



# Influence Of Adjustment Problems On Academic Achievement Of The Adolescents

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**Abstract :** Adolescence is the period of transition between childhood and adulthood. It is a time of new challenges and new opportunities. Adjustment implies a satisfactory adaptation to the demands of day-to-day life. Adolescents are confused and anxious regarding the biological, psychological and social challenges they have confronted. The present study is an attempt to study adjustment problems of adolescents and its impact on their academic achievement. It is a descriptive survey study comprising of 300 adolescents taken from High schools of Davangere district. Adolescent Problem Inventory was used to collect data. The marks secured by the students in the examination of previous semester / year were obtained from school records and they were considered as the academic achievement of the students. The mean, percentage, t-test and co-efficient of correlation were used to analyse the data and interpret the result. Results showed that adolescent boys and girls possess adjustment problems in various areas like family, school, social and personal. It was revealed that the adolescent boys and girls of High schools in Davangere district differ significantly on adjustment problems and in academic achievements. It was found that adjustment problems of the adolescents influence on their academic achievements.

**Key words:** Adolescent, Adjustment, Academic Achievement, Turbulent,

**Introduction:** In the era of advanced science and technology every individual needs a comfortable lifestyle. The life is divided into number of stages. This division of life span into discrete periods is for convenience rather than a logical procedure. At each stage there are problems that must be solved before the individual advances to next stage. Adolescence is the most important period in the life of an individual. Adolescence is a time of new challenges and opportunities. An individual with unlimited capacities and enthusiasm, turbulent and emotionally over confident but with strained differences is known to be an adolescent. Adolescence is a stage of turmoil and turbulence of stress and strain.

The term adolescence is derived from Latin word ‘adolescere’, which means ‘to grow up’ or ‘to grow to maturity’. It is the transitional period in a person’s life between childhood and adulthood. Adolescence is commonly defined as the stage of life that begins at the onset puberty to maturity. It has been regarded as a period of rapid change, both biologically and psychologically. “ Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.”

### **Significance of the Study**

Adolescence is a stage of turmoil and turbulence of stress and strain. It is a period of rapid changes. The physiological and social changes that takeplace during this stage create problems for the adolescents. Adolescents are faced with the problems of identity, adequate self concept and variety of roles. Indeed the country’s progress in various fields depends on the proper guidance and encouragement to adolescents. Hence, parents teachers and society should be aware of the knowledge of adolescent psychology. It is therefore, very much relevant to study the influence of adjustment problems on academic achievement of the adolescents.

### **Objectives**

- To identify the adjustment problems of the adolescent boys and girls
- To identify the adjustment problems of rural and urban adolescents
- To identify the adjustment problems of government and private secondary school students.
- To study the influence of adjustment problems on academic achievement of adolescents.

### **Hypotheses**

- There is no significant difference between adolescent boys and girls in their adjustment problems
- There is no significant difference between adolescents of rural and urban secondary schools in their adjustment problems.
- There is no significant difference between adolescents of government and private secondary schools in their adjustment problems.
- Adjustment problems of the adolescents do not have any influence on their academic achievement.

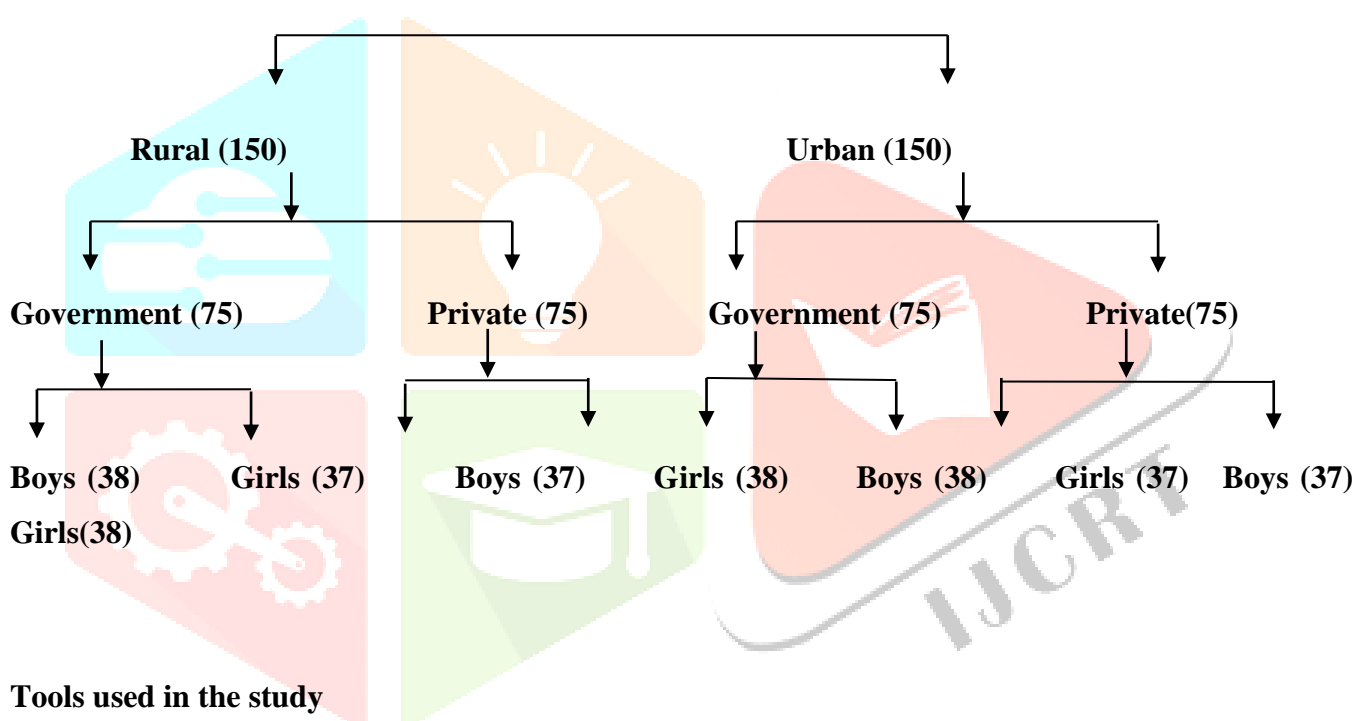
## Methodology

In the present study normative survey method was used. It is the only means through which opinion, attitude, suggestions for improvement of educational practical and instruction and other data can be obtained.

### Sample of the study

A sample of 300 adolescents ( boys 150 and girls 150 ) from government and private secondary schools of Davangere district of Karnataka were selected by using stratified random sampling technique.

**Fig : Distribution of the Sample**



### Tools used in the study

The Adjustment Inventory for School Students (AISS) developed by Sinha and Singh (2005) was used for data collection. The tool has 60 items with 20 items in each of the three areas of adjustment – emotional, social and educational. Responses are taken in ‘yes’ and ‘no’ for each item. For each response indicative of adjustment ‘0’ is given otherwise ‘1’ is given. While high scores on AISS indicate poor levels of adjustment. The minimum score on the AISS is ‘0’ while the maximum score is ‘60’. Average marks of the previous semester results was considered as academic achievement of adolescents.

### Variables

- **Independent** : Adjustment problems
- **Dependent** : Academic achievement
- **Moderate** : - Gender ( boys and girls )

- Locality ( rural and urban )
- Management ( government and private)

### Statistical techniques used

In this study descriptive statistics like mean and SD's were computed. Besides this t-test was employed to find out the significance of differences between the mean scores of the two groups. Co-efficient of correlation was used to find the relationship between adjustment problems and academic achievement.

### Delimitations of the study

- The present study was delimited to 300 adolescents
- The sample consists of both boys and girls who are pursuing IX standard representing the age between 14 to 18 years.
- Data were collected from government and private secondary schools of Davangere district.

### Analysis

Research data becomes meaningful only after being analysed and interpreted. The result of the study is presented under the following heading.

**Table -1 : Group difference between Adolescent Boys and Girls in their adjustment problems :**

Variable	Group	N	M	SD	t-value	Remarks
Gender	Boys	150	31.96	7.97	4.36	S
	Girls	150	36.24	9.09		

S – Significant

Table 1 shows the mean difference between adolescent boys and girls in their adjustment problems. The result presented in the above table shows that the calculated t-value 4.36 which is significant at 0.05 level. This reveals that there is significant difference between adolescent boys and girls with respect to their adjustment problems. The above table depicts that adolescent girls have more adjustment problems as compared to boys. Hence it can be stated that the hypothesis there is no significant difference between adolescent boys and girls in their adjustment problems is rejected. Adolescent girls exhibit more personal, emotional and social problems than their counter parts.

**Table - 2 : Group difference between Adolescents rural and urban secondary schools in their adjustment problems :**

Variable	Group	N	M	SD	t-value	Remarks
Locality	Rural	150	34.70	6.51	5.33	S
	Urban	150	39.98	10.36		

S – Significant

In the above table significant differences between mean scores of adolescents of rural and urban secondary schools have been found in their adjustment problems. The calculated t-value 5.33 which is significant at 0.05 level. It means there is significant difference between adolescents of rural and urban secondary schools in their adjustment problems. Hence it can be stated that the hypothesis ‘ there is no significant difference between adolescents of rural and urban secondary schools in their adjustment problems’ is rejected. The above table depicts that urban adolescents have more adjustment problems as compared to rural adolescents.

**Table - 3 : Group difference between Adolescent of government and private secondary schools in their adjustment problems :**

Variable	Group	N	M	SD	t-value	Remarks
Management	Government	150	33.84	11.85	0.64	N.S
	Private	150	32.96	11.75		

NS – Not Significant

From table 3 it can be seen that t-value 0.64 which is not significant at 0.05 level. This indicates that adolescents of government and private secondary schools do not differ significantly in their adjustment problems. On the basis of the above finding it can be stated that the hypothesis ‘ there is no significant difference between adolescents government and private secondary schools in their adjustment problem ’ can be accepted.

**Table – 4 : Academic Achievement of Adolescents**

Group	High	Moderate	Low
Boys	28%	60%	12%
Girls	13%	59%	29%
Rural	24%	65%	11%
Urban	14%	67%	19%
Government	19%	63%	18%
Private	20%	62%	18%

As seen in the above table the academic achievement of boys and rural secondary school adolescents is better than girls and urban secondary school adolescents. The academic achievement of government and private secondary school adolescents is not differ significantly.

**Table - 5 : Co-efficient of Correlation between Adjustment problems and Academic Achievement of Adolescents**

Variable	N	Co-efficient of Correlation	Remarks
Adjustment problems	300	0.89	S
Academic Achievement			

S – Significant

Table 5 shows an overview of co-efficient of correlation between adjustment problems and academic achievement of adolescents. The 'r' value 0.89 is found to be significant at 0.01 level of significance. This indicates that adjustment problems of the adolescents have more influence on their academic achievement. It reflects that academic achievement of adolescents who possess adjustment problems was low. Similarly academic achievement of adolescents who possess less adjustment problems was more. It can be concluded that there is a significant correlation between adjustment problems and academic achievement of adolescents.

## Findings of the study

- Adolescent boys and girls differ significantly in their adjustment problems.
- Adolescent of rural and urban secondary schools differ significantly in their adjustment problems.
- Adolescent of government and private secondary schools do not differ significantly in their adjustment problems.
- There is significant correlation between adjustment problems and academic achievement.
- Adjustment problems of adolescents has significant influence on their academic achievement.
- It was found that adolescents with low, moderate and high adjustment problems have exhibited high, moderate and low academic achievement respectively.

## Educational implications

- The study has important implications for parents, teachers, counsellors and for educational research.
- The study provides an insight into various problems being faced by the adolescent.
- A strong need is felt in terms of providing community based care to the adolescents in order to enhance their level of adjustment in various spheres of life.
- The teachers, parents, peers and adolescents are required to develop strong communication with one another.
- Curriculum, school policies and methodologies of teaching should be suitably designed to meet the requirements of adolescents.
- Curricular and co-curricular activities can be organized in the schools. Hence, it will improve the adjustment of students.
- Teachers are required to encourage adolescents, it will increase the adjustment and improves their academic achievement
- Parents should not impose undue control and restrictions on their adolescent children.
- Excessive control may lead to psychological problems and poor performance.

**Conclusion** Every individual from the time he or she steps out of the family and goes to school to make a long series of adjustment between the whole unique personality and the environment. The desire of each adolescent to become an individual person having a healthy and growing intellectual ability, and increased participation in social groups. The parents, teachers and significant members of the society need to encourage this desire. When our curriculum is attractive, dynamic and can nurture the hidden talent of adolescents thereby we can definitely improve the adjustment in turn their academic achievement in the desired directions.

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