

**Jagjiwan Kaur / Arpita Malhotra**

Adolescent adjustment problems and  
school counselling services as perceived  
by adolescents, educators and parents

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**ADOLESCENT ADJUSTMENT PROBLEMS AND SCHOOL  
COUNSELLING SERVICES AS PERCEIVED BY ADOLESCENTS,  
EDUCATORS AND PARENTS**

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## **ABSTRACT**

The present study was designed to investigate adolescent adjustment problems and school counselling services as perceived by adolescents, educators and parents. The objectives of the study were: (1) to gain an insight into perception of adolescents, educators and parents regarding adjustment problems of adolescents in various domains, (2) to gauge the views of educators, parents and adolescents regarding need and importance of counselling services in schools, (3) to understand the views of educators, parents and adolescents related to various aspects of implementation of school counselling services.

The results obtained from both the responses on the Student problem checklist and on the questionnaires indicated similar perception of adjustment problems. The study revealed that school going adolescents perceived low adjustment in the domains of studies, occupation and health. All the respondents emphasized on the need of counselling for the school going adolescents. However, very few had actually approached any professional ever for counselling and were not very clear about the role of counselors in schools. The results also revealed that adolescents and parents preferred approaching teachers rather than the professional counselors for help. The teachers perceived themselves as able and as competent as the counselors in handling adolescent problems, although at times they reported having difficulty in dealing with certain specific problems.

The results highlighted the need to orient and educate the adolescents, teachers and parents on the need for counselling. Regular in-service training and workshops were asked for by the teachers, to develop and enhance their counselling skills.

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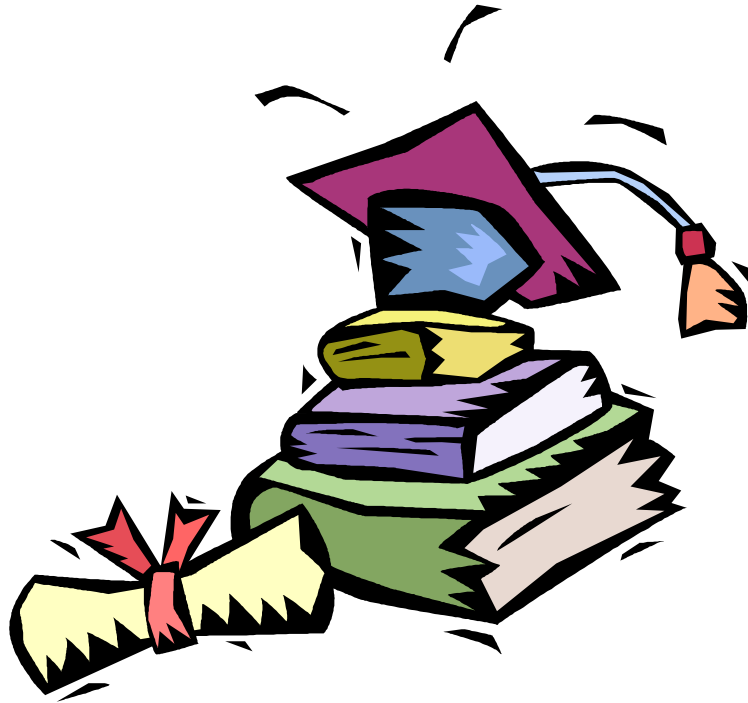
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# *Introduction & Review of Literature*

## INTRODUCTION AND REVIEW OF LITERATURE

When a developmental stage of adolescence is described as a stage of turbulence, a ‘period of storm and stress’, of emotional instability, and a problem age, exploring the truth behind such statements generates interest. The complex and dynamic nature of current social context is posing greater challenges, which further justifies the need to take a closer look into the world of adolescents as well as understanding the manner in which they face various challenges.

Adults commonly tell young people that the teenage years are the, “best years of your life”. The rosy portrayal highlights happy groups of high school students energetically involved at a dance or a sporting event, or a bright-eyed couple holding hands or sipping soda at a restaurant in an urban setting. This is only part of the picture. Life for many young people is a painful tug of war filled with mixed messages and conflicting demands from parents, teachers, friends as well as oneself (Gupta, 2003). Growing up, negotiating a path between gaining independence on one hand and reliance on others on the other hand is a tough business. It leads to stress if adolescents are ill equipped to cope, communicate, and solve problems (Walker, 2002).

### *The period of adolescence*

Derived from a Latin verb ‘*adolescere*’, means, “to grow to maturity” (Dacey and Kenny, 1997) adolescence is a period in an individual’s life between childhood and adulthood. It is a period of human development, during which a young person moves from dependency to independence and from being part of a family group to being part of a peer group and to standing alone as an adult in the years to come. This lengthy transitional state, which may last a decade or more is a distinctive period in which a youngster is no longer a child nor fully adult, but partakes some of the challenges, privileges and expectations of both epochs (King, cited in Lewis, 2002). Bhattacharya (1985) has emphasized that adolescents face