

Adjustment and Well Being Problem among Rural and Urban girls

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Abstract: This study aims to examine the associations between positive thinking, home health social emotional adjustment, and the psychological well-being of urban and rural girls. It investigates the moderating role of positive thinking in the effects of poor school adjustment on stress and well-being. The study is conducted on 120 students of VII to XII standard randomly selected from 7 schools of sultanpur District .To assess the adjustment problem of adolescent school girls checklist was used prepared by R.K Ojha of bell's adjustment inventory and a Nagpal and Sen Wellbeing scale was used to assess the level of subjective wellbeing.

Keywords: Positive thinking, home health, social emotional adjustment, psychological, wellbeing.

1. Introduction

School adjustment conceptualized as students 'adjustment to learning and their associations with educators and peers. It is a unique interaction which identifies with the joining of students with the school climate. Psychology of girls is unequivocally influenced by human interactions in this school climate. Studies with school under studies uncovered that helpless school change is negatively identified with mental prosperity. The overall adjustment to school is fundamentally identified with understudies' level of stress. Understudies who can change better at school tend to have a lower level of pressure and have a more elevated level of psychological prosperity, while understudies with poor adjustment feel hard to oversee pressure and have lower levels of mental prosperity. When a development stage of girls is described as a stage of turbulence a 'period of storm and stress', of emotional instability, and a problem age, exploring the truth behind such statements generates interest. Mental health is the wide health issue of the entire world in 21st century and it is very much related with middle school girls. Alfred Adler had warned the people of entire worlds to adjust with each- other for existence or survival on the earth because of less level of land and over water of sea. Life is a continuous process of adjustment. Every

day people make countless adjustments. Adjustment is a word that stems from the biological concept of adaptation. In other words adjustments is approved in living organism which maintains its balance in the environment by fulfilling its needs from time to time. Mental health is a indicator of individual wellbeing in respect to the psychological and also emotional behaviors. It also specifies the absence of mental problems. There are a lot of psychological and emotional problems like stress, emotional disorder, etc. Mental health is also an important indicator of balance and sound personality. Through the balance mental health, one will be able to fulfil the demands of life on the basis of various conditions. Two fundamental aspects have been identified in the case of mental health; one is psychological and another is emotional. Problem perceived in the thinking, reasoning, judging, language application, concept formation, understanding, cognition, decision making etc. are some aspects associated with the mental health of a human existence. Emotional disturbance, mood swing, problems in respect to the emotional monitoring is some essential aspect of emotional aspect of humanistic mental health.

Dang and Kaur (2010) undertook a study to see the relationship of mental health of secondary school students and school environment. This study revealed no significant relationship between mental health and school environment of secondary school students. The study concluded that there exists no significant relationship between mental health and school environment of girl students, there exists no significant relationship between mental health and school environment of boy students.

Mahmoudi (2011) "a total of 100 adolescent students of 9th class studying in Shiraz city were randomly selected. Only home adjustment had significant influence over academic achievement. Emotional, social and health adjustments did not have significant influence over academic achievement of the sample studied.

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2. Objectives of the Study

Few predetermined objectives of the study are intended below

1. To study the socio demographic profile of the urban and rural girls
2. To find out the overall adjustment and wellbeing level of urban and rural girls
3. To find out the area wise adjustment level of urban and rural girls.

3. Hypotheses of the Study

1. On the basis of some assumption connected to variables, hypothesis have been planned to measure
2. It will significantly affect the adjustment level and wellbeing of the urban and rural girls
3. In the area wise there will be significant difference in adjustment level of urban and rural girls

1) Variables:

- Independent variable: Middle school girls from urban and rural areas
- Dependent variables: Score on overall adjustment problems Score on mental health

4. Research Methodology

1) Sample selection

The sample was stratified random method total 120 sample of middle school girls 4 Rural and 3 Urban schools from Sultanpur district (UP). The sample was selected from this small district. Though the district is small it is thickly populated with a good number of villages surrounded around. I see many of the girls are reserved to work inside the city since parents don't allow them to move out to work. I see a lot of problem faced by these adolescent girls, friendship with opposite sex, fights between boys, poor performance in academics, bunking the classes, etc. So, to make some study and find the reason for these problems I felt the need to select these samples from urban and rural schools of this area of the district.

B. Tools

In this study, two tools have been developed

1) Adjustment Inventory

R. K. Ojha Bells Adjustment inventory: R.K ojha (Indian adoption) in 2006

Rationale: to assess the adjustment problem of adolescent school girls with the help of bell's adjustment inventory. This inventory consists of 140 questions with a simple response to be given 'yes' 'no' or 'uncertain'. The scoring guidelines says, 0 to 23 scores shows less adjustment problem, 24 to 44 shows moderate adjustment problem, 45 and above shows more adjustment problem.

2) Mental Health inventory: Nagpal & Sen Wellbeing scale.

Rationale: To assess the level of subjective wellbeing of students, and to study the level of self – esteem of students. This modernity scale was first developed in the six countries Harward. Subjective well – being Inventory (san & Nagpal 1992)

This inventory consists of 40 questions with a simple response to be given 'very much' 'To some extent' or 'not so much'. The scoring guidelines says, the maximum score is 120. Higher the score higher is the subjective wellbeing of a person. The total score can be interpreted summarily in the light of three broad score ranges: 40-60, 61- 80 and 81-120 to have an overall picture of the wellbeing status. The mean score on normal adult Indian samples is 90.8 with standard deviation of 9.2

3) Approach of the study

With regard to data collection, the questionnaire method has been administered; similarly, with regard to data analysis and interpretation, the approach of quantitative descriptive has been applied.

5. Analysis and Interpretation

By implementing related scales, responses related to variables have been decided and the collected responses have been converted into data. Related data has been analyzed and gained result has been interpreted on the basis of quantitative descriptive approach. Analysis and interpretation have been presented below.

Table 1 presents age profile of the respondent. The findings of the table shows that the mean age of the girls of rural area is 14.01 and for urban area mean age of the girls is 13.83. This shows that maximum surveyed girls of rural as well as urban area's mean age 14 years approximately .Graphical presentation is shown below.

Table 1
Demographic profile of the respondent

	Age Range	Frequency	%	Mean	S.D.
Rural	13-15	60	50	14.01	0.82
Urban	11-17	60	50	13.83	2.13

Table 2
Age group on the basis of middle value

	Age group	Frequency	Mean	S.D.	t-Test
Rural	13-14	40	13.5	0.51	13.09
	14-15	20	15	0.01	
Urban	11-14	40	12.5	1.13	15.03
	14-17	20	16.5	0.51	

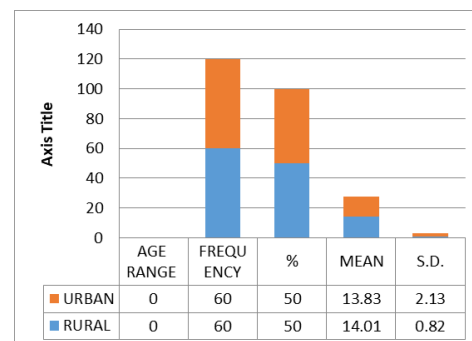


Fig. 1. Urban and rural

Using table 1 the age is now divided on the basis of mid value as shown in table 2 are as follows.

1. In rural area 40 girls out of 60 is between the age group of 13 – 14 and their mean value is 13.5 with standard

deviation 0.51 and remaining 20 girls out of 60 is between age group 14 to 15 with mean value 15 and standard deviation 0.01

t- Test result

- In urban area 40 girls out of 60 is between the age group of 11 – 14 and their mean value is 12.5 with standard deviation 1.13 and remaining 20 girls out of 60 is between age group 14 to 17 with mean value of 16.5 and standard deviation 0.51

t- Test result

Table 3
T-test of overall adjustment problem

	Age group	Frequency	Mean	S.D.
Rural	13-15	60	55.12	20.79
Urban	11-17	60	49.82	13.74

Table 4
T-test of subjective well being

	Age group	Frequency	Mean	S. D	T-test
Rural	13-15	60	81.82	7.74	1.50
Urban	11-17	60	84.18	9.37	

Table 3 shows overall adjustment problem as per background. 60 Adolescent girls from rural area were surveyed whose mean of adjustment value is 55.12 with standard deviation 20.79. 60 Adolescent girls from urban area were surveyed whose mean of adjustment value is 49.82 with standard deviation 13.74. The mean and Standard deviation value of rural and urban area shows that there is more deviation in mean value of adjustment problem of adolescent girls in rural area as compared with urban area. It tells there is more adjustment.

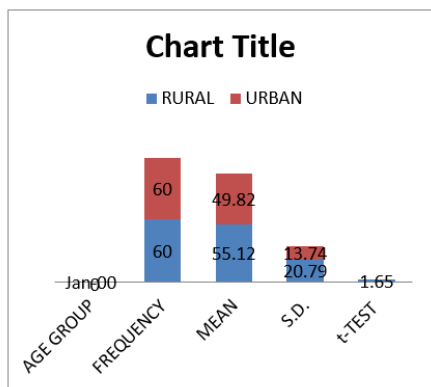


Fig. 2. Urban and rural age groups

Table 4 shows subjective wellbeing of 60 adolescent girls as per background (rural and urban). In rural area the mean value is 81.82 with standard deviation 7.74. In urban area the mean value is 84.18 with standard deviation 9.37.

The mean and Standard deviation value of rural and urban area shows that there is more deviation in mean value of subjective wellbeing of adolescent girls in urban area as compared with rural area. Hence rural and urban both girls were having high wellbeing but urban is having more wellbeing as well as deviation as compared with rural.

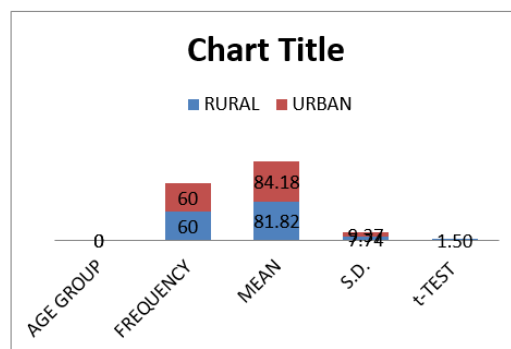


Fig. 3. Urban and rural age groups

Table 5
T-test of area wise adjustment problem

	Adjustment	f	Mean	S.D.
Rural	Home	60	12.9	5.91
	Health	60	10.28	5.63
	Social	60	12.66	4.27
	Emotional	60	18.98	9.44
Urban	Home	60	11.83	5.1
	Health	60	7.41	4.24
	Social	60	16.08	4.32
	Emotional	60	14.48	6.15

Above table shows that obtained t value 2.49 for home adjustment problem and health adjustment and 4.76 for emotional adjustment and social adjustment are greater than that of urban girl's home and health adjustment t value is 5.16 which is greater than that of social and emotional level is 1.64. The mean score of home adjustment of rural girls 12.9 greater than urban girl's students, which is 11.83. Health adjustment of rural girls 10.28 is greater than the urban girl's student which is 7.41 and for Emotional adjustment for rural girls is 18.98 is greater than the urban students that is 14.48. So it can be concluded that rural middle school girl's students have home adjustment problem and emotional adjustment problem. In the case of health adjustment problem rural girls have high health adjustment problem. In the case of social adjustment problem the obtained t value 1.64 for urban and 4.76 for rural that means there is significance difference between urban and rural middle school students. So it can be concluded that rural girls have higher level social adjustment problem than urban girls.

6. Introduction

This paper presents an overview of mental health and adjustment problem among adolescent school girl.

References

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