Neutral | 122 | 14.49 | 2.17 | | |
| 6 | Fear about studies | Encouraging | 878 | 14.77 | 2.16 | 0.14 | 7.0** |
| | | Neutral | 122 | 14.63 | 2.29 | | |
| 7 | forgetfulness | Encouraging | 878 | 14.5 | 2.43 | 0.14 | 7.0** |
| | | Neutral | 122 | 14.64 | 2.15 | | |
| 8 | Lack of concentration | Encouraging | 878 | 14.42 | 2.18 | 0.19 | 9.5** |
| | | Neutral | 122 | 14.23 | 2.08 | | |
| 9 | Fear of hostel | Encouraging | 878 | 14.2 | 2.5 | 1.64 | 82** |
| | | Neutral | 122 | 15.84 | 2.05 | | |
| 10 | Lack of goal in education | Encouraging | 878 | 13.95 | 2.57 | 0.49 | 24.5** |
| | | Neutral | 122 | 14.22 | 2.96 | | |
| 11 | Lack of guidance and counseling | Encouraging | 878 | 13.73 | 2.53 | 0.06 | 3.0** |
| | | Neutral | 122 | 13.79 | 1.91 | | |

Table Value 1.96 at 0.05 level and 2.58 at 0.01 level

* Significant at 0.05 level

** Significant at both levels

Out of the eleven problems dimensions, the nature of the home environment is found to have a significant influence on the problems of adolescents in all the dimensions except in the two dimensions fear of examination and negative thought. In the dimensions lack of interest, competition, fear about studies, and forgetfulness, it is seen that adolescents from encouraging home environments are found to have better scores compared to their counterparts from neutral home environments where as adolescents from the neutral home environments are found to have better scores in the dimensions forgetfulness, fear of hostel, lack of goals in education and lack of guidance and counseling.

Table 10 Influence of Economic Background on the Educational problems Dimensions of Adolescents

| S.No | Dimension | Variable | N | Mean | 'F' Value |
|------|--------------------------------|--------------|-----|-------|-----------|
| 1 | Lack of Interest in education | Poor | 705 | 16.13 | 0.86NS |
| | | Lower middle | 220 | 15.8 | |
| | | Rich | 75 | 16.00 | |
| 2 | Anxiety about future education | Poor | 705 | 15.39 | 1.78NS |
| | | Lower middle | 220 | 15.5 | |
| | | Rich | 75 | 14.96 | |
| 3 | competition | Poor | 705 | 15.16 | 0.96NS |
| | | Lower middle | 220 | 15.05 | |
| | | Rich | 75 | 14.77 | |
| 4 | Fear of examination | Poor | 705 | 14.99 | 4.79** |
| | | Lower middle | 220 | 15.40 | |
| | | Rich | 75 | 14.90 | |
| 5 | Negative thought | Poor | 705 | 14.48 | 1.32NS |
| | | Lower middle | 220 | 14.75 | |
| | | Rich | 75 | 14.48 | |
| 6 | Fear about studies | Poor | 705 | 14.47 | 4.44* |
| | | Lower middle | 220 | 14.98 | |
| | | Rich | 75 | 14.84 | |

| | | | | | |
|----|--|--------------|-----|-------|---------|
| 7 | forgetfulness | Poor | 705 | 14.40 | 2.52NS |
| | | Lower middle | 220 | 15.05 | |
| | | Rich | 75 | 14.06 | |
| 8 | Lack of concentration | Poor | 705 | 14.39 | 1.73NS |
| | | Lower middle | 220 | 14.60 | |
| | | Rich | 75 | 13.97 | |
| 9 | Fear of hostel | Poor | 705 | 14.06 | 13.28** |
| | | Lower middle | 220 | 14.84 | |
| | | Rich | 75 | 13.70 | |
| 10 | Lack of goals in education | Poor | 705 | 14.01 | 6.50** |
| | | Lower middle | 220 | 14.2 | |
| | | Rich | 75 | 13.09 | |
| 11 | Lack of guidance and career counseling | Poor | 705 | 13.53 | 13.81** |
| | | Lower middle | 220 | 14.47 | |
| | | Rich | 75 | 13.60 | |

Table Value 4.63 at 0.05 level and 3.00 at 0.01 level

* Significant at 0.05 level

** Significant at both levels

Out of eleven problems dimensions, the economic background is found to have a significant influence on the adolescent's lack of interest, fear about studies, fear about the hostel, lack of goal in education, and lack of guidance and career counseling whereas it does not influence the dimensions of the problem of adolescents. In the dimensions of fear of examination, fear about studies, fear of hostel, and lack of guidance and career counseling, middle-income group adolescents have a better score compared to the poor group. The poor group have a better score compared to the rich group in the dimension of lack of goal in education, the rich group has a better score in the dimension fear about studies compared to the middle-income group, the middle-income group has a better score compared to poor in fear about studies, fear of hostel and lack of guidance and career counseling.

3 Discussion

In the present study, it was observed that the adolescents were having a moderate level of educational problems. In the present investigation, the educational problems had 11 dimensions. The dimension like of interest of educational problems ranked first. This indicates a maximum number of adolescents have shown a lack of interest in their problem. The cause of this problem may be due to stressful workload and over discipline in the school, lack of parental care and guidance, and lack of attention in the classroom teaching. Adolescents may not have the clarity, meaningfulness, and relative value of the subjects. They showed a lack of interest through sad appearances and excessive worry. Only student's active participation in classes while studying in academic subjects can bring in clarity which only can develop an interest in them and finally poor performance again.

The dimension anxiety about future education was ranked 2nd in the problems of education. Due to this anxiety about future education, the adolescents had an excessive worry, sad appearance, feeling inhibited, and seed confused. The causes may be stress due to over expectations of parents, poor performance, and lack of care and concern of parents.

Competition and Fear of examination among the friends were ranked third among the problem dimension of education. The causes may be absenteeism, lack of guidance and proper preparation, love failure, and lack of confidence among adolescent college students.

The dimension negative thoughts related to education problem ranked 5th. Negative thoughts' regarding their future and examination prevailed among the adolescents. Poor performance, criticism and comparison of lecturers, lack of confidence, and failure in love may be the cause of this problem.

Fear about studies dimension of educational problems ranked 6th in the present study. The causes of the problems may be poor performance, lack of care and guidance of teachers, over parental care and over discipline, lack of confidence, and over discipline and educational pressure.

The forgetfulness dimension of the educational problems of adolescents was ranked 7th. The causes of this problem may be due to lack of attention, lack of interest in studies, and lack of guidance and improper preparation of the adolescents.

Out of 11 dimensions of the educational problem lack of concentration in studies was ranked 8th. Stressful workload and over discipline in the school, failure in love, poor performance, and lack of parental care and guidance may be probable the causes of this problem.

Fear of hostel dimension of problems of education among the adolescents was found to be ranked 9th. This may be due to stress and work pressure at the hostel, separation from parents, and hostel bullying. Lack of goal in education dimension of educational problems ranked 10th and it may be due to lack of parental care and guidance.

Influences of selected variables such as gender, medium of instruction, nature of the home environment, and economic backgrounds on educational problems of adolescent students were studied in the present investigation. Out of the eleven Educational problems dimensions, gender is found to have a significant influence on the adolescents only in lack of goal, lack of guidance and counseling, and forgetfulness dimension at both the levels. In the remaining dimensions, gender is found not to have a significant influence. Adolescent boys are found to have significantly more in lack of interest dimension of an educational problem than that of adolescent girls; whereas the adolescent girls are significantly better in their lack of guidance and counseling and forgetfulness dimension of educational problems when compared with their counterparts. Medium of instruction is having a significant influence on educational problems. English medium adolescents have more scores compared to Odia medium adolescents in the dimensions lack of interest in education, fear of examination, and lack of concentration whereas Odia medium adolescents have more scores compared to English medium adolescents in the dimensions anxiety about future education, negative thought, fear about studies, lack of goal in education and lack of guidance and career counseling of adolescents. The home environment is found to have a significant influence on the problems of adolescents in all the dimensions except in the two dimensions fear of examination and negative thought. The economic background is found to have a significant influence on the adolescent's lack of interest, fear about studies, fear about the hostel, lack of goal in education, and lack of guidance and career counseling whereas it does not influence the dimensions of the problem of adolescents in the other dimensions.

4 Conclusion

On the basis of the present findings of the study, the following steps would be taken for solving the 11 dimensions of educational problems.

- Adolescents should be trained for concentration building exercises, trained with the survey, question, read, recite and revise techniques to improve performance.
- They should be trained for proper study habits.
- Tasks must be divided into small parts to reduce work pressure and to feel comfortable.
- Adolescent students should not be insulted and given corporal punishment.
- Teachers should be flexible with the timelines and workload of the child.
- Memory techniques were taught to remember the subjects.
- Students' strengths were assessed and encouraged to exercise them to feel confident.
- Parents will be advised to create a positive, supportive environment and proper guidance when their children need it.
- Students should be reviewed the learned material to reduce fear
- Students should be trained for examination preparation tips, relaxation techniques
- Parents will be advised to trust and respect their children.

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