

EMOTIONAL AND EDUCATIONAL PROBLEMS OF ADOLESCENT STUDENTS: A STUDY IN TRIBAL WELFARE RESIDENTIAL SCHOOLS OF TELANGANA STATE

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ABSTRACT

The adolescent students experience a lot of educational problems, which are generally attributed to the rapid changes and development taking place in their adolescent self. They bring their unending list of problems into their classrooms that spark a lot of learning problems as well as school related issues. One common problem related to school is the problem of discipline. Most adolescent students reportedly exhibit indiscipline and are prone to defying rules and instructions. This behavior begins from home and extends to the classroom. While this type of behavior is partly due to the hormonal changes in the adolescent child, it is partly due to the inadequate and improper school atmosphere. This study places chief emphasis on understanding the emotional problems of tribal adolescent students based on the premise that learning is significantly impacted by the emotional state of students. The emotional problems may greatly hamper the learning process and thereby become a huge factor in bringing down the quality of education, especially among the tribal students as the socio-economic conditions in which they are placed are starkly different than the rest of the population. While emotional problems are central to adolescents, the emotional problems of tribal adolescents may be all the more, owing to their tribal background. The study would therefore dwell on identifying the emotional problems that they battle while also examining the educational problems they struggle with. The results of the study implied that the adolescent students face more educational and emotional problems at secondary school level. Further, it was also found that emotional problems were high in adolescents due to the physical and physiological changes.

Key Words: Adolescence, Emotions, Learning, Indiscipline, And Hormonal Changes.

1. INTRODUCTION

This study places chief emphasis on understanding the emotional problems of tribal adolescent students based on the premise that learning is significantly impacted by the emotional state of students. The emotional problems may greatly hamper the learning process and thereby become a huge factor in bringing down the quality of education, especially among the tribal students as the socio-economic conditions in which they are placed are starkly different than the rest of the population. While emotional problems are central to adolescents, the emotional problems of tribal adolescents may be all the more, owing to their tribal background. The study would therefore dwell on identifying the emotional problems that they battle while also examining the educational problems they struggle with. The educational problems may be many or varied, but the contention is that in many ways, the emotional problems underline the educational problems

and hence an understanding of the emotional set-up is a significant variable in alleviating the educational problems(Pathak, R. et al.,2011)

Some important educational problems identified by the researchers include, study pressure emerging from inability to comprehend text, problems related to English language and anxieties related to examination. Psychosocial, adjustment issues, behavioural issues, emotional including frustration, school facilities, and educational are some of the areas studied by researchers to understand the problems of adolescents. A closer look at such problems reveal that they are psychological factors which have the potential to hinder learning. This study is placed within the premise that the emotional needs of the tribal adolescents deserve a serious attention as it will not only benefit their educational endeavour but also, their overall development. In other words, this study seeks to explore the emotional and educational problems of tribal adolescents in an attempt to examine ways and measures to deliver substantial education to them.

Heightened emotionality is a major problem of adolescence. Adolescents experience excessive emotion and they do not have sufficient control over violence. Excitability and anger may find expression in its destructive form and may lead to law and order problem. Emotions of love, suspicion, jealousy, frustration and revengefulness are very common among adolescents. Thus, emotional immaturity is a major problem of adolescence.

The adolescent students experience a lot of educational problems which may also be attributed to the rapid changes and development taking place in their adolescent self. They bring their unending list of problems into their classrooms which sparks a lot of learning problems as well as school related issues. One common problem related to school is the problem of discipline. Most adolescent students reportedly exhibit indiscipline and are prone to defying rules and instructions. This behaviour begins from home and extends to the classroom. While this type of behaviour is partly due to the hormonal changes in the adolescent child, it is partly due to the inadequate and improper school atmosphere. Some teachers can be overly insensitive while the curriculum and teaching methods can also trigger the rebellious behaviours in students.

Poor academic achievement is another noteworthy problem that is common in adolescent students. While this problem may be attributed to the adolescent phase, it is also partly due to the parents, teachers and even the school. Some parents are very harsh and stern in pressing their children towards academic excellence. The teachers as well as the school also places undue importance on achieving good grades. Further, some schools strictly adhere to the policy of categorising students based on their performance, the good students are those who score good grades while the bad students are those who score bad grades. Such undue pressure and heavy expectations on the adolescent students would increase their problems and may lead to their poor academic performance. Motivation and encouragement would be more helpful rather than being stern. Contrary to this, there is test anxiety which is related to fear of exams. This is also a problem that is common among adolescent students. Most students reportedly develop fever and other nervous disorders during exams. Such signs signal that fear is a dangerous component that would greatly hamper learning. On the one hand, this fear may be stated to be emerging from the complex emotional and psychological set up of the adolescent child. On the other hand, it

emerges from the parents' as well as teachers' undue expectations on the students. It may also be attributed to the examination atmosphere which induces fear of failure. Failure in examinations then lead to the development of inferiority complex which is also a negative attitude and therefore unhealthy for the adolescent child.

The educational problems of adolescents are therefore triggered by the family as well as schools. In this regard, Kaur (2014) observes "large schools, oversize classes and sometimes inadequately trained teachers, too little understanding of child and adolescent psychology, a bewildering array of elective subjects on the high school and school levels, an orgy of experimental teaching methods-all these combine to develop a state of educational chaos, of which too many young people are the victims, resulting in dissatisfaction with schools and schools' people.

Another major problem that characterises the adolescent phase is with respect to emotions. It is the stage where the adolescent child experiences a variety of biological and emotional changes. During this phase, the emotional development is at its height and the adolescent child collects a huge body of emotional knowledge and competencies. The adolescent child exhibits abilities to understand others' emotions and they become more able to alter their emotional expression in response to situational demands and conceive strategies for emotional self-control (Harris, 1989; Marriage & Cummins, 2004; Nannis & Cowan, 1987; Saarni et al., 2006).

In the words of Hall (1904) the adolescent period is the period of "Storm and Stress" and states that "conflict at this developmental stage is normal". It is the period of mental tension, conflict, restlessness and emotional instability. During this period, all emotions like anxiety, fear, sadness, love, anger, hatred, jealousy etc. become heightened and intensified. Their emotions are at its peak and are subject to frequent fluctuation. It is an accepted fact that adolescents are highly emotional, prone to frequent mood swings as well as unexpected violent outburst of emotions. Most of their actions are based on emotions and may therefore be irrational at times. It is this stage in which emotions run very high but without having the power of sufficient control of them such excessive emotions may very often cause unhappy situation resulting in emotional problems. (Chakrabarty, 2014).

Most of the adolescent problems are connected to their home life, school experiences and their social relationships. It also includes economic instability, parental discord, inadequacy of school offerings, lack of understanding of adolescent psychology on the part of parents and school faculties, unwholesome neighbourhood or community conditions, inadequate recreational facilities etc. (Bhardwaj, 1997; Kakkar, 1999; Prathiba, 2006; Jeevarthina, 2010). In another observation, leaving home may be a way of telling parents that the home situation has become seriously intolerable (Husen & Postlethwaite, 1994).

The issue of Adolescent development is a serious concern not only for parents but also for schools, teachers and educators. If the problems of adolescents are not identified and helped during their school days, it would continue and develop into more complex difficulties and become alarming social nuances. (Mumthas, & Muhsina, 2014). Reports indicate that at least 1 out of 10 adolescents suffer from one behavioural problem and most of the mental disorders begin during the adolescent phase. The issue that is being driven home is the need to provide for care and guidance to adolescents especially with respect to their emotional turmoil as if it is left

unchecked, it could develop into a lifetime problem that has the potential of hampering the mental health as well as become a problem for the society at large. In the Indian context, 14–40% of adolescent students are assumed to have mental health problems which raises the need of the current study all the more.

Like all the problems associated with the adolescence phase, the emotional problems are also linked to the stage which is rightly called as a period of ‘stress and strain’. The many bodily, psychological and mental change have a huge role in affecting the emotional disturbances as well. However, the causes can also be linked to various external factors such as peer influence, undue pressure from family, influences from the society and the challenges of a fast -changing society. All such factors present huge challenge to the adolescent and thereby consequently cause the emotional restlessness. The biological factors coupled with the external pressures strain the mind and soul of the adolescent as they are made to process so many changes and perform so many roles simultaneously. As such, it has been reported that the onset of psychiatric illness is mostly during the adolescent stage.

It may also be noted that their emotional problems are also associated with their socio-economic conditions such as poverty, illiteracy, ignorance of causes of diseases, hostile environment, poor sanitation, lack of safe drinking water and supernatural beliefs, prevalence of alcohol abuse etc. The role of socio-economic factors cannot be overlooked as the environment or atmosphere in which the child is brought up has a significant role in determining the overall development of the child. With reference to the tribal adolescents, the family background as well as their cultural differences may pose a bigger problem to their emotional well-being. Chakrabarty and Srivastava (2002) studied the behavioural problems of adolescent students who live in rural and urban area. The research revealed that adolescent students of rural and urban area have significant difference in anxiety level, emotional adjustment and aggressive behaviour.

The study titled “Prevalence of Emotional and Behavioural Problems among Tribal and Non-tribal Adolescents” by Gopal and Ashok (2012) focused on emotional and behavioural problems of tribal and non-tribal adolescent students who were from the urban and rural areas. The main purpose of the study was to investigate the prevalence of emotional and behavioural problems of school going adolescent students. 452 tribal and non-tribal adolescents were selected as a sample for the study. The findings of the study revealed that the frequency of depression, anxiety were found to be very high in tribal adolescents to that of non-tribal adolescents. Moreover, the results also revealed that the problem was very significant in both tribal and non-tribal adolescent learners.

Bista, et al. (2016) and others’ study titled “Psychosocial Problems among adolescent students: An exploratory study in the central region of Nepal” focuses on the psycho-social problems of adolescent students and the factors for development of students. This study tried to find out the occurrence of psychosocial dysfunction and the factors related to family among adolescent Nepal students. An empirical study entitled “School Adjustment and Academic Achievement among Tribal Adolescents in Manipur” by Devi (2015) explored the school adjustment and academic achievement among tribal adolescent students in two districts of Manipur and also examined the high and low achievers within the tribal students of the two identified areas. The results suggested that there was a low positive correlation between school adjustment and academic achievement

in the two districts. It also revealed that high academic achievers had better adaptability than the low academic achievers in schools.

Jain (2017) in his study titled “A study of Correlation between Adjustment and Academic Achievement” analysed the adjustment and the academic achievement of the secondary school students. 200 participants were selected for this study. Questionnaire constructed by the researcher was used for collection of the data. Findings revealed that there was a positive correlation between academic achievement and adjustment. The results suggested that students with better academic performance exhibit better adjustment with health, school, and home.

Pathania (2005) carried out a study on the problems faced by tribal students in education and found that students faced problems at home and school such as cost of schooling, language used at school, and personal problems in the community. In the tribal communities it has been found that most of the school dropouts were between 12-15 years. Mumthas and Muhsina (2014) in their study entitled “Psycho-social Problems of Adolescents at Higher Secondary Level” focused on measuring the level of various psycho-social problems of adolescents like behavioural, emotional, educational and social problems and on finding the social issues of adolescent students in secondary schools in Kerala. The results of the study implied that the adolescent students face more educational and emotional problems at secondary school level. Further, it was also found that emotional problems were high in adolescents due to the physical and physiological changes.

2. METHODOLOGY

Considering the nature of the present study, it was relevant to use descriptive survey method of research. Descriptive survey method is concerned with the surveying, description and investigation of some occurrences, problems or issues, the conditions and the relationships that exist. It also observes the beliefs, attitudes and points of view that are held by various stakeholders. In this study the researcher investigated adolescence as an independent variable and the problems of adolescent students as dependent variables. The design of the study is structured as follows:

Independent Variable-Adolescent students (Gender)

Dependent Variable-The Emotional and Educational Problems of Adolescent students

Sample and Sampling Procedure

For this study, the target group comprised students, teachers, and administrators of TWRS. A total of 240 students, 20 teachers and four administrators were chosen. Following sections provide further details.

Sample

The sample of this study consists of grade 9th adolescent students of TWRS from different regions of Khammam district in the state of Telangana.

Sampling Technique

The researcher considered four residential schools for tribal students for the study. Among the four schools, two boys' schools and two girls' schools were selected. Each school has two sections (i.e. sections A and B) comprising a total of above 70 students from grade 9. Through convenient sampling technique, 60 students are selected for sampling from each school.

Data collection and Procedure

Data collected was analysed using suitable statistical tools and the results were inferred based on the data. The data collected from different samples, was analysed quantitatively as well as qualitatively. Descriptive statistical tools and inferential statistical technique were adopted to analyse the data with the right perspective. The two-point scale, five point scale were used for quantitative analyses. The data analysis procedure is descriptive which used inferential statistical techniques like simple percentage, mean, standard deviation, t-test and co-relation to analyse the data. Simple graphical presentation like bar diagram and pie diagrams were also used. The computation of the data was done through the computer package Statistical Package for Social Science (SPSS- Version 22.0). For qualitative analyses, the discussion on open-ended questions and closed-ended questions was recorded and analysed in descriptive methods. Data was analysed by the researcher using SPSS, further Cronbach's reliability coefficient of items of 0.71 was calculated.

Tools for the Study

The researcher collected data using the following tools

- Questionnaire for Students on Emotional and Educational Problems of Adolescents (EMAEDPA)
- Semi-structured interview with the teachers
- Focused group discussions with the students

Operational Definitions

The key terms used in this study are defined as follows:

Adolescent Students: Adolescent students are young learners between the age group of 13- 19, and study in secondary school level.

Emotional Problems

Emotional problems of the tribal adolescent students is defined as the day-today problems faced by the students chosen for the study while coping to learn. These problems pertain to stress, fear, anxiety, fantasy, and indecision, lack of self-confidence, feeling of insecurity, loneliness, inferiority and frustration.

Educational Problems

Educational problems of the tribal students selected for the study can be defined as the problems pertaining to the syllabus, the teachers, the textbooks, and the medium of instruction, remedial education, and the teaching and learning process.

Tribal Welfare Residential Schools (TWRS)

The Tribal Welfare Residential Schools are the special category schools established by both the state and the central government catering to the educational needs of the tribal students who are socially, economically, and educationally disadvantaged due to various reasons. A detailed information regarding TWRS is mentioned in the introduction of the study.

3. RESULTS& DISCUSSION

Analysis and Interpretation of Emotional and Educational Problems of Adolescent Students

The following are the categories of emotional and educational problems of adolescent students.

Analysis of Emotional Problems for Adolescent Students

There are some emotional problems which are purely faced by the adolescent students. These are given in the table below:

Table 1: Mean, SD and Description of Emotional Problems for Adolescent Students

Table with 5 columns: S.No, Emotional Problems, Mean, Std.Deviation, Description. Rows include Health, Anxiety, Peer pressure, Behavioural Problems, and Social Problems.

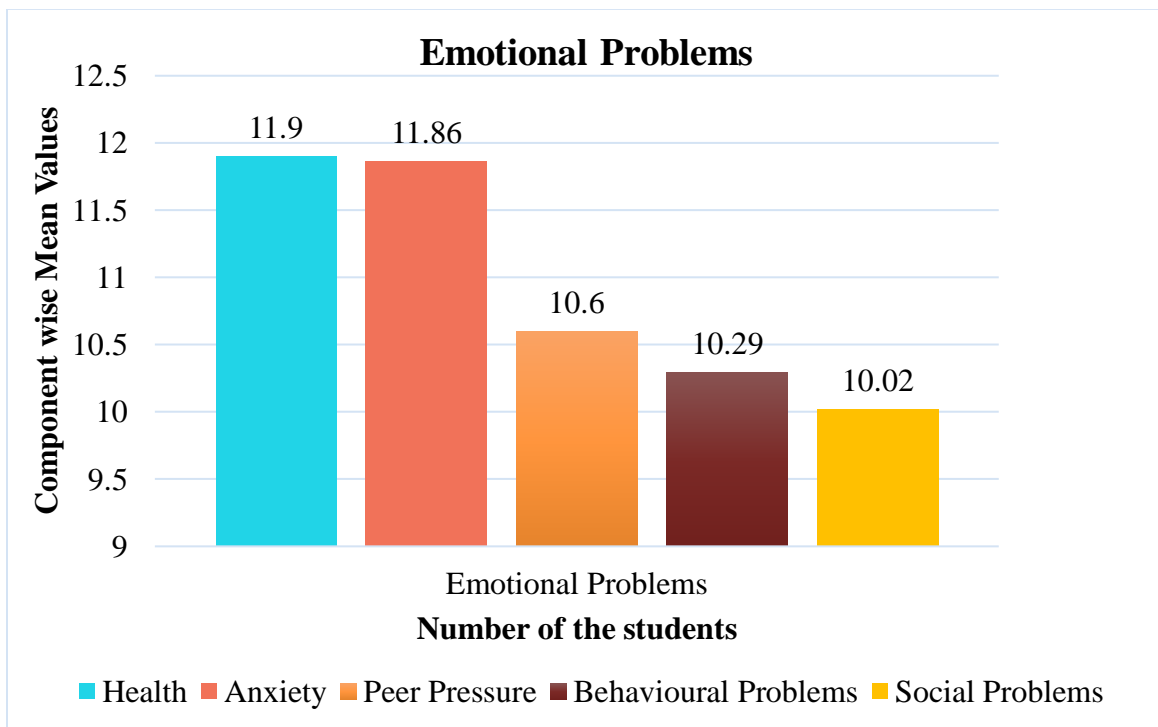
Table-1 and figures-1 show the values of Mean and SD for the emotional problems of adolescent students among the five components of emotional problems i.e. health, anxiety, peer pressure, behavioural problems, and social problems. As observed, the highest mean score of health was 11.90 of the respondent, followed by the mean score of anxiety i.e. 11.86, the mean for peer pressure was 10.60, the mean for behavioural problems was 10.29, and the lowest mean score of social problems was 10.02. The results are graphically represented with the help of the following graph.

The health and anxiety of adolescents were strongly linked to their development process in learning. Health and anxiety were also one of the most important problems for adolescent boys

and girls of TTWRSchool. Some of them reported that these problems affected their learning process to a large extent.

The below figures show the emotional problems of adolescent students.

Figure 1: Emotional Problems of Adolescent students



According to the above figures and the table concerning the level of emotional and educational problems of adolescent students, among the five components of emotional problems, two components i.e., health and anxiety were found to be very high. Whereas, the other three components i.e., peer pressure, behavioural problems and social problems were found to be high.

Analysis of Educational Problems for Adolescent Students

There are some educational problems which are specific to the adolescent students. The educational problems faced by adolescent students are given in the table below:

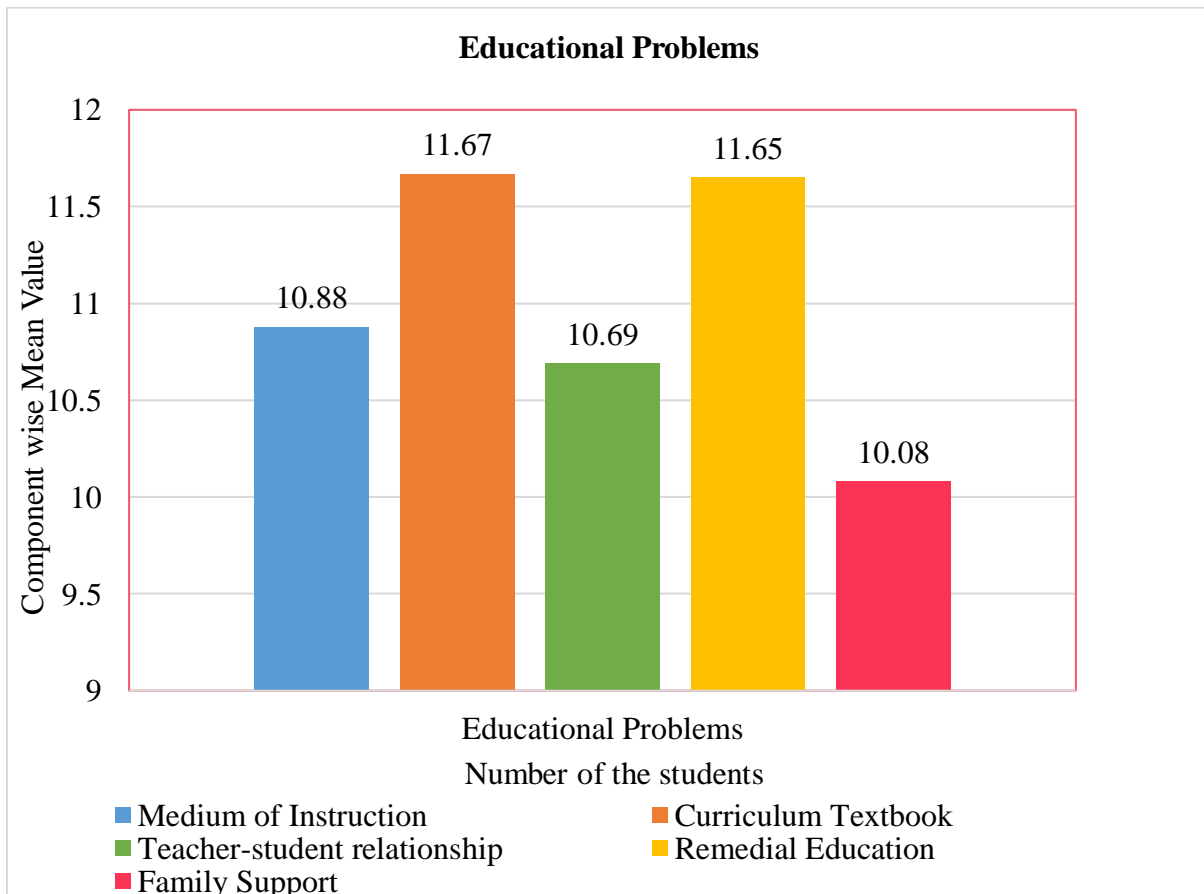
Table 2: Mean, SD and Description of Educational Problems for Adolescent Students

S.No	Educational Problems	Mean	Std. Deviation	Description
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1	Medium of Instruction	10.88	1.22	Very high
2	Curriculum /Textbook	11.67	0.78	Very high
3	Teacher –Student Relation	10.69	1.13	High
4	Remedial Education	11.65	0.96	Very high
5	Family Support	10.08	1.45	High

Table-2 and figures-2 show the values of Mean and SD for the emotional problems of adolescent students among the five components of educational problems i.e. the medium of instruction, curriculum/textbook, Teacher-Student relation, remedial education and family support. In the same way, among the five components of educational problems it was seen that the highest mean score of curriculum/textbook was 11.69% followed by the mean score of other components like, medium of instruction was 10.88%, teacher-student relationship was 10.69%, remedial education was 11.65%, and the lowest mean score was found for family support i.e. 10.08%. The result is graphically represented with the help of the following graph.

Figure 2: Graphical Representation of Educational Problems



According to the above figures and the table, among the five components of educational problems medium of instruction, curriculum/textbook and remedial education were found to be very high whereas the other two components i.e., Teacher-student relation, and family have shown high.

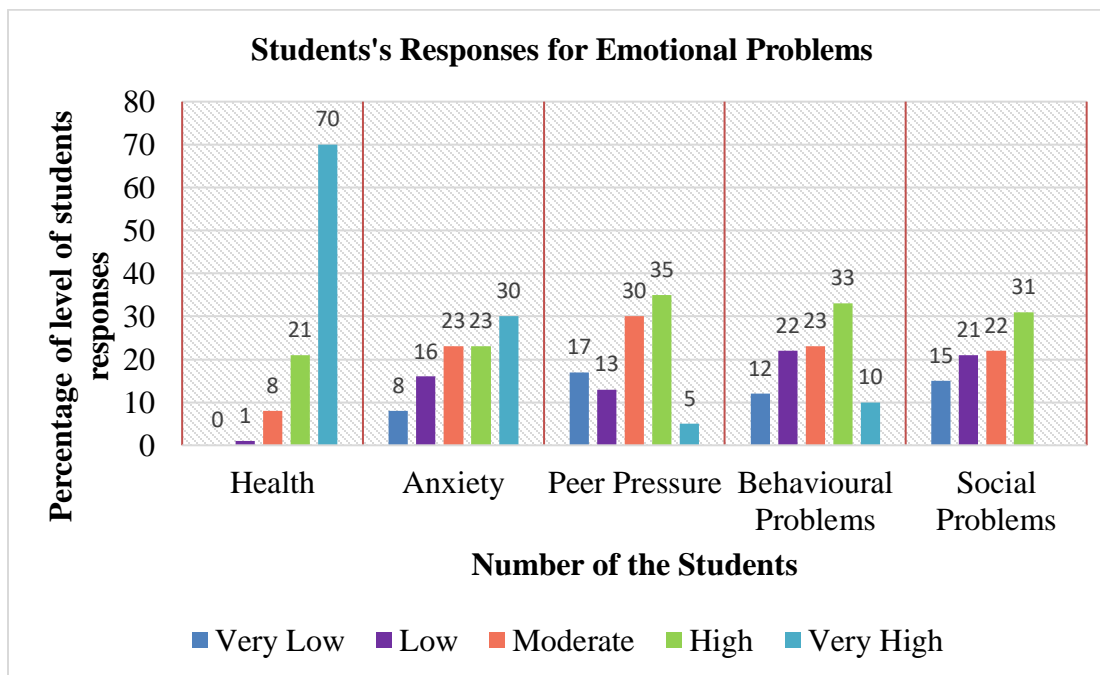
Distribution of Students’ Responses for Emotional Problems

The questionnaire was administered to 240 sample of students and the responses of all the 240 sample of students were collected from tribal welfare residential schools in the Khammam region of Telangana State. The distribution of students’ responses for emotional problems with respect to the various dimensions are as following:

Table 3: Students’ Responses for Emotional Problems

Students Responses	Very Low	Low	Moderate	High	Very High
Health	1(0%)	3(1%)	19(8%)	50(21%)	167(70%)
Anxiety	19(8%)	39(16%)	54(23%)	56(23%)	72(30%)
Peer pressure	40(17%)	31(13%)	71(30%)	85(35%)	13(5%)
Behavioural Problems	29(12%)	53(22%)	56 (23%)	79(33%)	25(10%)
Social Problems	37(15%)	50(21%)	53(22%)	75(31%)	25(11%)

Figure 3: Student’s Responses for Emotional Problems



The table clearly indicates that while most of the students (70%) had very high level of emotional problem with respect to the health problem, some of the students (21%) had high level of emotional problem in the same criteria. Few of the students (8%) had moderate level of emotional problem with respect to the health problem, 1% of the students had low level, and none of the students (0%) experienced very low level of emotional problems with health problem of adolescents. Similarly, most of the students (30%) had very high level of emotional problem with respect to anxiety, some of students (23%) had high to moderate level of emotional problem with reference to anxiety. Around 16% of the students had low level of emotional problem with respect to anxiety, and a few students (8%) had very low level of anxiety dimension. Peer pressure, a dimension of emotional problem, was high in most of the students (35%), a few of the students (5%) had very high level of peer pressure in the dimension of emotional problem, and some of the students (30%) had moderate level of emotional problem. Some of students (13%), (17%) had low, very low level of emotional problem with respect to the peer pressure dimension. Nearly 33% of the students had high level of behavioural problems, 23% - 22% of students had moderate and low level of emotional problem with reference to the dimension of behavioural problems, and some of the students (10%), (12%) had very high and very low levels of emotional problem respectively. High level of social problem is experienced by 31% of the students. Some of the students (22%), (21%) had low and moderate levels of emotional problem with respect to the dimensions of social problems. 11% and 15% of the students had very high and very low levels of emotional problems.

Distribution of Students' Responses for Educational Problems

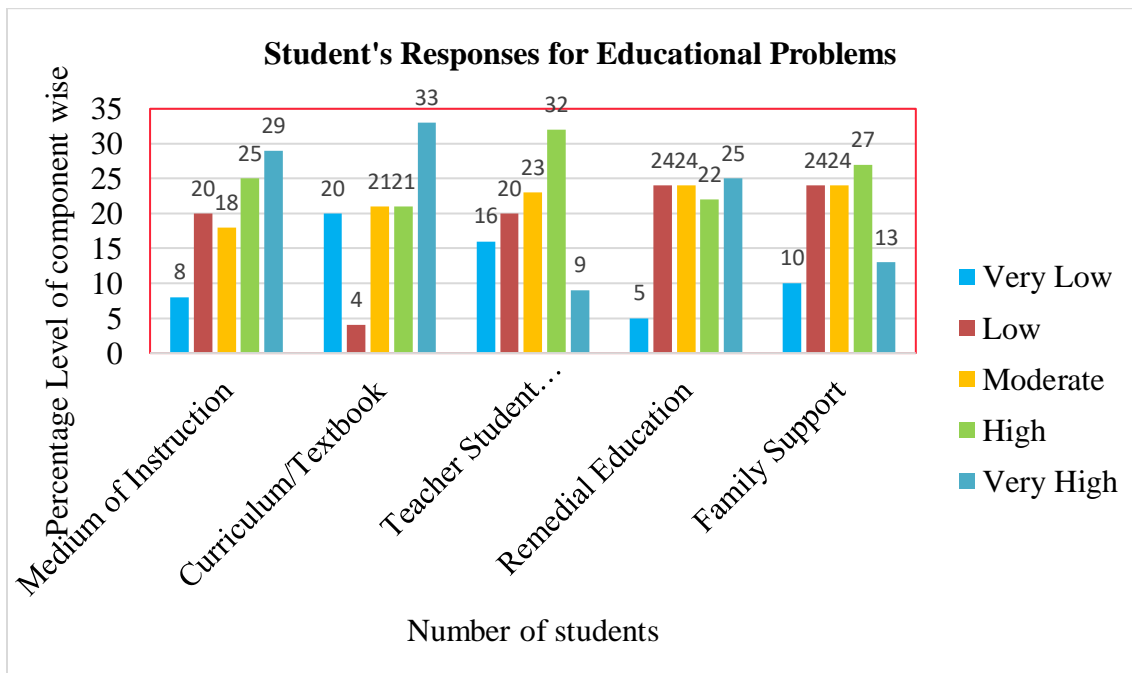
From the responses of the questionnaires administered to 240 sample of students from Tribal Welfare Residential Schools in Khammam region of Telangana State, the distribution of

students’ responses for educational problems with respect to the various dimensions are as following:

Table 4: Students’ Responses for Educational Problems

Students Responses	Very Low	Low	Moderate	High	Very High
Medium of Instruction	20(8%)	50(20%)	43(18%)	60(25%)	70(29%)
Curriculum /Textbook	48(20%)	10(4%)	49(21%)	49(21%)	81(33%)
Teacher Student Relation	38(16%)	48(20%)	55(23%)	77(32%)	22(9%)
Remedial Education	11(5%)	58(24%)	57(24%)	52(22%)	59(25%)
Family Support	25(10%)	58(24%)	58(24%)	64(27%)	32(13%)

Figure 4: Student’s Responses for Educational Problems



4. DISCUSSION

The students’ responses for educational problems in the tribal welfare residential schools presented in the above table show that while most of the students 70(29%) had very high level of

educational problem with the dimension of medium of instruction, some of students 60(25%) had high level of educational problem respectively. 20% of the students(50) had low level of educational problem whereas, some of students 43(18%) had moderate level of educational problem with respect to the medium of instruction dimension, and a few of students 20(8%) had very low level of educational problem with reference to the dimension of medium of instruction.

Most of the students 81(33%) had very high level of educational problem with respect to the dimension of curriculum / textbook, some of students 49(21%) had high and moderate level of educational problems with refers to the dimension of curriculum / textbook, and 20% of the students (48) had educational problem with respect to the curriculum textbook. A few of the students (4%)(49) had low level of educational problems with respect to the dimension of curriculum / textbook. 32% of the students had high level, 23% of the students had moderate level, and 20% of adolescent students had low level of educational problems with respect to the dimension of teacher-student relation.

Around 25% of the adolescent students (59) had very high level and some of students (24%) (58, 57) had moderate, and low levels of educational problem with regard to the dimension of remedial education. A few students 52(22%) had high level of educational problems with respect to the remedial education dimension and also 5% of students (11) had very low level of educational problems with reference to the dimension of remedial education. The data also showed that 64 (27%) students' responses had high level of educational problems, some of the students (24% and 24%) (58 and 58) had moderate and low levels of educational problems with respect to the dimensions of social problem. Few responses (13% and 10%) had very high and very low levels of educational problems with reference to the dimensions of social problem

5. CONCLUSION

The adolescent students experience a lot of educational problems which may also be attributed to the rapid changes and development taking place in their adolescent self. They bring their unending list of problems into their classrooms which sparks a lot of learning problems as well as school related issues. One common problem related to school is the problem of discipline. Most adolescent students reportedly exhibit indiscipline and are prone to defying rules and instructions. This behaviour begins from home and extends to the classroom. While this type of behaviour is partly due to the hormonal changes in the adolescent child, it is partly due to the inadequate and improper school atmosphere. Some teachers can be overly insensitive while the curriculum and teaching methods can also trigger the rebellious behaviours in students. Some important educational problems identified by the researchers include, study pressure emerging from inability to comprehend text, problems related to English language and anxieties related to examination. Psychosocial, adjustment issues, behavioural issues, emotional including frustration, school facilities, and educational are some of the areas studied by researchers to understand the problems of adolescents. A closer look at such problems reveal that they are psychological factors which have the potential to hinder learning. This study is placed within the premise that the emotional needs of the tribal adolescents deserve a serious attention as it will not only benefit their educational endeavour but also, their overall development. In other words, this

study seeks to explore the emotional and educational problems of tribal adolescents in an attempt to examine ways and measures to deliver substantial education to them.

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