

## Chapter 2

# THEORETICAL FRAMEWORK

## 2.1 ADOLESCENCE

### 2.1.1 Introduction

Adolescence (10-19) is a phase of life which has recently gained recognition as a distinct phase of life with its own special needs. This phase is characterized by acceleration of physical growth and, psychological and behavioral changes, thus bringing about transformation from childhood to adulthood.<sup>1</sup> Adolescence is the phase of transition from being a child to an adult.<sup>2</sup> Just before adulthood, adolescents or teenagers become perplexing creatures for their parents. It perplexes the adults when they fail to find an effective way to understand them, respond to them or even approach them. Everything that a parent does seems to go wrong. These years pose some of the most difficult challenges for families.

Teenagers, dealing with the new ever-complex world, feel that no one can understand their feelings, even their own parents. As a result, the teenager may feel angry, alone and confused while facing complicated issues such as identity, peers, sexual behavior, drinking and drugs. And the parents may be frustrated and angry that the teen seems to no longer submit to parental authority. Methods of discipline that worked well in earlier years may no longer have an effect. And, parents may feel frightened and

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<sup>1</sup> Parthasarathy Biswas et.al., "Characteristics of Patients Visiting the Child & Adolescent Psychiatric Clinic: A 26-year (1980-2005) Study from North", J. Indian Assoc. Child Adolescent Mental Health; 2007, pp 53-60,

<sup>2</sup> Gary Novak, Child and Adolescent Development, Sage Publications, New delhi, 2004, p-473

helpless about the choices their teen is making. As a result, the teen years are ripe for producing conflict in the family.

Adolescence is like a bridge between childhood and adulthood. This bridge has as its base what the individual has acquired or learnt up to childhood. If the infancy and the childhood of the adolescent have not been smooth from all points of view, adolescence too will be disharmonious in its development. Adolescence is not only a bridge as indicated; in fact, it is the foundation on which rests the entire future life of the individual, because it is during this period, the various types of changes takes place and these changes, if properly taken care of, will determine the future life pattern of the individual<sup>3</sup>

On entering adolescence, children gain the ability to think about the world in much more complicated ways and can become more verbal, depending exclusively on language to express themselves. Coupled with, this is a period of intense change for the adolescent as they struggle with issues such as independence from their parents, sexuality, self - identity, peer pressures and friendships and pressures about study and school.

Friends and peers play a critical role in the lives of adolescents and they will often seek support and information from these circles rather than from the adult world. In addition, adolescents are generally prone to challenge and confront their parents and other adults as they seek more involvement on the road to independence.

Though they may be intellectually more able to communicate, they may also become more withdrawn, self - conscious and awkward. While an eight year - old boy may be relatively open and trusting with adults, the

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<sup>3</sup> Dodge L. Fernald, Peter S. Fernald, Introduction to Psychology, A.I.T.B.S.Publishes and Distributors (Reg.) Delhi, 2005, pp 80

same adolescent might be more suspicious, confrontative or secretive. The teacher and the counselor must work together to produce learning environments for pupils that help to lead them toward becoming competent persons.

Adolescence is a developmental transition between childhood and adulthood. It is the period from puberty until full adult status has been attained. Adolescence is also the stage in a person's life between childhood and adulthood. It is the period of human development during which a young person must move from dependency to independence and autonomy and maturity. The young person moves from being part of a family group to being part of a peer group and to standing alone as an adult (Maybe and Sorensen, 1995).<sup>4</sup>

Generally, the movement through adolescence from childhood to adulthood involves much more than a linear progression of change. It is multi-dimensional, involving a gradual transformation or metamorphosis of the person as a child into a new person as an adult.

Adolescence involves a process, which extends over a significant period of a person's life. However, there are individual differences, with some young people moving through adolescence quicker than others. Adolescence presents many challenges as biological, psychological and social changes are confronted. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success.

When an adolescent is unable to confront and deal with a developmental challenge successfully, there are likely to be unhelpful

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<sup>4</sup> Varghese K J., The effectiveness of counselling ,Christ college center for publications , Bangalore, 2008, P -1

psychological, emotional and behavioural consequences. In dealing with these, counselling may be useful with the counsellor helping the young person to find new ways to proceed adaptively along the required developmental journey.

### **2.1.1.1 Adolescence is a Transitional Period**

G. Stanley Hall denoted this period as one of "Storm and Stress" and, according to him, conflict at this developmental stage is normal and not unusual. Margaret Mead, on the other hand, attributed the behavior of adolescents to their culture and upbringing<sup>5</sup>.

This is a stage at which the individual is neither regarded as a child nor as an adult. The adolescent faces many such situations in his life when he finds in a fix and is not able to know the path that he should follow. He tries to behave like an adult and he errs. Each adolescent follows his own pace of growth. It is wrong to think that changes during adolescence came about abruptly. A marked difference may be noticed in his various modes of behavior when reaches near the close of adolescence. Each stage of development has its own problems. The problems of adolescents are generally viewed from the point of view of adults, because they appear to be quite grown up. In fact, these problems should be considered as marks of natural growth<sup>6</sup>.

As that the majority of problems associated with adolescence in Western society are not present in other cultures. Anne Frank described the period of Adolescent as "They mustn't know my despair, I can't let them see the wounds which they have caused, I couldn't bear their sympathy and

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<sup>5</sup> <http://www.mnsu.edu/emuseum/cultural/anthropology/Mead.html>

<sup>6</sup> <http://www.samsha.gov/children/adolescence-needs>

their kind-hearted jokes, and it would only make me want to scream all the more. If I talk, everyone thinks I'm showing off; when I'm silent, they think I'm ridiculous; rude if I answer, sly if I get a good idea, lazy if I'm tired, selfish if I eat a mouthful more than I should, stupid, cowardly, crafty etc.”<sup>7</sup>

Adolescence is the transition from the child to the adult.<sup>8</sup> So it means that what has happened before will leave a mark on what is happening now and in future. The adolescence at this stage is neither a child nor an adult. If adolescents behave like children, they are told to “act their age”. If they try to act as adults, they are often accused of being “too big for their britches”.<sup>9</sup>

Searching for a unique identity is one of the problems that adolescents often face. At this age, role models such as sports players, rock stars and movie and television performers are very popular, and adolescents often express a desire to be like their chosen role model. Adolescents may be prone to recklessness and risk-taking behaviors, which can lead to substance abuse, car accidents, unsafe sex and youth crime.

Although most adolescents are psychologically healthy, they can (like adults) exhibit signs of mental illness. Late adolescence and early adulthood are peak years for the onset of schizophrenia. Mood disorders such as clinical depression and bipolar disorder can initially show in adolescence. Girls aged between 15 and 19 make up 40% of anorexia nervosa cases<sup>10</sup>. The problems of adolescents are generally viewed from

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<sup>7</sup> John.F. Longres, Human Behavior in the social environment, Brooks/Cole, United States, 2000, pp-200

<sup>8</sup> Gary Novak, Child and Adolescent Development, Sage Publications, New Delhi, 2004,p-463.

<sup>9</sup> Elizabeth B. Hurlock, Developmental Psychology: A Life Span Approach, op.cit. P-223.

<sup>10</sup> <http://en.wikipedia.org/wiki/adolescence>

the point of view of adults, because they appear to be quite grown up. In fact, these problems should be considered as marks of natural growth<sup>11</sup>.

#### **2.1.1.2 Adolescence is a time of unrealism**

Adolescents have a tendency to look at life through rose tinted glasses. They see themselves and others as they would like them to be rather than as they are. This is especially true of adolescent aspirations. These unrealistic aspirations, not only for themselves but also for their families and friends, are, in part, responsible for the heightened emotionality, characteristic of early adolescence.

#### **2.1.1.3 Adolescence is the threshold of adulthood**

As adolescents approach legal maturity, they are anxious to shed the stereotype of teenagers and to create the impression that they are near adults. Dressing and acting like adults, they discover, are not always enough. So, they begin to concentrate on behavior that is associated with adult status- smoking, drinking, using drugs and engaging in sex, for example. They believe that this behavior will create the image they desire.<sup>12</sup>

#### **2.1.1.4 Psychological hazards of Adolescents**

From the psychological viewpoint, the most significant characteristic of the period of adolescence is sexual development. According to Dr. Jones<sup>13</sup>, the repressed sexual force of infancy, that continued latent through the period of childhood, once again awakens as

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<sup>11</sup> <http://www.samsha.gov/children/adolescence-needs>

<sup>12</sup> Elizabeth B. Hurlock, *Developmental Psychology*, Fifth Edition, Tata McGraw Hill Publishing Company, 1981, pp-225

<sup>13</sup> Jones A.J, *Principles of Guidance and Pupil Personnel work*, Mc Gaw Hill Publishers, New York, p-125

the individual passes through various stages of sexual development. The truth of the matter is that even if it is not the only tendency, sexual tendency is undoubtedly the most prominent and stable tendency to be found in adolescence. Normally, the development of the sexual passes through the following stages.

#### **2.1.1.4.1 Auto - eroticism**

In the beginning of adolescence, sexual tendency manifests itself in self - love but this self - love differs from the infant's self - love. In infancy, the child finds physical pleasure in exploring and touching various parts of his own body. But in the adolescent self - love, the individual dresses himself well and meticulously, observes his face continuously in the mirror, and does his very best to make himself as presentable as possible Freud calls this the state of narcissism.

#### **2.1.1.4.2 Homosexuality**

Progressing from the stage of self - love, young boys and girls are attracted to members of their own sex, either older or younger than themselves. Homo sexual love of this age is accompanied by great anxiety and deep affection but later on it turns into heterosexual love. Persons of this age can often be seen caressing each other, roaming together, praising each other and finding other modes of expressing their mutual attraction.

#### **2.1.1.4.3 Heterosexuality**

The state of homosexuality in adolescents is succeeded by sexual maturity, a state of moral hetero - sexual relations between men and women. The strength of this sexual tendency can neither be curbed nor can any strict control upon it prove efficacious even if it is considered desirable.

#### **2.1.1.4.4 Hero worship**

In schools some teachers impress their students considerably with the result that they come to be tenderly and affectionately regarded by them, also being imitated by the tender children. Sometimes this hero worship turns in love. The tendency to hero worship can be turned to good account by inculcating a proper character and personality in the child's mind. For this it is essential that the teacher himself should represent the highest ideals, as he is the best example that the child can imitate<sup>14</sup>.

#### **2.1.1.4.5 Religious feeling**

Many adolescents become positively and deeply religious in this period of their lives. One can often observe them loving God in some one image, talking to Him, offering sacrifices to Him and praying to Him. India is particularly productive of such specimens since, for one, the religious tendency is deeply ingrained in the people's mind, and for another, in Indian society young boys and girls meet great leaders and famous personalities on very rare occasions.<sup>15</sup>

#### **2.1.1.4.6 Gregariousness**

Adolescents are always acutely desirous of being among their friends, of praising them and of improving their relation with them. Often, they form definite groups in which each adolescent has his specific status and a role, plays an important part in determining his status and role in adult life.<sup>16</sup>

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<sup>14</sup> Elizabeth B. Hurlock, *Developmental Psychology*, Fifth Edition, Tata McGraw Hill Publishing Company, 1981, p-425

<sup>15</sup> Elizabeth B. Hurlock, *Developmental Psychology*, Fifth Edition, Tata McGraw Hill Publishing Company, 1981, p-425

<sup>16</sup> Elizabeth B. Hurlock, *Developmental Psychology*, Fifth Edition, Tata McGraw Hill Publishing Company, 1981, p-425

#### **2.1.1.4.7 Extroversion**

In this period, the child once again regains his extrovert behaviour, taking deep interests in his surroundings and other individuals, their activities and conflicts. In school, too, he likes to take part in all kinds of activities. And it is matter of joy with him if he can spend the larger part of his time in the company of his friends. Various individuals become engaged in programmes of social service and welfare. In this manner does the adolescent announce the interest that he takes in the real world. This interest can be usefully exploited to ingrain in him such useful qualities as self dependence, self determination, cooperation, discipline, honesty and the quality of maintaining good relations with others or develop the social instinct.

#### **2.1.1.4.8 Lack of stability and adjustment**

It has been pointed out earlier, too, that in his adolescence the growing individual is at the threshold of his life although he is rarely if ever considered an adult by his seniors. From the psychological point of view, he takes himself seriously enough not to consider himself a child, and likes to be treated as an adult. Evidently, he shows considerable instability and lack of adjustment. His adaptation to his environment is upset by such small considerations as the growth of pimples on his face or the presence of other small physical deformities. In fact, it is a stage in which he learns to lead adult life in every sphere and direction. Hence, the presence and continual development of problems is only natural. And these

problems are susceptible to ready solutions if the seniors are prepared to extend their sympathetic cooperation and guidance<sup>17</sup>.

#### **2.1.1.4.9 Excessive Sentimentality**

The adolescent is very sentimental and emotionally unstable, although at this age his mind is fairly well developed. Of the many feelings that drive him, the strongest is the desire to win praise and self respect and any injury to or repression of them may lead to serious malformations and even open rebellion. Sentimentality can be turned to good use in developing cultural traits in the adolescent. Participation in programmes of dancing, acting, music, painting, etc., makes the emotional life more stable.

#### **2.1.1.4.10 Excessive imagination**

Although the adolescent is as much in this world as any other living, yet he is prone to much imaginary flights into the world of fancy. The smallest thing can persuade him to temporarily abandon the world of reality and turn to the imaginary world. Such excessive imagination manifests itself in the strong tendency towards daydreaming, but some gifted children express their creative and aesthetic imagination through literature, music and painting, besides other arts.<sup>18</sup>

#### **2.1.1.4.11 Particular interests**

In adolescence, as the individual develops both in mind and body, his interests vary. Progressively the boys and girls develop the interests of their adult counterparts. Girls show this development in such interests as

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<sup>17</sup> Elizabeth B. Hurlock, *Developmental Psychology*, Fifth Edition, Tata McGraw Hill Publishing Company, 1981, p-425.

<sup>18</sup> Elizabeth B. Hurlock, *Developmental Psychology*, Fifth Edition, Tata McGraw Hill Publishing Company, 1981, p-426

the use of various cosmetics, efforts at appearing beautiful, reading or taking interest in romantic novels, love stories, dramas or poems, participating in music, art etc. Boys manifest their approaching adulthood in the form of various active games, running around, doing acts of valor, developing a vocation that they are to pursue in their adult life. Both boys and girls take constant interest in developing friendship with members of the other sex and maturing it to fruition through conversation, intimacy, letters and romance.<sup>19</sup>

## **2.1.2 BIOLOGICAL, SOCIAL AND BALANCED CONCEPTION ON ADOLESCENTS**

Historically, theorists explained the impact of puberty on psychological development by restoring to extremes - either a biological or cultural explanation. Today, researchers realize that biological, social and cultural forces jointly determine adolescent's psychological change.

### **2.1.2.1 Biological Perspective**

In the early twentieth century, this storm-and-stress perspective was picked up by major theorists. The most influential among them was G. Stanley Hall, whose view of development was grounded in Darwin's theory of evolution. Hall (1904) described adolescence as a cascade of instinctual passions, a phase of growth so turbulent that it resembled the period in which humans evolved from savages into civilized beings. Sigmund Freud, as well, emphasized the emotional storminess of teenage years. He called adolescence the genital stage, a period in which instinctual drives reawaken and shift to the genital region of the body, resulting in psychological conflict and volatile and unpredictable behaviour. Gradually as adolescents

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<sup>19</sup> Elizabeth B. Hurlock, *Developmental Psychology*, Fifth Edition, Tata McGraw Hill Publishing Company, 1981, p-425.

find intimate partners, inner forces achieve a new, more mature harmony and the stage concludes with marriage, birth and child rearing. In this way, young people fulfil their biological destiny: sexual reproduction and survival of the species.

### **2.1.2.2 The Social Perspective**

Recent research suggests that the notion of adolescence as a biologically determined period of storm-and-stress is greatly exaggerated. The first I (researcher to point out the wide variability in adolescent adjustment was mil anthropologist Margaret Mead (1928). Based on her work in the Pacific Islands of Samoa she concluded that because of the culture's relaxed social relationships and openness toward sexuality, adolescence "is perhaps the pleasantest time the Samoan girl (or boy) will ever know." Mead offered an alternative view in which the social environment is entirely responsible for the range of teenage experiences from erratic and agitated in mini and stress-free. Yet, this conclusion is just as extreme as the biological perspective it tried to replace. Later researchers found that Samoan adolescence was not as untroubled as Mead had assumed (Freeman, 1983). However, Mead showed that greater attention must be paid to social and cultural influences for adolescent development to be understood.<sup>20</sup>

### **2.1.2.3 Balanced View**

Adolescence is a product of both biological and social forces. Biological changes are universal - found in all primates and all cultures. These internal stresses and the social expectations accompanying them - that the young person give up childish ways, develop new interpersonal

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<sup>20</sup> Varghese K J ,The effectiveness of counselling ,Christ college center for publications , Bangalore, 2008, P -2

relationships and take on greater responsibility - are likely to prompt moments of uncertainty, self-doubt and disappointment in all teenagers.

The length of adolescence varies greatly from one culture to the next. -Although simpler societies have a shorter transition to adulthood, adolescence is never absent in any culture (Weisfield, 1997). A study of 186 tribal and village cultures revealed that almost all had an intervening phase, however brief, between childhood and full assumption of adult roles (Schlegel and Barry, 1991).

Chronologically, adolescence comes roughly in between the years from 12 to the early 20s. As defined by the World Health Organization, adolescence is the period between 10-19 years. There are also varying views on the actual time line of adolescence - especially about its end. Typically, adolescence is viewed to be beginning at puberty and ending at 18 or 21 years. Others suggest that there is a period of late adolescence that extends well into what is now known as the period of young adulthood.

Intellectually, adolescence is the period when the individual becomes able to systematically formulate hypotheses or propositions, test them, and make rational evaluations. The formal thinking of adolescents tends to be self-consciously deductive, rational, and systematic. The 'vulnerability of this period is exacerbated by the ability to think about one's thinking and to reflect on internal events, which brings about a dramatic increase in introspection' (Harter, 1986).

A number of definitions on adolescence have been given by psychologists from time to time. According to Jersild (1978) adolescence is the years during which boys and girls move from childhood to

adulthood, mentally, emotionally, socially and physically. Rogers (1947)<sup>21</sup> defines adolescence as "a process rather than a period, a process of achieving the attitudes and beliefs needed for affective participation in the society." Jean Piaget (1952) defined adolescence as "the age of great Ideals and the beginning of theories as well as the time of simple adaptation to reality." "Adolescence is defined as the stage in a person's life between childhood and adulthood", (Geldard and Geldard, 1999).<sup>22</sup>

There are different types of interpretations on adolescence emphasizing different aspects of the same period. However, adolescents have frequently been called "the terrible teens"<sup>23</sup>. There are certain problems, which are common to adolescents as part of the developmental processes of this age group; there are also certain kinds of educational, vocational and social information, which can be of help to young people as they grow up.

As Dr. Uton Muchtar Rafei, (2002), Regional Director, WHO South-East Region says, "It is, thus, vital to support all those interested in the health of the adolescents and young people, including young people themselves, to understand their problems and needs and to address them through effective partnerships of relevant sectors and constituencies." Counselling in general and Group Counselling in particular is a useful way of helping adolescents for whom peer group values are important. Group Counselling offers the students a means of gaining insight and

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<sup>21</sup> C. R. Rogers, Client Centered Therapy: Its Current Practice, Implications and Theory, Boston :Houghton-Mifflin,1955, pp-34

<sup>22</sup> Geldard, Kathryn and Geldard, David , Counselling Adolescents, London, Sage Publications, 1999,p-3

<sup>23</sup> Elizabeth B. Hurlock, Developmental Psychology: A Life Span Approach, New Delhi: Tata McGraw-Hill Publishing Company Limited, 2007, pp. 222-223

understanding into their own problems through listening to other students discussing their difficulties.

### **2.1.3 Adolescence -Terminology**

The term adolescence has derived from the Latin word ‘adolescere’, which means ‘to grow’ or ‘to grow to maturity’. It encompasses the dimensions of physical, mental, emotional and social maturity.<sup>24</sup>

Adolescence, the transitional stage of development between childhood and adulthood, represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues.<sup>25</sup> Psychologically, adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights.<sup>26</sup> Early adolescence extends roughly from thirteen to sixteen or seventeen years, and the late adolescence covers the period from then until eighteen or the age of legal maturity. Late adolescence is thus a short period. Early adolescence is usually referred to as the ‘teens’, even as the terrible teens.<sup>27</sup> The label, teens or teenagers is now popularly associated with the characteristic patterns of behaviour of younger adolescents.

The ages which are considered to be part of adolescence vary by culture, and ranges from thirteen to nineteen years. Adolescence is the period of growth, that is, the bridge between childhood and adulthood.<sup>28</sup> Consequently, adolescents are urged to grow up. The English word

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<sup>24</sup> <http://www.dictionary30.com/meaning/adolescence>

<sup>25</sup> Gary Novak, Child and Adolescent Development, Sage Publications, New delhi, 2004, p-473

<sup>26</sup> Caplan, G., et. al., Adolescence: Psychosocial Perspective, New York: Basic Books. 1969, p-23

<sup>27</sup> Elizabeth B. Hurlock, Developmental Psychology: A Life Span Approach, New Delhi: Tata McGraw-Hill Publishing Company Limited, 2007, pp. 222-223

<sup>28</sup> Sharry, John, Counselling Children, Adolescents and Families: A Strength Based Approach, London: SAGE Publications, 2005, p-60

adolescence also means to grow up. Three developmental transitions are considered primary because they lie general aspects of adolescence: changes in psychical development and sexual maturation change in social status from child to adult, and potential for changes in reasoning ability (Grotevant, 1998).

Physically, adolescence begins with the onset of puberty at approximately 12 or 13 and culminates in adulthood at the age of approximately 19 or 20. There are individual differences in the timing of puberty and the start of physiological body changes, with girls generally starting earlier than boys (Siegel, Yancey, Aneshensel and Schuler, 1999).

Puberty brings new sexual feelings and a natural need to integrate these into a sense of self and to establish sexual relationships. The timing of pubertal changes is likely to be important for an adolescent's peer group status and influences the social and psychological responses that he or she receives from others.

Adolescence is the period in life we generally associate with self exploration and identity seeking.<sup>29</sup> According to Erikson (1968), it is not until adolescence that one has the mental or psychological capacity to tackle the task of identity formation.

Erikson was of the opinion that the preadolescent, around the age of 12, should already have resolved the crises of the earlier stage of industry versus inferiority and should have discovered pleasure in intellectual stimulation, in being productive, and in seeking success. The preadolescent should also have developed a sense of competence and made the transition from the world of home to the world of peers.

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<sup>29</sup> Viner, Russell; Christie, Deborah "ABC of adolescence: Adolescent development". *British Medical Journal* , 5 February 2005, 330: 301–304.

This task fulfilment can sometimes be delayed for various reasons. Its fulfilment is not made easier by the fact that it is at precisely this time when the adolescent has feelings of uncertainty about which he or she is that society begins to ask what roles the adolescent will choose to adopt as an adult. Thus, a key aspect of the adolescent dilemma is that it involves finding a role that not only fulfils the attributes of the self, but is also consistent with what society expects. An adolescent's identity can therefore be seen as the result of a mutual recognition by the youth and society, with society identifying the alternative identities that are possible and influencing which of these are desirable and which is not (Steinberg, 1999).

The social context of adolescence presents adolescent girls and boys with challenges and pressures that are both similar (e.g. occupation, gender roles and behaviours) and different (e.g. body image). In the contemporary Western social context, autonomy and independence for both genders are more important than in past decades (Arnett, 1999).

In the search for an identity, the adolescent must discover what he or she believes in and what his or her attitudes and ideals are. Some adolescents have problems finding these roles and stay in a kind of prolonged moratorium or period avoiding commitment.

Others seem to avoid the problem altogether and settle easily on an available, socially approved identity. Still others resolve their confusion by adopting an available but socially disapproved role or ideology. This latter option leads to negative identity formation and is often associated with antisocial behaviour.

## **2.1.4 PHASES OF ADOLESCENCE**

### **2.1.4.1 Early Adolescence**

Early adolescence is the most stressful of all developmental transitions. It is generally acknowledged that within the years from 11 to 15, a period of rapid and drastic biological change will be experienced. Early adolescence is a time of the sharpest possible discontinuity with the past. There are two major psychosocial challenges that confront early adolescents: the transition from elementary to junior high school and the shift in role status from child to adolescent.

A useful distinction has been made between “hot” and “cold” cognitions. Hot cognitions are those that are highly charged with emotion and are involved in matters of perceived threat or in situations in which cherished goals or values are in conflict or jeopardy. The early adolescents begin to search for new behaviors, values and reference persons and to renegotiate relationships with parents.

Early adolescence is a stage at which the peer group becomes increasingly important, with conformity to peers peaking at 11–13 years (Costanzo and Shaw 1966). 90% of adolescents identify themselves with a peer group (Palmonari, 1989). According to Judith Rich Harris’s theory of group socialization, children and adolescents are shaped more by their peers than their parents (Harris 1997). Peers can encourage both pro-social behavior, which peaks at 11–12 years, or anti-social behavior, which peaks at 14–15 years (Bendt, 1979). Adolescents are less likely to feel depressed or anxious if the peer group provides emotional support (Buhrmester, 1992). Arguments between parents and children increase considerably during adolescence (Feeney, 1999)

#### **2.1.4.2 Middle Adolescence**

It generally encompasses the ages 15 to 17. The middle adolescents are capable of generalizations, abstract thinking and useful introspections that can be linked to experience. As a result, response to novel, exotic or

contradictory aspects of the environment is meagre. The anxious bodily preoccupations of early adolescence have greatly diminished. The power of peer pressure is lessened. The provocative rebelliousness of the early adolescence is no longer prominent. The middle adolescent is beginning to orient more to the larger society and to learn about and to question the workings of the society, politics and government.

### **2.1.4.3 Late Adolescence**

The ages represented are 17 years through the early 20s. It represents a definite working through of the recurrent themes of body image, autonomy, achievement, intimacy and sense of self that, when integrated, come to embody the sense of identity. The challenge of intimacy and the establishment of a stable, mature, committed intimate relationship is perceived as critical challenge<sup>30</sup>.

The American Psychological Association has a separate division dedicated to adolescence, and the psychologists specializing in this topic attempt to answer questions dealing with the age group. One issue in adolescent psychology discusses whether adolescence is in fact a discrete developmental period, a point along a continuum of human development, or a social construction.

The social behavior of mammals changes as they enter adolescence. In humans, adolescents typically increase the amount of time spent with their peers. Nearly eight hours are usually spent communicating with others, but only eight percent of this time is spent talking to adults. Adolescents report that they are far happier spending time with similarly aged peers as compared to adults. Consequently, conflict between

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<sup>30</sup> John.F. Longres, Human Behavior in the social environment, Brooks/Cole, United States, 2000, pp-200

adolescents and their parents increase at this time as adolescents strive to create a separation and sense of independence. These interactions are not always positive; peer pressure is very prevalent during adolescence, leading to increases in cheating and misdemeanor crime. Young adolescents are particularly susceptible to conforming to the behavior of their peers.

Adolescents are widely considered by the psychological establishment to be prone to recklessness and risk-taking behaviors, which can lead to substance abuse, car accidents, unsafe sex and youth crime. There is some evidence that this risk-taking is biologically driven, caused by the social and emotional part of the brain (amygdala) developing faster than the cognitive-control part of the brain (frontal cortex).<sup>31</sup>

Although most adolescents are psychologically healthy, they can (like adults) exhibit signs of mental illness. Late adolescence and early adulthood are peak years for the onset of schizophrenia. Mood disorders such as clinical depression, bipolar disorder and anxiety disorders can initially show in adolescence.

### **2.1.5 Developmental Tasks of Adolescence**

The developmental tasks of adolescence are mainly focused on overcoming childish attitudes and behaviour patterns and preparing for adulthood. Some of them are:

#### **2.1.5.1 Physical Maturity:**

Though physical growth is far from complete when puberty ends, its rate slackens in adolescence and much of the change that occurs then is

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<sup>31</sup> [http://en.wikipedia.org/wiki/Adolescent\\_psychology](http://en.wikipedia.org/wiki/Adolescent_psychology) 15 and 19 make up 40% of anorexia nervosa cases.

internal rather than external.<sup>32</sup> Formal Operations: Some formal operations are introspection, integration of information, focused planning, logical reasoning, more effective problem solving, following a sequence of steps to task completion, ability to think in relativistic ways about self, others, and the world. Emotional Development: Increased emotional complexity; identifying, understanding and expressing a wider range of emotions; greater openness to experience and interpersonal adaptability; increase in internalizing (anxiety and depression, somatic disorders, eating disorders) and externalizing (aggression, rule-breaking) problems.<sup>33</sup>

### **2.1.5.2 Membership in Peer Group:**

During early adolescence, peer activities revolve around cliques, small groups of peers, usually of the same sex that interact frequently.<sup>34</sup> Friends and peers play a critical role in the lives of adolescents and they will often seek support and information from these circles rather than from the adult world.<sup>35</sup> Some don't identify with any subculture; close friendships in middle school are related to the likelihood of romantic relationships (opposite sex) in adolescence. Romantic and Sexual Relationships: Dating, feelings of love and deepening commitments increase; gender identity and sexual orientation are formulated; formation of sexual scripts that conform to peer expectations take place; relationships are directed to meet four needs: affiliation, attachment, care giving, and sexual gratification.<sup>36</sup>

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<sup>32</sup> Elizabeth. B. Hurlock., *Developmental Psychology: A Life Span Approach*, op cit., p-226

<sup>33</sup> <http://facultyfp.salisbury.edu/iewwhite/Effective%20Parenting%20Bigner%20Parenting%20Adolescents%20and%20Young%20Adults.doc>

<sup>34</sup> Gary Novak, *Child and Adolescent Development*, Sage Publications, New delhi, 2004, p-473

<sup>35</sup> Kedar Nath Dwivedi, Robin Skynner, *Group work with Children and Adolescents*, Jessica Kingsley Publishers, London, 1993, pp- 291-292

<sup>36</sup> Sharry, John, *Counselling Children, Adolescents and Families: A Strength Based Approach*, op.cit., p-60

### **2.1.5.3 Autonomy from Parents:**

Adolescents are generally more willing to challenge and confront their parents than adults as they seek more involvement on the road to independence.<sup>37</sup> The ability to regulate behaviour and select decisions without undue influence from or dependence on parents; moving toward independent living; ability to express opinions and beliefs that differ from those of parents; Differentiation; decentring from family to construct an identity separate from parents.<sup>38</sup>

### **2.1.5.4 Gender Identity:**

The set of beliefs, attitudes and values about oneself as a man or woman differ in many areas of social life; social roles are culture bound and differentiated by gender; males are more instrumental, achievement oriented, autonomous and assertive; females are more expressive, interpersonally oriented and more caring; distinguishing between 'borrowed standards' and authentic roles for self; sexual orientation; failure to disclose or to continue to pass as heterosexual is associated with strong feelings of isolation and also self-repudiation.<sup>39</sup>

### **2.1.5.5 Internalized Morality:**

Adolescents may be intellectually more able to communicate; they may also become more private, self conscious and awkward.<sup>40</sup> Internalized parental standards and values may be accepted or revised in adolescence by them; one defines himself/herself as a moral being whose actions have

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<sup>37</sup> [http://facultyfp.salisbury.edu/iwhite/Effective%20Parenting%20Bigner%20Parenting%20Adol escents%20and%20Young%20Adults.doc](http://facultyfp.salisbury.edu/iwhite/Effective%20Parenting%20Bigner%20Parenting%20Adol%20escents%20and%20Young%20Adults.doc)

<sup>38</sup> Gary Novak, Child and Adolescent Development, Sage Publications, New Delhi, 2004, p-473

<sup>39</sup> Sharry, John, Counselling Children, Adolescents and Families: A Strength Based Approach, opcit., p-60

<sup>40</sup> Sharry, John, Counselling Children, Adolescents and Families: A Strength Based Approach, opcit., p-61

implications for the well-being of others; moral identity is defined with the three elements of knowledge or judgment, caring and action; exposure to a diversity of information, relationships and worldviews stimulates moral reasoning and moral behaviours.

#### **2.1.5.6 Adolescent personality:**

The term personality was derived from the Latin word ‘persona’ which means ‘mask’. Woodworth defined it as the ‘quality of the individual’s total behaviour.’ A clearer and more specific definition given by Gordon W. Allport, is now the most accepted definition. According to him “personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behaviour and thought.”<sup>41</sup>

The personality pattern is composed of the traits, or specific qualities of behaviour, which characterise the individuals’ unique adjustment to life as shown in his behaviour and thoughts. The ‘core’ or centre of gravity of the personality pattern is the individuals concept of himself as a person as related to the world in which he lives.<sup>42</sup> Dr. Shock, in his ‘Maturation of Personality in Adolescence’, briefs the personality patterns of adolescence as Extroversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experience (which was put forward by McCrae R. R., & John O. P., ‘An introduction to the Five-Factor Model and its applications’).<sup>43</sup>

#### **2.1.5.6.1 Extroversion:**

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<sup>41</sup> Elizabeth B.Hurlock, , Personality Development, New Delhi: Tata McGraw-Hill Publishing Company Limited, 2005, p-7

<sup>42</sup> Ibid p-19

<sup>43</sup> <http://www.shockmd.com/2009/04/24/maturation-of-personality-in-adolescence/>

Extroversion refers to dominance and activity in interpersonal situations and thus extroverts seem to be lively, cheerful, and sociable, while introverts are sober and reserved.

#### **2.1.5.6.2 Agreeableness:**

Agreeableness refers to the willingness to maintain positive and reciprocal relationships with others. It is characterized by trust, compassion, and modesty.

#### **2.1.5.6.3 Conscientiousness:**

Conscientiousness refers to organizational and motivational aspects of a person's behaviour. It is seen in organization, punctuality, and purposefulness.

#### **2.1.5.6.4 Emotional Stability:**

Emotional Stability indicates the ability to deal effectively with negative emotions; it is referred to as Neuroticism by McCrae & John. Individuals who are high in neuroticism are likely to be anxious, easily depressed, and irritable, whereas those who are low in neuroticism are calm, even-tempered, and emotionally stable.

#### **2.1.5.6.5 Openness to Experience:**

Openness to Experience refers to how a person deals with new information at a personal and experiential level. Open men and women are curious, original, and artistic but closed people are conventional and down-to-earth.<sup>44</sup>

#### **2.1.5.7 Adolescents' Concept of Self:**

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<sup>44</sup> <http://www.shockmd.com/2009/04/24/maturation-of-personality-in-adolescence/>

The concept of self of adolescents, the core of their personality pattern, consists of three major components- the perceptual, the conceptual and the attitudinal which takes many forms like:

#### **2.1.5.7.1. *The Basic Form:***

This includes the adolescent's perception of his appearance, abilities, roles and status in life, values, beliefs and aspirations.

#### **2.1.5.7.2. *The Transitory Form:***

This includes the concept the adolescents hold of themselves only temporarily before replacing it with another self concept like that of child to adult.

#### **2.1.5.7.3. *The Social Form:***

Also called the 'mirror image' in which the person sees himself as he believes others see him.

#### **2.1.5.7.4. *The Ideal Self-Concept:***

That is the adolescent's perception of the kind of person he would like to be.

### **2.1.5.8 Determinants of Personality**

The self concept of an individual is the core of the personality pattern. This concept of self is built in or created by various factors around the individual. They are referred to as 'personality determinants'. It is these determinants that determine the personality trait of any individual.<sup>45</sup> The different determinants are:

#### **2.1.5.8.1 Physical Determinants**

The body is an important personality determinant because of its direct influence on the quantity and quality of a person's behaviour and its indirect influence through the way the person perceives his body as a

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<sup>45</sup> Elizabeth B. Hurlock, Personality Development, op.cit., pp. 143-380

source of self evaluation. Directly the body influences personality by determining what a person can do and cannot do.

It includes temporarily unfavourable physical states like fatigue, pain etc and also serious organic defects or weaknesses like disabilities, nervous system problems etc. Indirectly, persons adjustments to a life are influenced by the way he perceives his body in relation to the bodies of others, his ideal as well as the culturally approved standards and the evaluation of his physical ability and disability by others.

#### **2.1.5.8.2 Intellectual Determinants**

Intelligence provides the individual with the capacity to meet and solve the problems that adjustment to life requires. Directly, intellectual capacities influence the kind of adjustments a person makes to his environment, to people and himself. Indirectly, the intellectual capacities influence the judgements other people make of the person. Others' judgement of the person, in turn, affects his evaluation of himself.

#### **2.1.5.8.3 Emotional Determinants**

Emotions are important personality determinants because they affect the personal and social adjustment of individuals. Emotions, whether short-lived or persisting, colour an individual's perception of himself and his environment and affect his behaviour. The effect of the emotions on the personality comes partly from the judgements others make of the emotional behaviour of the individual and the way they treat him and partly from the kind of emotional relationship he is able to establish with others.

#### **2.1.5.8.4 Social Determinants**

At the time when the foundations of the personality are laid, the child's primary social experience takes place in the home. The family is the primary socializing agent of the child. As Rabbi S. Glasner states in

‘Family religion as a matrix of personal growth’, ‘Personality is formed in the first instance within the womb of the family relationship’. The direct influence of the family on the personality patterns comes from the child-training methods used to mould the personality pattern and the communication of interests, attitudes and values between family members.<sup>46</sup> Adolescents report that they are far happier spending time with similarly aged peers as compared to adults.<sup>47</sup> Consequently, conflict between adolescents and their parents increase at this time as adolescents strive to create a natural separation and sense of independence.<sup>48</sup>

These interactions are not always positive; peer pressure is very prevalent during adolescence, leading to increases in cheating and misdemeanor crime. Young adolescents are particularly susceptible to conforming to the behavior of their peers. Arguments between parents and children increase considerably during adolescence (Feeney, 1999)<sup>49</sup>.

Non-human mammals also exhibit changes in social attitude during adolescence. Adolescent rodents have also been observed spending more of their time with rodents of similar age.<sup>50</sup> Conflicts between adolescents and parents have been noted in other primates, and overall increases in aggressiveness have been observed during this time period.<sup>51</sup>

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<sup>46</sup> Gary Novak, *Child and Adolescent Development*, Sage Publications, New delhi, 2004, p-473

<sup>47</sup> Csikszentmihalyi, M (1977). "The Ecology of Adolescent Activity and Experience". *Journal of Youth and Adolescence* 6 (3): 281–94. doi:10.1007/BF02138940

<sup>48</sup> Steinberg, L, *Advances in Adolescent Behavior and Development.*, Sage Publications. Newbury Park, CA, 1989, pp. 71–97.

<sup>49</sup> Berndt, T (1979). "Developmental Changes in Conformity to Peers and Parents". *Developmental Psychology* 15: 608–16. doi:10.1037/0012-1649.15.6.608.

<sup>50</sup> Costanzo, P & Shaw, M (1966). "Conformity as a Function of Age Level". *Child Development* 37 (4): 967–975. doi:10.2307/1126618 <http://peacebunnyperspective.blogspot.com/2009/06/feeney-and-sanders-1999.html>

<sup>51</sup> Primus, R & Kellogg, C (1989). "Pubertal-related changes influence the development of environment-related social interaction in the male rat". *Developmental Psychobiology* 22: 633–43. doi:10.1002/dev.420220608.

Despite this, social bonding between adolescents and adults tends to improve due to reconciliatory behavior. All maternal behavior increases among females in several species, including humans,<sup>52</sup> non human primates,<sup>53</sup> and rodents.<sup>54</sup> However, males tend to exhibit less interest in infants during adolescence<sup>55</sup>.

#### **2.1.5.8.5 Sex Determinants**

The effects sex has on personality depends largely on the individual's attitude and interest towards sex, his attitude towards his own sex and the sex role the individual is to play, on the way the individual regards sex differences, on how the individual is affected by sex antagonism and also his attitude towards his own sex behaviour.<sup>56</sup> The indirect influences that are stronger and more pervasive than the direct, effect mainly through three sources: Firstly, the effect of cultural influences on the sex drive; secondly, the influences resulting from the attitude of significant people towards the individual because of his sex and their treatment of him and thirdly, the moulding of the personality patterns to conform to a socially approved pattern.<sup>57</sup>

#### **2.1.5.8.6 Educational Determinants**

Next to the home and the parents, schools, colleges and the teachers have the greatest influence on the personality of an individual. The principal reason behind this is that, children attend school during the early

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<sup>52</sup> Cords, M, & Aureli, F, *Juvenile Primates*. Oxford University Press., New York City,1993, pp. 271–84.

<sup>53</sup> de Waal, F , *Juvenile Primates*, Oxford University Press., New York City,1993 pp. 259–70, 367–415.

<sup>54</sup> Fullard, W & Reiling, A (1976). "An Investigation of Lorenz's Babyness". *Child Development* 47: 1191–3. doi:10.2307/1128462.

<sup>55</sup> Weisfeld, G & Berger J "Some Features of Human Adolescence Viewed in Evolutionary Perspective". *Human Development* ,1983, pp 121–33.

<sup>56</sup> Gary Novak, *Child and Adolescent Development*, Sage Publications, New delhi,2004,p-488.

<sup>57</sup> Elizabeth B. Hurlock,, *Personality Development*, op.cit., pp. 265-266

years of the life when the personality pattern is being formed. They spend more time at the schools than in any other places except home. The educational institution provides young people with opportunities to achieve their goals and thus they give the children their first opportunity to assess their strength and weaknesses. The attitude of the student towards his school and college, his teachers and towards the value of education determines the influence level of the educational institution on the individual's personality.

#### **2.1.5.8.7 Family Determinants**

Of all the conditions that influence personality development, the relationship of the individual with his family is ranked first. The school is considered as the secondary abode. The home is the primary environment of any individual from the time he is born till his death. Rainwater L., in his 'A study of personality differences between middle and lower class adolescents: The Szondi test in culture-personality research', states: 'personality is formed from the interaction of significant figures (first the mother, later the father and siblings, later extra familial figures) with the child. The child brings to this interaction a certain biological constitution, certain needs and drives, and certain intellectual capacities which determine his reaction to the way in which he is acted upon by these significant figures.'<sup>58</sup>

Scientific studies have proved that the family influences the personality predominantly and has such an impact on developing the concept of self that the impact persists relatively unchanged throughout the life span.<sup>59</sup> Family influence on personality is greatest when the major part

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<sup>58</sup> Elizabeth B. Hurlock, Personality Development, op.cit., p-19

<sup>59</sup> Ibid, p-350

of one's time is spent in the home and with members of the family. This is because the amount of time one spends with a person is one of the chief determinants of how significant that person will be in the life and how much influence his attitude, values and behaviour will have on the individual's attitude and behaviour towards self.<sup>60</sup> Immaturity in family relationships as shown by quarreling with family members, criticizing them constantly or making derogatory comments about their appearance or behavior, is especially common during the early years of adolescence. This is when family relationships are usually at a low point. Furthermore, the adolescent whose family relationships are unfavorable may also develop poor relationships with people outside the home.<sup>61</sup> Teenagers often find their independence by making friends and widening their social circle. As they begin to carve out an identity, they become more susceptible to their friend's influences. But occasionally peer pressure may lead to situations that need parental or professional guidance.<sup>62</sup>

## **2.1.6 Developmental Theories of Adolescence**

### **2.1.6.1 Cognitive Development:**

Along with the bodily changes of adolescence come major intellectual changes. At around the age of 12, most youngsters begin the final major stage of cognitive development discussed by Piaget: formal operations. In this stage, thinking becomes quite adult like; in fact, most adult capabilities are thought to be in place by about the age of 16. This does not mean that we learn no new facts or skills after 16; it means that the basic processes we use to think do not change much beyond this age. A

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<sup>60</sup> Elizabeth B. Hurlock, *Personality Development*, op. cit., p-21

<sup>61</sup> Richard J. Morris, *The Practice of Child Therapy*, Allyn and Bacon, London, 1998, pp 528-529

general feature of formal operational thought is the ability to think in terms of the abstract concepts that link concrete objects or actions together.

### **2.1.6 .2 Psychosocial Development:**

‘Identity’ and its precedents in development are the backbone of Erickson’s psychosocial developmental theory. Erickson’s theory is basically an amplification of Freud’s classical psychoanalytical theory. However, Erickson lays more stress on the social than the biological features in the process of development. This theory is more humanistic and optimistic, and emphasizes the importance of ego rather than id.<sup>63</sup>

### **2.1.6.3 Psychodynamic Model:**

Psychodynamic model focuses on adolescent development under various dimensions such as psychosexual, psychosocial, cognitive, object relations, structural and moral.

### **2.1.6.4 Learning Model:**

Learning theory has long played an important role in understanding of human behavior. The three major learning paradigms are: classical conditioning, operant conditioning and observational learning. The concepts of generalization and discrimination illustrate how learning theory can account for individuality of response styles and behavior<sup>64</sup>.

### **2.1.6.5 Revolutionary Changes during Adolescence:**

Adolescence is a period of revolutionary changes. The individual during this period undergoes several changes. So naturally, he likes to give up many of his habits and tendencies of infancy of childhood and becomes

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<sup>63</sup> <http://www.helptoheal.co.uk/adolescent-counselling.html>

<sup>64</sup> Kedar Nath Dwivedi, Robin Skynner, Group work with Children and Adolescents, Op.cit.pp-294-295

keen to introduce many new things in his behavior. Now he begins to understand what is good and what is bad for him. This phenomenon transforms many of his previous attitudes. As a result, many of the defects and inadequacies of his behavior are observed in him during infancy and childhood disappears. In fact, much depends upon the environment made available for the development and education of the adolescent.

Adolescence is like a bridge between childhood and adulthood. This bridge has as its base what the individual has acquired or learnt up to childhood. If the infancy and the childhood of the adolescent have not been smooth from all points of view, adolescence too will be uneven in its development. Adolescence is not only a bridge as indicated, but in fact, it is a kind of bridge or base on which rests the entire future life of the individual, because it is during this period, the various types of changes take place and these changes, if properly taken care of, will determine the future life pattern of the individual.<sup>65</sup>

#### **2.1.6.6 General Health of Adolescent:**

During adolescence the girls and boys are generally free from children's diseases. However, they may fall victim of seasonal diseases, if their environment is not healthy. Due to irregularity and inadequacy of nourishing diet, indigestion and headache may trouble them at times.

Girls may feel backache whereas boys feel headache during adolescence. It is generally seen that the adolescent does not follow any health rule. He is usually irregular in taking meals. This lack of a system in eating tells upon his health. Some adolescents are found to be victims to imaginary diseases. The adolescent quite credulous and accepts other's

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<sup>65</sup> Dodge, L. Fernald, Peter. S. Fernald, Introduction to Psychology, A.I.T.B.S. Publishes and Distributors, Delhi, 2005, pp 80.

opinion about his or her health. If someone says that his health is not good, he believes it without any argument. Quarrels with friends, home problems and school work trouble most adolescents a great deal and they look very much worried. Happily, these features come to an end with the close of adolescence.<sup>66</sup>

#### **2.1.6.7 Gender Role Development & Sexual Orientation:**

Gender role development and the achievement of a sexual identity are recurring developmental tasks. From early childhood, males and females begin to complete tasks that ultimately define them within a gender role or sex role context. According to Freudian theory, girls learn to be women and boys learn to be men as a result of emotional conflicts. The Freudian model of sex role learning suggests that a set of complex emotional responses and counter responses results in identification with the same sex parent and the internalization of heterosexual mores.<sup>67</sup>

#### **2.1.6.8. Achieving Identity:**

Seeking identity involves searching for continuity and sameness in oneself, trying to get a clear sense of what one's skills and personal attributes are, to discover where one is headed in life, and to believe that one can count on recognition from significant others. The adolescent who acquires a sense of identity gains two key benefits: a feeling of being at home in one's body and a sense of psychological wellbeing. Adolescents who fail to achieve a sense of identity may face confusion over what roles they can or should be playing in life. They may delay any commitment to adult roles, a delay which Erickson calls a psychosocial moratorium. In searching for an identity, the adolescent also tackles the question, "what do

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<sup>66</sup> Dodge,L.Fernald et. al., Op. cit. p- 82.

<sup>67</sup> Gary Novak,Child and Adolescent Development,Sage Publications,New delhi,2004,p-488.

I really believe in?" With the development of formal operations, the adolescent can appreciate and cultivate abstract values and principles. Abstract thinking makes it possible to love freedom and hate greed.

## **2.1.7 Problems of Adolescents**

### **2.1.7.1 Physical changes:**

The process of rapid physical changes in adolescence is called puberty. Puberty refers more specifically to the biological changes that lead to the attainment of an adult body and reproductive capacity.<sup>68</sup> It starts gradually, from around eleven years for girls and thirteen for boys. The age at which puberty starts has been dropping in most countries, probably due to better nutrition. So children may hit puberty earlier than usual. The hormone changes responsible for this actually begin some years earlier and may produce periods of moodiness and restlessness.

#### **2.1.7.1.1 Problems of girls**

In Girls these changes begin earlier than in boys and they appear to be maturing much faster.<sup>69</sup>

##### **2.1.7.1.1.1 Unmarried Motherhood:**

It is not uncommon for a boy to lure a girl, make her feel that he loves her, have sex with her, and abandon her when he knows that she is pregnant. It is a very difficult situation for the girl of that age. She feels cheated, dejected, rejected and depressed. A sense of guilt, shame and violation is generated in her.

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<sup>68</sup> Gerald R. Adams et. al., *Biology of Adolescent Behaviour and Development*, Sage Publications, New delhi, 1989, p-100.

<sup>69</sup> Malavika Kapur, *Mental Health in Indian Schools*, Sage Publications, New Delhi, 1997, pp 560

#### **2.1.7.1.2 Physical Problems of Teenage Mother**

In some cultures a girl gets married at the age of 16 years or even earlier. Teenage pregnancy should be discouraged. A girl is able to give birth to a child as early as at 13 to 14 years. The risks she and her child run (eg. of illness, injury and death) are far greater than those in a mature woman in her twenties. Anaemia in mother, retarded growth of the child, premature birth, complications during delivery are higher in a teenage mother. Risk of her own death during pregnancy and labour, and that of her child during the first year of life are higher than in women over 20 years of age. Getting pregnant during the adolescence, when her own growth is not complete, is highly risky. The growth of a girl is complete by 18 years.

#### **2.1.7.1.3 Size of the Breasts**

Many girls attribute beauty to the size of their breasts. If the breasts are small in size, they get worried. If the breasts are very large, then too they get worried. Nature has provided females with breasts for the purpose of feeding newborn babies with milk. The size of the breast depends upon the content of the fat in it and has nothing to do with the production of milk. Small breasts can produce enough amount of milk when needed. There is no treatment for small or large breasts. The size and shape of the breasts are governed by the hereditary factors. The best thing to do is to accept them as they are and not to develop an inferiority complex.

#### **2.1.7.1.4 Menstruation Problems**

Girls complain of irregular menstrual periods. During adolescence the hormonal levels fluctuate and this is manifested by early/delayed or scanty/profuse periods. A large number of women never have their menstrual period regularly after every 28 days as expected. Variation is a

rule. A cycle of 21 to 35 days and bleeding for 2 to 6 days should be considered as normal. Some girls get their first period (menarche) as early as at 11 years of age; while some get it as late as at 16 years. Age of menarche varies depending upon the general health of the girl, her heredity, living conditions, climate, etc. The average age is 13 years.

If a girl does not get the menstrual period at the age of 16 years, she should see a doctor. The reason could be absence of or defect in the uterus, vagina or ovary, a hymen without a perforation, deficiency of sex hormones or a genetic defect. Poor diet, malnutrition and TB can also delay the onset of menstruation. A few days before the period starts, some girls may experience symptoms like fatigue, irritability, tension, excitability, nausea, pain in lower abdomen or in lower back or tenderness in the breasts. These symptoms disappear when the menstruation starts or thereafter. Some girls experience emotional changes immediately before and during menstruation. Most girls feel only a slight discomfort. These symptoms are due to the changes in the hormonal levels. Pain is due to the contraction of the muscles of the uterus and difficulty in expanding the mouth of the uterus to allow the blood flow out.<sup>70</sup>

#### **2.1.7.1.5 Vaginal Discharge**

A clear or whitish discharge from the vagina a few days prior to or after the menstruation or midway between the periods is normal and is a sign of growing up. If the discharge is continuous, excessive, frothy, milky, yellowish, associated with itching, burning or foul smell, she should consult a doctor, Invariably this condition is due to lack of hygiene, followed by Trichomonal or Monilial infection.

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<sup>70</sup> Martin Herbert, Living With Teenagers, Basil Blackwell, New York,1989,p-157

### **2.1.7.1.6 Underweight / Overweight**

Adolescent girls like to be attracted by the opposite sex. Some look very thin and some very fat; that makes them feel unattractive. If they want to increase their weight, they should consume food items containing more calories and should take three to four meals instead of the usual two. Their daily diet should contain more of butter, ghee, cheese, curds, egg, mutton, and whole milk, sugar, jaggery, banana and ground- nuts. If they are overweight, it is invariably due to overeating and lack of physical exercise.

### **2.1.7.2 Problems of Boys**

#### **2.1.7.2.1 Penis Anxiety and Masturbation Guilt**

For adolescent boys the penis becomes a centre of attraction. Penises are in all sizes. It is not true that a boy with a large penis is sexually more potent and powerful than the boy with a small one. The size of the penis does not matter in giving or receiving sexual pleasure or in sexual performance. The vagina is a three inch long collapsible tube and is sensitive only in its outer one inch. A penis of the size of the little finger is sufficient to perform all its functions. Some boys get worried about the girth, angle or curvature of the penis. Vagina being soft and malleable can accommodate any size, any shape and any angle of the penis. Many boys attribute the tilt and curvature of penis to “excessive” masturbation. This is not true. Masturbation does no harm and there is nothing like “excessive” in masturbation. Any organ in our body functions better by using it and never deteriorates when used. There is a saying, “Use it or lose it.” Therefore boys need not worry about the size, shape and curvature of penis or about masturbation.

#### **2.1.7.2.2 Wet Dreams**

A sexually exciting dream that is associated with ejaculation of semen in boys is called “wet dream” or “nocturnal emission.” This is a sign of puberty and is normal. He may or may not be able to recall the dream, but may get up from sleep by the feeling of wetness of the semen. In fact, all boys get erection of penis after about every 90 minutes in the sleep. When they get an erotic dream, they ejaculate. Wet dreams do not cause weakness and are absolutely harmless. But because this scientific information is not provided to the adolescents, they feel worried and get depressed by the “loss” of semen. Such problem cannot be ventilated to anyone else other than their friends, who are equally ignorant about it. Their friends too may endorse the “bad” effects of wet dreams. This leads to their further depression.

#### **2.1.7.2.3 Scanty Hair on the Face**

An adolescent gets an inferiority complex if he does not have an exuberant growth of moustaches and beard on his face as his friends have. Growth of hair could be hereditary. No treatment is required if his rest of the growing up features are already present (e.g., hair around the genitals and in the armpits). Like Chinese and Japanese he has limited hair buds on his face and hence scanty hair. This is absolutely normal. All that he needs is reassurance.<sup>71</sup>

#### **2.1.7.2.4 Phimosis and Paraphimosis**

Phimosis is a condition where the foreskin (prepucc) is too tight to retract over the glans of the penis. The smegma accumulates under the foreskin. Smegma is a foul smelling secretion and can lead to either infection or cancer in later years. Therefore, the doctors advise

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<sup>71</sup> Martin Herbert, Living With Teenagers, Basil Blackwell, New York, 1989, p-157

“circumcision”, the removal of foreskin by surgery. After circumcision the glans of the penis remains exposed and the smegma does not accumulate. In children phimosis to a certain extent is normal. Circumcision is not advised. As the child grows and attains puberty, the foreskin naturally retracts over the glans of the penis. However, if it cannot be retracted completely over the glans for the purpose of cleaning, circumcision is advised. An adult may be able to retract the foreskin over the flaccid penis but finds difficulty in doing so over the erect penis. He has no difficulty in cleaning; but if he finds intercourse uncomfortable or painful, he should undergo circumcision operation. In some of the individuals, the foreskin may get retracted behind the glans of the penis and may remain there, being unable to pull it forward to its usual position. This condition is called “Paraphimosis.” In such a condition circumcision should be done promptly. Otherwise swelling of the foreskin can hamper the blood circulation in the penis. Amongst Jews and Muslims circumcision is done as a religious rite.<sup>72</sup>

#### **2.1.7.2.5 Swelling in the Breast**

At puberty, boys develop painful swelling in their breasts. The swelling is as big as a marble. The swelling could be in one or both the breasts. The swellings disappear soon. No treatment is required except fomentation with hot water. Some boys develop breasts like girls. Though painless, they feel shy to expose their chest and feel worried as to whether they would partly turn into girls. This is called “Gynaecomastia.” It is due to deposition of fat and is a harmless condition. The fat could be removed through surgery by a plastic surgeon for aesthetic reasons.

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<sup>72</sup> Martin Herbert, *Living With Teenagers*, Basil Blackwell, New York, 1989, p-157

#### **2.1.7.2.6 Pimples (Acne)**

Both girls and boys get pimples during the adolescence. The usual sites are face, shoulders, chest, and back. These may get infected and pus may be formed. If squeezed by fingernails, a permanent scar is left behind. Therefore the pimples should not be squeezed with the nails. Not every adolescent will get pimples. The reason could be genetic predisposition. Under the influence of increased levels of sex hormones, there is over production of the oily substance called “Sebum” through the skin. The surface of skin becomes thicker and hence narrows the pores through which the sebum comes out. The sebum is trapped inside the skin and forms a plug with a raised top, which when exposed to air, becomes a black head. When infected, a pimple is formed. Avoid use of greasy oils and cosmetics. The face should be washed several times a day with soap and warm water. Take a diet containing fresh fruits and vegetables.<sup>73</sup>

#### **2.1.7.2.7 Pain in the Testis**

Some boys complain of pain in one or both the testes even when there is no history of injury. During the adolescence the erection of the penis is a frequent episode which leads to congestion of blood in the sex organs, causing pain in the testis. The only way to relieve the congestion is through masturbation and by warm water fomentation.<sup>74</sup>

#### **2.1.7.2.8 Bleeding from Frenulum of the Penis**

At a forceful retraction of the prepuce during the act of masturbation (or during intercourse), the blood vessel in the frenulum gets torn and

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<sup>73</sup> Martin Herbert, Living With Teenagers, Basil Blackwell, New York,1989,p-157

<sup>74</sup> Martin Herbert, Living With Teenagers, Basil Blackwell, New York,1989,p-157

bleeding occurs. Exert pressure with cotton wool (or with fingers, in emergency) for 3 minutes will stop the bleeding. No treatment is required.<sup>75</sup>

#### **2.1.7.2.9 Exposure to commercial Sex Worker**

Adolescent boys have a strong desire for sex. To have an experience of sex just once, some boys visit some red light area to enjoy sex with the commercial sex worker. This single episode is sufficient to devastate their lives. Not only they are at risk of getting STD/or HIV infection, but also terrible psychological trauma. Therefore, such risks should be thoughtfully avoided by refraining from making even a single visit to the commercial sex worker.<sup>76</sup>

#### **2.1.7.2.10 Pornography Photos**

Pornography Photos or blue films of naked persons depicting sexual acts, or obscene literature are called “pornography.” Pornography triggers sexual response in some individuals. It is more liked by males than by females. Seeing, thinking or hearing of sensuous stimuli trigger the action of the sex-centre in the hypothalamus of the brain, which brings about sexual response through the spinal cord, and through the blood vessels supplying more blood to the sex organs and therefore, pornography leads to erection of penis in the men. Pornography is entirely made for the sexual entertainment of the males. It does not serve the purpose of sex education. In fact, it is antagonising to sex education since it passes wrong messages.

#### **2.1.7.2.11 School Dropouts**

Adolescents may show refusal to go to school.<sup>77</sup> Flagger interest is an acute problem of adolescents. More boys than girls are affected. At the

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<sup>75</sup> Martin Herbert, Living With Teenagers, Basil Blackwell, New York, 1989, p-157

<sup>76</sup> Gary Novak et.al., child and adolescent development, Sage Publications, New Delhi, 2004, p-485

<sup>77</sup> Martin Herbert, Living With Teenagers, Basil Blackwell, New York, 1989, p-67

age of 15-17, the boys are going through the peak of sexual drive, are trying to accommodate physical and psychological changes; emotions are turbulent; body needs are strong. Angry criticism at poor scholastic performance and parent's high expectations provoke them to give up studies. Some may run away from home and some may commit suicide. The adolescent should feel wanted and important.<sup>78</sup>

#### **2.1.7.2.12 Addiction**

Adolescents are more liable to get addicted to smoking, alcohol or drugs.<sup>79</sup> The reasons are many. Peer pressure, desire to establish freedom, rebellious attitudes, emotional detachment with parents, insecurity, frustration, blindly following the West, incapacity for decision making, inability to weigh pros and cons of action are some of the causes. Addiction should be considered as a disease and the addict should be treated at a de-addiction centre under the supervision of a psychiatrist. Criticism and scolding do not work. In fact these create a barrier between the parents and the children. Parents have to spend more time with their children to have a dialogue with them and should treat them as friends.<sup>80</sup>

#### **2.1.7.2.13 Trouble with the law**

Most young people do not break the law. If a parent doesn't feel that breaking the law is particularly important, it is more likely that their children will disregard legal taboos. Unhappiness or distress can also lead to behaviour that will get them into trouble with the police. It is always worth asking about such feelings if an adolescent is repeatedly getting into trouble<sup>81</sup>

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<sup>78</sup> Martin Herbert, Living With Teenagers, Basil Blackwell, New York, 1989, p-157

<sup>79</sup> Gary Novak et.al., child and adolescent development, Sage Publications, New Delhi, 2004, p-485

<sup>80</sup> [http://www.healthlibrary.com/book37\\_chapter370.htm](http://www.healthlibrary.com/book37_chapter370.htm)

<sup>81</sup> [www.merck.com/mmhe/sec23/ch271f.html](http://www.merck.com/mmhe/sec23/ch271f.html)

#### **2.1.7.2.14 Eating Problems**

Weight can be serious problem. If an adolescent is overweight and is criticized or made fun of, he/she is more likely to dislike him /her and to become depressed.<sup>82</sup>

#### **2.1.7.2.15 Emotional problems**

Over eating, excessive sleepiness and a persistent over-concern with appearance may be signs of emotional distress. Anxiety may produce phobias and panic attacks. Recent research suggests that emotional disorders are often not recognized, even by family and friends. It is said that 4 out of 10 adolescents have felt so miserable that they have cried and have wanted to get away from everyone and everything.

#### **2.1.7.2.16 Behavioral problems**

Teenagers and their parents complaint about each other's behavior. Parents often feel they have lost any sort of control or influence over their child. Adolescents want their parents to be clear and consistent about rules and boundaries, but at the same time will resent any restrictions on their growing freedom and ability to decide for themselves.<sup>83</sup>

#### **2.1.7.3 Psychological issues**

In adolescence, the mind develops rapidly. The cells of the nervous system increase rapidly, and the chemical composition of the nerves also undergoes a change. In this way, the mind and the nervous system rapidly

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<sup>82</sup> Gary Novak et.al., child and adolescent development, Sage Publications, New Delhi, 2004, p-478

<sup>83</sup> [www.merck.com/mmhe/sec23/ch271f.html](http://www.merck.com/mmhe/sec23/ch271f.html)

mature. In this period of physical and mental development, practice helps to foster the developmental abilities.

Linguistic ability also registers improvement during this period. In his adolescence the child develops most the vocabulary that he possesses. Mental development, too, reaches its apex in adolescence. Adolescents are widely considered by the psychological establishment to be prone to recklessness and risk-taking behaviors, which can lead to substance abuse, car accidents, unsafe sex and youth crime.<sup>84</sup>

There is some evidence that this risk-taking is biologically driven, caused by the social and emotional part of the brain (amygdala) developing faster than the cognitive-control part of the brain (frontal cortex).<sup>85</sup>

Although most adolescents are psychologically healthy, they can (like adults) exhibit signs of mental illness. Late adolescence and early adulthood are peak years for the onset of schizophrenia.<sup>86</sup>

Mood disorders such as clinical depression, bipolar disorder and anxiety disorders can initially show up in adolescence.<sup>87,88</sup> Girls aged between 15 and 19 make up 40% of anorexia nervosa cases.<sup>89,90</sup>

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<sup>84</sup> Lightfoot, Cynthia (1997). *The Culture of Adolescent Risk-Taking*. The Guilford Press. ISBN 978-1572302327.

<sup>85</sup> Moretz, Preston (2007-04-17). "Adolescent Risk Taking Likely Biologically Driven And Possibly Inevitable". *Medical News Today*. <http://www.medicalnewstoday.com/medicalnews.php?newsid=67714>. Retrieved 2007-06-20.

<sup>86</sup> Addington J, Cadenhead KS, Cannon TD, Cornblatt B, McGlashan TH, Perkins DO, Seidman LJ, Tsuang M, Walker EF, Woods SW, Heinssen R. North American prodrome longitudinal study: a collaborative multisite approach to prodromal schizophrenia research. *Schizophrenia Bulletin*, 33 (3), 665-72, 2007

<sup>87</sup> Bhatia, Shashi K.; Subhash C. Bhatia "Childhood and Adolescent Depression". *American Academy of Family Physicians* (Creighton University, Department of Psychiatry, Omaha, Nebraska), 2007.

<sup>88</sup> "Child and Adolescent Bipolar Foundation". <http://www.bpkids.org/>.

<sup>89</sup> Bulik CM, Reba L, Siega-Riz AM, Reichborn-Kjennerud T. Anorexia nervosa: definition, epidemiology, and cycle of risk. *Int J Eat Disord*, 37 Suppl, S2-9. 2005.

<sup>90</sup> Hoek HW. Incidence, prevalence and mortality of anorexia nervosa and other eating disorders. *Curr Opin Psychiatry*., 19 (4), 2006.

## **2.2 SCHOOL COUNSELLING**

Schools are an important source of societal transmission. Schools tend to promote the values of the mainstream culture and the society in which a child lives.<sup>91</sup> In a scenario where experiencing, exploring and experimenting in various domains is an active process for the youth, the relationship between education and well being assumes all the more importance.

This automatically leads to an examination of systems of knowledge and behaviour choices. Children then take behavioural options which may constitute risks for themselves or others, thereby giving rise to health morbidity. A strong case was made then for the inclusion of counselling and life skill training in schools to empower adolescents in making valid choices in the face of compelled life situations. Counselling ensures the development of adaptive and positive behaviour that enable the adolescent to deal effectively with the demands and challenges of every day life.

### **2.2.1 Concept of Counselling Adolescents**

Two of the qualities identified by Rogers (1955, 1965) as desirable in counsellors are congruence and the ability to demonstrate unconditional positive regard towards the client. There are five essential characteristics of a counsellor when working with Adolescents.<sup>92</sup>

These are:

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<sup>91</sup> Gary Novak, Child and Adolescent Development, Sage Publications, New delhi, 2004, p-473

<sup>92</sup> <http://www.helptoheal.co.uk/adolescent-counselling.html>

1. Being responsive to the adolescent's developmental needs.
2. Believing the adolescent /Acceptance
3. Understanding their style of communication.
4. Being pro-active
5. Respecting the adolescent's disclosure processes.

In counselling sessions the counsellor should be active, lively, spontaneous and creative. Most importantly, the counsellor needs to be quick, flexible and opportunistic. This means responding quickly and actively through the selection and use of appropriate skills and strategies, so that opportunities are not lost. Thus, the counselling process becomes energized.

Several research studies have compared the effectiveness of short-term or brief counselling with longer-term counselling of adolescents and other studies have examined the issue of adolescents attending counselling where they have been sent by others and not self-referred. These studies do not make definite recommendations regarding the most desirable and effective duration of the counselling relationship. Short interventions are more in keeping with the way in which adolescents run their lives. Behavioural and Cognitive behavioural strategies specifically target behaviours of adolescents, and symbolic and creative strategies influence behaviour indirectly. In targeting behaviour directly, there is an assumption that when behaviour changes, emotional feelings will also be positively influenced. Behavioural and cognitive behavioural strategies have been successful, to varying degrees, when working with adolescents who are anxious, depressed, aggressive, oppositional and unmotivated, and with adolescents who have difficulty with interpersonal and social skills (Valliant and Antonowicz, 1991; Wilkes et.al., 1994).

The researcher in the present study tries to explore certain specific psycho-social dimensions of adolescent life namely, Psychological Stress, Self-concept, Adjustment and Educational Aspiration and its improvement through counselling.

### **2.2.2 Counselling**

Counselling denotes a professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients understand clarity on their views on their life space, and to learn to reach their self-determined goals through meaningful, well informed choices and through resolution of problems of an emotional or interpersonal nature (Burks and Stefflre).

The word counselling comes from the middle English counsell, from old French conseil, from Latin consilium, means to take counsel, consult. Counselling can be defined as a relatively short - term, interpersonal, theory - based process of helping persons who are fundamentally psychologically healthy, to resolve developmental and situational issues. Counselling may be described as a method of relating and responding to others with the aim of providing them with opportunities to explore, to clarify and to work towards living in a more personally satisfying and resourceful way. It may be applied to individuals, couples, families or groups and may be used in widely differing contexts and settings<sup>93</sup>

During the training the counselors carry out an in-depth study (along with hands-on practical experience) of the scientific theories (put forward

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<sup>93</sup> <http://en.wikipedia.org/wiki/counseling>

by research psychologists), which explain various cognitive processes (thinking, memory, learning, perception, problem solving, decision making) that account for the basis of intricate human thought and action. Besides the theoretical and practical experience of the subject matter, it becomes essential and imperative for a counsellor to develop certain personality traits like-empathy (rather than sympathy), ability to individualize every case (against generalization), exercise mutual credibility and trustworthiness (to ensure full honesty in counseling relationship). A counselor works on the premise that every person faces difficulties in the normal functioning of day-to- day life. When this difficulties starts causing mental stress and starts hampering day- to- day functioning, then it is the time to strengthen one to solve his/her problem himself/herself and also prepare to face the problem again if it recurs in future. . Through life skill education one can move towards a more positive and holistic approach in order to educate the new generations and through them the future generations.<sup>94</sup>

Counselling is a scientific process which is largely accepted by many of us. Whether it is vocation guidance or coping with personal trauma, counseling surely makes it easy for us to seek professional guidance. There are many subjects that require counseling. With changing times our lifestyle offers us so many advantages that make life easy but at the same time it is important to acknowledge the side effects of a routine fast paced life. In a changing world people are more open with their views.

Academic institutions also appoint counselors to guide and coach children so as to help them with their goings on in the field of academics.

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<sup>94</sup> Richard Nelson, Jones, Practical Counseling and Helping Skills, Sage Publications, London 1997, pp 120-123

Counseling courses are undertaken as a diploma, which is useful for freelance and trainee jobs or post graduate ones that are of a more specialized category. Overcoming fear or risking exposure is another way to look at approaching a counseling centre. This can be a therapy session or a generally programmed technique to overcome the problem.

Counselling has proved to be very useful wherever the development of an individual student is cared for. It helps an individual to know himself better, gives him confidence, encourages his self-directiveness and provides him with a new vision to grow. The main objective of counselling is to bring about a voluntary change in the student. For this purpose, the counsellor provides facilities to help achieve the desired change or make the suitable choice. Counselling is hard to define but there is a great deal of it about -Timms and Timms (1982).

Professional counselling in its present form is a recent development. Schools, Colleges, Universities, industries and business firms are becoming increasingly interested in counselling and its potential for improving interpersonal relationships. Counselling has been understood and defined in a number of ways.

- (i) Simpson and Weiner (1989) explain it as the giving of advice on personal, social, and psychological.
- (ii) Feltham and Dryden (1993) defined counselling as a principled relationship characterized by the application of one or more psychological theories and a recognised set of communication skills modified by experience, intuition and other interpersonal factors, to

client's intimate concerns, problems or aspirations. Its predominate ethos is one of facilitation rather than of advice-giving.<sup>95</sup>

Counseling is an interactive process, characterized by a unique relationship between the counsellor and the client, that leads to a change in the client in one or more of these areas:

1. Behaviour (decision making, relationship skills etc.)
2. Belief (thinking, attitudes etc.)
3. Level of emotional distress (comfort level, reaction to stress).

Counselling deals with prevention and cure of any behaviour, belief or emotion which is causing or might lead to distress and maladjustment in various domains of life i.e. family, school, college, job etc. So counselling is needed to facilitate adjustment of human beings in their social set up, so that they can utilize their abilities and potentials to the utmost and have a happy and harmonious living.

#### **2.2.1.1 Counselor**

During the training the counsellors carry out an in-depth study of the scientific theories, which explain various cognitive processes (thinking, memory, learning, perception, problem solving, decision making) that account for the basis of intricate human thought and action. Besides the theoretical and practical experience of the subject matter it becomes essential and imperative for a counselor to develop certain personality traits like-empathy (rather than sympathy), ability to individualize every case

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<sup>95</sup> Varghese K J ,The effectiveness of counselling ,Christ college center for publications , Bangalore, 2008,P -47

(against generalization), exercise mutual credibility and trustworthiness (to ensure full honesty in counseling relationship).<sup>96</sup>

A counsellor works on the premise that every person faces difficulties in normal functioning of day to day life. When this difficulty starts causing mental stress and starts hampering ones, day-to- day functioning, then it is the time to strengthen one to solve his/her problem himself/herself and also prepare to face the problem again if it recurs in future.<sup>97</sup>

### **2.2.1.2 School Counselor**

A school counselor is a counselor and an educator who works in elementary, middle, and high school to provide academic, career, college access, and personal/social competencies to K-12 students. The interventions used include developmental school counseling curriculum lessons and annual planning for every student, and group and individual counseling. The old terms used to denote the profession were "guidance counselor" or "educational counselor" but "school counselor" is preferred due to professional school counselors' advocating for every child's academic, career, and personal/social success in every elementary, middle, and high school (2005)<sup>98</sup>.

In the Americas, Africa, Asia, Europe, and the Pacific, the terms school counselor, school guidance counselor, and guidance teacher are also used with the traditional emphasis on career development.<sup>99</sup> Countries vary in how a school counseling program services are provided, based on

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<sup>96</sup> <http://dav14gurgaon.org/counseling/index.asp>

<sup>97</sup> <http://dav14gurgaon.org/counseling/index.asp>

<sup>98</sup> Hatch, T, & Bowers, J. (2005). The ASCA National Model: A framework for school counseling programs. Alexandria, VA

<sup>99</sup> [www.iaevg.org](http://www.iaevg.org); [www.vanguardofcounsellors.org](http://www.vanguardofcounsellors.org).

economics. The largest accreditation body for Counselor Education/School Counseling programs is the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) <sup>100</sup>. In some countries, school counseling is provided by educational specialists (for example, Botswana, China, Finland, Israel, Malta, Nigeria, Romania, Taiwan, Turkey, and United States). In other cases, school counseling is provided by classroom teachers who either have such duties added to their typical teaching load or teach only a limited load that also includes school counseling activities (for example- India, Japan, Mexico, South Korea, Zambia).

### **2.2.3 Types of Counselling:**

There are two different types of counselling namely

- 1) Individual counselling and
- 2) Group counselling.

#### **2.2.3.1 Individual counselling**

Individual counselling: It is one to one interview where a counselee and a counsellor are involved.

#### **2.2.3.2 Group Counselling:**

Group Counselling is a counselling situation in which a counsellor interacts with more than one participant at a single session. It is true that the most important objectives in the guidance process are to help the individual achieve self direction, self knowledge and self realization; these objectives cannot be achieved in a cultural vacuum. Many important

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<sup>100</sup> <http://www.cacrep.org>

experiences must take place in a group setting. Since it is the only way they can be learned realistically.

Group counselling or guidance is that relationship in which the guidance worker attempts to assist a number of students to attain for themselves satisfactory development or adjustment to their respective individual or collective life situations. It occurs in a setting in which one or more counsellors encounter students as a group.

Group counselling is best suited for discussing educational and vocational plans, problems relating to adjustment to college and social situations, problems relating to choice of options and choosing a career, economic and occupational problems, personality adjustment problems etc.

Group counselling will let the counsellor to work with more clients and it gives unique learning experiences to the group members. There are many valid reasons for choosing group approach than individual counselling approach. Jacob (1998) cites two reasons: (1) groups are more efficient, and (2) groups offer more resources or view points and there are other reasons like feeling of commonality, the experience of 'belonging' and chance to practice new behaviours.

Group counselling also provides the opportunity for feedback, the opportunity for vicarious learning by listening and observing others and the pressure to uphold commitment. Gladding (1996) says, "Groups are an economical and effective means individuals who share similar problems and concerns, who limit their competencies to individual counselling skills options for helping." Conyne et al (1997) discuss how counsellors and therapist in the twenty first century will need to be competent in leading counselling groups, psychotherapy groups, prevention groups and community development themes. Thus, today we need more and more group counsellors in schools and colleges.

In schools, group counselling is more effective as it provides a framework that promises to deliver services to the largest number of students. Group counselling has been proved to be effective in schools for advising, value classification, personal growth and problem solving. Group counselling is effective as group members share personal concerns, thoughts and feelings of similar concerns. This property is expressed in terms of 'universality' by Yalom (1995). Group counselling is very much applicable to adolescents as groups are very popular at this age.

The human "need to belong" is very powerful (Adler, 1927). This need can be satisfied in part by being in a group (Kottler, 1994). In a group the members can practice new skills and behaviours in a supportive environment before trying them in real work situations. When they practice immediately they can get the feedback from their group members which will facilitate their improvement in behavioural adaptation. In groups where behavioural rehearsal is a major component, the suggestions, reactions and perceptions of others are available. Hulse Killacky and Page (1994) have developed an instrument for studying how members feel about giving and receiving feedback and found that feedback can be such a valuable part of group counselling. The motivation to fulfil commitments is stronger when they are made to a number of people.

Thus group counselling will produce a powerful motivation for any behavioural change. Group counselling programme has a standard structure. It has linear stages regardless of the type or group or style of leadership. The stages /are the beginning stage, the middle or working stage and the ending 01 closing stage (Jacobs et. al., 1998).Group size is another factor, which affects the group dynamics. So, much attention is to be given to decide on the group size. According to the purpose, the length of time of each session, the setting, the experience of the counsellor, the

size of group can vary. However, Jacobs et al (1998) suggest 5-8 as the ideal number of members for most groups.<sup>101</sup>

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<sup>101</sup> Varghese K J ,The effectiveness of counselling ,Christ college center for publications , Bangalore, 2008,p p-47-52

## **2.2.4 Different Approaches in Group Counselling**

### **2.2.4.1 Psychoanalytic Approach**

The 'talking cure', first used extensively by Freud, forms the basis of the counselling relationship for all the approaches, although they vary in the way in which they use it. Freud regarded the unconscious level of awareness as having a powerful influence on behaviour. Psychoanalysis is the most intensive and depth oriented form of therapeutic intervention. Session occurs usually between three and five times a week and takes a long-term treatment lasting three to seven years. In psychoanalysis the client's task is to say whatever comes to mind without ending or living to formulate intellectually the meaning of his or her associations. The counsellor's task is to make interpretations as the emerging material from the client and make sense to him/her.

### **2.2.4.2 Gestalt Approach**

Gestalt therapy was developed by Fritz Perls and his wife, Laura, in 1940s. It is based on the assumption that we are best understood in the context of our environment. The basic goal of a Gestalt group is to provide a context that will enable members to increase their awareness of what they are experiencing and doing. Moment-to-moment awareness of one's experiencing, together with the almost immediate awareness of one's blocks to such experiencing, is seen as therapeutic in and of it.

Gestalt therapy is existential in that it is grounded in the 'here and now' and emphasizes personal choice and responsibility, and it is phenomenological in that it emphasizes how each of us sees the world, how we contribute to creating our experience, and how we organize our world and ourselves. Gestalt is an experiential approach. Group members

come to grips with what and how they are thinking, feeling, and doing as they interact with others in the group. The focus is on what the client experiences in the present moment and on the blocks that the person must overcome to achieve full awareness of the here and now.

As clients acquire present-centred awareness and a clearer perception of their blocks and conflicts, significant unfinished business emerges. It is assumed that the way to become an autonomous person is to identify and deal with anything from the past that interferes with current functioning. By re-experiencing past conflicts as if they were occurring in the present, clients expand their level of awareness and are able to face and integrate denied and fragmented parts of themselves, thus becoming unified and whole.

Group members are urged to try on a new style of behaviour, to give expression to certain dimensions of their personality that are dormant, and to test out alternative modes of behaviour so as to widen their ability to respond in the world. According to Zinker (1978), Gestalt experiments are anchored in the experiential life of the members as they present themselves in the situation.

#### **2.2.4.3 Humanistic Approach**

Humanistic approach is well established in Carl Roger's client centred therapy. In 1957 Carl Rogers published a seminar article entitled "The Necessary and Sufficient Conditions of Therapeutic Personality Change." He identified, empathic understanding, unconditional positive regard and congruence as the core conditions for helping relations. All counselling approaches stress the importance of the helping relationship, but they differ in how much they emphasize, perceive and use it.

#### **2.2.4.4 Cognitive Behavioural Approach**

The cognitive behavioural approach is inherently a form of brief therapy. It focuses on specific problems and explores the solutions through the use of specific interventions. Thus, this approach is useful in settings where client - counsellor contact may be time-limited such as in schools, colleges and universities. Cognitive behavioural approach treats the situation in two stages: treating its cognitive part and changing the behavioural patterns.

How we think about events largely determines how we feel and act in response to those events. Once the cognitive part is identified, the counsellor applies the principles of behaviourism to counselling. Behaviourism is founded on learning theories and behaviourists believe that learning occurs by one of the two processes: classical conditioning or operant conditioning. Therefore, conditioning the behaviour for a better outcome is the basic process that occurs in cognitive behavioural counselling.

Researches prove the efficiency of cognitive behavioural strategies. In 1993 the clinical division of American Psychological Association published the result of cognitive behavioural treatment as 75% approximately validated and 65% probably effective. The seeds of the cognitive behavioural approach were planted with the 1962 publication of Albert Ellis' famous 'Reason and Emotion in Psychotherapy'. In it, he argued that our feelings and behaviour are caused by our cognition, that is, what we think and say to ourselves. Ellis' rational-emotive therapy gained in popularity during the 1960s, but it was not until the 1970s, when it was

joined by the cognitive revolution in psychology in general, that it flourished.<sup>102</sup>

### **2.2.5 Characteristics of a good counselor**

A school counselor has a special position in the school. He/she is a professional who is concerned with the development of each student. In order to carry out his/her responsibilities effectively, he should have the following characteristics.

*Acceptance:* The most important characteristics of a successful counselor is that he/she should accept each student as a person of worth.

*Trust:* The successful counseling relationship is based on mutual trust.

*Listening with Understanding:* The counselor should be a sympathetic listener. Listening is one of the basic qualifications of a counselor.

*Mutual Respect and Co-operation:* The counselor must respect the students and with his/her behaviour she makes the students, respect, remembering the name of the student, some details of previous interview. A good counselor is also able to motivate the student to co-operate with his/her and participate in the counseling process.

*Empathy:* Empathy means that the counselor feels with the student. He/she sees the problem or situation from the student's point of view and not as it looks to an outsider.

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<sup>102</sup> Varghese K J ,The effectiveness of counselling ,Christ college center for publications , Bangalore, 2008,pp-52-54.

*Honesty:* A counselor must be honest with students. His/her aim should be to guide the student to accept his/her strength and weakness.

### **2.2.6 Elementary school counseling**

Elementary school counselors provide academic, career, college access, and personal and social competencies and planning to all students, and individual and group counseling for some students and their families to meet the developmental needs of young children K-6. Transitions from pre-school to elementary school and from elementary school to middle school are an important focus for elementary school counselors. Increased emphasis is placed on accountability for closing achievement and opportunity gaps at the elementary level as more school counseling programs move to evidence-based work with data and specific results.<sup>103</sup>

School counseling programs that deliver specific competencies to all students help to close achievement and opportunity gaps.<sup>104</sup> To facilitate individual and group school counseling interventions, school counselors use developmental, cognitive-behavioral, person-centered (Rogerian) listening and influencing skills, systemic, family, multicultural, narrative, and play therapy theories and techniques.<sup>105</sup> released a research study showing the effectiveness of elementary school counseling programs in Washington state.

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<sup>103</sup> Young, A., & Kaffenberger, C. J. (2011). The beliefs and practices of school counselors who use data to implement comprehensive school counseling programs. *Professional School Counseling*, 15, 67-76.

<sup>104</sup> Bryan, J., Holcomb-McCoy, C., Moore-Thomas, C, and Day-Vines, N. L. (2009). Who sees the school counselor for college information? A national study. *Professional School Counseling*, 12,280-291

<sup>105</sup> Stone & Dahir, 2006; Shen & Herr, 2003 Stone, C. B., & Zirkel, P. A. (2010). School counselor advocacy: When law and ethics may collide. *Professional School Counseling*, 13, 244-247.

### **2.2.7 Middle school counseling**

Middle school counselors provide school counseling curriculum lessons on academic, career, college access, and personal and social competencies, advising and academic/career/college access planning to all students and individual and group counseling for some students and their families to meet the needs of older children/early adolescents in grades 7 and 8.

Middle School College Access curricula have been developed by The College Board to assist students and their families well before reaching high school. To facilitate the school counseling process, school counselors use theories and techniques including developmental, cognitive-behavioral, person-centered (Rogerian) listening and influencing skills, systemic, family, multicultural, narrative, and play therapy. Transitional issues to ensure successful transitions to high school are a key area including career exploration and assessment with seventh and eighth grade students. Sink, Akos, Turnbull, & Mvududu released a study in 2008 confirming the effectiveness of middle school comprehensive school counseling programs in Washington state.

### **2.2.8 The role of middle or junior high school counselors**

A counsellor in the school helps students to help themselves in all domains of their life -academic, emotional, personality development, interpersonal relationships, choice of subject and career. Her most of the time is spent in planning their educational, vocational and personal futures. Thus a counsellor touches lives of all students. The functions of a school counsellor can be enumerated as follows-

1. *Orientation of new students*

This is the first step towards reducing the adjustment anxiety of new students. They are familiarized with school environment in an informal and friendly group interaction.

## 2. *Students Appraisal*

In order to understand a student and help him/her to develop a better understanding of self, information on various aspects of his personality is gathered. This includes information about his/her family, interest, abilities and general behaviour pattern.<sup>106</sup> This is collected from various sources like parents, friends, and psychological tests.

## 3. *Educational and Occupational information*

The counsellor provides knowledge about different careers and jobs-their nature and scope. 4. Counselling- The counsellor helps the students to understand and accept themselves as individuals. They are helped to cope with stress and to take decisions. 5. Research and evaluation- From time to time surveys are done to understand the working of various variables (teacher, students, and parents) and their mutual interaction patterns. After evaluation of the survey's results, if required new methods are incorporated in the system. In this section, some areas of difficulty and their probable ways of handling, will be presented periodically. The solution put forward pertains to the particular case being discussed which will change if the background (in terms of family history and personality) changes.<sup>107</sup>

The school system adopts a middle schools type of intermediate school or stays with the more traditional junior high school, it would appear that either institution will reflect such characteristics as providing for the orientation and transitional needs and the educational and social

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<sup>106</sup> <http://dav14gurgaon.org/counseling/index.asp>

<sup>107</sup> <http://dav14gurgaon.org/counseling/index.asp>

development needs of their populations. In such a setting, middle or junior high school counselors will be actively involved in the following roles.

4. *Student orientation*

It includes the initial orientation of students and their parents to the programs, policies, facilities and counseling activities of their new school and later.

5. *Appraisal or assessment activities.*

In addition to typical school record and standardized data, counselors may increase encourage the use of observation and other techniques to identify emerging traits of individual students during this critical development period.

6. *Counselling*

Both the individual and the group counseling should be used by the counselors.

7. *Consultation*

Counsellors provide consultation to faculty, parents and on occasion, school administrators regarding the developmental and adjustmental needs of individual students.

8. *Placement*

Counsellors are usually involved in course and curriculum, placement of pupils, not within their own schools but also with co-operatively with their counterparts in other schools.

9. *Student development*

It is obviously important that student development be given specific attention by the school counselors, faculty and the other important professionals. This means understanding the developmental characteristics

of this age group and the developmental tasks planning program are appropriate to the counselors. School is second only to family in its important impact on children & on their personality developments, as children spend 6-7 hours of their active time in school. Teachers are in close contact with students' learning and performance.<sup>108</sup>

### **2.2.9 The High School Counsellor**

High school counselors provide academic, career, college access, and personal and social competencies with developmental classroom lessons and planning to all students, and individual and group counseling for some students and their families to meet the developmental needs of adolescents. Emphasis is on college access counseling at the early high school level as more school counseling programs move to evidence-based work with data and specific results that show how school counseling programs help to close achievement and opportunity gaps ensuring all students have access to school counseling programs and early college access activities.<sup>109</sup> High School College Access curricula have been developed by The College Board to assist this process. Transitional issues to ensure successful transitions to college, other post-secondary educational options, and careers are a key area.<sup>110</sup> Children noted with ADHD or hyperactive disorder can also be introduced to a counselor who will also guide the parents or caregiver according to lessen or channelize the excess energy effectively.<sup>111</sup>

The high school counselor helps students and their families prepare for post-secondary education including college and careers by engaging

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<sup>108</sup> <http://www.betterwe.com/services/adolescents.htm>

<sup>109</sup> Bryan, Holcomb-McCoy, Moore-Thomas, & Day-Vines, 2009; Carey et al., 2008; Holcomb-McCoy, 2007

<sup>110</sup> <http://professionals.collegeboard.com/policy-advocacy/educators/nosca>

<sup>111</sup> <http://www.counselling.co.in/child-counselling.htm>

students and their families in accessing and evaluating accurate information on what the National Office for School.<sup>112</sup>

The education of school counselors around the world varies based on the laws and cultures of countries. In Canada, school counselors must be certified teachers with additional school counseling training. In China, there is no national certification or licensure system for school counselors. Korea requires school counselors in all middle and high schools. In the Philippines, school counselors must be licensed with a master's degree in counseling.<sup>113</sup>

In the USA, a school counselor is a certified educator with a master's degree in school counseling (usually from a Counselor Education graduate program) with school counseling graduate training including qualifications and skills to address all students' academic, career, college access and personal/social needs. About half of all Counselor Education programs that offer school counseling are accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) and all are in the USA with one in Canada and one under review in Mexico as of 2010. CACREP maintains a current list of accredited programs and programs in the accreditation process on their website.<sup>114</sup> CACREP desires to accredit more international counseling university programs.

Certification practices for school counselors vary around the world. School counselors in the USA may opt for national certification through two different boards. The National Board for Professional Teaching Standards (NBPTS) requires a two-to-three year process of performance based assessment, and demonstrate (in writing) content knowledge in

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<sup>112</sup> <http://advocacy.collegeboard.org/college-preparation-access/national-office-school-counselor-advocacy-nosca/news/8-components-college>

<sup>113</sup> <http://www.pgca.org.ph/index.shtml>

<sup>114</sup> [www.cacrep.org](http://www.cacrep.org)

human growth/development, diverse populations, school counseling programs, theories, data, and change and collaboration <sup>115</sup> As of February, 2005, 30 states offer financial incentives for this certification.

Also in the USA, The National Board for Certified Counselors (NBCC) <sup>116</sup> requires passing the National Certified School Counselor Examination (NCSC), including 40 multiple choice questions and seven simulated cases assessing school counselors' abilities to make critical decisions. Additionally, a master's degree and three years of supervised experience are required. <sup>117</sup> NBPTS also requires three years of experience, however state certification is required (41 of 50 states require a master's degree). At least four states offer financial incentives for the NCSC certification. <sup>118 119</sup>,

The rate of job growth and earnings for school counselors depends on the country that one is employed in and how the school is funded—public or independent. School counselors working in international schools or "American" schools globally may find similar work environments and expectations to the USA. School counselor pay varies based on school counselor roles, identity, expectations, and legal and certification requirements and expectations of each country. According to the Occupational Outlook Handbook (OOH), the median salary for school counselors in the USA in 2010 was (USD) \$53,380 or \$25.67 hourly. The USA has 267,000 employees in titles such as School Counselor or related titles in education and advising and college and career counseling. The

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<sup>115</sup> [www.nbpts.org](http://www.nbpts.org)

<sup>116</sup> [www.nbcc.org](http://www.nbcc.org)

<sup>117</sup> Schellenberg, R. (2008). *The new school counselor: Strategies for universal academic achievement*. Lanham, MD: Rowman Littlefield Education

<sup>118</sup> [www.vanguardofcounselors.org](http://www.vanguardofcounselors.org)

<sup>119</sup> Schellenberg, R. (2012). *The school counselor's study guide for credentialing exams*. New York: Routledge.

projected growth for school counselors is 14-19% or faster than average than other occupations in the USA with a predicted 94,000 job openings from 2008-2018<sup>120</sup> ." In Australia, a survey by the Australian Guidance and Counseling Association found that school counselor salary ranged from (AUD) the high 50,000s to the mid 80,000s.

### **2.2.10 School Counselling history**

In Canada, most provinces<sup>121</sup> have adapted K-12 comprehensive school counseling programs similar to those initiated by<sup>122</sup> and adapted in the ASCA National Model. School counselors reported in 2004 at the Canadian Counseling Association (CCA) conference in Winnipeg on issues such as budget cuts, lack of clarity about school counselor roles, high student to school counselor ratios, especially in elementary schools, and how using a comprehensive school counseling model helped to clarify school counselor roles with teachers and administrators and strengthen the profession.<sup>123</sup>

In China,<sup>124</sup> discussed the main influences on school counseling as being Chinese philosophers Confucius and Lao-Tsu, who provided early models of child and adult development that later influenced the work of Abraham Maslow and Carl Rogers. China also developed mental testing over 3,000 years ago, which was used for civil service examinations initially and eventually adopted by the British in the mid-19th century and

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<sup>120</sup> <http://www.bls.gov/oes/>

<sup>121</sup> Alberta Education, Special Education Branch, 1995; Nova Scotia Department of Education, 2002

<sup>122</sup> Gysbers, N. C. (2006). Improving school guidance and counseling practices through effective and sustained state leadership: A response to Miller. *Professional School Counseling* 9, 245-247.

<sup>123</sup> <http://google.com/search?q=cache:hsG3Kuw5704J:local.nstu.ca/web/NSSCA%3Fservice%3Dfile/307+school+counselling+in+canada&cd=5&hl=en&ct=clnk&gl=us&client=firefox-a>

<sup>124</sup> Thomason, T. C., & Qiong, X, 2007, School counseling in China Today. *Journal of School Counseling*, Downloaded from [www.jsc.montana.edu/articles/v6n11.pdf] June 19, 2009.

later in the USA.<sup>125</sup> Only 15% of high school students are admitted to college in China, so the entrance exams are fiercely competitive and those who do enter university graduate at a rate of 99%.<sup>126</sup> Much pressure is put on children and adolescents to study and be able to attend college and this pressure is a central school counseling focus in China. Most are trained in Western-developed cognitive methods including REBT, Rogerian, Family Systems, Behavior Modification, and Object Relations<sup>127</sup> and also recommend Chinese methods such as qi-gong (deep breathing), acupuncture, and music therapy.

In Ireland, school counseling began in County Dublin in the 1960s.<sup>128</sup> In Israel, a 2005 study conducted by Erhard & Hare stated that the profession in Israel, like many other countries, is transforming from various marginal and ancillary services to a comprehensive school counseling approach integral in the total school's education program.<sup>129</sup> In Japan, school counseling is a very recent phenomenon with school counselors being introduced only in the mid-1990s and then often only part-time with a strong emphasis on assisting with behavioral issues.<sup>130</sup>

In Lebanon, the government sponsored the first training of school counselors for public elementary and middle schools in 1996. There are now school counselors in about 1/5 of the elementary and middle schools

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<sup>125</sup> D'Souza, C, "School Social Work-Its History and Growth", Social Work Forum, Vol, 3. No. 2, 1965

<sup>126</sup> Jiang, G. R.,. The development of school counseling in the Chinese mainland. Journal of Basic Education 14", 2007, 65-82.

<sup>127</sup> Thomason, T. C., & Qiong, X. . School counseling in China Today. Journal of School Counseling, 2007

<sup>128</sup> <http://www.igc.ie/about-us/history>

<sup>129</sup> D'Souza, C, "School Social Work-Its History and Growth", Social Work Forum, Vol, 3. No. 2, 1965

<sup>130</sup> Kurosawa, S., Sukuru kaunseringu katsudo no gohonbasira/Five important roles in school counselling. In M. Murayama (Ed.), Rinsyoshinrisi niyoru sukuru kaunsera: Jissai to tenbo, Tokyo, Shibundo.pp. , 89-99 ,2000,

in Lebanon and none in the high schools.<sup>131</sup> In Malta, school counseling services were begun in 1968 within the Department of Education based on recommendations from a UNESCO consultant and the titles: Education Officer, School Counsellor, and Guidance Teacher. Guidance teachers are mandated at a 1:300 teacher to student ratio. In Nigeria, school counseling began in 1959 and exists in some high schools.<sup>132</sup> In Philippines, the Congress of the Philippines passed the Guidance and Counseling Act of 2004, with a very specific focus Professional Practice, Ethics, National Certification, and the creation of a Regulatory Body, and specialists in school counseling are subject to this law.<sup>133</sup>

In Taiwan, school counseling traditionally was done by "guidance teachers." Recent advocacy on the part of the Chinese Guidance and Counseling Association pushed for licensure for school counselors in Taiwan's public schools. Prior to this time, the focus had been primarily on individual and group counseling with a focus on play therapy,<sup>134</sup> career counseling and development,<sup>135</sup> and stress related to national university examinations.

In the United States, the school counseling profession began with the vocational guidance movement at the beginning of the 20th century, now known as career development. Jesse B. Davis was the first to provide a systematic school guidance program. In 1907, he became the principal of a

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<sup>131</sup> Ayyash-Abdo, Alamuddin, & Mukallid, 2010 Ayyash-Abdo, H., Alamuddin, R., & Mukallid, S. (2010). School counseling in Lebanon: Past, present, and future. *Journal of Counseling & Development*, 88, 13-17.

<sup>132</sup> Aluede, O. O., Adomeh, I. O. C., & Afen-Akpaide, J. E. (2004). Some thoughts about the future of guidance and counseling in Nigeria. *Education Winter*, 2004.

<sup>133</sup> [http://www.ops.gov.ph/records/ra\\_no9258.htm](http://www.ops.gov.ph/records/ra_no9258.htm)

<sup>134</sup> Shen, Y.-J., & Lowing, R. J. (2007). School counselors' self-perceived Asian American counseling competence. *Professional School Counseling*, 11, 69-71.

<sup>135</sup> Chang, 2002 Chang, D. H. F. (2002). The past, present, and future of career counseling in Taiwan. *Career Development Quarterly*, 50, 218-225.

high school and encouraged the school English teachers to use compositions and lessons to relate career interests, develop character, and avoid behavioral problems. Many others during this time did the same. For example, in 1908, Frank Parsons, "Father of Vocational Guidance" established the Bureau of Vocational Guidance to assist young people in making the transition from school to work.

From the 1920s to the 1930s, school counseling and guidance grew because of the rise of progressive education in schools. This movement emphasized personal, social, moral development. Many schools reacted to this movement as anti-educational, saying that schools should teach only the fundamentals of education. This, combined with the economic hardship of the Great Depression, led to a decline in school counseling and guidance. In the 1940s, psychologists and counselors selected, recruited, and trained military personnel. This propelled the counseling movement in schools by providing ways to test students and meet their needs. Schools accepted these military tests openly. Also, Carl Rogers' emphasis on helping relationships during this time influenced the profession of school counseling.

In the 1950s the government established the Guidance and Personnel Services Section in the Division of State and Local School Systems. In 1957, the Soviet Union launched Sputnik I. Out of concern that the Russians were winning the space race and that there were not enough scientists and mathematicians, the government passed the National Defense Education Act, spurring growth in vocational guidance through larger funding. In the 1960s, new legislation and professional developments refined the profession (Schmidt, <sup>136</sup> 2003).

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<sup>136</sup> Schmidt, J.J. (2003) Counseling in schools: Essential services and comprehensive programs. 4th ed. Boston: Allyn & Bacon

The 1960s was also a time of great federal funding for land grant colleges and universities in establishing Counselor Education programs<sup>137</sup> School counseling shifted from an exclusive focus on career development to add personal and social issues paralleling the rise of social justice and civil rights movements. In the early 1970s, Dr. Norm Gysbers began shifting the profession from school counselors as solitary professionals into having a comprehensive developmental school counseling program for all students K-12. He and his colleagues' research evidenced strong correlations between fully implemented school counseling programs and student academic success; a critical part of the evidence base for the profession based on their work in the state of Missouri.<sup>138</sup>

But school counseling in the 1980s and early 1990s was absent from educational reform efforts.<sup>139</sup> The profession was facing irrelevance as the standards-based educational movement gained strength with little evidence of systemic effectiveness for school counselors. In response,<sup>140</sup> consulted with elementary, middle, and high school counselors and created the ASCA National Standards for School Counseling with three core domains (Academic, Career, Personal/Social), nine standards, and specific competencies and indicators for K-12 students. A year later, the first systemic meta-analysis of school counseling was published and gave a

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<sup>137</sup> [www.aces.org](http://www.aces.org)

<sup>138</sup> Lapan, Gysbers, & Sun, 1997 Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling and Development*, 75, 292-302.

<sup>139</sup> Stone, C. B., & Dahir, C. A. (2011). *School counselor accountability: A MEASURE of student success* (3rd ed.). Boston, MA: Pearson.

<sup>140</sup> Campbell, C. A., & Dahir, C. A. (1997). *The national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.

wake-up call to focus on outcome research in academic, career, and personal/social domains.<sup>141</sup>

In the late 1990s, a former mathematics teacher, school counselor, and administrator, Pat Martin, was hired by The Education Trust to focus the school counseling profession on closing the achievement gap that harmed children and adolescents of color, poor and working class children and adolescents, bilingual children and adolescents and children and adolescents with disabilities. Martin developed focus groups of K-12 students, parents, guardians, teachers, building leaders, and superintendents, and interviewed professors of School Counselor Education. She hired a school counselor educator from Oregon State University, Dr. Reese House, and they co-created what emerged in 2003 as the National Center for Transforming School Counseling (NCTSC).<sup>142</sup>

The NCTSC focused on both changing school counselor education at the graduate level and changing school counselor practice in local districts to teach school counselors how to prevent, intervene with, and close achievement and opportunity gaps. In the focus groups, they found what Hart & Jacobi<sup>143</sup> had indicated—too many school counselors were gatekeepers for the status quo instead of advocates for the academic success of every child and adolescent. Too many school counselors used inequitable practices, supported inequitable school policies, and were unwilling to change.

This professional behavior kept many students from non-dominant backgrounds (i.e., students of color, poor and working class students,

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<sup>141</sup> Whiston, S. C., & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling & Development*, 76, 412-426.

<sup>142</sup> [www.edtrust.org](http://www.edtrust.org)

<sup>143</sup> Hart, P. J., & Jacobi, M. (1992). *From gatekeeper to advocate: Transforming the role of the school counselor*. New York: College Entrance Examination Board.

students with disabilities, and bilingual students) from getting the rigorous coursework and academic, career, and college access skills needed to successfully graduate from high school and pursue post-secondary options including college.

They funded six \$500,000 grants for six Counselor Education/ School Counseling programs, with a special focus on rural and urban settings, to transform their school counseling programs to include a focus on teaching school counselor candidates advocacy, leadership, teaming and collaboration, equity assessment using data, and culturally competent program counseling and coordination in 1998 (Indiana State University, University of Georgia, University of West Georgia, University of California-Northridge, University of North Florida, and Ohio State University) and then over 25 other Counselor Education/School Counseling programs joined as companion institutions in the following decade. By 2008, NCTSC consultants had worked in over 100 school districts and major cities and rural areas to transform the work of school counselors.

In 2002, the American School Counselor Association released the ASCA National Model: A framework for school counseling programs, written by Dr. Trish Hatch and Dr. Judy Bowers, comprising key school counseling components into one model—the work of Drs. Norm Gysbers, Carly & Sharon Johnson, Robert Myrick, Carol Dahir & Cheri Campbell's ASCA National Standards, and the skill-based focus for closing gaps from the Education Trust's Pat Martin and Dr. Reese House into one document.

In 2003, the Center for School Counseling Outcome Research<sup>144</sup> was developed as a clearinghouse for evidence-based practice with regular research briefs disseminated and original research projects developed and implemented with founding director Dr. Jay Carey. One of the research fellows, Dr. Tim Poynton, developed the EZAnalyze<sup>145</sup> software program for all school counselors to use as free-ware to assist in using data-based interventions and decision-making.

In 2004, the ASCA Ethical Standards for School Counselors was revised to focus on issues of equity, closing gaps, and ensuring all K-12 students received access to a school counseling program.<sup>146</sup> Also in 2004, Pat Martin moved to the College Board and hired School Counselor Educator Dr. Vivian Lee. They developed an equity-focused entity on school counselors' role in college counseling, the National Office for School Counselor Advocacy (NOSCA).<sup>147</sup> NOSCA has developed research scholarships for research on college counseling by K-12 school counselors and how it is taught in School Counselor Education programs. On January 1, 2006, the USA Congress declared the first week of February National School Counseling Week, which grew out of advocacy from ASCA members.

In 2008, the first NOSCA study was released by Dr. Jay Carey and colleagues focused on innovations in selected College Board "Inspiration Award" schools where school counselors collaborated inside and outside their schools for high college-going rates and strong college-going cultures in

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<sup>144</sup> Dimmitt, Carey, & Hatch, 2007 Dimmitt, C., Carey, J. C., & Hatch, T. Evidence-based school counseling: Making a difference with data-driven practices. Thousand Oaks, CA: Corwin Press., 2007.

<sup>145</sup> <http://www.ezanalyze.com>

<sup>146</sup> [www.schoolcounselor.org](http://www.schoolcounselor.org)

<sup>147</sup> <http://professionals.collegeboard.com/policy-advocacy/educators/nosca>

schools with large numbers of students of non-dominant backgrounds<sup>148</sup> In 2008, ASCA released School Counseling Competencies focused on assisting school counseling programs to effectively implement the ASCA Model. Also in 2008, in support of the ASCA Model and new vision<sup>149</sup> school counseling,

Dr. Rita Schellenberg introduced standards blending as a cross-walking approach to align school counseling with the academic achievement mission of schools as well as two data-based reporting systems, SCORE and SCOPE.<sup>150</sup>

In 2009, NOSCA released a national study under the leadership of Dr. Vicki Brooks-McNamara addressing the school counselor/principal connection with specific recommendations for best practices in collaborative leadership in school counseling.<sup>151</sup>

In 2010, the Center for Excellence in School Counseling and Leadership (CESCAL) co-sponsored the first school counseling conference devoted to the needs of lesbian, bisexual, gay, and transgendered students in San Diego, California.<sup>152</sup>

In 2011, Counseling at the Crossroads: The perspectives and promise of school counselors in American education, the largest survey of high school and middle school counselors in the United States (over 5,300 interviews), was released by the College Board's National Office for School Counselor Advocacy, the National Association of Secondary

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<sup>148</sup> <http://www.thenewschoolcounselor.com>

<sup>149</sup> Schellenberg, R. (2008). *The new school counselor: Strategies for universal academic achievement*. Lanham, MD: Rowman Littlefield Education

<sup>150</sup> Schellenberg, R., & Grothaus, T. Promoting cultural responsiveness and closing the achievement gap with standards blending. *Professional School Counseling*, 2009, 12, 440-449.

<sup>151</sup> Schellenberg, R., Standards blending: Aligning school counseling programs with school academic achievement missions. *Virginia Counselors Journal*, 2007, 29, 13-20

<sup>152</sup> <http://www.cesca.org/>

School Principals, and the American School Counselor Association. The study shared school counselors' views on educational policies, practices, and reform, and how many of them, especially in urban and rural school settings, are not given the chance to focus on what they were trained to do, especially career and college access counseling and readiness for all students, in part due to high caseloads and inappropriate tasks that take up too much of their time.

School counselors make strong suggestions about their crucial role in accountability and success for all students and how school systems need to change so that school counselors can be key players in student success. Implications for public policy and district and school-wide change are addressed.<sup>153</sup>

Professional school counselors ideally implement a school counseling program that promotes and enhances student achievement.<sup>154</sup> A framework for appropriate and inappropriate school counselor responsibilities and roles is outlined in the ASCA National Model. School counselors, in most USA states, usually have a Master's degree in school counseling from a Counselor Education graduate program. In Canada, they must be licensed teachers with additional school counseling training and focus on academic, career, and personal/social issues. China requires at least three years of college experience. In Japan, school counselors were added in the mid-1990s, part-time, primarily focused on behavioral issues. In Taiwan, they are often teachers with recent legislation requiring school counseling licensure focused on individual and group counseling for

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<sup>153</sup> <http://nosca.collegeboard.org/research-policies/annual-survey>.

<sup>154</sup> <http://www.edtrust.org/dc/press-room/press-release/school-counselors-underutilized-on-secondary-campuses>

academic, career, and personal issues. In Korea, school counselors are mandated in middle and high schools.

School counselors are employed in elementary, middle, and high schools, and in district supervisory settings and in counselor education faculty positions (usually with an earned Ph.D. in Counselor Education in the USA or related graduate doctorates abroad), and post-secondary settings doing academic, career, college readiness, and personal/social counseling, consultation, and program coordination. Their work includes a focus on developmental stages of student growth, including the needs, tasks, and student interests related to those stages (Schmidt, 2003).

Professional school counselors meet the needs of student in three basic domains: academic development, career development, and personal/social development (Dahir & Campbell, 1997; ASCA, 2005) with an increased emphasis on college access.<sup>155</sup>

Knowledge, understanding and skill in these domains are developed through classroom instruction, appraisal consultation, counseling, coordination, and collaboration. For example, in appraisal, school counselors may use a variety of personality and career assessment methods (such as the or (based on the) to help students explore career and college needs and interests. School counselor interventions include individual and group counseling for some students. For example, if a student's behavior is interfering with his or her achievement, the school counselor may observe that student in a class, provide consultation to teachers and other stakeholders to develop (with the student) a plan to address the behavioral

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<sup>155</sup> Carey, J. C., Dimmitt, C., Hatch, T. A., Lapan, R. T., & Whiston, S. C.. Report of the national panel for evidence-based school counseling: Outcome research coding protocol and evaluation of student success skills and second step. *Professional School Counseling*, 11, 2008, 197-206.

issue(s), and then collaborate to implement and evaluate the plan. They also provide consultation services to family members such as college access, career development, parenting skills, study skills, child and adolescent development, and help with school-home transitions.

School counselor interventions for all students include annual academic/career/college access planning K-12 and leading classroom developmental lessons on academic, career/college, and personal/social topics. The topics of character education, diversity and multiculturalism (Portman, 2009), and school safety are important areas of focus for school counselors. Often school counselors will coordinate outside groups that wish to help with student needs such as academics, or coordinate a program that teaches about child abuse or drugs, through on-stage drama(Schmidt, 2003).

School counselors develop, implement, and evaluate school counseling programs that deliver academic, career, college access, and personal/social competencies to all students in their schools. For example, the ASCA National Model includes the following four main areas:

Foundation - a written school counseling program mission statement, a beliefs and philosophy statement, and a focus on the ASCA standards and competencies and how they are implemented for every student;

Delivery System - how lessons and individual and group counseling are delivered;

Management System (use of calendars, time, building leader-school counselor role agreements, creation of action plans); and

Accountability System - use of a School Counseling program audit, results reports, and school counselor performance evaluations based on 13 key competencies.

The model is implemented using key skills from the Education Trust's Transforming School Counseling Initiative: Advocacy, Leadership, Teaming and Collaboration, and Systemic Change.

School Counselors around the world are affiliated with national and regional school counseling associations including: Asociacion Argentina de Counselors (AAC-Argentina), American Counseling Association (ACA-USA), African Counseling Association (AfCA), American School Counselor Association (ASCA-USA), Associacao Portuguesa de Psicoterapia centrada na Pessoa e de Counselling (APPCPC-Portugal), Australian Guidance and Counselling Association (AGCA), British Association for Counselling and Psychotherapy (BACP-UK), Canadian Counseling Association (CCA)/ Association Canadienne de Counseling (ACC), Center for Excellence in School Counseling and Leadership(CESCaL) (USA), Center for School Counseling Outcome Research (CSCOR-USA) Council for the Accreditation of Counseling and Related Educational Programs (CACREP-USA and international), Counselling Children and Young People (BACP affiliate, UK), Counseling & Psychotherapy in Scotland (COSCA), Cypriot Association of School Guidance Counsellors (OELMEK), European Counseling Association (ECA), France Ministry of Education, Federacion Espanola de Orientacion y Psicopedagogia (FEOP-Spain), Department of Education-Malta, Hellenic Society of Counselling and Guidance (HESCOG-Greece), Hong Kong Association of Guidance Masters and Career Masters (HKAGMCM), Institute of Guidance Counselors (IGC) (Ireland), International Association for Educational and Vocational Guidance (IAEVG)/Association Internationale d'Orientation Scolaire et Professionnelle (AIOSP)/ Internationale Vereinigung

für Schul- und Berufsberatung (IVSBB)/Asociación Internacional para la Orientación Educativa y Profesional(AIOEP), International Baccalaureate (IB), International Vanguard of Counsellors (IVC), Kenya Association of Professional Counselors (KAPC), National Board for Certified Counselors (NBCC, USA), National Center for Transforming School Counseling (NCTSC) at The Education Trust (USA), National Office for School Counselor Advocacy (NOSCA) at The College Board (USA), New Zealand Association of Counsellors/Te Roopu Kaiwhiriwhiri o Aotearoa (NZAC), Counseling Association of Nigeria (CASSON), Philippine Guidance and Counseling Association (PGCA), Overseas Association of College Admissions Counselors (OACAC, an affiliate of National Association of College Admissions Counselors-USA), Singapore Association for Counseling (SAC), and the Taiwan Guidance and Counseling Association (TGCA).<sup>156</sup>

School Counselors are expected to follow a professional code of ethics in many countries. For example, In the USA, they are the American School Counselor Association (ASCA) School Counselor Ethical Code , the American Counseling Association (ACA) Code of Ethics<sup>157</sup> , and the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice (SPGP)<sup>158</sup>

### **2.2.11 The School Life of the Adolescent**

The adolescent is grown up enough to evaluate the behavior of teachers in the school. He accepts some teachers as good and he is vehemently against someone who are undutiful, partial and devoid of human qualities. The adolescent likes a teacher who gives him full freedom to place his views at relevant points in the class and tries to maintain an

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<sup>156</sup> [www.counseling.org](http://www.counseling.org),

<sup>157</sup> [www.counseling.org](http://www.counseling.org)

<sup>158</sup> [www.nacacnet.org/AboutNACAC/Policies/Documents/SPGP.pdf](http://www.nacacnet.org/AboutNACAC/Policies/Documents/SPGP.pdf)

ideal atmosphere in the class for his harmonious development. The adolescent is influenced by the behavior of the teachers in the school. He does not like the teacher who passes adverse remarks against some students. He greatly respects a teacher who always uses encouraging words for students. He may appreciate if the teacher points out to some weakness in learning certain subjects, but at the same time he also wants that the teacher should give him praise for something in which his performance is satisfactory.

The teacher is greatly responsible for creating and maintaining a desirable atmosphere in the class in order that the adolescent may develop his concept of self in the right manner. The behavior of the teacher is of vital importance in this context. In association with honest and good teachers the adolescent learns to behave in the right and creative manner. A teacher with dictatorial attitude makes the adolescent aggressive, unsocial and unruly.

The above observations are indicative of the extent to which the school life may be a vital factor in the development of adolescent's personality. Much depends upon the type of school in which the adolescent happens to be placed. There are good schools and bad ones also. Some schools appoint good teachers on higher grades and some are not very careful in choice of teachers. Such schools are functioning like commercial establishments. Adolescents receiving education in such bad schools develop a business like attitude. They have little respect for their teachers. They feel that they receive education from the school on the payment of tuition fees as they buy certain commodity from some shop on payment of the required price. A student with this attitude creates disciplinary

problems in the school. The policy of the school also influences the personality of the adolescent<sup>159</sup>.

Following the family the other institution that has responsibility of promoting mental health in children is the school. It is the school that has the greatest influence, after the home in forming the child's personality. And even in school, the most important factor is the atmosphere existing there. In a healthy atmosphere, the children adopt discipline and other qualities of their own. There is greater fear of some children being spoiled in school. Such children should be specially attended to and give definite and expert guidance. The greatest need is for providing each child with work adequate and proper to the needs of his personality. In school, the teacher should keep the following factors vividly in mind if he is to preserve mental health, prevent mental disturbance or promote mental health among his students:

Discipline - Discipline in the school has an important influence upon the mental health of students. But this discipline should never be very hard since such conditions will lead to mental ill-health. Thus, discipline should be exercised not through creating fear of punishment but through arousing feeling of responsibility and the desire to be law-abiding among the students.

Affectionate behavior - It is only too evident that affectionate behavior towards students on the part of teachers has good effects on the former's mental health. It will inspire them to obey the teacher, respect him, to do nothing that may incur his displeasure. A teacher should maintain the same loving attitude towards all his students. Any discrimination in this treatment injures the feelings of students. Play and

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<sup>159</sup> Elizabeth B. Hurlock, Developmental Psychology, Opcit, pp-235

recreation- Mental disturbance and imbalance are created by the repressed motive surging in a student's brain. They can be given opportunities for healthy expression through games and other forms of recreation. Play and recreation have a cathartic effect.

Sex education- In adolescence, the morals of young boys and girls show alarming tendencies to proceed to degradation because of the sexual instinct, or alternately its repression leads to much mental distress. Teachers should make use of psychological weapons to remove any sexual deviations that may be embedded in the minds of students. And for this, the best way is to provide young boys and girls with the necessary elementary sex education. Educational guidance- In order to maintain a state of mental health, it is essential that they be given subjects that conform to their requirements and abilities, and their educational problems solved. Taking personal advice of a psychologist in this connection is called educational guidance.

Personal guidance-Many of the problems that arise before the students are such that, they cannot be solved by the student himself, hence he needs the personal guidance of the psychologist to solve them. Vocational guidance-Every individual is compelled to adopt some one or the other profession once his education is complete, and he begins to worry about it even while he is still engaged in his academic pursuit. The knowledgeable teacher can help his students in their choice of a suitable career. Formation of good habits- Mental health depends upon good habits. Hence it is desirable for the teacher to help students in the formation of good habits regarding a regular life, balanced diet and exercise, good behavior, high thinking, etc. Balanced curriculum- The students in school should be such as to develop all aspects of the student's personality, to increase his fund of necessary knowledge, and avoid all unnecessary strain

on the mind. The integrated development of the students can be promoted through the organizing of various kinds of extracurricular activities in the school and college. Balanced home assignment- It is improper to think that if the child is given too much homework to do, he will not have the time to indulge in destructive and naughty pranks as he will be too busy. Loading them with too much homework only leaves them worried anxious, with the worst influence upon their mind. Hence the homework required of them should be carefully and sensibly formulated.

Schools with the support of families and the community are currently the best place to develop a comprehensive mental health programme for children because:

1. Almost all children attend school at sometime during their lives.
2. Schools are often the strongest social and educational institutions available for intervention.
3. Schools have profound influence on children, their families and the community.
4. Young people's ability and motivation to stay in school, to learn and to utilize what they learn is affected by their mental well being.
5. Schools can act as a safety net, protecting children from hazards, which affect their learning, development and psychosocial well being. In addition to the family, schools are crucial in building self esteem and a sense of competence.

The school mental health programmes are effective in improving learning, mental well being and in treating mental disorders. Probably no other institution has a much opportunity as the school not only to shape the

developing child, but also to deal with the mental health problems they face<sup>160</sup>.

### **2.2.12 The Significance of Counselling Programmes in Schools**

Counselling in schools is by no means a new phenomenon. School counselling is well established in the western countries, which dates back to 1898 where the central school in Detroit had a school counsellor. In recent years school counselling has begun to take a more prominent role in schools all over the world. When teachers are under huge pressures to teach, keep detailed records on their pupil and fulfil all the criteria of the national curriculum, they often find it difficult to take on the added pastoral role. Some schools have thus begun to realize the benefits of employing a counsellor. The usefulness is increasingly recognized of having someone available to all the pupils not only to meet their educational needs but also to meet the emotional and psychosocial needs. Counselling adolescents in school setting helps to examine the difficult ties or problems they are experiencing and gain insight into the various factors responsible for these problems. Further the counsellor can help them to identify useful coping strategies and the existing sources of support including peer, family and other professional support.

Counselling, along with guidance, helps the student in making the best possible adjustment to the current situations in educational institutions and the occupational world. In the academic field the counsellor can monitor the academic progress of students and make them acquainted with the prescribed curriculum. They can assist students in getting information about further education and to maximize their scholastic achievement.

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<sup>160</sup> Malavika Kapur, Mental Health in Indian School, Op cit-580-582

However, counselling or guidance will be effective only when the strategies the counsellors adopt are appropriate to the problems for which

The strategies must be objective oriented and student oriented. It must take into consideration the resources and facilities available to the students and it are to be provided not for a few students but for all. Almost all students and it is lithey are extended with an internal support, will develop an I sense of identity. I essentially, counselling will help them to reach a stage of mental development and social competence adaptive to the challenges both personal and interpersonal. Therefore, counselling is considered to be an integral part of school education.

## **2.3 EXAM ANXIETY**

### **2.3.1 Anxiety**

Anxiety is a painful uneasiness of mind concerning some pending or anticipated ill. It is an unpleasant emotional state of uneasiness and distress, a feeling of impending doom, although there is no obvious threat. The exact course of anxiety is not yet known. Heredity probably plays a role. Recent studies show a biological cause as well. So, an imbalance of neurotransmitters could lead to an attack<sup>161</sup> In some forms, the fear goes hand in hand with complaints such as tiredness, concentration disturbances, irritability, muscle tension, sleep disorders and agitation<sup>162</sup>

### **2.3.2 Exam Anxiety**

Exam anxiety expresses excessive worry about upcoming exams, fear of being evaluated, apprehension about the consequences, experienced

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<sup>161</sup> <http://en.wikipedia.org/wiki/anxiety>

<sup>162</sup> Mental Health, A booklet is brought out as part of the publication programme of the Year of Scientific awareness being supported & catalysed byRVSP, DST, Govt. of India, Year of Scientific Awareness 2004, Page 10

by many normal students, not mysterious or difficult to understand and manageable by following a plan of helpful suggestions. Exam anxiety is a feeling which comes with being afraid during an exam or evaluation. Exam anxiety hinders student's perception and success and can impede their exam preparation and exam taking. Students become afraid of making mistakes and the situations of having to sit an exam become wrought with terror. Exam anxiety can be evident in both the thinking and behaviour of students.

On the eve of the examination most students start getting anxious and spend sleepless nights, worrying about the approaching tests. Exams may be anxiety provoking for many people. They may worry about an exam for days before it is to take place and when tackling the examination they may experience negative thoughts and unpleasant physical symptoms which prevent them from performing to the best of their ability. Anxiety and fear hamper recall and result in a mental block during examination.<sup>163</sup>

What parents and teacher should always remember is that each child has his or her own potential. Unless the focus is turned on the aptitude and potential of the child, there will be a lot of unwanted anxiety for all concerned. External comparisons rarely motivated a child. He should be thought to compete with himself, not with others. The stress should be on what he can do to better himself. The focus should be on the strong points and not only deficiencies. For example a child could be good in sciences and weak in languages. He should be encouraged to perform well in what

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<sup>163</sup> [http://www.keral.com/articles/EXAM\\_FEWER.htm](http://www.keral.com/articles/EXAM_FEWER.htm)

he is good at. That will boost the child's confidence and help him work on all the subjects.<sup>164</sup>

Exam anxiety is one of the most important problems among moderate and low average students. On the eve of examination, many students and parents approach counselors and psychologists, which show the existence of the severity of this problem. It prompted the researcher to make an in depth study of this subject. Besides examination anxiety, students face numerous other problems like loneliness, learning disabilities, physical changes, emotional instability, peer group pressures, rebellious tendency, etc. Here comes the role of a school counselor.

The school counselor is an important and integral part of the pupil personnel constituting educating team. His responsibility is to diagnose and study individual children, who have special problems in development. The school counselor evaluates various aspects of a child's experiences and behavior that are relevant to an understanding of the child's difficulties in making achievements. For this role, the school counselor is trained in the use of psychological tests and also in administering individual or group therapy for the disturbed children. Exam anxiety is one of the most important problems found among moderate and low average students.

The physical and psychological development creates a kind of tension in the mind of the adolescent. So he feels dissatisfaction and indifference quite frequently without any apparent reason, which the elders fail to understand. The adolescent grows very sentimental, because he has not yet developed mature ideas, outlooks and attitudes about things. His sentimentalism, at times, results in outbursts of temper for which the

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<sup>164</sup> <http://www.studygs.net/tstprp 8.http>

adolescent usually repents later. He very often promises to control his sentimentalism and outburst of temper but frequently fails in adhering to his determination. This failure naturally acts to the emotional tension in him. However, by the end of the period of adolescence he succeeds in his efforts and is able to acquire a relatively more stable nature and mode of behavior.

The adolescent is afraid of censor, strictures, scorn and criticism from others, because he is not very sure of the propriety of his actions or behaviors. He is afraid that some of the features of his physical; mental; social or moral development may be criticized.

He is shy about the uneven development of his bodily organs or the pimples on his face. It is during adolescence that the nose draws attention of others. Sometimes, pimples on the face are so numerous that the adolescent feels shy of showing his or her face to others<sup>165</sup>.

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Examination anxiety has negative image among the students. But it has a positive role also. Moderate level of examination anxiety is always

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<sup>165</sup> Elizabeth B. Hurlock, *Developmental Psychology*, Fifth Edition, Tata McGraw Hill Publishing Company, 1981,p-254

good, it act as a motivational factor in the examination performance. It promotes the level of achievement of the student. It creates a feeling of necessity of passing the exam and thereby to get higher class promotion; examination has been a powerful force for ensuring minimum standard in the educational system of the country.

It promotes hard work nature among the student. If the students get high marks in the examination results, it provides happiness and pried not only to the student, but also to the class teachers and parents. It is quite natural that parents have high expectation about their children.

Adolescence is a developmental transition between childhood and adulthood. It is the period from puberty until full adult status has been attained. Adolescence is also the stage in a person's life between childhood and adulthood. It is the period of human development during which a young person must move from dependency to independence, autonomy and maturity.

The young person moves from being part of a family group to being part of a peer group and to standing alone as an adult. Generally, the movement through adolescence from childhood to adulthood involves much more than a linear progression of change. Adolescence is a time of stress and crisis. So adolescence is described as troublesome period in life. The major cause of stress in adolescence is the physical and psychological change that takes place in them. It is multi-dimensional, involving a gradual transformation or metamorphosis of the person as a child into a new person as an adult.

Adolescence presents many challenges as biological, psychological and social changes are confronted. Important processes of change need to occur within the young person if these challenges are to be confronted

adaptively and with success. When an adolescent is unable to confront and deal with a developmental challenge successfully, there are likely to be unhelpful psychological, emotional and behavioural consequences.

In dealing with these, counselling may be useful with the counsellor helping the young person to find new ways to proceed adaptively along the required developmental journey.

The school counselor is an important and integral member of the pupil personnel team. The responsibility of them is to diagnose and study individual children, who are usually experiencing problems in their educational or personal development in this role, the school counselor evaluates various aspects of a child's experiences and behavior that are relevant to an understanding of the child's school difficulties and achievements. For this role, the school counselor is trained in the use of psychological tests and also is prepared to engage in individual or group therapy with disturbed children.

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### **2.3.3 The symptoms of exam anxiety**

#### **2.3.3.1 Physical symptoms:**

It can be, for example, a quick heartbeat, tight muscles, headache, insomnia, upset stomach, appetite changes (unable to eat, constant snacking, binge eating), shortness of breath, increased perspiration, sweaty palms, increased heart rate, dry mouth, diarrhea, more frequent urination, tense movements, losing focus of actions, less coordinated movements, fidgeting, nail biting, moving or walking faster than normal, increased smoking, drinking and escaping behaviours (e.g. partying the night before an exam).

#### **2.3.3.2 Psychological symptoms:**

It can be, for example, appearing in blurred thinking and errors in the assumption process. Thinking becomes characterized by disruptive thoughts (I am going to fail, others are better than me, others can spot my lack of knowledge) instead of constructive thoughts (I am pretty well prepared, I can do this just like the others, I can pass this exam)<sup>166</sup>, negative thinking and self-criticism (rather than being one's own best friend), irrational thinking about exams and outcomes, scattered attention, irrational thoughts, difficulty concentrating, negative, self-defeating thoughts, task-disruptive daydreaming, self-abusing thoughts, Irrational beliefs "If I don't pass my (parents/partner/boss) will kill me!", Irrational demands "I have to get 100% or I am worthless.", Catastrophic predictions "I'll fail no matter what I do." Many students experience some pre-exam jitters. Mild nervousness can motivate the best. However, exam anxiety is different

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<sup>166</sup> <http://www.panic-anxiety.com/anxiety/symptoms>

from typical nervousness: It is more intense. It is more potentially overwhelming. It affects emotionally (atypical mood swings, emotions related to the examination, presentation, or, paper worry, frustration, fear, anger, discouragement, depression, panic, hopelessness). It is more disruptive and disturbing. It is not helpful or motivating.

#### **2.3.3.3 Social symptoms:**

social withdrawal, avoidance of friends and family, unusual irritability with others, procrastination through increased socializing, disorganized time management, poor study habits, procrastination on papers, presentations and studying, obsession with fearful thoughts about the consequences of failing, unable to concentrate on reading and understanding study material, can't focus or organize thoughts, poor recall of important concepts, keywords, acronyms, can't understand exam questions, going blank on familiar questions, poor scores on known material.

**2.3.3.3 Lifestyle issues** that can contribute to exam anxiety are inadequate rest, poor nutrition, too many stimulants, and insufficient exercise, not scheduling available time, and not prioritizing commitments.

**2.3.3.4 Information needs issues** that can contribute to exam anxiety are exam-taking strategies, academic information such as course requirements, teachers' expectations, exam dates and testing location, knowledge of how to apply anxiety reduction techniques.

**2.3.3.5 Studying styles issues** that are inefficient -inconsistent content coverage, trying to memorize the textbook, binge studying, distance environment, all-night studying before exams and Ineffective- reading without understanding, can't recall the material, not making review notes, not reviewing, not studying.