

Personal problems of adolescent students of earthquake affected areas of District Baramulla Jammu and Kashmir with reference to academic achievement

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Abstract

The study was undertaken to study the personal problems of adolescent students of earthquake affected areas of District Baramulla, Jammu and Kashmir. The investigator took two hundred (200) adolescent students (100 male and 100 female) reading in 9th and 10th grades as sample for the study. Nadeem and Ahanger's (2001) Urdu Adaptation of California Test of Personality (CTP) for the measurement of personal problems was administered. The analysis of the data revealed that the male adolescent students of earthquake affected areas and female adolescent students of earthquake affected areas of Uri (District Baramulla, Jammu and Kashmir) differ from each other on certain dimensions of personal adjustment like self reliance, sense of personal worth, feeling of belongingness, withdrawing tendencies and nervous symptoms. It was found that female adolescent students were personally well adjusted than male adolescent students of earthquake affected areas of Uri (District Baramulla). Correlation between various dimensions of personal adjustment and academic achievement of male and female adolescent students were found positive and significant.

Key words:- Personal problems, Adolescent students, Earthquake affected areas, Academic achievement

1. Introduction

Every individual is said to have a personality of his own which is unique and distinct from every other personality. In a proper sense, by personality we mean that an individual has some striking qualities or traits in which he differs from others, i.e; in appearance, in aggressiveness or pleasant manner etc. But these are not the only points that make up the person. Every individual has a typical and distinctive style of behaving. This unique quality of his behaviour constitutes shape to his personality. i.e, feelings, values, reactions, prejudices, attitudes, perceptions etc. are the basis of one's behaviour. Thus personality includes physique, habits, temperaments, sentiments, will and intelligence etc.

Adolescence is a stage of development, which in most societies presents many problems. It is a phase of development, which parents and teachers fear. Often it is considered a terrible period. The behaviour of pupil during this period is frequently found to be “unbalanced”, “unpredictable”, and “unstable”. Often the child becomes unreasonable. Some times they are difficult and they challenge authority. For these reasons most societies have regarded this stage as difficult phase of growth and have shown degree of anxiety over the development of the child during this period. It is the period during which radical changes take place within the individual as he/she emerges as from childhood into maturity. Learning and appropriate sex-role getting along with the age mates and developing the conscience are considered important at this stage in almost all the progressive societies, but these behaviours are not easy to learn and present many problems. It is these and many other situations out of which turbulence of this arises.

Academic achievement of pupils is of vital importance, particularly in the present socio-economic and cultural context. In the schools great emphasis is placed on academic achievement right from the beginning of formal education. The school has its own systematic hierarchy, which is already based on achievement and performance. The school performs the function of selection and differentiation among students and opens avenues for advancement, again, primarily in terms of academic achievement. The effectiveness of any educational system is gauged to the academic achievement within a given setup is, therefore, the goal of every educationist, researcher, teacher or an educational administrator.

Disaster struck Kashmir on the 8th of October 2005 Mw 7.6 at a depth of 26km from the surface with its epicenter located at 34.493 N, 73.629 E, 19 km North East from Muzaffarabad and 170 km West-N-West of Srinagar, Jammu and Kashmir. The worst affected major towns on the Indian side of Line of Control are Tangadhar in Kupwara district and Uri in Baramulla district. At least 22 aftershocks followed within 24 hours including a magnitude temblor. Although the United States Geological Survey's Richter Scale measured it as 7.6 degree, the Japanese metrology office gauged it at 7.8 like other walks of life, education system in above mentioned areas are resulted in the miserable plight of the inherent. Whereas on the other hand, it completely degraded multifaceted existence-economics, social and psychological etc. of those people; on the other hand it diversely affected the cultural and traditional life of people. In such conditions the flourishing of educational setup suffered set-back which in the long run could obstacle in the overall progress and development of victims or affected population. Around 89.4% of the villages of Uri had educational facilities prior to the earthquake. 96% of the schools in Uri were devastated by the earthquake; ICDS and aganwadi centers in nearly 90% of the villages which reported having these facilities have been destroyed in the earthquake.

The primary objectives of this study was to study the personal problems of adolescent students and to compare male and female adolescent students of earthquake affected areas of Uri (District Baramulla) on personal problems and academic achievement.

1.2 Hypotheses

The following hypotheses have been formulated for the present investigation:-

1. There is a significant difference between male and female adolescent students of earthquake affected areas of Uri (District Baramulla) on personal problems.
2. To find the correlation between social adjustment and academic achievement of adolescent students of earthquake affected areas of Uri(District Baramulla).

2 .Materials and methods:-

The investigator took two hundred (200) adolescent students (100 male and 100 female) reading in 9th and 10th grades as sample for the study.

2.1 Tools used:-

Nadeem and Ahanger's (2001) Urdu Adaptation of California Test of Personality (CTP) for the measurement of personal problems.

2.2 Stastical treatment:-

After the scoring of the test was completed ,the data was subjected to statistical analysis by applying t-test.

3. Analysis and interpretation:-

Table3. 1 Showing the mean comparison between male and female adolescent students on self-reliance dimension of personal adjustment

Group	N	Mean	S.D	t-value	Level of significance
Male adolescent students	100	6.19	1.51	2.08	Significant at 0.05 level of significance
Female adolescent students	100	9.73	1.69		

The table3. 1 shows that the two groups differ significantly on self-reliance dimension of personal adjustment. The calculated t-value (2.08) is greater than the tabulated t-value (1.95) and falls in the acceptance zone ,so the hypotheses which reads as there is a significant difference between male and female adolescent students of earthquake affected areas of Uri (District Baramulla) stands accepted at 0.05 level. Since the mean difference favours the female adolescent students (9.73) so, female adolescent students exhibit more sense of reliance than male adolescent students. It is because that female adolescent students are confident enough than male adolescent students in every sphere of life now a days. They can recover immediately after any disaster.

Table3. 2 Showing the mean comparison between male and female adolescent students on sense of personal worth dimension of personal adjustment

Group	N	Mean	S.D	t-value	Level of significance
Male adolescent students	100	6.07	1.36	2.07	Significant at 0.05 level of significance
Female adolescent students	100	9.66	1.73		

The table 3. 2 shows that the two groups differ significantly on sense of personal worth dimension of personal adjustment. The calculated t-value (2.07) is greater than the tabulated t-value (1.95) and falls in the acceptance zone ,so the hypotheses which reads as there is a significant difference between male and female adolescent students of earthquake affected areas of Uri (District Baramulla) stands accepted at 0.05 level. Since the mean difference favours the female adolescent students (9.73) so, female adolescent students exhibit more sense of personal worth than male adolescent students.

Table 3.3 Showing the mean comparison between male and female adolescent students on sense of personal freedom dimension of personal adjustment

Group	N	Mean	S.D	t-value	Level of significance
Male adolescent students	100	9.59	1.07	0.93	Not Significant
Female adolescent students	100	7.96	1.76		

The table 3.3 shows that the two groups differ significantly on sense of personal freedom dimension of personal adjustment. The calculated t-value (0.93) is less than the tabulated t-value (1.95) and falls in the rejection zone ,so the hypotheses which reads as there is a significant difference between male and female adolescent students of earthquake affected areas of Uri (District Baramulla) stands rejected. On this dimension, both male and female adolescent students of earthquake affected areas of Uri (District Baramulla) are sailing in the same boat.

Table 3. 4 Showing the mean comparison between male and female adolescent students on feeling of belongingness dimension of personal adjustment

Group	N	Mean	S.D	t-value	Level of significance
Male adolescent students	100	5.73	1.69	3.36	Significant at 0.01 level of significance
Female adolescent students	100	10.27	1.34		

The table3. 4 shows that the two groups differ significantly on feeling of belongingness dimension of personal adjustment. The calculated t-value (3.36) is greater than the tabulated t-value (2.58) and falls in the acceptance zone ,so the hypotheses which reads as there is a significant difference between male and female adolescent students of earthquake affected areas of Uri (District Baramulla) stands accepted at 0.01 level. Since the mean difference favours the female adolescent students (10.27) so, female adolescent students exhibit more feeling of belongingness than male adolescent students.

Table3. 5 Showing the mean comparison between male and female adolescent students on withdrawing tendencies dimension of personal adjustment

Group	N	Mean	S.D	t-value	Level of significance
Male adolescent students	100	5.22	1.36	2.59	Significant at 0.01 level of significance
Female adolescent students	100	9.51	1.65		

The table3. 5 shows that the two groups differ significantly on withdrawing tendencies dimension of personal adjustment. The calculated t-value (2.59) is greater than the tabulated t-value (2.58) and falls in the acceptance zone ,so the hypotheses which reads as there is a significant difference between male and female adolescent students of earthquake affected areas of Uri (District Baramulla) stands accepted at 0.01 level. Since the mean difference favours the female adolescent students (9.51) so, female adolescent students more satisfactorily adjusted than male adolescent students. This justifies that they are being discouraged and sometimes they come across the people who are often unkind and unfair to them and who often try to deceive them. With the result they develop introvert tendencies and prefer to choose isolation from others which ultimately becomes the cause of their low academic achievement and leads them to the personal problems.

Table3. 6 Showing the mean comparison between male and female adolescent students on nervous symptoms dimension of personal adjustment

Group	N	Mean	S.D	t-value	Level of significance
Male adolescent students	100	5.51	1.18	2.61	Significant at 0.01 level of significance
Female adolescent students	100	9.78	1.63		

The table3. 6 shows that the two groups differ significantly on nervous symptoms dimension of personal adjustment. The calculated t-value (2.61) is greater than the tabulated t-value (2.58) and falls in the acceptance zone ,so the hypotheses which reads as there is a significant difference between male and female adolescent students of earthquake affected areas of Uri (District Baramulla) stands accepted at 0.01 level. Since the mean difference favours the female adolescent students (9.78) so, female adolescent students are more adjusted than male adolescent students.

Table3. 7 Showing the mean comparison between male and female adolescent students on total dimensions of personal adjustment

Group	N	Mean	S.D	t-value	Level of significance
Male adolescent students	100	38.31	6.89	2.11	Significant at 0.05 level of significance
Female adolescent students	100	56.91	8.79		

Table 4 Correlation between various dimensions of personal adjustment and academic achievement of male adolescent students

Various dimensions of personal adjustment and academic achievement	Correlation
Self-reliance and academic achievement	.68**
Sense of personal worth and academic achievement	.71**
Sense of personal freedom and academic achievement	.49**
Feeling of belongingness and academic achievement	.59**
Withdrawal tendencies and academic achievement	.65**
Nervous symptoms and academic achievement	.37**

**= Significant at 0.01 level

Table 5. Correlation between various dimensions of personal adjustment and academic achievement of female adolescent students

Various dimensions of personal adjustment and academic achievement	Correlation
Self-reliance and academic achievement	.68**
Sense of personal worth and academic achievement	.69**
Sense of personal freedom and academic achievement	.69**
Feeling of belongingness and academic achievement	.51**
Withdrawal tendencies and academic achievement	.64**
Nervous symptoms and academic achievement	.57**

**= Significant at 0.01 level

Conclusion:-

- I. Male adolescent students of earthquake affected areas and female adolescent students of earthquake affected areas of Uri (district Baramulla) differ from each other on certain dimensions of personal adjustment like self-reliance, sense of personal worth, feeling of belongingness, withdrawing tendencies and nervous symptoms. It was found that female adolescent students are personally well adjusted than male adolescent students of earthquake affected areas of Uri (district Baramulla).
- II. Correlation between various dimensions of personal adjustment and academic achievement of male and female adolescent students were found positive and significant.

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