

GLOBALIZATION AND GENDER AS A DETERMINANTS OF SOCIAL ADJUSTMENT OF ADOLESCENTS IN SECONDARY SCHOOLS IN AKWA IBOM STATE

Rosemary Collins Piate
Department of Home Economics,
College of Education,
Afaha Nsit, Nigeria.

Abstract

The study investigated globalization and gender as the determinants of social adjustments of adolescents in secondary schools in Akwa Ibom State. The population of this study comprised all adolescent students in secondary schools in Akwa Ibom State. 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, Gender and Social Adjustment Questionnaire (GGSAQ) 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 0.84 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 significant influence of globalization on social adjustment of students. It was also observed that there is significant influence of globalization on social adjustment of students with respect to their sex differentials. The conclusion was that globalization and gender have significant influence on social adjustment of adolescents in secondary schools in Akwa Ibom State. It was therefore recommended that government should help in providing information and communication technology (ICT) equipment that are up to date for students to use frequently in order to help enhance social adjustment in them. It was also recommended that students should be encouraged to take part in group studies and social clubs that can help promote them socially and academically.

Globalization has turned the world into a big village where almost everyone in the globe is connected together with high speed. Despite the ambiguities of the concept, the essential nature of globalization is the compression of space and time, as a result, the world becomes one, and interactions among diverse people begin to look like those within a village. Thus terms such as “one world” and “villagization”. The concept of

globalization is global and dominant in the world today. It was created by the dominant forces to serve their specific interests. Simultaneously these social forces gave themselves a new ideological name the “international community”- to go with the idea of globalization (Madunagu, 2009).

Globalization, according to Ohiorhenuan (2005), is the broadening and deepening linkages of national economies into a worldwide market for goods and services, especially capital. As Tandon (2008b) opined that globalization seeks to remove all national barriers to the free movement of international capital and this process is accelerated and facilitated by the supersonic transformation in information technology. It is principally aimed at the universal homogenization of ideas, cultures, values and even life styles (Ohiorhenuan 2005:6) as well as, at the villagization of the world. Expanding this argument, Gordmier (2006), argued that it is principally concerned with the expansion of trade over the oceans and airspace, beyond traditional alliances which were restricted by old political spheres of influence. Very critical to our understanding of globalization is the dire need to use it according to Dumming (2008) as a synonym for liberalization and greater openness. It is within this preview we can argue that globalization is mainly a phenomenon of capital mobility.

In other words, economic globalization is seen in the expansion of capitalism globally in the forms of spread of multi-national corporations and financial institutions, information technology, and consumerism. Social Globalization, on the other hand, focuses on human development and people centered development, and related issues. Extracting from the “Globalization website”, globalization broadly refers to the expansion of global linkages, the organization of social life on a global scale, and the growth of a global consciousness, hence to the consolidation of world society. Such a definition captures much of what the term commonly means, but its meaning is disputed. It encompasses several large processes; definitions differ in what they emphasize. Globalization is historically complex; definitions vary in the particular driving force they identify. The meaning of the term is itself a topic in global discussion; it may refer to “real” processes, ideas that justify them, or to a way of thinking about them.

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

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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 and gender of adolescents affect their social adjustment.

Purpose of the Study

The main purpose of this study is to examine the influence of globalization and gender on social adjustment of adolescents in secondary schools in Akwa Ibom State, while specific ones are as follows:

1. To find out the influence of globalization on social adjustment of adolescents in secondary schools in Akwa Ibom State.
2. To determine the influence of globalization on social adjustment of adolescents in secondary schools based on their gender.

Hypotheses

The following null hypotheses will be tested:

1. There is no significant influence of globalization on social adjustment of adolescents in secondary schools in Akwa Ibom State.
2. There is no significant influence of globalization on social adjustment of adolescents in secondary schools based on their gender.

Literature Review

Concept of Social Adjustment:

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.

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 that 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.

Effect of Globalization and Gender on Social Adjustment

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 with respect to globalization and their gender. The result proved that girls had higher scores in 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. Members of girls' cliques resembled each other more in satisfaction with their educational choice and social engagement when compared with boys. This shows that there are gender differences in social adjustment. The gap that the current study seeks to address concerning gender differences is based on the social adjustment of the gender with regards to globalization.

Social Adjustment and Academic Performance of Students

Secondary school students' adjustment is a phenomenon that is of great concern to educationists as well as health practitioners. Educationists need to know what they can do to help their students adjust and benefit from school (Mizelle, 2010). Health practitioners on the other hand are concerned about the well-being of students (Knyazev, et al. 2002). Globalization is a broad construct which consists of many different aspects such as social achievement, social satisfaction, social engagement and pro social behavior. Well-adjusted students usually value what they are learning, are positively involved in classroom activities and receive high grades. (Kiuru et al 2009).

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Poor social adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout. (Vasalampi et al, 2009; Raju & Rahamtula, 2007). Studies looking at level of college adjustment to globalization are few (Belvedere, 2000). Abdulla et al. 2009 in their study on adjustment amongst first year students in a Malaysian university investigated the level of adjustment of 250 students from six faculties. They gave the students questionnaires that measured academic adjustment, social adjustment, personal emotional adjustment and institutional attachment. They found that 70% of the respondents overall adjustment were at the moderate level while only 4% obtained a high level of overall adjustment. 26% were found to be in the low category for overall adjustment. Majority of respondents were in the moderate category. However 42.8% of the respondents were found to be at the low level for the personal emotional scale which indicated that many subjects in this study were exposed to psychological and somatic problems in adjusting themselves to campus life. Students adjustment of the four subscales were that respondents achieved the highest level of adjustment in institutional attachment $M=6.4$ $SP=0.88$ followed by social adjustment $M=6.10$ $SP=0.92$ academic adjustment $M=5.68$ $SP=0.94$ and personal emotional adjustment $M=4.97$ $SP=1.34$.

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 Akwa Ibom State.

Population of the Study

The population of the study consisted of all adolescent students in secondary schools in Akwa Ibom State.

Sample and Sampling Techniques

The respondents in the study consisted of 200 adolescent students. They were obtained through the simple random sampling technique where 20 students were selected from 10 schools each.

Instrumentation

The researchers developed one instrument tagged “Globalisation, Gender and Social Adjustment Questionnaire (GGSAQ). 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 (GGSAQ), 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 0.84.

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 Discussions

Hypothesis One

The null hypothesis states that there is no significant influence of globalization on social adjustment of adolescents in secondary schools in Akwa Ibom State. To test the hypothesis, chi-square analysis was performed on the data (see table 1).

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Table 1

Chi-square analysis of the influence of globalization on social adjustment of students

RESPONSES	RESPONSES		X ²
	O	E	
Yes	176	100	115.52*
No	24	100	
TOTAL	200	200	

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

Table 2 shows the calculated X²-value as (115.52). 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 (115.52) 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. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

Hypothesis Two

The null hypothesis states that there is no significant influence of globalization on social adjustment of students with respect to their sex difference. 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 sex difference

Sex Difference	RESPONSES			X ²
	Yes	No	Total	
Male	131(125.84)	12(17.16)	143	6.19*
Female	45(50.16)	12(6.84)	57	

TOTAL	176	24	200
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***Significant at 0.05 level; df = 1; Critical = 4.78**

Table 2 shows the calculated X^2 -value as (6.19). 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 (6.19) was greater than the critical X^2 -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 sex difference. This results disagrees with the findings of Wang et al. (2008), who used a sample of 390 students to examine uncertainty orientation in Chinese children relations with social and psychological adjustment with respect to globalization and their gender and came up with the findings that girls had higher scores in academic achievement, distinguished studentship and self-perceptions and lower scores on teacher rated learning problems than boys. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

Conclusion

1. The adolescent students in Akwa Ibom State are adequately exposed to globalisation.
2. The students are identified with high level of social adjustment which in a way has positive effect on their academic performance.
3. There is significant influence of globalization on social adjustment of students with respect to their gender.

Recommendations

1. Government should help in providing information and communication technology (ICT) equipment that are up to date for students to use frequently in order to help enhance social adjustment in them.
2. Students should be encouraged to take part in group studies and social clubs that can help promote them socially and academically.
3. Services of counselors should be employed in all secondary schools to counsel students on issues concerning social adjustment, while seminar should be organised to help both male and male students in this direction.

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