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A STUDY ON EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENTS IN RELATION TO THEIR ACADEMIC CLIMATE

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ABSTRACT

The present study aims at finding the gender difference in educational adjustment problems of adolescents and whether there is a significant difference in educational adjustment problems of adolescents from good, average and poor academic climate. For this purpose, a sample of 200 adolescents (100 girls and 100 boys) was randomly selected from Patiala and Bathinda cities of Punjab. Academic climate description questionnaire (ACDQ) by M.L. Shah and Amita Shah (1988) and Adjustment inventory for school students (AISS) by A.K.P. Sinha and R.P. Singh (1998) were used as tools for data collection. Analysis of results suggested significant gender difference in educational adjustment problems of adolescents and adolescent boys face more educational adjustment problems than adolescent girls. Results show that educational adjustment problems of adolescents differ in relation to their good, average and poor academic climate. Adolescents perceiving academic climate to be good have significantly lower level of educational adjustment problems than those perceiving it to be poor.

KEYWORDS

academic climate, adolescents, educational adjustment problems.

INTRODUCTION

Education is as old as human race. Its period stretches from cradle to grave. It is a continuous and dynamic process. As Singh (2008) emphasized in Times of India that education after all is the strand that links one generation to another and maintains the continuity of the traditions of learning and knowledge that forms the very essence of human civilization. An individual learns to adjust and makes balance with his capabilities and need of environment with the help of education. Education satisfies the basic needs of the individual so that one can become an adjusted individual.

MEANING OF ADJUSTMENT

Adjustment is the balanced mutual satisfaction between needs and aspirations of an individual in life situations or it may be an interpersonal relationship between one's needs, expectations and his situations.

Arkoff (1968) stated that adjustment is the interaction between a person and his environment. Adjustment of an individual in a particular situation depends upon one's personal characteristics also. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment.

Aggarwal (1990) opined that adjustment is an inclusive term that means relationship between an individual and his environment through which his needs are satisfied in accordance with the social demands.

Dash (2005) stated that adjustment is an interaction between the environment and organic factors. Adjustment is our response to the environment, to stress, to pressures, to unplanned disasters and to the challenges of life. These responses may be physical or mental but keeps balance between individual and his environment. But adjustment goes just so far in explaining human behavior.

Adjustment involves the capacity to solve one's personal problem in a socially acceptable and constructive way. An adjusted person is able to handle the interpersonal relationships with insight and understanding. Adjustment, however doesn't mean freedom from problems, conflicts, frustrations or even from all personality deviations, rather, it means the ability to deal with life affectionately so as to satisfy one's needs in a constructive way.

MEANING OF ADJUSTMENT PROBLEMS

Adjustment problems are problems which one faces while adjusting in different aspects of life i.e. in home, in school, with peers, with siblings and in academic climate. According to psychological view, adjustment problems can result from our experiences, our pattern of learning or from our own vision for the outer world.

MEANING OF ADOLESCENCE

Adolescence is an important era in the individual's total life span. Adolescence refers to the period of physical and mental development and adjustments during the transitional period between childhood and adulthood. The transition involves biological, sociological and psychological changes. Taneja (1998) opined that the study of adolescence encompasses all individuals who are psychologically neither unambiguously children nor adults. An individual may be said to enter adolescence when he or she no longer views him/herself to a child.

EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENTS

Adolescents face many adjustment problems due to their school and home environment. Crow and Crow (1965) opined that a young person's school life was more or less divorced from his home life. Mental development of adolescents becomes critical and fault finder so they have adjustment problems regarding their mental competition. Sometimes school environment also adversely affects the adjustment of adolescents. Misra (2000) remarked that adjustment is connected with the behavior patterns by means of which the individual habitually satisfies his needs. In class educational adjustment problems may be due to unhealthy environment, lack of interest, lack of capability, lack of cooperativeness, lack of attention, low maturity level. Many times educational system doesn't meet the needs of individual so it is difficult for adolescents to adjust with such environment. Over crowded classes also creates adjustment problems in academic climate. Overloaded home work and undesirable study environment in school and home creates tension and conflict in the minds of adolescents. Lack of co-curricular activities due to over burden of study also causes adjustment problems. Adolescents face many adjustment problems in almost every aspect of life and in academic climate they face adjustment problems due to many reasons.

MEANING OF ACADEMIC CLIMATE

Academic climate is combination of different aspect of academic situations. It can be visualised as a concept incorporating (a) the motivation on the part of the student (b) encouragement and inspiration on the part of the teacher (c) inter-personal trust between authority and students (d) an atmosphere where in the hurdles become the part of motivating matrix. Different factors decide whether the academic climate is good, average or poor.

REVIEW OF RELATED LITERATURE

Mehta et al. (1996) studied the effect of achievement motivation, self confidence and assertiveness upon adjustment of higher secondary female students in emotional, social, educational, home, health areas and upon total adjustment. They found that there was no significant difference between girls having high and low achievement motivation, with regard to their level of adjustment in different areas. Secondly they found adjustment in all areas under study was positively affected by the self confidence.

Jain et al. (1998) compared school adjustment of adolescent girls and boys of employed and non-employed mothers. They concluded that there was a difference in total adjustment between boys and girls. The girls had better adjustment than boys. They further concluded that girls were more adjustable than boys in educational area of adjustment.

Kaur (1999) studied the adjustment problems of adolescents in relation to their academic achievement. She concluded that adolescents face adjustment problems and boys and girls differ slightly in their adjustment problems.

Chauhan et al. (2001) studied the extent and forms of academic dissatisfaction among college students. They concluded that male students were more dissatisfied with their academic environment than their female counterparts.

Singh (2003) studied the differences in intelligence and adjustment of learning disabled and normal 8th grade students. The results of the study revealed that the adjustment is not affected by whether he is learning disabled or normal student.

Jimerson et al. (2009) revealed that rejected children had significantly lower academic scores than popular children even when learning problems and age were controlled. Unlike children in developed societies, rejected children did not have significantly higher teacher ratings of sensitivity, delinquency and conduct problems.

Beran et al. (2009) examined the relationship between school achievement and peer harassment using individual and peer characteristics as mediating factors. When factors related to achievement and harassment was considered simultaneously, disruptive behavior problems and peer interactions were found to mediate the link between achievement and harassment. These results suggested that adolescents who were harassed by their peers were at risk of experiencing poor school achievement if they exhibit disruptive behavior problems and poor peer interactions.

RATIONALE OF THE PROBLEM

Adolescence is the most important period in the development of an individual's personality. The individual is expected to prepare for adulthood by replacing childish attitude and behavior with those of adult life.

Adolescents face many problems like-health problems, developmental problems, emotional disturbance, sexual problems and adjustment problems due to sudden physical changes in their body. Many adolescents face great adjustment problems in their academic climate with peers, teaching learning environment, in home with parents or siblings due to many reasons like shyness, less social development, aggressiveness. Sometimes due to unsuitable academic climate adolescents face many educational adjustment problems. So the findings of the study may help the parents, teachers and school administration to solve educational adjustment problems of adolescents, to understand them and their needs, to help them by providing suitable environment in school and help them for being well adjusted in their lives. It is for this reason, the investigator made up her mind to study adjustment problems of adolescents in relation to their academic climate.

STATEMENT OF THE PROBLEM

"A study on educational adjustment problems of adolescents in relation to their academic climate."

OBJECTIVES

1. To study the educational adjustment problems of adolescents.
2. To compare the educational adjustment problems of adolescent girls and adolescent boys.
3. To study the educational adjustment problems of adolescents in relation to their academic climate.

HYPOTHESES

1. There is no significant difference in educational adjustment problems of adolescent girls and adolescent boys.
2. There is no significant difference in educational adjustment problems of adolescents from good, average and poor academic climate.

DELIMITATION

1. The study was delimited to only educational aspect of adjustment problems of adolescents.
2. The sample was drawn from National High School, Senior Secondary Model School, Punjabi University, from Patiala district and Guru Nanak Dev Public Senior Secondary School, M.H.R. Senior Secondary School from Bathinda District.

RESEARCH METHODOLOGY

To collect the sample, Patiala and Bathinda cities were selected through random sampling. Two schools from Patiala city and two schools from Bathinda city were randomly selected. Again 200 adolescents were selected randomly from these four schools. Further sample was divided into two groups. First group consisted of 100 students from two schools of Bathinda city and second group consisted of 100 students from two schools of Patiala city. These two groups were further divided into two sub groups on the basis of gender. Each sub group comprised of 50 male students and 50 female students. Thus simple random sampling and stratified random sampling techniques were used to get the sample of the study. The distribution of the total sample is presented below:

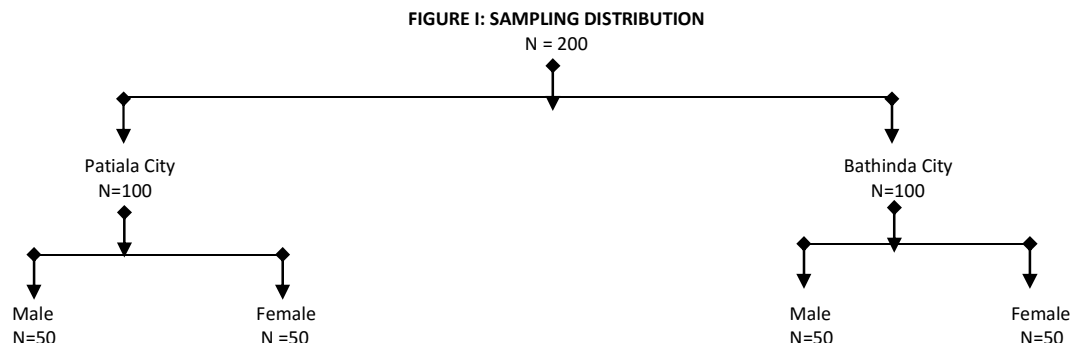


TABLE-I: SAMPLING DISTRIBUTION

Sr. No.	Name of School	Number of Adolescents
1	Senior Secondary Model School, Punjabi University, Patiala.	50
2	National High School, Patiala.	50
3	Guru Nanak Dev Public Senior Secondary School, Bathinda.	50
4	M.H.R. Senior Secondary School, Bathinda.	50

TOOLS USED

Following tools were used:

1. Academic Climate Description Questionnaire (ACDQ) by M.L. Shah and Amita Shah (1988)
2. Adjustment Inventory for School Students (AISS) by A.K.P. Sinha and R.P. Singh (1998)

ANALYSIS

Keeping in view the objectives of the study, the results pertaining to different variables have been presented in the following headings:

- Percentage of Educational Adjustment Problems of Adolescents
- Percentage of Educational Adjustment Problems of girls and boys
- Gender Difference in Educational Adjustment Problems of Adolescents
- Educational Adjustment Problems of Adolescents in Relation to Good, Average and Poor Academic Climate

▪ **PERCENTAGE OF EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENTS**

Percentage of adjustment problems in educational aspect of 200 adolescents is given in table II.

TABLE-II: PERCENTAGE OF EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENTS

Total Number of Adolescents	Educational Adjustment Problems
200	63.10%

Educational adjustment problems are 63.10%. This shows that adolescents face educational adjustment problems.

▪ **PERCENTAGE OF EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENT GIRLS AND ADOLESCENT BOYS**

Percentage of educational adjustment problems of 100 girls and 100 boys is shown in table III.

TABLE III: PERCENTAGE OF EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENT GIRLS AND ADOLESCENTS BOYS

Gender	Educational Adjustment Problems
Girls (100)	27.50%
Boys(100)	35.60%

As table III shows that educational adjustment problems in girls are 27.50% whereas educational adjustment problems of boys are 35.60%.

▪ **GENDER DIFFERENCE IN EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENTS**

The mean score of girls and boys in educational aspect of adjustment inventory along with their respective t-value is given in table IV.

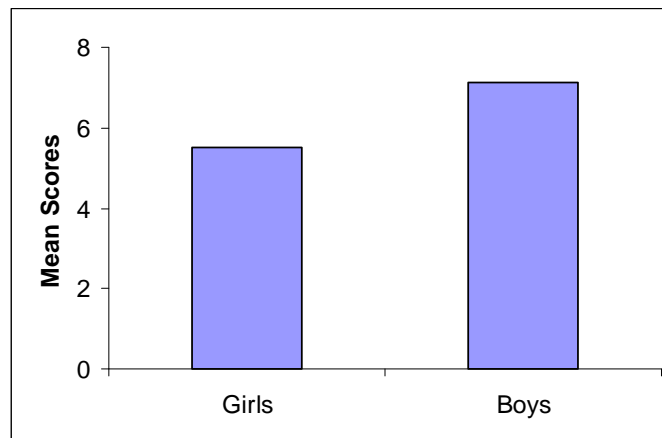
TABLE IV: GENDER DIFFERENCE IN EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENTS

Gender	N	Mean Score	SD	t-value
Girls	100	5.50	3.0512	3.321*
Boys	100	7.12	3.8059	

* p < 0.01

As table IV shows, mean score of girls is 5.50 whereas mean score of boys is 7.12. There is significant difference between mean values of boys and girls as t-value is 3.321 which are more than tabular value at 0.01 level. Hence it is significant at 0.01 level.

FIGURE II: GENDER DIFFERENCE IN EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENTS



It is clear from figure II mean score of boys (7.12) have significantly greater than mean score of girls (5.50).

Hypothesis 1 states that there is no significant difference in educational adjustment problems of boys and girls but our calculated value (t=3.321) is greater than the tabular value at 0.01 level. Hence hypothesis 1 stands rejected. Reason may be generally boys are not so hard working towards their studies and have carefree attitude than girls.

Jain et al. (1998) and Chauhan et al. (2001) lend support to this result of present study. As Jain et al. (1998) found gender difference regarding educational adjustment problems. Also according to Chauhan et al. (2001) there is gender difference in academic dissatisfaction among adolescents.

▪ **EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENTS IN RELATION TO GOOD, AVERAGE AND POOR ACADEMIC CLIMATE**

Academic climate was categorized into three parts i.e. good, average and poor on the basis of value of Q₁ and Q₃. Students having score below Q₁ in academic climate questionnaire perceive poor academic climate, students having score between Q₁ and Q₃ perceive average academic climate and students having score above Q₃ perceive good academic climate.

Effect of academic climate of adolescents on their educational adjustment problems has been found out by analysis of variance (ANOVA).

TABLE V: SUMMARY OF ANOVA: EDUCATIONAL ADJUSTMENT PROBLEMS OF ADOLESCENTS IN RELATION TO GOOD, AVERAGE & POOR ACADEMIC CLIMATE

Group	Sum of Squares (SS)	df	Mean Square (MS)	F-value
Between	671.961	5	134.39	14.026*
Within	1858.818	194	9.58	

* p < 0.01

As it is revealed from table V, sum of squares between groups is 671.961 (df, 5) and sum of squares within groups is 1858.818 (df, 194). So there exists significant differences in educational adjustment problems of adolescents in relation to good, average and poor academic climate as F-value is 14.026 which is more than the tabular value at 0.01 level. Hence it is significant at 0.01 level.

Hypothesis 2 states that there is no significant difference in educational adjustment problems of adolescents from good, average and poor academic climate but our calculated value (F= 14.026) is greater than the tabular value at 0.01 level. Hence hypothesis 2 stands rejected. Adolescents perceiving academic climate to be good have significantly lower level of educational adjustment problems than those perceiving it to be poor as mean score of good academic climate vs. poor academic climate are (5.148: 9.32). Reason may be in good academic climate peers support, material and non-material facilities leads to decline of educational adjustment problems of adolescents rather than average and poor academic climate.

Jimerson et al. (2009) and Beran et al. (2009) lend support to the result as Jimerson et al. (2009) revealed that there is significant difference in academic scores of different groups of children. Also Beran et al. (2009) found that adolescents who are harassed by their peers are at the risk of experiencing poor school achievements.

CONCLUSIONS

Results of the study may be concluded as under:

- Adolescents face educational adjustment problems.
- Adolescent boys and adolescent girls differ in their educational adjustment problems.
- Adolescent boys face more educational adjustment problems than adolescent girls.
- Educational adjustment problems of adolescents differ in relation to their good, average and poor academic climate.
- Adolescents perceiving academic climate to be good have significantly lower level of educational adjustment problems than those perceiving it to be poor.

EDUCATIONAL IMPLICATIONS

- The identification of educational adjustment problems of adolescents in relation to their academic climate will help the teacher to guide students for their better adjustment.
- The study will help the teacher to understand the psychology and adjustment problems of students.
- The identification of educational adjustment problems of adolescents will help the teacher to guide parents so that they can better understand their children.
- Findings of the study may help the policy planners in different areas.
- There should be more emphasis on student's activities to provide the good academic climate to the students.
- Teacher should make use of various tactics, methods, life situations, teaching techniques to make students' better adjustment.
- Teacher should make the students self-learned, which improves the learning habits, asking questions in class, discussions with friends and parents and help them in attaining their aim of life and solve various adjustment problems.
- Findings of the study may guide the school management to provide better resources for good academic climate.

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