

**SCHOOL SOCIAL WORK IN AIZAWL, MIZORAM:
PROBLEMS AND PROSPECTS**

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Certificate

This is to certify that the thesis, *School Social Work in Aizawl, Mizoram: Problems and Prospects* for the award of Master of Philosophy in Social Work is carried out under my guidance and incorporates the student's bonafide research.

The scholar has fulfilled all the required norms laid down for the M.Phil Regulations by the Mizoram University. The dissertation has not been submitted for award of any degree in this or any other university or institute of learning.

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Declaration

I, K. C. Lalchhandami, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to the best knowledge, to anybody else; and that the dissertation has not been submitted by me for any research degree in any other University/ Institute.

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Chapter I

INTRODUCTION

The present study seeks to identify the Issues and Challenges of High and Higher Secondary School students and thereby assess the scope of School Social Work in Mizoram. School social work is a growing subject all over the world. Currently, school social workers are practicing in around 50 countries. A school social worker is a supporter for students who help them to stretch their prospective in the school setting. School social workers are responsible for the provision of support as well as direct amenities in order to help remove the hindrances of a student's success in school in order to fulfill their goal.

1.1 School Social Work

The development of school social work in different parts of the world arose at the end of the 19th and beginning of the 20th century as a measure of the universal education movement in numerous states. The original initial character of Attendance Officer changed into a Social Work role. While a focus on reducing absenteeism remains important in many countries, school social work has developed new directions to serve varied national priorities and changing needs. The scope of school social work in different parts of the world reveals that roles and methods are often imported from countries where school social work already exists, while independent pathways also develop to meet local priorities.

School Attendance Officers were enrolled as an enforcement service by the end of the nineteenth century in the United Kingdom (Blyth, E. & Cooper, H., 2002). According to Costin (1969), during the early period of the 20th century, visiting teachers were hired by private agencies in schools in the United States. Their goal was promotion of school attendance by strengthening the linkages between school and home environment. Previously, the so called visiting teachers initiated to use different methods of social work practice and started to focus on the enhancement of student's environment. In Canada, school social work started during the 1940's. School social work started in Canada in the 1940s. The emergence of school social work is mainly due to truancy and problems in school attendance and the main function till today is to improve school attendance.

“School social work history is noteworthy and rich in influence by many societal, political and economic factors” (Allen-Meares, 1990 & 2006). School social work began as a profession in the early 20th century, driven by the life struggles and poor living condition of

immigrants which has a negative impact on the development opportunities and education of children (Allen-Meares, 2006; Agresta, 2004). In the earlier times, the School social workers were formerly acknowledged as "Visiting teachers" who were responsible for ensuring that children went to school and collaborated with their teachers who help them in understanding the new migrants. (Agresta, 2004). Gainesin (1996) in his study reveals that School social workers were the ones who link a vital relation between school and community during the early 1900s, by dealing with truancy problems related to the family and society. In acknowledging the importance of school social workers, the Board Of Education in New York approved a funded visiting teacher programme in 1913, which later led to the emergence of National Association of Visiting Teachers who were practically social workers (Allen-Meares, 2006).

In the earlier times, the school social workers were accountable for increasing and enhancing school attendance because they were regarded as the most familiar and well informed about the needs of students and how it affects their academic conditions (Allen-Meares, 2006). Hall (1936) identifies that School social workers require a specific role in the provision of support for emotionally disturbed children during the time of crisis by acting as a linkage between community, school and familial environment.

The name "Visiting teachers" was replaced with the term "School Social Worker" between 1940s and 1950s so that the profession can focus on a more therapeutic and scientific approach for students who particularly needs such specialized attention (Agresta, 2004). School social work is described as the service area of social work which are being provided and carried out in an educational setting by a professional licensed school social worker. This area of expertise in social work is mainly carried out in order to serve the students to make reasonable adjustment and enhancing the efforts and roles of school, community and family in order to achieve a better purpose (NASW, 2002, p. 9). The study of Granesin (1996), states that between the 1960s and 1970s, School Social Work Profession twisted into a form of practice where they address the school's capability in teaching the essential skills. The deficient in success of the students was found to be interrelated with the individual's distinctiveness as well as conditions of the school (Allen-Meares, 2006). Hence, for this purpose, the School Social Workers focus their work on the situation and circumstances of the school so that they can identify those school policies which negatively

affect students while simultaneously supporting those specific students who need help individually (Allen-Meares, 2006).

“The first meeting of the National Association of Social Workers (NASW) was held in 1973 where they identify different problems that cater the role of school social workers such as increase in budget cuts, double roles which will enhance both the school and community and the other roles that can be carried out by the School Social Workers” (Allen-Meares, 2006). “The roles of School Social Workers were specified by The Individuals with Disabilities Act of 1975 such as collecting and writing the social history of students, giving counselling to children as well as families by implementing group and individual methods, assembling the recourses within the community, home visits, assist in students adjustment” (Humes&Hohenshil, 1987).

The standards for school social work service areas were first developed by NASW in 1976 which includes accomplishment of capability, management and association and specialized practice. A very significant matter among all the standards was prevention. The NASW states that the main key to merit in education were strengthening the linkages between school, home and community, increasing the involvement of parents in the educational process, implementing early intervention and prevention, enhancement of collaboration between schools and community as well as developing different methods to promote the disciplines and school programmes (Allen-Meares, 1990).

1.2 Adolescence: Identity vs. Role Conflict

As expressed by Erik Erikson, between the ages of 12 and 19, identity versus Role Confusion takes place which is a part of psychosocial development stage. Adolescents in this stage develop a sense of self identity, and their success plays an important role in staying true to themselves while failure may lead to confusion of role. In the later phase, the child develops a sense of sexual identity as well (Erikson, 1950).

Hall (1904) denoted this period as one of 'storm and stress.' The time is identified with a great deal of biological and psychosocial development. Emotional development takes place as they began to have a new logic of who they are. Their aim in life also changes along with their way of socialization, by experimenting new behaviours. Countless of adolescents are not provided with sufficient opportunities and provisions in order to become a capable adult. (Hamburg &Hamburg, 2004; Pittman &Diversi 2003).

Today's youths are offered with a fewer stable environment as compared to adolescents in the previous era. The deficiency of constancy in the lives of adolescents can be endorsed to the increasing amount of divorce, adolescent pregnancy, and increased geographical mobility of families. They are exposed to a complex choice of lifestyle opportunities from side to side by the media. They face these attractions and are exposed to sexual activities at increasingly young ages (Larson & Wilson, 2004). Adolescents today are constantly challenged with a constant battle between the privileges and enjoyments of youth, and the responsibilities of adulthood (Swaran & Akanksha, 2016).

NFHS-4 reports that many young boys and girls have sexual experience before the age of 15 which often leads to early pregnancy. In India, very few adolescents have a comprehensive knowledge about HIV/AIDS and only a few received sex education. Because of the insufficient knowledge, adolescents are at larger risk of experiencing unprotected sexual intercourse, unethical sexual practice which put them in the risk of having STIs. Among those who had sexual intercourse between the age group of 15–19, a tenth of them were found to have STI or symptoms of STI. Mental health complications are one of the utmost neglected subjects among adolescents which leads to the increase in mortality and morbidity in recent years. “Suicide among adolescents in India is higher than any other age groups i.e., 40% of suicide deaths in men and 56% of suicide deaths in women occurred in the age group of 15–29 years. The incidence rate of adolescent psychiatric complaints in India was found to be 6.46% and in schools, it was found among more than a fifth of the population (23.33%) which makes it evident that extensive quantities of Indian adolescents have psychological problems” (NFHS-4).

Apart from the minor problems that adolescents have faced, sexual abuse is the most prevalent today, but remains undetected and the victims endure in silence because of fear of societal disgrace which ultimately affects the mental health as well as physical and academic performance of adolescents in school. Thus far, substance abuse is also an additional serious concern since these days; young people are unaware about the cost and penalty of harmful use of drugs and must be addressed seriously.

Indian youth signify a major percentage of the world's population. It is assessed that 40% of the world's population are young people below 20 years of age and a majority of them (80%) are living in the developing nations (SEARO, 2000). Today's adolescents are exposed to more evidence and ethnic changes than in former eras. The adolescent has to get ready for

advanced mature life of struggle and self-determining functioning which is possible through the enhancement of their psychosocial capabilities and requirements through life skills training (Vranda & Rao, 2011).

The Hindu (January 2019) reports that in India, only 70% finish school from the initial 100 enrollments. Jharkhand has ranked the highest in dropout rate for schoolchildren in India where only a third finish school perhaps because of its high tribal population. Among all the communities, dropout rates among Adivasis are the highest. In severe divergence to Jharkhand, the States which have the lowest dropout rates in India are Tamil Nadu, Kerala, Himachal Pradesh and Maharashtra. Mizoram has 60% of secondary school dropout rates from the initial enrollment.

In keeping with the vision of the Sustainable Development Goals, the period of adolescence needs to be given utmost importance as this is a period of psychological and social change from childhood to being an adult. The period of life between 10 and 19 years of age is defined as Adolescence by the World Health Organization (WHO). This stage of life is characterized by several bodily, intellectual, and mental changes that need to be addressed. This change is so vital that adolescents express problems in certain ranges of life such as parent child conflicts, substance abuse, violence, risky behaviors and mood variations. "If these issues are not resolved, the individual may suffer role diffusion which results in incompatible abilities and desires, are directionless and face psychological challenges in adulthood" (Berk, 2007; Vranda & Chandrasekhar Rao, 2006). Internal tensions and social expectations often lead to moments of uncertainty, self-doubt and frustration in adolescents making them take risks and engage in abnormal behaviours.

1.3 Overview of Literature

Several studies on the concept of School Social Work are to be found - Abbott, E., & Breckinridge, S. (1917), Dente (2011), Michelle Alvarez (2012), Allen-Meares (2006), International Network Newsletters, (2007), , Costin (1969), , (Humes & Hohenshil, 1987), Beck, K. F. (2017), (Reid, 2013) , Chui (2013), (Thyer, 1996), Lachini et.al (2017), Staudt & Powell (1996).

Most of the studies focus on School Social Work with regard to problems in absenteeism and attendance-Sossou M-A. & Daniels T. (2002), Blyth, E. & Cooper, H. (2002), Abbott and Breckinridge (1917), Costin (1969), (Kearney, 2008). There were also a few studies that probed into the programmes related to schools- Dupper, Theriot, & Craun (1999).

The problem of School dropout has also been a major issue of the study - McMillen, M. et al. (1982), Adams, J. L. and W. E. Becker (1990), Allensworth, E.M. (2004), Christenson, et al. (2008), Winnipeg (1993), Balfanz, R. & N. Legters (2005), Chapman (2004), Rosenthal, (1998).

Studies on positive influence of School Social Workers on academic performance of schoolchildren were also found- Lachini et.al (2017), Williams (2014), Franklin. Kim & Tripodi (2009), Dente (2011). Studies based on School Mental Health- (Michail, 2011), Rosenthal (1998), Kearney (2008), Carter, (1975), Kelly et al. (2010).

Several studies have mentioned School Social Work Model - Thompson, A. M., Frey, A. J., & Kelly, M. S. (2018), Alderson, J. J. (1972), McDavitt, Tarrant, & Boxall (2018). Few studies talked about School Social Work Intervention in which interventions were divided into primary, secondary and tertiary - Real & Vieira (2019), McDavitt et al (2018).

Only a small number of studies based on Truancy and disruptive behavior are found - (Reid, 2013), Kinder et al. (1996). Studies on School Social Work mostly concentrated their theoretical based on Bronfenbrenner's ecological systems theory - Thompson, Frey, & Kelly (2018), Kelly et al., (2010), Apter & Propper (1986). Most of the studies on School social work focus on adolescence - Staudt, M., & Powell K. K. (1996), Karniol R. (2001), Michail, S. (2011), Taylor, Cheng, & Klugman, (2017), Staudt & Powell (1996), Schoof-Tams, Schlaegel, & Walczak (1976).

School attendance problem has been related to educational performance and accomplishment deficiencies, numerous mental health issues and social problems, and later dropping out from school - Attwood & Croll (2015), Bridgeland, Dilulio, & Morison, (2006), Burton, Marshal, & Chisolm (2014).

From the above overview of literature, it was found that most of the studies concerning School Social Work are foreign literature and very few literatures are National. There is lack of studies from North East India and Regional.

1.4 Statement of the Problem

Most high school and higher secondary students are in the adolescent stage and undergo Identity vs. Role Confusion (Erik Erikson's Theory of Psychosocial Development). They may also experience identity crisis as a result of the transition from childhood to adulthood. Though School Social Work practice is significant for all ages of School-going children, it would be make significant impact especially for adolescents in the High and Higher Secondary level of schooling. This is because adolescents are at a period of risk as they are exposed to different kinds of social fads and are motivated by a search for Self Identity. Student-teacher-parent interpersonal relationship has a great impact on students' performance. In most high schools of Mizoram, there is a vast disparity in Pupil-teacher ratio hence students hardly have a chance to ventilate themselves or share their problems with teachers. They need someone other than their academic teachers and parents who would help them to tackle their academic as well as personal challenges.

“School social workers are a vital connection between home, school and community in order to help students to achieve academic accomplishment. By working directly with the administrators of schools as part of an interdisciplinary team they promote leadership in forming school discipline policies, crisis management, mental health interventions and also provision of amenities to help students prosper. Social workers also facilitate community and family involvement in the schools while encouraging for student success” (NASW, 2017).

This study attempts to highlight the impending need for School social work practice in Mizoram. It aims to explore the issues and challenges of adolescent students from different perspectives thereby throwing light on the scope of suitable social work interventions.

1.5 Chapter Scheme

The study is arranged into five chapters. The first chapter gives introduction to the concept of school social work, history, adolescents, relevance in different parts of the world as well as regional. It describes the importance of school social work, how has been implemented in different parts of the world and the issues faced by school social workers.

The second chapter is dedicated entirely to the review of literature related to School Social Work based on research findings.

The third chapter describes the research methodology. It includes the objectives of the study, research design, sampling, tools of data collection and data processing and analysis.

The fourth chapter comprises of the findings and discussion presented in the form of tables, figures, case studies and interview highlights.

The fifth chapter concludes the study by summarizing the findings as well as making suggestions for social workers, policy makers and research scholars.

Chapter II

REVIEW OF LITERATURE

Literature review highlights the relevance and ingenuity of the area in which research is conducted. It enriches the reader as well as the research scholar a viewpoint on the background studies, identifies the research problem and enlightens about theories and ideas related to the topic. This chapter presents a review of different studies related to the study. It is divided into several sub-sections such as Concepts, adolescence and their challenges.

2.1 Concept of School Social Work

According to **McDavitt, Tarrant, & Boxall (2018)**, the practice of school social work in the schools can be elucidated into three stages of intervention such as primary intervention, secondary intervention and tertiary intervention. School social work is concentrated on practice and prevention which focuses the comprehensive community. The focus of tertiary level of intervention is more on practice and personalized. The role of schools is not only to focus on the child's education but to make the best use of the child's perspective by providing a suitable environment. For the achievement of such thing, it is crucial that parents, community and the school are all correspondingly involved in the process of education of the student. It is clear that for the linkages between these three important aspects such as community, school and parents or home, Social Worker play a very important role by breaching the gap and barriers that can lead slow down the educational progress

Thompson, Frey, & Kelly (2018) felt that unlike the other theories pertaining to psychology and biology, Bronfenbrenner's ecological systems theory (1979) straightly enlightens about the practice of school social work. School social workers are skilled and qualified professionals who can deliver significant service area associated with a student's adjustment across systems. Precisely, the highest background in which students develop is contained by the microsystem such as like self, family, peers, school, community, etc. Interactions between students and their immediate microsystems are significant and intimate. For the promotion of fostering relations between these different systems, the school social workers offer a direct provision of different levels of service areas like skills training, parental education, crisis response and many more. The mezzo system defines the perspective where the

microsystems interrelate with each other. The social workers in school also carry out an intervention at this level in many ranges of ways such as linking the barriers between home and school, enhancing communication and community services in order to enable a successful connections between the different systems that will consider an unforeseen benefits to the students with an aim in supporting them for their attainment of success.

According to **NASW (2017)**, for helping students in achievement of academic success, School social workers are the vital connection between students, school, community and parents or home. By working directly as a part of interdisciplinary team with the school authorities as well as students and their families, they support students by providing mental health intervention, addressing different problems such as bullying, crisis management, attendance problems and violence, even family issues. They play an important part in assisting the students to succeed and lead a standard life.

The study of **Michali (2011)** reveal that students who shows challenging behavior at schools are likely to have higher risk of academic failure, dropping out, and delinquency. Challenging behaviours denote those behaviours that are seen as abnormal and unexpected in the perspective of an individual's value and culture such as aggression, self-injury, sexualized behaviours, exploitation of goods and many other series of behaviours. Repetition of these forms of behaviour that hinders the progress of learning of students or that can inhibit the development of a person are termed as challenging behaviours. It can be influenced by interaction with peers, psychological factors, biological factors environmental factor as well as social factors. These are the noteworthy educational and social issues when they exist within the school.

Kimberly Harrison and Richard Harrison (2009) stated that concerning to education, the various kinds of the service area of social workers are very vital to education. For the improvement of the system dynamics and framing the person within the setting of his or her social environment, the school social worker has the capability to understand the situation. This will provide an in-depth understanding of an individual's behavioural pattern as well as the strengths of individual for the creation of an inclusive strengths based intervention aiming the individual along with school, family and community.

Bye, Shepard, Partrige, & Alvarez (2009) felt that school authorities should appreciate schools social workers and their contribution to the academic achievement, since they are the ones who are responsible whether professionals can work in their school. On the other hand, very few literatures can be found on whether the school social workers and school administrators have the same perspective on the part and tasks that school social workers can carry out. By far, the considerable agreement between the school social workers and school administrators were increase in attendance and decline in the problems of discipline.

Cameron (2006) opines that the development and well –being of students were greatly influenced by their relationship with peers and adults. Apart from family, school is the most reflective way which reconciles the success and failure of students. It is mandatory for social workers to help the students to understand the influence or impact of school social work among the students. Many students find school as a place of development and teachers are generally their mentors as well as heroes. School Social workers play an important role in supporting teachers and administrators by imparting knowledge regarding the harmful impact of traditional practices.

Dupper (2003) says school social work interconnects home, students, and school to a more scientific casework model where those students who are undergoing serious social, emotional and behavioural problems were provided an assistance and support by school social workers over time.

Allen-Mears, Washington, & Welsh (2000) suggested that in order to influence the policies which can highlight the essence of education in compliance with the profession, school social workers should fulfill the roles and position that they hold. For a long period of time, even the social workers themselves are often uncertain of the roles of a school social worker which makes it difficult to put an end to the question of the parts and roles that school social worker can play.

Towers (2000) stressed the significance of taking on and promoting clear professional roles. School social workers are seemingly not valued by school administrators as they do not know the roles school social workers play. The success of social workers in protecting children and strengthening families is hardly lauded. Other professions and interdisciplinary committees within schools need to understand the effectiveness of Social Work practice and work together.

Dupper, Theriot, & Craun, (1999)state that Schools should initiate exploring the implementation of programs that imparts students and teachers how to handle and resolve unavoidable day to day struggles in productive ways as well as promotion of a respectful and cooperative school environment. Numerous kinds of programs for both student and school-change strategies have the potential and promise of preventing and solving discipline problems and, as a result, reduce the number of suspensions.

Gianesin (1996)specifiedthat school social workers are a catalyst for change and advocate for students from different family issues, school authorities and bond between students, schools, teachers, students and families, as well as families and schools. They use a systematic approach for carrying out their service which makes it different from other counseling service providers.

Allen-Meaeres(1994) described thatin the previous era, the first school social workers were called ‘visiting teachers’ and their practice innovationssuch as conducting home visits, leading classroom groups, and consulting with teachers and principals are still widely practiced today in the field of school social work. In order to help gather the fundamental knowledge of this practice field and to make program for future research, practice, and policy instructions, there is a demanding need for presentor up to date statistics on school social work practice.

Picton and Keegel (1978) in their study in Australia about the expectations that teachers have for school social workers found that School social workers were not employed by the schools within Australia lest they had a teaching background during their time of study. Their goals were to focus on encouraging the students as well as the staffs to make best use of their potentials and deliver anall-purpose social work services within the school with a special attention on prevention. Their target was to offerdirect service to the faculties and students which can bring modifications within the school system as marked by their work. There were apparent clash of objectives and goals betweenteachers, social workers, and administration. Teachers in general perceived school social workers as a resource to be refer to only in times of difficulties and did not give any acknowledgment in their work. They also need encouragement and recognition in order to bring out the best in the field of school social work. There are no shortages of work for the school social worker which leads to challenges such as allowing

changes in the school management in reaction to the observation as well as interventions carried out by the school social workers.

Rowen (1965) found an important divergence that existed on the tasks performed by school social workers as perceived by the school superintendents and school social workers. The study was conducted in New Jersey where Social Worker roles were found to encompass the study of a child's home, environment and linking community services with other social service agencies.

2.2 Adolescence- life stage

According to WHO, adolescence is a time and period of life with a specific well-being and progressive needs and rights where an individual develops his or her knowledge and abilities and also learn to handle the emotions as well as relationships. During this period of time, one learns to become accustomed to the psychosocial changes and learn capabilities that will be helpful for assuming mature roles. The WHO later states that even though age is one suitable way to define adolescence, it is only one among the many characteristic that define adolescence, hence, age is not the whole story and many factors (external and individual) influences the changes that occurs in human being.

Hamburg (2004) says that adolescents are not provided with adequate chances and support to become capable adults. They are offered with a less stable environment comparing to adolescents two decades ago. This shortage of stability can be attributed to any adolescent problems such as adolescent pregnancy and high divorced rates. They are excessively exposed to social media and are vulnerable in facing temptations of sexual activity in young age and also have to deal with battles between the enjoyments of youth and responsibilities of adulthood.

Erikson (1963) claims that the changeover from childhood to adulthood is most important. In the period of adolescence, children remains to become extra self-determined, and initiate to think about their future in terms of relationships, career, and families. This is a period where a person wants to be accepted in a society and blend in. Erikson is an American ego psychologist who proposed the theory of psychosocial development. Identity versus confusion happens in the course of adolescence between the ages of about 12 and 18 and is the 5th stage in Erikson's theory. This is the most important stage of development where the adolescent needs to acquire different features they will inhabit as a fully developed mature person. Throughout this

stage of development, adolescents discover their liberation and develop a sense of self and will be re-examining their identity to try and find out exactly who he or she is. Erikson suggests that two characteristics are involved: the sexual and the occupational or work related features. Moreover, the adolescents may feel uncomfortable about their figure for a while until they become familiar and “grow into” the variations as well.

Hall (1904) denoted adolescence as a period of “storm and stress.” This stage is acknowledged with intense biological and psychosocial development along with development in an individual's thinking and behaviours. There is also emotional development which creates a new sense of who they are and what they want to be in the future as well as social development involving new relation to both peers and adults. They also begin to experience new behaviours which signifies that it is a period of experimentation.

2.3 Challenges of Adolescent in schools

Bullying

Olweus (1992) states that the repetitive harassment by peers suggestively enlarged a person's anxiety, insecurity, and generally evaluate them negatively.

Rimpela et.al (2000) in their study found that the possibility of mental disorders such as anxiety, depression, frequent excessive drinking, excessive psychosomatic symptoms, and use of other substances than alcohol was related with increased in participation of bullying; two or more co-occurred most regularly amongst bully-victims and subsequently among bullies.

Wagner (2007)'s study the association between bullying and suicidal risk behavior in adolescents, and found that the percentages of bullying behaviors are fairly high, in those who have suicidal risk behaviours. Boys were much larger in number of being the targets of bullying in school whereas both genders were correspondingly victims of bullying outside school. In comparison to those who do not have any involvement in bullying, the risk of depression, suicidal ideation and attempt of suicide were significantly higher in either a bully or a victim. The risk of depression, suicidal ideation and/or suicide attempt is found to be higher among regular bullying behavior for both victim and the bully. The study later claims that, comparing to those who had not been a bullied victims, adolescents who were regularly bullies in schools were 5 times

probable of having a serious suicidal ideation and 4 times possible of suicide attempt. Similarly, students who frequently bullied others in school were 3 times expected to have serious suicidal ideation and suicide attempts as compared to those who did not bully others in school as well as 5 times as probable of having a serious suicidal ideation and suicide attempts as those who never bully others outside the school.

Reid (2013) found that the main causes of truancy and disruptive behaviour were the influence of friends and peers, relations with teachers, often those lacking in respect for pupils, the content and delivery of the curriculum, family aspects (parents' attitudes, domestic problems), bullying, for example lack of control or pupils' learning difficulties. Provision at elementary levels will provide a safe place where children can be looked after by responsible adults. Students need special trained professionals who will meet the needs of students with special needs, behavioural and emotional disorders, attendance problem or truant. However, much more research in this field is needed.

Career and career guidance

Career Industry Council of Australia states that the choices of young people at school have a big impact on their lives. Apart from their further education, it also affects their social lives, finances and health outcomes. Significant purposes of the secondary schools are to formulate or prepare their students in the evolution toward forthcoming career path, which involves provision of curriculum opportunities for building students' general abilities, support the interests and aspirations of the students and assist them in making informed decisions regarding the choices of their subjects and pathways.

School and Co-curricular activities

Khan (2019) in his study, reveals that in regard to the development of students, the activities they had in school play a significant role. Hence, co-curricular activities are very important part in school's life which helps in the improvement of the learning process of students at school. They are among the essential activities that are imperative for each student to participate and needs to be designed in such a way that it balances with the academic curriculum so that every individual can learn beyond their subjects. Co-curricular activities are designed to

take along different set of skills such as intellectual skills, moral values, social skills, character appeal and personality development among the students.

Absenteesim

School absenteeism and academic performances as well as achievement deficiencies are interconnected. Many mental health problems and social problems can also be linked with absenteeism which later leads to school dropout.

Komakech&Ossu (2014)in their study denotes that most students were absent from school because of lack of interest, shortage of material supplies, sexual abuse, medical illness, living too far away from the school area, negative influence of peers, violence, death of a member of their family and lack of provision of lunch at school.

Balfanz& Byrnes (2012)reveals that absenteeism is characteristically based on the total number of days of school missed by an individual which includes excused and unexcused non attendances.

Gokyer(2012)says that dropping out from school due to shortage of attendance have a long term effect in an individual even after they reaches adulthood as well. Among the many effects, there is higher risk in marriage, economy, occupation and psychiatric problems are to name a few. Apart from a student's negative feeling about school, absenteeism can also occur due to many different reasons.

Kearney (2008)'s study states that being regularly absent from school is not only a physical health concern but also a serious mental health distress for number of students who are in their adolescent period. Absenteeism is a vital risk factor for teenage pregnancy, suicide attempt, violence, driving under the influence gateway drugs which later leads to the misuse of alcohol, marijuana, tobacco, and other substance use. He further states that chronic absenteeism is often related to school dropout, which may result later social and other mental health problems in adulthood. Mental health conditions are also related to regular absences from school such as anxiety and depression as well as disruptive behavioural disorders. Hence, regular absenteeism from school is an important public issue for many professionals and educators.

Adolescent and Mental Health Challenges

Lal (2014) states that academic stress is a part of emotional angst which relates to certain academic problems like failure, unawareness to the probability of failure. Students have to face many academic related stressors like replying or responding questions that teachers asked in the class, terminal examinations, their subject performance progress, trying to understand what the teacher is teaching, competition with their friends and classmates while trying their best to fulfill the expectations of their teachers and parents as well. All these burdens may lead the students to be under stress because all the demands are related to accomplishing educational goal which may go past accessible resources.

Bisht (1989) has defined educational stress as a request connected to academics that exceed the accessible internal and external resources. She defines academic stress into four components such as academic anxiety, academic frustration, academic pressure and academic conflict. According to her, academic stress imitates the insight of person's educational obstruction, academic battle, pressure and anxiety.

2.4 Adolescents and school dropout

According to Scrollin (2018), the National Commission for Protection of Child Rights report 39.4% of adolescent girls, 15-18 years of age across India drop out of school. Out of these dropouts, majority of them are forced to take on household chores or engaged in begging and the dropout rates of adolescent boys are also not far behind. The reports made by the commission aims not only in emphasizing the number of dropouts but also highlights the left out adolescent girls from India's current skill development programme. The report believed that India's formal education system does not deliver the skills that children entail to earn a livelihood. The low school enrollment rates of adolescent girls in India also shows that they are especially underprivileged and are among the vulnerable groups who lacks access to financial investment and have limited chances to education and skills. Moreover, adolescent girls lacks support from the society since they are bogged down by community standards which generate obstacles to their economic advancement.

Rosenthal (1998) felt that research in the future must focus the issues of dropout and theoretically understanding the psychosocial changing aspects of dropout. Prediction of dropout

is vital for aiming individuals for micro and mezzo level interventions; theoretical understanding is essential for developing effective interventions at all points. This knowledge is crucial for prediction of the causes and outcome of school dropouts. Dropout also has severe concerns for both the individual and the society thus there can be serious consequences in attempt to reduce dropouts if we waited too long for full knowledge before intervention. The development of understanding and intervention must progress at the same time.

2.5 Adolescent and Lifeskills

WHO defines life skills as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. These include psychosocial abilities and interpersonal abilities that can support persons make conscientious choices, resolve problems, improve critical thinking and creativity, enhance effective communication, building a healthy relationships, understand and have empathy on others, manage with handling their lives in a vigorous and productive manner. Life skills are agreed to be an effective implement for allowing adolescents to perform dependably and take control.

Prajapati, Ravindra & Sharma, Bosky & Sharma, Dharmendra (2016) in their study found that adolescents today are facing many growing issues like poverty, evolving risk for suicide and suicide attempt, population explosion and global warming, social problems of risk behaviours like smoking, alcoholism, drug abuse, sexual harassment, juvenile delinquency and many other anti-social acts which play an important role in leaving a negative effects and impacts on them to a large extent. These challenges need an instantaneous response through proper educational system by enhancing the school environment. Even though education is important, it is vital for students to have a support system which may help them to have better academic performances. Through education of life skills, the gap connecting elementary functioning and services can be linked so that the ability of an individual is strengthened in order to meet the requirements of the contemporary society. Teaching life skills education will help the adolescents to increase their social, emotional and thinking skills which will later aid them to rise above their problems and difficulties they had in life as they are the future of our generations.

Weiner, Cantara, Kuo, & Lione (2005) in their study suggest that introduction of health education in an elementary level of education and by efficiently continuing till they reach

adolescence, we can begin to reach our health goals. Many complaints of children at the present times can be prevented by enriching more effective parenting which will be later beneficial for us if our future parents are well informed and educated about the significance of health. There are many problems that can be improved through education and awareness such as behavior disorders, child abuse, accident prevention, toxic ingestions, chronic pain syndromes and environmental hazards. The rate of educators must not be an excuse in order to give the students an ideal education. Schools must also need to increase their budgets in order to implement students the desired programs.

2.6 Adolescents and gateway drugs and risk behaviours

National Institute on Drug Abuse (2006) defines inhalants as “a group of volatile elements that produces chemical vapors that can be inhaled to induce a psychoactive or mind varying effect.” Ding, Chang & Southerland (2009) in their studies states that on average, the period of first time inhalant use was older than that of alcohol, tobacco and marijuana and younger than that of illegal drugs which may partly explain why inhalants have been suspected as a possible gateway drug National Institute on Drug Abuse (2006).

De Simone (1998) in his study found reports that marijuana is undoubtedly the utmost largely used illegal drug. Even though marijuana is an influential intoxicant with specific psychotic effects that are more intricate as compared to those of alcohol or cocaine, studies have yet to confirm that the use of marijuana has an injurious effect. This study also initiates indication of a gateway from marijuana to cocaine that proceeds at later ages than were earlier supposed significant.

Torabi, Bailey, & Majd (1993) declared that five of the ten utmost common reasons of demise for adolescents in certain way is related to alcohol and other drug use, however, cigarette smoking is the primary cause of unnecessary death in the United States. By identifying the part that cigarette smoking plays as a prognosticator of other drug use, school authorities, teachers, parents, school social workers and health professionals can be improved in promoting the avoidance of several leading cause of death among the adolescents especially who are school going. Prevention of alcohol, tobacco, and other drug use is a vital health advancement strategy for adolescents. This can be evidenced by the study of Johnston (1986) where he reported that

the increased rates of illicit drug use is associated to incidence of cigarette smoking by high school students, and indirectly stated that cigarette smoking by adolescents can act as a 'gateway drug', use of which enlarged the possibility of using illegal drugs.

Kandel(1992)on the scrutiny of information from the 1992 Survey of Alcohol and Other Drug Use by Indiana Students, established that cigarette smoking is an influential prognosticator for the use of alcohol and other drugs among students,. The study described that students those who report the use of one or more packs of cigarettes each day 3 times more probable of using alcohol, 7 times more expected in using smokeless tobacco, and 10-30 times more in the offing of using illegal drugs, than those students who never smoked.

Schoof-Tams, Schlaegel, & Walczak, (1976)recognized that attitudes toward sexuality changed intensely between the age group of 11years and 16years. At the period of puberty, adolescents' perceptions on sexuality are largely and simply determined by the knowledge that sex is mainly for reproduction and therefore needs to be confined within marital relationship. However, these same adolescents will have quite different ideas about sexuality when they reaches the age between 15 or 16 years. With the increase in age, the demand for abstinence will disappear as their attitudes also changes. The socialization of attitudes toward sexuality as a conclusive phase can be identified to take place around the period of puberty.

Kandel (1975)incorporated the use of alcohol as a essential stage in the sequence of drug use among adolescents. A number of other studies such as Huba et al. (1981), O'Donnell (1979), Johnston (1973), Kandel and Faust, (1975), have found the correlation between different substances. Alcohol use is found to be significant for use of marijuana where adolescents are less likely to use marijuana unless they have used alcohol first. Similarly, the use of marijuana is interrelated with the use of other drugs such like cocaine or heroin.

From the review of literature, it has been clear that very few studies on School Social work have been conducted in India. Although some literature exists, their main focus is on mental health and not overall development. Studies on School Social Work are non-existent in the context of North East India & Mizoram. The review of literature highlights the necessity of studying the challenges faced by school students and the need to focus on overall development of education system through School social work in Mizoram.

In this Chapter, a review of literature on various sub-topics related to School Social Work, adolescent behaviour, and challenges and interventions have been presented. In the next Chapter, the methodology used in the study will be presented.

Chapter III

METHODOLOGY

Methodology is the systematic methods for conducting a research. It is the blueprint of the research conducted in a specific area. The success of research largely depends upon the method and technique used. In this chapter, the blueprint of the present study is presented. The components of this chapter includes objectives of the study, research design, and sampling, tools of data collection, data processing and analysis and ethical considerations of the study.

3.1 Objectives of the study

The objectives of the study are as follows:

1. To understand the needs and challenges of students who are in their adolescent period.
2. To understand the needs and challenges of students from the perspective of teachers.
3. To identify the needs and challenges of students from the perspective of parents.
4. To suggest effective interventions for School Social Work in Mizoram.

3.2 Research Design

The study is exploratory in nature and makes use of both primary and secondary data. Secondary data is acquired from books, journals and online articles related to the study. Primary data are collected using a mixed research methods viz., Qualitative, Quantitative and Participatory methods.

3.3 Sampling

Sampling is a method in which a prescheduled number of observations are selected from a given population.

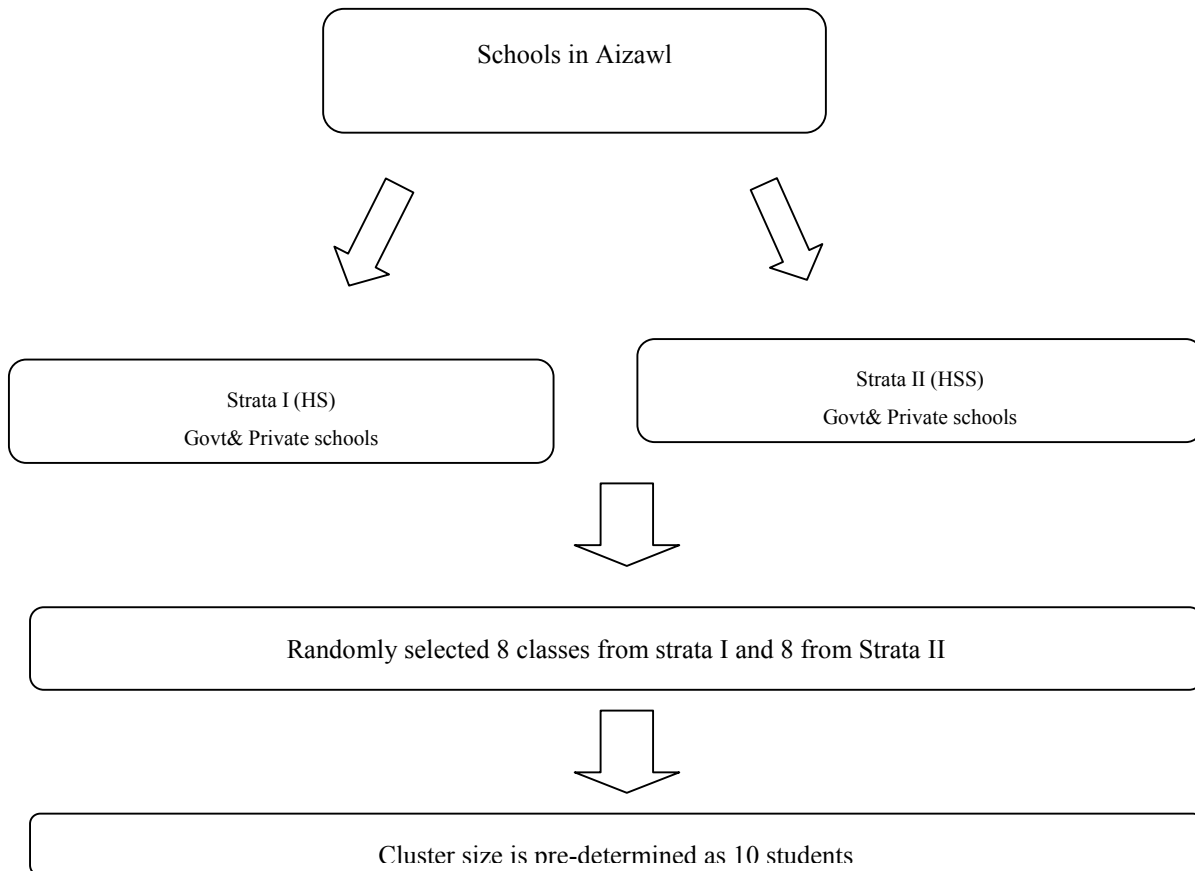
The universe of the study is all students of Aizawl city. All students of high and higher secondary schools in Aizawl city constitute the population of the study. The unit of the study comprise of individuals (students).

A multi-stage cluster sampling is adopted for the study. A multi-stage cluster sampling is a form of cluster sampling which contains two or more stages in the selection of a sample. In order to make collection of primary data more manageable, larger clusters of population are divided into smaller clusters in several stages.

In the first stage, Government and Private Schools comprise the cluster. These include both High and Higher Secondary Classes. Two Government and two private schools each are selected based on enrollment. Eight classes are then selected randomly from each stratum. The sample size is 160 (10 from each stratum).

Inclusion Criteria

Both male and female school going adolescents who are staying with their parents/caregivers and those who give consent for the study are the respondents for the study.



3.4 Tools of data collection

Qualitative data is collected using interview guide for Key Informant Interviews, while Quantitative data is collected through Survey using Questionnaire. Questionnaire is developed based on Strengths and Difficulties Questionnaire (SDQ). SDQ is a brief questionnaire for behavioural screening of adolescents, developed by Robert N. Goodman a child psychiatrist in the United Kingdom. It can capture the perspective of adolescents, their parents and teachers. The questions are divided into four components which are demographic profile, problems and experience in school, family environment and personal problems.

3.5 Data processing and analysis

Quantitative data is processed using Microsoft Excel and analyzed with Statistical Package for Social Sciences (SPSS). It is presented in the form of cross tabulation, averages and simple percentages and correlated using Cochran's Q and Pearson's Coefficient Correlation. Free listing is analyzed using AnthroPac Software while other Qualitative data are presented in the form of case studies and Interview highlights.

3.6 Ethical Considerations

Prior permission are sought from School authorities before undertaking the study and only those students, teachers and parents consenting to participate in the study were interviewed.

3.7 Limitations of the Study

The Study (fieldwork) was carried out within 8 schools of Aizawl city only and may not represent the issues of all adolescent school goers in Aizawl. Also due to time constraints, more in depth studies could not be conducted.

Chapter IV

RESULTS AND DISCUSSION

The previous chapter deals with methodology of the present study. In this chapter, the findings and results are interpreted with descriptive statistics.

4.1 Socio Demographic Details of Respondents

Socio demographic details refer to the social and demographic characteristic and factors of respondents which comprises mainly of age and gender of the respondents. This sub-section discuss the results of analysis of the demographic characteristics of the respondents and is presented in terms of gender and age group.

Table 4.1 Age and Gender of Respondents

Age	Male	Female	Total
Below 13 yrs	0 (0)	1 (0.6)	1 (0.6)
13-15yrs	32 (20)	37 (23.1)	69 (43.1)
16-18yrs	45 (28.1)	45 (28.1)	90 (56.3)
Total	77 (48.1)	83 (51.9)	160 (100)

Figures in parenthesis are percentages Source: Computed

The Socio Demographic details were collected from 160 respondents from different high and higher secondary schools in Aizawl city. The respondents were identified as per the permission of the school and the convenience and willingness of students.

Table 4.1 shows that more than half of the respondents (56.3%) were in the age group between 16-18 years of age, less than half (43.13%) are 13-15 years of age and very few (0.63%) are below 13 years. More than half (51.9%) of the respondents were female while almost half (48.1%) were male.

4.1.1 Class and Stream of Respondents

Class refers to the present standard in which respondents studied. In Mizoram, high school comprises of class 9 and class 10, higher secondary school includes Class 11 and Class 12 respectively. Stream is the main type of subject taken by the respondents from

higher secondary school. For the purpose of this study, students from arts, science and commerce were selected conveniently.

Table 4.2 Class and Stream of Respondents

Class and Stream	Class IX	Class X	Class XI	Class XII	Total
High School	40 (25)	40 (25)	0 (0)	0 (0)	80 (50)
Science	0 (0)	0 (0)	10 (6.2)	10 (6.2)	20 (12.5)
Arts	0 (0)	0 (0)	20 (12.5)	20 (12.5)	40 (25)
Commerce	0 (0)	0 (0)	10 (6.25)	10 (6.25)	20 (12.5)
Total	40 (25)	40 (25)	40 (25)	40 (25)	160 (100)

Figures in parenthesis are percentages

Source: Computed

High School and Higher Secondary students represent 50% each of the total sample. Higher Secondary respondents consisted of those from Science (12.5%), Arts (25%) and Commerce (12.5%) therefore each Class is represented by 25% each of the total sample (Table4.2).

4.1.2 Domicile & Residence of Respondents

Domicile for the purpose of this study refers to the person's permanent home or place which he or she originates. Residence is the present place in which the respondents dwell.

Table 4.3 Domicile & Residence of Respondents

	Urban	Rural	Total
Own Home	52 (32.5)	6 (3.8)	58 (36.3)
Hostels/PGs	51 (31.9)	20 (12.5)	71 (44.4)
Relatives	23 (14.4)	8 (5.0)	31 (19.4)
Total	126 (78.8)	34 (21.3)	160 (100)

Figures in parenthesis are percentages

Source: Computed

Table 4.3 presents findings on the domicile and current residence of the respondents. This finding is important as there are several students coming from rural areas for education to Aizawl city stay in hostels and PGs or with relatives. It was found that majority of the

respondents (77.5%) are from Urban and District capitals while more than a fifth (22.5%) are from rural areas.

High and higher secondary schools are present in every district of Mizoram and are much easier for the people within the districts to access rather than come to Aizawl for school. This may be the reason why the number of students coming from Urban areas are majority in number than those from other districts and rural areas.

Almost half (44.4%) of the respondents stay in Hostels and PGs, more than a third(36.3%) live in their own home and less than a fifth (19.4%) come from outside Aizawl and stay with their relatives for their schooling.

4.1.3 Source of family income

The primary occupation of source of income of respondents' family was categorized into Self Employed, Private Sector and Government Sector. The main source of family income of respondents was mainly from Government sector (41.25%), while 36.25% are from Private Sector, and almost a fifth (23.75%) were from self-employment. Source of family income however does not determine the socio-economic level of respondents as Government or Private and Self-employment is determined by various other factors such as income, expenditure, assets and savings (see Fig.4.1).

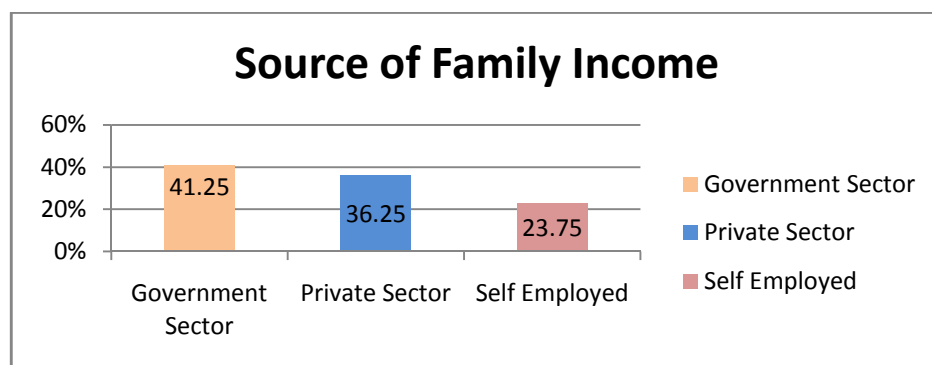


Figure 4.1 Source of family income

4.2 Career Aspirations

It is also important for adolescents to set goals and have aspirations for their future. This study looks into the ambitions of respondents and their experiences of career guidance from the school system.

4.2.1 Career guidance Experience of Respondents

Career guidance refers to supporting students in making well informed choices about subjects which can guide them to have a more positive view on life, give them a sense of purpose, and future prospects and work options that are open to them.

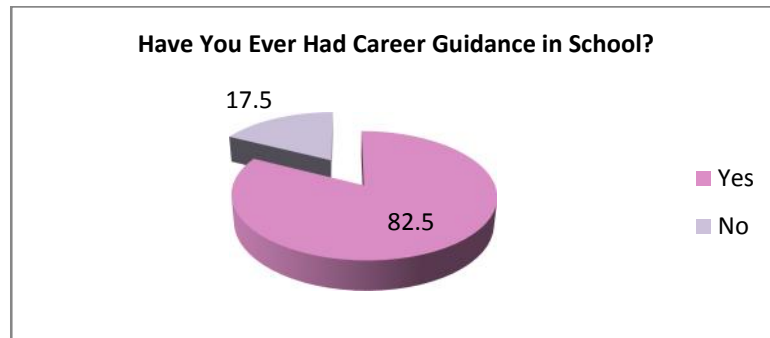


Figure 4.2 Career Guidance

The findings on whether the sample schools have organized any career guidance or related programme is presented in Fig.4.2. A large majority of respondents (82.5%) stated their school has organized a career guidance programme while the rest (17.5%) stated that their school has never organized a career guidance programme in their school.

4.2.2 Aim in life of Respondents

Aim in life means who or what an individual wants to become later on in their future. It is important for a person to have an aim because it drives and motivates an individual in his study as well as character in striving for what he or she wants to become. Respondents were asked whether they have had a goal for their future or aim in life.

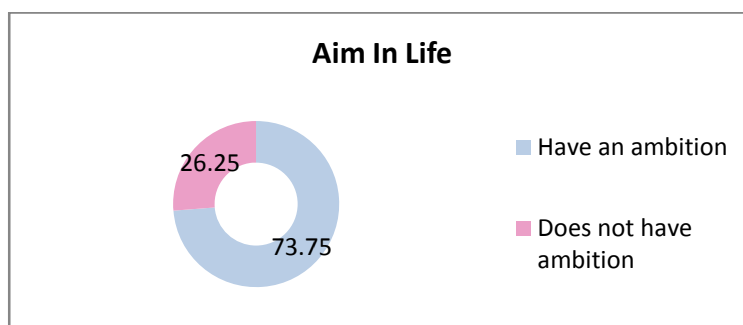


Figure 4.3 Aim in Life

While a majority of respondents (73.75%) were sure of what they want to accomplish in life, more than a quarter (26.25%) were still uncertain of what they want to become (see Fig 4.3).

4.2.3 Ambition of Respondents

From those who had an aim or goal, respondents were asked to specify their ambition or what they want to become.

Table 4.4 Ambition of Respondents

Ambition	Frequency	Percent
Military	26	16.3
Medical	22	13.8
Administrative Service	21	13.1
Faith Based Ministry	11	6.9
Engineering and Technical	5	3.1
Sports	5	3.1
Law	5	3.1
Teaching	5	3.1
Creative Arts	5	3.1
Business	4	2.5
Scientist	3	1.9
Hospitality	3	1.9
Music and Entertainment	2	1.3
Accountancy	1	0.6
Total	160	100

Source: Computed

The above table shows that from those who had an ambition in life (73.75%), majority 16.3% want to be in military services (armed and unarmed) such as army officer, navy officer, and police. Respondents interested in medical and paramedical services such as Doctor, Nurse and Laboratory Technician represent 13.8 % while another 13.1% want to be in Administrative Services. Meanwhile, those who want to follow faith based ministry such as Pastor, Missionary and Theologian are 6.9%. A few (4.1%) would like to become businessmen while 3.1% each of the respondents are interested in becoming Engineers, Sports Person, and Lawyer and take up Creative Arts. Very few (1.3%) aspired to become a Musicians and Entertainers.

4.3 School Experiences

School Experiences for the purpose of this study refer to the adolescent students' experience of extra-curricular activities, relationship with teachers, experiences of bullying, attendance issues, aim in life and their perception of academic performance and support received. The experiences of students in school go a long way in influencing their academic as well as personality development.

Table 4.5 School Experiences

Sl. No.	School Experiences	Gender		Total
		Male n=77	Female n=83	
1.	Attendance Problem	9 (5.6)	7 (4.4)	16 (10.0)
2.	Experience of Bullying in School	19 (11.9)	19 (11.9)	38 (23.8)
3.	Satisfaction with own academic performance	47 (29.37)	48 (30)	95 (59.37)

Figures in parenthesis are percentages

Source: Computed

“Absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. Absenteeism is a truant behavior that negatively affects the performance among students. Absenteeism can lead to depression and also result in poor quality of education as a result of time lost while being away from school. It could also lead to moral degradation that leads to drug abuse, early pregnancies and unruly behaviour” (Keter, 2013). Ubogu (2004) identifies illness, financial difficulties, age, attitudes of teachers, weak school management, and weather condition as the maincauses of absenteeism. King and Bernstein (2001) say“students' psychological mood affects their decisions about going to school”. Lack of interest, negative peer relationship, lack of motivation and stress may also be the cause of attendance problem at school.

Attendance problem denotes whether the respondents have had an issue on regular absenteeism from school whatever the cause maybe. A little more than half (51.9%) of the respondents never have attendance problem while almost half (42.5%) of them have attendance problem.

Bullying refers to the constant and deliberate use words or actions against a person or a group of personswhich cause distress to their welfare. Bullying is usually carried out by

people who have more power over the other, or who wish to make others feel less powerful or helpless.

Respondents were asked whether they experience any kind of maltreatment from their schoolmates. It was found that almost a fourth (23.8%) of the respondents has experienced bullying in school while majority (76.3%) of them states that they have not experienced any kind of bullying in school. Even though bullying is not a controversial topic in Mizoram, the above figure shows that it does not only exist but also is relevant in the schools of Mizoram. However, most of the students are uncertain about the concept of bullying, hence did not consider many unfavourable intentions or actions against them as bullying (Table 4.5).

Academic performance in this study refers to overall performances in grades and in the pursuit of their studies. Satisfaction with own academic performance here does not necessarily mean that the person is getting top grades or excelled in the class but rather satisfaction he/she had in his/her own performances. The respondents were asked their perception on their satisfaction with their own academic performance. The above table shows that concerning their own academic performances, more than half (59.38%) were satisfied while almost half (40%) were not fully content.

4.3.1 Co-curricular activities in school

Co-Curricular activities include athletics, cultural events, library activities, school functions, life skill education, science lab activities, classroom activities like quizzes, debates, recitation, creative arts and meditation etc. Such activities have been found to help students enhance their management skills, social skills, develop self-esteem, explore a plethora of interests, increase creativity and commitment.

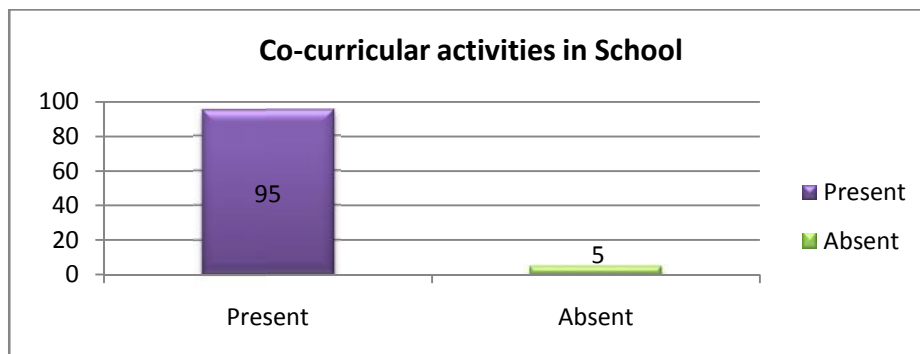


Figure 4.4 Co-curricular activities in school

A large majority (95%) of the respondents have regular co- curricular activities in school while very few (5%) state the absence of curricular activities in the school. This shows that even within the same school, some students do not participate in co-curricular activities organized by the school. It is also noteworthy to mention that most schools in Mizoram claim cleaning of the School compound and classrooms as co-curricular activities and would usually allot one afternoon a week for such activities. Sports are held only as an annual event in most cases. It is only in a few Private institutions that students are able to hone their skills and interests through music, arts, craft and programmes like Quiz, Essay writing, Elocution and Extempore (See Fig.4.4).

4.3.2 Relationship with Teachers

Relationship with teachers can motivate or tear down a students' entire academic and personal life. According to Rich & Schechter (2012), students often face different issues and problems in their academic life. In this regard, teachers are role models and the most important school features in the development of adolescents' identity and self-concept as they can encourage students rather than impart just academic learning. Teacher-Student relationship can hugely promote healthy development and future behaviours and choices in positive.

Table 4.6 Relationship with Teachers

Sl. No.	Relationship with Teachers	Male n=77	Female n=83	Total N=160
I	Feel free to share personal problems with Teacher			
	Govt School	19 (23.8)	13 (16.3)	32 (40)
	Private School	23 (28.8)	20 (25)	43 (43)
	Total	42 (26.3)	33 (20.6)	75 (46.9)
II	Satisfied with Teachers' Guidance & Support	59 (36.87)	65 (40.62)	124 (77.5)

Figures in parenthesis are percentages

Source: Computed

Respondents were asked whether they have the liberty of sharing their personal problems with teachers. Table 4.6 shows that almost half (46.9%) feel free to share their problems with teachers. This may partly be because of Mizo society which is largely

unexpressive especially when it comes to sharing of personal problems with others. Another possible reason can be that teachers either have no time or are not receptive to the socio-emotional needs of their students.

Guidance and support, for the purpose of this study refers to guidance in regards to scholastic or academic routines. Concerning guidance and support that they received from their teachers, majority (77.5%) were satisfied and happy while less than a fifth (22.5%) was not satisfied. More female respondents (40.62%) were satisfied with their teachers' guidance and support as compared to males (36.87%).

4.4 Family Experiences

A person's home environment has significant effects on education and school performance. The study space and environment fosters the productivity of a person's learning which is why it is very important to create an ideal environment for students especially adolescents who apart from their studies undergo a lot of stress. Family Experiences, for the purpose of this study have been explored using indicators such as whether respondents have a proper home study environment, experience of Family Substance Abuse, their perceptions on the level of Family Support in Studies and their Satisfaction with family support.

This sub-section also presents the findings on the major kinds of problems that respondents face at home.

Table 4.7 Family Experiences of Respondents

Sl. No.	Family level indicators	Sex		Total
		Male	Female	
1.	Proper home study environment	66 (41.3%)	72 (45.0%)	138 (86.3%)
2.	Family Substance Abuse	22 (13.8%)	26 (16.3%)	48 (30.0%)
3.	Family Support in Studies	73 (45.6%)	76 (47.5%)	149 (93.1%)
4.	Satisfaction with family support	70 (43.8%)	71 (44.4%)	141 (88.1%)

Figures in parenthesis are percentages

Source: Computed

From Table 4.7, it can be understood that a large majority (86.3%) of the respondents have proper study environment at home while more than a tenth (13.13%) of the respondents do not have an appropriate environment to study at home. It is often assumed that girls tend to

have comparatively lesser time for studies due to household chores, this study however finds that more girls (45%) than boys (41.2%) feel that they have proper study environment at home. This may also be because almost half (44.4%) of respondents are from other districts and stay in Hostels.

“A parent’s alcoholism can have emotional, cognitive, and behavioral psychosocial consequences on their children. Some of the predictable lifelong problems are impaired learning capabilities, an inclination to develop substance use disorder, adjustment problems which include increased divorce rates, violence, and the need for control in relationships; and other mental disorders such as low self esteem, depression, and anxiety”(Giglio and Kaufman, 1990).

Table 4.7 shows the family experiences of respondents. While a majority of the respondents (70%) did not have substance abusers among their family members, almost a third of them (30%) report the presence of substance abusers in their family.

The support of parents and family members has an abundant progressive impact on the process of learning of their children. Family support for the purpose of this study mainly refers to the support given by parents in terms of academic expansion. The kind of support may be financial, providing an ideal study environment, motivation and encouragement or relieved them from household chores so that they have adequate time to study

The above table also shows that a large majority of the respondents (93.13%) receive family support with regard to their studies while a few (6.88%) state that their families are not supportive regarding their studies. Comparing male and female respondents, there was not much variation to be seen in terms of parental support but more girls (4.37%) report no family support as compared to boys (2.5%).

Most of the respondents (88.12%) were satisfied with the support they received from their families while more than a tenth (11.88%) were not satisfied with their family’s support. Comparatively, there were more female respondents (7.5%) not satisfied with parental support in studies as compared to boys (4.37%). Most families in Mizo society give importance to the education of their children yet there is still a latent patriarchal attitude among many families that girls are to become somebody’s wife or daughter-in-law in future and may unconsciously be negatively biased towards their daughters in their studies. This can perhaps be the reason more girls are unsatisfied with the level of parental support.

4.4.1 Major Problems faced at Home

A person's academic performances maybe largely affected by the kind of family environment they had at home. Respondents were asked to specify the major problem they face at home along with their family members apart from their own personal problem.

Table 4.8 Major Problems faced at Home

Major Problems	Male n=77	Female n=83	Total N=160
Financial Problem	14 (8.75)	11 (6.87)	25 (15.62)
Dysfunctional Family	10 (6.25)	5 (3.12)	15 (9.37)
Stress related problem	0 (0)	3 (1.87)	3 (1.87)
Health	0 (0)	4 (2.5)	4 (2.5)
Substance Abuse	4 (2.5)	3 (1.87)	7 (4.37)
Family Relationship	13 (8.12)	10 (6.25)	23 (14.37)

Figures in parenthesis are percentages

Source: Computed

Table 4.8 presents the major problems that high and higher secondary school-going adolescents struggle with at home. Though a family may face multiple problems, the respondents were asked to mention their major presenting problems. Financial problem (15.62%) was found to be one of the major problems faced by respondents' families, followed by Family Relationship issues (14.37%), dysfunctional family system (9.37%), Substance Abuse (4.37%), Health related issues (2.5%) and Stress related problems (1.87%).

Comparison of major family problems across gender did not reveal much variation but female respondents were more affected when there was a health problem at home (2.5%) and tend to feel stressed in their family environment (1.87%). Such problems were not identified by male respondents. Male respondents were comparatively affected more by problems such as Financial Problem (8.75%), Family Relationship(8.12%) and Dysfunctional Family (6.25%).

4.5 Personal Experiences

The life of an individual is multi-faceted and inter-related. One part of his/her life is affected by other positive or negative experiences in other aspects of his/her life. The life of students therefore cannot be measured only by his/her school experiences but is hugely affected by his experiences at home or in personal life. Academic performance is affected by personal issues that many students are not able to share with others.

For the purpose of this study, personal experiences of respondents have been explored based on their confidante, choice of confidante, experience and source of stress; experience, nature and source of abuse. Since abuse is a traumatic experience, the study has identified to whom they have confided their abuse experience and also attempted to understand gender related issues such as experience of sexual harassment from partner and gender identity of respondents.

Adolescence, being a turbulent stage of life has many negative enticements wherein adolescent students are affected by anxiety and depression which may result in the use of negative coping such as indulgence in gateway drugs and risk behaviours.

4.5.1 Respondents' Confidante

A Confidante is someone with whom a person takes into full confidence and shares his/her personal problems to and takes to trust that the said person will not reveal his/her secrets to others. Mizo society claims itself to be close-knit which is true to the extent that in the face of hardship and calamity, the sense of community is strong till today. Yet in terms of emotional sharing, it can be observed that Mizos are not expressive in nature and would rather keep problems of a personal nature to themselves. Many families are not able to provide an amiable environment for their children to relate their experiences much less share personal problems with parents. Some adolescents, because of their personal nature also may not be able to articulate personal problems to others apart from the lack of platform to do so.

Table 4.9 Respondents' Confidante for personal problems

Share problems with	Male n=77	Female n=83	Total N=160
Parents	23 (14.40)	32 (20)	55 (34.40)
Friends	47 (29.40)	42 (26.30)	89 (55.60)
Siblings	12 (7.50)	18 (11.30)	30 (18.80)
Teachers	1 (0.60)	1 (0.60)	2 (1.30)
Professionals	0 (0)	1 (0)	2 (0)

Figures in parenthesis are percentages

Source: Computed

With regards to sharing of personal problems, a little more than half of the respondents (55.60%) said they shared problems with their friends, followed by those who shared with parents (34.40%) and those that shared with siblings (18.80%). Very few (1.30%) shared problems with their teachers (See Table 4.9).

Comparatively, more male respondents (29.40%) share personal problems with friends than female respondents (26.30%). Conversely females tend to share their personal problems more with parents (20%) and siblings (11.30%).

Table 4.10 Choice of Confidante of respondents

Choice	Male	Female	Total
Parents	50 (31.3)	51 (31.9)	101 (63.1)
Friends	11 (6.9)	5 (3.1)	16 (10.0)
Siblings	3 (1.9)	12 (7.5)	15 (9.4)
Professionals	4 (2.5)	7 (4.4)	11 (6.9)
Teachers	3 (1.9)	3 (1.9)	6 (3.8)

Figures in parenthesis are percentages

Source: Computed

The previous table shows that almost a fifth had no confidante yet they longed to have someone to share their personal problems with someone. Among the 19% (see table 4.10) who stated that they did not have anyone with whom they shared their personal hardships,

they were asked who their confidante would be if they had a choice (Table 4.10). Majority of them (63.1%) said they would like to be able to share their problems with their parents, while a tenth (10%) would like to share with friends, followed by siblings (9.4%) and teachers (3.8%) and very few (6.9%) would like to go to professionals and seek help.

Gender comparison reveals that more female respondents would like to be able to share personal problems with siblings (7.5%) and professionals (4.4%) as compared to male respondents while more male respondents (6.9%) wished to be able to share with friends (Table 4.10).

4.5.2 Stress Experience

Stress is an important cause for variation in academic achievement and can contribute to mental health issues such as anxiety and depression. The possible impact on their mental health is greater with more risk factors they are exposed to. This sub-section presents the respondents' stress experience and source of stress.

Table 4.11 Stress Experience of Respondents

Sl No		Male n=77	Female n=83	Total N=160
I	Stress Experience			
	Rarely	49 (30.6)	41 (25.6)	90 (56.3)
	Often	19 (11.9)	31 (19.4)	50 (31.3)
	Very Often	9 (5.6)	11 (6.9)	20 (12.5)
II	Source of Stress			
	Personal	23 (42.6)	31 (57.4)	54 (33.8)
	Family	18 (60)	12 (40)	30 (18.8)
	Academic	18 (41.9)	25 (58.1)	43 (26.9)
	Finance	10 (58.8)	7 (41.2)	17 (10.6)
	All of the above	8 (47.1)	9 (52.9)	17 (10.6)

Figures in parenthesis are percentages

Source: Computed

With regard to experiencing stress, more than half (56.25%) reported that they rarely experience stress while almost a third (31.3%) says they often experience stress. More than a tenth (12.5%) of the respondents report having experience stress very often. Gender variations can be observed where more females experience stress very often (6.9%) as compared to males (5.6%). Female respondents (19.4%) experiencing stress often were also comparatively more than boys (11.9%).

Majority of the respondents (33.75%) stated that personal problems are the most stressful followed by academic problems (26.9%), family problems (18.8%), and financial problems (10.63%). Interestingly, a tenth (10%) of the respondents said that all of the above problems were equally stressful (See Table 4.11).

Comparison across gender reveals huge variations between different stressors as experienced by male and female respondents. Female respondents mentioned academic stress (58.1%) as most stressful while the same is mentioned by 41.9% of male respondents. Majority of the stress for Males was family related (60%) followed by financial problems (58.8%). More female respondents experience personal stress (57.4%) as compared to males (42.6%).

Since adolescence is a transition period from childhood to adulthood, apart from the normal psychological changes that occurs in an individual, a person undergoes many physical changes which can affect the mental status of a person thus increasing stress and anxiety. It is also time of experimentation where the urge to experimenting is very high and thus upsurge the amount of stress. This may be the reason why personal problems are much stressful than other psychosocial problems.

4.5.3 Abuse Experience

Abuse refers to a pattern of behavior used by one person to gain and maintain power and control over another. Abuse for the purpose of the study refers to any kind of maltreatment from other persons such as their family members, friends, family, teachers or colleagues. The nature of abuse is classified into different types such as physical abuse, verbal abuse, emotional abuse and sexual abuse.

Table 4.12 Abuse Experience of Respondents

Sl. No		Male n=77	Female n=83	Total N=160
I	Experienced Abuse	18 (11.3)	30 (18.8)	48 (30)
II	Nature of abuse			
	Physical	4 (2.5)	7 (4.4)	11 (6.9)
	Emotional	16 (10)	18 (11.2)	34 (21.2)
	Verbal	5 (3.1)	10 (6.2)	15 (9.4)
III	Source of Abuse			
	Family	6 (3.8)	9 (5.6)	15 (9.4)
	Teachers	0 (0)	0 (0)	0 (0)
	Friends	7 (4.4)	10 (6.3)	17 (10.6)
	Others	9 (5.6)	13 (8.1)	22 (13.8)

Figures in parenthesis are percentages

Source: Computed

Table 4.12 shows that majority (68.1%) of the respondents said they have never experienced abuse while almost a third (30%) reported having experienced abuse in their life. More females (18.8%) reported having experienced abuse as compared to male respondents (11.3%).

Among those who have experienced abuse (n= 30), a fifth (21.2%) reported that they had experienced emotional abuse while 9.4% reported being verbally abused and 6.9% had experienced abuse that was physical in nature. It can be observed from Table 19 that more female students have experienced abuse of different forms as compared to male students. While emotional abuse was experienced by more than a tenth (11.2%) of female respondents, the same was reported by a tenth (10%) of male respondents. While 4.4% of females had experienced physical abuse, only 2.5 of male had experienced the same. While verbal abuse was reported by 6.2% of females, only 3.1% of males reported the same. Sexual abuse was not reported by any of the respondents. This may perhaps be because many individuals in Mizo society especially adolescents are not properly aware of the different forms of abuse. It

is observed that most of the respondents do not consider abuse of a sexual nature as “abuse” unless it is rape.

From the table, it is clear that majority of the abuse (13.8%) comes from others such as partners and relatives. This is followed by abuse from friends (10.6%) and family members (9.4%). In each of the forms of abuse experienced, female respondents rated higher in their experiences where more females (8.1%) reported the source of abuse as others while only 5.6% of males reported the same. Abuse from friends was reported by more females (6.3%) as compared to males (4.4%). This same variation across gender can be seen where more females reported their sources of abuse as family(5.6%), the same being reported by only 3.8 of male respondents.

Table 4.13 Sharing of Abuse Experience by Respondents

SI No		Male (n= 77)	Female (n=83)	Total (N=160)
I	Sharing of Abuse Experience			
	Yes	12 (7.5)	23 (14.4)	35 (21.9)
II	Confidante of abuse			
	Parents	4 (2.5)	8 (5.0)	12 (7.5)
	Teachers	0 (0)	0 (0)	0 (0)
	Siblings	2 (1.2)	10 (6.2)	12 (7.5)
	Professionals	0 (0)	0 (0)	0 (0)
	Friends	12 (7.5)	13 (8.1)	25 (15.6)
	Others	0 (0)	0 (0)	0 (0)

Figures in parenthesis are percentages

Source: Computed

Among those who experienced abuse (n=30), a little more than a fifth (21.9%) confided to someone regarding their abuse experience while 8.1% of them did not tell anyone. It can be seen from Table 4.13 that more female respondents (14.4%) confided to someone regarding their traumatic experience while only 7.5% of male respondents shared such experiences to someone.

The above table also shows the respondents' confidante of abuse experience which means the person they confided into regarding their abuse experience. Since any form of abuse is traumatic, one can confide only to a particular person (s) whom they can trust or who is part of their Support System. It can be seen from the table that more than a tenth (12.5%) of the respondents shared their problems about the abuse with their friends, while 6.88 % share to their parents; few (6.88%) share their abuse experience with their siblings and very few (0.63%) share with their teachers.

4.5.4 Gender issues

Gender identity refers to a person's own sense of his or her sexuality. Gender identity can differ from the kind of sexuality that a person is offered at the time of birth. It does not have anything to do with a person's sexuality but rather how a person feels about his or her own gender. Homosexuality is prevalent in Mizoram nowadays which may be the result of Koreaboo or influence of modernization. So adolescents today are facing gender identity issues of which majority of them may undisclosed due to fear of rejection by their family and society.

Sexual harassment from partners is also familiar among the youths and it does not happen only with girls. Partners simply mean boyfriend or girlfriend at the present time of study. Sexual harassment means any unwelcomed sexual contact verbally or physically. Date rape is prevalent among adolescents and they did not acknowledge that date rape is a form of sexual harassment.

This sub-section explores the prevalence of sexual harassment among the respondents as well as gender identity.

Table 4.14 Gender issues

Sl No.	Gender issues	Male n= 77	Female n=83	Total (N=160)
I.	Sexual harassment from partner	6 -4.1	7 -4.8	13 -8.9
II.	Confused about one's Sexual Identity	6 -3.7	18 -11.3	24 -15

Figures in parenthesis are percentages Source: Computed

According to Equal Employment Opportunity Commission (EEOC), “Sexual harassment encompasses unwanted sexual advances, requests for sexual favours, and other verbal or physical harassment of a sexual nature in the workplace or learning environment”.

Sexual harassment from partner (boyfriend/girlfriend) is a common type of abuse today and is prevalent among the youth. There are many instances of date rape where many young men and women are forced to have sexual intercourse or engage in sexual activity. Many do not speak out as this takes place within a trustful relationship. Table 4.14 shows that while a large majority of the respondents (91.9%) do not experience this matter, 8.9% of the respondents has had experienced sexual harassment from their partners. Strangely, both male and female respondents report having been sexually harassed by their partners where 4.8% of female respondents and 4.1% of male respondents have undergone such an experience.

However, it is also noted that even those respondents who reported as having experienced sexual harassment did not consider it as a form of sexual abuse.

Respondents were asked whether they have ever had any doubts and questioned themselves regarding their sexual identity. The findings are presented in the above table Majority (85%) of the respondents have not questioned themselves regarding their gender while 15% have had gender identity crisis. More girls (11.3%) have doubts with regard to gender identity as compared to boys (3.7%).

4.5.5 Suicide

“Suicide is the act of killing yourself, most often as a result of depression or other mental illness” (American Psychological Association, 2019). According to the World Health Organisation, “almost 800 000 people die due to suicide every year, which is one person every

40 seconds”. Table 4.15 represents the number of suicidal ideation and attempts that the respondents have had up to now.

Table 4.15 Suicidal Ideation& Attempt

SI No		Male n=77	Female n=83	Total N=160
I	Suicidal Ideation			
	Yes	18 (11.3)	38 (23.8)	56 (35)
	No	59 (36.9)	45 (28.1)	104 (65)
II	Suicidal Attempt			
	Below 13	0 (0)	0 (0)	0 (0)
	13-15	3 (4.3)	4 (5.8)	7 (10.1)
	16-18	8 (8.9)	10 (11.1)	18 (20.1)
	Total	11 (6.9)	14 (8.8)	25 (15.6)

Figures in parenthesis are percentages Source: Computed

Suicidal Ideation is a common mental health problem of today’s youth and experiences of the respondents in this matter are presented in Table 4.15. It was found that more than half (65%) of the respondents have had suicidal ideation while more than a third (35%) claimed that they have never had suicidal ideation.

Even though the suicidal ideation prevalence rate is higher as shown in Table 4.15, suicidal attempt rate among the respondents is 15.6 % as majority of the respondents (84.38%) are free from suicide attempt. The number of attempt rate is higher in females in each age group.

4.5.6 Gateway Drugs and Risk Behaviours

Gateway drugs are those substances which when consumed regularly lead to the abuse of addictive drugs as well as alcohol dependency. Risk behaviours for the purpose of this study refers to those kind of act which can put adolescents into risk for negative behaviours in long term resulting in unfavourable outcome.

This section will highlight about the correlation between gateway drugs and risk behaviours using Cochran’s Q and Pearson’s Corelation.

Table 4.16 Correlation between Gender and Gateway Drugs & Risk Behaviours (Cochran's Q)

Sl. No.	Gateway Drug & Risk Behaviour	Gender				Total N=160	
		Male n=77		Female n=83			
		F	%	F	%	F	%
1	Kuhva	60	78	70	84	130	81
2	Smoking	47	61	48	58	95	59
3	Shikhar	40	52	44	53	84	53
4	Alcohol	25	32	25	30	50	31
5	Mari	18	23	18	22	36	23
6	Pills	3	4	6	7	9	6
7	Sex	5	6	4	5	9	6
8	Others	5	6	4	5	9	6
9	Injecting	0	0	0	0	0	0
Cochran's Q		261.202**		299.669**		559.408**	

Source: Computed

Table 4.20 shows the correlation between Gender and Gateway Drugs & Risk Behaviours. Data was analyzed using Cochran's Q, a non-parametric test used to determine if there are differences between three or more related groups on a dichotomous dependent variable. The test was found to be significant (df 9, asymptotic sig level 0.000). The frequency of males and females indulging in gateway drugs and risk behaviours are found to be both statistically significantly different at 0.0005 p-value.

**Table 4.17 Correlation of Age, Level of Education, Type of School and Risk Behaviours
(Pearson's Correlation)**

Variables	School			Gate Way Drugs			Risk Behaviour				
	Age	Class	Type of School	Smoking	Gutkha Products	Kuhva	Alcohol	Pills	Marijuana	Pre-marital Sex	Inhalants
Age	1	.730**	.307**	.196*	.264**	0.136	.260**	.160*	.206**	0.054	0.054
Class	.730**	1	.447**	.199*	.190*	.201*	.241**	0.133	.201*	0.085	0.061
Type of School	.307**	.447**	1	-0.115	-0.1	.160*	0.081	-0.136	0	-0.027	0.081
Smoking	.196*	.199*	-0.115	1	.207**	0.026	.475**	.202*	.446**	0.036	0.036
Gutkha Products	.264**	.190*	-0.1	.207**	1	.184*	.344**	0.124	.393**	-0.039	0.015
Kuhva	0.136	.201*	.160*	0.026	.184*	1	.324**	0.048	.259**	-0.091	-0.091
Alcohol	.260**	.241**	0.081	.475**	.344**	.324**	1	.245**	.702**	0.069	0.128
Pills	.160*	0.133	-0.136	.202*	0.124	0.048	.245**	1	.388**	.176*	.294**
Marijuana	.206**	.201*	0	.446**	.393**	.259**	.702**	.388**	1	0.063	0.128
Sex	0.054	0.085	-0.027	0.036	-0.039	-0.091	0.069	.176*	0.063	1	.294**
Inhalants	0.054	0.061	0.081	0.036	0.015	-0.091	0.128	.294**	0.128	.294**	1

*P<0.05 **P<0.01

Source: Computed

Adolescence is a time of vulnerability to different influences when they initiate various behaviours such as substance use. The association of age, Class, Type of School and Risk Behaviours (Gateway Drugs and Sex) was analyzed using Pearson's correlation coefficient and presented in Table 4.17. Age, Class of respondent and type of school were correlated with gateway drugs such as Smoking, use of Gutkha Products and *kuhva*. The same was correlated with risk behaviours such as alcohol use, pills, marijuana, pre-marital sex and inhalants.

“Most research suggests that early (12–14 years) to late (15–17 years) adolescence is a critical risk period for the initiation of substance use” (TEDS, 2014). “Age of onset of substance use has been used as a determinant of future drug use and dependence in adulthood” (Chen et al., 2009). Trenz et al. (2012) also found that inception of alcohol at an early age among adolescents as a risk factor for intravenous drug use in adulthood. Corroborating to such studies, the findings of this study show that Age and Class are highly significant for alcohol use by respondents. It is observed that age is also highly significant to the use of Gutkha Products and Marijuana. Age is also a significant factor for the habit of smoking and use of pills. Higher the Class, higher the risk behaviours such as smoking, use of gutkha products, *kuhva* and marijuana. The type of school was found to be significant for use of *kuhva* only.

In an attempt to cope with the social and psychological challenges that they experience during different development phases from adolescence to young adulthood, many young people indulge in drugs. The reasons for drug use ranges from the need to feel good or simply to socialize, to personal and social maladjustments (Shedler and Block, 1990). The findings of this study suggest that the habit of smoking is found to be highly associated with use of gutkha products, alcohol and marijuana. Smoking was also found to have association with use of pills. Gutkha use among adolescents is highly associated with Smoking, Alcohol and Marijuana and significant for eating *kuhva* as well.

Eating *kuhva* is highly associated with risk behaviours such as use of alcohol and marijuana. It is also associated with use of gutkha products. Other than pre-marital sex and use of inhalants, alcohol and marijuana have high significance for all other gateway drugs and risk behaviours among the respondents. “The easy availability of cannabis, coupled with perceptions of low risk of harm makes marijuana the most common substance used after tobacco and alcohol” (UNODC, 2018).

Surprisingly, sex as a risk behaviour among adolescents is highly significant to use of inhalants only and significant to use of pills. Whereas the use of pills was found to be highly associated with use of alcohol, marijuana and inhalants, it was significant to smoking and pre-marital sex.

According to UNODC (2018), “lack of a good education and poor classroom management is attributed to lower levels of cognitive functioning, high levels of stress, poor social skills and perceptions of inadequacy and failure, which in turn increases the risk of substance use. Further, unqualified teachers or ineffective teaching practices and low-quality curricula present considerable additional risks leading to academic failure. The absence of sufficient support, targeted school programmes, learning disabilities and mental health issues further intricate the risk of substance use and abuse. Poor-quality education may also result in an inability to compete in the workforce and obtain good jobs which are factors associated with substance use in life”.

4.6 Dynamics of Adolescent Behaviour and Challenges

Adolescent Behaviour is shaped by several factors. The previous sub-sections have analyzed the findings from Survey among school-going adolescents. This sub-section presents the dynamics of adolescent behaviour from the perception of the students themselves. Their experiences are narrated in the first person through case vignettes.

4.6.1 Case Studies

Case study is an in-depth exploration of an individual, group, incident or community. Case studies are beneficial for providing detailed or descriptive information and insight of a person. Mitchell (1983) defined a case study as a “detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles”. Case study refers to a problem that needs to be studied which helps for in-depth understanding of a “case” or bounded system. It involves exhaustively understanding an event, activity, process, or one or more individuals (Creswell, 2002).

By comparing the similarities and differences of the individual cases, we can have a comprehensive exploration as well as intensive knowledge and understanding of the research area.

Case 1: A regretful School Drop Out

I am a 25 years old widower living with my children, parents and siblings in the southern part of Aizawl. My father and mother are 50 years and 49 years respectively. I am the youngest among my siblings with two brothers. I had dropped out from high school due to lack of interest as well as peer influence. I got married in 2013 and had a daughter who is 3 years old and a son who just turned 1. My wife passed away in 2018 due to Cardiac arrest shortly after the birth of our son. The demise of my wife has severely affected me my mental health. Adding to this, our son has many health related issues and often needs to be admitted in the hospital. I support my family by driving a pick-upvehicle and transporting goods. My brothers are both married and living in different districts.

My father isan alcoholic who drinks almost the whole day. I have a normal relationship with my father but my relationship with my mom is much stronger. My mother was diagnosed with Tuberculosis last year and is currently undergoing treatment. Since I am the only bread winner of the family, it is very hard to manage the financial issues. I often wonder how I will support my children once they reach the school going stage.

Some days are very depressing and I often find it very hard to get through. I often wonder why I quit school and regret that I dropped out from high school. I had indulged with alcohol during my high school days, but I have been sober since the birth of our first child. Losing my wife is already unbearable but when I think about the future of my children, I can hardly hold back my tears. I would like to continue my studies for the sake of my children, but I also have to work to earn a living for them.

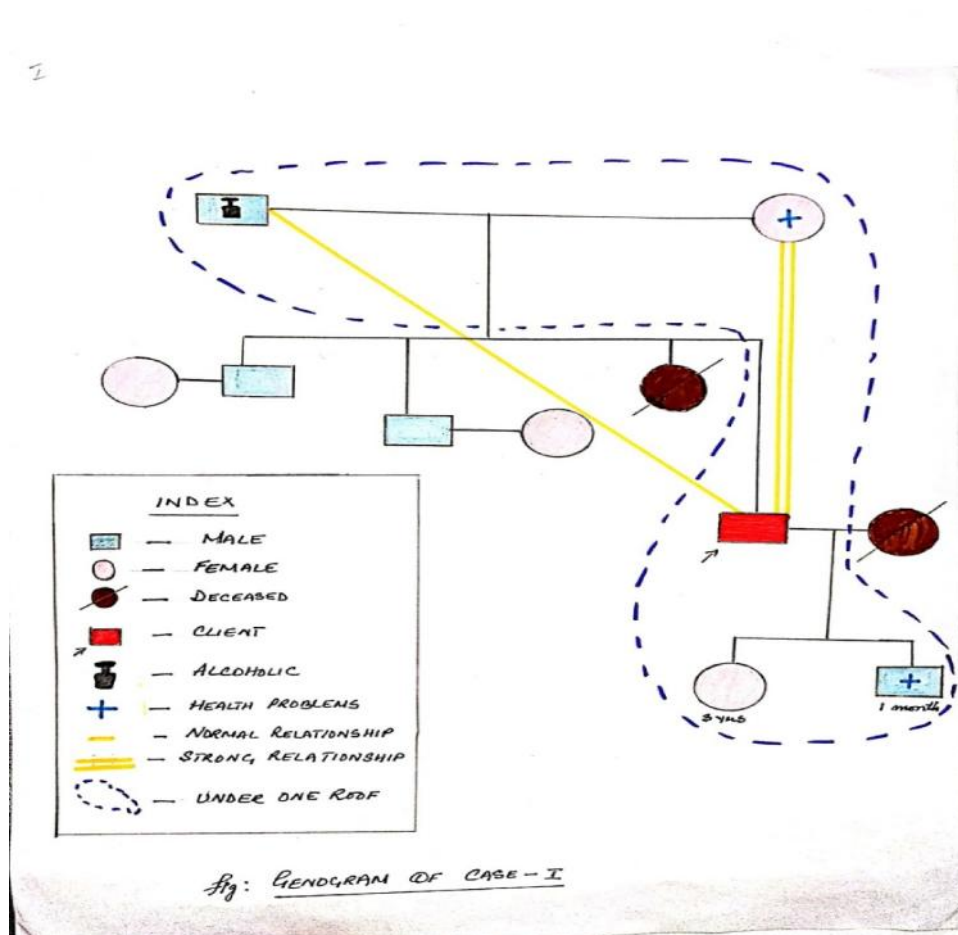


Fig. 4.5 Genogram of Case 1

Case 2: Poverty and Poor Housing

I am a 16 years old male student studying in Class 12. I live in the northern part of Aizawl with my parents and brothers. I am the eldest among my siblings and have two younger brothers who are also studying in middle school. My father is a truck driver and he drives my uncle's truck. My mother is a housewife and stays at home to take care of us. My aim in life is to become a computer engineer.

We often face financial crisis as my father is the only bread winner of the family. My mother use to have a tailoring shop before but due to health related problems, she cannot continue her job. We live in a very congested home since we cannot afford bigger flats due to financial problem. Our house has only two small rooms – one bedroom and one room is used as kitchen cum living room. Since there is no separate space for dining, we just keep the dining table in the middle and that is where we study. Since we had a television and our house is small, I often find it difficult to concentrate while they were watching television. Our

bedroom fits only one bed so my brothers sleep with my mother and my father and I sleep on the couch.

My parents are not enthusiastic regarding my studies. They are not interested in my results and rather want me to quit school as soon as possible to earn some money for the family. However, I know that by studying hard and giving my best I will be able to provide a sustainable living for my family in the future. My father is often busy with his work so he usually comes home very late and is frequently out of station. My mother is usually busy with the household chores and taking care of my little brothers as well. Our neighbours come almost every night to our house just to watch TV and chat with my parents. Convincing my parents each day for the continuation of my studies is as hard as concentrating while the TV is played loudly right in front of my face while studying. During my school holidays and on most Saturdays, I work for daily wages and earn my school fees as well as for other necessities. I used to dream of having a bigger space and a quiet environment to study, and sometimes I often dream of staying in the hostel and have more time and an ideal environment to study. There are many days that I doubt myself whether I will be able to achieve my aim in life from my current situation. I need to wait for everyone to go to sleep in order to fully concentrate for the tests and exams, and since the house is very small, I cannot read it loud so as to not wake them up. When my brothers reach high school, I wonder how they are going to study in this environment. This gives me more stress than my studies itself.

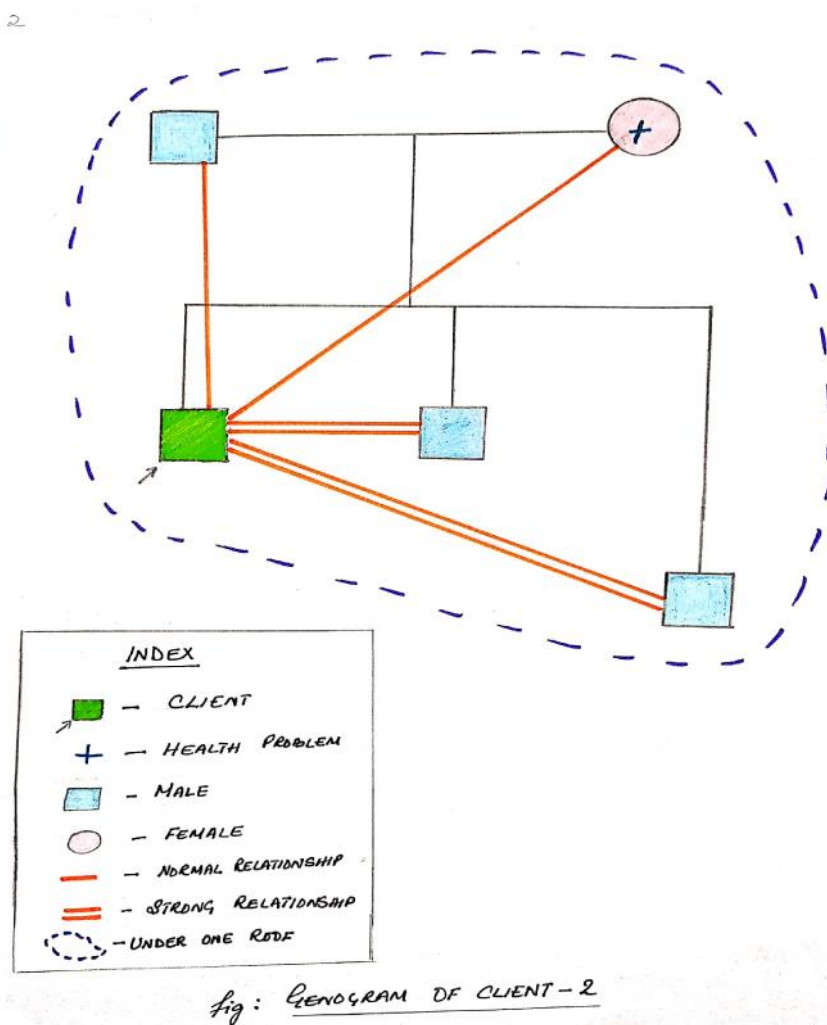


Fig. 4.6 Genogram of Case 2

Case 3: Poverty and Role Conflict of a Science Student

I am a 17 years old Science student living with my mother, my siblings, and my grandmother. My father passed away in 2017 due to internal bleeding. He was a heavy drinker and used to be the breadwinner of the family. He was a barber and worked at his friend's shop. Even before my father passed away, we always had financial problems within the family since my father is the only bread winner and drinks heavily. I am the eldest daughter and have two sisters and a brother. Since the demise of my father, my mother had to work as a daily wage labourer to feed us, and hardly had time to take care of her or us. I had to be in charge of the household as well as take care of my siblings. I do not have time to study at home because I have to play the role of a mother and a caretaker at home. My mother works day and night, sometimes she comes home very late. I have to prepare breakfast in the

morning, pack lunch for my sisters and brother, help with their homework in the evening, cook dinner, wash laundry and also take care of my 72years old grandmother.

I always dreamt of becoming a nurse since I was little, which is why I chose science as a subject even though it is very tough. There is no one in my family who will be able to understand how tough it is to study science. I often wish to stay in the hostel so that I could have more time to study. Sometimes I think of giving up my education and helping my mother in work so that we can earn more money for the family and that my siblings would not have to face many difficulties in their career, but then I think that passing class 12 and studying nursing will be better for us in the future. People often mock me for not giving up my studies and let my mother work so hard. I often feel guilty when I think about such things, but my passion to become a nurse. After class 12, even if we do not have enough money I will take a break and earn so that I can still pursue a career.

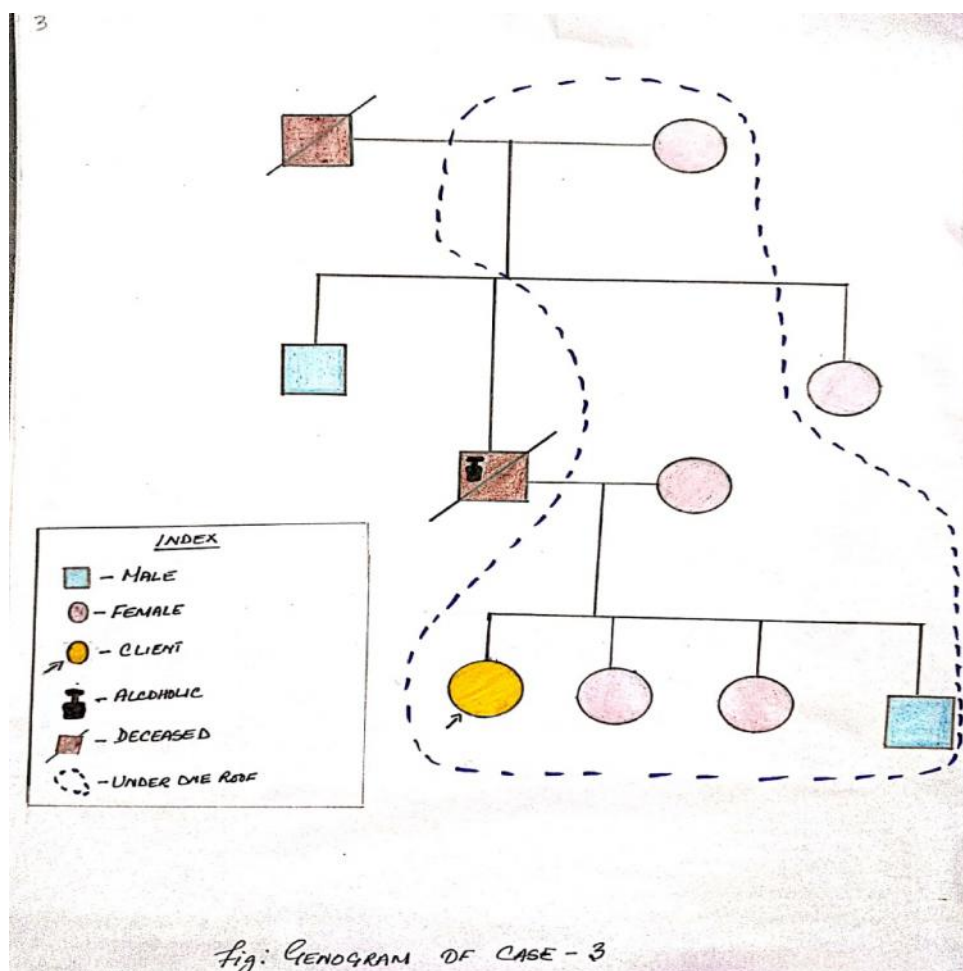


Fig. 4.7 Genogram of Case 3

Case 4: Family Substance Abuse

I am 14 years old and studying in class 9. I am the youngest in my family and I live with my parents, older brother and sister. My aim in life is to become an IAS officer. My father is a government servant but he is an alcoholic and has come home drunk everyday as long as I can remember. My brother, who is also the eldest among our siblings, is an injecting drug user, and uses other drugs as well. He has a very strained relationship with my father and frequently fights with him. My mother has a shop in the bazaar and works very hard despite our troubled family environment.

When my brother is at home, at least one of us has to stay with him so that he will not steal things out of the house. He even sells drugs and has been caught many times by the police and YMA. I often get scared of him because he becomes violent when he gets high. He has punched me in the face, knocked me down several times and the same thing goes for my sister. I do not hang out with my friends because I am afraid that they will look down on me because of my father and brother. I am an average student in my class and my only friend is my sister, who always encourages me to study well. Our house is congested and there are only two separate bed rooms – one where my sister I and stay with our parents, and a small room for my brother. I used to fight with my sister for studying in the room.

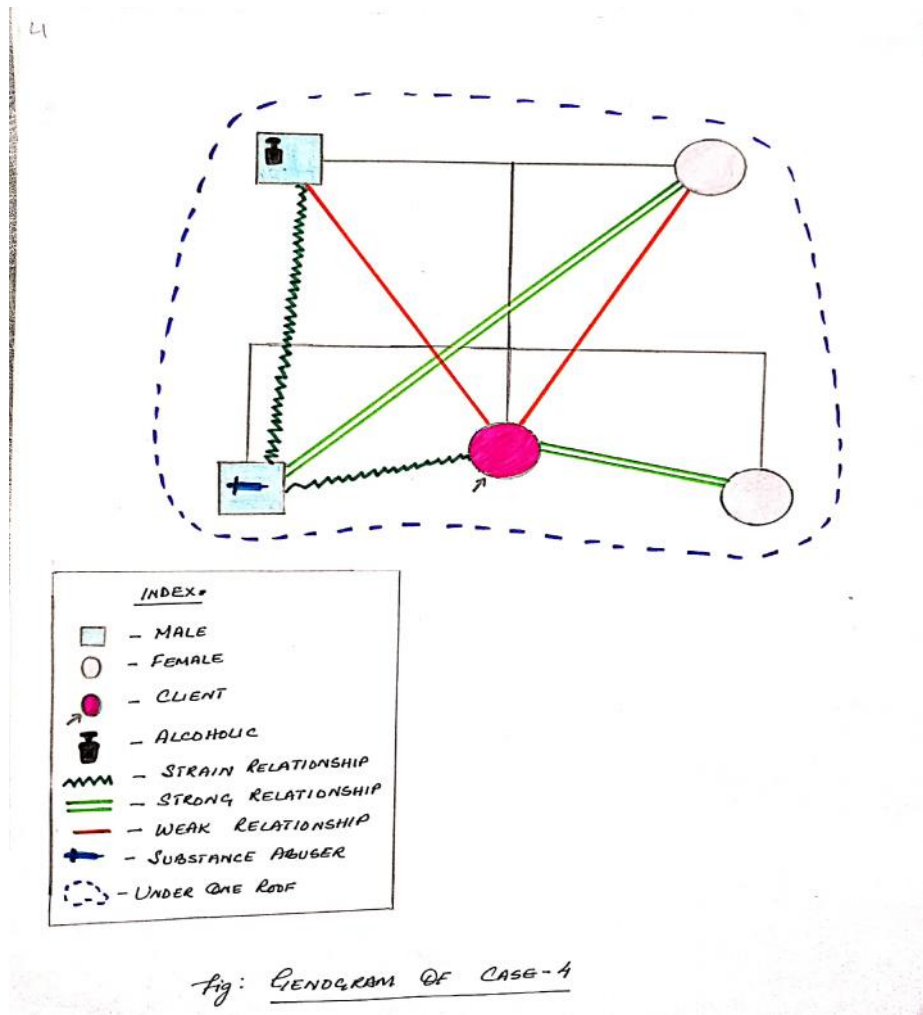


Fig. 4.8 Genogram of Case 4

Case 5: Family Conflict

I am a 15 years old high school student, living in the western part of Aizawl City. I live with my paternal grandparents, my mother and father, and my younger siblings. I am the eldest daughter and I have three younger brothers. My father is an officer under the state Government and my mother is a home maker. We do not have financial problems but my father is an alcoholic and often drinks in the night. He never went to church except on special occasions. My parents fight almost every day, sometimes my father use to lock himself up in the room so that he would not be disturbed while drinking. My mother and my brothers use to sleep in my room when my father locks himself up. I use to sleep with my grandmother whom I love the most in my family. She used to defend me when my father scolds or yell at me for nothing. She is my everything and without her, I would not be able to cope

with my negative home environment. My relationship with my mother is good but I did not have a close contact with my father. When I do not know how to do my homework, my parents never help but instead sent me for tuition or to our neighbours for consultation. My parents are very strict so I often get jealous of my friends when their parents give them permission to hang out with their friends or go home by bus from school. My parents drive me everywhere I go, and many times, I dream of going and coming home from school by bus with my friends. I often do not feel like going home because I feel suffocated inside my house. My grades are normal but not very high, I am an average student in my class and I dream of becoming an interior designer which my parents strictly object to. They want me to become a doctor but I do not have any interest in medical line. I wish I can pursue my dreams and goals to become a well-known interior designer.

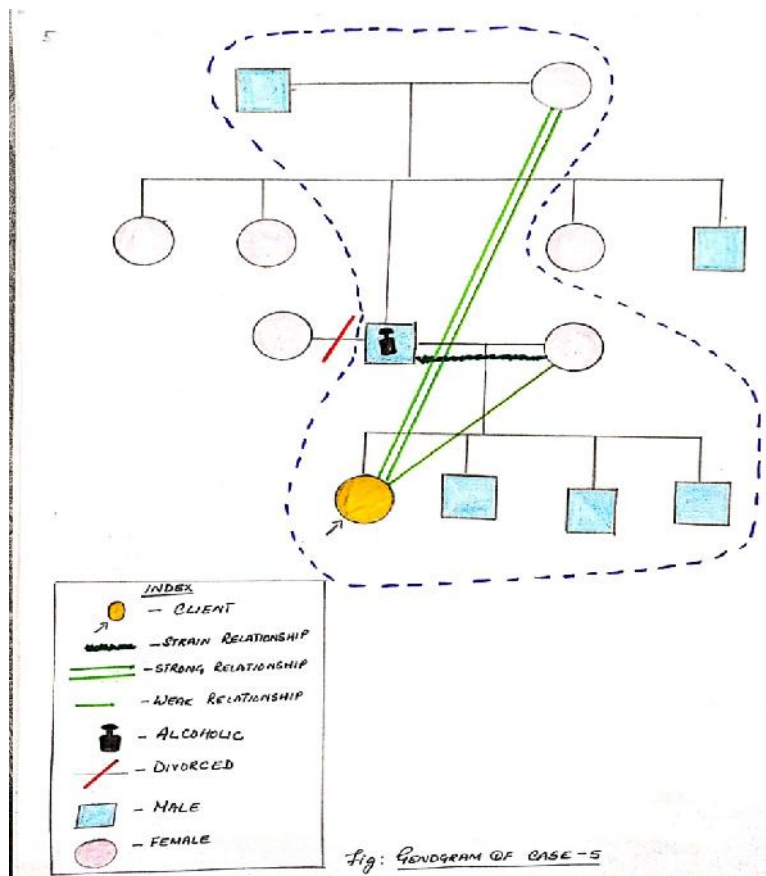


Fig. 4.9 Genogram of Case 5

Case 6: Poverty and Family Illness

I am 17 years old studying class 12 (Arts). This is my second year in class 12 as I failed in the last board examination. I live with my parents, my elder brother and my younger sister. My father and my elder brother are truck drivers, my mother is a home maker and my younger sister is studying class 9. We live in a small house and have always had financial problems from our childhood. I never went to English medium school so I found it very difficult when I entered high school because even though it is a government school, all the teaching and lessons were in English. I am not sure what I want to become or what I want to achieve in life. I often think of dropping out from school and earn money for my family so that I will not be a burden. My mother is a breast cancer survivor, and just last year, my father was diagnosed with esophagus cancer stage-II and can no longer work. My elder brother is now the only bread winner of our family and I used to sell pickles, *chanamix* and *waiwai* in the school to earn my pocket money. When we had school sports, I made lassi and ice cream and sold it among my friends. I did not feel comfortable selling things to my school friends but I did not have a choice. When there are school functions, higher games etc., my classmates used to bring lots of money while I hardly survive with my bus fare. I am not even an average student and I am always among the bottom five in my class. I am mostly busy taking care of the house since my mother needs to take care of my father and I often have attendance shortage due to my family affairs. English is very difficult for me and I have a problem with almost every subject except for Mizo and Mathematics. When I want to prepare for board exam or class tests, I go to my relatives' house to study because I do not have a proper environment and space to study at home. Next year I will be facing board exams again and if I do not get through this time, I will not be studying anymore but instead look for a job and earn money for my family.

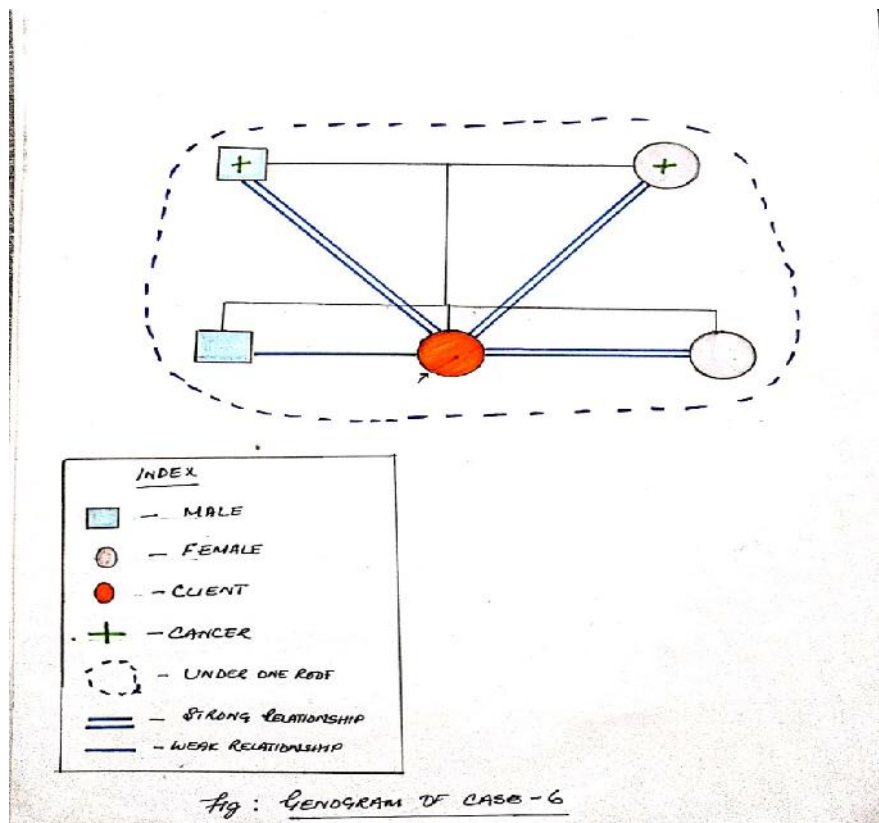


Fig. 4.10 Genogram of Case 6

Analysis of the Case Studies

The above case studies show how various factors play a role in not just the academic life but psycho-social and emotional health of higher secondary school adolescents. Teachers and School system may provide the best possible teaching but their performance and development is still majorly affected by poverty, housing, family conflict, ill health and family relationships. It is sad to come across so many young men and women who carry their family burden on their shoulders and still have to cope with the burden of achieving an education.

It is evident from the above cases how Alcoholism can ruin family relationships and affect children's school performance. School Social Work becomes of much relevant especially in high and higher secondary stages where adolescents are struggling with a difficult life stage and is worsened for those who have to undergo financial challenges or conflicts in their home environments. The involvement and support of parents as well as the intervention of a holistic learning system may enhance students' learning and social

functioning. Micro level intervention such as Counselling for students need to be available for students where they can express their thoughts in a safe environment and cope better with the challenges of everyday life. This will augment their academic performance as well. Family level interventions need to be advocated so that parents will play a more active role in the life of their wards. Family Counselling and guidance is another area that must be looked into by the Community, Church and Policy makers as the restoration of the overall family system is of serious matter from all aspects of development.

The cases indicate the need to incorporate Life skills for adolescent students where they can learn to cope with challenges of scholastic, familial, financial and emotional nature in their everyday lives. Much needs to be done in nurturing students to reach their highest potential in their career and life in general. The School System has to inculcate an environment where students yearn not just to pass grades but where they can be equipped with the skills and positive attitudes towards life.

4.7 Challenges of School-going Adolescent: Perspective of Teachers

Teachers are the main care-givers apart from parents since students spend a large part of their day in school. Teachers have been trained through experience to identify the needs and challenges of their students and are often the best sources of information. In this, subsection the challenges of School-going adolescents were identified from the perspective of teachers using Free Listing.

4.7.1 Free Listing

Free listing is a research technique for collecting data relating to a specific area by asking respondents to list all the matters they can think of that are related to the topic. The frequency and position of responses is then plotted using Anthropac software. The study aims at exploring the issues and challenges faced by high and higher secondary school students in Mizoram using Free Listing. The respondents were 2 teachers each from 4 Govt. & 4 Private Schools in Aizawl city.

Table 4.18 Challenges of High & Higher Secondary School Students: Perception of teachers

Item	Frequency (%)	Average Rank	Salience
Lack of concentration	83.3	3.2	0.578
Obstinate	83.3	5.4	0.517
Mobile phone	50	2	0.464
Family conflict	100	6.5	0.408
Prevalence of homosexuality	50	4.67	0.278
Tobacco use	33.3	4	0.262
Financial issues	33.3	5	0.211
Laziness	33.3	6.5	0.204
Weak in English	33.3	7	0.178
Over involvement of parents in school administration	33.3	5	0.167
Weak in spellings	16.7	1	0.167
Social media	16.7	2	0.156
Self-support students	16.7	2	0.155
Corporal punishment act	33.3	8	0.151
Transportation	16.7	3	0.143
Koreanism	16.7	3	0.133
Health related issues	16.7	5	0.119
Class bunk	16.7	6	0.107
Staying with relatives	16.7	8	0.089
Limited seats in hostels	16.7	9	0.071
Congested classroom	16.7	4	0.067
Lack of interest in studies	16.7	11	0.056
Start abusing drugs	50	12.67	0.052
Too many holidays	16.7	11	0.048
Lack of space or privacy for counselling	16.7	12	0.044
Girls are more difficult to deal with rather than boys	16.7	5	0.033
Loitering	16.7	13	0.033
Easily distracted from studies with non-scholastic activities	16.7	14	0.022

Source: Computed

The above table (Table 4.18) shows the perception of teachers referring to the problems of students in high and higher secondary schools in Aizawl. All the respondents (100%) attribute family conflicts to the disturbance of students' behaviour and academic performance. Majority (83.33%) state that lack of concentration and being obstinate is a problem that is common among their students. Half of the respondents (50%) were concerned about the prevalence drug abuse and mobile phone addictions as well as homosexuality among the students. A third of the respondents (33.33%) stated that students are weak in

English, lazy; start using tobacco and its related products, and some parents are over involved in the school administration. Financial issue is also a major problem of the students as many of them come from rural areas. The Corporal Punishment Act makes it harder for teachers to carry out discipline. Less than a quarter (16.7%) specified the problems concerning transportation, congested classrooms, too many holidays, easily distracted with non-scholastic activities, limited seats in hostels, health related issues, lack of interest in studies, loitering, bunking classes, Koreanism/Korea boo, weak in spellings, staying with relatives, self-support due to financial issues, and social media. Teachers also specified that girls are comparatively more difficult to deal with and also there is lack of privacy for counseling for the students due to congested rooms in the office.

4.8 Challenges of School-going Adolescent: Perspective of Parents

Parents are the main care-givers and their perspective concerning their children's development is of great importance. A child's well-being is very much related to the School system but family is the most crucial factor. In this, sub-section the challenges of School-going adolescents from the perspective of parents have been assessed using Key Informant Interviews (KII).

4.8.1 Key Informant Interviews

Key Informant Interviews are qualitative in-depth interview with people who know what is going on and to have an understanding of social issues in context. In the present study, the purpose of KII is to collect information regarding the issues and challenges of high and higher secondary students from the perspective of parents.

The interviews were conducted among 4 (four) parents of high and higher secondary school students. The Interviews were based on an Interview Guide that consisted of questions like parents' perspective of personal as well as problems faced by adolescents in school, challenges encountered at home, whether they are satisfied with the education and co-curricular activities in school, whether they discuss about career with them, whether they have ever sat down and discussed personal problems with their child(ren) and whether their child(ren) are aware of the physical and emotional changes that occur to them in their present stage of life (See Appendix II)

Parent-1 (Mother- home maker): Highlights of the interview

Adolescents today are always opinionated, hard headed, and obstinate and are very hard to control as parents. They always have their own way of doing things and being a parent is not an easy task yet it is rewarding. The fast growing technology is one of the biggest challenges for us all. Parents of today are not prepared for this sudden growth in information technology, mass media as well as social media.

After coming home from school the first thing they can think of is their mobile phone. Even before they change their uniform, they touch their mobile phones and are not helpful for the family. They use most of their times staring at their mobile phones and do not help with household chores.

The teachings they got from school are quite satisfactory, however, in my opinion, they have too much co-curricular activities and too many holidays in government institutions. I feel that the government should prepare another examination hall for the departmental exams that they conducted in schools so that it will not affect students of government institutions.

I have always supported the ambitions and choices that my children are having but never discuss with them because I think it is a bit early to discuss such things. Once they finish their higher school education, it might be appropriate to discuss with them.

My children always tell me when they have any problems and we would discuss and solve them together, however I always end up scolding them regarding their problem.

Parent 2 (Father- Govt worker): Highlights of the interview

The main problem of students today is that they too involved in social media and are addicted to mobile games. They spend two thirds of their time for playing mobile games, and on social media. They do not concentrate in their studies and do not care about their future or career. Even if we try to control them, it is hard as they are in the adolescent stage. Sometimes, they think of us only as a provider when they need financial support. They get the best kind of education in school, we pay lots of fees and yet they did not even try to give interest in their studies. I personally did not find any dissatisfaction regarding the kind of education and activities they had in school. We have a proper study environment at home hence the only thing they need to do is study properly for the sake of their future. I often talk to them about their careers, I want my children to be in medical line or engineering line, but they did not give any interest in such professions.

Parent 3 (Father-government Official): Highlights of the interview

The problem with adolescents today is lack of interest not only in their studies but also reading books. Apart from their school lesson, there are many books that can help them not only choose their career but also give them options for their interest as well as enhancing their knowledge in this competitive world. The other problem apart from studies is that they need to have a proper transportation in order to reach the school on time. If there is a separate city bus only for school students, it will save time, money and energy for those who use public transport for going to school. Co-curricular activities are very good for students, however, we need to carry out proper and systematic co-curricular activities not just games and sports and cleaning the school surroundings which most schools did.

Parent 3 (Mother- Single parent- head of household): Highlights of the interview

I think the problem with adolescents today is that they lack motivation and the urge to strive for building their further career. Our house is very congested and I am also aware that my children have no proper environment to study at home. Being a single mother, I work the whole day and also busy with church activities at night. I do not have much time to help with their studies. My children share their problems with me but we do not seriously sit down and talk. They spend too much time on facebook and mobile phones. I am satisfied with the functioning of the school. I think that it is the duty of the school to guide and teach them regarding their career; hence I did not discuss their choice of career with them. When they were much younger, I told them about the changes that will occur to them once they reach adolescence period while I give them a bath or whenever possible.

Parent 4 (Mother): Highlights of the interview

My husband is an alcoholic and came home drunk almost every night. He often shouts and makes a mess in the house and I am also aware that children are not very close to their father. He makes it hard for them to study as the home environment is not peaceful because of him. The only other thing that distracted them from their studies is koreanism/koreaboo. Every night they watch Korean serial or listen to Korean music and videos. It also affects their fashion, and we spend too much on such things. I think it will be better if their teachers at schools banned them from such kind of things, or make them aware about the bad influence that they can cause. I want my children to become Officers and attain a high status but I do not know how to guide them.

The findings of the Study have been discussed in the form of tables, case studies and Key Informant Interviews in this Chapter. The next Chapter entails the Integration of findings, Conclusion and Suggestions of the Study.

Chapter V

CONCLUSION

The present study aims at exploring the issues and challenges of high and higher secondary school students who are generally at adolescent stage. It also intends to highlight the forthcoming need of School social work practice in Mizoram. This chapter summarizes the results of the findings from the preceding chapter in an integrated manner according to the objectives of the study. Suggestions for scope of social work intervention, policy implications and further need for research are also highlighted.

5.1 Integrated Findings

Socio-demographic profile of the respondents reveal that more than half of the respondents were in the age group between 16-18 years of age, less than half are 13-15 years of age and only one respondent was below 13 years of age. More than half of the respondents were female while almost half were male. There are several students coming from rural areas for education to Aizawl city and stay in hostels and PGs or with relatives. It was found that majority of the respondents are from Urban and District capitals while more than a fifth are from rural areas. Almost half of the respondents stay in Hostels and PGs, more than a third live in their own home and less than a fifth come from outside Aizawl and stay with their relatives for their schooling.

As regards socio-economic status of respondents, it was found that the main source of family income was from Government sector while more than a third work in the Private Sector, and almost a fifth were from self-employment. Source of family income however does not determine the socio-economic level of respondents as Government or Private and Self-employment is determined by various other factors such as income, expenditure, assets and savings

The integrated findings are discussed based on the objectives of the study:

Understanding the needs and challenges of students who are in their adolescent period.

It was found that Career guidance, though organized in some schools are still insufficient and need to be emphasized upon. Among those who had an ambition in life, majority want to be in military services (armed and unarmed) such as army officer, navy officer, and police. Respondents were also much interested in medical and paramedical services such as Doctor, Nurse and Laboratory Technicianas well as Administrative Services. Several respondents were still uncertain of what they want to become in life which shows that Career guidance is one of the major issues that need to be addressed by the School system.

Most schools claim Swachh Bharat or Cleanliness activities once a week as co-curricular activities. Sports are held only as an annual event in most cases. It is only in a few Private institutions that students are able to hone their skills and interests through music, arts, craft and programmes like Quiz, Essay writing, Elocution and Extempore. This finding helps to identify the needs of adolescent students for skill-development programmes or activities and the chance to explore their inclinations and interests. The Exo-level challenge here is that most or all schools aim at scoring marks for the Board Examinations only and do not aspire for the real vision of Education, i.e., all-round development.

Absenteeism in the course of this study is not found to be a major problem but exists in certain cases because of lack of interest on the part of the student. This may in turn be attributed to the lack of motivation from the School system that only caters to academic excellence. Concerning guidance and support that they received from their teachers, majority were satisfied and happy. More female respondents were satisfied with their teachers' guidance and support as compared to males. Concerning their own academic performances, more than half were satisfied while almost half were not fully content.

It was found that almost a fourth of the respondents have experienced bullying in school. However, most of the students are uncertain about the concept of bullying, hence did not consider many unfavourable intentions or actions against them as bullying. With regard to experiencing stress, almost a third report experiencing stress often. More than a tenth of the respondents report having experience stress very often. Gender variations can be observed where

more females experience stress very often as compared to males. Female respondents experiencing stress often were also comparatively more than boys.

Majority of the respondents stated that personal problems are the most stressful followed by academic problems, family problems, and financial problems. Interestingly, a tenth of the respondents said that all of the above problems were equally stressful.

Comparison across gender reveals huge variations between different stressors as experienced by male and female respondents. Female respondents mentioned academic stress as most stressful while the same is mentioned by a lower number of male respondents. Majority of the stress for Males was family related followed by financial problems. More female respondents experience personal stress as compared to males.

Majority of the respondents said they have never experienced abuse while almost a third reported having experienced abuse in their life. More females reported having experienced abuse as compared to male respondents.

Among those who have experienced abuse, a fifth reported that they had experienced emotional abuse while almost a tenth reported being verbally abused and some had experienced abuse that was physical in nature. It is also observed that more female students have experienced abuse of different forms as compared to male students. While emotional abuse was experienced by more than a tenth of female respondents, the same was reported by a tenth of male respondents. This same pattern can be observed for physical and verbal abuse as well where more females experienced the same. Sexual abuse was not reported by any of the respondents but is later identified among both genders as sexual abuse from their partner. This may perhaps be because many individuals in Mizo society especially adolescents are not properly aware of the different forms of abuse. It is observed that most of the respondents do not consider abuse of a sexual nature as “abuse” unless it is rape.

Majority of the abuse comes from others such as partners and relatives. This is followed by abuse from friends and family members. In each of the forms of abuse experienced, female respondents rated higher in their experiences where more females reported the source of abuse as compared to males. Abuse from friends was reported by more females as compared to males. This same variation across gender can be seen where more females reported their sources of abuse as family, the same being reported by only a few male respondents.

Several respondents reported having doubt about their sexual identity and this is found to be more common among female respondents. This survey finding is supplemented by the perspective of teachers through Free Listing where the rise of Homosexuality is a common concern. Suicidal attempt rate among the respondents is found among almost a fifth of respondents and this issue is found to be higher among females in each age group. Other findings such as use of gate way drugs, substance use and indulgence in risk behaviours by adolescents reveal the lack of positive coping strategies where they resort to such behaviours.

Family is found to be the focal system in this study where students' academic performance and emotional health is affected by the family environment. Though a family may face multiple problems where financial problem was found to be one of the major problems faced by respondents' families, followed by Family Relationship issues, dysfunctional family system, substance abuse, health related issues and stress related problems. Case studies further reveal that many students are often left with the option of dropping out from school due to poverty. Many parents pressurize their children to give up due to financial constraints and some others have to work as daily wage labourers to contribute to family financial management. There are cases where the adolescent school-goer is emotionally disturbed by an alcoholic parent or substance abuser in the family. Thus it may be assumed that poverty, housing, family conflict and family substance abuse are the major factors that affect an adolescent's mental and emotional health and therefore their academic performance.

A large majority of the respondents have proper study environment at home but case studies reveal the lack of proper study environment due to poverty and cramped living space. It is often assumed that girls tend to have comparatively lesser time for studies due to household chores, this study however finds that more girls than boys feel that they have proper study environment at home. This may also be because almost half of respondents are from other districts and stay in Hostels.

While a majority of the respondents did not have substance abusers among their family members, almost a third of them report the presence of substance abusers in their family. With regard to family support, a large majority of the respondents receive family support with regard to their studies. Comparing male and female respondents, there was not much variation to be seen in terms of parental support but more girls report no family support as compared to

boys. Most of the respondents were satisfied with the support they received from their families. Comparatively, there were more female respondents not satisfied with parental support in studies as compared to boys.

Comparison of major family problems across gender did not reveal much variation but female respondents were more affected when there was a health problem at home and tend to feel stressed in their family environment. Such problems were not identified by male respondents. Male respondents were comparatively affected more by problems such as financial problem, family relationship and dysfunctional family. With regards to sharing of personal problems, a little more than half of the respondents said they shared problems with their friends, followed by those who shared with parents and those that shared with siblings. Very few shared problems with their teachers. Comparatively, more male respondents share personal problems with friends than female respondents. Conversely females tend to share their personal problems more with parents and siblings.

Among those who stated that they did not have anyone with whom they shared their personal hardships, they were asked with whom they would like to share their difficulties if they had a choice. Majority of them said they would like to be able to share their problems with their parents, while a tenth would like to share with friends, followed by siblings and teachers and very few would like to go to professionals and seek help.

Gender comparison reveals that more female respondents would like to be able to share personal problems with siblings and professionals as compared to male respondents while more male respondents wished to be able to share with friends.

Adolescents in the high and higher secondary stages are highly susceptible to Gateway Drugs and Risk Behaviours. Statistical analyses on correlation reveal that Age and Class are found to be highly significant for alcohol use by respondents. It is observed that age is also highly significant to the use of Gutkha Products and Marijuana. Age is also a significant factor for the habit of smoking and use of pills. Higher the Class, higher the risk behaviours such as smoking, use of gutkha products, kuhva and marijuana. The type of school was found to be significant for use of kuhva only. Injecting Drug Use was not found among the respondents but use of Gutkha products, Alcohol and Marijuana is common across both genders.

Understand the needs and challenges of students from the perspective of teachers.

All the teachers attribute disturbance of students' behaviour and academic performance to family conflicts. Majority state that lack of concentration and being obstinate is a problem that is common among their students. Half of the respondents were concerned about the prevalence drug abuse and mobile phone addictions as well as homosexuality among the students. A third of the respondents stated that students are weak in English, lazy; start using tobacco and its related products, and some parents are over involved in the school administration. Financial issue is also a major problem of the students as many of them come from rural areas. The Corporal Punishment Act makes it harder for teachers to carry out discipline. Less than a quarter specified the problems concerning transportation, congested classrooms, too many holidays, easily distracted with non-scholastic activities, limited seats in hostels, health related issues, lack of interest in studies, loitering, bunking classes, Koreanism/Korea boo, weak in spellings, staying with relatives, self-support due to financial issues, and social media. Teachers also specified that girls are comparatively more difficult to deal with and also there is lack of privacy for counseling for the students due to congested rooms in the office. From the perspective of the teachers, family conflict, lack of concentration and interest, addiction to mobile phones and obstinate nature of the teens are the major problems faced by the students. Teachers feel that School Social Workers and Counsellors could greatly help in tackling students' problems that are non-academic in nature yet negatively influence their learning and development.

Understand the needs and challenges of students from the perspective of parents.

Parents feel that adolescents today are always opinionated, hard headed, and obstinate and are very hard to control. They always have their own way of doing things and being a parent is not an easy task yet it is rewarding. Parents of today feel that they are not prepared for this sudden growth in information technology, mass media as well as social media. After coming home from school the first thing they can think of is their mobile phone. Even before they change their uniform, they touch their mobile phones and are not helpful for the family. They use most of their time staring at their mobile phones and do not help with household chores. They spend two thirds of their time for playing mobile games, and on social media. They do not concentrate in their studies and do not care about their future or career.

The teachings they received from school is quite satisfactory but parents feel that they have too much co-curricular activities and too many holidays in government institutions. Government should prepare another examination hall for the departmental exams that they conducted in schools so that it will not affect students of government institutions. Most parents say that their children tell them their problems however they end up scolding them.

Parents want their children to be in medical line or engineering line, but their children did not give any interest in such professions. The problem with adolescents today is lack of interest not only in their studies but also reading books. Apart from their school lesson, there are many books that can help them not only choose their career but also give them options for their interest as well as enhancing their knowledge in this competitive world. The other problem apart from studies is that they need to have a proper transportation in order to reach the school on time. If there is a separate city bus only for school students, it will save time, money and energy for those who use public transport for going to school. Co-curricular activities are very good for students, however, they need to be carried out systematically and not just games and sports and cleaning the school surroundings which most schools do.

Parents feel that adolescents today lack motivation and the urge to strive for building their future. Single mothers who work the whole day especially do not have much time to help with their studies. Parents feel that it is the duty of the school to guide and teach them regarding their career; hence I did not discuss their choice of career with them. The other concern of parents is that their wards are distracted from their studies by koreanism/koreaboo. They spend too much on such things and are a bad influence. Parents want their children to become Officers and attain a high status but they do not know how to guide them. They expect the School system, Teachers and curriculum to be able to mould their children.

Suggest effective interventions for School Social Work in Mizoram

Social Workers can intervene at various levels of practice and therefore can cater to the impending needs of not just individual students but the student or adolescent in relation to his/her environment. In consideration of the findings, the following suggestions have been made:

I. Suggestions for Social Work Intervention

Social workers need to concentrate more in the school field where we find a number of students facing physical and mental problems. As seen from this study, the students of this age need a healthy environment where mental health is given prior emphasis. Among the diverse fields of study of social work, school field is often neglected and given minimal priority which calls for the need to prioritize our attention towards School Social Work in Mizoram. A multi-level approach for the possible Social Work interventions is suggested as follows:

Micro Level

1. Positive steps must be taken for enhancement of home environment such as regular home visit by a school social worker to assess the needs of student and family.
2. School Social Workers and Counsellors should be prioritized in all schools so that Counselling and effective case management can be made for prevention and treatment of behavioural problems. Students will have the platform to discuss mental and emotional issues that concern them and which affects their academic performance.
3. Family Counselling and Guidance is a must as most problems stem from the family. Family conflict affects not just school-going adolescents but all members of the family physically, mentally and emotionally. Strengthening of family system will not only help build healthy adolescents but will strengthen communities as well. Rebuilding of the smallest but most important unit of society is the need of the hour.

MezzoLevel

1. Systematic parent - teacher meetings in schools have to be organized so that Parents and Teachers can have a common platform to discuss issues concerning their Ward. This will also ensure parents involvement in the development of their children while also ensuring proper guidance from teachers. Strengthening of PTA would also ensure quality control of the school system.
2. Life skills Education among students from Primary to Higher Secondary levels is a must and should be undertaken by school Social Workers. According to WHO, "Life skills refer to the

capabilities for adaptive and positive conduct which enable individuals to deal efficiently with the demands and trials of daily life. These core set of skills are fundamental for the promotion of health and well-being of adolescents like decision making, problem solving, creative thinking, critical thinking, effective communication interpersonal relationship skills, self-awareness, empathy, coping with emotions and coping with stress”.

MacroLevel

1. Social Workers need to promote awareness regarding the harms of tobacco use, unsafe sex, and alcohol and drug abuse from an early stage in schools.
2. Change in the School syllabus must be advocated by Social Workers to the School Board. School curriculum should include chapters on unsafe sex, drug abuse, violence, adolescent pregnancy, HIV/AIDS and other life skills education especially in the High School stage.
3. Counselling rooms must be provided in every school so students with emotional and mental health issues can approach School Social Worker/ Counsellor/Teachers in a safe and confidential environment.
4. Adolescents in the High and Higher Secondary stages of education need Career Counselling as they often tend to take up careers that they have no interest in often because of popular culture. By understanding students’ thinking and potential, Social Workers will be able to guide students to the best career suitable to him/her and help them make well-informed decisions that ensure healthy life goals and positive career outcomes.

II. Suggestions for Policy Makers

1. There is an urgent need to introduce School Social Work in Mizoram. School social workers can help the students in many issues apart from their studies. The Ministry of Human Resource Development needs to take measures to ensure that there is a Social Worker in every School.
2. There is an impending need to create an Education Policy that caters to the psycho-social and emotional health of adolescents. This would also incorporate change in curriculum, teaching methods and school system in general.

3. Career Guidance and Skill Education as a compulsory part of Educational syllabus must be included at least from Middle School level.

4. Sex Education is necessary for adolescents and this need to be catered by the Education system as well. Compulsory Age-appropriate lessons on Sex and Sexuality must be imparted to students in schools. As findings of the study reveal, homosexuality is on the rise and many young students are confused about their sexual identity.

4. Life Skill Education must be made mandatory for all levels of Education and included in their syllabus. According to Aparna & Raakhee (2011), “the main objective of life skill education is to empower the learner to develop a perception of oneself as an individual of worth and dignity. Imparting life skill training is an imminent need of the society as it will help adolescents to enhance their life and endow them with strategies to make healthy choices that contribute to a meaningful life. The education system should include life skill education as a part of its curriculum to ensure positive and healthy behavior, positive interpersonal relationships and well-being of individuals”.

III. Suggestions for further research

The results of the study reveal the lacunae in the psycho-social and emotional development of adolescents in Mizoram. There is much to be done before effective measures can be put in place. The following are the suggestions for further research:

1. There is scope for studying stress and related psychological problems among school students. This is evident from the findings where adolescent students undergo different types of stress in their academic, family and personal life.

2. Family environment and conflict has a great bearing on adolescent learning and behaviour. Thus, it is necessary to explore the effects of family conflict on school going students as evident from findings where students are highly affected by family financial issues, family substance abuse, family conflict and illness.

3. It is important to study the problem of bullying in schools as the findings reveal that students undergo different types of abuse in schools and in their personal and social life. However, many Mizo students fail to understand the nature and extent of bullying as a form of abuse.

4. Date rape, sexual harassment and abuse of a sexual nature are common among today's youth but are often not discussed. Such atrocities must be addressed immediately and therefore needs to be studied systematically

5. Sexuality and Sexual Identity is another issue that needs to be understood as many adolescents are confused about their sexual identity. They are easily influenced by emerging trends and stand at risk for unhealthy sexual behaviour.

6. Further research is necessary in understanding adolescent behaviour and gateway drugs. This is supported by the findings of the study on the patterns of gateway drugs and adolescents. Alcohol and marijuana use are on the rise which are correlated to other hard core substance use therefore studies on Alcohol and Marijuana need to be carried out.

7. School health and safety is another area that needs to be studied immediately as the physical environment of the school is often not healthy for child development. Many schools and boarding schools in Mizoram are congested and unfit as educational institutions.

In conclusion, with effective life-skills education in schools, mental health status of adolescents can be considerably improved thereby promoting their well-being and thus strengthening the prevention of substance abuse. The study reveals that psychosocial problems of adolescents are on the rise therefore there is a need to increase public awareness about the prevalence of such problems that have been relatively neglected and gone undetected. The employment of School Social Workers will immensely fill such gaps wherein Social Workers will identify students' problems, and work with Parents, Teachers as well as the Child in dealing with the issue(s) holistically.

Social workers can give life skill education and career guidance, how to deal with problems and unnecessary stress, reproductive health education, basic lifesaving method, coping skills, etc. which are the basic necessity in human life apart from mere book study. As stated by Dente (2011), "Each professional provides a unique contribution to the student experience, and each of these contributions is enhanced through the synergy that rises from the supportive collaboration of educators and social workers. Thus, teachers and school social workers should work together and bond in their determinations to offer excellence in education for

students.”School social work concerns not only the students but also the problems of the teachers and the parents as well. But its concern is for the best interest of the child.

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ANNEXURES

Annexure 1

“School Social Work: Problems and Prospects”

Questionnaire

(Confidential and for research purpose only)

Greetings.

My name is K. C. Lalchhandami and I am a Research Scholar from Department of Social Work, Mizoram University. I am carrying out a study among the high and higher secondary school students in Aizawl, Mizoram to understand the needs and challenges that they had. This study will help us to address some of the specific problems which the school going adolescents face, so that appropriate services can be planned or suggested in such situations.

I request you to answer the questions frankly and truthfully as possible. I can assure you that anything you write will be confidential. Your participation in this study is entirely voluntary and you can refuse to answer any question that you do not wish to answer.

Schedule No.

Date:

Time:

A. Demographic profile

1. Age

Below 13 13 – 15 16 – 18

2. Sex

Male Female

3. Class

9 10 11 12

4. Stream

Science Arts Commerce
Others

5. Domicile

Urban & District Capitals Rural

6. Residence

Own home Hostels/ PGs With Relatives

7. Source of family income

Government service Private service Self employment

B. Ambition

1. Have you ever had a career guidance programme in your school?

Yes No

2. Do you know what you want to achieve in life?

Yes No

3. If yes, what is your ambition?

C. Experiences in School

1. Have you ever experienced bullying in school?

Yes No

2. Do you have regular co-curricular activities in school?

Yes No

3. Have you ever had an attendance problem?

Yes No

4. Do you feel free to share your academic/personal problems with your teachers?

Yes No

5. Are you satisfied with your teachers' performances in regard to guidance and support?

Yes No

6. Are you satisfied with your own academic performance?

Yes No

D. Family

1. Do you have a proper study environment at home?

Yes No

2. Are there any substance abusers among your family members?

Yes No

3. Is your family supportive regarding your studies?

Yes

No

4. Are you satisfied with the support you receive from your family?

Yes

No

5. What are the major problems you face at home?

E. Personal

1. Do you share your personal problems with anyone?

Yes

No

2. If yes, with whom do you share?

Parents

Friends

Siblings

Professionals

Teachers

3. If no and you had a choice, whom would you like to share your problems?

Parents

Friends

Siblings

Professionals

Teachers

4. How often do you experience stress?

Rarely

Often

Very often

5. What is the most stressful among these?

Personal problem

Family problem

Academic problem

Financial problem

All of the above

6. Have you ever experienced any kind of abuse in your life?

Yes No

7. If yes, what was the type of abuse?

Sexual Physical Emotional
 Verbal

All of the above

8. Source of abuse

Family member Teacher Friends Others

9. Did you tell anyone about the abuse?

Yes No

10. If yes, whom did you tell?

Parents Teachers Siblings Professionals Friends
 Others

11. Have you ever experienced sexual harassment from your partner (boyfriend/girlfriend)?

Yes No

12. Have you ever questioned yourself about your gender identity?

Yes No

13. Have you ever had suicidal ideation?

Yes

No

14. Have you ever had any suicidal attempt?

Yes

No

15. Which of the following have you tried so far?

Smoking

Shikhar/ any gutkha products

Kuhva

Alcohol

Pills

Injecting drugs (Heroin, No.4 etc.)

Marijuana

Sex

Others

Annexure 1

“School Social Work: Problems and Prospects”

Questionnaire

(Confidential and for research purpose only)

Chibai.

K. C. Lalchhandamikani a, Department of Social Work, Mizoram University a
Research Scholar kani. High school leh higher secondary school zirlai,
Aizawlchhungamiteharsatnaleh an mamawhtezirchianka tum mek a. He
zirknahiantleirawllehrawlthar school kallaimektedinhmunleh an harsatnate, an mamawhte
min kawhhmuh in tanpuitheihna chi hranghrangduanchhuahnakawngahminpuithei dawn a ni.

Hengzawhnate hi diktaklehzepneimiahlova min chhansakturinkangenche a. I
thilziahrengreng hi khawiahmah a chhuaktawh loving tihkatiamche a ni. He zirnahan mi
tumahtelturin a phutluilova, mahniduhthlannaliaulau a nia, I duh
phawtchuanzawhnaengpawh hi I chhangloemaw, I chhankanthei a ni.

Schedule No.

Date:

Time:

A. Demographic profile

1. Kum

13hnuailam

13 – 15

16 – 18

2. Sex

Mipa

Hmeichhia

3. Class

9 10 11 12

4. Stream

Science Arts Commerce
Others

5. chennakhua

Aizawl District khawpui Thingtlang

6. Chenna

Mahni in Hostels/ PGs Chhungte in Mi in luah

7. Chhungkaweizawna

Sawrkarhna Mimaleizawna inhlawhfa

B. Ambition

1. In school ah career chungchanginzirtirna in neingaiem?

Nei Neilo

2. I nihtumah I chiangem?

Chiang Chianglo

3. I chianchuanengenih I tum le?

C. Experiences in School

1. School ah hianchhainawmnaah (bullying) I tawngtawhngaiem?

Aw

Aih

2. In school ah hianzirnakahintihhlimalihinzirna dang (**co-curricular activities**) in neingaiem?

Nei

Neilo

3. School kallehkalloh (Attendance problem) chungchangahbuaina I nei thin em ?

Nei

Neilo

4. Zirna lam emaw, I mimalharsatnate in zirtirtutehnenahngaihngamtakin I hrilngamem?

Ngam

Ngamlo

5. In zirtitutenanzirtirdanlehkaihhruidanche u hi thatawk I tiem?

Aw

Aih

6. Tuna I School kaldanleh I lekhazirdan hi thatawk I tiem?

Aw

Aih

D. Family

1. In inehungahlekhazirnahunlehhmuntha I neiem?

Nei

Neilo

2. In chhungkua ah ruihhlongai an awmem?

Awm

Awmlo

3. I lekhazirnaahhian I chhungtenantuipucheem?

Aw

Aih

4. I chhungtepuihnalehkaihhruaina ah hian I lawmtawkem?

Aw

Aih

5. In inchungahengharsatnatenge I tawhthin?

E. Personal

1. I mimalharsatnamidanghnenah I thlen thin em?

Aw

Aih

2. Tutehnenahnge I thlenthin?

Nu leh pa

Thiante

Unaute

Mithiamte

Zirtirtute

3. Duh thlangtheini ta la, tuhnenahnge I harsatnatethlen I duh?

Nu leh pa

Thiante

Unaute

Mithiamte

Zirtirtute

4. Rilruhahna I neifoem?

neikhat

neingun

neingunlutuk

5. Hengzingahhiangeng in nge I rilrutihah tam ber?

Mimalharsatna

Chhungkawharsatna

Zirna lama harsatna

Sum lehpai a harsatna

A vaiin

6. Hleilenna (abuse) I tawktawhem?

Aw

Aih

7. I tawktawhanihchuangengber hi nge?

Mipathmeichhiatnakawngaintihluihna

Tharumhmangaintihluihna

Rilruintihnatsak

Tawngkama in vau / ankhum

A chung a mi zawngzawng

8. Tuhnenatanginngechutiangchu I tawn?

Chhungte

Zirtirtu

Thiante

Midang

9. Chung chutuemawtalhrilh I neiem?

Aw

Aih

10. I hrilhchuan, tuhnenahnge I hrilh?

Nu/Pa

Zirtirtu

Unaute

Mithiambikte

Thiante

Midang

11. I kawppui (ngaihawng) atanginduhlochungamipathmeichhiatnahmanpuiemaw, chumi lam hawianawrluih i nitawhem?

Aw

Aih

12. Mipa/ hmeichhia I nihna hi pawmlhchang I neitawhem?

Aw

Aih

13. Mahniintihhlumchakna I neitawhem?

Aw

Aih

14. Mahniintihhlum I tum chhintawhem??

Aw

Aih

15. A hnuai mi ho ah hianengteng I tihchhintawh?

MeizialzukShik r/ gutkha lam chi hrimhrim Kul Zu

damdawi(ruihtheih) a mum / a tui Inchiu (Heroin, No.4 etc.)

Ganja/Trip zuk Mipathmeichhiatna a dangte

Annexure 2

School Social Work in Aizawl, Mizoram: Problems and Prospects

Key Informant Interview

Interview Guide

1. What are the problems faced by school- going adolescents at school?
2. What challenges do they encounter at home?
3. According to you, what are their personal challenges?
4. Are you satisfied with the education and co- curricular activities they had in school?
5. Did you give career guidance to your child, or discuss about their career with them?
6. Have you ever sit down and discuss personal problems with your child?
7. Is your child aware of the physical and emotional changes that occur to him/her as he/she is in reproductive age?

ABSTRACT

School Social Work in Aizawl, Mizoram: Problems and Prospects

K.C. Lalchhandami

Introduction

The present study seeks to identify the Issues and Challenges of High and Higher Secondary School students and thereby assess the scope of School Social Work in Mizoram. School social work is a growing subject all over the world. Currently, school social workers are practicing in around 50 countries. A school social worker is a supporter for students who help them to stretch their prospective in the school setting. School social workers are responsible for the provision of support as well as direct amenities in order to help remove the hindrances of a student's success in school in order to fulfill their goal.

School Social Work

The development of school social work in different parts of the world arose at the end of the 19th and beginning of the 20th century as a measure of the universal education movement in numerous states. The original initial character of Attendance Officer changed into a Social Work role. While a focus on reducing absenteeism remains important in many countries, school social work has developed new directions to serve varied national priorities and changing needs. The scope of school social work in different parts of the world reveals that roles and methods are often imported from countries where school social work already exists, while independent pathways also develop to meet local priorities.

School Attendance Officers were enrolled as an enforcement service by the end of the nineteenth century in the United Kingdom (Blyth, E. & Cooper, H., 2002). According to Costin (1969), during the early period of the 20th century, visiting teachers were hired by private agencies in schools in the United States. Their goal was promotion of school attendance by strengthening the linkages between school and home environment. Previously, the so called visiting teachers initiated to use different methods of social work practice and started to focus on the enhancement of student's environment. In Canada, school social work started during the 1940's. School social work started in Canada in the 1940s. the emergence of

school social work is mainly due to truancy and problems in school attendance and the main function till today is to improve school attendance.

"School social work history is noteworthy and rich in influence by many societal, political and economic factors" (Allen-Meares, 1990 & 2006). School social work began as a profession in the early 20th century, driven by the life struggles and poor living condition of immigrants which has a negative impact on the development opportunities and education of children (Allen-Meares, 2006; Agresta, 2004). In the earlier times, the School social workers were formerly acknowledged as "Visiting teachers" who were responsible for ensuring that children went to school and collaborated with their teachers who help them in understanding the new migrants. (Agresta,2004). Gainesin (1996) in his study reveals that School social workers were the ones who link a vital relation between school and community during the early 1900s, by dealing with truancy problems related to the family and society. In acknowledging the importance of school social workers, the Board Of Education in New York approved a funded visiting teacher programme in 1913, which later lead to the emergence of National Association of Visiting Teachers who were practically social workers (Allen-Meares, 2006).

In the earlier times, the school social workers were accountable for increasing and enhancing school attendance because they were regarded as the most familiar and well informed about the needs of students and how it affects their academic conditions (Allen-Meares, 2006). Hall (1936) identifies that School social workers require a specific role in the provision of support for emotionally disturbed children during the time of crisis by acting as a linkage between community, school and familial environment.

The name "Visiting teachers" was replaced with the term "School Social Worker" between 1940s and 1950s so that the profession can focus on a more therapeutic and scientific approach for students who particularly needs such specialized attention (Agresta, 2004). School social work is described as the service area of social work which are being provided and carried out in an educational setting by a professional licensed school social worker. This area of expertise in social work is mainly carried out in order to serve the students to make reasonable adjustment and enhancing the efforts and roles of school, community and family in order to achieve a better purpose (NASW, 2002, p. 9). The study of Granesin (1996), states that between the 1960s and 1970s, School Social Work Profession

twisted into a form of practice where they address the school's capability in teaching the essential skills. The deficient in success of the students was found to be interrelated with the individual's distinctiveness as well as conditions of the school (Allen-Meares, 2006). Hence, for this purpose, the School Social Workers focus their work on the situation and circumstances of the school so that they can identify those school policies which negatively affect students while simultaneously supporting those specific students who need help individually (Allen-Meares, 2006).

"The first meeting of the National Association of Social Workers (NASW) was held in 1973 where they identify different problems that cater the role of school social workers such as increase in budget cuts, double roles which will enhance both the school and community and the other roles that can be carried out by the School Social Workers" (Allen-Meares, 2006). "The roles of School Social Workers were specified by The Individuals with Disabilities Act of 1975 such as collecting and writing the social history of students, giving counselling to children as well as families by implementing group and individual methods, assembling the recourses within the community, home visits, assist in students adjustment" (Humes & Hohenshil, 1987).

The standards for school social work service areas were first developed by NASW in 1976 which includes accomplishment of capability, management and association and specialized practice. A very significant matter among all the standards was prevention. The NASW states that the main key to merit in education were strengthening the linkages between school, home and community, increasing the involvement of parents in the educational process, implementing early intervention and prevention, enhancement of collaboration between schools and community as well as developing different methods to promote the disciplines and school programmes (Allen-Meares, 1990).

Adolescence: Identity vs. Role Conflict

As expressed by Erik Erikson, between the ages of 12 and 19, identity versus Role Confusion takes place which is a part of psychosocial development stage. Adolescents in this stage develop a sense of self identity, and their success plays an important role in staying true to themselves while failure may lead to confusion of role. In the later phase, the child develops a sense of sexual identity as well (Erikson, 1950).

Hall (1904) denoted this period as one of 'storm and stress.' The time is identified with a great deal of biological and psychosocial development. Emotional development takes place as they began to have a new logic of who they are. Their aim in life also changes along with their way of socialization, by experimenting new behaviours. Countless of adolescents are not provided with sufficient opportunities and provisions in order to become a capable adult. (Hamburg & Hamburg, 2004; Pittman & Diversi 2003).

Today's youths are offered with a fewer stable environment as compared to adolescents in the previous era. The deficiency of constancy in the lives of adolescents can be endorsed to the increasing amount of divorce, adolescent pregnancy, and increased geographical mobility of families. They are exposed to a complex choice of lifestyle opportunities from side to side by the media. They face these attractions and are exposed to sexual activities at increasingly young ages (Larson & Wilson, 2004). Adolescents today are constantly challenged with a constant battle between the privileges and enjoyments of youth, and the responsibilities of adulthood (Swaran & Akanksha, 2016).

NFHS-4 reports that many young boys and girls have sexual experience before the age of 15 which often leads to early pregnancy. In India, very few adolescents have a comprehensive knowledge about HIV/AIDS and only a few received sex education. Because of the insufficient knowledge, adolescents are at larger risk of experiencing unprotected sexual intercourse, unethical sexual practice which put them in the risk of having STIs. Among those who had sexual intercourse between the age group of 15-19, a tenth of them were found to have STI or symptoms of STI. Mental health complications are one of the utmost neglected subjects among adolescents which leads to the increase in mortality and morbidity in recent years. "Suicide among adolescents in India is higher than any other age groups i.e., 40% of suicide deaths in men and 56% of suicide deaths in women occurred in the age group of 15-29 years. The incidence rate of adolescent psychiatric complaints in India was found to be 6.46% and in schools, it was found among more than a fifth of the population (23.33%) which makes it evident that extensive quantities of Indian adolescents have psychological problems" (NFHS-4).

Apart from the minor problems that adolescents have faced, sexual abuse is the most prevalent today, but remains undetected and the victims endure in silence because of fear of societal disgrace which ultimately affects the mental health as well as physical and academic performance of adolescents in school. Thus far, substance abuse is also an additional serious

concern since these days; young people are unaware about the cost and penalty of harmful use of drugs and must be addressed seriously.

Indian youth signify a major percentage of the world's population. It is assessed that 40% of the world's population are young people below 20 years of age and a majority of them (80%) are living in the developing nations (SEARO, 2000). Today's adolescents are exposed to more evidence and ethnic changes than in former eras. The adolescent has to get ready for an advanced mature life of struggle and self-determining functioning which is possible through the enhancement of their psychosocial capabilities and requirements through life skills training (Vranda & Rao, 2011).

The Hindu (January 2019) reports that in India, only 70% finish school from the initial 100 enrollments. Jharkhand has ranked the highest in dropout rate for school children in India where only a third finish school perhaps because of its high tribal population. Among all the communities, dropout rates among Adivasis are the highest. In severe divergence to Jharkhand, the States which have the lowest dropout rates in India are Tamil Nadu, Kerala, Himachal Pradesh and Maharashtra. Mizoram has 60% of secondary school dropout rates from the initial enrollment.

In keeping with the vision of the Sustainable Development Goals, the period of adolescence needs to be given utmost importance as this is a period of psychological and social change from childhood to being an adult. The period of life between 10 and 19 years of age is defined as Adolescence by the World Health Organization (WHO). This stage of life is characterized by several bodily, intellectual, and mental changes that need to be addressed. This change is so vital that adolescents express problems in certain ranges of life such as parent child conflicts, substance abuse, violence, risky behaviors and mood variations. "If these issues are not resolved, the individual may suffer role diffusion which results in incompatible abilities and desires, are directionless and face psychological challenges in adulthood" (Berk, 2007; Vranda & Chandrasekhar Rao, 2006). Internal tensions and social expectations often lead to moments of uncertainty, self-doubt and frustration in adolescents making them take risks and engage in abnormal behaviours.

Overview of Literature

Several studies on the concept of School Social Work are to be found - Abbott, E., & Breckinridge, S. (1917), Dente (2011), Michelle Alvarez (2012), Allen-Meares (2006),

International Network Newsletters, (2007), , Costin (1969), , (Humes&Hohenshil, 1987), Beck, K. F. (2017), (Reid, 2013) , Chui (2013), (Thyer, 1996), Lachini et.al (2017), Staudt& Powell (1996).

Most of the studies focus on School Social Work with regard to problems in absenteeism and attendance-Sossou M-A. & Daniels T. (2002), Blyth, E. & Cooper, H. (2002),Abbott and Breckinridge (1917), Costin (1969),(Kearney, 2008).There were also a few studies that probed into the programmes related to schools- Dupper, Theriot, & Craun (1999).

The problem of School dropout has also been a major issue of the study - McMillen, M. et al. (1982), Adams, J. L. and W. E. Becker (1990), Allensworth, E.M. (2004), Christenson, et al. (2008), Winnipeg (1993), Balfanz, R. & N. Legters (2005), Chapman (2004), Rosenthal, (1998).

Studies on positive influence of School Social Workers on academic performance of schoolchildren were also found- Lachini et.al (2017), Williams (2014), Franklin. Kim & Tripodi (2009), Dente (2011). Studies based on School Mental Health- (Michail, 2011), Rosenthal (1998), Kearney (2008), Carter,(1975), Kelly et al. (2010).

Several studies have mentioned School Social Work Model -Thompson, A. M., Frey, A. J., & Kelly, M. S. (2018), Alderson, J. J. (1972), McDavitt, Tarrant, & Boxall (2018). Few studies talked about School Social Work Intervention in which interventions were divided into primary, secondary and tertiary - Real & Vieira (2019), McDavitt et al (2018).

Only a small number of studies based on Truancy and disruptive behavior are found - (Reid, 2013), Kinder et al. (1996). Studies on School Social Work mostly concentrated their theoretical based on Bronfenbrenner's ecological systems theory - Thompson, Frey, & Kelly (2018), Kelly et al., (2010), Apter&Propper(1986). Most of the studies on School social work focus on adolescence - Staudt, M., & Powell K. K. (1996), Karniol R. (2001), Michail, S. (2011), Taylor, Cheng, & Klugman, (2017), Staudt & Powell (1996), Schoof-Tams, Schlaegel, & Walczak (1976).

School attendance problem has been related to educational performance and accomplishment deficiencies, numerous mental health issues and social problems, and later dropping out from school - Attwood & Croll (2015), Bridgeland, Dilulio, & Morison, (2006), Burton, Marshal, & Chisolm (2014).

From the above overview of literature, it was found that most of the studies concerning School Social Work are foreign literature and very few literatures are National. There is lack of studies from North East India and Regional.

Statement of the Problem

Most high school and higher secondary students are in the adolescent stage and undergo Identity vs. Role Confusion (Erik Erikson's Theory of Psychosocial Development). They may also experience identity crisis as a result of the transition from childhood to adulthood. Though School Social Work practice is significant for all ages of School-going children, it would be make significant impact especially for adolescents in the High and Higher Secondary level of schooling. This is because adolescents are at a period of risk as they are exposed to different kinds of social fads and are motivated by a search for Self Identity. Student-teacher-parent interpersonal relationship has a great impact on students' performance. In most high schools of Mizoram, there is a vast disparity in Pupil-teacher ratio hence students hardly have a chance to ventilate themselves or share their problems with teachers. They need someone other than their academic teachers and parents who would help them to tackle their academic as well as personal challenges.

"School social workers are a vital connection between home, school and community in order to help students to achieve academic accomplishment. By working directly with the administrators of schools as part of an interdisciplinary team they promote leadership in forming school discipline policies, crisis management, mental health interventions and also provision of amenities to help students prosper. Social workers also facilitate community and family involvement in the schools while encouraging for student success" (NASW, 2017).

This study attempts to highlight the impending need for School social work practice in Mizoram. It aims to explore the issues and challenges of adolescent students from different perspectives thereby throwing light on the scope of suitable social work interventions.

Chapter Scheme

The study is arranged into five chapters. The first chapter gives introduction to the concept of school social work, history, adolescents, relevance in different parts of the world as well as regional. It describes the importance of school social work, how has been implemented in different parts of the world and the issues faced by school social workers.

The second chapter is dedicated entirely to the review of literature related to School Social Work based on research findings.

The third chapter describes the research methodology. It includes the objectives of the study, research design, sampling, tools of data collection and data processing and analysis.

The fourth chapter comprises of the findings and discussion presented in the form of tables, figures, case studies and interview highlights.

The fifth chapter concludes the study by summarizing the findings as well as making suggestions for social workers, policy makers and research scholars.

The present study aims at exploring the issues and challenges of high and higher secondary school students who are generally at adolescent stage. It also intends to highlight the forthcoming need of School social work practice in Mizoram. This chapter summarizes the results of the findings from the preceding chapter in an integrated manner according to the objectives of the study. Suggestions for scope of social work intervention, policy implications and further need for research are also highlighted.

Integrated Findings

Socio-demographic profile of the respondents reveal that more than half of the respondents were in the age group between 16-18 years of age, less than half are 13-15 years of age and only one respondent was below 13 years of age. More than half of the respondents were female while almost half were male. There are several students coming from rural areas for education to Aizawl city and stay in hostels and PGs or with relatives. It was found that majority of the respondents are from Urban and District capitals while more than a fifth are from rural areas. Almost half of the respondents stay in Hostels and PGs, more than a third live in their own home and less than a fifth come from outside Aizawl and stay with their relatives for their schooling.

As regards socio-economic status of respondents, it was found that the main source of family income was from Government sector while more than a third work in the Private Sector, and almost a fifth were from self-employment. Source of family income however does not determine the socio-economic level of respondents as Government or Private and Self-employment is determined by various other factors such as income, expenditure, assets and savings

The integrated findings are discussed based on the objectives of the study:

Understanding the needs and challenges of students who are in their adolescent period.

It was found that Career guidance, though organized in some schools are still insufficient and need to be emphasized upon. Among those who had an ambition in life, majority want to be in military services (armed and unarmed) such as army officer, navy officer, and police. Respondents were also much interested in medical and paramedical services such as Doctor, Nurse and Laboratory Technician as well as Administrative Services. Several respondents were still uncertain of what they want to become in life which shows that Career guidance is one of the major issues that need to be addressed by the School system.

Most schools claim Swachh Bharat or Cleanliness activities once a week as co-curricular activities. Sports are held only as an annual event in most cases. It is only in a few Private institutions that students are able to hone their skills and interests through music, arts, craft and programmes like Quiz, Essay writing, Elocution and Extempore. This finding helps to identify the needs of adolescent students for skill-development programmes or activities and the chance to explore their inclinations and interests. The Exo-level challenge here is that most or all schools aim at scoring marks for the Board Examinations only and do not aspire for the real vision of Education, i.e., all-round development.

Absenteeism in the course of this study is not found to be a major problem but exists in certain cases because of lack of interest on the part of the student. This may in turn be attributed to the lack of motivation from the School system that only caters to academic excellence. Concerning guidance and support that they received from their teachers, majority were satisfied and happy. More female respondents were satisfied with their teachers' guidance and support as compared to males. Concerning their own academic performances, more than half were satisfied while almost half were not fully content.

It was found that almost a fourth of the respondents have experienced bullying in school. However, most of the students are uncertain about the concept of bullying, hence did not consider many unfavourable intentions or actions against them as bullying. With regard to experiencing stress, almost a third report experiencing stress often. More than a tenth of the respondents report having experience stress very often. Gender variations can be observed where more females experience stress very often as compared to males. Female respondents experiencing stress often were also comparatively more than boys.

Majority of the respondents stated that personal problems are the most stressful followed by academic problems, family problems, and financial problems. Interestingly, a tenth of the respondents said that all of the above problems were equally stressful.

Comparison across gender reveals huge variations between different stressors as experienced by male and female respondents. Female respondents mentioned academic stress as most stressful while the same is mentioned by a lower number of male respondents. Majority of the stress for Males was family related followed by financial problems. More female respondents experience personal stress as compared to males.

Majority of the respondents said they have never experienced abuse while almost a third reported having experienced abuse in their life. More females reported having experienced abuse as compared to male respondents.

Among those who have experienced abuse, a fifth reported that they had experienced emotional abuse while almost a tenth reported being verbally abused and some had experienced abuse that was physical in nature. It is also observed that more female students have experienced abuse of different forms as compared to male students. While emotional abuse was experienced by more than a tenth of female respondents, the same was reported by a tenth of male respondents. This same pattern can be observed for physical and verbal abuse as well where more females experienced the same. Sexual abuse was not reported by any of the respondents but is later identified among both genders as sexual abuse from their partner. This may perhaps be because many individuals in Mizo society especially adolescents are not properly aware of the different forms of abuse. It is observed that most of the respondents do not consider abuse of a sexual nature as “abuse” unless it is rape.

Majority of the abuse comes from others such as partners and relatives. This is followed by abuse from friends and family members. In each of the forms of abuse experienced, female respondents rated higher in their experiences where more females reported the source of abuse as compared to males. Abuse from friends was reported by more females as compared to males. This same variation across gender can be seen where more females reported their sources of abuse as family, the same being reported by only a few male respondents.

Several respondents reported having doubt about their sexual identity and this is found to be more common among female respondents. This survey finding is supplemented by the perspective of teachers through Free Listing where the rise of Homosexuality is a common concern. Suicidal attempt rate among the respondents is found among almost a fifth

of respondents and this issue is found to be higher among females in each age group. Other findings such as use of gate way drugs, substance use and indulgence in risk behaviours by adolescents reveal the lack of positive coping strategies where they resort to such behaviours.

Family is found to be the focal system in this study where students' academic performance and emotional health is affected by the family environment. Though a family may face multiple problems where financial problem was found to be one of the major problems faced by respondents' families, followed by Family Relationship issues, dysfunctional family system, substance abuse, health related issues and stress related problems. Case studies further reveal that many students are often left with the option of dropping out from school due to poverty. Many parents pressurize their children to give up due to financial constraints and some others have to work as daily wage labourers to contribute to family financial management. There are cases where the adolescent school-goer is emotionally disturbed by an alcoholic parent or substance abuser in the family. Thus it may be assumed that poverty, housing, family conflict and family substance abuse are the major factors that affect an adolescent's mental and emotional health and therefore their academic performance.

A large majority of the respondents have proper study environment at home but case studies reveal the lack of proper study environment due to poverty and cramped living space. It is often assumed that girls tend to have comparatively lesser time for studies due to household chores, this study however finds that more girls than boys feel that they have proper study environment at home. This may also be because almost half of respondents are from other districts and stay in Hostels.

While a majority of the respondents did not have substance abusers among their family members, almost a third of them report the presence of substance abusers in their family. With regard to family support, a large majority of the respondents receive family support with regard to their studies. Comparing male and female respondents, there was not much variation to be seen in terms of parental support but more girls report no family support as compared to boys. Most of the respondents were satisfied with the support they received from their families. Comparatively, there were more female respondents not satisfied with parental support in studies as compared to boys.

Comparison of major family problems across gender did not reveal much variation but female respondents were more affected when there was a health problem at home and

tend to feel stressed in their family environment. Such problems were not identified by male respondents. Male respondents were comparatively affected more by problems such as financial problem, family relationship and dysfunctional family. With regards to sharing of personal problems, a little more than half of the respondents said they shared problems with their friends, followed by those who shared with parents and those that shared with siblings. Very few shared problems with their teachers. Comparatively, more male respondents share personal problems with friends than female respondents. Conversely females tend to share their personal problems more with parents and siblings.

Among those who stated that they did not have anyone with whom they shared their personal hardships, they were asked with whom they would like to share their difficulties if they had a choice. Majority of them said they would like to be able to share their problems with their parents, while a tenth would like to share with friends, followed by siblings and teachers and very few would like to go to professionals and seek help.

Gender comparison reveals that more female respondents would like to be able to share personal problems with siblings and professionals as compared to male respondents while more male respondents wished to be able to share with friends.

Adolescents in the high and higher secondary stages are highly susceptible to Gateway Drugs and Risk Behaviours. Statistical analyses on correlation reveal that Age and Class are found to be highly significant for alcohol use by respondents. It is observed that age is also highly significant to the use of Gutkha Products and Marijuana. Age is also a significant factor for the habit of smoking and use of pills. Higher the Class, higher the risk behaviours such as smoking, use of gutkha products, kuhva and marijuana. The type of school was found to be significant for use of kuhva only. Injecting Drug Use was not found among the respondents but use of Gutkha products, Alcohol and Marijuana is common across both genders.

Understand the needs and challenges of students from the perspective of teachers.

All the teachers attribute disturbance of students' behaviour and academic performance to family conflicts. Majority state that lack of concentration and being obstinate is a problem that is common among their students. Half of the respondents were concerned about the prevalence drug abuse and mobile phone addictions as well as homosexuality among the students. A third of the respondents stated that students are weak in English, lazy; start using tobacco and its related products, and some parents are over involved in the school

administration. Financial issue is also a major problem of the students as many of them come from rural areas. The Corporal Punishment Act makes it harder for teachers to carry out discipline. Less than a quarter specified the problems concerning transportation, congested classrooms, too many holidays, easily distracted with non-scholastic activities, limited seats in hostels, health related issues, lack of interest in studies, loitering, bunking classes, Koreanism/Korea boo, weak in spellings, staying with relatives, self-support due to financial issues, and social media. Teachers also specified that girls are comparatively more difficult to deal with and also there is lack of privacy for counseling for the students due to congested rooms in the office. From the perspective of the teachers, family conflict, lack of concentration and interest, addiction to mobile phones and obstinate nature of the teens are the major problems faced by the students. Teachers feel that School Social Workers and Counsellors could greatly help in tackling students' problems that are non-academic in nature yet negatively influence their learning and development.

Understand the needs and challenges of students from the perspective of parents.

Parents feel that adolescents today are always opinionated, hard headed, and obstinate and are very hard to control. They always have their own way of doing things and being a parent is not an easy task yet it is rewarding. Parents of today feel that they are not prepared for this sudden growth in information technology, mass media as well as social media. After coming home from school the first thing they can think of is their mobile phone. Even before they change their uniform, they touch their mobile phones and are not helpful for the family. They use most of their time staring at their mobile phones and do not help with household chores. They spend two thirds of their time for playing mobile games, and on social media. They do not concentrate in their studies and do not care about their future or career.

The teachings they received from school is quite satisfactory but parents feel that they have too much co-curricular activities and too many holidays in government institutions. Government should prepare another examination hall for the departmental exams that they conducted in schools so that it will not affect students of government institutions. Most parents say that their children tell them their problems however they end up scolding them.

Parents want their children to be in medical line or engineering line, but their children did not give any interest in such professions. The problem with adolescents today is lack of interest not only in their studies but also reading books. Apart from their school lesson, there are many books that can help them not only choose their career but also give them options for

their interest as well as enhancing their knowledge in this competitive world. The other problem apart from studies is that they need to have a proper transportation in order to reach the school on time. If there is a separate city bus only for school students, it will save time, money and energy for those who use public transport for going to school. Co-curricular activities are very good for students, however, they need to be carried out systematically and not just games and sports and cleaning the school surroundings which most schools do.

Parents feel that adolescents today lack motivation and the urge to strive for building their future. Single mothers who work the whole day especially do not have much time to help with their studies. Parents feel that it is the duty of the school to guide and teach them regarding their career; hence I did not discuss their choice of career with them. The other concern of parents is that their wards are distracted from their studies by koreanism/koreaboo. They spend too much on such things and are a bad influence. Parents want their children to become Officers and attain a high status but they do not know how to guide them. They expect the School system, Teachers and curriculum to be able to mould their children.

Suggest effective interventions for School Social Work in Mizoram

Social Workers can intervene at various levels of practice and therefore can cater to the impending needs of not just individual students but the student or adolescent in relation to his/her environment. In consideration of the findings, the following suggestions have been made:

I. Suggestions for Social Work Intervention

Social workers need to concentrate more in the school field where we find a number of students facing physical and mental problems. As seen from this study, the students of this age need a healthy environment where mental health is given prior emphasis. Among the diverse fields of study of social work, school field is often neglected and given minimal priority which calls for the need to prioritize our attention towards School Social Work in Mizoram. A multi-level approach for the possible Social Work interventions is suggested as follows:

1. Positive steps must be taken for enhancement of home environment such as regular home visit by a school social worker to assess the needs of student and family.

2. School Social Workers and Counsellors should be prioritized in all schools so that Counselling and effective case management can be made for prevention and treatment of behavioural problems. Students will have the platform to discuss mental and emotional issues that concern them and which affects their academic performance.
3. Family Counselling and Guidance is a must as most problems stem from the family. Family conflict affects not just school-going adolescents but all members of the family physically, mentally and emotionally. Strengthening of family system will not only help build healthy adolescents but will strengthen communities as well. Rebuilding of the smallest but most important unit of society is the need of the hour.
4. Systematic parent - teacher meetings in schools have to be organized so that Parents and Teachers can have a common platform to discuss issues concerning their Ward. This will also ensure parents involvement in the development of their children while also ensuring proper guidance from teachers. Strengthening of PTA would also ensure quality control of the school system.
5. Life skills Education among students from Primary to Higher Secondary levels is a must and should be undertaken by school Social Workers. According to WHO, "Life skills refer to the capabilities for adaptive and positive conduct which enable individuals to deal efficiently with the demands and trials of daily life. These core set of skills are fundamental for the promotion of health and well-being of adolescents like decision making, problem solving, creative thinking, critical thinking, effective communication interpersonal relationship skills, self-awareness, empathy, coping with emotions and coping with stress".
6. Social Workers need to promote awareness regarding the harms of tobacco use, unsafe sex, and alcohol and drug abuse from an early stage in schools.
7. Change in the School syllabus must be advocated by Social Workers to the School Board. School curriculum should include chapters on unsafe sex, drug abuse, violence, adolescent pregnancy, HIV/AIDS and other life skills education especially in the High School stage.
8. Counselling rooms must be provided in every school so students with emotional and mental health issues can approach School Social Worker/ Counsellor/Teachers in a safe and confidential environment.

9. Adolescents in the High and Higher Secondary stages of education need Career Counselling as they often tend to take up careers that they have no interest in often because of popular culture. By understanding students' thinking and potential, Social Workers will be able to guide students to the best career suitable to him/her and help them make well-informed decisions that ensure healthy life goals and positive career outcomes.

II. Suggestions for Policy Makers

1. There is an urgent need to introduce School Social Work in Mizoram. School social workers can help the students in many issues apart from their studies. The Ministry of Human Resource Development needs to take measures to ensure that there is a Social Worker in every School.

2. There is an impending need to create an Education Policy that caters to the psycho-social and emotional health of adolescents. This would also incorporate change in curriculum, teaching methods and school system in general.

3. Career Guidance and Skill Education as a compulsory part of Educational syllabus must be included at least from Middle School level.

4. Sex Education is necessary for adolescents and this need to be catered by the Education system as well. Compulsory Age-appropriate lessons on Sex and Sexuality must be imparted to students in schools. As findings of the study reveal, homosexuality is on the rise and many young students are confused about their sexual identity.

4. Life Skill Education must be made mandatory for all levels of Education and included in their syllabus. According to Aparna & Raakhee (2011), "the main objective of life skill education is to empower the learner to develop a perception of oneself as an individual of worth and dignity. Imparting life skill training is an imminent need of the society as it will help adolescents to enhance their life and endow them with strategies to make healthy choices that contribute to a meaningful life. The education system should include life skill education as a part of its curriculum to ensure positive and healthy behavior, positive interpersonal relationships and well-being of individuals".

III. Suggestions for further research

The results of the study reveal the lacunae in the psycho-social and emotional development of adolescents in Mizoram. There is much to be done before effective measures can be put in place. The following are the suggestions for further research:

1. There is scope for studying stress and related psychological problems among school students. This is evident from the findings where adolescent students undergo different types of stress in their academic, family and personal life.
2. Family environment and conflict has a great bearing on adolescent learning and behaviour. Thus, it is necessary to explore the effects of family conflict on school going students as evident from findings where students are highly affected by family financial issues, family substance abuse, family conflict and illness.
3. It is important to study the problem of bullying in schools as the findings reveal that students undergo different types of abuse in schools and in their personal and social life. However, many Mizo students fail to understand the nature and extent of bullying as a form of abuse.
4. Date rape, sexual harassment and abuse of a sexual nature are common among today's youth but are often not discussed. Such atrocities must be addressed immediately and therefore needs to be studied systematically
5. Sexuality and Sexual Identity is another issue that needs to be understood as many adolescents are confused about their sexual identity. They are easily influenced by emerging trends and stand at risk for unhealthy sexual behaviour.
6. Further research is necessary in understanding adolescent behaviour and gateway drugs. This is supported by the findings of the study on the patterns of gateway drugs and adolescents. Alcohol and marijuana use are on the rise which are correlated to other hard core substance use therefore studies on Alcohol and Marijuana need to be carried out.
7. School health and safety is another area that needs to be studied immediately as the physical environment of the school is often not healthy for child development. Many schools and boarding schools in Mizoram are congested and unfit as educational institutions.

In conclusion, with effective life-skills education in schools, mental health status of adolescents can be considerably improved thereby promoting their well-being and thus strengthening the prevention of substance abuse. The study reveals that psychosocial problems of adolescents are on the rise therefore there is a need to increase public awareness about the prevalence of such problems that have been relatively neglected and gone undetected. The employment of School Social Workers will immensely fill such gaps wherein Social Workers will identify students' problems, and work with Parents, Teachers as well as the Child in dealing with the issue(s) holistically.

Social workers can give life skill education and career guidance, how to deal with problems and unnecessary stress, reproductive health education, basic lifesaving method, coping skills, etc. which are the basic necessity in human life apart from mere book study. As stated by Dente (2011), "Each professional provides a unique contribution to the student experience, and each of these contributions is enhanced through the synergy that rises from the supportive collaboration of educators and social workers. Thus, teachers and school social workers should work together and bond in their determinations to offer excellence in education for students." School social work concerns not only the students but also the problems of the teachers and the parents as well. But its concern is for the best interest of the child.

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