CHAPTER-V

Findings discussion implications suggestions
for future research and Conclusion
CHAPTER-V

5. Findings, discussion, implications, suggestions for future research and Conclusion

The findings of the study are given in the following sub-headings-

- Institution related problems
- Psychological problems
- Social problems
- Adjustment levels of students in relation to academic progress
- Family impact and academic achievement
- Adjustment and academic achievement

5.1. Institution related problems:

5.1.a. Students at +2 stage encounters many institution related problems, of which highly identified problems are 'worry about examination', 'favoritism of teacher', 'fear of success not coming upto the parental expectation', 'worry for future occupation', 'lack of decisiveness', 'lack of concentration', 'fear of failure', 'disturb by opposite sex', 'hesitation before brilliant students', 'joining a wrong
course for lack of guidance', 'adjustment difficulty with class-mate', 'illness during examination', 'subjects are not of own choice' and 'inability to follow lesson'.

5.1.b. Students identified some problems, which are specifically related to 'teacher'. These are- 'favoritism of teacher', 'teacher dominance', 'teacher aggression', 'no encouragement from teacher' and 'no understanding with teacher'.

5.1.c. There are some problems which are related to peer group, such as- 'hesitation before brilliant students', 'disturb by opposite sex', 'adjustment difficulty with class-mate', class-miss for peer', 'lack of intimate friend' and 'like to tease other'.

5.1.d. Though negligible in the importance of study, students reported two problems related to management of educational institution; these are- 'unsuitable class-room' and 'dislike school/college'.

5.1.e. Percentage of students having problems nearly equal in both the groups; i.e. students studying in Higher Secondary School and students studying in Degree College.

5.2. Psychological problems:

5.2.a. Students at +2 stage encounter a good number of psychological
problems. Some of the highly reported psychological problems are— "worry for teacher scolding", 'jealousy to those who are appreciated by teacher', 'get immediately angry', 'leaving school before time', 'dissatisfaction with school', 'sad and distress in school', 'afraid of meeting the senior students', 'feeling of negligence from teacher' and 'afraid of something in school'.

5.2.b. Problems of 'jealousy to those who are appreciated by teacher' is more among the students of Degree College.

5.2.c. Percentage of students having the problem of 'leaving school/college before time' is less among the students of Higher Secondary School.

5.2.d. The students of Higher Secondary School are more 'dissatisfied with their school' in comparison to the students of Degree College.

5.2.e. Percentage of students having psychological problem is more among the students of Degree Colleges than the students of Higher Secondary School.

5.3 Social problems:

5.3.a. The study revealed the social problems faced by the students
at +2 stage. These are – 'hesitation in asking question', 'avoid school sports', 'like to be alone', 'complexities before teacher', 'feeling as if no friend', 'unable to make friend', 'shyness before seniors' and 'do not take part in school assembly'.

5.3.b. Problem of 'hesitation in asking question' is a highly reported problem of students of both groups.

5.3.c. Problem of 'avoid school sports' is more among the students of Higher Secondary School than the students of Degree College.

5.3.d. The problem of 'feeling as if no friend' is more among the students of Degree Colleges.

5.3.e. Percentage of students having social problems is higher among the students of Degree College in comparison to the students of Higher Secondary School.

5.4. Levels of adjustment in relation to academic progress.

5.4.a. The academic achievement of students is not enthusiastic. A high percentage (47.25) of students is found showing deterioration
and a very low percentage of students shows improvement in their academic achievement.

5.4.b. In comparison to the Higher Secondary First Year Examination, the achievement of students was better in their Higher Secondary School Leaving Certificate Examination.

5.4.c. The achievement of student in Higher Secondary School Leaving Certificate Examination found lower in comparison to their High School Leaving Certificate Examination.

5.4.d. Percentage of First Division is high among the students of Degree College.

5.4.e. Percentage of students achieving ‘D’ grade/Fail is low among the students of Higher Secondary Schools.

5.4.f. Students belong to the category of ‘academic consistency’ are better adjusted than the students belongs to ‘academic fluctuation’.

5.4.g. Students under the category of ‘academic deterioration’ are less adjusted than the students of ‘academic improvement’ category.

5.4.h. The levels of adjustment of the students belongs to the ‘category of consistency’ is of mainly ‘average’.
5.4.i. Students of 'academic improvement' category are mostly found in 'average' level of adjustment.

5.4.j. Students belong to the category of 'academic deterioration' are mainly found in 'average' and 'unsatisfactory' level of adjustment.

5.4.k. Students belongs to the category of 'academic fluctuation' have shown mostly 'average' and 'unsatisfactory' level of adjustment.

5.5. **Family impact and academic achievement:**

5.5.a. Students coming from urban joint family were found better in academic achievement than the students coming from rural joint family.

5.5.b. Students coming from urban nuclear family were found better in academic achievement than the students coming from rural nuclear family.

5.5.c. In general, urban students were found better in academic achievement in comparison to rural students.

5.5.d. The students coming from nuclear family were found better in academic achievement than the students coming from joint family.
5.5.e. There is no significant difference in academic achievement of students belongs to high-income group and middle-income group.

5.5.f. Significant difference was found in academic achievement of students belongs to high-income family and low income family, and middle income family and low-income family.

5.6. Adjustment and academic achievement:

5.6.a In respect of emotional adjustment Higher Secondary school’s male students were found less adjusted.

5.6.b. In respect of social adjustment Degree College’s male students were found better adjusted.

5.6.c. In respect of educational adjustment no significant difference were found between the Higher Secondary School’s male students and Degree College’s male students.

5.6.d. There is no significant difference between the male students of Higher Secondary Schools and Degree Colleges in respect of their general adjustment.

5.6.e. The Higher Secondary School’s female students and Degree College’s female students do not differ significantly in the area of emotional, social, educational and total (overall) adjustment.
5.6.f. With regard to the management, students of Higher Secondary Schools and Degree Colleges did not differ much in adjustment.

5.6.g. There is no significant difference in adjustment between the students of Higher Secondary School and Degree Colleges in relation to their sex.

5.6.h. In the level of adjustment, Higher Secondary School’s male students and Degree College’s male students were differ significantly only in the area of social adjustment. In other areas, their level of adjustment were almost similar.

5.6.i. The female students of Higher Secondary Schools and Degree Colleges differ significantly in the level of adjustment, only in the area of emotional adjustment.

5.6.j. There is no significant differences in the level of adjustment, between Higher Secondary School’s students and Degree College’s student in the area of total (overall) adjustment. But the significant differences were found in the area of emotional, social and educational adjustment.

5.6.k. Emotional adjustment and academic achievement are not correlated significantly.
5.6.1. Significant correlation exists between social adjustment and academic achievement.

5.6.m. There is significant correlation between educational adjustment and academic achievement.

5.6.n. Significant correlation is found between total (overall) adjustment and academic achievement.

5.7 A General discussion of the findings:

It is apparent from the study that in a school or college situation most students meet problems in some area of school or college life. The main problems center around the selection of courses, lack of guidance in selecting courses, teacher’s attitude and the attainment of good adjustment and there are many other problems which appear from time to time.

In this study most of the students reported that the subjects taken by them were not of their own choice. It may be due to the fact that authoritarian parents did not allow freedom to their wards in selection of courses. Also, today’s educated parents are more career conscious and hence they may compel their children to select the courses of study according to their choice only. Fear of failure
is another problem generally faced by students. This problem may arise when great pressure, for marks, comes either from parents or from teachers; as on the success of this stage students’ selection of future vocation depends to a large extent. Therefore, parents and teachers should alter this attitude. Another problem reported by the students was ‘joining a wrong course’. The students expressed that due to lack of proper guidance they have taken such a course of study, which was not suitable to their requirements. It is true that at entrance to this stage many young students do not have realistic information about the future work they want to do, and they need help in developing an informed and matured evolution of their own capacities and prospect. Thus this point indicates the need and importance of guidance services. Most of the students spoke vehemently about the teacher’s favoritism. The special attention of a teacher towards a particular student makes other uncomfortable. They feel neglected as well as they feel jealousy to those who are appreciated by the teacher. It was expressed by most of the students that the teachers are indifferent to their needs and capacities. They have no understanding with their teacher. They felt worried because of teacher’s dominance and teacher’s scolding behaviour. It is a fact that teacher’s warmth behaviour is a stimulating factor in the learning
situation. Lack of this warmth no one in the class-room get much learning done. Of-course, it is also true that today due to over-crowded class-room teachers are not in a position to understand the psychological state of each student. Students also expressed their dissatisfaction towards their learning situation. Some students complained that their class-rooms were not suitable, classes were boring for which they leave school before time. Though these problems are not significant, but alarming.

The study also revealed some significant problems such as, excessive shyness, lack of self-confidence, preference for remaining alone, feeling as if no friend, feeling disturbance by the members of opposite sex, refusal to take part in sports, hesitation to speak before a group or brilliant student etc. which indicates social inadequacy of student. Hesitation in asking question in the class, complexities before teachers are common social problems of the students. A good number of students express their inability to concentrate, inability to follow lesson, fear in school/college and inattentiveness in class, which may be the outer reflection of their mental disturbances. It may be said that no student is free from problems at this stage. Each student has average number of problems, which may be either psychological or social.
Another remarkable fact revealed by the study was that the parent’s monthly income affects the academic achievement of students. In the study, significant mean differences were found between the students of high and low-income group and middle and low-income group; but the mean difference between the students of high and middle-income group was not found as significant. This situation might have occurred due to the sincerity of the students of middle-income group towards learning or due to the competition with the students of high-income group for removing their inferiority complexes. Students coming from low-income family may have a poor parental environment owing to lack of money and they have to face serious problem in continuing their education. On the other hand, parents of high-income families are able to provide stimulating environment for furthering their children’s academic progress.

The study also revealed that locality has an affect upon the student’s performance. It was found that the students of urban locality achieved well in comparison to their rural counterparts. In urban areas all kinds of facilities such as good academic environment in the home and school, educated and conscious parent, plenty of supply of reading materials, guidance centres etc. are available which may enable
a student to improve him academically. In contrary, most of the students of rural areas usually lack all these facilities.

Another fact come out from the study was that the students belonging to nuclear families achieved well than the students belonging to joint families. The reason behind this may be that in nuclear families, prime importance is given on the children’s education, whereas in joint families the matter of education do not get such importance.

One significant result revealed by the study was that most of the students deteriorated in their Higher Secondary First year examination. This is due to the fact that students may not be able to adjust himself normally in the new situation of higher secondary level, which may interfere with their academic works and may lead to poor performance. In case of Higher Secondary School Leaving Examination also they have shown lower performance in comparison to their High School Leaving Certificate Examination’s performance. Another significant point of the study was that the student’s of Degree Colleges achieved better in their examinations on comparison to the students of higher Secondary Schools. The reason behind this may be that the students of Degree colleges get better facilities of library, laboratory and more experienced teaching staff.
Both the students of Higher Secondary Schools and Degree College were found to be similar in their adjustment. However, the study indicated having more emotional and social problems in case of the male students of higher Secondary Schools. Of-course, no differences is found in adjustment between the students with regard to their sex and management of institution.

The study also revealed significant relationship between adjustment and academic achievement of students. It can be said therefore, that a student can not achieve well without proper adjustment. Adjustment in home environment as well as in educational environment helps a student to progress well in his academic activities.

During the interview with the teachers and Heads of the sample institutions, regarding student’s problem it was revealed that noticeable students had some problems; but these problems were not incurable. Student’s inattentiveness to the lesson in the class, lack of interest what is going to teach, irregular attendance, no much respect towards teacher were some of the common problems disclosed through the interviews. It was also revealed during investigation that majority of Higher Secondary Schools had
no good library or laboratory. The condition of other physical resources, such as common room for students, facilities for extra-curricular activities were also not satisfactory according to the information of interviewed teachers.

In fact, as it was discussed above student's problems were not unitary. These are interrelated to the behaviour of parents, teachers and authority of institution and to a great extent it is related to the academic atmosphere provided to them.

5.8 Educational Implications of the study:

The study has brought certain important factors, which have bearing on educational implications and require a programme of action.

The study indicated a variety of problems crop up in the minds of adolescents' students of Higher Secondary level. This calls for an effective counseling programme so that it can help in reducing students' problems and promotes self-understanding. Counseling can improve understanding and insight of the students and help in planning their future more meaningful.
Majority of students indicated the wrong selection of subjects/courses. Parents are also reluctant to help their wards in selecting courses. As a result students can not adjust with the courses, which ultimately lowers their academic achievement. The guardians must take steps so that the subjects are taken rightly. This could be done by consulting teachers and experienced persons.

It is observed that majority of the students were suffers in fear of failure. They feared that their result may be disappointing to their anxious parents and expectant teachers. Parents’ high expectation implies an adverse affect on students’ academic performance. It is therefore suggested that parent should first understand the psychological characteristics of their children and then should decide about the education or future occupation of their children.

Worry about examination is one prominent factor of low academic achievement, which necessitates immediate recovery from it by the student community. The Human Resource Development Ministry of Government in collaboration with the National Council of Educational Research and Training should take some remedial measures
in this regard. Eminent educationists and psychologists should be encouraged in finding out some realistic solutions in this matter.

Worry for future occupation is another factor which affects the academic achievement of students. All kinds of information regarding future occupation other than Government services should be given. Guidance and counseling services should be arranged for student by the school authority.

Teacher’s behaviour such as favoratism, aggression, dominance etc. exerts serious influence in the learning climate of the class-room. Students satisfaction with the teacher and the students’ academic performance are the two closely related factors. Therefore, the need is felt that a wrong teacher should be replaced by a democratic and sympathetic teacher for the greater interest of the student community. It should be the duty of teacher to accept each student as he is with all his strength and weaknesses. This situation demands the use of psychological tests in the academic atmosphere. Government should take the responsibility to train the teacher in constructing and administering the psychological test for understanding of individual student, through the inservice training of teacher.
The study indicated low economic condition responsible for low academic achievement of students. Differences in academic achievement is prominent between the students belonging to high-income and low-income family. It is therefore felt necessary to make arrangements by the school/ college authority for free supply of books and free coaching or tutoring in order to help the poor students. Differences between rural and urban students are also apparent from the result of the study. The reduction of this disparity is utmost necessity for a developing country. Therefore, special emphasis should be given on the removal of disparities and to equalise educational opportunity.

The study also revealed the social inadequacy of students to a high degree. The need is felt therefore, for organisation of varied types of functions and extra-curricular programmes, which will provide excellent opportunities for making students socially adjusted. In an educational environment a teacher is regarded as a parent-teacher substitute. Therefore, it is expected that most of students’ problems can be tackled by the teachers if they are given a little training on the fundamentals of technique of guidance. If a teacher keeps in mind the students problems he will be able to contribute to their solution through his procedures and assignments.
The progress of a country depends on the maximum exploitation of its human resources. In this context it is of great significance to note that a major part of a country's population ranges between the ages 12 to 18 years. The country's success, therefore, in various fields of life depends to a large extent on the proper education, guidance and training of adolescent students. Every teacher and parent must know about the nature and problems that emerge in their transitional period from school life to university life. By understanding the needs and problems of the adolescents, the parents and the teacher can make efforts to provide a suitable environment for the development of the adolescent students. Appropriate curriculum, school policies and methodologies of teaching should be suitably designed so as to meet the many sided requirements of students of this level.

5.9. Suggestions for future research:

Keeping in view the findings of this study, some suggestions are made for future researchers—

1. The problem should be studied through better-designed experiments, using sophisticated plans of experiments. In this study, data were analysed with the help of 't' test but later researches can
be carried out by using factorial design in which an account of the interaction effects of several variables can be studied. This will lead to more meaningful and conclusive findings.

2. In this study adjustment of students is measured by students themselves. It may be more effective, if it is measured by parent’s and teacher’s ratings because parents and teachers are the best preceptors for children’s behaviour in home and school.

3. The role of parent and other family members can be considered separately in terms of adjustment, in further research.

4. It would be more important and influential if some other family variables, such as parents’ education, Parents’ occupation, family relationship, birth order, family support and some school variables, such as teacher interaction, peer interaction are taken into consideration for study.

5. Various other factors such as type of school—viz. Boys’ school, girls’ school; type of management—viz. Government aided, private; stream—viz. Arts, science, commerce; type of students—viz. Hosteller-day-schooler can also be considered to arrive at a more conclusive findings.
5.10. Conclusion:

The following conclusions can be drawn from the preceding discussion:

1) Students studying at +2 level have varieties of problems related to their institutions.

2) Percentage of students having psychological problem is high among the students studying in Degree College.

3) Percentage of students having social problem is less among the students studying in Higher Secondary School.

4) Percentage of students showing deterioration in academic achievement is very high than the percentage of student showing improvement.

5) In comparison to the achievement in High School Leaving Certificate Examination the achievement of students in Higher Secondary School Leaving Certificate Examination is not better.

6) Students found ‘deteriorated’ in academic achievement also found in ‘average’ and ‘unsatisfactory’ level in their adjustment.
7) Students belonging to the nuclear family are better in academic achievement than those belonging to the joint family.

8) Urban students are better in academic achievement than those of the rural students.

9) Students belonging to Higher Secondary School and Degree College are almost equal in their general adjustment and in their level of adjustment.

To conclude, majority of students studying in Degree College has psychological and social problems, in comparison to the students studying in Higher Secondary Schools. The present study has however, limited focus. A similar study needs to be carried out covering some other relevant variables. In spite of certain limitation of the present study, it may prove a guideline for future research to be conducted in this area from the psychological angle.