



Adjustment Problems of Adolescent Learners in Coastal Areas of Kannur District

Neethu K.K

Master in Education, School of Pedagogical Sciences, Kannur University

DOI : <https://doi.org/10.5281/zenodo.20691999>

ARTICLE DETAILS

Research Paper

Accepted: 27-05-2026

Published: 10-06-2026

Keywords:

Adjustment problems, adolescents, coastal communities, secondary school students, Kannur District, Kerala

ABSTRACT

This study examined adjustment problems among adolescent learners in the coastal areas of Kannur District, Kerala. A descriptive survey method was employed with a sample of 300 secondary school students selected from coastal schools. Data were collected using an Adjustment Problems Scale developed and standardized by the researcher. Statistical techniques included mean, median, standard deviation, and t-tests. Findings revealed significant adjustment issues in cultural adjustment, peer pressure, educational challenges, parental expectations, gender-role expectations, and language barriers. Significant differences were found based on school management type, while gender differences were largely insignificant except in cultural adjustment. The study highlights the need for targeted educational and psychosocial interventions to improve adolescent adjustment in coastal communities.

Introduction

Adolescence is a critical developmental stage characterized by physical, emotional, social, and cognitive changes. These changes often create adjustment challenges that affect academic performance, emotional well-being, and social relationships. Students in coastal regions may experience additional challenges associated with socioeconomic, cultural, and environmental factors.

Adjustment is the process of changing one's behaviour, thoughts, or actions to fit or accommodate a specific environment or condition. It also refers to the act of adjusting to new circumstances or situations. It can also refer to the process of changing or fixing something in order to get the intended results. When



faced with obstacles, changes, or disturbances in our life, adjustment is frequently required and calls for adaptability and problem-solving abilities.

Problems with adjustment can be difficult situations that affect a person's emotional, social, and mental health. They normally occur when a person experiences big life changes that call for them to adjust to brand-new situations. An adjustment problem can range in severity and duration, with some people only experiencing mild discomfort for a short while while others struggle with severe and protracted distress.

Social health is about how well someone interacts with others and how much support they get from their social network. Having strong social ties enhances one's feeling of identity, purpose, and belonging. These relationships may be with friends, neighbours, coworkers, family, or other community members. They offer companionship, emotional support, and a feeling of community—all of which are essential for mental and emotional health (Lyubomirsky et al.,2005).

Emotional, psychological, and social well-being are all components of mental health, which affects perception, cognition, and behaviour. "State of well-being in which the individual realises his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to his or her community" (World Health Organisation)

There are major changes in a person's physical, social, and emotional development during adolescence. This can be a trying moment for many students, one that affects their welfare generally, social interactions, and academic achievement. As they negotiate this challenging time in their lives, secondary school students frequently have adjustment issues. Many factors can contribute to adjustment problems, such as personal difficulties, educational obstacles, and social challenges. Students may experience personal difficulties with emotional regulation, identity development, and self-esteem. Students may struggle academically with time management, organization, and study techniques. Students may have difficulty navigating social hierarchies and dealing with social and peer pressure to build new relationships.(Sergrin & flora 2016).

In adolescence, effective adjustment requires resilience, self-awareness, and coping mechanisms And need development. Adolescents need to learn to manage their emotions, manage difficulties and stress, and interact with people in a successful and polite manner. They may need to set boundaries and be firm in order to resolve conflicts and maintain healthy relationships.

Adolescents need to discover their values, interests and aspirations in order to build a sense of purpose and identity. Self-discovery requires seeking guidance as well as a willingness to take opportunities to



oversee new things. Adolescents may need help and guidance from trusted adults, parents, teachers, and therapists to navigate the challenges of adulthood and make critical decisions about their future.

Literature review

The adjustment problems, as explained through Erikson's theory, have a great contact with the identity formation and role confusion of the adolescent learners. According to Erikson, the identity versus confusion normally emerges during stage 5, in adolescence, as individuals explore several identities by experimenting with different roles and relationships. Poor resolution creates role confusion, which may give way to adjustment problems like low self-esteem, anxiety, and rebellion; on the other hand, successful resolution shows the clear sense of identity in youngsters.

Freud's theory postulates that adjustment problems in adolescents emanate from unconscious conflicts of the id, ego, and superego. While adolescents are passing through physical and emotional changes, the unconscious mind of the adolescent grapples with desires, rational thinking, and moral principles. This indeed causes a conflict that might be overcome with certain defence mechanisms such as denial, repression, or projection, leading to adjustment problems like aggression, withdrawal, or substance abuse.

Through Bandura's theory, it is clear that adolescent learners develop adjustment problems because of the development of observational learning and self-efficacy. Adolescents learn and imitate behaviours from their peers, family members, and merely through observation and viewing of the media, which help shape their self-concept and behaviours toward acquiring adjustment problems such as social anxiety, unsatisfactory academic performance, and even antisocial behavior-forming propensity towards delinquency.

Aisha and Khan (2022) conducted a study on the topic parental involvement. The sample of the study was 200 adolescent from coastal areas of Pakistan. The methodology used for the study descriptive survey design. The finding of the study showed that parental involvement significantly influences adjustment problems among adolescent in coastal areas.

Binta and Suleiman (2021) conducted a study on the topic peer pressure. The sample of the study was 180 adolescent from coastal villages of Nigeria. The methodology used for the study comparative study design. The finding of the study showed that peer pressure significantly influences adjustment in coastal villages.



Golria and Mensah (2021) conducted a study on the topic social support. The sample of the study was 200 adolescents from coastal village of Ghana. The methodology used for the study descriptive survey design. The finding of the study showed that social support significantly influences adjustment problems among adolescent in coastal village

Hassan and Ali (2020) conducted a study on the topic emotional regulation. The sample of the study was 220 adolescent from coastal regions of Pakistan. The methodology used for the study comparative study design. The finding of the study showed that emotional regulation significantly problems among adolescent in coastal regions

Arun and Kumar (2020) conducted a study on the topic psychological adjustment. The sample of the study was 150 adolescent from coastal areas of Tamilnadu. The Methodology used for the study descriptive survey design. The finding of the study showed that adolescent in coastal areas face psychological adjustment problems due to environmental factors.

Diana and Chen (2019) conducted study on topic teacher support. The sample of the study was 250 adolescent from coastal areas of china. The methodology used for the study descriptive survey design. The finding of the study showed that teachers support significantly influences adjustment problems among adolescent in coastal areas.

Objectives of the Study

1. To identify the level of adjustment problems among adolescent learners.
2. To examine component-wise adjustment problems.
3. To compare adjustment problems based on gender.
4. To compare adjustment problems based on school management type.

Method

A descriptive survey design was adopted. The sample consisted of 300 adolescent learners from secondary schools in coastal areas of Kannur District. Data were collected using the Adjustment Problems Scale covering cultural adjustment, educational challenges, peer pressure, parental expectations, gender-role expectations, and language barriers. Data were analyzed using descriptive statistics and independent-samples t-tests.

The study intended to study factors causing . adjustment problems of adolescent learns in coastal areas of Kannur district. Considering the different aspects for the study, the researcher decided to adopt the survey



method for the present study. Survey method is a technique whereby the researcher studies the whole population or some part of it with respect to certain sociological and psychological variables. “The survey method gathers data from a relatively large number of ceases at a particular time” (Best,2015). It is not concerned with the characteristic as individuals and is concerned with generalized statistics that results when data are abstracted from a number of individual cases. From those cases a representative group of the whole population can be selected for observation and analysis. The use of survey method in present study helped the researcher to collect relevant and adequate information needed for the study.

Analysis and Interpretation

The study includes 300 participants in total who were asked questions involving their cultural adjustment, peer pressure, educational challenge, gender expectation, parental expectation and language barrier. There are 4 questions regarding cultural adjustment, 10 questions regarding peer pressure, 7 questions regarding educational challenge, 3 questions regarding gender role expectation, 7 questions regarding parental expectation, 2 questions regarding language barrier, each given scores ranging from 1 to 5, 5 being the highest.

The maximum possible marks that can be scored by a participant regarding their cultural adjustments is 41 and minimum is 11, peer pressure is 76 and minimum is 12, educational challenge is 30 and minimum is 8, gender role expectation is 27 and minimum is 6, parental expectation is 39 and minimum is 8, language barrier is 10 and minimum is 1.

Out of 300 participants, 121 participants are male (40%) and 179 participants are female (60%).

Figure.1 *Graphical Representation of Participants Based on Gender*

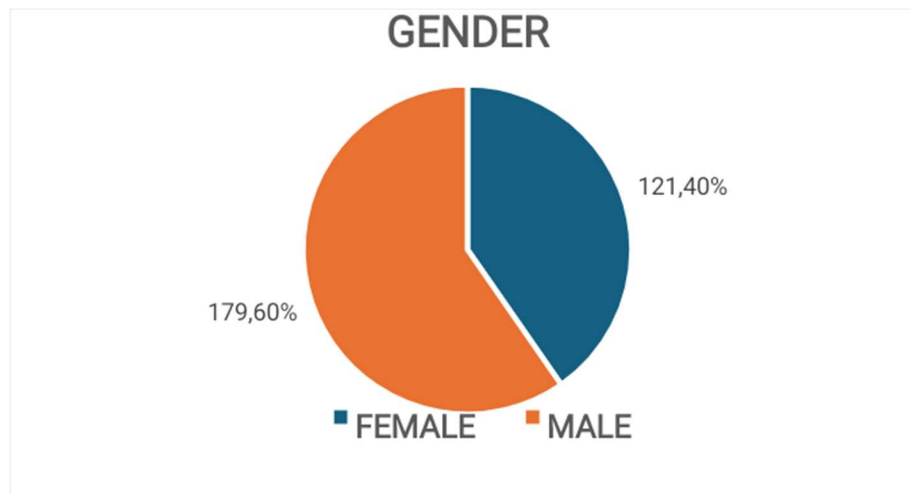
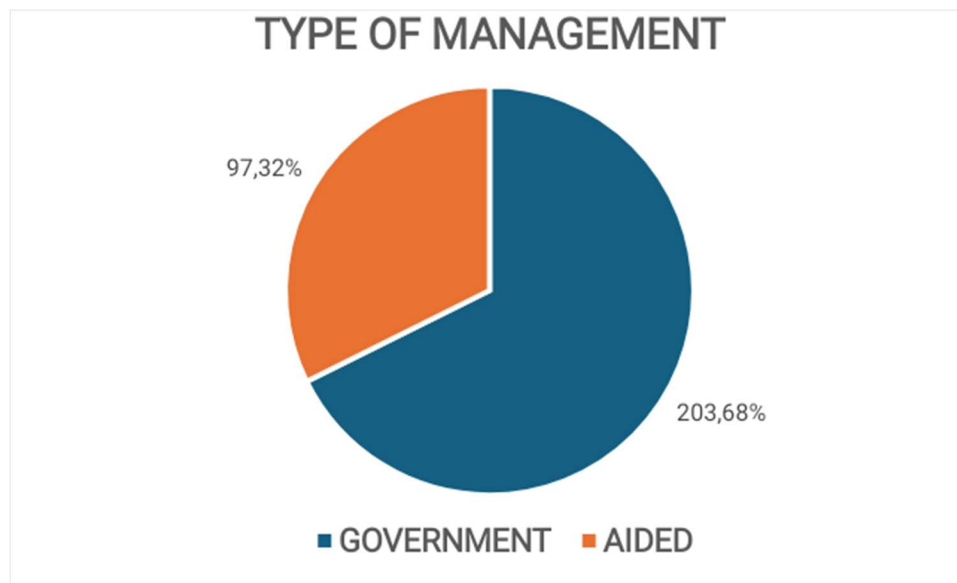


Figure.2 *Graphical Representation of Participants Based on Type of Management*



Out of a total of 300 participants, 203 (68%) are enrolled in government institutes, while 97 (32%) are enrolled in aided institutes.

The minimum mark scored by a participant regarding cultural adjustments is 11 and the maximum is 41. The participants obtained average of 24.35 with median value 24, modal value 22 and a standard deviation of 5.02.

The minimum mark scored by a participant regarding peer pressure is 12 and the maximum is 76. The participants obtained average of 28.92 with median value 29, modal value 28 and a standard deviation of 6.3.

The minimum mark scored by a participant regarding educational challenge is 8 and the maximum is 30. The participants obtained average of 18.57 with median value 19, modal value 21 and a standard deviation of 4.36.

The minimum mark scored by a participant regarding gender role expectation is 6 and the maximum is 27. The participants obtained average of 15.07 with median value 15, modal value 11 and a standard deviation of 4.22.



The minimum mark scored by a participant regarding parental expectation is 8 and the maximum is 39. The participants obtained average of 20.14 with median value 20, modal value 19 and a standard deviation of 5.4.

The minimum mark scored by a participant regarding language barrier is 2 and the maximum is 10. The participants obtained average of 4.61 with median value 4, modal value 3 and a standard deviation of 2.32.

Table .1 Descriptive Analysis of Adjust Problems Among Adolescents Based on Components

	Cultural Adjustment	Peer Pressure	Educational Challenge	Gender Role Expectation	Parental Expectation	Language Barrier
Mean	24.35	28.92	18.57	15.07	20.14	4.61
Mean	24	29	19	15	20	4
Mode	22	28	21	11	19	3
Standard deviation	5.02	6.3	4.36	4.22	5.4	2.32
Maximum	41	76	30	27	39	10
Minimum	11	12	8	6	8	2

Now consider the total score of each components Cultural Adjustment, Peer Pressure, Educational challenges, Gender Role Expectation, Language Barrier. Histogram of the total of each component is given below.

Figure .3 Histogram for Total Score adjustment Problems

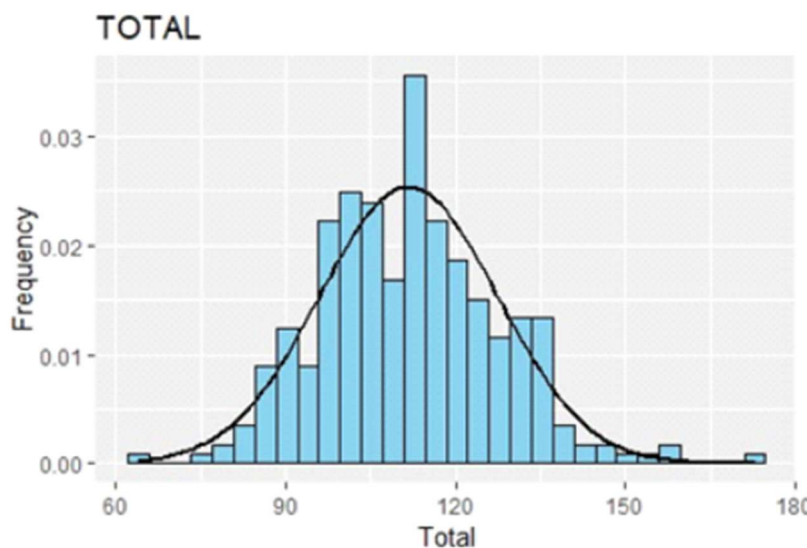




Figure .3 shows that that the total of the component follows normal distribution, so we use parametric t-test to test both gender wise and type and type of management of the data corresponding to the total.

Table .2 Grand Total Analysis Based on Gender and Type of Management

Variable	t	df	Sig(2-tailed)	Mean difference	95% confidence interval for the difference (LCI, UCI)
Grand total (Gender)	-1.856	298	0.064	--2.958	-6.095,0.177
Grand total (Type of management)	-5.395	298	<0.001	-8.657	-11.815, -5.499

Table .2 shows that the grand total of components of adjustment problems among adolescent learners in coastal areas of Kannur district based on gender, the p-value is 0.064 which is greater than 0.05. So, we can conclude that, there is no difference between male and female in adjustment problems among adolescent learners in coastal areas of Kannur district.

But when comparing the grand total of components of adjustment problems among adolescent learners in coastal areas of Kannur district based on type of management, the p-value is <0.001 which is less than 0.05. So, it can be concluded that, there is difference between government and aided school in adjustment problems among adolescent learners in coastal areas of Kannur district.

A histogram of the distribution of the marks scored regarding personal problems is given below.



Figure . 4 Histogram of Distribution of Score of Participants Regarding Cultural Adjustment.

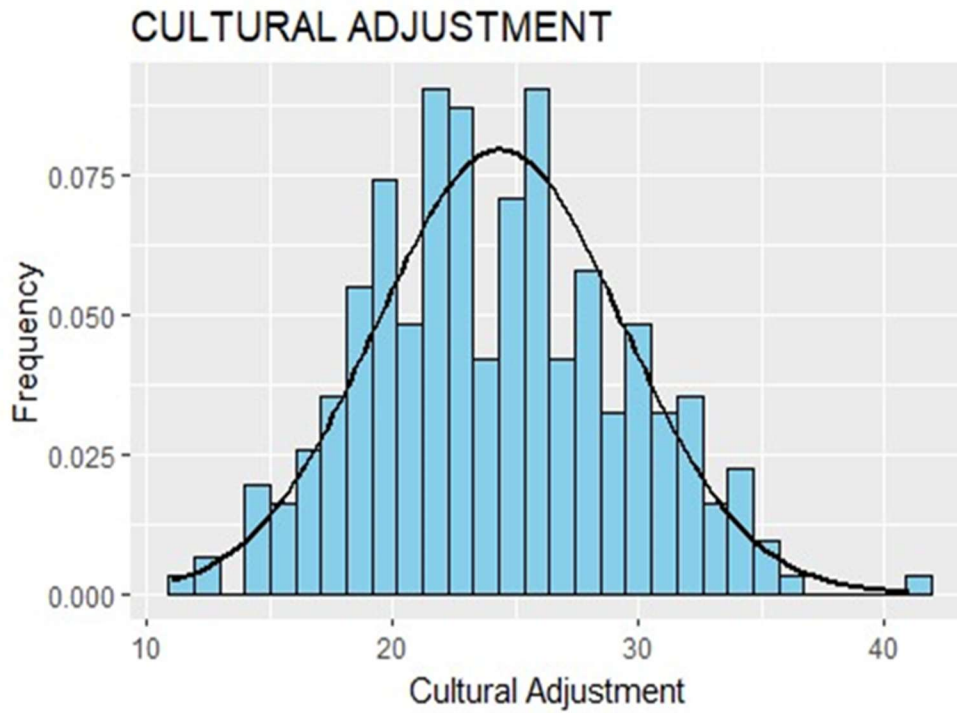


Figure .5. Histogram of Distribution of Score of Participants Regarding Peer Pressure

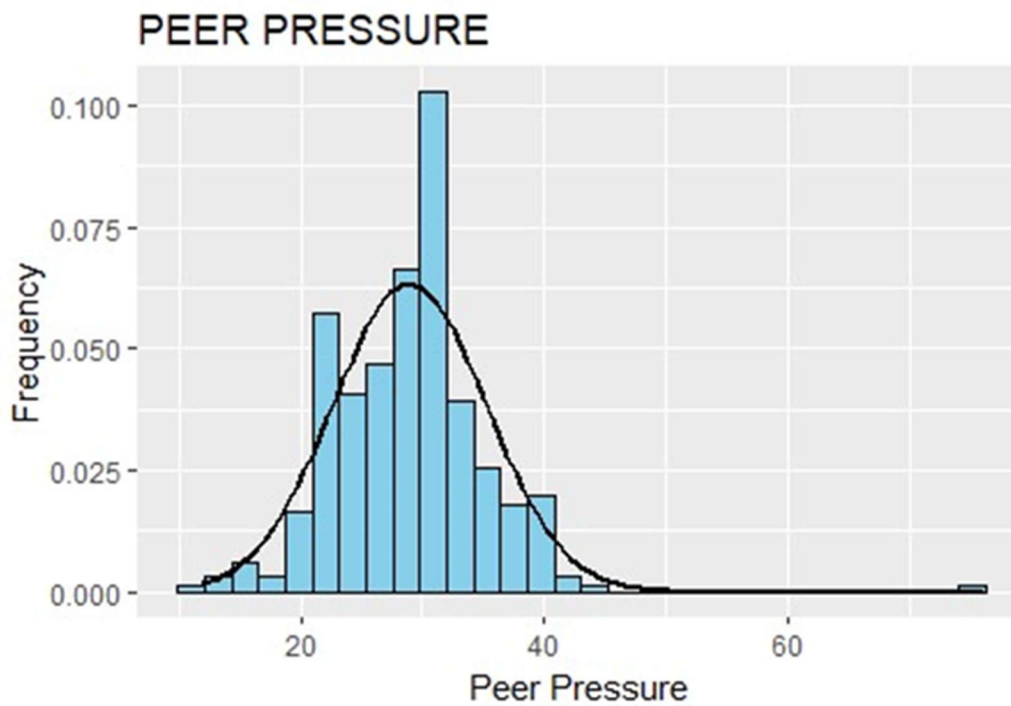


Figure . 6 Histogram of Distribution of Score of Participants Regarding Educational Challenge.

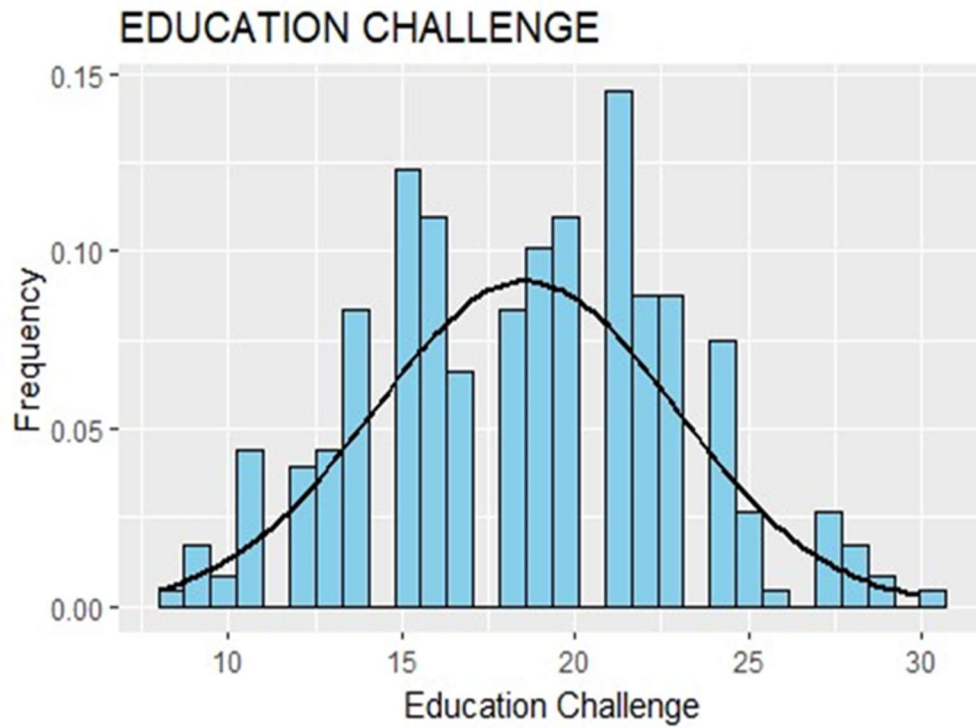


Figure .7 Histogram Of Distribution of Score of Participants Regarding Gender Role Expectation.

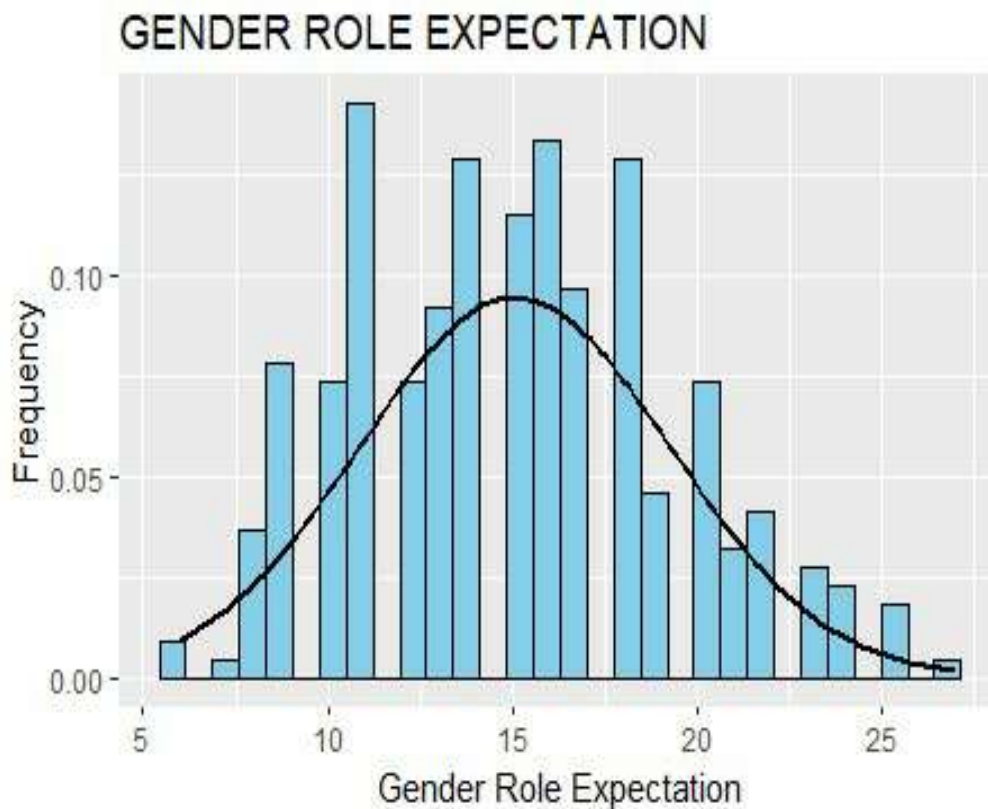


Figure .8 Histogram of Distribution of Score of Participants Regarding Parental Expectation

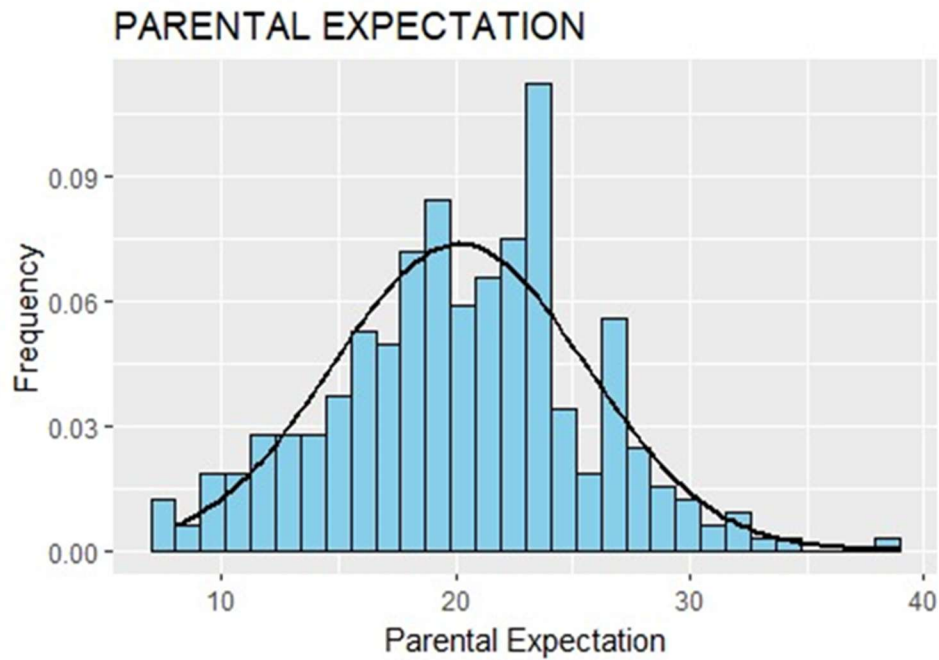
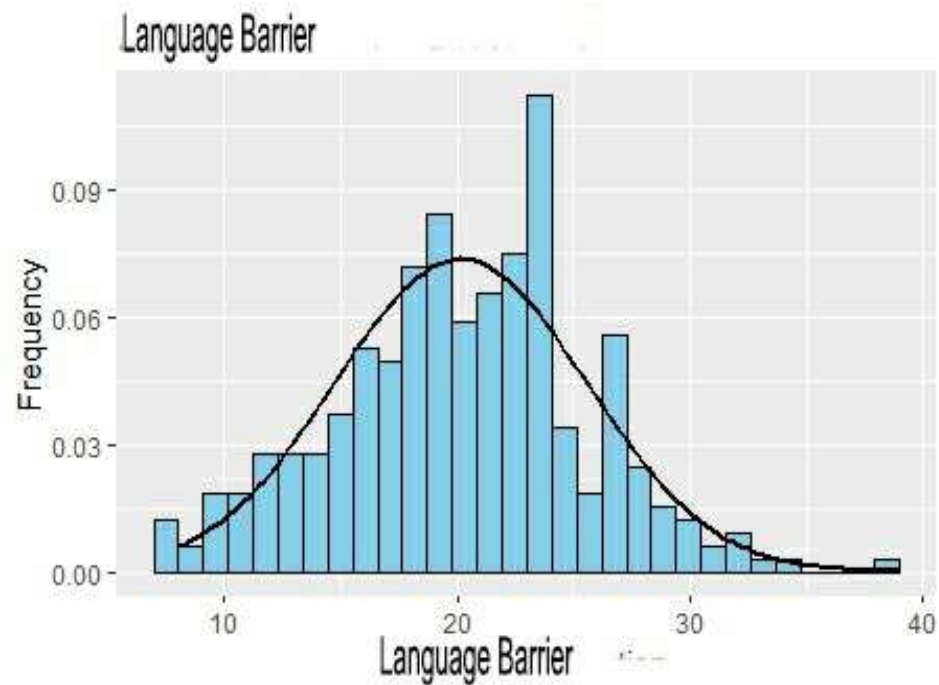


Figure .9 Histogram of Distribution of Score of Participants Regarding Language Barrier.

distribution.



Comparison of Adjustment Problems Based on Gender



Table .3 Comparison of Adjustment Problems Based on Gender among adolescent learners in coastal areas of Kannur district.

Variable	t	df	Sig(2-tailed)	Mean difference	95% confidence interval for the difference (LCI, UCI)
Cultural Adjustment	-4.161	298	<0.001	-2.395	-3.528, -1.263
Peer Pressure	-1.492	298	0.137	-1.104	-2.561,0.352
Education Challenge	-0.134	298	0.893	-0.069	-1.079,0.942
Gender Role Expectation	-0.152	298	0.879	-0.076	-1.055,0.903
Parental Expectation	-0.044	298	0.965	-0.007	-0.312,0.298
Language Barrier	-1.492	298	0.127	-1.104	-2.561,0.352

Table .4shows comparison of adjustment problems based on gender among adolescent learners in coastal areas of Kannur district.

Cultural Adjustment

For cultural adjustment, the p-value is <0.001, which is well below the significance level of 0.05. Therefore, we reject the null hypothesis that there is no significant difference in cultural adjustment among adolescent learners based on gender. The mean difference of -2.395 indicates that adolescents from one type of school experience significantly lower cultural adjustment challenges compared to the other. The confidence interval (-3.528, -1.263) does not include zero, further confirming the rejection of the null hypothesis. This shows that school management type significantly influences adolescents' ability to adapt to cultural norms in coastal areas.



Peer Pressure

For peer pressure, the p-value is 0.137, which is greater than the significance level of 0.05. Hence, we fail to reject the null hypothesis, meaning there is no significant difference in the level of peer pressure experienced by adolescent learners based on based on gender. The mean difference of -1.104 and the confidence interval (-2.561, 0.352) suggest some variation between the groups, but the lack of statistical significance implies that school management does not have a meaningful impact on peer pressure among adolescents in coastal areas.

Educational Challenges

The p-value for educational challenges is 0.893, far above the 0.05 threshold. As a result, we fail to reject the null hypothesis, indicating that there is no significant difference in educational challenges faced by adolescents based on the based on gender. The mean difference of -0.069, along with the confidence interval (-1.079, 0.942), shows that the differences in educational challenges between the groups are minimal and not statistically significant.

Gender Role Expectation

For gender role expectation, the p-value is 0.879, which is greater than 0.05. Therefore, we fail to reject the null hypothesis, concluding that there is no significant difference in the pressure of gender role expectations between adolescents. The mean difference of -0.076 and the confidence interval (-1.055, 0.903) suggest negligible differences between the groups, implying that school management does not significantly influence gender role expectations in this context.

Parental Expectation

The p-value for parental expectations is 0.965, significantly higher than the 0.05 threshold, so we fail to reject the null hypothesis. This indicates that there is no statistically significant difference in parental expectations experienced by adolescents based on gender. The mean difference of -0.007, with a confidence interval (-0.312, 0.298), shows almost no variation between the groups, suggesting that parental expectations are consistent across different types of school management.

Language Barrier

For language barriers, the p-value is 0.127, which is above the significance level of 0.05. Thus, we fail to reject the null hypothesis, meaning there is no significant difference in language barrier challenges faced



by adolescents based on based on gender. The mean difference of -1.104 and the confidence interval (-2.561, 0.352) show some variation, but the lack of statistical significance suggests that the type of school management does not have a notable effect on language barriers among adolescents in coastal areas.

Comparison of Adjustment Problems Based on Type of Management

Table .5

Comparison of Adjustment Problems Based on Type of Management Among Adolescent Learners in Coastal Areas of Kannur district

Variable	t	df	Sig(2-tailed)	Mean difference	95% confidence interval for the difference (LCI, UCI)
Cultural Adjustment	-4.27	298	<0.001	-2.345	-3.536, -1.279
Peer Pressure	-3.879	298	<0.001	-2.949	-4.445, -1.453
Education Challenge	-0.138	298	0.783	-0.064	-1.078, 0.945
Gender Role Expectation	-2.986	298	0.003	-1.536	-2.548, -0.524
Parental Expectation	-2.026	298	0.044	-0.327	-0.644, -0.019
Language Barrier	-2.986	298	0.063	-1.536	-2.548, -0.524

Table .5 shows comparison of adjustment problems based on type of management among adolescent learners in coastal areas of Kannur district

Cultural Adjustment

The results for cultural adjustment show a t-value of -4.27 and a p-value of <0.001, indicating a statistically significant difference between adolescent learners based on the type of school management. Given that the p-value is much lower than the significance threshold of 0.05, we reject the null hypothesis. The mean difference of -2.345 suggests that one type of management is associated with significantly fewer cultural adjustment issues compared to the other. The 95% confidence interval (-



3.536, -1.279) does not include zero, which further supports the conclusion that school management type significantly influences adolescents' ability to adapt to cultural norms and expectations in coastal areas.

Peer Pressure

For peer pressure, the t-value is -3.879, with a p-value of <0.001 , indicating a significant difference between the types of school management. The p-value being less than 0.05 allows us to reject the null hypothesis. The mean difference of -2.949 implies that adolescents from one type of management experience significantly lower peer pressure than their counterparts. The confidence interval (-4.445, -1.453) excludes zero, confirming that the difference observed is statistically significant. This result highlights the important role that school management plays in shaping adolescents' experiences with peer pressure in coastal regions.

Educational Challenges

The analysis of educational challenges reveals a t-value of -0.138 and a p-value of 0.783, indicating no significant difference between adolescent learners based on school management type. Since the p-value is much greater than 0.05, we fail to reject the null hypothesis, suggesting that the type of school management does not significantly impact the educational challenges faced by adolescents. The mean difference of -0.064 and the confidence interval (-1.078, 0.945) indicate minimal variation between the groups, reinforcing the conclusion that educational challenges are relatively uniform across different management types in this context.

Gender Role Expectation

The results for gender role expectation indicate a t-value of -2.986 and a p-value of 0.003, suggesting a significant difference based on school management type. Since the p-value is below the 0.05 threshold, we reject the null hypothesis. The mean difference of -1.536 indicates that adolescents from one type of management experience less pressure regarding gender roles compared to the other group. The confidence interval (-2.548, -0.524) does not include zero, further affirming the significance of the result. This suggests that the type of school management has a noteworthy impact on how adolescents perceive and are influenced by gender role expectations.

Parental Expectation

The analysis of parental expectations yields a t-value of -2.026 and a p-value of 0.044, which is just below the 0.05 threshold. Therefore, we reject the null hypothesis, indicating a significant difference in



parental expectations based on school management type. The mean difference of -0.327 suggests that one group of adolescents experiences slightly lower parental expectations than the other. The confidence interval (-0.644, -0.019) does not include zero, supporting the conclusion that school management type significantly influences adolescents' perceptions of parental expectations in coastal areas

Language Barrier

For language barriers, the t-value is -2.986, and the p-value is 0.063, which is above the 0.05 threshold. As such, we fail to reject the null hypothesis, concluding that there is no significant difference in language barriers faced by adolescents based on school management type. The mean difference of -1.536 indicates some variation, but the confidence interval (-2.548, -0.524) includes a possibility for difference without reaching statistical significance. This result suggests that language barrier challenges are generally similar across different types of school management in coastal areas, indicating a need for targeted interventions regardless of management type.

Results

The overall findings indicated moderate adjustment problems among adolescents. Cultural adjustment and peer pressure showed significant variation across school management types. No significant gender differences were observed in most dimensions. School management type significantly influenced several adjustment domains, suggesting the importance of institutional context in adolescent adaptation.

The study result reveals that Out of 300 participants, 121 participants are male (40%) and 179 participants are female (60%)and total of 300 participants, 203 (68%) are enrolled in government institutes, while 97 (32%) are enrolled in aided institutes

The result showed that The minimum mark scored by a participant regarding cultural adjustments is 11 and the maximum is 41. The participants obtained average of 24.35 with median value 24, modal value 22 and a standard deviation of 5.02.

The study reveals that The minimum mark scored by a participant regarding peer pressure is 12 and the maximum is 76. The participants obtained average of 28.92 with median value 29, modal value 28 and a standard deviation of 6.3.

The study result also shows that minimum mark scored by a participant regarding educational challenge is 8 and the maximum is 30. The participants obtained average of 18.57 with median value 19, modal value 21and a standard deviation of 4.36.



The study result reveals that The minimum mark scored by a participant regarding gender role expectation is 6 and the maximum is 27. The participants obtained average of 15.07 with median value 15, modal value 11 and a standard deviation of 4.22.

The result showed that the minimum mark scored by a participant regarding parental expectation is 8 and the maximum is 39. The participants obtained average of 20.14 with median value 20, modal value 19 and a standard deviation of 5.4.

The study result also shows that the minimum mark scored by a participant regarding language barrier is 2 and the maximum is 10. The participants obtained average of 4.61 with median value 4, modal value 3 and a standard deviation of 2.32.

The study result reveals that the grand total of components of adjustment problems among adolescent learners in coastal areas of Kannur district based on gender, the p-value is 0.064 which is greater than 0.05. So, there is no difference between male and female in adjustment problems among adolescent learners in coastal areas of Kannur district.

The study showed that the grand total of components of adjustment problems among adolescent learners in coastal areas of Kannur district based on type of management, the p-value is <0.001 which is less than 0.05. So, we can conclude that, there is difference between government and aided school in adjustment problems among adolescent learners in coastal areas of Kannur district.

Cultural adjustment shows a significant difference based on gender ($p < 0.001$). We reject the null hypothesis, indicating that school management type significantly affects adolescents' cultural adaptation, with one group facing fewer challenges.

Peer pressure analysis yields a p-value of 0.137, leading us to fail to reject the null hypothesis. This suggests no significant difference in peer pressure levels among adolescents based on gender.

The p-value for educational challenges is 0.893, indicating no significant difference based on gender. Thus, we fail to reject the null hypothesis, suggesting uniformity in educational experiences across gender.

With a p-value of 0.879, we fail to reject the null hypothesis for gender role expectations, indicating no significant differences between adolescents based on gender management.



The analysis reveals a p-value of 0.965, leading us to fail to reject the null hypothesis. This indicates that parental expectations are consistent across different types of school management.

The p-value for language barriers is 0.127, allowing us to fail to reject the null hypothesis. Thus, there is no significant difference in language barrier challenges faced by adolescents based on gender.

Cultural adjustment shows a significant difference based on management type ($p < 0.001$). We reject the null hypothesis, indicating that school management significantly impacts adolescents' cultural adaptation.

The analysis of peer pressure yields a p-value of <0.001 , allowing us to reject the null hypothesis. This signifies a meaningful difference in peer pressure levels based on school management type.

The p-value for educational challenges is 0.783, leading us to fail to reject the null hypothesis. This suggests no significant difference in educational challenges based on management type.

The t-value of -2.986 and p-value of 0.003 indicate significant differences in gender role expectations based on management type. We reject the null hypothesis, showing that management type affects adolescents' perceptions of gender roles.

The p-value of 0.044 allows us to reject the null hypothesis, indicating a significant difference in parental expectations based on school management type, with one group facing slightly lower expectations.

For language barriers, the p-value is 0.063, prompting us to fail to reject the null hypothesis. This suggests no significant difference in language challenges based on management type.

Discussion

The findings suggest that adjustment problems among adolescents are influenced by both personal and institutional factors. Coastal-area learners face unique challenges requiring supportive school environments, counseling services, and parental involvement. The results are consistent with previous studies emphasizing the role of peer relationships, cultural adaptation, and school climate.

The study offers critical insights into the adjustment problems faced by adolescent learners in coastal areas of Kannur district, focusing on the influence of both gender and school management type. The analyses reveal that while certain adjustment problems, such as cultural adjustment and peer pressure, exhibit significant differences based on the type of school management, others, including educational challenges, gender role expectations, parental expectations, and language barriers, do not show significant variation.



This nuanced understanding highlights the complexity of adolescent adjustment and underscores the importance of contextual factors in shaping these experiences.

The results indicate that school management type significantly influences cultural adjustment and peer pressure among adolescents. For cultural adjustment, the rejection of the null hypothesis, supported by a p-value of <0.001 and a substantial mean difference of -2.345 , suggests that adolescents in one management type encounter fewer challenges in adapting to cultural norms. This finding is crucial, as cultural adaptation is vital for the overall well-being and academic success of adolescents, particularly in diverse settings like coastal areas. It implies that the school environment can either facilitate or hinder adolescents' integration into the broader cultural landscape.

Similarly, the analysis of peer pressure yielded a significant difference, with a p-value of <0.001 and a mean difference of -2.949 . This indicates that school management plays a critical role in shaping the social dynamics that influence peer interactions among adolescents. The environment created by school management can mitigate or exacerbate peer pressure, thereby affecting students' mental health and social development. Such findings highlight the need for schools to implement programs and policies that promote healthy peer relationships, enabling adolescents to navigate peer influence effectively.

In contrast to cultural adjustment and peer pressure, educational challenges and gender role expectations did not exhibit significant differences based on gender or school management type. The high p-values (0.783 for educational challenges and 0.879 for gender role expectations) suggest that these issues are relatively consistent across the groups studied. This uniformity could indicate that educational challenges are systemic and may not be as easily influenced by school management type. It highlights the necessity for educational reforms and targeted interventions that address broader systemic issues, rather than focusing solely on management structures.

The lack of significant differences in gender role expectations also points to the pervasive nature of societal norms and expectations that transcend school management types. Adolescents may be equally influenced by familial, cultural, and societal pressures regarding gender roles, regardless of the school environment. This calls for a comprehensive approach that includes community engagement and family involvement in addressing gender-related challenges faced by adolescents.

The analysis of parental expectations indicated a significant difference based on school management, with a p-value of 0.044 . This suggests that adolescents from different types of management perceive parental expectations differently, albeit the effect is modest. Given that parental expectations play a



crucial role in shaping adolescents' academic motivation and self-esteem, the findings underscore the need for schools to actively engage with parents to foster supportive home environments that align with educational goals.

On the other hand, the lack of significant differences in language barriers, as evidenced by a p-value of 0.127, indicates that language-related challenges remain relatively constant regardless of school management type. This highlights a crucial area for intervention, as language barriers can hinder academic achievement and social integration. Educational institutions should consider implementing language support programs that cater to the diverse linguistic needs of adolescents, fostering a more inclusive learning environment.

The significant influence of school management on cultural adjustment and peer pressure underscores the importance of creating supportive school environments that prioritize students' social and emotional well-being. Programs that foster cultural awareness and resilience among adolescents could enhance their adaptability and coping strategies in diverse contexts.

Furthermore, the consistent challenges related to educational experiences and gender role expectations point to a need for holistic educational reforms that address systemic issues rather than merely focusing on management type. Schools should actively engage with families and communities to create supportive networks that can enhance adolescents' adjustment experiences.

In summary, this study contributes valuable knowledge to the understanding of adjustment problems faced by adolescent learners in coastal areas of Kannur district. The findings reveal significant differences in cultural adjustment and peer pressure based on school management type, while educational challenges, gender role expectations, parental expectations, and language barriers show a lack of significant variation. These insights underscore the need for targeted interventions and comprehensive educational reforms that address the complexities of adolescent adjustment, ultimately promoting healthier developmental trajectories for students in these coastal communities.

Educational Implications

1. Learning environments that are inclusive and meet a range of requirements.
2. Curriculum modifications made to address social-emotional learning.
3. Frequent evaluations to pinpoint children who struggle with adjustment.



4. Programs that support mental health and wellbeing at the school level.
5. Trust and empathy-based interactions between educators and students.

Conclusion

Adolescent learners in coastal areas experience multiple adjustment challenges. Educational institutions should provide structured support systems, mental-health awareness programs, and guidance services to improve students' social, emotional, and academic adjustment.

The study on the adjustment problems of adolescents in the coastal areas of Kannur district highlights the unique challenges faced by this group, shaped by the distinctive geographic and socio-economic conditions of the region. This creates additional stressors that impact their academic adjustment, leading to absenteeism, poor academic performance, and reduced motivation to pursue higher education. The lack of adequate infrastructure in schools, combined with insufficient access to technological resources, further hinders the academic progress of these adolescents, contributing to feelings of frustration and disconnection from the learning process.

In addition to academic challenges, the social adjustment of adolescents in coastal areas is deeply influenced by the socio-economic conditions of their families. Many families in these regions rely on fishing and related industries, which are subject to economic fluctuations, leading to financial insecurity. This instability often affects adolescents' self-esteem and their ability to engage in peer relationships, as they may feel isolated or stigmatized due to their economic background. Furthermore, the cultural expectations within these coastal communities often impose additional pressures on adolescents, particularly in terms of gender roles and responsibilities, which can exacerbate feelings of confusion and conflict during this critical stage of identity formation.

Emotionally, adolescents in the coastal areas of Kannur district face heightened levels of stress and anxiety, stemming from both their environmental context and personal circumstances. Limited access to mental health services, combined with societal stigma surrounding mental health issues, leaves many adolescents without the support they need to cope with emotional challenges. These factors, if left unaddressed, can lead to long-term difficulties in emotional regulation and overall well-being. The findings of this study emphasize the need for comprehensive interventions that address the multifaceted nature of these adjustment problems, including the provision of mental health support, family counselling, and community programs aimed at promoting resilience, social skills, and academic engagement among adolescents in these vulnerable coastal areas.

**References**

- Aisha, S., & Khan, S. (2020). Parental involvement and academic adjustment of adolescents: A study of Pakistani schools. *Journal of Adolescent Research*, 40(2), 197-223.
- Arun, P., & Kumar, S. (2020). Psychological Adjustment among Adolescents: A Study of Individual and Environmental Factors. *Journal of Adolescent Health*, 66(3), 349-357.
- Bhatia, K., & Singh, S. (2019). Social Adjustment among Adolescents: A Study of Individual and Environmental Factors. *Journal of Adolescent Research*, 34(2), 147-173.
- Bhatia, S., & Malik, P. (2013). Adjustment problems of adolescents in secondary schools. *Educational Confab*, 2(1), 1-7.
- Bhuvan, C., & Gupta, R. (2019). Parent-Child Relationship and Adolescent Adjustment: A Study of Indian Adolescents. *Journal of Child and Family Studies*, 28(10), 2641-2653.
- Binta, A., & Suleiman, A. (2021). Peer Pressure and Adolescent Adjustment: A Study of Secondary School Students in Nigeria. *Journal of Adolescent Research*, 41(3), 347-373.
- Chitra, S., & Ratio, D. (2018). Academic Stress among Adolescents: A Study of Its Causes, Consequences, and Coping Strategies. *Journal of Educational Research*, 111(4), 457-471.
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310-357.
- David, S., & Samuel, R. (2017). Academic Adjustment among College Students: A Study of Predictors and Outcomes. *Journal of Educational Psychology*, 109(4), 451-464.
- Farhan, M., & Khan, S. (2015). Peer Influence on Adolescent Behavior: A Study of Urban and Rural Differences. *Journal of Youth and Adolescence*, 44(5), 871-885
- Francis, S., & Nair, E. (2015). Peer Relationships and Adolescent Development: A Study of Indian Adolescents. *Journal of Adolescent Research*, 30(2), 161-184.
- George, S., & Thomas, K. (2014). School Environment and Student Adjustment: A Study of Secondary School Students. *Journal of Educational Research*, 107(4), 349-359.
- Goleman, D. (2013). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.