

# A Survey Study on Adjustment Problems of Secondary Girls Students

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## Abstract:

Adjustment problem is a global issue related to human life with the social concept. There are so many sectors on which the said types of problem can play an important role to divert the normality of a society. That can also divert the basic pattern of human personality. Some of the examples are – adjustment problem related to physiological system of an individual, adjustment problems related to psychological system of an individual, adjustment problem related to issue of emotional system of an individual, adjustment problems related to the matter of human ethics, adjustment problem related to the agenda of social issues, adjustment problem related to the matter of aesthetic issue etc. which are global problems of a society that represents the inability of an individual to cope with the situational difficulties. There are so many other issues on which an individual will be able to face some problems namely economic adjustment problem, educational adjustment problem, political adjustment problem, religious adjustment problem, philosophical adjustment problem etc. In the society of developing country, girl child is not desirable to avoid the economic problems. Due to this reasons the cases of gender discrimination or gender exploitation has been gradually increased. In the society of Indian sub-continent, the rapid growth of gender exploitation has been observed in an alarming position. In this study, investigator has designed a mechanism to study the adjustment problem of girl secondary students who are facing different types of problematic difficulties in their life. To find out the actual scenario of existing society in terms of schooling and other associated factors, a method of survey study has been implemented to describe the actual reality of adjustment problem of girls secondary students. At the end of the study, investigator has found locality wise insignificant mean difference in respect to the adjustment problem of secondary girls students; that has proved the presence of commonness regarding the adjustment problem. Response in respect to the specific dimensions of the measured variable, insignificant dimension wise mean difference has been found.

**Keywords:** Adjustment, Adjustment Problem, Adjustment Problem of Girls Secondary Students

## 1.0.Introduction:

Earth is our birth land having a lot of influencing aspects to nourish its living organism for creating the nature of stability in favour of the normal system. There is an important system (i.e. eco-system) which stimulates the whole environmental process. There are two fundamental principles of earth namely survival process and effective environmental interaction between biotic as well as abiotic components. Through the effective nurturing of the process of environmental interaction in balancing mode, an individual essence will be able to assure an effective level of existence in the always changing environment. Appropriate interaction between biotic and abiotic components of the environment is an indicator of existing environmental system in the planet. Adjustment is a process to enable an individual to be an efficient existence in the changing situations. Through the adjustment process, an individual existence can assure own position in the changing atmosphere. It is fundamental task for every living component of the world to continue own existence or to survive in the change. Adjustment is a process to change owns self, to change situation, to avoid the change and to withdraw from the situation. It is a universal process of the environment to make a balance with change or changeability.

When an individual is not able to cope with the changeability of corresponding situation, he/she will face a lot of difficulties or problems. Those problems are considered as the adjustment problems of that people. In this study, the investigator wants to focus on the adjustment problems of girls secondary students who are facing a lot of problems in the period of adolescents. There are so many types of adjustment by which an individual will enable own self to make efficient in respect to the environmental original characteristics. There are so many types of environment in where the process of effective interaction has been done by everyone to meet the needs of survival. Through the effective adjustment, an individual will be able to make own self as efficient living components in the always changing situation. This type of adaptation will help to develop an effective concept regarding the efficiency of survival. To become fit in the always changing situation, the need to adjust will be required in a specific dimension. Adjustment is process to become fit in the changing situation to meet the principles of surviving and adaptation by which by individual abilities in respect to the criterion of the environment will be properly manifested for the effective benefit of humanity. Three fundamental approaches play an important role to regulate the individual potentialities in respect to the requirement of complete development namely physiological adjustment, psychological adjustment and emotional adjustment respectively. On the basis of effective adjustment in these aspects of development, an individual will be able to shape individual effective personality in favour of the principles of the environmental aspects. The adjustment process is related with the development of individual personality. There is significant relationship between personality and individual adaptability. Personality is an organisation of physiological and psychological process by which an individual will be able to make own self efficient in respect to the principles of the environment. To develop the adaptability about the effective adjustment with the changeability of the environment, an individual will be able to make efficient to be fit. Acquisition of valid and appropriate knowledge, a favourable belief system regarding the environmental changeability and corresponding systems will be developed in favour of the environment; that belief will develop a pattern of attitude to regulate the own individual efforts in respect to the nature of change; on the basis of this effective attitude, an individual will be able to shape own behavioural pattern in respect to the basic characteristics of the environment. Therefore, to adjust with the environment, an individual will be needed to follow an effective mechanism of knowledge flow from acquisition to reflection inaction. There is some definite problems for which individual girl secondary students may face a lot of difficulties in life. To find out a basic picture regarding the corresponding matter, the present study has been designed.

## **2.0. Objectives of the Study:**

At the end of this study, investigator wants –

- To measure the status of adjustment problem of girls secondary students.
- To determine the locality wise mean difference in respect to adjustment problem.
- To assess the dimension wise mean difference in respect to the issue of adjustment problem of girl secondary students.

## **3.0. Research Methodology:**

A survey research method has been executed in this study to describe the actual reality related to the problem of secondary girl students in respect to the issue of adjustment. The methodological aspects of present study have been presented below.

### **3.1. Variable of the study:**

Adjustment problem is a single variable of present study which has been studied on the basis of some fundamental statistical segments of the situation.

### **3.2. Operation Definition of Adjustment Problem:**

Adjustment problem is a state of an individual that represents the inability or difficulties in respect to face the changeability of the environment.

### 3.3. Dimensions of the Variable:

The measurable variable of present study has some specific dimensions which are as follows-

- Adjustment problem due to the inability of self-change
- Adjustment problem due to the inability of avoidance mechanism
- Adjustment problem due to the inability of withdrawing tendency
- Adjustment problem due to the inability of coping tendency in particular situation

### 3.4. Scoring Key:

To control the subjective influence and to assure the objectivity of the measurement, a specific test scoring key has been developed and used to scoring the response against the test items. This scoring key has been presented below.

Table -1 Scoring Key

Response Option	Scoring Value
<i>Strongly Agree - Agree - Disagree - Strongly Disagree</i>	For Positive Item = 4-3 -2-1 For Negative Item = 1-2-3-4

### 3.5. Norms:

To make the meaning of raw data, a normative scale has been developed which is presented below. On the basis of scoring range, the corresponding result has been interpreted.

Table -2 Norm to Interpretation of Raw Data

Unit Range	Interpretation
Above 93	High
78 - 92	Above Average
63 -77	Moderate
48 - 62	Below Average
Below 48	Low

### 4.0. Analysis and Interpretation of Data:

Collected data related to the adjustment problems have been analyzed below descriptively as well as inferentially which is presented below.

Table - 3 Descriptive Analysis of Adjustment Problem Secondary Girl Students

	N	Range	Mean	SEm	SD
<b>APRURAL</b>	200	84.00	68.2450	1.34101	18.96479
<b>APURBAN</b>	200	78.00	64.5250	1.22343	17.30191
<b>APTOTAL</b>	400	84.00	66.3850	.91125	18.22504

\*\* APRURAL → Response of Rural Girls Students on Adjustment Problem, APURBAN → Response of Urban Girls Students on Adjustment Problem, APTOTAL → Response of Total Sample of the study on Adjustment Problem

By observing the above table, it has been interpreted that adjustment problem among rural girl secondary students as well as urban students has been found in moderate level. By observing the nature of response regarding the test terms of the test, it has been found that slight deviation in respect to the response against the

test item has been found. This is a representative measurement of the said variable of the study due to the lower value of standard error.

**Table -4 strata wise mean different in respect to APRURAL and APURBAN**

Mean difference	Mean	SD	SEm	t	df	Sig. (2-tailed)
APRURAL - APURBAN	3.7200	25.71435	1.81828	2.046	199	.042

Insignificant mean difference has been found in the case of adjustment problem of girl secondary students in respect to the issues related to the schooling events and indirectly related concepts. In the scale of measurement, insignificant result has been found in respect to the difference of adjustment problem as per the parameter of locality. Therefore, the corresponding null hypothesis has been accepted, by which it has been proved that there is absence of abnormality in respect to deal with the matter of adjustment problems. Dimension wise mean difference in respect to adjustment problem of rural girls and urban girls secondary students on the basis of definite dimensions of the variable have been analyzed and presented below the actual reality.

**Table -5 Dimension wise Mean Difference regarding Adjustment problem of rural secondary students (Case -1 Rural)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D1APRG - D2APRG	-.14000	3.90598	.27619	-.68464	.40464	-.507	199	.613

Insignificant difference has been found in respect to the inability to self-change and inability to avoidance mechanism opted by the rural girl secondary students.

**Table -6 Dimension wise Mean Difference regarding Adjustment problem of rural secondary students (Case -2 Rural)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D1APRG - D3APRG	.29500	3.58780	.25370	-.20528	.79528	1.163	199	.246

Insignificant difference has been found in respect to the inability to self-change and inability to withdrawing tendency opted by the rural girl secondary students.

**Table -7 Dimension wise Mean Difference regarding Adjustment problem of rural secondary students (Case -3 Rural)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D1APRG - D4APRG	.87000	3.88569	.27476	.32819	1.41181	3.166	199	.002

Significant difference has been found in respect to the inability to self-change and inability to coping tendency opted by the rural girl secondary students.

**Table -8 Dimension wise Mean Difference regarding Adjustment problem of rural secondary students (Case -4 Rural)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D2APRG - D3APRG	.43500	3.96286	.28022	-.11758	.98758	1.552	199	.122

Insignificant difference has been found in respect to the inability to avoidance mechanism and inability to withdrawing tendency opted by the rural girl secondary students.

**Table -9 Dimension wise Mean Difference regarding Adjustment problem of rural secondary students (Case -5 Rural)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D2APRG - D4APRG	1.01000	4.02503	.28461	.44876	1.57124	3.549	199	.000

Significant difference has been found in respect to the inability to avoidance mechanism and inability to coping tendency opted by the rural girl secondary students.

**Table -10 Dimension wise Mean Difference regarding Adjustment problem of rural secondary students (Case -6 Rural)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D3APRG - D4APRG	.57500	3.12622	.22106	.13909	1.01091	2.601	199	.010

Insignificant difference has been found in respect to the inability to withdrawing tendency and inability to coping tendency opted by the rural girl secondary students.

After analysis the difference dimensionally in respect to the adjustment problem of rural secondary students, it has been interpreted that Significant difference between dimension 1 and 4, between 2 and 4 have been found; but, in other cases insignificant result has been found in this regard.

**Table -11 Dimension wise Mean Difference regarding Adjustment problem of urban secondary students (Case -1 Urban)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D1APU - D2APU	.20500	3.49342	.24702	-.28212	.69212	.830	199	.408

Insignificant difference has been found in respect to the inability to self-concept and inability to avoidance mechanism opted by the urban girl secondary students.

**Table -12 Dimension wise Mean Difference regarding Adjustment problem of urban secondary students (Case -2 Urban)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D1APU - D3APU	.19500	3.12020	.22063	-.24008	.63008	.884	199	.378

Insignificant difference has been found in respect to the inability to self-concept and inability to withdrawing tendency opted by the urban girl secondary students.

**Table -13 Dimension wise Mean Difference regarding Adjustment problem of urban secondary students (Case -3 Urban)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D1APU - D4APU	1.06500	3.84770	.27207	.52848	1.60152	3.914	199	.000

Significant difference has been found in respect to the inability to self-concept and inability to coping opted by the urban girl secondary students.

**Table -14 Dimension wise Mean Difference regarding Adjustment problem of urban secondary students (Case -4 Urban)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D2APU - D3APU	-.01000	3.36997	.23829	-.47990	.45990	-.042	199	.967

Insignificant difference has been found in respect to the inability to avoidance mechanism and inability to withdrawing tendency opted by the urban girl secondary students.

**Table -15 Dimension wise Mean Difference regarding Adjustment problem of urban secondary students (Case -5 Urban)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D2APU - D4APU	.86000	3.38640	.23945	.38781	1.33219	3.591	199	.000

Significant difference has been found in respect to the inability to avoidance mechanism and inability to coping tendency opted by the urban girl secondary students.

**Table -16 Dimension wise Mean Difference regarding Adjustment problem of urban secondary students (Case -6 Urban)**

Between	Mean	SD	SEm	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
D3APU - D4APU	.87000	3.28283	.23213	.41225	1.32775	3.748	199	.000

Significant difference has been found in respect to the inability to withdrawing tendency and inability to coping tendency opted by the urban girl secondary students.

Significant difference between dimension 1 and dimension 4, between dimension 2 and dimension 4, between dimension 3 and dimension 4 have been found in the case of adjustment problem responded by the urban secondary girls students.

### 5.0. Conclusion:

At the end of the study, it has been concluded that adjustment problem is found in moderate level in rural secondary girl students from as well as urban girl students. Adjustment problem has not been found in alarming level. There are four fundamental aspects of adjustment process have been selected in this study on the basis of theoretical considerations of the variable in respect to the measurable units. Avoidance mechanism and coping tendency have been highly prioritized by every girl student under the study. Slight variation has been found in those cases.

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