3.1 INTRODUCTION

Every society has a particular way to look at its people. Male, female, children aged are all differentiated and protected by social laws. Socialization is the process which exposes individuals the experience and awareness of the social laws and prescriptions for violation of the same. The public punishments to the offenders are so painful that others don’t try to commit the same mistake. The social sanctions are very rigid in case of tribal societies and gradually it decreases with the technological advancement of society.

Family is the primary institution to socialize the child in the beginning. With the growth of the child other social institutions take over the responsibility. By the time they reach adolescence, both boys and girls remain exposed to wider domain, including joint/extended family relations, schools, communities. The popular opinion about gender stereotypes is passed on through the family school and economic organizations of home and work, and through the media and is set against a backdrop of history and tradition.

The patriarchal system of traditional society has been identified as an important factor of gender population interrelationship of rural residents particularly women. (Boserup, 1990).

The girls with the development of age are relatively restricted at their workplace. They are encouraged to carry out household work along with the mother and as a consequence they are rarely seen working independently in the farm or filed. Where ever an adolescent girl goes, she is escorted by her elders or with the group of her fellow beings. She returns back to the home
as soon as she completed the given task outside. Her participation in the household work prepares the girl for her future role as care giver, domestic worker and as a kind of education which is not expected for boys. Those who come to the schools, the socialization in a school environment, under the influence of peer pressure and interaction with the opposite sex and adults, helps adolescent girls to prepare how they relate to other people and select the activities to undertake. Even when they leave the school, these adolescent girls often encounter discriminatory attitudes and beliefs of a society, which prevent them from entering into certain occupations. In a typical family organization, the socio cultural mechanism made women subordinate.

The ongoing cultural and social attitudes about girl’s role and the division of labour in everyday life influence girl’s status immensely. They are not encouraged to break the traditional customs and practices, which may be or may not discriminate. The inner strength along with public support are highly essential to take exception to the tradition. In other worlds, adolescent girls need to have strong self estimation, and be able to value themselves enough to raise question about customs which are not only traditional but also discriminatory and to articulate their equal rights to life.

Social scientists have long been associated with the differentiation of gender allocation of roles and responsibilities between men and women particulars since 1920. When it was revealed that the development policies and programmes could not be fruitful by the exclusion of women, the attention was shifted to economic and social efficiency from social welfare. More and more interest from all quarters of men like social activists, government and non-government machineries have been geared up to pay attention to the all round development of women ultimately aiming at a healthy society and social relations.
While putting emphasis on the social development of women, it became imperative to look into all stages of development of women through which the women pass through. Every stage of development of women ultimately aiming at a healthy society and social relations.

3.2 NEED OF THE STUDY

Women have been branded as mysterious creature as well as devoted mothers and self sacrificing wives during various periods of time through which the human civilization has evolved from its primitive roots to an advanced scientific and materialist culture.

Nevertheless, women have been neglected a lot in our social fabric. But it can not be denied that they have a defined and definite role to play in society, in general and family in particular they have been victims of humiliation, torture and exploitation, female infanticide, female feticide soon and so forth.

Though, social reformers worked in the direction of improving women and girl child in the nineteenth century this work is extended in the twentieth century and even today twenty first century too. In spite of great zeal and enthusiasm, the reformers achieved little success in breaking the strong notion of women’s inferior secondary status. In general many parts of rural India still witness majority of women and girl children facing problems such as lack of awareness, tradition underestimation about lower worth of girl child and stereotype and prejudices of the commutation. Cultural insistence on the marriage of women in the early phase of their child bearing leads to a higher fertility rate and to a higher infant mortality. Female child is considered as a burden on the family. Dowry system and unnecessary wast age of money on a girl child is a social stigma fro which the society is yet to hat rid of male preference. Still Karnataka state stood
first at the national level in general and north Karnataka region stands in the same place at state level as per as dowry deaths were concerned.

Gender discrimination exists in providing care to the girl child in the areas of health, nutrition, education and distribution of work during early childhood years this gets further heightened with the advent of puberty. As a young girl is seen to become more vulnerable numerous restrictions are imposed on her as far as her movements and behavior are concerned. There is an intense preparation in the socialization process for her to take on the roles as a wife and a mother.

Female child is considered as a burden on the family. Dowry system and unnecessary wastage of money on a girl child is social stigma from which the society is yet to get out of male preference also. In the study area there is a practice of the families by the bride’s father in honor of the bridegroom and family. Lot of life cycle ceremonies depends on girl child’s.

It is this respect it may be no exaggeration to say that the female child in India is the most oppressed, abused, exploited discriminated and underprivileged human segment on the earth. It is in this backdrop that the present study makes an attempt to examine the condition of a girl child in respect of the prevalent social structure in a comprehensive way, by studying their psycho social problems while adjusting with an adolescents stages.

3.3 OBJECTIVES:
1. To study the psycho-social problems (societal needs) of adolescent girls related to family life.
2. To study the psycho social issues related to educational setup among adolescent girls.
3. To understand the psycho social challenges related to emotional behavior among adolescent girls.
4. To analyse the psychosocial components related to menarche and menstrua health among adolescent girls.
5. To study the socio economic and demographic profile of the adolescent girls.

3.4 HYPOTHESIS:

1) Girls may differ by their place residence i.e. being from rural areas, urban areas in comparison with regard to their attitude towards parents and teachers in handling the psychosocial problems, social relationship and psychosocial adjustment in their individual life.

2) Girls who started their educational carrier with kindergarten (Nalikali) and who’s parents were educated probably give batter performance in their classes than that of their counter parts.

3) Girls who were studying in English medium, found to be more open up and much more social in their nature in terms of making psychological adjustment emotional behavior in comparison to their counter parts.

4) Girls who were more exposed with the mass media most probably well aware and better educated about their own physical change and reproductive heath compared to their counterparts who were not exposed with the electronic media.

5) Girls who were hailing from high socio-economic and demographic background probably found balanced in coping or handling their psychosocial problems than that of their counter parts.
3.5 VARIABLES STUDIED:

Further, keeping in mind the objectives of this study, it was decided to have an vast information on various background characteristics like, (social, economic, demographic, cultural includes attitudinal and Behavioural of the respondents was collected. However, the variables which have been taken into account in this study are based on relevant theoretical (logical) grounds. Moreover, for a clear understanding of the nature of these variables further classification or different groupisum of variables was done. In the justification for the selection of the determinants (variables) and their Hypothesized relationship is well presented. In order to test the above mentioned hypotheses quite a few societal variables were listed for the cross verification analysis and these variables are as follows.

Health Variables: further with health problems, reasons for it, age at march, variables such as source of information, menstrual discomfort and impact of ill health than body growth.

Demographic characteristics: The major demographic characteristics of the, respondents which are included in the present study are the age of the respondents sex of the respondent birth order of respondent, Sex preference. Place of residence These characteristics were considered to be important to evaluate the qualitative aspects of the course.

Economic characteristics: the significant economic characteristics of the respondent parents were under taken for the study purpose are. Occupation of the parent, Income of the parent, source of family income savings and family debt and other related information.

Social, characteristics: The major social characteristics of the respondent studied here are; religion, caste type of family, education of the respondent’s and the other relevant information was also gathered.
Attitudinal variables: the major attitudinal characteristics of the respondents considered for the present study those as mentioned are knowledge about M.C perception about adolescents views sharing with parents. Knowing their own body these characteristics are important from the point of understanding the concept of attitudinal behavior.

Educational: The important characteristics related to modern learning means education considered for the study purpose are coping with studies, approach towards teachers and subject. Comfort with school and infrastructure taking part in extra curricular activites, academic aspiration, and regular to school or dropout

Behavioral Variable: The important behavioral characteristics of the respondents considered to be like happy to be female, feel safe and secure, parents love you, afraid or fear of any thing, hobbies, future plan socialization and peer group. Desire of recognize of work labeled personality with specification.

3.6 OPERATIONAL DEFINITION:

The following working definitions have been evolved for the purpose of present study.

Adolescence means, “To emerge” or “achieve identity. This is a relatively new concept, especially in development thinking. Adolescence is a developmental transition between childhood and adulthood. It is generally considered to begin at about age ten and to end in; the late teens i.e.10-19 years as per the WHO guidelines.

Intelligence: according to Webster’s dictionary is the ability to learn or understand or to deal with new or trying situations. the ability to apply knowledge to manipulate one’s environment or to think abstractly as
measured by tests. Traditionally intelligence quotient is defined as the ratio of mental age to chronological age multiplied by 100 in more recent times, a derivative standard score with a mean of 100 and a standard deviation of 15 or 16 (deviation IQ) is used. Intelligence is also said to be the capacity to perceive relationships, ability to adjust one’s speed of learning and capacity of abstract thinking (papalia and olds 1994).

**Adjustment** is biological in its origin. According to Symonds, adjustment can be defined as a satisfactory relation of an organism with his environment. Thus, adjustment is a process through which the organism moulds itself in response to the conditions it faces. “We can think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival.

**Social structure:** Social structure is any relatively enduring pattern or interrelationship of social elements, the less enduring patterns of social arrangements within a particular society. (Collins dictionary of sociology) social structure refers to aspect of life caste, religion marriage family, occupation, education economic condition.

**Plight:** The term “plight” refers to situation or state of condition. of Child we mean a person who is within fourteen years of age.

**Selected Area:** Based on Nanjundappa report district of Bijapur and its five talukas have been selected namely, Bijapur, B.Bagevadi Indi, Muddebihal and Sindgi in that way entire district was considered as an study area by canvassing rural and urban areas from all five talukas.

**Children:** The term Child means ‘A person who has not completed 18 years of age (Act 2000 and UNCRC).
Problems: In this study Problems would mean the difficulties that the adolescents experience in the form of ill health, exploitations, abuse, run away tendencies, loneliness, hesitation, inferiority complex and further different difficult situations experienced.

Psychosocial: Pertaining to the psychological development of individual in relation to his or her social environment.

Psychosocial problems: In this current study psychosocial problems would signify the following:

Attitude towards parents and teachers: the extent, degree or severity of problems adolescent experience with her father or mother.

Loneliness feeling: The term refers to feelings of adequacy versus inadequacy and subjective estimations of peer status.

Social relationships and psychological adjustments: the term means involving family setting and relations, peer activities and involvement, and personal perceptions of self and environment.

Helplessness: It defined as the negative expectations about oneself peer group and the future.

Childline Services: services rendered by APSA, BOSCO and Makkala sayayavani at bang lore as collaborative centers that offer 24- hour toll free emergency services for children in need of care and or protection as a part of the national network Child line India Foundation.

Dropouts:

3.7 PREPARATION OF FIELD WORK:

In order to understand clearly the concept of adolescent and its related issues, a well structured questionnaire was prepared in two
languages (English and Kannada) keeping in view that the spoken language of the study population was Kannada. The standardized questionnaire consists of four main sections.

1) Personal information.
2) Information about psychosocial issues related to family life.
3) Knowledge about psycho social problems related to education.
4) Coping Mechanism related to psychosocial matters related to emotional behavior
5) Understanding about menarche and menstrual Health

Section one, deals with the basic background characteristics related with the sample household, used the respondents and their parents. Section two gives the knowledge about adolescent girls educational matter and the coping mechanism in the school environment Section three deals with girl Childs development in family atmosphere, in terms of attitude, behavioral and emotional problems. Section four deals with the information related with women’s stress situation, depression discomforted highlights on the prevailing cultural factors related with women’s menarche and menstrual health.

3.8 FIELD EXPERIENCE:

Bijapur being the district head quarter, where the researcher stayed and the interviews could be conducted during the school time when the respondents (girl students) were relatively free at lunch time. However, in some of the schools the researcher had to adjust the timing of the interview in such a way that whoever was free from their class work was first interviewed and later on the girl students were interviewed whenever they got free. Further, It also needs to be mentioned that, except in a few cases, the researcher had no difficulty in collecting information from female respondents. There were also instance where two respondents were jointly
interviewed and this enhanced the reliability of the data collected. Since the researcher him self collected the data, care was taken to get all questions answered. The interviews were conducted in Kannada, Urdu and English which were the languages spoken in the study area and with which the researcher was also very familiar.

3.9 RESEARCH DESIGN:

Designing is an important part of every research activity which determines the format of the research proposal and its outcome. The nature of the present study is explorative cum descriptive. Hence the study is designed to examine and present the plight of girl child and a future in terms of women, their socio-economic condition, family background, cultural influence, life cycle ceremonies, male preference attitudinal and behavioral aspects. The present study carried out among adolescent girls who are studying in urban and rural high schools of Bijapur district. A list of all high schools is obtained from D.D.P.I (Deputy Director of Public Instructor) office, as per the report. For present study surveyed 600 respondents were selected and interviewed. By using the structured interview schedule. In order to understand the circumstance leading to factors behind psycho-social problems of a girl child in adjusting with adolescent stage in a the institutions family, and schools through the social work perspective. The researcher has made an attempt to present and interpret the collected facts with the support of quantitative as well as qualitative analysis. Eventually, an effort was male to develop a theoretical conceptual frame work critically evaluating the review existing literature in order to understand the adolescent phenomenon, in a more simple way, from the common mans view of understanding.

I) Study Subjects: The subject (research problem) selected by the researcher after doing the through critical review of literature and the topic
chosen entitled “psycho-social problems of adolescent girls: a social work perspective.”

II) Study District: According to Dr. Nanjundappa’s report Bijapur is one of the socio economically backward districts in Karnataka. It is surrounded by villages and tribal hamlets within the radius of 5-6 Km. According to 2011 census provisional population is 2,88,770.

III) Selection of Study Area: The researcher being interested on the plight of women and girl child in Karnataka, try to concentrated and carried out a series of pilot studies and interaction with GOs and NGOs working in the field of adolescents and their problems prevailing in this area. Accordingly the researcher selected all the five talukas of the district respectively in order to give the representativeness of the Universe.

IV) Universe: The universe of the study comprised secondary school girls students who were enrolled themselves in class VIIIth, IX and X standard in Bijapur district of Karnataka. The researcher found the reliable source for collecting a complete list of schools, further she had gone through the collected official records of enrolment and dropouts obtained from district education office in addition researcher try to contacted various NGOs working in the field and had several rounds of informal chats discussion to arrive ate a comprehensive and gaining clear picture, of the present study.

V) Sample Frame: The list of high schools is obtained by D.D.P.I office Bijapur. Will constitute sample frame. Based on the information collected from the D.D.P.I office, There are total 422 high school in the district, Researcher has categorize schools in three groups comprising English Medium, kannada and Urdu Medium further selected 6 schools from each taluka adding up to 30 schools from all the five talukas representing ten
from each category based on stratified random sampling. All these thirty schools were further equally distributed based on rural urban criteria.

VI) Sampling method: The said study sample was selected by using systematic simple random sampling method which will be more appropriate for the present research study.

VII) Sample Size: Total number of adolescent girls studying in 8th, 9th & 10th standard in urban area is 5026 and in rural area it is 2010 total number. of adolescent girls is 7036. The 10% of the total sample i.e,600, respondents would be considered adequate for the study present research problem, including 150 school dropout girls.

VIII) Inclusion Criteria of respondents: children’s means girl students between the age of 13 to 19 years, with rural urban background and their of medium of instruction belong to secondary level education i.e. (High school).

IX) Tool of study: Two types of questionnaire in English and Kannada medium were constructed for the purpose of obtaining information from the girls one for the regular and another for non school going or school drop out girls residing in that area.

X) Research questions: To make sure the objectives were satisfactorily achieved it is critical to have well-stated research question with properly skipped as well as subsidiary questions followed by prediction or hypothesis about how the adolescents girls tackling their psycho-social problems in adjusting or coping with new experience.

XI) Pilot study: A pilot study is a primary work to gain clear cut and specific research perspective in the subject of investigation to be undertaken. Moreover, for a research study a pilot study is not only
essential but also pre-request in order to simplifies the task of designing interview schedule, in a compact and scientific way. Hence, in the present study the rough draft questionnaire it was administered to 15 girls, five each from class 8th, 9th and 10th standard and five from non school going or school drop out girls total 20 girls were interviewed. It was found that the girls from the English medium and Kannada medium did not face any problem in understanding and filling up the questionnaire themselves. The girls from Urdu medium school were not very fluent in English or Kannada because of Urdu medium, but could fill up the questionnaire with some guidance and help from field investigators.

XII) Tool of Data Collection: A structured interview schedule confined of both open ended and close ended questions after pre-tested randomly it was canvassed among the 600 respondents (adolescent high school girls) further the Data were obtained through a quantitative interview, Case studies and observation techniques i.e.s(FGDS) were also used to supplement the primary data collected through personal interview schedule.

XIII) Method of study: The investigator was personally approached Adolescent girls at their respective schools and collected information by using questionnaire and also by carried out informal talking and discussion.

XIV) Analysis of Data: The coding was manually done and later the data processing was carried through computers by Applying SPSS package. More over, after cleaning the information along with data file the variable were defined in a separate file to keep ready for the statistical analysis.

XV) Statistical Test: The present study was investigated under two types of analysis i.e. going to be both qualitative and quantitative test such as $X^2$, test Pearson’s correlation’s, simple percent age graphical presentation and
FGD discussions were undertaken, as per the analysis plans and requirement.

XVI) Scope of the Study: As the present study focuses on the concept of adolescent from one of the backward districts of north Karnataka with low literacy levels, it is found to be challenging to undertake this sort of study. As far as the scope is concerned, the current study was concentrated on the adolescent girl children, and the existing social structure on the one hand and their new life challenges and difficulties on the other hand with special reference to their mental adjustment or coping behavior in a given situation and circumstances prevailing in both the institutions like family and schools. In a given time period and by using the available resources need thrust in the overall analysis of social structure and the plight of girl child in Karnataka the research try to put all together full efforts and also focuses on the possible ways and means of bringing the existing ground level facts as well as awareness in the form of results and discussion and suggestions for the future plan of action.

XVII) Limitation of the study: The some of the respondents’ hesitations, inhibition, non-co-operation during the interview time in revealing certain sensitive and crucial information and the sample size were the limitations of the study. However the researcher persuaded and motivated respondents in such a way that they came out with reliable responses, with a less margin of error in maintaining the quality of study.

XVIII) Source of Data: In a way to collect any information about any particular topic these days there are multiple sources are available but best among the rest is always primary source, again it all depend upon the nature of the study.
XIX) Type of Data Used: Both forms of data used in the present study but Primary data were collected from the respondents by the researcher using personal interview schedule, and other supplementary observational techniques. Secondary Data: Secondary data were also collected from the following sources district gadget, census report, DDPI department of education books, Journals, survey, National and International publications on adolescent’s girl children.

XX) Reference Period: The reference period of this study was April 2008 to September 2012.

Table-1.1 Indicates the sample and sample size

<table>
<thead>
<tr>
<th>No. School</th>
<th>Medium</th>
<th>Students</th>
<th>Non Going School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>English</td>
<td>150</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>10</td>
<td>Kannada</td>
<td>150</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>10</td>
<td>Urdu</td>
<td>150</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Total Samples</td>
<td>450</td>
<td>150</td>
<td>600</td>
</tr>
</tbody>
</table>

Table-1.2: List of schools selected for data collection in Bijapur district

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the school</th>
<th>Medium</th>
<th>Urban/ Rural</th>
<th>Taluka</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vishwa Bharati model high school, Bijapur</td>
<td>English</td>
<td>Urban</td>
<td>Bijapur</td>
</tr>
<tr>
<td>2</td>
<td>V.B. Darbar high school, Bijapur</td>
<td>English</td>
<td>Urban</td>
<td>Bijapur</td>
</tr>
<tr>
<td>3</td>
<td>Basaveshwara P.U College, Basavana Bagewadi</td>
<td>English</td>
<td>Urban</td>
<td>B. Bagewadi</td>
</tr>
<tr>
<td>4</td>
<td>New English high school, Ukkali</td>
<td>English</td>
<td>Rural</td>
<td>B. Bagewadi</td>
</tr>
<tr>
<td>5</td>
<td>D.R.E Angel English high school</td>
<td>English</td>
<td>Urban</td>
<td>Indi</td>
</tr>
<tr>
<td>6</td>
<td>Veera Bharati English high school</td>
<td>English</td>
<td>Urban</td>
<td>Indi</td>
</tr>
<tr>
<td>7</td>
<td>M.G.M.K high school. Meddebihal</td>
<td>English</td>
<td>Urban</td>
<td>Meddebihal</td>
</tr>
<tr>
<td>8</td>
<td>Oxford English high school, Nagarabetta</td>
<td>English</td>
<td>Rural</td>
<td>Meddebihal</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Name of the school</td>
<td>Medium</td>
<td>Urban/Rural</td>
<td>Taluka</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------</td>
<td>--------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>9</td>
<td>P.S.C English high school, Sindagi</td>
<td>English</td>
<td>Urban</td>
<td>Sindagi</td>
</tr>
<tr>
<td>10</td>
<td>P.S.C English high school, Sindagi</td>
<td>English</td>
<td>Urban</td>
<td>Sindagi</td>
</tr>
<tr>
<td>11</td>
<td>Govt. Girls high school, Gandhi Chowk, Bijapur</td>
<td>Kannada</td>
<td>Urban</td>
<td>Bijapur</td>
</tr>
<tr>
<td>12</td>
<td>S.R Marimath high school, Shivangi</td>
<td>Kannada</td>
<td>Rural</td>
<td>Bijapur</td>
</tr>
<tr>
<td>13</td>
<td>Sri. B.S. Patil Composite P.U College, Managoli</td>
<td>Kannada</td>
<td>Rural</td>
<td>Bijapur</td>
</tr>
<tr>
<td>14</td>
<td>Sangama Parappa Alur high school, Hunshyal</td>
<td>Kannada</td>
<td>Rural</td>
<td>B. Bagewadi</td>
</tr>
<tr>
<td>15</td>
<td>R.M Biradar high school, Attarga</td>
<td>Kannada</td>
<td>Rural</td>
<td>Indi</td>
</tr>
<tr>
<td>16</td>
<td>Beereshwara high school, Agasnal</td>
<td>Kannada</td>
<td>Rural</td>
<td>Indi</td>
</tr>
<tr>
<td>17</td>
<td>S.K Girls high school, Talikot</td>
<td>Kannada</td>
<td>Urban</td>
<td>Muddebihal</td>
</tr>
<tr>
<td>18</td>
<td>M.B.P high school, Dhavalgi</td>
<td>Kannada</td>
<td>Rural</td>
<td>Muddebihal</td>
</tr>
<tr>
<td>19</td>
<td>Kalpavraksha high school, Muratgi</td>
<td>Kannada</td>
<td>Rural</td>
<td>Sindagi</td>
</tr>
<tr>
<td>20</td>
<td>Lakshmi Vidya Vardhaka high school, Kannoli</td>
<td>Kannada</td>
<td>Rural</td>
<td>Sindagi</td>
</tr>
<tr>
<td>21</td>
<td>Govt. Urdu School, GUTTI, Mangoli Rd, Bijapur</td>
<td>Urdu</td>
<td>Urban</td>
<td>Bijapur</td>
</tr>
<tr>
<td>22</td>
<td>S.R Marimath high school, Shivangi</td>
<td>Urdu</td>
<td>Rural</td>
<td>Bijapur</td>
</tr>
<tr>
<td>23</td>
<td>Govt. Urdu high school, Nidagundi</td>
<td>Urdu</td>
<td>Rural</td>
<td>B. Bagewadi</td>
</tr>
<tr>
<td>24</td>
<td>Govt. Urdu high school, Kolar</td>
<td>Urdu</td>
<td>Rural</td>
<td>B. Bagewadi</td>
</tr>
<tr>
<td>25</td>
<td>Anjuman Urdu high school, Indi</td>
<td>Urdu</td>
<td>Urban</td>
<td>Indi</td>
</tr>
<tr>
<td>26</td>
<td>Govt. Urdu high school, Chadachan</td>
<td>Urdu</td>
<td>Rural</td>
<td>Indi</td>
</tr>
<tr>
<td>27</td>
<td>Anjuman Urdu high school, Muddebihal</td>
<td>Urdu</td>
<td>Urban</td>
<td>Muddebihal</td>
</tr>
<tr>
<td>28</td>
<td>Anjuman Urdu high school, Talikot</td>
<td>Urdu</td>
<td>Urban</td>
<td>Muddebihal</td>
</tr>
<tr>
<td>29</td>
<td>Govt. Urdu high school, Devarhipargi</td>
<td>Urdu</td>
<td>Rural</td>
<td>Sindagi</td>
</tr>
<tr>
<td>30</td>
<td>Anjuman Urdu high school, Sindagi</td>
<td>Urdu</td>
<td>Urban</td>
<td>Sindagi</td>
</tr>
</tbody>
</table>

After finalizing the complete research design starting from the preparation of interview schedules to data analysis by applying the needful statistical techniques considering the respondents societal background characteristics were explained in the coming chapter.
Research design of the study A Bird's eye view

Need the studies subject (Research program)

Psychosocial problems of adolescent – girls: a social work perspective; because women being equal to men still treated like second grade human beings in the Universe

MOTO of the current study (research)

OBJECT
To understand the psychological problems of adolescents girls related to their family life, education, emotional, and health.

Hypothesis
Girls who were hailing from better socio economic and demographic background are found balanced in coping or handling their societal problems than that of their counterparts.

Preparation of the field work

Preparation of questionnaire

Pre -testing

Sample design

Study area
Bijapur district

Universe
8th to 10th STD Age group 13 to 18 years

Systematic simple Random Sampling

Sample size
600 adult girls
300 Rural areas
300 Urban areas

Contd…
Contd...

Source and Method of Data Collection

- Source of data: Field survey
- Type of data used: Primary data & secondary data
- Method of data collection: Using questionnaire by the research investigator
- Quality check: Cross checked the question and revisited the respondent
- Duration of study: 2008 to 2012, 4 years

Analysis plan

- Coding structure: Preparation of coding key
- Data conversion: Data coded in numerical numbers entered and corrected
- SPSS: Prepared variable file, prepared data file, selection of variables
- Analysis: Single Frequency bi-variate tables

Thesis Plan

Thesis planed in the form of IX Chapters

Core chapter
1. Introduction
2. Review
3. Research Methodology
4. Profile of study area

Analysis chapter
1. Psycho social problem of Family
2. Psycho social problem of Education
3. Psycho social problem of Emotion
4. Psycho social problem of Health

Concluding remarks
Summary Conclusion of major findings
Suggestion for further research

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