



**International Conference on Latest Trends in Science, Engineering,
Management and Humanities (ICLTSEMH -2025)
19th January, 2025, Noida, India.**

CERTIFICATE NO : ICLTSEMH /2025/C0125286

**A Review Study on Educational Problems Among Secondary School
Students in India**

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ABSTRACT

The secondary education stage is a crucial part of India's education system because it helps build academic foundations, career paths, and social development for adolescents. Students in Indian secondary schools continue to face numerous educational problems that hinder their learning and overall growth, despite significant advances in enrollment and policy initiatives. This review study examines existing literature to identify the main educational challenges faced by secondary school students across various socioeconomic and regional settings in the country. The results show that issues related to accessibility, quality, equity, and relevance remain highly significant. Many children struggle with inadequate school infrastructure, a shortage of qualified teachers, overcrowded classrooms, and limited learning resources such as laboratories, libraries, and digital facilities. These problems are especially prevalent in economically disadvantaged and rural areas. High rates of absenteeism and dropping out are often linked to socio-economic factors like poverty, parental illiteracy, and the need to support family responsibilities. Additionally, girls' educational participation is further limited by gender-based barriers, early marriage, and safety concerns.

Keywords: *Socioeconomic, Illiteracy, Secondary, Vocational, Economic, Implement.*

INTRODUCTION

Secondary education is a vital part of the Indian educational system because it serves as a bridge between primary schools and either higher education or vocational training. Adolescents go through a developmental period where they enhance their intellectual abilities, career ambitions, social awareness, and personal identity. However, despite legislative efforts and rising enrollment rates, secondary school students in India still face numerous educational challenges that adversely affect learning outcomes, retention, and overall development.

One of the most serious problems is the lack of access to high-quality secondary education, especially in rural and remote areas. Compared to elementary schools, there are significantly fewer secondary schools, which means students often have to travel long distances to attend them. This situation raises safety concerns, particularly for young women, and also hampers regular attendance. Additionally, many secondary schools are privately run, which can make education more difficult for economically disadvantaged families.



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An additional factor that significantly influences educational issues is socio-economic considerations. It is common for adolescents to be compelled to contribute to the household income when facing financial difficulties, which can lead to absenteeism or early dropout. Cultural norms such as early marriage, domestic responsibilities, and gender bias also prevent girls from continuing their education. Although nearly everyone enrolls in primary school, these factors contribute to the persistently high dropout rates at the secondary level.

The issues related to the quality of education in schools remain a significant concern. Many institutions struggle with poor infrastructure, overcrowded classrooms, inadequate instructional resources, and a lack of laboratories or libraries. This reduces the effectiveness of education and limits individual attention for students due to the shortage of qualified teachers and an unfavourable student-teacher ratio. Additionally, classroom learning is often hindered by outdated instructional methods and the assignment of too many non-teaching duties to teachers.

The curriculum and the procedures of assessment are additional factors that contribute to the educational difficulties of kids. A significant portion of secondary education in India is focused on examinations and is primarily theoretical. It places a greater emphasis on rote memorization than it does on conceptual understanding, creativity, and practical abilities. Because there is a shortage of vocational and skill-based education, the relevance of higher education to actual career chances in the real world is diminished. Because of this, students can have difficulty applying the knowledge they have acquired, they might feel disengaged from their academic work, or they might consider their future prospects questionable.

The mismatch between the basic abilities that students possess and the requirements of the secondary curriculum is another recurrent difficulty that faces the educational system. Having weak language and numeracy skills acquired during earlier stages of schooling makes it difficult for many students to deal with more complex courses, which ultimately results in poor performance and a loss of interest throughout the learning process. The low learning results that were revealed in national assessments bring to light the necessity of making systemic adjustments in the quality of teaching and the design of curriculum.

Furthermore, educational discrepancies are exacerbated by differences that are based on gender, socioeconomic class, and geographic location and location. Students that originate from low-income homes, rural locations, and marginalized communities frequently do not have access to learning environments that are helpful, digital resources, and assistance. There are additional obstacles that girls, in particular, confront, which hinder their educational options. These obstacles include safety concerns, mobility issues, and social expectations.

REVIEW OF LITERATURE

Balamurugan G, Sevak S, Gurung K, Vijayarani M. (2024) A person's mental health is most affected by their upbringing during the formative years of childhood and adolescence. The purpose of this research is to assess the prevalence of mental health problems among Indian school-aged



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children and teenagers. Using PubMed, Scopus, the Cochrane Library, and Eric, we systematically searched for articles published in 2013–2023. In the end, thirty-one research with a total of thirty-thousand male participants were included in the quantitative analysis. The average age of the kids and teens was 14.58 years old, and there was a standard deviation of 1.35. Research on this group has revealed a wide variety of mental health issues, with reported frequencies and severity ranging widely. Among the mental health issues that were found to be prevalent, the most common one was depression. Following closely behind were social, behavioral, and emotional disorders, anxiety, psychological distress, internet addiction, stress, social phobia, aggression, and sexual and emotional abuse. In order to reduce stigma, improve overall well-being within the cultural and educational context of India, and personalize interventions to address the specific requirements of the diverse student population, the study concluded that research on school mental health in India is needed.

Saha Eshita, Sarkar Ratan (2024) Over 84.4 million tribal people, known as Adivasis, live in India. They are among the poorest groups in the nation and continue to rely on customs like fishing, hunting, and farming. They have unique traditions, dialects, and ways of life. In the West Bengal in the Alipurduar District, ethnic tribes make up more than 80% of the population. With a focus on gender disparities, this study examines the educational requirements and issues of secondary-level tribal pupils in Alipurduar. A self-created "Educational Problems Questionnaire" and a standardized "Educational Problems Questionnaire" were used to poll 60 students. The results of the Educational Needs Questionnaire showed that 51% of students have difficulties with teaching strategies, 54% with the social and educational environment, 56% with organizational and administrative problems, and 59% with cultural and historical concerns. Furthermore, 55% of respondents indicated societal support, 44% indicated family engagement, and 48% indicated educational needs related to school education. These findings highlight how crucial it is to address the unique educational difficulties tribal students have in order to advance equal learning outcomes.

Abera, Alemwork, et al. (2023) stated that high school adolescents frequently experience depression, anxiety, and stress (DAS), which can negatively affect their academic performance and long-term well-being. These problems are made worse by pandemics, such as the coronavirus disease 2019 (COVID-19). While psychological issues are researched in wealthy nations, emerging nations like Ethiopia tend to ignore them. Thus, the purpose of this study was to evaluate the incidence of psychological issues and related variables among high school students in Sawla town, Gofa zone, southern Ethiopia, during the COVID-19 pandemic. Stress, anxiety, and depression were all common among the local high school pupils. DAS is more likely in people who live in rural areas, have lower levels of education, are less knowledgeable of COVID-19, and use poor COVID-19 preventative techniques. Therefore, psychological counselling services provided in schools are essential, especially in times of epidemic.

Eleyza Yatkin et al. (2023) explored that the current study sought to investigate any possible relationship between test anxiety and mental health among high school students getting ready for the university admission exam during the pandemic. In this correlational study, 427 senior high school



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students from Zonguldak, Turkey's Caycuma district, made up the sample. The Warwick-Edinburgh Mental Well-Being Scale, the Westside Test Anxiety Scale, and a demographic information form were used to gather the data online between April and May 2021. Our research showed that characteristics related to test anxiety included student gender, the education level of the father, the availability of a personal computer and room, and the desire for online learning. In addition, we found that student mental health was positively correlated with parental age, maternal education and work history, the online learning device, the perceived efficacy of distant learning, and the drive for online learning. In summary, a number of variables, such as the student's gender, the father's level of education, the availability of a personal computer and room, and the desire to take online courses, have been linked to test anxiety. The results also revealed some significant variables affecting the mental health of students, including the age of the parents, the level of education and work experience of the mother, the online learning device, the perceived efficacy of distance learning, and the motivation of the student to take online courses. Ultimately, we discovered a strong inverse relationship between exam anxiety and the mental health of the involved students.

Haokip, A., & Saroh, D. (2022) The purpose of this study is to see if secondary school students have any problems with learning mathematics and, if so, what the causes are. A total of 150 students were involved in the study, which was a descriptive case study based on qualitative understanding from three selected secondary schools, of which 50 were from St. Andrew's School, 50 from St. Christopher's School, and 50 from St. Mathew's School. About 14% of the participants said they had no problems with learning mathematics, whereas 86 % said they had faced problems in learning the subject. The content analysis method was used to determine the causes of their learning problems, taking into account the type of problems they faced and the type of secondary school they attended. The findings suggested that the problems faced by the participants in learning mathematics were due to the teachers and the content. The students of St. Andrew's school and St. Christopher's school lamented that their learning problems were mainly teacher-based, while the students of St. Mathew's school attributed their learning problems to content-based. The findings of this study are expected to lessen the difficulties that secondary school pupils confront in their academic journey of learning mathematics.

India is a major force in the world market for education. With 26.31 percent of the population between the ages of 0 and 14, India boasts one of the largest networks of secondary education institutions in the world; the education sector has a lot of room to grow. India today has one of the best educational systems in the world thanks to significant improvements in recent years. It also plays a significant role in the economic development of the nation. It is impossible to overestimate the role that private institutions have played in the growth of India's education sector, aside from government initiatives.

But there are also some dubious characters. Forty percent of the nation's population is still illiterate despite greater educational spending. High school is the next level, and only 15% of children can advance.



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CONCLUSION

The educational challenges faced by children in secondary schools in India are varied and stem from a variety of factors, including structural shortcomings, socio-economic limits, institutional limitations, and issues linked to the curriculum. To effectively address these difficulties, a comprehensive approach is required. This approach should encompass the enhancement of infrastructure, the guarantee of equal access, the upgrading of teacher training, the incorporation of vocational education, the reform of assessment systems, and the provision of targeted support to vulnerable populations. For the purpose of equipping India's youth to effectively participate in higher education, the workforce, and the larger process of national development, it is vital to have a secondary education system that is both robust and inclusive.

In addition to this, the study places an emphasis on pedagogical and curriculum-related issues. Student engagement and conceptual understanding are both negatively impacted by a system that is centered on examinations, relies on memorization, places a large academic demand on students, and does not place adequate emphasis on skill development. In addition, a significant number of students enter secondary school with inadequate fundamental skills in the areas of language and mathematics, which makes it challenging for them to deal with concepts that are more advanced. Students are even



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more apprehensive about their future educational and employment choices as a result of the absence of career guidance and counseling services from educational institutions.

In general, the research comes to the conclusion that the educational issues that are prevalent among secondary school students in India are complex and linked. These issues are a reflection of larger socioeconomic disparities and restrictions that are inherent to the system. It is necessary to implement comprehensive reforms in order to address these difficulties. These changes should include the improvement of infrastructure, the training of teachers, learner-centered pedagogy, the incorporation of vocational education, reinforced support systems, and inclusive policies that target underprivileged groups or communities. For the purpose of supporting fair development, lowering dropout rates, and equipping young people to effectively contribute to society and the national economy, it is vital to improve the quality of secondary education as well as the accessibility of this level of school.

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