

Impact of Socio-Emotional Adjustment on Academic achievement of Adolescent Girls in Jammu and Kashmir

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Abstract

The study examined the impact of socio-emotional adjustment on academic achievement of adolescent girls of Jammu and Kashmir. The purpose of the investigation was to study the relationship and effect of socio-emotional adjustment on academic achievement among adolescent girls. The descriptive survey research method was used for the study and the sample of 250 participants were randomly selected from ten higher secondary schools. The socio-emotional adjustment scale developed by Najam and Simeen (1991) adopted and revised by the investigator, and the academic achievement of previous year examination was used. The finding of the study revealed that: (1) there is a positive and significant correlation between socio-emotional adjustment and academic achievement of adolescent girls; (2) The socio-emotional adjustment of adolescent girls has a significant effect on their academic achievement; and (3) there was significant difference between rural and urban adolescent girls in their socio-emotional adjustment.

Key words: Impact, Socio-emotional, Adjustment, and Academic Achievement

INTRODUCTION

Jammu & Kashmir State is one of the disputed States of India. It is also well known as paradise on the earth is the northern state of India with population more than one crore as per Census 2011 and covers the area of approximately 2,22,236 sq. Kms (Ahmad Gul and Khan, 2014). The J&K has three regions namely, Kashmir, Jammu and Ladakh and further divided into 22 districts for administration and carrying out developmental programmes. The J&K has its own Constitution besides the Constitution of India and adores the special status under article 370. Topography of the State comes in the way of rising satisfactory infrastructure and is further compounded by armed conflict and militancy, which have taken a heavy toll of life and public property besides throwing normal life out of gear (Ahmad Gul and Khan, 2014). Education system could not run away from this calamity as most of the schools and colleges in urban and rural areas were destroyed and loss of schooling hours enormously affected the learning outcomes. Girl's education could not run from this calamity. As, most of the parents restrain their daughter from getting education, because of their physical security. Especially girls are forced to stop education, when they reached to puberty or adolescence period.

Adolescence period of life is one of the crucial stages of life which needs proper care and development. This stage of life is very sensitive as the children lack decision making powers because of their being underdeveloped (Adams & Bennion, 1990). Girl children are not aware of the real life situations. At this juncture of life, proper counselling and guidance to the girl children is the need of the hour. The period of adolescence is a very critical period of life. The problems of adolescents, which if not addressed properly, will lead our adolescents to psychological disturbance, mental imbalance and physical disorders (Berndt & Keefe, 1995).

The families in general and parents in particular, have often been deemed to be the most important support system available to the girl child. The strongest factor in moulding a girl child's personality is his relationship with his parents (Mohanraj & Latha 2005). The family in its most common forms is a lifelong commitment between man and women who feed, shelter and nurture their children until they reach maturity. It is a primary socialization context and is, therefore, considered to be a very important factor influencing child development (Ozcinar, 2006). Family members are very important for survival, thus, strong emotional bonds evolved to faster long term commitment among parents, children and other relatives. The experience that the adolescent girls gain from the family decide the future adjustment of adolescent girl within society and her peer group which eventually reflect the social maturity of adolescent girls (Unisa, 1995). Family environment continues to be of crucial importance throughout adolescence and young adulthood (Van Wel, 2000). Because of the important role of psychological functioning for youngsters' daily lives and their further social adaptation, it is apparently relevant to study the effect of the family environment on the emotional adjustment of adolescents (Mc Farlane et al. 1994). During adolescence, well-being decreases and psychological problems increase.

One of the aspects that play a pertinent role in promoting adolescents healthy development is socio-emotional development. It reflects an individual's well-being in emotions, personality, relationships with other people and within the social contexts (Bronstein, et al, 1993). In studying developmental psychology, the emotion domain should not be viewed as interdependent from the social domain. Putting these two domains together, socialization is achieved through communication which loaded with emotions; meanwhile, adolescent girls adjust their relationships with others to fulfil the emotion needs. Being a socio emotional competent individual was found to engage fewer in defiant activities, antisocial and misconduct behaviour (Jewell & Stark, 2003). Hence, it is deemed necessary to focus on healthy growth and development of adolescents to produce socially and emotionally well-adjusted young generation. As socio emotional maladjustments have been notoriously hard to treat, there is a growing attention on prevention and early intervention. Socio-emotional adjustment is on the main factor in academic achievement.

The term "achievement" refers to indicate the degree of level of success attained in some general and specified area. It represents to the acquirement of knowledge as skills and

may imply ability to make appropriate use of such knowledge or skill in a variety of present and future situations. 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 (Mohanraj & Latha, 2005). It has been a matter of concern since long and its prediction has assumed enormous in view of its practical effective value. Attempts have been made to identify the main determinants of achievement, which led to the studies involving both socio-emotional variables. Academic achievement is not a uni-dimensional function but a multidimensional activity. In other words, academic achievement has to be studied in terms of Psychological correlates in order to identify the factors which are important in affecting the academic achievement at school level among girls.

OBJECTIVES OF THE STUDY

1. To study the relationship between socio-emotional adjustment and academic achievement of adolescent girls.
2. To determine the effect of socio-emotional adjustment on academic achievement of adolescent girls.
3. To study the difference between rural and urban adolescent girls in their socio-emotional adjustment.

HYPOTHESES

1. There exists no relationship between socio-emotional adjustment and academic achievement of adolescent girls.
2. There exists no significant contribution of socio-emotional adjustment to academic achievement of adolescent girls.
3. There exists no difference between rural and urban adolescent girls in their socio-emotional adjustment.

METHOD AND SAMPLE

Descriptive survey method was used by the investigator to collect the relevant information for the research. In the present study the sample consisted of 250 adolescent girls (144 rural girls and 106 urban girls) selected through stratified random sampling technique. Whereas, for the data collection, investigator used the scale developed by Najam and Simeen (1991) adopted and revised by the investigator and the academic achievement of previous year examination.

RESULTS AND INTERPRETATION

The data was analyzed by used statistical techniques like, Pearson's product moment correlation, linear regression and t test.

1. Relationship between Socio-Emotional Adjustment and Academic Achievement of Adolescent Girls.

Results pertaining to relationship between socio-emotional adjustment and academic achievement of adolescent girls have been shown in table 1

Table 1

Variables	N	Mean	S.D	Correlation Value	Significance level
Academic Achievement	250	55.94	3.47	.625*	0.00
Socio-emotional Adjustment		71.12	13.63		

Interpretation

It is revealed from table 1 that the value of mean for academic achievement of adolescent girls turned out to be 55.94, whereas their mean for socio-emotional adjustment is 80.37 respectively. After calculating the mean, the coefficient of correlation was calculated to find the relationship among the variables. The value of correlation turned out to be 0.625 which interprets that there is a significant and high positive correlation between the socio-emotional adjustment and academic achievement as significance value calculated by using SPSS is 0.00. This makes clear that the socio-emotional adjustment have a significant positive relationship with academic achievement, which indicates that the relationship is real and meaningful. Thus hypothesis No.1 that “there exists no relationship between socio-emotional adjustment and academic achievement of adolescent girls” is rejected.

2. Predicting Academic Achievement by Socio-Emotional Adjustment of adolescent girls.

Results pertaining to the effect of socio-emotional adjustment to academic achievement of adolescent girls have been shown in table 2

The linear regression analysis of academic achievement (dependent) to socio-emotional adjustment (independent variable) was made. Table 2 presents the regression analysis suggested by the model.

The analysis in table 2 shows a regression coefficient (R) of 0.625, which suggests a relation between independent variable (socio-emotional adjustment) and dependent variable (academic achievement). The coefficient of determination (R²) of .391 indicates that 39.10% of the observed variability in academic achievement of adolescent girls is explained by the independent variable (Socio-emotional adjustment).

Table 2: Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625	.391	.388	.388
Predictor: (constant) Socio-emotional Adjustment				
Dependent variable: Academic Achievement				

Table 2.1: ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	304665.77	1	304665.77	159.17	.000 ^a
	Residual	474672.12	248	1914.00		
	Total	779337.90	249			

Predictor: (constant) Socio-emotional Adjustment

Dependent variable: Academic Achievement

The ANOVA test in table 2.1 shows an F value of 159.17, and strong significance level of 0.000 ($p < 0.05$) indicates that the regression model is statistically significant, valid and fit; and could be used to predict the dependent variable- Academic Achievement. Thus hypothesis No.2 that “there exists no significant contribution of socio-emotional adjustment to academic achievement of adolescent girls” is rejected.

The tolerance value of less than 0.20 or 0.10 suggests a multicollinearity problem. In table 2.3, the independent variable have tolerance value greater than 0.20 which shows that the tolerance is moderate and good. Furthermore, as shown in the same table, Socio-emotional adjustment have significant influence towards academic achievement ($p < 0.05$).

Table 2.3: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1		165.43		11.23	.000		
	Home Environment	2.56	.203	.625	12.61	.000	1.000

a. Dependent Variable: Academic Achievement

3. Comparison between the rural and urban adolescent girls in their socio-emotional adjustment.

Results pertaining to study the significant difference between the rural and urban adolescent girls in their socio-emotional adjustment have been shown in table 3.

Table 3

Socio-emotional Adjustment	N	Mean	S.D	SEd	t-value	Significance
Rural Adolescent Girls	144	70.45	15.47	1.28	7.10	0.01
Urban Adolescent Girls	106	102.06	10.65	1.03		

***Significant at 0.01 level of significance**

Interpretation

The table 3 depicts that the difference between the mean scores of rural and urban adolescent girls in their socio-emotional is very high that is (70.45) and (102.06) respectively .The urban adolescent girls (102.06) shows high socio-emotional adjustment as compared to rural adolescent girls (70.45). Therefore the hypothesis No.3 that is, “there exists no difference between rural and urban adolescent girls in their socio-emotional adjustment” is rejected.

DISCUSSION AND CONCLUSION

An insight into the investigation about the impact of socio-emotional adjustment on academic achievement of adolescent girls of Jammu and Kashmir, it can be deduced that there is positive and significant relationship between socio-emotional adjustment and academic achievement in adolescent girls. Because, adolescence period is a time of growth, development and change. The teens are developed emotionally and socially as well as physically. This development may seem seamless, but there are distinct things happening in teenager's social and emotional development that are helping them become who they are going to be - helping them to form their identity. Social and emotional changes are part of girl child's academic achievement in the schools. Parents have a big role to play in helping girl children to develop grown-up emotions and social skills. The present study focused on the

association between socio-emotional adjustment and academic achievement. Contributing to a growing body of research showing a significant impact of socio-emotional adjustment on academic success, results show significant correlation between socio-emotional adjustment and academic achievement. The literature has consistently suggested that academic achievement is associated with socio-emotional adjustment (Masten et al., 1995). The results of the present study further indicated that, urban adolescent girls having high socio-emotional adjustment as compared to rural adolescent girls. It is because urban girls get lot of exposure by modern technological and scientific world. The parent belonged to urban areas showing good support and care towards their daughter as compared to rural areas, which leads them towards proper socio-emotional adjustment.

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