Social Problems and Academic Achievement of Adolescent Students in Earthquake Effected Areas of Kupwara District (J&K)

Author
Dr. Bilques John
Ph.D, Jamia Millia Islamia, New Delhi
E-mail: shahrufeedah@gmail.com

ABSTRACT
This study was conducted to examine the differences in social problems and academic achievement among adolescents in earthquake affected areas of Kupwara District (J&K). In orders to collect information the investigators visited various schools of District Kupwara especially in Tehsil Karnah, the worst hit area. Self-constructed questionnaire on personal problems was administered to a sample of 600 adolescent students (300 male and 300 female) pursuing their education in various high school and higher secondary’s of Tehsil, Karnah District Kupwara, Kashmir (J&K) to assess their social problems and academic achievement on the dimensions of social problems viz, Formal Relation; Informal relation Societal Relation and Delinquent Tendencies. The results of the study revealed that the male adolescent students come in the conflict with their friends, family members, neighbours and those who fail to understand their emotions. Enforcement of too strict discipline, restrictions on movements and lack of understanding their interests results in exhibition of more social problems and deviant behaviour as compared to female adolescent students. The study also revealed that there is a significant difference between male and female adolescent students on Academic Achievements

Keywords: Social Problem, Academic Achievement, Adolescent Students, Earthquake affected areas.

INTRODUCTION
Education plays a vital role in building a society. A modern society can’t achieve its aims of economic growth, technical development and cultural achievement without fully harnessing the talent of its citizens. Educationists thus strive to develop fully the intellectual potential of the student and make efforts to see that their potentialities are fully realized and channelized for the benefit of the individual and that of society. Educational opportunities though open to all do not seem to engage to any reasonable extent the capacities of those who seek to utilize them. An external question baffling parents, educators and national planners is, why do, students demonstrated ability flop in their academic efforts particularly at school or college examination.

The way in which an individual adjust within the external environment is personality and it is known by the activities, behaviour, conduct and everything else concerning the individual. Thus it is the way in which an individual adjusts with the external environment. Gordon Allport has been rightly quoted “Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment”. In the words of Munn, personality may be defined “as the most characteristic integration of an individual”. The impacts of Environmental factors begin from womb of the mother. The emotional, mental and physical conditions of the mother influence the development of fetus in the womb and the environment influences start after the birth of the child. The social, physical, geographical
and environmental conditions create the difference in personality characteristics in human beings. Thus the people living in deserts, hilly areas and plains have great difference in their body built, height, mode of living, color and habits etc. The social environment of the home greatly influences the personality. Social issues are the matters which directly or indirectly affect a person or many members of a society and are considered to be problems or controversies related to moral values or both. Under certain models of political issues, they are seen as distinct from economic issues. For the present study social problem means a condition affecting a significant number of people in ways considered undesirable about that, which is felt with something can be done through collective social action. The role played by love and affection in the development of personality can’t be over emphasized. The affection is positive emotion towards persons, pets, objects etc. Thus a child who gets plenty of love and affection has better opportunities of becoming a good mixer and socially efficient person. On the contrary, an unfortunate child who is denied the blessing of love and affection during infancy or childhood finds it rather more difficult to adjust to other children and adults around him. Thus a child is natural object of love and affection within the family. Given a proper dose of parental affection he feels quite secure and happy. A denial of this privilege leads him to a number of serious problems. Hence through interesting group activities, suitable teaching and personal demonstration, parents and teachers should instill in the mind of the child the basic ideas that both loving and being loved are fundamentals to a healthy social living. Friendship and social relations also influence to a great extent child’s personality development. An individual is born and nurtured in society. He acts in response to environment stimuli. The school environment consists of social code and social role of a person. The social rules and prohibitions or taboos regulate the individual’s customs, manners and conduct. The individual acquires social code in his childhood. Thus we may call that social life is a life of interpersonal relationship.

**OBJECTIVES**

1. To study the social problems of adolescent students of earthquake affected areas of Karnah (District: Kupwara) J&K.
2. To compare male and female adolescent students on social problems of earthquake affected areas of Karnah (District: Kupwara) J&K.

**Hypothesis**

1. There would be a significant difference between male and female adolescent students of earthquake affected areas of Karnah (District: Kupwara) J&K on social problems.

**OPERATIONAL DEFINITION OF THE VARIABLES**

a. **Personal Problem:** For the present study social problem means a condition affecting a significant number of people in ways considered undesirable about that, which is felt with something can be done through collective social action.

b. **Adolescents:** For the present study Boys and girls meant the school going adolescents falling in the age range of 14 & 18 years.

c. **Academic Achievements:** For the present study Academic achievement refers to the average of aggregate marks obtained by the students in the 9th to 10th class examinations.

d. **Earthquake affected areas:** For the present study the researcher will highlight particularly those areas of Tehsil Karnah District: Kupwara, (J&K), which were intensely affected by the terrible earthquake on 8th October 2005.

**Sample**

The investigator took 600 adolescent students (300 male) and (300 Female) reading in ninth and tenth grades as sample for the present study. The list of secondary School educational institutions, located in Tehsil...
Karnah was obtained from the Directorate of School Education Kashmir, Srinagar. Accordingly ten Government Secondary school institutions, having Co-education were selected for the purpose.

**Tools Used**

Following tools were used for the present study.

1. A self constructed questionnaire on social problems.
2. A self constructed information blank to collect information regarding family background and personal particulars of the subject.
3. An aggregate marks of pervious class for the sample subjects.

**ANALYSIS AND INTERPRETATION**

Table 1: Showing the Mean difference between Male and Female adolescent students on informal Relation dimension of Social Problem. (N=300)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t–value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male adolescent students</td>
<td>300</td>
<td>7.84</td>
<td>2.50</td>
<td>3.83</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>Female adolescent students</td>
<td>300</td>
<td>11.97</td>
<td>2.45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perusal of the above table shows the significance of mean difference between male and female adolescent students on informal relation dimension of social problems. Since the 't' calculated value (3.83) is greater than the 't' critical value (2.58). Which shows significance at 0.01 level. Since the mean difference favours the female adolescent students (11.97). Which reveals that the female adolescent students exhibit more informal relations than male adolescent students. It is quite natural, because of having female characteristics.

Table 2: Showing the Mean difference between Male and Female adolescent students on Formal Relations dimension of Social Problem. (N=300)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male adolescent students</td>
<td>300</td>
<td>7.92</td>
<td>1.91</td>
<td>2.57</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Female adolescent students</td>
<td>300</td>
<td>10.95</td>
<td>2.38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perusal of the above table indicates the significance of mean difference between male and female adolescent students on formal relations dimension of social problem. Since the 't' calculated value (2.57) is greater than the 't' critical value (1.95). Which shows significance at 0.05 level. Since the mean difference favours the female adolescent students (10.95). This reveals that the female adolescent students are well adjusted in this area of social problems and possess good formal relation with their contemporary fellow class mates, with the teachers and with all other students in the entire school than male adolescent students. In addition it can be said that male adolescent students are always afraid of their failure due to their feelings that their school task is difficult. They want to spend much of their time in their homes instead of school. They do not find their school environment of their choice and taste. They do not feel that they are being liked by other people as much as they deserve to be. They feel themselves less benefited from their teachers as compared to other students. Consequently, their feelings create disturbance in their minds on account of which they show odd Formal behaviour and with the result they lag behind in their academic achievement.

Table 3: Showing the Mean difference between Male and Female adolescent students on Societal Relations dimension of Social Problem. (N=300)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male adolescent students</td>
<td>300</td>
<td>6.93</td>
<td>2.04</td>
<td>2.34</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Female adolescent students</td>
<td>300</td>
<td>10.98</td>
<td>2.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The perusal of the above table shows the significance of mean difference between male and female adolescent students on societal relations dimension of social problem. Since the ‘t’ calculated value (2.34) is greater than the ‘t’ critical value (1.95). Which shows significance at 0.05 level. Since the mean difference favours the female adolescent students (10.98). Which reveals that the female adolescent students exhibited more societal relations i.e, they mingle happily with their neighbours, foreigners, strangers and take part in different social activities. They want their society well developed than the male adolescent students.

Table 4: Showing the Mean difference between Male and Female adolescent students on delinquent Tendencies dimension of Social Problem. (N=300)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male adolescent students</td>
<td>300</td>
<td>11.21</td>
<td>1.81</td>
<td>1.38</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Female adolescent students</td>
<td>300</td>
<td>9.92</td>
<td>2.09</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perusal of the above table shows the significance of mean difference between male and female adolescent students on delinquent tendencies dimension of social problem. Since the ‘t’ calculated value (1.38) is less than the ‘t’ critical value (1.95). Which depicts a non-significant value. This justifies that both male and female adolescent students are at par on this very dimension. They exhibit similar anti-social tendencies in term of indulging in the activities not warranted by the society. They demand their rights by violent means. They grab and threaten the boys and girls who are less in their age. They consider snatching as a right means of obtaining a thing they feel necessary for them. On account of this odd behaviour, people around them do not like to establish friendly ties with them. With the result they find themselves in isolation, because there is no body to which they narrate their feelings and express themselves. This is the underlying cause of all social problems.

Table 5: Showing the mean difference between Male and Female adolescent students on composite score of Social Problem (N=600)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male adolescent students</td>
<td>300</td>
<td>46.92</td>
<td>6.91</td>
<td>9.98</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>Female adolescent students</td>
<td>300</td>
<td>52.81</td>
<td>7.76</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perusal of the above table shows the significance of mean difference between male and female adolescent students on composite score of social problem. Since ‘t’ calculated value (9.98) is greater than the ‘t’ critical value (2.59). Which shows significance at 0.01 level. Since the mean difference favours the female adolescent students (52.81), which reveals that the male adolescent students come in conflict with their friends, family members, neighbours and all those who fail to understand them. Enforcement of too strict discipline, restrictions on movements and lack of understanding their emotions and interests results in development of deviant behaviour and social problems.

Table 6: Showing the mean difference between male and female adolescent students on the composite score of Academic Achievement (N=600)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male adolescent students</td>
<td>300</td>
<td>43.9</td>
<td>8.84</td>
<td>2.98</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>Female adolescent students</td>
<td>300</td>
<td>48.75</td>
<td>8.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A perusal of the above table shows the significance of difference between male and female adolescent students on the composite score of Academic Achievement. As reflected by ‘t’ value (2.98), which is
significant at 0.01 level. Further the mean difference (48.75) favoured the female adolescent students, which reveals that the female adolescent students achieved a high degree of aggregate marks and are academically good than male adolescent students.

CONCLUSION

1. It was found that highest percentage (52.33%) of adolescent male and female students in earthquake affected areas of Karnah district Kupwara have problems on societal relations dimension of social adjustment.

2. It was found that female adolescent students are well adjusted in this area on social adjustment and possess good formal relation with their contemporary fellow, class mates, with the teachers and with all other students in the entire school environment than male adolescent students.

3. It was found that there is a significant difference between male and female adolescent students on formal relations dimension of social problems.

4. It was found that female adolescent students exhibited more societal relations i.e, they mingle happily with their neighbours, foreigners, strangers and take part in different social activities. They want their society well developed than male adolescent students.

5. It was found that there is a significant difference between male and female adolescent students on societal relations dimension of social problems.

6. Female adolescent students on delinquent tendency dimension of social problems.

7. It was found that male adolescent students come in the conflict with their friends, family members, neighbours and those who fail to understand their emotions. Enforcement of too strict discipline, restrictions on movements and lack of understanding their interests results in exhibition of more social problems and deviant behaviour as compared to female adolescent students.

8. It was found that female adolescent students achieve a harmonious balance between demands of various aspects of environment such as home, health, social, emotional and formal relations than male adolescent students.

9. Mental Health of adolescent male and female students.

10. It was found that male adolescent students come in the conflict with their friends, family members, neighbours and those who fail to understand their emotions. Enforcement of too strict discipline, restrictions on movements and lack of understanding their interests results in exhibition of more social problems and deviant behaviour as compared to female adolescent students.

11. It was found that highest percentage (N=311) of adolescent male and female students of earthquake affected areas of Tehsil, Karnah district Kupwara secured II Division in academic achievement.

12. It was found that there is a significant difference between male and female adolescent students on Academic Achievements.

Suggestions

1. Precautions should be taken while handling the male and female adolescent students of earthquake affected areas by parent, teachers and counsellors, so that the personal, social and mental health problems do not arise.

2. School should work towards the detection and prevention of personal, social problems of adolescent students of earthquake affected areas.

3. Constant encouragement and teaching can really improve the academic achievement of adolescent students of earthquake affected areas.

4. The present study suggests that proper atmosphere at home and school should be provided to male and female adolescent students of earthquake affected areas so that they can tackle the problems which they face in their personal and social adjustment.

5. There should be compensatory education programs for earthquake victims in every school.
6. The present study suggested that the school authorities should press hard to the Government for the construction of proper school buildings resistant to earthquakes for adolescent students.

7. Standard evaluation instruments may be used, which would allow an individual to disclose more about his/her psychological state and trauma experiences than they might otherwise do.

8. As there is a dearth of counsellors in Educational Institutions at secondary level in earthquake affected areas of District Kupwara, so the counsellors should be appointed in these institutions to guide and help them in solving their personal, social problems and emotional problems and help them to pursue their academic career in a proper direction.

REFERENCES


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