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Educational adjustment of rural girls

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Abstract

The study was conducted in Milkipur and Masodha block of Faizabad district by conducting personal interview with 160 respondents those were selected through proportionate random sampling technique on the criteria of high school, intermediate and graduation. The study depicted that the highest number of respondents (36% Milkipur, 43% Masodha) was found in age category of 15 to 19 years belonged to nuclear families (68%, 72%) and having 5-7 members in their families (47%, 55%) Except all respondents were unmarried and general caste respondents were more in comparison to other categories of caste. The economic motivation and value orientations were observed of medium levels. The contact of respondents with class teacher among formal sources, family members among informal sources and news bulletins, television was observed important aware mass media. The agriculture was observed as main occupation of majority of the respondents families (55%, 37%) and having annual income of Rs. 75,000 to 1, 50,001(33%, 63%) An over whelming majority of the respondents were found using book as their main source of communication. As for as educational adjustment was concerned, the adjustment like medium followed by less and high were found to be more educational adjustment by the respondents.

Keywords: Educational, rural girls.

Introduction

Family is a basic social unit consisting of parents and their children, considered as a group, whether dwelling together or not. When explaining academic achievement problems, people tend to focus on the two primary socialization agents of children: the home and the school. While the home and school environments are often directly linked to school performance, they also help shaped personality variables that are also directly linked to school performance. As a key partner in the girl's education, parents and cares should be aware of the main education adjustments being implemented for the girls. All adjustments being made should maximize the girl's ability to

Achieve educational outcomes. Through the school's/colleges normal progress review processes, the effectiveness of adjustments in terms of planned outcomes will be discussed. Education is important for everyone, but it is especially significant for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations. Investing in girls' education is one of the most effective ways to reduce poverty. Investments in secondary school education for girls yield especially high dividends. Girls who have been educated are likely to marry later and to have smaller and healthier families. Educated women can recognize the importance of health care and know how to seek it for themselves and their children. Education helps girls and women to know their rights and to gain confidence to claim them. However, women's literacy rates are significantly lower than men's in most developing countries. The education of parents is linked to their children's educational attainment and the mother's education is usually more influential than the father's. An educated mother's greater influence in household negotiations may allow her to secure more resources for her children. Educated mothers are more likely to be in the labor force, allowing them to pay some of the costs of schooling and may be more aware of returns to schooling and educated mothers, averaging fewer children, can concentrate more attention on each child. Closing the gender gap in education is a development priority. The 1994 Cairo Consensus recognized education, especially for women, as a force for social and economic development. Universal completion of primary education was set as a 20-year goal, as was wider access to secondary and higher education among girls and women. Closing the gender gap in education by 2015 is also one of the benchmarks for the Millennium Development Goals. Keeping in view the above facts into consideration this study was undertaken on the following specific objective;

1. To study the socio- economic profile of rural girls students.

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2. To study the educational adjustment of rural girls.

Methodology

Faizabad district of Uttar Pradesh will be selected purposively for convenience of investigator and the N.D. University of Agriculture & Technology Kumarganj falls in this district. There are (11) blocks in Faizabad district of which (06) blocks are considered as forward blocks, while (05) blocks are medium blocks. One block from each category will be selected randomly for the purpose of further investigation, thus makes a total of 02 blocks. A list of all the villages in each block will be procured from block headquarter and arranged according to total population. Four villages from each block which are having highest population will be selected, thus makes a total of 08 villages. At this stage, the list of girls who are studying in High school, Intermediate and Graduation will be prepared separately for each selected village. Thereafter, a total of 160 girls as respondents would be selected through proportionate random sampling technique keeping in view the categories of education (High school, Intermediate and Graduation).

Results and Discussion

1. Socio- economic profile of rural girl students

Age; that the rural girl students of 15 to 19 years of age category were observed to be more. Education; the all students/respondents were found in the Intermediate 33% (Milkipur) 35% (Masodha), Graduation 33% (Milkipur) 25% Masodha) and High school in 32% (Milkipur) and 40% (Masodha), girl students respectively. Caste the general caste had dominancy so far as rural girls study is concerned. Economic motivation; that a maximum number of respondents (76% Milkipur and 53% Masodha) was found having medium level of economic motivation, while (11% Milkipur and 36% Masodha) and (12% Milkipur and 22% Masodha) respondents were such who had high and low levels of economic motivation, respectively. Motivational sources; It is evident from the (Milkipur) maximum 36% respondents was motivate by father, followed by Newspaper, mother, self, friend, 22%, 10%, 08% and 05% respectively were found to be important motivational sources among all. Value orientations; That 43.75 percent and 75 percent of the respondents were found having medium level of value orientations followed by (21%, 13%) and 35%, 11%) who had high and low levels respectively. Extent of contact with information sources; The data pertain to extent of contact of respondents with different information sources as used by them for receiving general information's. So far as contact with formal sources was concerned, class teachers Dean of College, teacher of mother university, school teachers, teachers of other university, primary teachers, placement bureau. As far as contact with informal sources was concerned, friends, seniors, family members, neighbor, relatives. Among the mass media sources, radio, local newspaper, T.V., news bulletins, magazines, national newspaper, feature film, employment newspaper. The formal and mass media information sources were also utilized by the respondents with considerable extent. Family type; that 68 percent (Milkipur) 72 percent (Masodha) respondents were residing in nuclear family system while remaining 31 percent

(Milkipur) 27 percent (Masodha) respondents were observed in joint family system. Family size; that 47.50 percent (Milkipur) and 55 percent (Masodha) respondent's families were observed such who had 5 to 7 members. The 32.50 percent in Milkipur and 28.75 percent Masodha families were having below to 4 members, 8 and above members were 20 percent (Milkipur) and 16.25 percent (Masodha) only. Housing pattern; That 53.75 percent (Milkipur) and 42.50 percent (Masodha) respondents were observed such who had mixed type house. The 45.00 percent in Milkipur and 57.50 percent Masodha families were having pucca and hut type house were 01 percent (Milkipur) only.

Family occupation; The main and subsidiary family occupations of the respondents. In case of main occupation the highest no. of respondents (55%) reported agriculture as their main family occupation followed by service (18.75%), business (17.50%), and dairying (3%) respectively. Similarly in case of subsidiary occupation, maximum no. of respondents (25%) reported agriculture as their main subsidiary occupation followed by dairying (6.25%), business (5%) in descending orders. Hence, the agriculture was seen as important main occupation and the business as subsidiary. Annual income of family; that a maximum number of the respondents (33.75%) in Milkipur block and 63.75% respondents in Masodha block was from those families whose annual income were found in the category of Rs. 75,000 to 1,50,000 and 1,80,001 to 2,70,000 followed by other categories viz., 17 percent (Rs. 1,50,001 to 2,25,000), 7 percent (above Rs. 3,00,001 b1) and 5 percent (3,60,001 and above b2) respectively. Communication media possession; The majority of respondents in Milkipur block (97%) at personal level was observed possessing book with them and at family level (90%) was observed possessing news paper and 91 percent respondents as cellular phone, 85 percent television and 81 percent news paper. At family level (Masodha) the person who had other communication media with them were in descending order as newspaper (93%), cellular phone (96%), telephone (43%), radio (72%), computer (76%), book 100%), journal (30%), magazine (75%), and periodicals (18%) respectively. Hence, it may be concluded that the respondents as well as their families have a good no. of communication media possession. Land holding; that more than half of the respondent (46% and 45%) were found in the large and medium category followed by small and marginal farmers (22%, 10%) and land less (7%). Land fewer farmers in Masodha block (23%), Medium farmers (13%) (2-3 hect) small farmers (12%) (1-2 hect) and Masodha block was marginal farmers (4%) (below- 1, hect.) respectively. Decision pattern of family; that the majority of respondents in decision pattern of family father (56.75%), mother (41.25%), and brother (01.75%) in family affairs respectively. Agricultural matters in father (74.25%), mother (24.25%), and brother (1.29%) respectively. Occupation matters in services, business and agriculture category father (81.45%), mother (15.00%) and brother (01.87%) respectively.

Educational adjustment of rural girls

The mean of educational adjustment was 81.35 (Milkipur) 76.17 (Masodha).

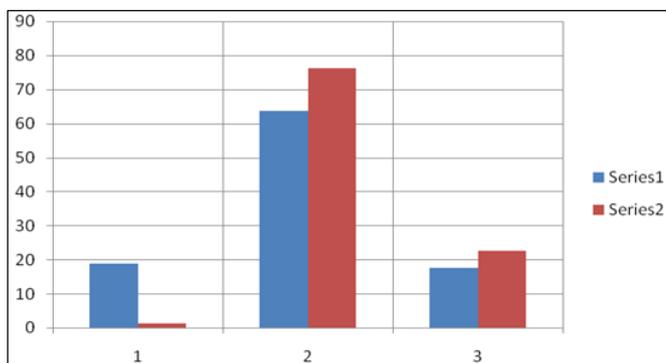
Interview schedule on educational adjustment

S. No	Statements	Yes	No
1.	Do you always fear of something in your school?		
2.	Do you shirk meeting your classmates?		
3.	Do you soon forget the thing you have read?		
4.	Do you lose your temper soon if any unpleasant remark is made on your classmate?		
5.	Are you kind in nature?		
6.	Are you afraid of exams?		
7.	Do you remain worried on being scolded by any teacher on your any mistake?		
8.	Do you hesitate in asking your teacher any question when you don't understand something in your class?		
9.	Do you face difficulty in understanding what you are taught in a class?		
10.	Do you feel jealous of those classmates who are in good books of your teacher?		

Distribution of respondents according to educational adjustment

N=160

S. No.	Categories(Score)	Respondents (Milkipur)		Respondents (Masodha)	
		No.	(%)	No.	(%)
1.	Low (below 62)	15	18.75	01	01.25
2.	Medium(63-99)	51	63.75	61	76.25
3.	High (100-above)	14	17.50	18	22.50
	Total	80	100.0	80	100.0



Conclusion

It can be concluded the girl students, data depicted that there was no caste discrimination as far as admission in high school, intermediate and graduation. Majority of students were found more conscious for married life. Father was observed most important motivational sources. Most of guardians were medium category land holding, having agriculture as family occupation. The economic and value orientations were observed of medium level means that there was no discrimination in the observed data. Most of students in communication were found more conscious for book and father decide all matter of family. The educational adjustment preferred most of student's was medium level.

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