CHAPTER-VI

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In this section an attempt is made to give a brief re-statement of the problem, a description of the procedures used and discussion of findings and conclusions of the study.

The present study entitled 'A Study of Psycho-social problems encountered by students at +2 stage and its impact on their academic achievement" has been undertaken to examine the effect of psycho-social adjustment problems on the academic achievement of students.

objectives:

1. To identify institution related problems of the students at +2 stage in the context of

   (a) teacher

   (b) Peer group
2. To find out the Psychological problems of students at + 2 stage under different management, i.e.
   (a) Higher Secondary School
   (b) Degree College.

3. To find out the social problems of students at + 2 stage under different management, i.e.
   (a) Higher Secondary School
   (b) Degree College.

4. To find out the adjustment level of Higher Secondary students in relation to their-
   (a) academic consistency
   (b) academic improvement
   (c) academic deterioration
   (d) academic fluctuation.

5. To Study the impact of family and its location (rural / urban) on the academic achievement of students at + 2 stage.

6. To study the relationship between Psycho-Social adjustment problems and academic achievement of students at + stage.
Hypotheses:

H₁—There is the effect of family pattern and its location on academic achievement of students at + stage.

H₂—There is the effect of family's monthly income on academic achievement of students at +2 stage.

H₃—The adjustment of students at +2 stage differs with respect to their sex and management of institution.

H₄—There is the difference in adjustment level of students studying at + 2 stage with respect to their sex and management of institution.

H₅—There is relation between academic achievement of students at + 2 stage and different areas of adjustment, namely emotional, social, educational and total (overall).

Sample:

The Sample selected for study consists of boy and girls of later adolescence, i.e. age group 16 +, studying at the + 2 stage either in Higher Secondary School or in Degree College of Kamrup District.

To get a more representative sample, the investigator adopted the technique called 'stratified random sampling, since the type of institutions selected for study can be classified on the basis of their
location, nature of management and composition of student population. The stratification had been on the following lines— the main divisions were rural and urban. They were again sub-divided into Higher Secondary school and Degree college. The Higher Secondary schools and Degree colleges both were following the curriculum, prescribed by the Assam Higher Secondary Education Council and were governed by the same rules and regulation.

There are 46 Degree colleges and 49 Higher secondary schools in the District, of which 10 co-educational Degree colleges and 10 co-educational Higher secondary schools were randomly selected from both rural and urban area. Precaution is also taken so that sampled institution can represent every part of the district. From the sampled institution 400 students were randomly selected studying during the session 1998-99 for the purpose.

Data collection:

The data were collected by personal investigation with the help of a set of tools. The tools were of two types.

a) Standardized test ( Adjustment Inventory for School student-by A.K.P. Sinha and R.P. Singh)
b) Self-structured tools (Questionnaire, Personal data sheet, interview schedule and the tool for academic achievement)

**Statistical measures:**

To analyse the data descriptive statistics, $X^2$ (chi-square) Correlation ratio and 't' test were used.

**Results:**

The following are the salient findings of the study

**Institution related problems:**

Students encounter a variety of problems related to their educational institution at +2 stage. Problems related to examination, learning difficulty, teacher behaviour, adjustment difficulty with class-mate or peer, dissatisfaction towards management of institution, selection of courses are some of the very significant problems faced by the students at this stage. Students studying either in Higher Secondary schools or in Degree colleges have similar kinds of problems. The percentage of students having problems is nearly equal in both types of institutions.

**Psychological problems:**

Students suffer in various types of psychological problems at this stage. Problems of getting worried, feeling jealousy, losing
temper, feeling neglected, being afraid, remain in sad and distress, were the highly marked problems which indicated mental disturbances of the students.

Social problems:

The study revealed several numbers of social problems indicating maladjustment of students in social field. The problem of 'hesitation in asking question was reported by 83.75% students. Avoid school sports, like to be alone, complexities before teacher, feeling as if no friend, shyness before seniors are some of the remarkable social problems as disclosed by the students in the study.

Levels of adjustment in relation to academic progress:

The result shows that academic progress of students is not enthusiastic. Majority of students (47.25%) deteriorated in their Higher Secondary stage. Only a few percentages (4.5%) of students showed improvement in their examination. 37% students showed consistency in their achievement and academic fluctuation occurs in case of 11.25% students. In case of the level of adjustment of students of four different academic categories it was found that the students belonging to academic
consistency category were better adjusted in comparison to the students belonging to other categories. Students belonging to academic deterioration categories were found to be least adjusted. Majority of students (35.81%) from academic consistency category had scored 'average' in educational adjustment. In 'academic improvement' category a high percentage of students (38.8%) scored 'average' in educational adjustment. In the 'academic deterioration' category the maximum number of students (41.79%) exhibited 'unsatisfactory' level of adjustment and a significant number of students from 'academic fluctuation' category had scored 'unsatisfactory' in educational adjustment.

**Family impact and academic achievement:**

Family pattern and its location exert a significant influence upon the academic achievement of students. The calculated 't' value indicated that the students belonging to urban joint family were significantly better than their rural counterpart. In case of the nuclear family, the students belonging to urban nuclear family found to be better in academic achievement than the students belonging to rural nuclear family. The study also revealed that urban students were better in academic achievement in comparison to the rural students.
Parent's monthly income is found to be a significant factor in the academic achievement of students. Significant differences are found with regard to the academic achievement of students of high-income family and low-income family and middle income family and low-income family. But no difference is found in academic achievement between the students belonging to high-income family and middle-income family.

**Adjustment and academic achievement:**

In case of the adjustment of male students the 't' value proved that significant difference existed between the Higher Secondary School's male students and Degree college's male students in the area of emotional and social adjustment. But there is no significant difference in the area of educational and total (overall) adjustment.

The non-significant 't" value indicated no differences in the adjustment between the female students of Higher secondary school and Degree college in any area of adjustment.

The adjustments of students with regard to the management of institution were found to be non-significant, establishing the fact that management plays no role in this case.

It was evident from the study that there was not much difference in the total (overall) adjustment, between the male and female student's of +2
level. The non-significant value of 't' test proved that sex did not play any role in adjustment.

In case of the level of adjustment of male students, the chi-square ($x^2$) value indicated significant differences between the Higher secondary school's male students and Degree college's male students in the area of social adjustment only. In emotional, educational and total (overall) adjustment their differences are not significant. The chi-square ($x^2$) value found to be significant in case of female students only in the area of emotional adjustment. In social, educational and total (overall) adjustment the Higher Secondary school's female students and Degree College's female students did not differ significantly.

The chi-square ($x^2$) value indicated significant differences between the Higher secondary school's students and Degree college's students in their level of adjustment, in the areas of emotional, social and educational. But they did not differ significantly in their level of adjustment in the area of total (overall) adjustment.

The value of correlation ratio ($\eta$) indicated significant correlation between the adjustment variable and academic achievement of students, which shows correlation ratio as .24.
The discussions cited in the previous chapter leads us to the following conclusions:

i) Students in their transitional period from school life to university life encounter a variety of psycho-social problems.

ii) Nuclear family exerts a positive influence on the academic achievement of students.

iii) The students belonging to high income and middle income families are better in academic achievement than the students belonging to low income-families.

iv) Students of urban area are better in academic achievement.

v) The male students belonging to Higher Secondary Schools have more emotional Problems.

vi) The male students belonging to Degree College have more social problems.

vii) Students belonging to academic consistency category have less adjustment problems.

viii) Sex and management did not play any significant role in the adjustment of students.

ix) Adjustment has an association with academic achievement.