Of course, all people are different whether they may be children, adolescents or adults. Some young people find no difficulties in connection with puberty and adolescence, while many others find that this is the most difficult time. During adolescence, boys and girls often have hot flushes, peculiar sensations as if they are not real. To the adolescents, no one seems to take much notice of these symptoms and no one seems to understand them and not unnaturally they become worried. Following are the reasons for which counselling is required.

**Physical and Health Reasons**

It seems to be the consensus among adult that youth represent the healthiest segment of the total population. The sequence of physical change at puberty involves as increased rate of growth in stature and weight, development of secondary sexual characteristics and the reproductive system. The time and effect of physical maturation have a number of psychological correlates and in particular rapid body changes can have a powerful effect.

---

*Reader, Department of Education, A.M.University, Aligarh, Tel: 0571-2742725, Email:sudhak2742@yahoo.com*
on self concept. The variation in the age of onset and the rate of the ‘growth spurt’ and impact of the both early and late development have far reaching effect. Girls typically begin the growth spurt shortly at the age of 10, reach peak at about 12 and decelerate markedly by 14. The spurt occurs almost 2 years later in boys thus girls are typically taller and heavier than boys from about ages 10 1/2-13. Early or late maturation appears to have a greater effect on males than on female.

For the early maturing male there are disadvantages as well as advantages. Adults and peers tend to expect much more of the 14 years old boy who looks 17 then of the 14 years old who looks his age. This expectation may create feeling of injustice in the Adolescent. An advantage for the early maturing male is that he is usually more confident in boy-girl relationships due to his earlier involvement in them. The advantages of physical maturity can be put good use in many activities especially athletics. The early mature may feel somewhat different but is not likely to feel insecure. A potential disadvantage of early maturity for girls is the mixed message society sends about it the adolescent female who is sexually attractive at an early age will be more likely to attract the attention of older males.

Late matures of both sexes are more likely to have poorer self concept and feelings of inadequacy or being rejected. They may try to prolong the independence dependence conflict with parents and other authority figures such as teachers. When adolescent pupils were given the opportunity to identify their most pressing health concerns, they listed six type of problems taken in order of frequency, these are (1) sufficient sleep (2) abnormal weight (3) teeth, eye, ear, nose and throat troubles (4) physical fitness (5) proper diet for good health and (6) effects of smoking and drinking on health, nervousness.

The problem of sleep: Pupils often do not get enough sleep and rest to meet the demand upon their time without feeling fatigued.
Abnormal weight: Too thin or too heavy youths are concerned about the possible effects of these conditions upon health. They also realize that there is normative weight range that tends to establish certain limitations, personally and socially.

Worry about teeth, ear, nose and throat: Problems caused by unhealthy teeth, eyes, ear, nose and throat produce considerable worry. Adolescent seems to realize that other complications often attend such difficulties. Physical fitness and fear of illness: young people in secondary school express concern about their own physical well being and they frequently express fear that they will not remain well.

The problems of diet: that diet and eating habits have some relationships to health youth seem to understand fairly well. They worry about what to eat and whom to eat for health sake. Smoking, drinking, nervousness even though a relatively small number of pupils express concern about nervousness and about the effect of smoking and drinking, it is entirely possible that they say what many others would like to say but hesitate to do so for one reason or another.

Social Reasons

Basically adolescent people have many characters and personality traits that have developed during the period of infancy through childhood. For the most of the boys and girls discover that human relationship are not as they had always through them to be. Accordingly they begin looking at themselves in relation to others in ways that are new to them. They see adult and youth alike doing all sort of things, from the sorted to the blessed they wonder about the roles they themselves should play in life. They find that to be a member of the total school population is no larger satisfying. Rather, they desire to be identified with smaller groups. But what group? How does one know or learn how to make intelligent choices? How does one know how to behave in
complex of social forces that consistently challenge values and belief?

It is easy to understand why adolescent boys and girls worry about problems that are not be solved if they make satisfactory social adjustments. But to understand more clearly the nature of adolescents' social worries, it is better to let them speak for themselves. It was shown that boys and girls in secondary school worry more about problems in the area of social adjustment than they do about any other type of difficulty.

It is believed that its most striking features are the types of social problems about which boys and girls worry, the total frequency with which each of these types of problems are mentioned and the fact that girls seem generally to worry more than boys about social problems of all types.

Personal identity is the foundation for a sense of self-esteem, or feeling of worth or value in one's own eyes which is developed through satisfactory interaction with other human beings. The adolescent regards the family, classmates, and teachers as important “others” with whom positive interaction is necessary. Self-esteem develops through accomplishment, success, and praise and its lack can produce symptoms of emotional maladjustment. The interaction in the school setting can enhance or impede the development of self-esteem in adolescents.

The adolescent’s main social energy, however, is devoted to building friendship and social group, membership is a larger social group provides a crucially important sense of security to adolescents. It is a testimony that they are accepted members of adolescent society. In addition, a circle of close friends not only gives adolescent some one to be with and to share activities with it also. Constitutes a sounding board for his or her developing philosophy of life what is right? Who should you like or dislike? “What are you going to do with your life?”
During adolescence the developing learners’ orientation shifts from the family to the peer groups. Adolescents need be nurtured and security that other teenager can provide singly are in group.

The social setting of the developing adolescent supports several peer groups, not just one. The nature and function of peer groups differs in early or late adolescence and at any one time there may be more than one type of peer group to which one adolescent looks for support. During the intermediate grades peers group affiliation tend to centre around same sex “gangs” since physical inability is limited for children of this however the horizon widens. The child range of acquaintance is extended beyond the immediate neighbourhood and peer group membership is no longer restricted to same sex peers. As a result, adolescent have not only friends and best friends, but causal acquaintance as well. In general their peer relationships include is primarily types: friendship, “the crowd and cliques”.

The most personal type of peer group friendship is based on mutual attraction. There as a tendency for friendships to be among members of the same sex in early adolescence but cross sex friendship are more common during the middle and late years of this period. Friendships are typically more intimate, more open and more intense bars other type of peer group relationships. Adolescence are struggling to adjust to a charging self-both psychologically and physically to meet the rapidly changing demands of society.

As a result they often experience doubts, anxieties or resentments which in most situations must be concealed. To admit them to any but ones closest friends opens the door to possible misunderstanding, lack of acceptance or worst of all amusement scorn or rejection.

When a meaningful friendship exists, such defensiveness is not required. In such a relationship, “there is trust, there is no
need to pretend and no necessity for being on kind can reprove each other without condemning each other”. The crowd is the least personal type of peer group. Its basic thread of cohesiveness is shared activities. A crowd is made up of individuals who share similar interest, likes and social ideals rather then a mutual personal attraction, as is the case with friendships. This is the largest form of peer group and it centres more on organized social activities such as parties that provide for interaction between the sexes.

The clique is smaller than crowd and serves different functions centred on talking. Much of the conversation is an exchange of information about the crowd and crowd activities. Essentially, a crowd is made up of a number of cliques. Cliques’ membership appears to be a prerequisite of crowd membership because they are small and permit a greater degree of intimacy and cohesion. At a time an adolescent may hold a membership in a clique, a crowd or be a “best friend” as well.

The need to belong to such groups is to conform to their norms and expectations, in order to benefit from the learning possibilities they afford which are very powerful among adolescents. When teachers deal with stubborn students in high school, they do well to assist them into the mainstream of adolescent activities, rather than imposing sanctions upon them that emphasize their deviance from group.

**Psychological Reasons**

Some degree of anxiety and experience of tension is likely to be related in coping with maturational changes and acquisitions of new roles. Disturbances are most likely to occur at the time of transition and the extent of anxiety is partly a reflection of the adolescent’s perception in the balance of stress and support. There is however a substantial evidence that although rapid mood swings, feeling of misery, self doubts and self consciousness are common in adolescence which may lead to personal sufferings. Psychiatric disorders occurring during adolescence includes those
present since childhood and those arising initially in this age-period. The key task of diagnosis is the differentiation of psychiatric disorders from age-appropriate reactions that may settle when stress is reduced or eliminated with further development and passage of time.

The common psychological features of early adolescence include sensitivity to appearance, anxiety, a striving for approval and lack of confidence. There is also an awakening interest in sex, a general restlessness, boredom, and a disinclination to work. But perhaps the most difficult problem of adolescence is the possibility of serious domestic friction within the family.

With the onset of puberty, girls who only a few months previously showed no interest at all in the way they looked commonly begin to show an interest in their clothes, hair, shoes, finger nail and general appearance. They become sensitive about what people think of their appearance and are particularly anxious not to appear foolish. They want to dress and may even want their parents to dress like the parents if their friends.

Adolescents may feel considerable embarrassment about delay in the onset of puberty: Girls may feel anxious about the delayed onset of menstruation, or about prolonged interval between menstrual periods. Boys may feel anxious because they are so much smaller than girls of the same age. Both boys and girls may be distressed about skin troubles or fatness. Adolescents are frequently worried about supposed sex abnormalities.

Adolescents are commonly concerned not only with what people think about their appearance, but about their behaviour. They are anxious to confirm with others and not to appear foolish. It is only natural that another source of anxiety is the choice of career or doubts about selection for a university or higher education.
The ability to understand the ideas and feelings of others, which develops during adolescence, is responsible for an interesting characteristic of this period of adolescents’ egocentrism. As adolescence; in contrast to egocentrism denotes behaviour that is concerned with others opinion and so it has been referred to as “being on stage”. In addition to concern for what others think of them, the ability of reason hypothetically, which develops at this stage also accounts for adolescent egocentrism. Hypothetical thinking ability provides the basis for creating us imaginary audience for whom the adolescent is always performing.

Adolescents are so concerned with their own appearance that they assume other are equally concerned. The tendency towards egocentrism is a result of inability to comprehend that the others are also concerned with their own appearance and actions. Self-consciousness is quite evident at this age, for example, the self critical adolescent assumes that the imaginary audience will also be critical. The desire for privacy and reluctance to discuss feelings and fears may be other reactions to the feeling of being under scrutiny of a hypothetical audience.

The data showing the incidence of suicide and mental illness are often cited as indicative if one outcome of adolescent turmoil while suicide and mental illness increase markedly from the early to the late adolescence.

**Educational Reasons**

Differences among the individuals arise in intellectual abilities, interest and motivation and also in the level of aspiration. The present system of education has some defects. The talents of the individuals are not being properly harnessed. Education is not planned according to the aptitude, ability and interest of the individual. The parents due to their set notions insist their children upon taking certain subjects, which they to be very useful without caring whether their child possesses the required abilities or not.
They fail to realize the fact that low ability combined with high ambitions generally leads to inappropriate choices. High ability coupled with a low level of inspiration creates equally serious problems.

(a) There is lot of wastage and stagnation in education in terms of failure to provide of proper guidance in their choices.

(b) Most of the students join colleges without caring about the opportunities that are available to them after completing their college education thus they either fail or add to unemployment.

(c) Lack of educational guidance makes a young man delinquent.

(d) Lack of educational and vocational guidance has led to a dearth of suitable hands for many occupations, needing a specialized training.

Choice of courses: Almost every system of education is based on two assumptions the first is that every student should strive maximum self development and other is that every student makes his place in the society as its useful member. Educational guidance service must assist the child to achieve this end by way of making correct choices. The hardship is more with the rural students, women student and those who belong to deprived sections of the society. Ignorance of parents, lack of appropriate choices and occupational information in schools, are some of the hindrances. A well planned educational programme can solve these problems to a considerable extent.

Decision of further education: Students in the present system of education rush to colleges or universities for higher education irrespective of their aptitude for higher studies. Many of them do so because they do not have appropriate knowledge of professional courses or training. There is a great need of
proper guidance with regards to the suitability of the individual to pursue higher education.

Making the grade: Educational guidance is also needed in the area of giving help to the student for satisfactory progress in the chosen course. In our country a percentage of students fail in schools, colleges and universities because of lack of educational guidance.

Education of exceptional children: Generally in our schools a teacher precedes with the average students in mind. As result the gifted, slow learner, deaf, mentally and physically handicapped are not benefited by classroom teaching. Educational guidance is most essential for different categories of the individual and society.

By the time the pupil enters the +2 stage he has developed into a more mature youth with a more developed personality pattern. Many of them perhaps have a much class’s goal before them. Most of them are serious in their studies knowing what success and failure means to them. Still there are a large number of students who enter the +2 stage without any knowledge of what education means at this stage. Having entered this stage, they find the studies too difficult for them. They often see no meaning in what they are studying and go through their studies with a sense of purposelessness. At this stage, the guidance programme should attend to the immediate need of both these groups.

An educational programme at +2 stages may be of great help in diverting many students more fruitful channels of activity, there by lessening the burden on university education later. A good orientation programme at the beginning of the season may get students off to a good start. Such programmes not only help in making education more meaningful but also enable them to make the most out of their studies and raise the standards of education as a whole.
Vocational Reasons

The choice of a vocation is one of the most important decisions adolescents must make as well as a vital component of personal identity. Ideally the choice is carefully thought out but it is not always the case. Adolescents are always under pressure to choose a vocation. Psychologist consider the formulation of vocational goals an important developmental tasks of adolescents, although the process start earlier.

In the later adolescence, as a sense of identification as a worker emerges preparation are made work experience or education. Vocational choice involves not only” how can I make a living?” but also” what am I going to do with my life?” An adolescent girl’s choice of occupation, particularly, will influence the social role she can later assume, as new career opportunities open up for women. Adolescents differ in the style with which they make occupational decision.

In formulating vocational choices adolescents have three primary sources. The family, peers and the school, some times parents may insist an adolescent student to go to certain school, or enter a profession the parent has chosen, parental influence also may be exerted by making available a family business that the adolescent will some day inherit or by providing apprenticeship in a trade. About 90 per cent of boys who those farming as career are sons of farmers. Professionals particularly transmit vocational value, it is estimated that two third of all sons choose an occupation in either their fathers status category or that next higher one.

Other occupational role models are peers and teachers peer influence tends to reinforce parental aspirations for children; in part to adolescent tendency to pick friends whose goals are consistent with their parents; teacher particularly serve as point of reference for college bound juniors and seniors, influencing their decision about colleges and curriculum.
The main function of vocational guidance at + 2 stage is to make students increasingly aware of the expanding field of work and the unlimited opportunities that are open before them to earn their living and contribute to the welfare of the society by engaging themselves in many types creative work based as private enterprise. The students at this stage need information about carrier opportunities that would be open for them if they opt for the vocational stream the blind rush for university education just to get a degree will thus cease resulting in better utilization of human resource at the appropriate stages of education a well organize vocational guidance programme at the + 2 stage may help student not only in better self understanding but also prepare them to take wise decision about their future course of action. The job market today is much richer and calls for people having varied types of specialized training.

The above all areas discloses the urgency and importance of counselling in different fields especially for adolescents. It has been hypothesized that more is the advancement and modernization more will be the need for counselling one needs different types of help to adjust with every stage. The maximum problems are faced at the time of adolescence. One needs counselling to adjust with all these problems for which he is in dire need of enlightenment, which is to be provided to him by the school.

REFERENCES