

**SOCIO-EMOTIONAL ADJUSTMENT OF ADOLESCENTS IN RELATION TO
THEIR ACADEMIC ACHIEVEMENT**

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ABSTRACT

The study was undertaken to examine the relationship between socio-emotional adjustment and academic achievement of adolescents. The descriptive survey research method was used for the study and the sample of 120 participants was randomly selected from 12th class students from Senior Secondary schools of district Moga (Punjab). Socio-emotional adjustment scale developed by Najam and Simeen (1991) was adopted and revised by the investigator. Academic achievement was assessed from the previous year examinations. Positive and significant correlation was found between socio-emotional adjustment and academic achievement of adolescents. Significant difference was found between male and female adolescents in their socio-emotional adjustment and their academic achievement. Female adolescents were found having well socio-emotional adjustment and academically high than male adolescents.

Key words: Adolescence, Socio-emotional Adjustment, Academic Achievement.

INTRODUCTION

Adolescence period of life is considered as a very crucial stage of life which needs proper care. This stage of life is very sensitive as the children lack decision making powers because of their being underdeveloped (Adams & Bennion, 1990). If the problems of adolescents are not addressed properly, it will lead the adolescents to emotional disturbance, mental imbalance and physical disorders (Berndt & Keefe, 1995). Socio-emotional development is one of the aspects that play a pertinent role in promoting adolescents' healthy development. It reflects an individual's well-being in personality, relationships and emotions with other people and within the social context (Bronstein, et al, 1993).

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While studying the developmental psychology, the emotion realm should not be viewed as free from the social domain. Putting these both domains together, socialization is achieved through communication which is loaded with emotions; meanwhile, adolescents develop their relationships with others to satisfy their emotional needs.

According to Jewell & Stark, (2003). "Being a socio- emotional competent individual was found to engage fewer in defiant activities, antisocial and misconduct behaviour." Hence, it is essential to focus on healthy growth and development of adolescents to make them socially and emotionally well-adjusted. As socio emotional maladjustments have been disreputably tough to treat, there is a growing attention on prevention and early intervention. Socio-emotional adjustment is the leading factor of academic achievement.

Adjustment is a process which describes the ways and means of adapting an individual towards himself as well as his environment. It is an organizational behavior in life situations. These situations may be of home, school, and work in growing up. It is helpful to keep out fundamental impulses at tolerable levels, to have faith in one's own abilities and to achieve desired goals. Thus, adjustment is helpful for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. Adjustment refers to a psychological process through which people manage or cope with the demands and challenges of their everyday life.

Emotional adjustment is the upholding of emotional balance in internal and external stressors. It is promoted by cognitive process of approval and adaptation. Adjustment is a process that helps an individual to lead a happy and comfortable life by maintaining a balance between his requirements and his ability to perform them. It enables him/her to change his way of life according to the requirement of the situation and gives him the power and capacity to bring about the required changes in the situation of his environment. Emotional development is considered as one of the chief aspects of human development. Emotional make-up of an individual has always been associated with his physical, mental, social, intellectual, moral and aesthetic development.

The term "achievement" refers to the level of success in some general as well as specific area. It represents the gaining of knowledge as skills and ability to make proper use of such knowledge or skills in a varied present and future situations. According to Jewell & Stark,

(2003) “Achievement is an end prudent of learning and its level and performance are affected by various conditions existing at the time of learning and its use.” Since long, it has been a matter of concern and its prediction has assumed vast in view of its practical effective value. So many attempts have been made to recognize the major determinants of achievement leading to the studies including both socio-emotional variables. Academic achievement is a multidimensional activity. In other words, academic achievement is required to be studied in terms of Psychological correlates to identify the factors affecting the academic achievement of adolescents at school level.

SIGNIFICANCE OF THE STUDY

Adolescence stage is considered as very complex stage in the life of an adolescent as he/she has to face so many challenges in this stage. Already the attention of adolescent students is diverted and divided in peer groups, developing relationships with other adolescents, academic anxiety etc. Academic achievement of students is one of the chief anxieties in the academic life of the students which determine their future and status in the society. In the cut throat competitive and fast modern age, students are always worried about their academic achievement but they remain unable to adjust themselves in the prevailing situations of their life. They lack Socio-emotional adjustment in the society while education enables us to adjust in the society. The emotional instability of adolescents leads them to aggression, stress, anxiety, maladjustment etc. Keeping these factors in the mind, the investigators decided to select the present study.

OBJECTIVES OF THE STUDY

Following objectives were framed to conduct the present study.

1. To study the relationship between socio-emotional adjustment and academic achievement of adolescents.
2. To study the difference in Socio-emotional adjustment of male and female adolescents.
3. To study the difference in academic achievement of male and female adolescents.

HYPOTHESES OF THE STUDY

Following hypotheses were formulated for the present study.

1. There exists no significant relationship between socio-emotional adjustment and academic achievement of adolescents.
2. There exists no significant difference in Socio-emotional adjustment of male and female adolescents.
3. There exists no significant difference in academic achievement of male and female adolescents.

METHODOLOGY

Descriptive survey method was used by the investigator to collect the data for present study.

SAMPLE

In the present study the sample consisted of 120 adolescent girls (60 male and 60 female) selected from twelve senior secondary schools in Moga district through simple random sampling technique and from each school ten students were selected randomly.

TOOL USED

Socio-emotional scale developed by Najam and Simeen (1991) was adopted and revised by the investigator.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, Correlation, 't' test were employed as statistical techniques by the investigator.

DELIMITATIONS

The study was delimited with respect to the following:

1. The present study was confined to one district i.e. Moga of Punjab State
2. The present study was delimited to 12th class students.

ANALYSIS AND INTERPRETATION

To analyze the collected data, Mean, Standard Deviation, t- test and Pearson's product moment correlation were used to analyze the data.

Hypothesis-I There exists no significant relationship between socio-emotional adjustment and academic achievement of adolescents.

Table: 1 Relationship between socio-emotional adjustment and academic achievement

Variables	N	r	Level of Significance
Socio-emotional Adjustment & Academic Achievement	120	0.128	0.01

Table: 1 shows the coefficient of correlation (r) as 0.128 (significant at 0.01 level) which interprets that there is a significant and positive correlation between the socio-emotional adjustment and academic achievement of adolescents. It is clear that the adolescents who are socio-emotionally well adjusted, they are also well in their academic achievement. Thus hypothesis-1 "*There exists no significant relationship between socio-emotional adjustment and academic achievement of adolescents*" is rejected.

Hypothesis: II There exists no significant difference in Socio-emotional adjustment of male and female adolescents.

Table: 2 Comparison in the Socio-emotional Adjustment of male and female adolescents

Variable	Groups	N	Mean	S.D	t- ratio	Level of Significance
Socio-emotional Adjustment	Male	60	52.92	12.16	2.20	.0.01
	Female	60	58.04	13.24		

Table: 2 presents the Mean scores of Male (N=60) and Female (N=60) adolescents on Socio-emotional Adjustment as 52.92 and 58.04. S. D. for the same as 12.16 and 13.24 relatively. The calculated t -value i.e. 2.20 which is more than 1.96 significant at 0.01 level shows significant difference between the Socio-emotional Adjustment of adolescents with respect to

gender. The female adolescents (58.04) shows high socio-emotional adjustment as compared to male adolescents (52.92). Thus, it is evident that there exists significant difference between the Socio-emotional Adjustment of Male and Female adolescents. Hence, the null hypothesis-II *There exists no significant difference in Socio-emotional adjustment of male and female adolescents.* is rejected.

Hypothesis: III There exists no significant difference in Academic Achievement of male and female adolescents.

Table: 3 Comparison in Academic Achievement male and female adolescents

Variable	Groups	N	Mean	S.D	t- ratio	Level of Significance
Academic Achievement	Male	60	55.83	12.62	2.34	0.01
	Female	60	60.94	11.44		

Table: 3 presents the Mean scores of Male (N=60) and Female (N=60) adolescents on Academic Achievement as 55.83 and 60.94 and S. D. for the same as 12.62 and 11.44 relatively. The calculated t -value i.e. 2.34 which is more than 1.96 significant at 0.01 level indicates significant difference between the Academic Achievement of adolescents with respect to gender. The female adolescents (60.94) show high Academic Achievement as compared to male adolescents (55.83). Thus, it is evident that there exists significant difference between the Academic Achievement of Male and Female adolescents. Hence, the null hypothesis-II *There exists no significant difference in Academic Achievement of male and female adolescents.* is rejected.

Findings

After careful interpretation of data analysis the investigator has observed and listed the following findings.

1. There is a positive and significant correlation between socio-emotional adjustment and academic achievement of adolescents.
2. There is significant difference between male and female adolescents in their socio-emotional adjustment. Female adolescents are found having socio-emotionally well adjusted than male adolescents.
3. Significant difference is found in the Academic achievement of male and female adolescents. Female adolescents are found academically high than male adolescents.

CONCLUSION

It can be concluded that there is positive and significant relationship between socio-emotional adjustment and academic achievement in adolescents. The results indicate that female adolescents have high socio-emotional adjustment as compared to male adolescents. The study also reveals that female adolescents are better than male adolescents in their academic achievement.

RECOMMENDATIONS

The adolescents who are not socio-emotionally well adjusted should be identified immediately and their proper counseling is strongly recommended. To raise the achievement level of male adolescents, parents and teachers can play a significant role in this regard by understanding their requirements and by guiding them as per the requirement.

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