PHILOSOPHICAL AND PSYCHO SOCIAL ISSUES IN EDUCATION: A REVIEW

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ABSTRACT

This paper is in regard to psycho social and philosophical issues of Education. Psycho social problems are basically the troubles, specifically experienced by children in various phases of their life. A psychosocial issue is a problem associated with mind and created or affected by different life phases and incidents, that can be named as experiences of life as well as ill adjusted cognizable and behavioural processes. Children are in peril to psycho social problems because of somatic and biological changes that take place in their internal and external body during this growth advancement stage. We can't ignore philosophical issues of education as philosophy and education are integrally and interdependently related to each other. Interpreting philosophy and education separately, it is clear that both aim to impart knowledge of the truths and realities of life and develop the child accordingly. Philosophy influences personal life and social life as well. Philosophy determines the goal of life and also provides suitable and effective guidance and supervision for education to achieve those goals and indeed these goals play an indispensable role in children's life in terms of achieving their goals in their future.

INTRODUCTION

Puberty, is one of the condemnatory transformations in the lifespan that takes place after childhood and before adulthood, and is signalized by an enormous pace in growth and change that is second only to that of infancy. Psychosocial problems, such as behavioural, emotional, and academical problems are highly whispered among children. Children of this age group are at risk of psychosocial deterioration when they feel pain of any physical injuries, psychological damage, or considerable changes in their surroundings especially in the absence of strong support system. Adolescence is a crucial stage for nurturing a good mental health. Mentally healthy young children cherish a productive character of life and do really good in every walk of life such as at home, in school, and in their communities etc.

Psychosocial problems have become evident as a warning in all-inclusive growth period of children. Children of any age have very exceptional and distinct unusual needs, which indeed should not be failed to spot for longer period of time. It is indispensable to take care of children by resolving their queries and solving their problems. It should be a strong supportive system behind them to take them out of any consequences of life as they are the future of our coming time.

LITERATURE REVIEW

What is GAD?

Generalized anxiety disorder (or GAD) is marked by excessive, exaggerated anxiety and worry about everyday life events for no obvious reason. People with symptoms of generalized anxiety disorder tend to always expect disaster and can't stop worrying about health, money, family, work, or school. Nearly 4 million adult Americans, or about 2%, have GAD during the course of a year. It most often begins in childhood or adolescence but can begin in adulthood. It is more common in women than in men.

What Are the Symptoms of GAD?

GAD affects the way a person thinks, and it can lead to physical symptoms. Mental health professionals use a standard set of criteria to diagnose GAD. Those symptoms can't be caused by a medical problem or other condition and last at least 6 months. Those criteria include:

- Excessive, ongoing worry and tension
- Unrealistic view of problems
- Restlessness or a feeling of being "edgy"
- Trouble concentrating
- Tiring easily or being fatigued
- Increased crankiness or irritability
- Trouble sleeping
- Muscle tension or muscle aches and soreness

What Are the Causes and Risk Factors for GAD?

Experts don't know the exact causes of generalized anxiety disorder. Several things -- including genetics, brain chemistry, and environmental stresses appear to contribute to its development. Particular interpersonal processes may increase risk for onset of new comorbid diagnoses; conversely, new comorbid diagnoses may influence interpersonal processes **(Newman & Erickson, 2010).**

Issues Associated With Psycho Social Issues in Students-

The term psychosocial means the psychological and social element that hold mental health. Social element such as peer pressure, parental support, cultural and religious background, socioeconomic status, and mutual relationship, all help to mould the personality and affect psychological makeup. Individuals with psychosocial problems habitually have difficulty functioning in community-based situations and might have poor communication skills.

Causes & Symptoms:

It is important to note that the causes of mental illness are diverse and not completely understood. The majority of psychological disorders are thought to be caused by a complex combination of biological, genetic, familial, and social factors or biopsychosocial influences. In addition, the role that each of these plays can differ from person to person, so that a disorder such as depression that is caused by genetic factors in one person may be caused by a traumatic life in event in another.

The symptoms of psychosocial disorders vary depending on the diagnosis in question. In addition to disorder specific symptoms, individuals with psychosocial dysfunction usually have difficulty functioning normally in social situations and and may have trouble forming and maintaining close interpersonal relationship.

Psychosocial problems refer to the difficulties faced by adolescents in different areas of personal and social functioning changes that occur in their body during this development stage. Therefore, A study was conducted to identify psychosocial problems among school going adolescents in Nepal. The findings of this study show that 12.9% of adolescents had psychosocial problems **(Timalsina et al., 2018)**.

Psychosocial health is an important aspect of adolescent development. The term "Psychosocial" reflects both the externalizing or behavioural problems such as conduct disorders, educational difficulties, substance abuse, hyperactivity etc. and internalizing or emotional problems like anxiety, depression etc. The emotional problems have been relatively neglected compared to behavioural problems because these are not easy to be detected by the parents or teacher.

The study mentioned below was conducted from February 2016 to November 2017. Junior college students in Shirur Nagar Perished jurisdiction who were willing to participate and age less than 20 years were enrolled in the study. It was seen that out of 180 boys 42(23.3%) had psychosocial problems and out of 180 girls 45 (25%) had psychosocial problems. The severe category had no student and the moderate category had only one boy and no girl. The one boy in moderate category was clubbed in mild category for calculation and application of test of significance. Thus, the psychosocial problems were compared as, no problems (normal) and with some problems (mild, moderate and severe). There was no significant difference (p>0.05) between boys and girls with respect to psychosocial problems **(Gokhale & Ingole, 2019)**.

Psychosocial Domains	Psychosocial problems			
	Boys(n=42) Mean%±SE	Girls(45) Mean%±SE	t test	p value
Behaviour Problems	43.5±7.16	43.5±8.77	0	>0.9999
Emotional Problems	46.89±5.19	50.57±7.09	-0.4341	0.6653
Educational Problems	68.25±4.75	65.41±6.6	0.345	0.7309
Social Problems	26.7±5.56	27.35±5.5	2.628	**0.0101**

*Figure 1: Comparison in boys and girls with respect to four domains of psychosocial problem***(Gokhale & Ingole, 2019).**

Comparison between boys and girls was done with respect to four domains of psychosocial problems i.e. Behavioural, Emotional, Educational and Social was done. It was seen that the domain of Behaviour problems, Emotional problems and educational problems in boys and girls did not show significant difference. However, in the domain of social problems the difference between boys and girls was significant and Mean score in girls was higher than boys.
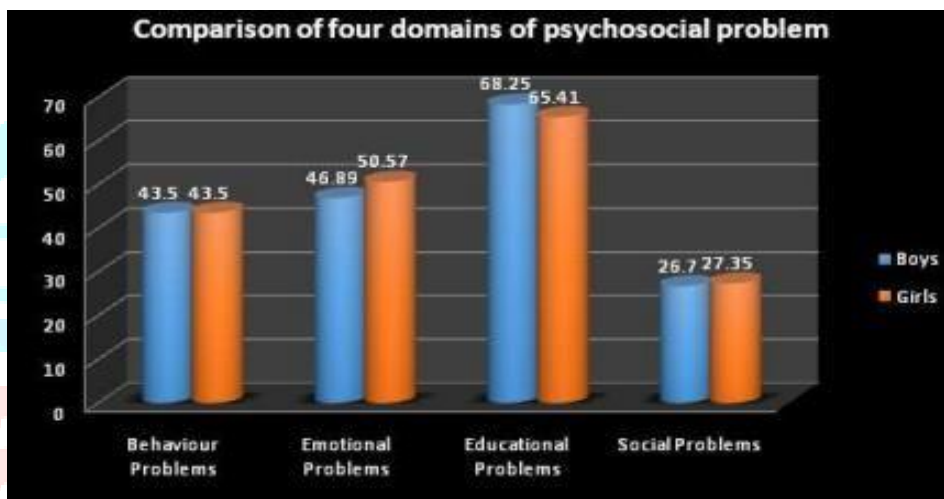

Figure 2: Comparison of psycho social problems in students(Gokhale & Ingole, 2019)

Among the four domain of 'Psychosocial problem Inventory' scale Behaviour problems, Emotional problems and Educational problems in boys and girls did not show significant difference while social problems score was significantly higher in girls was than boys **(Gokhale & Ingole, 2019).**

In the **American Psychiatric Association**, it distinguishes different categoriesof mental illness. The major categories of mental disorders thought to involve significant psychosocial factors include:

- Substance related disorders- Disorders related to alcohol and drug use, abuse, dependence and withdrawal.

- Schizophrenia and other psychotic disorders- These include the schizoid disorders schizophrenia and schizoaffective disorder, delusional disorder, and psychotic disorders.

- Mood disorders**-** Affective disorders such as depression and bipolar disorders.

- Anxiety disorders- Disorders in which a certain situation or place triggers.

- Excessive fear or anxiety symptoms-dizziness, racing heart, such as panic disorders, agoraphobia, social phobia, obsessive compulsive disorder, post-traumatic stress disorder, and anxiety disorders.

- Pain disorder, hypochondriasis, and body dysmorphic disorder.

- Factitious disorders. Disorders in which an individual creates and complains of symptoms of a non-existent illness in order to assume the role of a patient.

- Sexual and gender identity disorders- Disorders of sexual desire arousal and performance. It should be noted that the categorization of gender disorder as a mental illness has been a point of some contention among mental health professionals.

- Eating disorders- Anorexia and bulimia nervosa.

- Adjustment Disorders: Adjustment disorders involve an excessive emotional or behavioural reaction to a stressful event.

- Personality disorders: mal-adjustment of personality, including paranoid, schizoid, schizotypal, antisocial, borderline, histrionic, narcissistic, avoidant, dependent, and obsessive-compulsive personality disorder.

- 12.Disorders usually first diagnosed in infancy childhood, or adolescence. Some learning and developmental disorders (i.e., ADHD) may be partially psychosocial in nature.

Key Facts Given by WHO

Globally, one in seven 10-19-year-olds experiences a mental disorder, accounting for 13% of the global burden of disease in this age group.

Depression, anxiety and behavioural disorders are among the leading causes of illness and disability among adolescents.

Suicide is the fourth leading cause of death among 15–19-year-olds.

The consequences of failing to address adolescent mental health conditions extend to adulthood, impairing both physical and mental health and limiting opportunities to lead fulfilling lives as adults.

Philosophical Issues of Education

There are a number of basic philosophical problems and tasks that have occupied philosophers of

education throughout the history of the subject. Following is a partial List-

Critical Thinking-

Critical thinking is discerning judgment. It is the art of analysing and evaluating thinking with the intention of improving it. It is the purposeful, reflective, reasonable, and self-regulatory process of thinking out possible explanations for findings and outcomes and determining how compatible the explanations are with these, with attention to the evidential, conceptual, methodological, "criteriological," and contextual considerations upon which judgment is based **(Serrat, 2014).**

Philosophers of education generally agree that instilling critical thinking skills and rationality in students should be an aim of education because- they are able to reason well—i.e., to construct and evaluate various reasons that have been or can be offered for or against candidate beliefs, judgments, and actions; and

they are disposed or inclined to be guided by reasons so evaluated—i.e., to judge and act in accordance with the results of such reasoned evaluations.

Teaching, Learning, And Curriculum

What should be taught in our schools? How should we determine whether a student has learned enough, and how much actually qualifies as 'enough?

Should there be just one common curriculum for all students, or should the curriculum any one student follows be tailored to his or her special combination of interests and abilities, as John Dewey recommended? Should academic study be favoured over vocational education—if in fact there is even a clear distinction between the two?

Multiculturalism

Multiculturalist philosophers stress the importance of diversity in education and educational theory. They argue that curriculum and pedagogy often reflect the interests of the dominant cultural group at the expense of others, and argue that the languages, customs, beliefs, and values of other worldviews deserve a place of equal respect in the classroom. In a globalized world, the rapid interaction of individuals or societies seems to be in progress.

This interaction process brought together the necessity of bringing different cultures together in the same living zones and educational settings (**YETERGE et al., 2019**).

RESEARCH METHODOLOGY

Issue Taken to Research Upon Is Anxiety

Social psychology research methods allow psychologists to get a better look at what causes people to engage in certain behaviours in social situations. In order to empirically study social behaviour, psychologists rely on a number of different scientific methods to conduct research on social psychological topics. One of the research methods is descriptive research.

Types of Descriptive Research Method

- The Observational Method
- Survey
- Case Study

Method of survey under descriptive research on General Anxiety Disorder was taken to observe psychosocial issues in the students of Jaypee Public school, Greater Noida. Survey was done on 200 students of classes 6th to 12th under the age of 11 to 17 years. All of them were from either middle class of higher-class family. Children were given a questioner of 20 questions for conducting the survey and this survey was conducted in two months. First survey was conducted in the month of January 2022 and the second survey was done in the month of May 2022. Results were recorded in the form of percentage of GAD among students.

DATA ANALYSIS

Since the data of the month of January 2022 was taken during pandemic time. Children were not allowed to go to the school even for any sort of outings as well. They were bound to be there at home. All the outdoor activities were gone for a toss. Outdoor activities or games indeed help in physical and mental development of children. Most of the students got affected by this situation. Data showed 68.9% students were suffering from generalized anxiety disorder (Figure 3). Children started coming to school in the month of April and after putting the efforts by teachers, the former data got changed and the percentage of suffering students got reduced by 27.9% in the month of May (Figure 4).
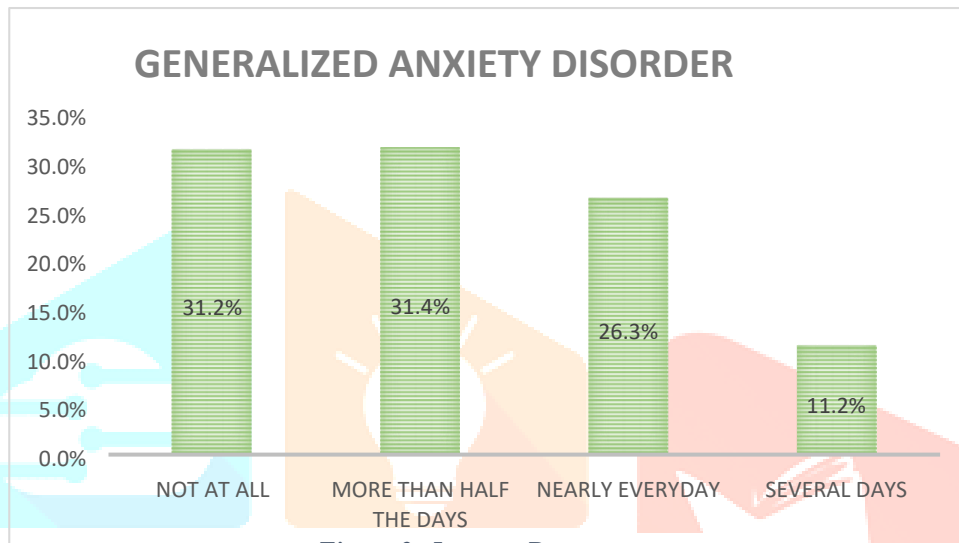
GENERALIZED ANXIETY DISORDER

Figure 3 : January Data
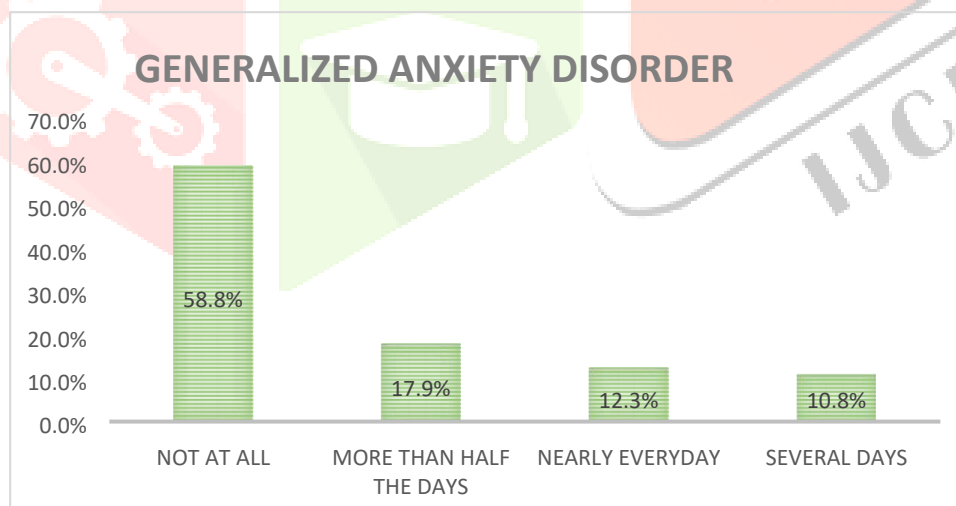
GENERALIZED ANXIETY DISORDER

Figure 4: May Data

CONCLUSION

The prevalence of psychosocial problems (generalized anxiety disorder) is evident among school going students considered under the age group of 11 to 17 years. Adolescents age group and parent's marital status are associated with psychosocial problems. Therefore, health care policy maker and school authority should create awareness program on psychosocial among the students, specifically adolescents, develop strategies for health promotion of adolescents, and plan for prevention of psychosocial problems among adolescents.

FUTURE SCOPE

Students may receive services from mental health providers inside and outside the campus and the need for communication is critical. Strategies to enhance treatment seeking and engagement among students should be implemented.

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