

An Impact on Scholastic Adjustment of Adolescents in Changing Social Environment

* Purnima Pandey

** Dr. Parbhat Kumar

* Faculty of Education, Swami Vivekanand University, Sagar (M.P.) India

** Professor & Dean, Faculty of Management & Commerce, Swami Vivekanand Subharti University, Meerut (U.P.) India

Abstract

The future of India lies heavily on the contribution of adolescents since they are tomorrow's leaders, thinkers, scientists, engineers etc. Therefore, it is very important to identify the consequence of academic stress on the adjustment and scholastic achievement of adolescent students. It will not only help the educational administration and thinkers to come up with the best strategies but also enable the adolescent students to cope up with these stresses while perusing their academic career.

Keywords: Academic Stress, Educational Administration, Strategies, Academic Career

Introduction

The Concepts and Variables to examine the stress of the students have been operationally dependent on two variables:-

(A) Independent Variable

(B) Dependent Variable

A. Independent Variable

Concept of Adolescence

Adolescents constitute the source of all development in our country. Though the Indian society is traditionally rigid and attuned to adjust between rich heritage and the accelerated change in the modern India, it became difficult for the adolescent students for their adjustment to the changing India, with of course, stressful environment.

Adolescence, no doubt, is the most important period of human life. At the same time, it is the most critical period of an individual's life. Adolescence is the disturbed phase of development and the transitional period, which runs between childhood and adulthood. In other words, this period emerges from childhood and enters into adulthood through adolescence period. Biologically, adolescence is the age when puberty draws and chronologically, this is a span of life ranging from 12 to 19 years.

The term '**adolescence**' means '**to grow to maturity**'. The term adolescence has a broader meaning these days than it had in early years. The adolescent's task is not simply to interact with the external environment or with other individuals but also to develop his own potentialities. They try to expose their role in the world in which they live. It is a stage of new experiences, responsibilities and new relations with adults as well as peers, which influence his personality, his ability to emerge out of conflicting situations and his futuristic patterns of life. Psychologically adolescence is a marginal situation, which involves psychological disturbances and problems of adjustment. It differentiates the childhood behavior from adulthood behavior. The period of adolescence, in general, offers an individual a large variety of new experiences and at the same time usually finds him less prepared to meet challenges than at any other stage of his development. Adolescence-period has been called a period of stress and strain, storm and strife as all his capacities physiological as well as psychological are reaching at a peak. Hurlock (1976) states-

"Adolescence is both a way of life and span of time in the physical and psychological development of an individual."

It represents a period of growth and change in nearly all aspects of his physical, mental, social and emotional life. It is the time of new experiences, new responsibilities and new relationships with adults as well as peers.

Psychologically adolescence is a period of emotional disturbance and problems of adjustment. It is this stage of life when adolescents during their academic carrier, interact with peers with dominance and in turn starts suffering from academic stress and maladjustment. For this reason, adolescent period has been called by educational Psychologists as a period of stress and strain, storm and strife as all his capacities, physical and psychological, are reaching at optimum level. Emotionally Adolescent is like a child who is becoming volcano ready to erupt at the slightest provocation and at times like the disturbed sea taking everything in its stride.

B. Dependent Variables

Variable of Academic Achievement:

One of the important factors that determine a student's success in his career is the scholastic achievement. Once he gets good marks in his school examination, he is encouraged to work hard and learn more and more for future achievements. Achievement is the term, which denotes one's level of learning at the time of examination. In a wider sense, Academic achievement refers to one's educational growth, which means growth and development in all aspects, referring to physiological growth and academic development. According to Mehata (1980) achievement is the outcome of learning, as learning different subjects and conditioning different habits, the behavioral patterns of the student begin to change in the desired directions and In our educational system much stress is laid on the intellectual pursuits, so academic stress is laid on the school going students. The degree of success attained in educational system is measured largely by examination and tests and it has been demonstrated by many studies that students are under stress during examination.

The scholastic achievement is the most important goal of education. With the achievement in the field of science, education and culture the people have understood the importance of education and have become result oriented. In the process of educating young ones, the stress and focus have come to the measurement in school subjects as the teacher grades. Marks obtained are recorded as most valuable guide for classification and placement of student in different occupations at the time of employment. That is why special stress is being given to assessment and examination.

The test scores, marks or grades assigned to the pupils based on his performance in the achievement tests, determine his status with respect to attained skill or knowledge compared with other pupils and with the adopted standard of the school. Academic achievement is related to academic performance. Good (1974) defines academic achievement as the knowledge attained or skills developed in the school subjects usually through test scores or there after marks assigned by teacher or both.

Academic achievement plays a significant role in almost all aspects of human life, in shaping the career of an individual and planning for future education. It forms the basis of admission and promotion in a class. Achievement is generally used in the sense of –

“Ability to do, capacity to do or tendency to do”

(Monore & Engelhard, 1952).

However, a person's performance is conditioned by the circumstances and abilities both and mostly assessed by the standardized or teacher made Tests.

Summarization of Data

(A) Academic Achievement

(1) Table-I shows Frequency Distribution of raw scores on the academic achievement of the students of IX class. The raw scores were the marks, which were obtained by them in their VIII class examination. These marks are shown in the form of their academic achievement for males and females and for the combined sample in the form of Frequency Distribution.

Table No. I
Frequency Distribution of
Academic Achievement Scores

Class-Interval	Frequency (f) Boys	Frequency (f) Girls	Frequency Combined sample (fd2)
240 -269.9	45	38	83
270 -299.9	23	31	54
300 -329.9	59	77	136
330 -359.9	73	68	141
360 -389.9	46	26	72
390 -419.9	18	14	32
420 -449.9	17	21	38
450 -479.9	5	7	12
480 -509.9	14	18	32
510 -539.9	0	0	0
Total	$\Sigma N=300$	$\Sigma N=300$	600

The **achievement** scores of VIII class students as measured by their annual examination marks were tabulated in the form of Frequency distribution, as shown in the Table-1. The Distribution of the Frequency seems to follow a predicted direction in that the maximum frequencies are scattered around median, which may belong to the class intervals of 604-655 and 656-707. This inverted-U type of frequency distribution, although a bit skewed at higher class intervals, indicates that the scholastic achievement is fairly distributed among the students of the High schools.

Table No. 2
Frequency Distribution of
Academic Achievement Scores

Class-Interval	Frequency (f) Boys	Frequency (f) Girls	Frequency Combined sample (fd2)
240 -269.9	45	38	83
270 -299.9	23	31	54
300 -329.9	59	77	136
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390 -419.9	18	14	32
420 -449.9	17	21	38
450 -479.9	5	7	12
480 -509.9	14	18	32
510 -539.9	0	0	0
Total	$\sum N=300$	$\sum N=300$	600

Mean = 346.25 342.10

S.D. = 64.7 65.80

t-Test Value between boys & girls = 0.78 with df= 598.

t-Test value is Non-Significant.

Table 3
Frequency Distribution of Adjustment
(Combined Score)

Class-Interval	Frequency
35-43	1
44-52	5
53-61	17
62-70	47
71-79	58
80-88	74
89-97	55
98-106	26
107-115	16
116-124	1
Total	300

Following the above facts, it can be assumed safely but with precaution that adolescents of today are seeking shelter from the problem of adjustment with his physical, emotional and social environment and the shelter can be provided to them by the educationists.