



## ANALYSIS OF THE EMOTIONAL, SOCIAL, AND VOCATIONAL CHALLENGES FACED BY FEMALE STUDENTS IN HIGHER SECONDARY EDUCATION IN THE WESTERN VIDARBHA REGION

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### ABSTRACT

This study examines the emotional, social, and vocational challenges faced by higher secondary female students in Western Vidarbha. Using a survey method, researchers selected 500 students from five districts through purposive and random sampling. Data was collected using the Adolescent Problem Scale by Bajpai, Shukla, and Gupta. The findings revealed that a larger number of students reported low severity emotional problems compared to other levels of severity. Similarly, most students experienced normal social problems, and low severity vocational issues were more common than other categories of vocational problems.

**KEYWORDS :** Emotional, Social, Vocational, Problems, Higher Secondary, Female Students

### INTRODUCTION:

Education is a crucial driver of social change in India, particularly in addressing societal challenges and promoting integration. Higher education is essential, yet girls in rural areas face significant barriers, including deep-rooted biases, the pardah system, early marriage, and limited resources.

Factors such as lack of family support, domestic responsibilities, and perceived high costs further discourage girls from pursuing higher education. Additionally, the shortage of female educators and inadequate guidance exacerbates these challenges. However, initiatives like counseling services, fee reductions, and improved support systems can bolster girls' educational outcomes.

Educating women is vital for socio-cultural advancement and economic development, as empowered women can become leaders and role models in their communities. This study will explore the emotional, social, and vocational challenges faced by female students in higher education and propose strategies to address these issues.

Emotional challenges, including anxiety and low self-esteem, are common, while societal perceptions and cultural practices hinder educational opportunities. Moreover, remote areas often lack higher education institutions, and existing facilities are typically male-dominated, providing insufficient support for girls. Cultural barriers and a lack of social readiness further limit girls' training and career prospects.

### Review Of Literature:

Brooks (2015) observed that college students with children have diverse emotional responses influenced by their environment, social characteristics, and national policies. Swain (2016) noted that adolescence is characterized by strong emotions and peer pressures, posing developmental challenges. Deka (2017) found no notable differences in school adjustment between urban and rural adolescent girls in Assam, although social and emotional disparities existed.

Srivastava (2018) revealed that social adjustment issues among successful students differ by gender, academic performance, and instructional medium. Yang et al. (2019) identified shared risk factors for behavioral issues among Beijing students, such as gender, developmental delays, and parenting styles. Forrest (2020) stressed the importance of teachers fostering social-emotional skills in adolescents.

Baidoo-Anu and Acquah (2021) reported feelings of rejection and future anxiety among Ghanaian secondary students. Chauhan and Kumar (2022) highlighted that financial issues,

early marriage, and household responsibilities negatively impact girls' educational aspirations, worsened by harassment and gender discrimination.

Gajalakshmi and Meenakshi (2023) connected rising children's mental health issues to problematic social media use, advocating for school health education. Khurajam (2024) addressed emotional stability in adolescents in Manipur, highlighting intervention areas involving peers, parents, and the state. Finally, Maalikh and Rakhmawati (2025) discussed the negative effects of verbal bullying, emphasizing its harm to mental health, especially in relation to body shaming and family background.

### METHODOLOGY

The research focused on female students in Western Vidarbha, covering five districts: Amravati, Akola, Buldhana, Washim, and Yavatmal. A total of 500 participants were selected through purposive sampling, with 100 students chosen from each district. Data collection involved both primary and secondary sources, with primary data obtained using the Adolescent Problem Scale created by Bajpai, Shukla, and Gupta. The study aimed to analyze the challenges faced by this demographic at the higher secondary level.

### Findings

#### Overall Emotional Problem Level

Emotional Problem Level	Number	Percent
Very Severe problem	17	3.4
Severe Problem	134	26.8
Normal Problem	155	31.0
Less Severe Problem	168	33.6
Very less Severe Problem	26	5.2
<b>Total</b>	<b>500</b>	<b>100.0</b>
<b>Chi Square Value</b>	<b>Degrees of Freedom</b>	<b>PValue</b>
211.7	4	<0.05

The study on emotional levels among female higher secondary students reveals that 33.6% have low emotional problems, while 31.0% are classified as normal. A significant portion, 26.8%, faces severe emotional issues, and 5.2% experience very low emotional problems. Additionally, 3.4% of the students report very severe emotional problems. The analysis indicates a significant difference in emotional problem levels, with a chi-square value of 211.7 and a significance level below 0.05, highlighting that more students fall into the low emotional problem category compared to others (Table 1).

**Social Problem Level**

**Table 2: Social problems of female students studying at higher secondary level**

Social Problem Level	Number	Percent
Very Severe problem	1	0.2
Severe Problem	54	10.8
Normal Problem	184	36.8
Less Severe Problem	170	34.0
Very less Severe Problem	91	18.2
<b>Total</b>	<b>500</b>	<b>100.0</b>
<b>Chi Square Value</b>	<b>Degrees of Freedom</b>	<b>PValue</b>
<b>239.54</b>	<b>4</b>	<b>&lt;0.05</b>

The study on female higher secondary students reveals that 36.8% have a normal level of social problems, while 34.0% face minor issues. Very minor problems are reported by 18.2%, and 10.8% encounter serious challenges, with only 0.2% experiencing very serious social problems. Statistical analysis indicates a significant difference in social problem levels, suggesting that a higher proportion of students experience normal social problems compared to those with less severe issues (Table 2).

**Level Of Vocational Problems**

**Table 3: Vocational problems of female students studying at the higher secondary level**

Vocational Problem Level	Number	Percent
Very Severe problem	1	0.2
Severe Problem	1	0.2
Normal Problem	118	23.6
Less Severe Problem	209	41.8
Very less Severe Problem	171	34.2
<b>Total</b>	<b>500</b>	<b>100.0</b>
<b>Chi Square Value</b>	<b>Degrees of Freedom</b>	<b>PValue</b>
<b>368.48</b>	<b>4</b>	<b>&lt;0.05</b>

The study highlights the prevalence of vocational problems among female higher secondary students. A significant 41.8% of these students report low severity issues, while 34.2% experience very low severity problems. Additionally, 23.6% face vocational challenges of normal severity, and only 0.2% have severe or very severe problems (Table3). Statistical analysis reveals a significant difference in the levels of vocational problems, with a chi-square value of 368.48 and a significance level below 0.05. This suggests that low severity vocational problems are more common than other severity levels among the students surveyed (Table 3).

**CONCLUSION:**

In India, higher secondary school girls face emotional, social, and vocational challenges influenced by cultural, societal, and economic factors. Emotional issues include academic pressure, mental health stigma, and body image concerns, exacerbated by gender bias. Social challenges involve peer pressure, bullying, and a lack of support, while vocational obstacles stem from inadequate career guidance, financial constraints, and early marriages, particularly in rural areas. However, a study in Western Vidarbha reveals that many female students report low emotional distress and typical social issues.

To address these challenges, the study recommends implementing counseling services and mental health programs, conducting seminars on body positivity and stress management, and fostering open communication among parents, teachers, and students. Additionally, schools should offer extracurricular activities and leadership training to enhance social skills and self-esteem, promote gender equality through awareness initiatives, and create support networks for girls to share experiences and seek help.

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