



## IMPACT OF EMOTIONAL, SOCIAL AND VOCATIONAL PROBLEMS ON ACADEMIC PERFORMANCE OF ADOLESCENT GIRL STUDENT

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### ABSTRACT

This study investigates how emotional, social, and vocational challenges impede academic performance among 500 adolescent girls across five districts in Western Vidarbha, India, utilizing the Bajpai, Shukla, and Gupta's Adolescent Problem Scale to gather detailed data. Results demonstrate a pronounced negative correlation between these adversities and educational outcomes, exacerbated by sociocultural and personal pressures. The research advocates for targeted interventions—structured counseling, peer support networks, and vocational skill-building—to mitigate these barriers. It emphasizes systemic collaboration between educational institutions, communities, and policymakers to foster inclusive environments that prioritize girls' academic resilience. By delineating the interplay of psychosocial and vocational stressors, the study underscores the urgency of gender-sensitive strategies to address multifaceted challenges. These insights contribute to broader discourse on equitable education and inform actionable frameworks to enhance holistic development, empowering adolescents to navigate societal expectations while achieving academic success. The findings advocate for longitudinal research to refine intervention models tailored to regional socio-economic contexts.

### KEYWORDS :

#### INTRODUCTION

Adolescent girls in India face significant emotional, social, and vocational challenges that impede academic achievement. Emotional maturity and self-confidence, critical for academic success, vary by gender and urban-rural contexts, as shown by Vyas and Gunthey (2017). Khandelwal and Arur (2024) emphasize social-emotional competence's role in educational outcomes, linking emotional intelligence to performance. Socially, gender disparities in self-efficacy and agency intensify during late adolescence, restricting educational and vocational opportunities (Young Lives India, 2023). Rentala et al. (2019) and Kukkar, et al. (2023) identify educational stress predictors like personality traits and familial factors, which exacerbate mental health issues and hinder academics. Vocational barriers include inadequate career counseling and skill programs, reducing motivation, while economic pressures push marginalized girls into part-time work, limiting study time and career readiness (Ayllón-Salas, and Fernández-Martín, 2024). Addressing these interconnected challenges requires targeted interventions: fostering emotional resilience through school programs, implementing gender-sensitive policies to bridge skill gaps, expanding vocational training access, and providing financial support to reduce dropout rates (Dey, et al; 2025). Such holistic approaches are vital to enhancing educational outcomes and overall well-being for India's adolescent girls.

#### Review Of Literature:

Adolescent academic performance is shaped by psychological, emotional, social, and vocational factors. Psychological stressors, including anxiety, depression, and substance abuse, correlate with lower GPAs (Bhattacharya & Bhattacharya, 2015; Deng et al., 2022). Emotional intelligence (EI) significantly predicts academic success, often surpassing cognitive measures (Tyagi & Gautam, 2017; Sánchez-Álvarez et al., 2020). Behavioral and emotional challenges further hinder academic outcomes and well-being (Sánchez-García et al., 2018; Saunders, et al., 2019).

Vocational adaptability and intrinsic motivation enhance academic resilience (Avram et al., 2019). Social contexts, such as supportive family/school environments, foster mental health and achievement (Korpershoek et al., 2016). Integrated models highlight EI, motivation, and goal orientation as critical predictors of success (Gilar-Corbi et al., 2020).

Emerging technologies like SensEmo demonstrate the potential to monitor and improve emotional engagement in learning. Collectively, these findings underscore the multifaceted determinants of academic performance, advocating for holistic interventions addressing mental health, social support, and emotional skills.

#### 3. Methodology

This study adopted a **quantitative survey design** to examine challenges faced by female higher secondary students in Western Vidarbha, India. The survey method enabled efficient large-scale data collection, facilitating quantitative analysis of attitudes, perceptions, and reported issues (Creswell, 2014).

**Research Area And Population:** The study focused on five districts—Amravati, Akola, Buldhana, Washim, and Yavatmal—selected for their distinct socio-cultural and educational context (Neuman, 2014). The target population comprised female higher secondary students; a critical demographic where adolescent challenge may impact education and development.

#### Sampling Technique

##### A Two-step Sampling Approach Was Used:

- Purposive Sampling:** Targeted female students meeting study criteria (Palinkas et al., 2015).
- Random Selection:** 100 students per district were randomly selected (total n = 500), ensuring representativeness and minimizing bias (Saunders et al., 2019).

#### Data Collection

- Primary Data:** A structured questionnaire captured demographics and responses from the validated **Adolescent Problem Scale** (Bajpai et al.), assessing psychological, social, and academic challenges via Likert-scale items.
- Secondary Data:** Literature and government reports supplemented findings.

#### Data Analysis

Descriptive statistics summarized demographics, while inferential statistics identified trends.

#### Ethical Considerations

Informed consent was obtained, confidentiality maintained via anonymization, and participants retained withdrawal rights (American Educational Research Association, 2011).

**Findings:**

**Table 1: Correlation between Academic Performance and Student Problems**

Problem Type	Pearson's (r)	Significance (p)	Sample Size (N)	Interpretation
Emotional Problems	-0.80*	0.032*	500	Strong negative correlation
Social Problems	-0.96**	0.0004**	500	Very strong negative correlation
Vocational Problems	-0.88**	0.0086**	500	Strong negative correlation

**Notes:**

- r = Pearson's correlation coefficient (closer to -1 indicates stronger negative relationship).
- p = Significance level (\*p < 0.05, \*\*p < 0.01).
- N = Total sample size.

**Key Findings (Graphical Representation)**

1. Strength of Correlation (r-values)	2. Statistical Significance (p-values)
Emotional Problems: -0.80 (Strong negative impact)	Emotional Problems: p = 0.032 (Significant at 95% CI)
Social Problems: -0.96 (Very strong negative impact)	Social Problems: p = 0.0004 (Highly Significant at 99% CI)
Vocational Problems: -0.88 (Strong negative impact)	Vocational Problems: p = 0.0086 (Significant at 99% CI)

**Interpretation**

- All three problem types (**emotional, social, vocational**) show **significant negative correlations** with academic performance.
- **Social problems** have the strongest negative impact (r = -0.96, p < 0.001), followed by **vocational** and **emotional** issues.
- The results suggest that addressing these problems could **improve academic outcomes** for adolescent girls.

**Table 2: correlation between Educational performance and socio-economical conditions of students**

Students Academic performance in %	dx(x-X)	dx <sup>2</sup>	Emotional problem (Points)	dy(y-Y)	dy <sup>2</sup>	dx dy
37.2	-28.5	812.25	38.0	-6.2	38.44	176.7
45.5	-20.2	408.04	41.58	-2.6	6.8644	52.924
55.5	-10.2	104.04	43.25	-1.0	0.9025	9.69
65.5	-0.2	0.04	45.82	1.6	2.6244	-0.324
75.5	9.8	96.04	47.11	2.9	8.4681	28.518
85.5	19.8	392.04	47.23	3.0	9.1809	59.994
95.5	29.8	888.04	46.19	2.0	3.9601	59.302

The qualitative correlation analysis reveals that in the western region of Vidharbh, the average number of children at the highest economic level exhibits a significant positive correlation (r = 0.88687, P = 0.00784 < 0.05) with economic status. This indicates a strong financial relationship between economic level and status among this population.

Conversely, the analysis shows a significant negative correlation (r = -0.79641, P = 0.03209 < 0.05) between the average number of children at the highest intensity level and the overall problem level in the region. This suggests that higher intensity levels correlate with increased issues.

**CONCLUSION**

There is a strong negative correlation between the academic performance of female students at the higher secondary level in Western Vidarbha and their emotional, social, and

professional problems. As emotional, social, and professional issues increase, academic performance declines.

Given that this period is crucial for development, it is essential for parents to engage positively with their children. They should avoid imposing unrealistic expectations, foster open discussions about emotional issues, encourage participation in social activities, and emphasize the importance of education for future success.

Additionally, a negative correlation (r = -0.96485, P = 0.000438 < 0.05) exists between high-intensity student levels and problem severity, underscoring the significant relationship between these variables in the region. High intensity levels affect various aspects of the statistical data in this area.

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