

The Psycho-Social Wellbeing of Adolescents in Rural Setting: An Analysis

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ABSTRACT

Psycho-social wellbeing of an adolescent brings a proper and positive direction to foster in life. But in present times due to a number of stressors in the environmental conditions, the adolescents are prone to depression, behavioural and emotional disturbances which affects their psycho-social wellbeing. According to National Mental Health Survey (2016) prevalence of mental disorder in the age group 13-17 years was 7.3% and it is nearly identical in both the genders. Further, approximately 9.8 million of children of 13-17 age group are in the need of active intervention. The present study was carried out to explore the level of psychosocial wellbeing on the basis of gender and the relationship between psycho-social wellbeing and social conditions of the adolescents. In the present study, a sample consisting 142 (70 boys and 72 girls) were selected from 7 provincialized high schools (class X) of Hajo Block, Kamrup District of Assam. The age of the sample ranges from 14-15 years. The schools were selected using simple random sampling technique but the student sample was drawn on the basis of proportionate stratified random sampling technique. For the assessment of the psycho-social wellbeing, Well-Being Index developed by Prof. (Dr.) Vijayalaxmi Chouhan and Dr. Varsha sharma (2016) and Adjustment Inventory for School Students developed by A.K.P. Sinha and R.P.Singh (revised 2017) were adopted keeping in mind the rural conditions of the study area. The study revealed that majority of the students belongs to below average level of psycho-social wellbeing and above average level of social adjustment pattern. There is no difference between the boys and girls of high school in the level of psycho-social wellbeing and level of social adjustment pattern. It is also revealed that there is no correlation between psycho-social wellbeing and social aspects of high school students. Therefore, in the rural areas there is the need of a stronger role of social organizations, parental support, teaching community in boost up the psycho-social wellbeing of adolescents to cope up with the changing social dynamics.

Keywords

Psycho -Social Wellbeing, Problems of Adolescents, Social Aspect, Rural Setting

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

Introduction

Adolescence is a very important period of an individuals' life. This period begins at the end of childhood. It is the most crucial period where adolescents' behavioural attitude is changing towards the family and society. Stanley Hall regards it "a period of great stress and strain, storm and strife." (Mangal,2004). It is the period of profound change viz. moodiness, temper tantrums, lying, stress, adjustment problem, develop unhealthy habits that grow into problems in their adult life. Through psycho-social wellbeing troubles of adolescents can be settled down in a better and conducive way.

1.1 PSYCHO-SOCIAL WELLBEING

Psycho-social wellbeing means psychological and social wellbeing of an individual. As such psycho-social wellbeing can be understood as; inter and intra individual levels of positive functioning that binds one's relatedness with others which exerts influence on personal growth.

1.2 ADOLESCENCE

Adolescence is the period which runs between childhood and adulthood sometimes the period of adolescence is called the period of teenage. Generally, this stage is considered from twelve to eighteen, some differences are found among the different countries, in the period of the development of adolescence, due to, personality difference, culture and climate. The beginning of adolescence, in the girls is almost two years early than boys. (Sarma and Deka,2020)

According to Ross, "Adolescence is best regarded as a recapitulation of the first period of Life, as second turn of the spiral of development". (Mangal,2004)

According to Jersild, A. T. "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically." (Sarma and Deka, 2020).

1.3 ADOLESCENCE PERIOD ON THE BASIS OF ERICKSON'S THEORY OF PSYCHO-SOCIAL DEVELOPMENT

Eric Erickson, the famous psychoanalyst, is credited for developing the theory of psycho-social development which covers normal development over the entire life span of human beings. Erickson postulated that the development of an individual is the result of his interaction with his social environment. Right from the time of birth, his social development puts him under specific pressures or conflicts (called crisis) by making specific demands at different ages or developmental stages of his life (Mangal,2004). According to Erickson the specific age or period of adolescence is 12 to 20 years. The stage of adolescence, beginning with the advent of puberty, is marked with the crisis of identity vs. role confusion. Equipped with the sense of trust, autonomy, initiative and industriousness. Adolescents begin to search for their own personal identity during this stage (Mangal 2004).

1.4 RURAL SETTING

Rural setting implies an area where there is no sufficient development of communication, infrastructural facilities and generally people have conservative mind set.

REVIEW OF RELATED LITERATURE

Following are some of the reviews of related to the present study-

Talukdar (2008) conducted a study on "Adjustment problems of adolescents" and reported that both the boys and girls had average social adjustment. The study also revealed that female students have more adjustment problems than the male students.

Cajee(2011) conducted a study on "Adjustment pattern of secondary school students in Shillong town" and found that both male and female students are socially stable belonging to different management types of schools which include government, deficit and private schools.

Nagargia et.al (2011) in the study on "A comparative study of factors affecting psychological wellbeing of urban and rural adolescents" revealed that neither gender, urban nor rural residence had significant influence on psychological health of adolescents. It is found from the study that economic constraints on the

adolescents were associated with lower psychological health.

Baroowa (2012) conducted a study on "Social, emotional and educational problems of adolescents in relation to their personality factors" and revealed that adolescent girls have more social adjustment problem. The study also revealed that present education system does not fulfil all the hopes and aspirations of the adolescents and both English and Assamese medium students face problem in social adjustment.

Ottolini et.al (2012) made a study on "Promoting psychosocial wellbeing of adolescence-A controlled study" and revealed that school wellbeing therapy intervention was associated to an improved personal growth.

Leventhal et.al (2015) made a study on "Building Psychosocial assets and wellbeing among girls: A randomized controlled trial" and from the study it is found that girls receiving resilience curriculum improved more on social-emotional assets, psychological wellbeing and social wellbeing. It is also found that a brief school day program is necessary for improvement of psychological assets and wellbeing for girls in high poverty rural schools.

Reddy (2017) conducted a study on "Social, emotional and educational adjustment problems of IX class students in relation to their achievement" and reported that school management, school environment, father's education level, residence etc. have notable effect on the social adjustment problems.

SIGNIFICANCE OF THE STUDY

Psycho social wellbeing of the rural adolescents is utmost important. Most of the adolescents living in a rural setting possess enormous potentialities and efficient individual skills. Through proper channelizing and enhancing psycho-social wellbeing, adolescents can be made more productive and pro-active. It may enlighten their lives in a better way. On the contrary, due to a lack of psycho-social wellbeing, adolescents may face issues like social mal-adjustment, addiction towards drugs and alcohol, aggressive behaviour and so on and so forth.

From the review of previous research studies, it has been observed that very few studies have been conducted on the adolescents residing in rural

setting. Therefore, it is the need of the hour to conduct an in-depth study in the field of psycho-social wellbeing of rural adolescents in relation to their social aspect. Thus, the investigators are prompted to conduct the present study in the Hajo Block of Kamrup District, Assam.

STATEMENT OF THE PROBLEM

Considering the significance of the study and research gap in the study area, the present problem is titled as-

“The Psycho-Social Wellbeing of Adolescents in Rural Setting: An Analysis”

OBJECTIVES OF THE STUDY

1. To enquire the psycho-social wellbeing of adolescents residing in rural setting.
2. To assess the psycho-social wellbeing of adolescents in respect to gender of the adolescents (boys & girls).
3. To find out the level of social adjustment pattern of adolescents.
4. To find out the social adjustment pattern of adolescents on the basis of gender of the adolescents (boys & girls).
5. To study the relationship between psycho-social wellbeing and social adjustment pattern of adolescents.

HYPOTHESIS OF THE STUDY

H₀₁: There is no significant difference in the psychosocial wellbeing of adolescents in respect to gender.

H₀₂: There is no significant difference in social adjustment pattern of the adolescents on the basis of gender.

H₃: There exists significant relationship between psycho-social wellbeing and social adjustment pattern of the adolescents.

DELIMITATION OF THE STUDY

1. The study is delimited to the provincialized co-educational Assamese medium high schools of Hajo Block of Kamrup District, Assam.

2. The study is delimited to the high school students studying in class X.
- 3.

METHODOLOGY OF THE STUDY

Research Method: In order to carry out the study Descriptive Survey Method has been used.

Sources

of Data: The data has been collected from both primary and secondary sources. The primary sources were personal interview of the students and observation and secondary sources were school register and records etc.

Population and Sample: The population of the study has been defined as the students studying in high schools (class X) level in the Hajo Block of Kamrup District. Simple random sampling technique has been used for selecting the schools. Out of 37 provincialized schools, 7 schools were selected for the study. Total population of the study is 1424, out of which 142(70boys and 72 girls) students studying in class X in the high schools is selected by using proportionate stratified random sampling technique.

Research Tools:

1.Well-Being Index (2016) developed by Prof. (Dr.) Vijayalaxmi Chouhan, President, Academy of Well-Being Society. Head, Deptt. of Psychology, UCSSH, MLSU, UDAIPUR(Rajasthan) and Dr. Varsha Sharma, Post-Doctoral Fellow, ICSSR, New Delhi, Deptt. of Psychology, UCSSH, MISU, UDAIPUR(Rajasthan).

2.Adjustment Inventory for School Students (revised in 2017) developed by A.K.P.Sinha Retd., Professor and Head Department of Psychology , Pt. Ravi Shankar Shukla university RAIPUR (C. G.) and R.P. Singh Retd. Professor and Head Department of Education Patana University, PATANA (Bihar)

Norms for interpretation of Z-score for levels of psycho-social wellbeing and adjustment pattern of adolescents are given below –

TABLE 1
NORMS FOR INTERPRETATION OF THE LEVEL OF WELL-BEING

Sl. No.	Range of z-score	Grade	Level of Well-being
1	+2.01 and above	A	Extremely High
2	+1.26 to +2.00	B	High

3	+0.51 to +1.25	C	Above average
4	-0.50 to +0.50	D	Average
5	-1.25 to -0.51	E	Below Average
6	-2.00 to -1.26	F	Low
7	-2.01 and below	G	Extremely Low

TABLE 2
NORMS FOR INTERPRETATION OF THE LEVEL OF ADJUSTMENT

Sl. No.	Raw Score Range	z-Score Range	Level of Adjustment
1	31 & more	+2.01 & above	Extremely Unsatisfactory Adjustment
2	26-30	+1.26 to +2.00	Unsatisfactory Adjustment
3	21-25	+0.51 to + 1.25	Below Average Adjustment
4	14-20	-0.50 to + 0.50	Average /Moderate Adjustment
5	09-13	-1.25 to -0.51	Above Average Adjustment
6	04-08	-2.00 to -1.26	High Adjustment
7	03 & less	-2.01 & below	Extremely High Adjustment

Personal interview: Personal interview has been conducted to know the students’ interest, capacity, belief, thinking pattern and the like.

VARIABLES OF THE STUDY

While studying psycho-social well-being of adolescents in relation to social aspect following variables have been taken into account-

1. Psycho-social wellbeing as a dependent variable and

2. Social aspect of adjustment as an independent variable

ANALYSIS OF THE DATA

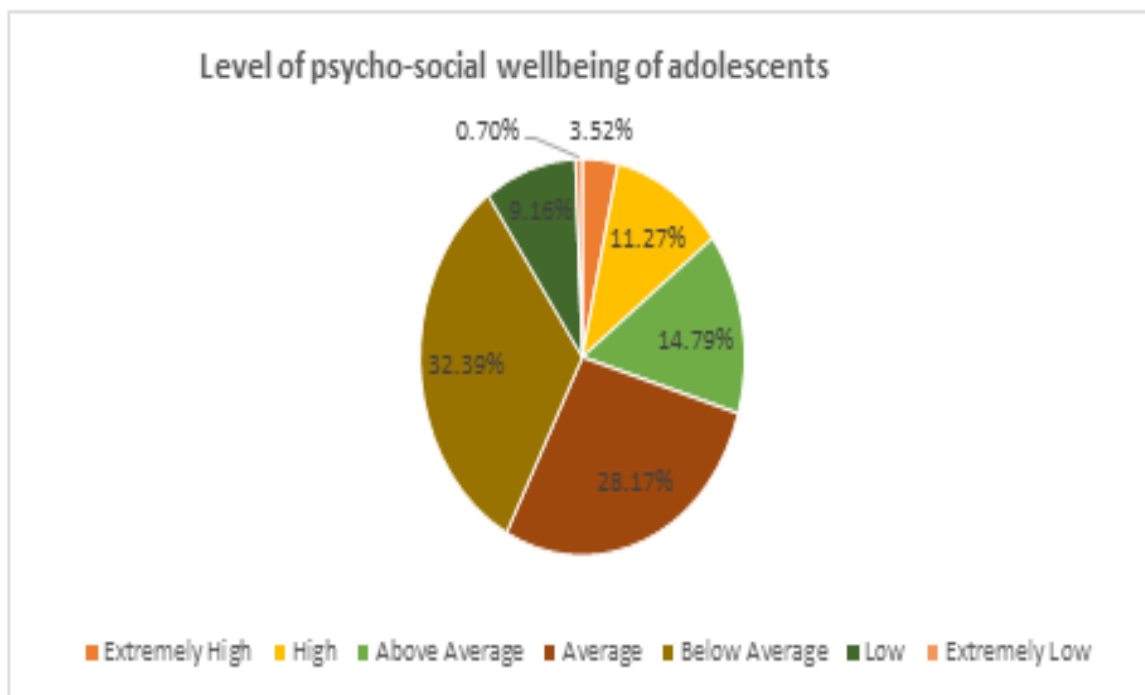
The analysis of the study is done in accordance with the objectives-

OBJECTIVE 1: Enquire the Psycho-Social Wellbeing of Adolescents

TABLE 3
LEVELS OF PSYCHO-SOCIAL WELLBEING

Grade	Level of Well-Being	No of Students			Percentage
		Boys	Girls	Total	
A	Extremely High	3	2	5	3.52
B	High	8	8	16	11.27
C	Above Average	10	11	21	14.79
D	Average	18	22	40	28.17
E	Below Average	18	28	46	32.39
F	Low	12	1	13	9.16
G	Extremely Low	1	0	1	.70

FIGURE 1
PIE DIAGRAM SHOWING PERCENTAGE WISE LEVEL OF PSYCHO-SOCIAL WELLBEING OF ADOLESCENTS



Interpretation:

From the above table and figure, we can conclude that maximum students (32.39%) belong to the below average level of psycho social wellbeing. Further, it can be observed that there is no vast difference between the average and below average level of psycho-social wellbeing of adolescents i.e., 28.17% and 32.39%. Adolescents’ belonging to average and high level of psycho-social wellbeing is 14.79% and 11.27% respectively. Only 3.52% of adolescents belong to Extremely high level of psycho-social wellbeing. Students

belonging to low level of psycho-social wellbeing is 9.16% and extremely low level is very less i.e., 0.70%.

Though, there is no distinction among the boys and girls, yet in the sphere of social activities boys participate actively than girls and girls abide the basic norms than boys. Psychologically girls are more expressive in emotional feeling in comparison to boys.

OBJECTIVE 2: Assessment of The Psycho-Social Wellbeing of Adolescents in Respect to Gender

TABLE 4

RESULT OF t-TEST SHOWING SIGNIFICANCE OF DIFFERENCE OF MEAN BETWEEN LEVELS OF PSYCHO-SOCIAL WELLBEING SCORES OF ADOLESCENTS

Gender	N	Mean	S.D.	df	t value	Level of Significance (0.05 level)
Boys	70	15.23	4.53	140	0.4	Not Significant
Girls	72	15.5	3.39			

Interpretation: From the above table it has been clear that Mean and S.D. scores of psycho-social

wellbeing of high school boys are 15.23 and 4.53 respectively. Again, the Table also shows that in case of girls, the value of Mean is 15.5 and S.D. is 3.39. The obtained t value (0.4) is not significant at 0.05 level of significance. So, it is safe to interpret that there is no significant difference in the psychosocial wellbeing of adolescents in

respect to gender. Hence, the null hypothesis can be accepted.

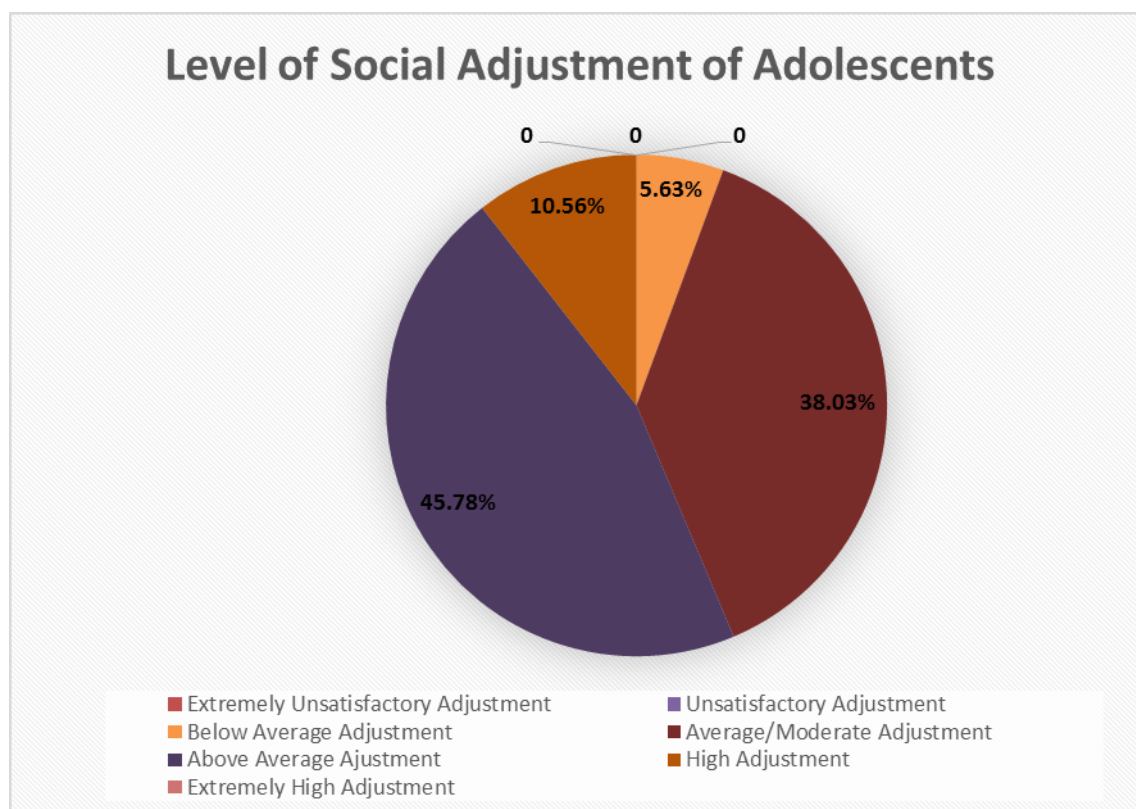
OBJECTIVE 3: The Level of Social Adjustment Pattern of Adolescents

TABLE 5
LEVELS OF SOCIAL ADJUSTMENT PATTERN OF ADOLESCENTS

Sl. No.	Level of Social Adjustment	No of Students			Percentage
		Boys	Girls	Total	
1	Extremely Unsatisfactory Adjustment	0	0	0	0
2	Unsatisfactory Adjustment	0	0	0	0
3	Below Average Adjustment	7	1	8	5.63
4	Average/Moderate Adjustment	26	28	54	38.03
5	Above Average Adjustment	24	41	65	45.78
6	High Adjustment	13	2	15	10.56
7	Extremely High Adjustment	0	0	0	0

FIGURE 2

PIE DIAGRAM SHOWING PERCENTAGE WISE LEVEL OF SOCIAL ADJUSTMENT PATTERN OF ADOLESCENTS



Interpretation: From the above table and figure it is clear that majority of the adolescents belong to above average level of adjustment i.e., 45.78%.

It has been also found that 38.03% adolescents belong to average level of social adjustment. Again, 10.56% adolescents belong to high

adjustment and 5.63% have below average social adjustment level. Students having extremely

unsatisfactory adjustment, unsatisfactory adjustment and extremely high adjustment level of social adjustment have not been found. It is clear that both boys and girls are equal in social arena. Although there are some rules and norms specially laid down for the girls. From the personal

interview with the adolescent girls, it may be stated that the general mindset of the people in the rural areas is that; girls are considered as a burden of the family.

OBJECTIVE 4: Social Adjustment Pattern of Adolescents on the Basis of Gender

TABLE 6

RESULT OF T TEST SHOWING SIGNIFICANCE OF MEAN OF THE ADOLESCENTS IN RESPECT TO THE ADJUSTMENT PATTERN

Gender	N	Mean	S.D.	df	t value	Level of Significance (0.05 level)
Boys	70	13.19	4.44	140	0.05	Not Significant
Girls	72	13.16	3.24			

Interpretation: From the above table it has been clear that Mean and S.D. scores of social adjustment pattern of adolescents are 13.19 and 4.44 respectively. Again, it can be seen that the value of Mean is 13.16 and S.D. is 3.24 in case of social adjustment pattern of adolescent girls. The obtained t value (0.05) is not significant at 0.05 level of significance. Therefore, the null

hypothesis - “There is no significant difference in social adjustment pattern of the adolescents on the basis of gender” can be accepted.

OBJECTIVE 5: Relationship Between Psycho-Social Wellbeing and Social Adjustment Pattern of Adolescents

TABLE 7

CORRELATION BETWEEN PSYCHO-SOCIAL WELLBEING AND SOCIAL ADJUSTMENT PATTERN OF ADOLESCENTS

Variables	N	Pearson’s Correlation (r)	Level of Significance (0.05 level)
Psycho-Social Wellbeing	142	-0.25	Not Significant
Social Aspect			

Interpretation: Table 7 shows that the calculated R-value is -0.25, which is negative and less than the critical value at 0.05 level of significance. Hence, it is not significant and the alternative hypothesis i.e., “There exist significant relationship between psycho-social wellbeing and social adjustment pattern of the adolescents” has been rejected. It means psycho-social wellbeing of secondary school students is negatively correlated with social aspects.

1. Majority of the adolescents belongs to the below average level of psycho-social wellbeing. There is no difference between adolescent boys and girls in the level of psycho-social wellbeing.
2. Though, there is no distinction among the boys and girls, yet in the sphere of social activities boys participate actively than girls and girls abide the basic norms than boys.
3. Number of adolescents belonging to the level of above average level of social adjustment pattern is more than other levels. Extremely high, high and extremely unsatisfactory levels of social adjustment

FINDINGS:

The findings of the study were arranged as under

among the adolescents have not been found.

4. Adolescents in the rural setting do not differ significantly in social adjustment pattern, though there are some norms, rules and regulation specifically for girls.
5. Psycho-social -wellbeing of the adolescents is negatively correlated with social aspects.

SUGGESTIONS:

After consideration of the findings revealed from the study, the following suggestions can be recommended for improving the psycho-social wellbeing of adolescents –

1. In the rural area there should be intensified role of social organizations, parental support, teachers' community to boost-up the psycho-social wellbeing of the adolescents and to cope-up with the changing behaviour of the society.
2. In patriarchal society, social attitude concerning girls should be changed. More emphasis should be given on improving the educational facilities and social-moral upliftment of the adolescent girls.
3. The general mindset of the rural people about considering the girls as a burden needs to be changed. As such, prudent steps should be taken for economic self-sufficiency of the girls
4. The society should give equal value to the contribution of girls and boys in the transformation of social structure and social environment.

CONCLUSION:

Psycho-social wellbeing of adolescents can be termed as one of the notable concerns of the society, parents, social organizations, teachers, and the like. Adolescents, needs to be nourished in psychological and social behaviour, social adaptation, moral up gradation, academic achievement so on and so forth. It can be concluded that being future assets of a nation and the society, adolescents should be facilitated and a conducive environment must be provided to flourish in the social life and for their all-round development.

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