

CHAPTER – VI

SUMMARY AND CONCLUSION

Throughout the life individual has to make continuously one or the other adjustment towards changed living conditions. Changes in the body or mind, changes in the stages of life, changes in the temperature or cold around, changes in the school, home, place of occupation family, marital status, etc., are some of the life situations where adjustment is necessitated. In a way changes and adjustments are continuous and everlasting all through life from conception to death. Therefore, it is rightly said that whole life is chain of various adjustment and readjustments to the changes in the individual and the environment. Adjustment can be defined as an effort by the individual to strike a balance between his/her needs, demands, wants, aspirations possibilities and the environmental facilities or scarcities. The adjustment in essence is the right matching between the demands and supplies in a sense.

Adjustment becomes very demanding and complex when the changes are rapid and also intensive as in the case of adolescents. During adolescence, one finds a storm of psycho social developments with greater intensity. Due to these, adolescents are stressed up and completely strained out. The individual and social expectations about the adolescents are very high. During adolescence he or she, along with the physical changes has to undergo psychological, emotional, volitional, orientational reframing which is rather difficult and demanding on the adolescents. Given the rapid changes in social ethos and psychological make up for adolescents it

is always difficult to adjust. The long held prejudices against adolescents by the elders complicate the situation further. But, psychologists have to help the adolescents to adjust and achieve the best in various areas of life such as home, society, school, health and others. This is possible only when the psychologist understands the latest changes and developments in relation to adolescents coming from various socio-economic backgrounds.

Since adolescence is highly stressful period it will be worthwhile to get to know the influence of stress on the adjustment of adolescents. It is also possible that stress would affect the students well being academic attainment which reflects in the performance of examination.

There is no gain saying the fact that in the human resources development and stress management programmes of adolescents belonging to various categories of society the findings of this study would be highly relevant. Therefore, this study on the impact of deprivation and stress on the areas wise and overall adjustment and academic achievement of adolescents is undertaken.

The term “adolescence” is derived from the Latin verb “adolescere”, meaning to grow into maturity. Thus, it is “a process rather than a time period, a process of achieving the attitudes and beliefs needed for effective participation in society” (Rogers, 1977). It may be interpreted as a period in physical development, as a cultural phenomenon, as a chronological age span, as a transition period, or even abstractly as an attitude toward life. Thus, adolescence is a period for

consolidating coping styles or characteristic ways of solving problems. Also during adolescence young people make the decisions that set patterns for the years that follow in work, loving relationship friendship experience, religious involvement and academic orientation. The real problems of the adolescent lie in the area of social, emotional, moral and economic maturity. During the period when the adolescent is becoming aware of and beginning to react to these demands, he/she is undergoing physical changes that weaken his sense of continuous identify.

Deprivation refers to certain deficiencies in the environment which are not only there but are also felt as such by the individuals. It relates to certain features of the environment that are absent or inadequate in certain degree which cause an impact on the functioning of the individuals. Social scientists are greatly concerned about the impact of socio-cultural and economic deprivation on the overall development of the individual. Evidently, poverty is one of the components of deprivation. The essence of poverty is inequality. The poor are deprived in comparison with the rich and affluent limited opportunities are provided for their growth and development. This makes them dissatisfied and frustrated.

Stress is a part of our everyday life. The modern world, which is said to be a world of achievement, is also a world of stress. Stress is an unavoidable consequence of life, without stress there is no life. Distress can cause stress related diseases. There is eustress that promotes wellness and lead to positive growth. Stress comes from various sources and has become so pervasive that it seems to permeate everything

particular kind of state of organism resulting from some interaction between him and the environment. According to Selye (1936) any external event or any internal drive that threatens to upset the organismic equilibrium is stress. Stress is experienced as a restriction of our existence.

Walter B. Cannon (1932) studied the effects of stress on human being in terms of the well known fight or flight syndrome. He observed that individual experiencing lack of oxygen or excitement tended to show increased levels of adrenaline secretion. He described such people as being under stress.

Stress is a product of interaction between organism and psychological and socio – cultural environment. It involves circumstances and experiences that are perceived as threatening. Stress is a common everyday event and even seemingly minor stresses or hassles can be problematic.

There can be innumerable stress factors since different individuals react differently to the same stress conditions. Extreme stress situations for an individual may prove to be mild for another, for yet another person the situations might not be stressful at all. Stress is often termed as twentieth century syndrome, born out of man's race towards modern progress and its ensuing complexities. For that matter, causes such as a simple flight delay to managing a teenage child at home can put you under stress.

Adolescence period can be considered as 'confusing time'. In this period the individuals are no longer viewed as children but, nonetheless, are considered to be too immature to be treated as adult. The reversals from childhood to adolescence and from adolescence to adulthood have both considered developmental transitions. Individual tends to become more vulnerable during periods of biological, social and psychological transitions.

The concept of adjustment is used to denote the personality of the individual. It is also used to refer to one's behaviour psychological condition (normal or abnormal) sociability etc. This epithet is also used to describe the quality and success of life. However, the concept of adjustment as a research variable needs to be explored.

The concept of 'adaptation' which is the key term of Darwin's theory of evolution was borrowed and renamed as "adjustment" by psychologist. Though the concept of adjustment was in usage for along time to explain certain processes referring to human behaviour. The scientific study of adjustment started only in the twentieth century.

The word adjustment came into popular use in psychology during the 1930's and was given strong endorsement by Shaffers and Shoben (1936) classical book "The psychology of adjustment". He stressed upon biological adaptation of the organism to its environment as adjustment. The term as used by Shaffers and Shoben

(1936) was subjected to considerable criticism particularly with reference to its emphasis upon the mechanical adaptation of human being to the demands of the environment. Psychologists from Gestalt and Psychoanalytical schools pointed out that man not only adapts to his environment but through the use of his intelligence and imagination changes his environment to meet his needs more effectively. William Coe (1972) states that adjustment is a process by which an individual applies his resources to fulfill his personal needs while at the same time maintaining harmony with his environment.

The major objective of the present study has been to assess the impact of deprivation and stress on adjustment and academic achievement of adolescents. The students studying at various colleges of Gulbarga were selected on whom the tests of deprivation, stress and adjustment inventory were administered. The marks obtained by selected students in their immediate past examination were obtained.

Deprivation and stress are regarded as independent variables and adjustment and academic achievement are considered as dependent variables. Academic achievement was the marks obtained by students in their immediate past examinations. The data collected were subjected to statistical analysis.

The results revealed that deprivation has an effect on adjustment and academic achievement of the adolescents. The stress (both academic and

achievement) has exerted its influence on adjustment and academic performance of the students.

The conclusions of the study are presented here.

CONCLUSIONS:

The following are the conclusions:

1. There is a significant difference in the adjustment between high and low deprived students: low deprived students have significantly higher adjustment in home, health and total adjustment than their counterparts.
2. Achievement stress has produced significant differences in the areas of adjustment: students with lower stress exhibited higher adjustment than their counterparts.
3. The adjustment of high academic stress is significantly lower than that of low academic stress.
4. There are significant gender differences in adjustment: Females are better adjusted than males.
5. Deprivation has produced significant differences in academic achievement: Academic achievement of low deprived group is higher than the higher deprived group.
6. The academic achievement of low achievement stress group is higher than that of high achievement stress group.

7. There is a significant difference in academic achievement between high and low academic stress groups: Low stress group students scored significantly higher scores.
8. There is significant sex differences in academic achievement: Females scored significantly high.
9. The home adjustment of the students is significantly independently influenced by the factors of deprivation and stress.
10. There is a significant effect of deprivation, achievement as well as academic stress on health area of adjustment.
11. There is a significant effect of deprivation, achievement as well as academic stress on social area of adjustment.
12. There is a significant effect of deprivation, achievement as well as academic stress on emotional area of adjustment.
13. The overall adjustment of students is greatly influenced by all independent factors like deprivation, stress and gender.
14. There is a significant effect of deprivation and stress on academic achievement of students.
15. There is a significant impact of gender on adjustment as well as academic achievement of adolescents.
16. The variables like deprivation, stress and gender have an interaction effect on adjustment and academic achievement.
17. There is a significant correlation between all the independent variables and dependent variables in the study.

SUGGESTIONS, LIMITATIONS AND RECOMMENDATIONS:

1. The study has not covered wider area. The other relevant concepts like anxiety, temperament levels, etc., are not included which may have some bearing on the adjustment as well as academic achievement of students.
2. The size of the sample would have been increased. The larger sample is always better for arriving to sound conclusions.
3. The study highlights on different areas of adjustment and lacunae therein, that can be used for strengthening the gaps.
4. The study shows the significant correlates of academic achievement of students which can be used in improving the academics of pupils of this area.
5. The study can be extended including other important academic variables of student's sample.
6. An experimental study could be carried out to find out the impact of guidance and stress management program on deprived, stressed, low achieving student group.