

GLOBALIZATION AND SOCIAL ADJUSTMENT OF
ADOLESCENTS. A CASE STUDY OF SELECTED SECONDARY
SCHOOLS IN UYO LOCAL GOVERNMENT AREA OF AKWA
IBOM STATE.

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Abstract

The study investigated the influence of globalization on social adjustment of adolescents in secondary schools in Uyo local Government Area. The population of this study comprised all adolescent students in secondary schools in Uyo local Government Area. The study adopted Expost-Facto research design, while simple random sampling technique was used in selecting the respondents. The instrument for data collection which was tagged "Globalisation and Social Adjustment Questionnaire (GSAQ) was administered to the respondents and used for the study. The instrument was vetted by an expert in test and measurement before the reliability test was conducted with 30 respondents which produced the reliability coefficient of 0.92 proving the instrument to be reliable for the study. Data collected was analysed using chi-square analysis. From the results of the data analysis, it was observed that there is no significant influence of globalization on social adjustment of students with respect to their age range. It was also observed that there is significant influence of globalization on social adjustment of students with respect to their school location. The conclusion was that globalization have significant influence on social adjustment of adolescents in secondary schools in Uyo local government area. It was therefore recommended that government should also provide infrastructural facilities for students building more classrooms, chalkboards, provision of tables and chairs to aid in their learning as this will help in the social adjustment of the students. It was also recommended that school buses should be provided to aid in transportation for those students whose proximity to school is far and also to boost students' attendance.

Globalization according to Akindele (2005) refers to the process of the intensification of economic, political, social and cultural relations across international boundaries. Globalization is principally aimed at the transcendental homogenization of political and socio-economic theory across the globe. It is equally aimed at “making global being present worldwide at the world stage or global arena” (Fafowora, 2008). In other words, as Ohuabunwa, (2005:20) once opined: Globalization can be seen as an evolution which is systematically restructuring interactive phases among nations by breaking down barriers in the areas of culture, commerce, communication and several other fields of endeavor. Simply put, globalization is the term used to describe the changes in societies and the world economy that result from dramatically increased international trade and cultural exchange. Cerry (2004) also said, globalization describes the increase of trade and investment due to the falling of barriers and the interdependence of countries.

In specific economic contexts, the term refers almost exclusively to the effects of trade, particularly trade liberalization or “free trade.” Banjo (2000), insisted that the process of globalization is impelled by the series of cumulative and conjectural crisis in the international division of labour and global distribution of economic and political power, in global finance and the functioning of national states. Within the parameters of the foregoing, globalization could be correctly defined from the institutional perspective as the spread of capitalism (MacEwan, 2000). Beyond this simplistic analysis of globalization in terms of capital inflows and trade investment, it is important to state that Charlick (2000) emphasized that, it has been of disastrous consequences to the governments and people of the African continent.

In its contemporary form, globalization is driven by variety of forces. These, Colle (2000) argued are flow of financial and economic resources with particular reference to the flow of goods and services and, to a large extent, labour, technology, transport, communications and information technology, the spread of culture from one corner of the world to the other, and global diffusion of religious ideas as well as ideologies. Globalization means different things to different people. Some say it is the movement of people, language, ideas, and products around the world. Others see it as the dominance of multinational corporations and the destruction of cultural identities. The definition of globalization used in the UNDP Human Development Report 1999 also recognized the positive and negative aspects of globalization. According to UNDP, Globalization, a dominant force in the 20th century’s last decade, is shaping a new era of interaction among nations, economies and people. It is increasing the contacts between people across national boundaries in economy, in technology, in culture and in governance. But it is also fragmenting production processes, labor markets, political entities and societies. So, while globalization has positive innovative, dynamic aspects it also has negative, disruptive, marginalizing aspects (UNDP, 1999:25).

Historically, Devet (1993) submits that; the process of globalization had started in a small way in the nineteenth century. Globalization has largely been driven by the interests and needs of the developed world (Grieco and Holmes, 2009). Globalization has turned the world into the big village.

Statement of the Problem

In recent years, it has become a common wonder to read, hear or witness incidences of students' identification with social adjustment. Many have agreed that globalization has in away contributed to social adjustment of adolescents in secondary school. It is also a fact that deviant acts perpetrated by students in the secondary schools are responsible for the downward turn in the academic performance and social adjustment of these students. These have cut across male and female adolescents, urban and rural adolescents as well as younger and older adolescents. It is not certain whether efforts taken by researchers, teachers, school administrators and stakeholders at linking behaviours among secondary school adolescents to social problems with a view to curbing these behaviours have yielded any fruits in the past. In the light of the overall challenges of social adjustments in schools, the problem of the study lies on the premises of how globalization affects social adjustment of adolescent students with respect to their age and school location.

Purpose of the Study

The main purpose of this study is to examine the influence of globalization on social adjustment of adolescents in secondary schools in Uyo local Government Area, while specific ones are as follows:

1. To find out the influence of globalization on social adjustment of adolescents in secondary schools with respect to their age range.
2. To examine the influence of globalization on social adjustment of adolescents in secondary schools with respect to their school location.

Hypotheses

The following null hypotheses will be tested:

1. To find out the influence of globalization on social adjustment of adolescents in secondary schools with respect to their age range.
2. To examine the influence of globalization on social adjustment of adolescents in secondary schools with respect to their school location.

Literature Review

Social Adjustment

The word adjustment means to fit, make suitable, arrange, modify, harmonize and correspondence with. Whenever we meet an adjustment between two things, we modify one or both of them to correspond to each other. According to Webster 2001, adjustment is the establishment of satisfactory relationship, as representing, harmony, conformance adaptation etc. In 2007 Vonhaller argues- adjustment is psychological survival the human being is surrounded by numerous social problems which are proclaimed in our day to day life cycle. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment. Psychologists use the term adjustment of varying conditions of social and interpersonal relation in the society. Thus adjustment can be called the reaction to the demands and pressures of the social environment imposed upon the individual.

Social adjustment is the achievement of balance in social relationships usually aided by the appropriate application of social skills. Social adjustment, according to Umar, Shuaib and Yakubu (2010), is the psychological process through which people manage or cope with the demand and challenges of everyday life. Social adjustment frequently involves coping with new standards and values. In the technical language of psychology, adjustment means getting along with members of the society as best as one can. Psychologists use the term adjustment of varying conditions of social and interpersonal relations in the society. In this regard, teachers are expected to be more concerned with the adjustment of students in school because the primary purpose of education is to train students to be well adjusted in their social life.

Globalization and Social Adjustment

The structure and meaning of globalization has been an important component in a social adjustment. Interpersonal relationship forms the core of human daily activity. Hoimbeck and Leake (2009), assert that, individuals who are able to succeed handling their independence and new found freedoms are able to make new relationship while maintaining old relationships. Studies have shown that globalization have impacted the social adjustment of colleges and/or university students. Adams et al. (2000), remarked that, the environment in which students live has had a direct impact on the student's overall adjustment. Students who lived in environment that are conducive to learning and provided ample study space and opportunities for growth and interaction tend to have an easier time adjusting than students who live in other environment (Dinger, 2009). Residence halt climates have been associated with families in terms of rules boundaries and atmosphere of care and concern for other members. Students are

expected to develop care and concern to other in the residential halls. The social climate has also been deemed important as it assists student to adjust at the university. The university students belong to the category between late adolescence and early adulthood. This stage of life is characterized by periods of instability considerable conflicts, anxiety and tension (Hall, 2004). Socially, adolescence is period of building a stable identity, many young people experience role confusion and blurred self image. Student may need to be assisted to develop skills of solving these difficulties and uncertainties. One way of assisting students to develop social adjustment skills may be through timely and adequate orientation.

Moser (2003) posits that new students should be assisted to adjust to the new environment. He asserts that orientation of new students should be done in conjunction with continuing students. Interpersonal relationship has an effect on students self esteem which indeed affects the students overall adjustment at the university.

Research on gender differences in social adjustment has portrayed that girls are better adjusted as compared to boys. This has been evident in studies from the east and west. One of such studies was by Wang et al. (2008) who used a sample of 390 students in their study. They looked at uncertainty orientation in Chinese children relations with social and psychological adjustment and found that girls had higher scores on academic achievement, distinguished studentship and self-perceptions and lower scores on teacher rated learning problems than boys. Uncertainty orientation was significantly and positively associated with academic achievement, teacher-rated school competence and self-perceptions of competence. It was also significantly and negatively associated with teacher rated learning problems and loneliness. Another study in which girls performed better than boys was by Prakash and Coplan (2007) who used a sample of 929 children out of which 62.4% were males while 37.65 were females. They studied the socio emotional characteristics and social adjustment of socially withdrawn children in India. They found that boys were rated with lower academic scores than girls. $F(1, 545) = 13.75, p < .05$. ($M = 3.23, SD = .94$ compared with ($M = 3.60, SD = .88$). Another study by Kiuru et al. (2009) looked at 1494 adolescents from Finland. They used questionnaires concerning peer relations and adjustment and maladjustment. 360 peer groups were identified and only peer group members were analyzed. Results showed that members of adolescents peer groups resembled each other in terms of social adjustment and maladjustment.

Method

Research Design

An Expost-Facto design was used for this study. In this type of design the researcher cannot manipulate the effect on the dependent variable but just obtain the effect already existing in the natural course of events.

Area of the Study

The research area for this study was Uyo Local Government Area.

Population of the Study

The population of the study consisted of all adolescent students in secondary schools in Uyo local Government Area.

Sample and Sampling Techniques

The respondents in the study consisted of 200 adolescent students. They were obtained through the simple random sampling technique where 40 students were selected from 5 schools each.

Instrumentation

The researchers developed one instrument tagged “Globalisation and Social Adjustment Questionnaire (GSAQ). The questionnaire was made up of two sections, sections A and B. Section A is made up of the personal data of the respondents while section B is made up the main variables of the objectives of the study. There were two variables such as globalization and social adjustment. For each variable in section B five items measures it. The total number of items were 10 in this section. The questionnaire is a four point scale type ranging from strongly agree to strongly disagree.

Validation of the Instrument

The instrument passed through face and content validated by the experts in test and measurement.

Reliability of the Instrument

Cronbach Alpha technique was used to determine the reliability of the instrument (GSAQ), using 30 respondents who did not form part of the main study were randomly selected and the instrument administered on them. Data collected from the respondents were subjected to reliability test and it produced the reliability coefficients of 0.92.

Procedure for Collecting Data

A letter of introduction and permission was presented to the principal of each secondary school visited for data collection. This was done accordingly and there was cooperation from the school management, teachers and students with respect to the administration and retrieval of questionnaires.

Method of Data Analysis

The researcher subjected the data generated for this study to appropriate statistical techniques such as Pearson Product Moment Correlation Analysis and independent t-test analysis. The test for significance was done at 0.05 alpha levels.

Results and Discussion

Hypothesis One

The null hypothesis states that there is no significant influence of globalization on social adjustment of students with respect to their age range. To test the hypothesis, chi-square analysis was performed on the data (see table 1).

Table 1

Chi-Square Analysis of the Influence of Globalization on Social Adjustment of Students with Respect to their Age Range

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RESPONSES				
Age	Yes	No	Total	X^2

Older	143 (141.68)	18 (19.32)	161	0.53^
Younger	33 (34.32)	6 (4.68)	39	

TOTAL	176	24	200	
=====				

***Not significant at 0.05 level; df = 1; Critical = 4.78**

Table 1 shows the calculated X^2 -value as (0.53). This value was tested for significance by comparing it with the critical X^2 -value (4.78) at 0.05 levels with 1 degree of freedom. The calculated X^2 -value (0.53) was less than the critical X^2 -value (4.78). Hence, the result was not significant. The result therefore means that there is no significant influence of globalization on social adjustment of students with respect to their age range.

Hypothesis Two

The null hypothesis states that there is no significant influence of globalization on social adjustment of students with respect to their school location. To test the hypothesis, chi-square analysis was performed on the data (see table 2).

Table 2

Chi-square Analysis of the Influence of Globalization on Social Adjustment of Students with respect to their School Location

RESPONSES				
School location	Yes	No	Total	X ²
Urban	152 (146.96)	15(20.04)	167	8.73*
Rural	24(29.04)	9(3.96)	33	
TOTAL	176	24	200	

***Significant at 0.05 level; df = 1; Critical = 4.78**

Table 2 shows the calculated X²-value as (8.73). This value was tested for significance by comparing it with the critical X²-value (4.78) at 0.05 levels with 1 degree of freedom. The calculated X²-value (8.73) was greater than the critical X²-value (4.78). Hence, the result was significant. The result therefore means that there is significant influence of globalization on social adjustment of students with respect to their school location.

Discussion of Findings

The result of the data analysis in table 1 was not significant due to the fact that the calculated X²-value (0.53) was less than the critical X²-value (4.78) at 0.05 level with 1 degree of freedom. This result implies that there is no significant influence of globalization on social adjustment of students with respect to their age range. The non-significance of the result caused the null hypothesis to be accepted while the alternative one was rejected.

The result of the data analysis in table 2 was significant due to the fact that the calculated X²-value (8.73) was greater than the critical X²-value (4.78) at 0.05 level with 1 degree of freedom. This result implies that there is significant influence of globalization on social adjustment of students with respect to their school location. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

Conclusions

Based on the findings of the research work, the following conclusions are deemed necessary:

1. Adolescent students in secondary school in have enough exposure to globalisation.
2. They are identified with high level of social adjustment.
3. There is no significant age-differentials in the influence of globalization on social adjustment of students.
4. There is significant influence of globalization on social adjustment of students with respect to their school location.

Recommendations

The following recommendations are deemed necessary:

1. Government should also provide infrastructural facilities for students building more classrooms, chalkboards, provision of tables and chairs to aid in their learning as this will help in the social adjustment of the students.
2. School buses should be provided to aid in transportation for those students whose proximity to school is far and also to boost students' attendance.
3. Government should provide facilities, like water, electricity, computers etc in the rural schools as this will help the student meet up with the happenings of the society and be able to adjust properly.

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