CHAPTER I

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CHAPTER-I

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1.1. Education and Development

Development is closely related to education. It is a long continuous way that a human life has to follow since his birth. Development of a human being is a non-stop process. It takes place in a collective form in the invisible way of physical and mental changes. This systematic development not only makes a man educated and experienced but also enables him to adjust and control himself in diverse situation. So it is necessary to know the nature and characteristics of development. It is only through the study of the nature of development by which the educational principles and policies can be formulated. Therefore, it is important for those who are related with educational process to study and analyses carefully this psycho-physical process of development.

1.2. Human Developmental stage and problem.

Human development is a complex process, which implies changes in
one's behaviour and personality make-up. It is related to all types of changes in all dimensions of one's personality whether physical, mental, social, moral and the like. Every human being proceeds from one stage of development to another, such as from infancy to childhood, which is followed by adolescence and adulthood and then old-age. During all these developmental stages, human being exhibits typical behavioural characteristics in all dimensions of behaviour and personality make up specified to each stage. In childhood and in adolescence these behavioural characteristics are regarded as 'problem behaviour' by parents, teachers and other adults, because these behaviour do not conform to adult standard. This pattern of so-called 'problem behaviour' arises because of the adjustment the child must make to new demands and new environmental condition. Erickson, the father of the theory of psycho-social development holds that the development of an individual is the result of his interaction with his social environment. Right from birth his social development puts him under specific conflict by making specific demands at different developmental stages of life. The individual tries to meet these specific demands by reacting psychologically in his own way depending upon his circumstances. The complexity of the demands from environmental condition goes on increasing as the child advances on the ladder of growth and development. So at each stage of his development an individual faces some new problems
that he need to be resolved at that particular stage of development. Of all the stages, it is in the adolescence stage when the individual needs to make adjustment to more new demands and more new environmental condition, for which the psychologists emphasised the need of study of this period.

1.3. Adolescence— a special stage of development and problems

Adolescence is considered to be the very special period in human life cycle. It begins with puberty—the period when sexual maturity and attainment of the emotional, social and other aspects of adult maturity occur. Of course it does not mean that at the end of this period all the adolescents’ growth trends are complete. Adolescence simply marks a peak in human growth and change. It does not complete growth nor preclude further change. The period from the age of twelve or thirteen to sixteen years is called early adolescence and late adolescence covers the period from then until eighteen, the age of legal maturity. The dawn of adolescence is comparatively earlier in girls than in boys.

Early adolescence is markedly a period of rapid growth and development. At this period various physical, mental, social, emotional and intellectual changes take place. These changes create confusion in the mind of adolescents. At this stage he is in ambiguous position. Being neither a
child nor an adult he frequently finds himself involved in emotional conflicts with younger children in the family, with parents, teachers and other members of the community. In late adolescence, children start to emerge from the world of make-believe and dependence on others and begin to become young men/women. Now they begin to be aware of social, moral, economic and religious responsibilities. Life’s perspective becomes broader, life values emerge and concepts begin to take definite shape. They are at the threshold of maturity and adulthood. Students at the +2 stage are in the ‘late adolescence’ stage. Late adolescence is a decisive turning point and consequently a time of crisis.

Adolescence as a period of rapid development occupied with many problems. The problems of adolescence have been studied by psychologists since a long time, but systematic s were conducted for the first time by G.S. Hall in 1904. Hall viewed “adolescence as a natural and inevitable period of inner conflict and behavioural turmoil”.

Adolescents experience severe problems, which are directly related to his process of rapid physical development. This physical development causes undue worries in both boys and girls. Also both boys and girls are very particular regarding their physical appearance. Those adolescents who are either underdeveloped or overdeveloped suffer in anxiety. Because of
these anxieties adolescents of both sexes tend to develop personality disorders.

Adolescence is a period of heightened emotionality. Problems like marked distress over failure, teasing other pupils, frequent loss of temper when corrected, destructiveness of school property etc. are some of the symptoms of increased emotionality.

In adolescence, the social roles and responsibilities of adolescents are changed for which they are not mentally prepared. To change over to new roles requires adjustment and it takes time to change old habits of childhood in home, school and society. Garrison (1959) holds that ‘adolescence-the period of transition’ “involves physiological changes, psychological changes, emotional changes, social changes as well as educational and intellectual changes”. Due to these changes adolescents very often find it difficult to adjust with the environment and it stands as a problem to them.

1.4. Concept of Adjustment and adjustment problem.

Adjustment is a continuous and life-long process and life means continuous adjustment to changes in the physical and social environment. Throughout the life individual faces situations in which prompt and complete satisfaction of his need is not possible. All these situation calls for adjustment.
The dictionary meaning of the word ‘adjustment’ is ‘to fit’, ‘make suitable’, ‘adapt’, ‘modify’ or ‘make correspondent’. Thus when one makes an adjustment between two things, he adapts or modifies one or both of them to correspond to each other. Psychologists have defined the term ‘adjustment’ in various ways.

Originally, the concept of adjustment was biological and was the cornerstone in Darwin’s ‘theory of evolution’. In biology, the term was used in two senses. In first sense, it has been used ‘in reference to the balance between various organs or parts of the organism in their total functioning’ and in the second sense, the concept of adjustment takes a more dynamic meaning which can be termed as ‘a process of adjustment of the organism to its surroundings’. Symonds (1933) defined adjustment “as a satisfactory relation of an organism to its environment”. The word satisfactory relation may mean adaptation to the demands of reality. Thus adjustment is a process that helps a person to lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfil them. In addition to his own basic needs, an individual is also subjected to certain demands of society. If he thinks only in terms of satisfying his own needs without thought of the norms, ethics and cultural traditions of society, he will not be adjusted to his environment. Adjustment does not cater only to one’s own demands but also to the demands of society. Also adjustment involves
gratification of a person's needs as governed by the demands of various environmental situation. This is not however a one-day process. An individual maintains the balance between himself and his surroundings either by modifying his own behaviour or by modifying the environment. In other words, adjustment is an all-inclusive term meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands. It includes traits of behaviour and motives for behaviour as well as adjustment made with these traits and motives.

From the psychological point of view adjustment can be defined as a process of need reduction. Because every living organism develops his own needs and these needs must be satisfied by interaction with the environment. But there are so many hindrances to come across in the process of need satisfaction. Unfulfilled needs always create frustration, dissatisfaction or the problem of adjustment. According to Good, (1959) “Adjustment is a process of findings and adopting modes of behaviour suitable to the environment or to change in the environment”. But adjustment is not easy and simple to achieve. It depends on number of interacting elements. Similar situations demanding adjustment are dealt with by different individual in a variety of ways and the different adjustment differs in effectiveness.
In simple words, it may be defined as a relationship between an individual and his environment through which the individual's needs are satisfied in accordance with their social demands, because a person attempts to meet its demands with the resources of his environment. The most important areas of adjustment are the home, health, emotional, social, educational etc.

Every individual wants to be recognised and approved by his fellow beings. When someone criticizes his actions that need is thwarted and there is disharmony between his desire and ability to fulfil it. He has to adjust himself to satisfy physiological and social needs. When he fails to achieve adjustment, maladjustment or problem of adjustment starts.

The adjustment problems of an individual play an important role in his total development. Such problems can have adverse effect upon the learning as well as behaviour of a child. These problems which the child bear in their mind not only hinder him from doing whatever he is supposed to do at a particular moment; but also sometimes lead to indiscipline and in some cases to anti-social manifestations. The poor adjustment at home or school leads him to perversion and juvenile delinquency. In adolescence, individual attains his full mental growth. But they also experience a number of inner and outer stresses at this period. The adolescence passes through a difficult period of adjustment. In the words of Cole (1965),
"the adolescent years are, pre-eminently, a period of social development and adjustment". Various familial, social, emotional and educational factors create problems of adjustment in adolescence. Most of the factors are also found to have their origin in the relationship with their parents, teachers, classmates and friends. Lack of acceptance at home, in school or in a society may end to unfavourable result. Family influences, attitudes and behaviour of teacher, administrator etc. have significant influence upon the adjustment of adolescent pupil.

1.5. Academic achievement and adjustment

Achievement means learning something new. It also implies improvement or taking a challenging task. According to Crow and Crow, "Achievement means the extent to which a learner is profiting from instructions in a given area of learning, i.e. achievement is referred by the extent to which skill or knowledge has been acquired by a person from the training imparted to him".

The term 'academic achievement' refers to the degree of level of success and that of proficiency attained in some specific areas concerning scholastic and academic work. The dictionary meaning of academic achievement is "a specified level of attainment or proficiency in academic work as evaluated by teachers, by standardized tests or by a combination of"
both”. In general words academic achievement means the scores obtained in the annual examination.

The prediction of academic achievement has assumed enormous importance in view of its practical view. It forms the main basis of admission and promotion in a class. It is also important for obtaining a degree or getting a job. In our society academic achievement is considered as a key criterion to judge one’s total potentialities and capacities. Now it is becoming more and more pressing for the individuals to have academic achievement. For an adolescent, value of high academic achievement is important not only for higher education at one hand and finding valuable job on the other hand, but also for bringing personal satisfaction and social recognition. So it has drawn the attention of the researchers who have attempted since a long time to unravel the complex determinants of academic achievement. Several research studies indicated that student’s academic achievement depends to a large extent on his adjustment. Because, it is a matter of common observation that some students who appear to be reasonably good and of average ability often do not do creditable work at school. Some students have been found to exhibit progressively less interest in school-work. Those who were in the earlier grades doing reasonably good work and even those who were doing good work at the beginning of the year do not perform well in later grades. Some students
have not been able to show a consistent level of performance. The research findings hold that students perform poorly not because of lack of any ability on their own, but because they were working under great psychological tensions and stresses and they were not well-adjusted to their school-work. Student has to adjust to the environment, which promotes his efficient functioning. But owing to certain factors he may not be able to adjust himself normally. Student may have to adjust himself to the problems, peculiar to his academic environment and its demands. Every student must adjust himself to the problems arising out of his career. He may be faced with serious frustrations and conflicts in his academic environment, which in turn may affect his achievement.

1.6. Need of the present study:

In view of the points discussed above the investigator intends to carry out a study among the students of Higher Secondary level who are quite mature and aware of their own problems. Although a good number of studies have been conducted on adolescent's problem, number of the studies on adjustment problem of students at +2 stage in relation to their academic achievement is not sufficient and the obtained results are not agreement but conflicting in nature. It is felt, an in-depth type study on the problems of +2 stage's students might reveal some important information, which
would help the persons concerned with the education of this stage. It is with such considerations the present study has been undertaken.

1.7. Context of the Present Study:

The purpose of this research work is to study the impact of two main factors-- family and school on students' adjustment and academic achievement. In doing so there will be a need to know about the type of family, location of the family, economic condition of the family, influence of teacher, peer group and school under different management. In this section, therefore, an attempt is made to give an idea about these factors in the context of the present study.

1.7.a Influence of family:

Family is very important for the social development of the child. It is one of the most significant primary groups—the groups, which are first in influencing the individual and in shaping his attitudes and behaviour pattern. Family being a primary group promotes intimate face to face association and interaction, which is more educational than any other personal interaction. It satisfies most of the needs of the child and provides emotional experiences, which stimulate or retard the learning activities of children.
Family may be of two types - joint family and nuclear family.

**Joint family**— Joint family consists of two or more brothers with their wives, children and grand children and parent. They live in various parts of a common housing establishment. Authority over all members of the household is rested upon the oldest male member. Joint family tends to put greater emphasis on the welfare of the family as a whole and emphasis laid on the growth and development of the individual children remain always secondary.

**Nuclear family**— Nuclear family is composed of the parents and children. Usually a nuclear family is smaller in size than the joint family. Generally, a democratic atmosphere prevails in this type of family. In this type of family children have their own status and this status provides them a sense of security, which is very vital for their personality development. These families are often found educationally advantageous.

The psychological climate of the family greatly influences the adolescent’s adjustment. The child rearing practices, parental attitude, parental controls, are some of the important factors, which develop psychological climate of the family. Whether an adolescent is well adjusted or poorly adjusted, it largely depends on parent’s behaviour towards them. Parental behaviour is not a uniform attitude, there are a wide variety of different parental behaviour which have different impacts on adolescents.
Parent's behaviour may be mainly authoritative, democratic or permissive.

In the 'authoritarian' family adolescents are controlled strictly. It consists strict rules and regulations. Authoritarian parents tell adolescents not to argue with or question adults. Therefore, adolescent of authoritarian family does not talk about his affairs at home. Adolescents of this type of parents do not know what to expect from their parents and as they are always anxious, they are less able to concentrate on their works.

In a 'democratic' family adolescents are welcomed to participate in family discussion and may even make his own decisions. Adolescents brought up under democratic methods of control show more intellectual curiosity, originality and constructiveness and are interested in socially outgoing activities. A strong relationship generally found between democratic parenting and high academic achievement in adolescence.

Youngster growing up in a permissive home has little respect to his parent. A permissive parent is one who is neglectful and uncearing to their wards. They believed that children should be responsible for their own lives. So adolescent who is permitted to do as he pleases feel insecure and unsure. Excessive permissiveness, i.e. indulgence of parents makes adolescent selfish, demanding and often tyrannical. They demand attention and service from others. This behaviour leads them to poor
social adjustment in home and outside. In contrast, parental dominance make adolescent submissive and overly sensitive. They often develop inferiority complexes and feel martyred. Thus the dominant parents contribute to poor social adjustment in adolescent.

Parental over-protectiveness and rejection also leads adolescence to poor social adjustment. Over-protectiveness fosters over-depending in adolescents. They are lacking of self-confidence. “Too strict parental discipline, too little independence for the adolescent and a lack of understanding of adolescent’s interest are the chief trouble-maker in the home. These lead to constant friction between parents and adolescents. As a result of this, the adolescents feel lonely and misunderstood.” Rejection of parents also brings feelings of the helplessness to the adolescents and they become frustrated.

The outstanding conclusion that emerged out from above discussion is that the parental behaviour towards their children are the main determinants in adequate social adjustment on the part of adolescents. There is a positive relationship between students’ performance and happy home life. Gilmore, in one of his studies found that “non-achievers had poor relationship with both father and mother and were dependent and passive. The achieving student had a much happier relationship with his father, a closer identification with his mother and a marked equality of
independence.” In case of educationally retarded, school drop out, truants or delinquents a large percentage of adolescents come from underprivileged home conditions. Such conditions are not conducive to favourable development and learning. It is the favourable home climate that fosters academic achievement of students by fostering positive attitude towards teachers and school and interest in intellectual activities.

Financial condition of the family— The financial condition of the family also influences the adjustment of adolescents. If the financial condition is good and the parent can adequately satisfy the needs of the adolescent then they are generally not possessed with the sense of inferiority and want. But if the financial condition of the family is extremely bad the personality of the adolescent suffers. Adolescent belonging to the high-income family receives every possible educational and cultural advantages. He feels that he is loved and wanted by his parent. His parents trust him and have confidence on him. So he feels secured both economically and emotionally which makes his adjustment in home and outside favourable.

The adolescents of middle income family remain in the constant supervision of their parents. They have little fear of parental authority and they feel loved and accepted. They are given as many advantages as his
parent can afford. They are highly motivated for their education by their parents.

The adolescents of lower income family feel unloved, unwanted or rejected by their parents as they are often unaware of their children's education. These adolescents also receive little motivation to learning from their parents. As a result, adolescents belonging to this group develop a negative attitude towards academic work and it hinders their scholastic progress.

Many educators consider economic status so important to school achievement that the association between the two is often taken for granted. But White (1982) in one of his studies found that socio-economic status i.e. income, occupation and education is weakly correlated with academic achievement. The correlation decreases as students get older, partly because school provide enriching experiences and partly because many students have dropped out and dropping out is more common among both low-achievers and students from low income's homes. Actually, the major influence on achievement is a student's home atmosphere- how much reading matter is available, how the parent feel about education, what they want for their children, what they do for and with their children, how and how much they talk to their children and how stable the family is. “Both rich and poor families are able to create a home
atmosphere that foster learning. Even though family background does have a strong relationship to achievement, it may be how parents rear their children and not the parent's occupation, income or education that really makes the difference" (Papalia & Olds, 1992).

**Location of the family**— Locality has a distinct influence upon the things, persons and ideas we perceive upon our experiences. Whether a student belongs to urban locality or he belongs to rural locality is an important question in the context of personality development. The location, whether it is rural or urban both differ from each other in their characteristics. Rural location is that which is based on villages and urban location is that which is based on cities or towns. They differ from each other in physical characteristics, density of population, habitation, economic organisation and material amenities. They also differ in their cultural attainment. Students belonging to urban areas avail more facilities, such as good transportation, electrification, provision of various kinds of mass-media, high standard of educational institution etc. which have direct influence upon the personality development of them and consequently it affects their adjustment and performance as well. Students from poor localities generally make poorer adjustment and have more personality problems than do students from better localities.
1.7.b. Influence of educational Institution:

Educational institutions i.e. schools or colleges play a significant role in the personality development of children. Schools and colleges are the chief determinants of what a person thinks of himself and of what his habitual pattern of behaviour will be. Children spend more time in school than in any other place outside home. As they reach the adolescent years they spend more of their working time in school than in home.

It is the school where a child for the first time comes in contact with other children who are geographically remote from him and whose socio-economic and cultural background may be quite different. The school makes for the broadening of the child’s social horizon, and if it is an adequate school it can play a decisive role in his learning to make a successful social adjustment. Student’s learning also depends to a large extent on the management of the institution in which he is studying in. The rules and regulations of the institutions are somewhat different from each other with regard to its management. (In this study, the term “management” is used to indicate the nature of institution.)

In our state there are three types of institutions which provide higher secondary education; they are-- Higher Secondary school, Degree college and Junior college. Student can enroll himself as the student of +2 stage in either of these three institutions As a result students of same grade may get
different experiences regarding their educational institution with regard to its management. A student receiving +2 stage education in a Higher Secondary school have to obey all the strict rules and regulations of the school education. Since they are still in school, they have been considered as children and they are highly protected by school authority. Their progress in schools being shared with their parents, their behaviour always being reported to the parents and a constant vigil is being kept on their conduct. By and large, attempts are made by teachers to mould and shape them in a particular manner and hence incidents of violating school discipline is less. In school, students are in a close contact with the teachers and therefore teachers can understand the student’s problem very well.

Students who come to Degree Colleges for continuing higher secondary education find a total freedom even in regard to attending classes. In the college students are responsible for their own behaviour. There is no interaction between parents and teachers as there is in school and so parents seldom know what is happening to their wards. As the students enrolment in the Degree Colleges is very high, the relation between teacher and student is ‘touch and go’ type. When a student shows lower academic achievement, no special efforts are put in to improve his or her work. The teacher of a Degree College needs to teach both in higher secondary classes and Degree classes which increases
their teaching load and anxiety. In a Degree College, there are always senior students of degree classes with whom the higher secondary level’s students need to adjust with them as newcomers. Also, students have fewer contact with each teacher as the academic work are departmentalized here.

In the Junior Colleges students get more freedom in comparison to the students of Higher Secondary Schools and Degree Colleges. Since these colleges are meant for the higher secondary stage only, interaction between teachers and students helps both of them to understand each other considerably well. As the teachers of the Junior Colleges devoted their times for the higher secondary classes only, they have less teaching burden and have less anxiety. Students also experienced neither the problem of adjustment nor they have the problem of elder-brotherly behaviour as they all are in the same standard.

Besides management, in an educational institution there are some other factors like teacher and peer group, which also affect the adjustment of an adolescent student.

Teacher— The teacher is the most important aspect of an educational environment. It is the teachers who determine largely the climate of a learning situation. Directly, the teacher affects the way the child feels about himself, by the way he corrects behaviour or by the way he
interprets his academic work. Indirectly, he influences child's personality by helping him to adjust to the group and by helping the group to adjust to him.

Although in childhood the teacher is unquestionably the most important influential factor of the school environment, this is frequently not true in adolescence. Because at this time each teacher comes in contact with the student only when teaching the subject of his specialty. As a result few adolescents have enough contact with their teachers to be markedly influenced by them. However the influence of teacher on personality development during adolescent years is important.

Adolescent generally believes that the teacher judges him. If he believes the teacher think him as a poor student in the classroom this will have an unfavourable influence. If he believes that the teacher dislikes him and he interprets the teacher's words and action to mean that he is rejecting than he will never be able to concentrate in the teaching of the teacher.

Another aspect of teacher's influence is how the teacher treats the adolescent students. If the teacher is interested in the adolescent and his problems and is willing to discuss them to find solution then the adolescent will be a better-adjusted person and his self-concept
will be improved. This is because of the feeling of the adolescent that the teacher thinks he is important enough to devote valuable time to him. "When the student perceives the relationship with teacher as warm and friendly, his achievements are far better than when he perceives the relationship as hostile, punitive or rejected. Many underachievers are the product of a hostile teacher-student relationship" (Hurlock, 1976).

Teacher’s influence is felt in the method he uses to motivate student to study. When he praises a student for his performance then the self-concept of the recipient will improve. In contrast, if the teacher uses blame, reproof and punishment as the ways of motivating adolescent student then the victim will think of himself as failure.

The relationship between teacher and student is determined partly by teacher’s attitude towards the student and partly by student’s attitude towards the teacher. Teacher’s favouratism towards a few students of the class causes trouble to other students. The deprived students feel neglected and suffer in complexities. Teachers show favouratism sometimes on the basis of grades making non-achievers despair and sometimes on the basis of socio-economic background causing anxieties to others.

It is only the teacher who can maximize the student’s achievement motivation, healthy competitiveness and a sense of competence by
encouraging and rewarding his efforts, channellizing his willingness and learning and sparing him the pain of having attention drawn to his family and limitations.

**Peer group**—The dictionary meaning of peer is ‘equal’. Thus peer group is the group of equal. The peer groups form an important informal organisation with which the children have considerable relationship. Some of the aspects of social learning take place at the hands of the peer group members.

Peer plays a crucial role in the psychological and social development of most of the adolescents. Of course, peer influences do not begin in adolescence but they are especially critical then. Adolescents are more dependent on peer relationship than are younger children. In adolescence, many years of adolescent’s inner life and outward behaviour become difficult to share with parents. It is with their peers that adolescents have opportunity to intimately share their problems and experiences. Furthermore, in the peer group he can belong and find the status he so badly needs.

So far as school behaviour is concerned peer group may either a positive or a negative influence. Students who are accepted by the peers have a favourable attitude towards school. This attitude is expressed in academic achievement that enabled the student to be
promoted with his class-mate. As well as he is encourage to participate in the extra curricular activities that occupy the social life of the school or college. He becomes self-confident, happy and secure. He feels free to be original and creative. He feels that he is being supported in his originality by the approval of his peers and he begins to influence other students with his academic and extra-curricular activities. Thus a low-grade student may have personal gain by the attachment with his high-grade peers.

Students who are rejected by peers develop a negative attitude towards everything in school situation and they have little motivation to do their works. In this regard Coleman rightly states that, “he will take his psychological self and energies elsewhere, leaving only a physical self in the school.” A peer-rejected student is often depressed and unhappy and develops an inferiority complex. Sometime they become trouble-makers to requite for their lack of acceptance and many become truants.

Peer group influences may induce a student to neglect his studies despite strong family commitment to intellectual pursuits. Peer influences also be such which may encourage adolescent to smoke, to engage in vandalism, to be rebellious against authority, to experiment with drugs, sex and alcoholic drinks.
Influence of peer group begins to decline as adolescence progresses. In late adolescence period they begin to crave, identify and are no longer satisfied to be like their peers in every aspect, as they were earlier. They want to become individuals in their own right and to be recognised as such.

1.7.c. Adjustment problems of students at +2 stage and its relationship with academic achievement:

After High School Leaving Certificate examination, students enter into the colleges and Higher Secondary Schools for continuing their +2 stage education. The +2 stage is that stage of education in which students are neither a school student nor a university student. It is a period of transition that leaves a mark on the person’s behaviour and every new environment calls for adjustment. Adjustment to a new environment is difficult at any age. Likely, students of +2 stage also are expected to adjust several new environments in a short period of time. He needs to avoid all his old childhood habits and needs to establish new ones. Breaking up of old habits and establishing new ones, specially when there are too many new environments to adjust simultaneously are emotionally disturbing experiences.
At this time student finds his educational situation differs in some respects from the previous one. For a student, adjusting to high school is much easier than to adjust in Higher Secondary School or in College. Because at the time of high school education students generally lives at home. But in senior grades students may be living away from home, curriculum contains many new areas of study or the methods of teaching vary from one class to another. In these new situations, he feels insecure, and unaware of himself, becomes self-conscious, aggressive or withdrawn. All these situations may lead to poor social or academic adjustment.

In the colleges students get ample freedom. As most of the students leaves home for the first time they may find it difficult to make adjustment to this great amount of free time at his disposal. At this time they have to make many decision of their own regarding their study which have a vital bearing on the academic achievement. Specifically, the problems of those from rural school to urban institution are somewhat more acute than that of the others. Having studied in the village environment, in vernacular language and amongst one's own category of peers the village migrating students find it extremely difficult to adjust in the urban colleges.
Hostellers also find problems, as the hostel-life is different from their home-life. In a hostel there are always some senior boarders who usually become self-styled group leaders. The typical psychology of these leaders is to impress him and his fellow members over new-comers. In the process, a psychological encounter takes place which when become prominent is named as 'ragging' of which the new-comers become the victims.

To get admission into a school or college of one's own choice is of the troublesome matter for a young student. In small communities number of school or college is limited and hence there does not arise the matter of selection of school or college. But in large communities there is a possibility of choice. A few large cities include all boy or all girl schools or colleges as well as co-educational schools or colleges. For a student who lives in large city the choice of educational institution is an important factor in his academic success. Inspite of his admission to an institution of his own choice a student may not get relieved from his trouble. "After a young person has been admitted to the school of his choice, he is faced by problems that are closely connected with his achieving success, not only as a student but also as a member of the school group. Efficient methods and conditions of study, examination-passing techniques, value of curricular offerings, participation in extra
class-room activities and the desirability of engaging in part-time work while attending school may cause anxiety in high school or college student.” (Crow and crow, 1956)

Often medium of instruction stands as an obstacle of student's achievement. For majority of students in elementary and high school stage the medium of instruction is the regional language, but in seniors grade or in college the students find medium of instruction as different from that of their earlier grade. This experience can be nothing but painful and frustrating. Besides, the students also have to adjust to the urban setting, urban peers' etc. Here if they find that their urban peers conversing fluently and confidently in English, then the rural youths feel a kind of despair at their inability to function as smoothly, at that level. This leads to a feeling of failure by not being upto the mark. Thus they develop a negative feeling about themselves, and to the institution and to the authorities.

Students coming from lower economic status find it difficult to meet the cost of college education. Often they lack of pocket money, which develops feeling of inferiority with their classmates. Sometimes they also feel jealousy towards their classmate who is coming from high economic status.
Inability to attend the each class regularly due to distance of the college from home is another problem of the higher secondary students. Students coming from distant places generally get transportation trouble. In such cases they become worry about their academic works.

Variety of home backgrounds also may lead to poor performance of student. Because such factors lead to serious emotional problems of stresses and strains which student may not be able to cope with the demands of normal adjustment. There may be no harmony or peace at home, the parents may always be quarrelling with each other. They may not have time to attend to and to take care of their children. A student coming from such a home may not be fortunate enough to be a normal student. A vast majority of under-achievers, i.e. students whose actual performance fell considerably below their intellectual potentialities belong to the category of "poorly adjusted in home-environment". All these situations compel a student to live in an anxiety state. "During an anxiety state the adolescent can not concentrate, he easily becomes depressed and excited, and he may be irritable and quick-tempered. Feelings of inferiority or inadequacy often form the basis of his fears. He finds it difficult to assert himself or to appreciate what success he may be achieving." (Crow and Crow, 1956)
Thus students at this crucial period of life have to face a varieties of adjustment problems. Adjustment is the pre-condition of achievement. Without proper adjustment proper academic achievement is not possible. Whereas proper adjustment facilitates the achievement in various fields, mal-adjustment hinders achievement. A normally adjusted student would perform well and achieve the grades that he is capable of better than his counterparts who is ill-adjusted. So there is interaction between adjustment and academic achievement, hence the need is to study them.

1.8. Statement of the problem:

The major aim of the investigation is to study the psycho-social problems of the students who are still studying at the +2 stage. Taking the issue of this special group’s problem as one of the most important one in regard to their academic achievement the investigator has been promoted to take up the topic under the following title--

"A study of psycho-social problems encountered by students at +2 stage and its impact on their academic achievement."

1.9. Objectives of the study:

The following were the main objectives of the study

1. To identify institution related problems of the students at +2 stage.
2. To find out the psychological problems of students at +2 stage.

3. To find out the social problems of students at +2 stage.

4. To find out the adjustment level of higher secondary students in relation to their academic progress.

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 +2 stage.

1.10. Delimitation of the study:

The study is concerned with the students presently studying at +2 stage, either in Higher Secondary school or in Degree College, irrespective of streams.

The area of study is confined to the Kamrup District of Assam, and the present study included the institutions receiving Government’s grants and following the curriculum prescribed by Assam Higher Secondary Education Council as well as governed by some rule and regulations. Only the co-educational institutions are taken as sample for the study.

The psycho-social factors considered in the study is confined to the class room setting and family environment only.