

A Study on Adolescent Student Emotional Problem in Urban and Rural School at Thanjavur District

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ABSTRACT

Adolescence is considered as a period of transition from childhood to adulthood. It is characterized by rapid physical growth, significant physical, emotional, psychological and spiritual changes. Adolescence is a period of emotional problem in urban and rural School. Problems of adolescence have been studied by psychologists since a long time but systematic studies were concluded for the rest time. Emotions are often intertwined with mood, temperament, personality, disposition, or creativity. Also reported that adults who has interpersonal problems during adolescence appear to be at much greater risk for psychosocial difficulties during adulthood. Similar results were also reported.

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1. INTRODUCTION

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to adulthood. Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later. Puberty now typically begins during preadolescence, particularly in females. Physical growth and cognitive development can extend into the early 20s. Age provides only a rough marker of adolescence, and scholars have not agreed upon a precise definition. Traditionally, it includes ages 10 to 19, but an expansive definition includes ages 10 to 24 to account for a more comprehensive understanding of this phase of life.

2. ADOLESCENT STUDENT EMOTIONAL PROBLEM

Any period of change is likely to be accompanied by many potential difficulties. Adolescence is a period of transition from childhood which implies many developmental changes. G.S.hall has called this

period as a period of strain and stress fraught with many problems but other psychologists have laid emphasis on the cultural conditions as the cause of problems in adolescence. Emotions are psychological states brought on by neuro-physiologic changes, variously associated with thoughts, feelings, behavioral responses, and a degree of pleasure or displeasure. Emotions are often intertwined with mood, temperament, personality, disposition, or creativity. Research on emotion has increased over the past two decades with many fields contributing including psychology, medicine, history, sociology of emotions, and computer science. The numerous theories that origin, function and other aspects of emotions have fostered more intense research on this topic.

3. SCOPE OF THE STUDY

This study is restricted to the High School Students at Thanjavur District. As far as this study is concerned the Adolescent Student Emotional Problem in Urban and Rural School. Physical growth and cognitive

development can extend into the early 20s. Age provides only a rough marker of adolescence, and scholars have not agreed upon a precise definition.

4. NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is the most important period of human life. A major part of a country's population range between the ages of 13 to 21 years. The country's success in various eld of life depends on the proper guidance of adolescents Any period of change is likely to be accompanied by many potential difficulties. G.S.hall has called this period as a period of strain and stress fraught with many problems but other psychologists have laid emphasis on the cultural conditions as the cause of problems in adolescence.

5. LIMITATIONS OF THE STUDY

- The Study is limited to a group of students in Thanjavur District in Tamil Nadu state. It is limited to students studying High School Students in Government School and Private Schools alone.
- Sample size is confined to 200 High School Students only.
- This study was conducted in the year 2021-2022.

6. STATEMENT OF THE PROBLEM

The problems of the present study is **“A Study on Adolescent Student Emotional Problem in Urban and Rural School at Thanjavur District”**.

7. HYPOTHESES OF THE STUDY

1. There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Urban School on the basis of their Gender (**Boys and Girls**).
2. There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Urban School on the basis of their **Management of the School (Government School and Private School)**.
3. There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Urban School on the basis of their **Locality of the School (Urban and Rural)**.
4. There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Urban School on the basis of their **Locality of the Students (Hostler and Days Scholar)**.
5. There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Urban School on the basis of their **Parents Annual Income (Above 50,000 and Below 50,000)**.

6. There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Rural School on the basis of their Gender (**Boys and Girls**).
7. There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Rural School on the basis of their **Management of the School (Government School and Private School)**.
8. There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Rural School on the basis of their **Locality of the School (Urban and Rural)**.
9. There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Rural School on the basis of their **Locality of the Students (Hostler and Days Scholar)**.
10. There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Rural School on the basis of their **Parents Annual Income (Above 50,000 and Below 50,000)**.

8. RESEARCH DESIGN

The design of the study deals with the method, the sample, tools, used, description of the tools. Validity and reliability of the tools used and procedure of this study.

9. METHOD AND ITS PROCEDURE

Normative survey method is used. The term ‘Survey’ suggests the gathering of evidence relating to current conditions. The term ‘normative implies the determination of normal or typical conditions. The normative study is used for the type of research that proposes to ascertain what the normal or typical condition of practice is at the present time. It brings into focus of our attention on existing educational problems and also suggests the ways of meeting them. The survey method facilitates drawing generalizations about a large population on the basis of studies of representative sample.

10. SAMPLES OF THE STUDY

As the entire A total of 200 students were selected from four High School Students in and around Thanjavur District. Could not be taken for the present study due to time constraint. The 200 students following have been taken as sample to represent the whole population.

11. PILOT STUDY

Pilot study is one of the most important stage in the selection of test items with helps the investigator to have the most relevant items for the final study. It

also helps implementing the items which are not required for the study.

The questionnaire was given to a sample of 200 students from Government school and Private school. The investigator with necessary instructions

distributed the questionnaire. The students were asked to return the questionnaire only after filling up all the items in the questionnaire. They took maximum of 30 minutes to fill the questionnaire.

12. FINDINGS OF THE PRESENT STUDY

| S. N. | Hypothesis | Result 't' Value | Findings | Status |
|-------|---|------------------|-----------------|----------|
| 1. | There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Urban School on the basis of their Gender (Male and Female). | 0.36 | Not Significant | Accepted |
| 2. | There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Urban School on the basis of their Management of the School (Government School and Private School) . | 0.820 | Not Significant | Accepted |
| 3. | There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Urban School on the basis of their Locality of the School (Urban and Rural) . | 0.6012 | Not Significant | Accepted |
| 4. | There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Urban School on the basis of their Locality of the Students (Hostler and Days Scholar) . | 0.571 | Not Significant | Accepted |
| 5. | There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Urban School on the basis of their Parents Annual Income (Above 50,000 and Below 50,000) . | 0.743 | Not Significant | Accepted |
| 6. | There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Rural School on the basis of their Gender (Boys and Girls). | 0.1262 | Not Significant | Accepted |
| 7. | There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Rural School on the basis of their Management of the School (Government School and Private School) . | 0.563 | Not Significant | Accepted |
| 8. | There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Rural School on the basis of their Locality of the School (Urban and Rural) . | 1.19 | Not Significant | Accepted |
| 9. | There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Rural School on the basis of their Locality of the Students (Hostler and Days Scholar) . | 0.348 | Not Significant | Accepted |
| 10. | There is no significant difference between the mean scores of the Adolescent Student Emotional Problem in Rural n School on the basis of their Parents Annual Income (Above 50,000 and Below 50,000) . | 0.649 | Not Significant | Accepted |

13. CONCLUSION

The present study reveals that there is Adolescent Student Emotional Problem in Urban and Rural School. Both of them are related to each other.

Students should be Adolescent Student Emotional Problem in Urban and Rural School Students with the hope for an individual and the nation.