



Comparative Study of Adjustment of Adolescent Girls of Girls school students of Urban and Rural Area

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Abstract

Present study is trying to enlighten the importance of Adjustment of Adolescent girls as they are assets of our county. For the present study 100 girls school students of Bhopal District were taken, for the Assessment of Adjustment the “Mohsin- Shamshad Hindi Adaptation of Bell adjustment inventory was used and t test used for the data analysis. Results indicate that the home, social and Total Adjustment of the urban girls school students are better than rural girls school students and health and emotional Adjustment of the urban girls school students and rural girls school students is approximately equal .

Keywords: Adjustment, Adolescent Girls, Girls School Students, Urban and Rural Area

INTRODUCTION

Education has vital role in building the society. It determines standard of society. Quality education helps to empowering the nation in all aspects by providing new thoughts, the ways of implementation of various technologies and so many such things. In every society education make life both for the individual and the community happy, Prosperous and enjoyable. The society’s progress and development depends of upon how its children are transformed and trained in different branches of knowledge. The social functions of education include the transmission of culture value and beliefs, and of skills and experience as well as the transmission of system of working in life. People from every aspect of life living in a social set up are its. Human Resource,” Human resource development in the process of building knowledge, skills, working abilities and innate capabilities of all people in a society,” (Harbiron 1964)

Education has to play a vital role in preparing the new generation of India,

to face of the challenges of a fast changing social system. The reports, of the various education commissions submitted in the past few decades, pointed out that one of the major failures of our educational system was its failure to help in national reconstruction.

According to Scarborough [1981], psychologically adolescence follows a set physical, social emotional and cognitive changes as well as changes relating to personality. If the adolescents cannot adjust to these changes, problems are likely to arise. The adolescent period which is considered as in between periods from childhood to adulthood?

Every new research evolves from the existing knowledge of that particular concept. The result, theories and accepted outcomes of the already conducted studies related to any specific topic ought to be understood in depth to reach new conclusions. The researcher has critically analyzed the previous studies related to the topic of education concerning Girl child. An intensive and exhaustive survey of related literature has done before selecting the present study this offered a fascinating experience. **Devi and Reddy** (2012) studied and found that male and female students did not differ in their level of academic adjustment at both residential and non residential schools, where as the students at government and private management differed in their academic adjustment. **Dr.Gupta's** (2012) result indicates that there was no significant relationship between Adjustment and Anxiety of orphanage children. There exists significant difference between Adjustments of school going orphanage children. The orphanage girls are less adjusted than boys. The girls possess more anxiety than boys.

METHODOLOGY

(a) **Sample Techniques**-Sample for the present study consists of 50+50 girl students randomly selected from Girls school of urban and rural area of Bhopal District, State Madhya Pradesh.

(b) **Tool used**- "Mohsin- Shamshad Hindi Adaptation of Bell adjustment inventory.

(c) **Data Analysis**- The data analyzed with the help of 't' test

(d) Hypothesis of the study

(i) There is no significant difference between the Home Adjustment of adolescent girls of Girls School students of Urban and Rural area.

(ii) There is no significant difference between the Health Adjustment of adolescent girls of Girls School students of Urban and Rural area.

(iii) There is no significant difference between the Social Adjustment of adolescent girls of Girls School students of Urban and Rural area.

(iv) There is no significant difference between the Emotional Adjustment of adolescent girls of Girls School students of Urban and Rural area.

(v) There is no significant difference between the Total Adjustment of adolescent girls of Girls School students of Urban and Rural area.

INTERPTATION

Table-1

Comparative results of Home Adjustment of adolescent girls of Girls School students of Urban and Rural area

Group	Strength	Mean	SD	CR value	'P' Value
Urban Girls School Students	50	5.06	3.63	2.45	< 0.05
Rural Girls School Students	50	6.90	3.89		

df = 98 Table value at 0.05 level of significant = 1.98

Table No.1 shows that the Home Adjustment mean score of urban girls school Students is 5.06 and rural Girls school Students is 6.90, table shows that the computed mean difference is 1.84 and it is significant because its 'CR' value is 2.45, which is more than the table value 1.98 at 0.05 level on 98 df. This shows that the Home Adjustment of urban Girls school students is better than the rural Girls school students.

Inference-1 The result indicates that there is significant difference found between urban Girls school students and rural Girls school students in Home Adjustment. This implies that the urban Girls school students and rural Girls school students differ in their Home Adjustment.

Thus null hypothesis No. 1 is rejected.

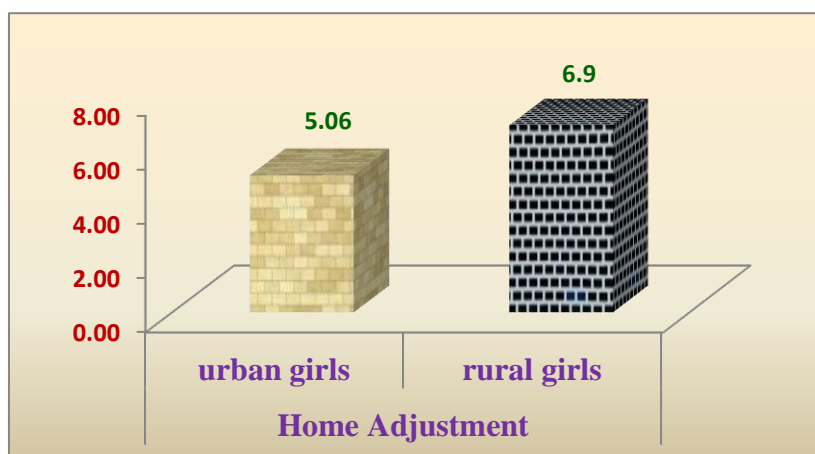


Table-2

Comparative results of Health Adjustment of adolescent girls of Girls School students of Urban and Rural area

Group	strength	Mean	SD	CR value	'P' Value
Urban Girls School Students	50	5.38	3.51	1.81	> 0.05
Rural Girls School Students	50	6.74	3.97		

df = 98

Table value at .05 level of significant = 1.98

Table No.2 shows that the Health Adjustment mean score of urban Girls school students is 5.38 and rural Girls school students is 6.74, table shows that the computed mean difference is 1.36 and it is not significant because its 'CR' value is 1.81, which is less than the table value 1.98 at 0.05 level on 98 df. This shows that the Health Adjustment of urban Girls school students and rural Girls school students is approximately equal .

Inference-2 The result indicates that there is no significant difference found between urban Girls school students and rural Girls school students in Health Adjustment. This implies that the urban and rural Girls school students not differ in their Health Adjustment.

Thus null hypothesis No. 2 is accepted.

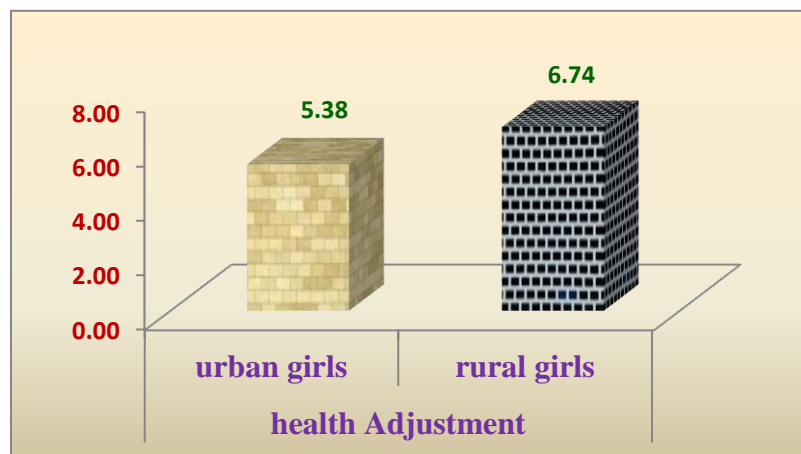


Table-3

Comparative results of Social Adjustment of adolescent girls of Girls School students of Urban and Rural area

Group	Strength	Mean	SD	CR value	'P' Value
Urban Girls School Students	50	5.30	4.03	2.37	< 0.05
Rural Girls School Students	50	7.34	4.56		

df = 98

Table value at .05 level of significant = 1.98

Table No.3 shows that the Social Adjustment mean score of urban Girls school students is 5.30 and rural Girls school students is 7.34, table shows that the computed mean difference is 2.04 and it is significant because its 'CR' value is 2.37, which is more than the table value 1.98 at 0.05 level on 98 df. This shows that the Social Adjustment of urban Girls school students is better than the rural Girls school students.

Inference-3 The result indicates that there is significant difference found between urban Girls school students and rural Girls school students in Social Adjustment. This implies that urban and Girls schools students are differ in their Social Adjustment.

Thus null hypothesis No. 3 is rejected.

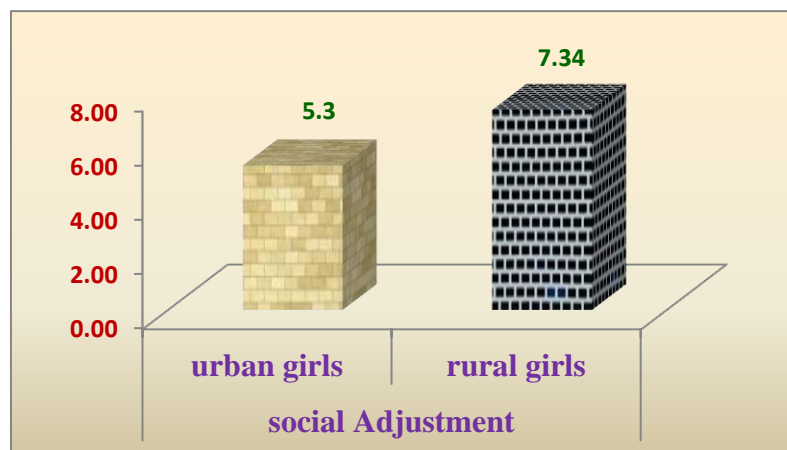


Table-4

Comparative results of Emotional Adjustment of adolescent girls of Girls School students of Urban and Rural area

Group	strength	Mean	SD	CR value	'P' Value
Urban Girls School Students	50	6.22	3.88	1.70	> 0.05
Rural Girls School Students	50	7.60	4.21		

df = 98

Table value at .05 level of significant = 1.98

Table No.4 shows that the Emotional Adjustment mean score of urban Girls school students is 6.22 and rural Girls school students is 7.60, table shows that the computed mean difference is 1.38 and it is not significant because its 'CR' value is 1.70, which is less than the table value 1.98 at 0.05 level on 98 df. This shows that the Emotional Adjustment of urban Girls school students and rural Girls school students is approximately equal .

Inference-4 The result indicates that there is no significant difference found between urban Girls school students and rural Girls school students in emotional Adjustment. This implies that the urban and rural Girls school students not differ in their Emotional Adjustment.

Thus null hypothesis No.4 is accepted.

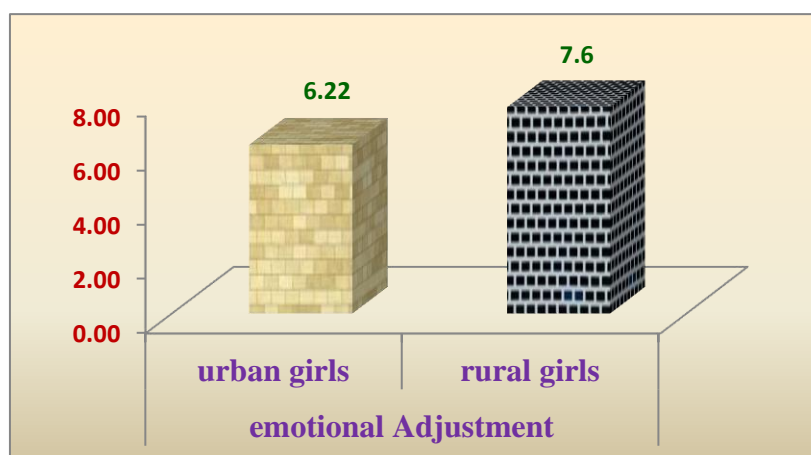


Table-5

Comparative results of Total Adjustment of adolescent girls of Girls School students of Urban and Rural area

Group	Strength	Mean	SD	CR value	'P' Value
Urban Girls Schools Students	50	21.96	13.22	2.47	< 0.05
Rural Girls Schools Students	50	28.58	13.61		

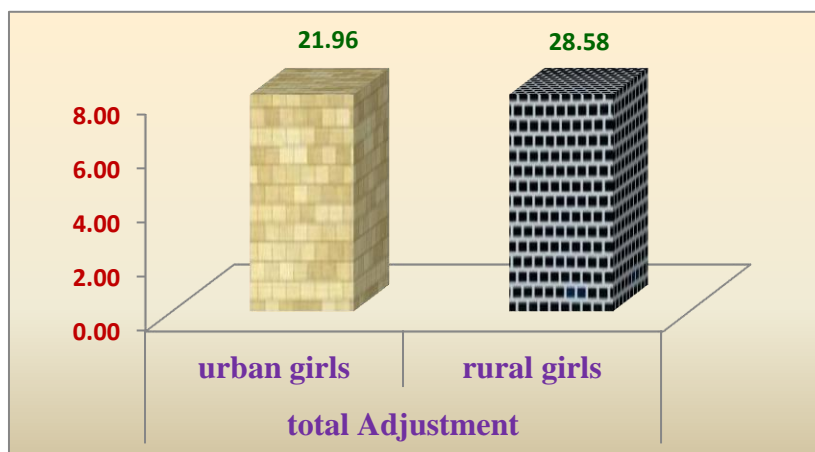
df = 98

Table value at .05 level of significant = 1.98

Table No.5 shows that the Total Adjustment mean score of urban Girls school students is 21.96 and rural Girls school students is 28.58, table shows that the computed mean difference is 6.62 and it is significant because its 'CR' value is 2.47, which is more than the table value 1.98 at 0.05 level on 98 df. This shows that the Total Adjustment of urban Girls school students is better than the rural Girls school students.

Inference-5 The result indicates that there is significant difference found between urban Girls school students and rural Girls school students in Total Adjustment. This implies that the urban and rural Girls school students differ in their Total Adjustment.

Thus null hypothesis No. 5 is rejected.



CONCLUSION

Results indicate that the home, social and Total Adjustment of the urban girls school students are better than rural girls school students and health and emotional Adjustment of the urban girls school students and rural girls school students is approximately equal .

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