

EFFECT OF FAMILY ENVIRONMENT ON ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS

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Abstract: In this age, the welfare of our civilization depends mainly upon the scientific progress for maintaining the human resources and meeting. Ever increasing demands and needs of our society. Yet, it is apparent, that all is not going exactly as we might hope and expect. Paradoxically, the same scientific and technology advances that have made this golden age poses many problems and threats which also make it an age of anxiety. This is an age of space, industrialization and technological advancement. Life has become competitive and non-co-operative. These trends have stolen man's peace and have put him under stress and tension consequently anxiety and frustration became common in our life. Students are unable to defend to insecurity, conflicts and confusions. So they experience problem in emotional, social and educational adjustment. Parents teachers, administrators and public in general show concern about them only when they strike violently. Sadly, in India very little attention is being paid to understand the problem of adjustment of the students.

Keywords: Education, Family Environment, Adjustment.

Introduction: The concept of education is as old as the human race. Education is never ending process stretchers from cradle to grave. Education is meant to make one's life civilized, cultured and progressive in real sense. It makes an individual to face all challenges in different dimensions of life successfully and to a peaceful and well-adjusted life. The family is the first to affect the individual. It is the family, which gives the child his first experience of living. It gets him when he is completely uniformed, unprotected, before any other agency has had a chance to affect him. The influence of the family on the child is therefore, immense. The influence of other agencies, although indispensable, must build upon the groundwork furnished by the family.

Family Environment: It refers to the climate prevailing in the home, which varies from culture to culture, society to society, family to family. The family environment is influenced by a number of factors like the nature of family constellation; number of children in the family; marital relationship between husband and wife; parental employment and socio-economic and religious background of the family.

The family environment possesses a certain consistency so that the impact of the same basic values, individuals, material objects etc., is felt over and over. Parental influence may not be felt in a specific situation, but the attitudes and ideas expressed day after day inevitably leave their mark.

Adjustment: Adjustment and adaptation are frequently used in the same sense. Initially, 'adaptation' was used by biologists. It means an attempt to survive in physical conditions of environment. Later on, psychologists came out with the new term 'Adjustment' with a broader concept. Now adjustment means behavioural reactions to personal demands and social pressures. Adjustment is a commonly used word in our everyday life. It is equally popular in the disciplines of psychology, sociology and education. Life is a continuous series of changes and challenges. Everyone is facing such situations for his survival or growth. Different persons use different ways to satisfy these needs. The strategy, used by the individual to manage this, is called adjustment. Sometimes, the efforts of the individual are successful and satisfying, then it is a case of good adjustment. But if a person meets frustration in his efforts continuously, fail to adjust to the needs proper, and then it might be a case of maladjusted.

Generally, adjustment is discussed from various points of view namely biological, statistical and psychological, which are described below:

1. Biological
2. Psychological
3. Statistical

Objective of the Study:

Following objective will be framed:

- To find out the relationship between adjustment and family environment of Government Senior Secondary Schools students.
- To find out the relationship between adjustment and family environment of Private Senior Secondary Schools Students.

Hypothesis:

- There is no significant relationship between adjustment and family environment of Government Senior Secondary Schools Students.
- There is no significant relationship between adjustment and family environment of Private Senior Secondary Schools students.

Research Methodology:**Variables of the Study**

- Independent variable - Family Environment
- Dependent Variable - Adjustment

Sample of the study:

100 students will be selected by purposive sampling from two Senior Secondary Schools.

- Govt. Senior Secondary School, Bhalout (Rohtak).
- Jyoti Parkash Senior Secondary School, Bhalout (Rohtak).

SAMPLE DESIGN

100 Students



Tools will be Used:

The investigator used the following tools:

1. For measuring adjustment, Bell's Adjustment Inventory (student form) by Dr. R.K. Ojha.
2. For assessing family environment, Family Environment Scale by Dr. Harpreet Bhatia and N.K. Chadha.

Statistical Technique Used:**1. Mean**

The mean of a distribution is commonly understood as the arithmetic average. The mean of a set of observations or scores is obtained by dividing the sum of all the values by the total numbers of values.

Mean for Ungrouped Data:

The formula for finding the mean for ungrouped data is

$$M = \frac{\sum X}{N}$$

Where

M = Mean

\sum = Sum of

X = Scores in a distribution

N = Total number of scores

Mean for Grouped Data: When the number of observations or scores is large, we first group the data in a suitable frequency, distribution and then compute the mean using the formula:

$$M = A.M. + \frac{\sum fx}{N} \times i$$

Where

M= Mean

A.M. = Assumed mean

\sum = Sum of

F= Frequency of the class interval

X' = deviation of the score from the assumed mean divided by length of the class interval.

I = Width of the class interval

N= Total number of scores.

Product Moment Correlation: The degree of relationship between two variables is measured by computing the coefficient of correlation. A coefficient is a single number that tells us to what extent two variables or things are related and to what extent variations in one variable got with variations in the other. There are various techniques of computing the correlation coefficients of bivariate distributions.

When the relationship between two sets of measures is 'linear', i.e. can be described by a straight line and also when the scores of two variables are distributed normally or at least not badly skewed, Pearson's product Moment technique can be used for computing the correlation between two sets of data.

The following formula has been used for calculating the coefficient of correlation(r):

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \times \sum y^2}}$$

Where

r= coefficient of correlation

x = deviation of X from actual mean of x-scores.

Y = deviation of Y from actual mean of y-scores.

$\sum xy$ = the sum of the products of deviations x and y taken from their mean.

$\sum x^2$ and $\sum y^2$ = the sums of the squared deviations in x and y taken from two mean.

The analysis and interpretation of data represent the application of deductive and inductive logic to the research process. The researcher cannot achieve his objective without the interpretation of the data collected through the tools used for the study. Therefore, it can be said that the raw scores have no value without their interpretation and generalization. The investigator cannot achieve his/her objectives without interpreting the facts or materials collected through the tools used for the study. The generalization and interpretation lead towards conclusions. It is very necessary to get a meaningful picture of the raw information collected.

Table 1.1

Showing number and mean of scores of sub-scales of family environment of Govt. School Students

Sr. No.	Sub – Scale	N	Mean
1	Cohesion	50	64.68
2	Expressiveness	50	26.32
3	Conflict	50	36.72
4	Acceptance & Caring	50	53.79
5	Active-Recreational Orientation	50	32.94
6	Independence	50	29.30
7	Organization	50	8.54
8	Control	50	17.35

Table 1.2

Showing number and mean of scores of sub-scales of family environment of Govt. School Students

Sr. No.	Sub – Scale	N	Mean
1	Home	50	10.81
2	Health	50	7.83
3	Social	50	15.01
4	Emotional	50	9.96

Table 1.3

Showing number of students, Mean Scores and Coefficient of Correlation between Adjustment and Family Environment of Govt. School Students

Sr. No.	Variable	N	Mean	r
1	Adjustment	50	43.61	+0.51
2	Family Environment	50	269.64	

From table 1.3 it can be seen that coefficient of correlation between Adjustment and Family Environment of Govt. School students is +0.51, which represents substantial

or marked relationship between two variables. So, we can say that Adjustment and family environment of Govt. School students has significant relationship.

Thus, our hypothesis that there is no significant relationship between Adjustment and Family Environment of Govt. School Students is rejected. Family Environment of Govt. School students has low expressiveness, high conflicts and low independence, and so this affects their social adjustment i.e. because of low independence and low expressiveness in family they cannot adjust properly in society. Hence, it can be interpreted from above that Family Environment of Govt. School students affect Adjustment of these students.

Table 1.4

Showing number and mean of scores of sub scales of family environment of Private School Students

Sr. No.	Sub Scale	N	Mean
1	Cohesion	50	53.82
2	Expressiveness	50	31.35
3	Conflict	50	43.12
4	Acceptance & Caring	50	55.96
5	Active – Recreational Orientation	50	27.01
6	Independence	50	30.21
7	Organization	50	7.12
8	Control	50	12.99

Table 1.5

Showing Number of Students and mean of Scores of Sub-Scales of Adjustment of Private School Students

Sr. No	Area	N	Mean
1	Home	50	10.97
2	Health	50	8.70
3	Social	50	13.37
4	Emotional	50	11.99

Table 1.6

Showing number of students, mean Scores and Coefficient of Correlation between Adjustment and Family Environment of Private School Students

Sr. No.	Variable	N	Mean	r
1	Adjustment	50	45.03	0.496
2	Family Environment	50	261.58	

From table 1.6 it can be seen the coefficient of correlation between Adjustment and Family Environment of Private School students is 0.496, which represents substantial or marked relationship between two variables. Thus, we can say that Adjustment and Family Environment of Private School Students has significant relationship.

So, our hypothesis that there is no significant relationship between adjustment and family environment of private school students is rejected. Family Environment of private school students has high acceptance and caring, average independence, low control and so they have good home, health and social adjustment. It can be interpreted from above that family environment of private school students affect adjustment of these students.

Conclusion: Family environment also has relationship with the adjustment, better the family environment better will be the adjustment Govt. School students have low self-

concept, low independence. There are high conflicts in their family, low independence and low expressiveness. Therefore, their home adjustment is satisfactory but their social adjustment is unsatisfactory. Private school students have high self-concept, high independence and modern anxiety. Their family environment consist of high acceptance and caring, low control. So they have good home as well as social adjustment.

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