

# Adjustment Problems among Adolescent Girl Students of Secondary Schools: A Study

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**Abstract:** *Adolescence is the most important and critical period of individual's development. It is the period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual, sex and social outlook. Adolescence is the marginal situation which involves psychological disturbances and problems of adjustments. Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. The present study was conducted to assess the adjustment problems among adolescent girl students of secondary schools of Morigaon District of Assam, India. A sample of eighty adolescent girl students was taken from the randomly selected secondary schools, out of which forty from urban areas and forty from rural areas. The sample was collected by using simple random sampling technique. Descriptive survey method was used to collect data. Adjustment Inventory constructed and standardized by K.P Singha and R.P Singh (1971) was used to collect data. The collected data was analyzed and interpreted with the help of statistical techniques such as Mean, standard Deviation and t-test. The results revealed that there exists no significant difference between adolescent girl students from urban and rural areas in relation to their educational adjustment problems but a significant difference was found between urban and rural adolescent girls in relation to the social and emotional adjustment problems.*

**Key Words:** *Adjustment problems, Adolescence, Girls students, secondary school.*

## 1. INTRODUCTION:

Adjustment plays a vital role in the development of child. Adjustment is a dynamic and continuous process. For living a happy and prosperous life adjustment is a pre-requisite condition. Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. Adolescence is the most important and critical period of individual's development. It is the period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual, sex and social outlook. It is a period of stress and storm that makes the adolescent to face many challenges in their life. It is a transition period during which they learn many new habits, behaviours and give up some old habits. In this period equilibrium of physical, mental and social forces is lost and the result is that the individual has to make new adjustment with his own self, with the family and with the society at large. Some adolescents do not negotiate these challenges positively and leads to personal and social problems which lead towards their maladjustment. Most of the students suffer from frustrations, conflicts, complexes, anxieties and worries. They experience difficulty in physical, mental, emotional, social and other adjustment. Here in this study an attempt was made to assess the adjustment problems of adolescent girl students studying in Rural and Urban secondary schools of Morigaon District.

## 2. SIGNIFICANCE OF THE STUDY:

Adjustment refers to a harmonious relationship between the person and his environment through which his needs are satisfied in accordance with social demands. The adjustment process is a universal sequence that can be identified in the behavior of organism from the lowest species up to man. If individual experiences have so shaped his personality that he is well prepared to play the roles, which are expected of the status assigned to him within a given environment and if his needs are met by playing such roles, then we say that he is well adjusted.

On the other hand, if experience has not preferred him to play the roles of his assigned status if the environment is such that he is denied the normal status for which his experience has prepared him and his fundamental needs are not met, then we say he is maladjusted. Maladjustment is often termed as mental illness or psychopathology frequently considered the number one health problem of our era, which is characterized by pollution, corruption and dissolution of the stable social system.

Adjustment is not only the problem of one society but it is the problem of all societies. Whole society is divided on the basis of culture, region and economic status. In this stage adolescent girl students especially face many adjustment problems. Only teachers and educated parents can provide the right type of education and make them aware of the problems of adjustment of adolescence. If the adolescents of a country would be maladjusted then the progress of a country is not possible. So for the proper guidance to the adolescents, proper education is needed. There

are high incidents of maladjustment among the students of adolescent group, therefore this study will provide sufficient material to know the cases of maladjustment of the adolescent girl students of secondary school and this study will definitely help to guide the students of this age group for proper adjustment. Further this study will help the students in the area of emotional adjustment, social adjustment and educational adjustment.

### 3. REVIEW OF RELATED LITERATURE:

**Bhagia, N.N. (1966)**, made a “Study of the problems of school adjustment and developing adjustment inventory”. A sample of 3,324 pupils of 28 schools was taken. The researcher found that girls exceeded boys significantly in their adjustment to general environments and organizational aspects of the school. Rural school pupils exceeded urban school pupils significantly in adjustment to their teachers, classmates and self. Private school pupils are significantly better than government school pupils in their adjustment to the teachers.

**Vanajakshi, K.B (1968)**, studied, “The relation of Academic Achievement to behavioral Adjustment among girls of the college level”. The researcher found that the analysis of the results on the basis of socioeconomic status indicates that the students coming from high socio –economic status tend to show lesser maladjustments.

**Majumdar (1972)**, made “A study of the problems of adjustment in adolescence”. A sample of (E) 100 maladjusted boys, 60 maladjusted girls (C) 100 adjusted boys, 60 adjusted girls of Calcutta was studied. The researcher found that social environment did not play an important role in making adolescents pathological behavior. Much discomfort and disharmony was there in the early life of E group boys. Maladjusted family environment was generally characterized by tension, conflict and over all imbalances.

**Pandey B.B (1979)**, did “A study of adjustment problems of adolescent boys of deoria and their educational implications. The researcher found that rural students secured better points in emotional, health and school adjustment areas. Urban students secured comparatively better marks in the aesthetic adjustment area. Urban students were facing difficulty in adjustment in school, health and emotional areas.

**Goswami N (1980)**, studied “Adjustment problems of school going adolescent’s girls and the development of an adjustment inventory for their measurement .A sample of 370 girls was taken. He used the tools of Sinha and Sinha. The researcher found that 1) adolescent girls encounter maximum number of problems in the emotional and mental areas followed by the problems in the school study and home areas. (2) In classes IX and X the emotional, mental, school and study were the most problematic areas followed by home, social, religious, moral and sexual areas.

### 4. OBJECTIVE OF THE STUDY:

- To study the adjustment problems of adolescent girl students studying in Rural and Urban secondary schools of Morigaon District, Assam, India.

### 5. HYPOTHESIS OF THE STUDY:

- There exists no significant difference between the adjustment problems of adolescent girl students studying in Rural and Urban secondary schools of Morigaon District, Assam, India.

### 6. METHODOLOGY:

In the present study investigator has adopted Descriptive survey method to collect data.

#### 6.1 SAMPLE

A sample of 80 adolescent girl students was taken from the randomly selected secondary schools, out of which 40 from urban areas and 40 from rural areas of Morigaon District, Assam, India. The sample was collected by using simple random sampling technique. Age of the adolescent girls ranged from 14 to 16 years.

#### 6.2 TOOLS EMPLOYED

The Description of the tool used in the study is given below-

**The Adjustment Inventory for School Students (AISS):-**In the study the investigator employed this Inventory which was constructed and standardized by K. P. Sinha and R. P. Singh (1971).The inventory consists of 60 items out of which 20 items measure Emotional adjustment, 20 measure Social adjustment and 20 measure Educational adjustment. All the items are arranged randomly. Each item of the inventory has two answers: ‘Yes’ and ‘No’. The subject is to encircle one response out of the two. There is no time limit for the inventory but in average 10 to 12 minutes are taken by examine to give complete responses for all the 60 items.

In the inventory the three areas have separate meaning:

- Emotional Adjustment: High scores indicate unstable emotion. Student with low scores tend to be emotionally stable.
- Social Adjustment: Individuals scoring high are submissive and relating low scores indicate aggressive behaviour.

- Educational Adjustment: Individuals scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.

### Scoring procedure of the Inventory

Inventory can be scored by hand or by scoring stencil. In the study the investigator has scored by hand. For any answer indicative of adjustment, zero (0) is given; otherwise a score of (1) is awarded.

### 6.3 STATISTICAL TECHNIQUES USED

In the present study, the statistical techniques used were as under:-

- Mean
- Standard deviation
- Significance of difference between means (t-test)

### 7. ANALYSIS AND INTERPRETATION OF DATA:

In order to present the result systematically the collected data was tabulated and was analyzed in the light of hypothesis framed.

**Hypothesis:** - There is no significant difference between the adjustment problems of adolescent girl students studying in Rural and Urban secondary schools of Morigaon District, Assam, India.

**Table -1** shows the Means, SDs and 't' values of urban and rural adolescent girl students on Emotional, Social and Educational Adjustment

AREAS OF ADJUSTMENT		N	MEAN	S.D	t-VALUE	LEVEL OF SIG.
EMOTIONAL ADJUSTMENT	RURAL	40	8.5	2.4	1.97	0.05
	URBAN	40	7.67	3.63		
SOCIAL ADJUSTMENT	RURAL	40	8.6	2.5	5.14	0.01
	URBAN	40	6.8	2.5		
EDUCATIONAL ADJUSTMENT	RURAL	40	5.79	1.24	1.5	N.S
	URBAN	40	6.18	1.10		

NS: Not Significant

Table 1 indicates that, the mean score of emotional adjustment of rural adolescent girl students is 8.5 with S.D. 2.4. The mean score of urban adolescent girl students is 7.67 with 3.63. The t- value comes out to be 1.97 which is significant at 0.05 level. Thus, there is significant difference in the emotional adjustment of rural and urban adolescent girl students. The mean score of rural adolescent girl students is 8.5 which are more than mean score of urban 7.67. High score means not stable emotional adjustment. So, it can be said that rural adolescent girl students have more emotional adjustment problems in comparison to urban adolescent girl students.

The table also depicts that, the mean score of social adjustment of rural is 8.6 with S.D. 2.5. The mean score of urban is 6.8 with 2.5. The t- value comes out to be 5.14 which are significant at 0.01 level. So, it can be said that there is significant difference in the social adjustment of rural and urban adolescent girl students. The mean score of rural is 8.6 which are more than mean score of urban 6.8. High score indicate good social adjustment. It is therefore concluded that rural adolescent girl students are socially more adjusted than urban adolescent girl students.

From the table it can also be observed that the mean score of educational adjustment of rural adolescent girl students is 5.79 with S.D. 1.24. The mean score of urban adolescent girl students is 6.18 with 1.10. The t- value comes out to be 1.5 which is not significant at both 0.05 and 0.01 level. So, it can be concluded that there is no significant difference in the educational adjustment of rural and urban adolescent girls of Morigaon District.

Hence, the null hypothesis is rejected in relation to emotional and social adjustment and is accepted in relation to educational adjustment.

### 8. FINDINGS OF THE STUDY:

The following findings were revealed by this study:-

- The study revealed that, as regarding social and emotional adjustment problem, significant differences found between adolescent girl students studying in rural and urban secondary schools of Morigaon District, Assam, India.
- It is evident that rural adolescent girl students have more emotional adjustment problems in comparison to urban adolescent girl students. Thus, adolescent Girl students from urban areas are found emotionally more adjusted than rural areas.
- The study also revealed that urban adolescent girl students have more social adjustment problems in comparison to rural adolescent girl students. Thus, adolescent Girl students from rural areas are found socially more adjusted than urban areas.
- It was also found that there is no significant difference in educational adjustment problem between the adolescent girl students studying in secondary schools of rural and urban areas of Morigaon District, Assam, India.

## 9. EDUCATIONAL IMPLICATIONS:

The present study has its implication for teachers, curriculum framers and parents. Educational Implications of present study are as follows:

- The first responsibility of the parents and teachers should be to know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere.
- Parents should also create such an environment so that adolescent girls can express their feelings/opinion without any hesitation
- School environment must be cordial and congenial. There should be proper provision of co-curricular activities in the school. These activities would develop desirable social qualities among adolescent girls and also help to adjust well in the society.
- To utilize the capacities, capabilities and potentialities of the girl child, it is necessary to change the attitude of parents as well as teachers by training and educating them about each psychological aspect of female child.
- Students should be given an opportunity to express their own ideas and discuss their problems with school authorities. It develops self confidence and mental satisfaction among the students.
- Special courses should be introduced in the school so that the students can become self-reliant, self-confident and well adjusted in the society, school as well as home also.
- There should be proper provision of guidance and counselling centre in the schools. It may be able to help students to adjust himself/herself.

## 10. CONCLUSION:

Change is universal as is the change during adolescence period. Adolescence is the period of transition from childhood to adulthood that brings change in every sense both biologically and psychologically. The adolescent school students especially the girls are at a very crucial stage of their lives wherein they are still in the process of exploring their place and role in society. At this stage some adolescent students are able to deal with these changes successfully, but some may not be able to move ahead due to many factors. Thus, they have to face various adjustment problems in their lives. The present study provides an insight into various adjustment problems being faced by the adolescent girl students studying in rural and urban secondary schools of Morigaon District, Assam, India.

In the present study the result showed that significance difference was seen among adolescent girl students of secondary schools in their emotional and social adjustment problems but no significant difference was seen in their educational problems with respect to their locality. To conclude, it can be said that as professionals and parents, we have a crucial role in protecting the adolescent students from experiencing stress and equipping them with adequate coping abilities.

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