
“Adjustment and Home Environment of Students: A Correlational study”

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ABSTRACT

This paper investigated the “Adjustment and family environment of Students studying in secondary schools of Allahabad: A Correlational study”. Correlational survey method was used to achieve the objectives of the study. The sample of the study comprised of 600 students studying in senior secondary schools of Allahabad district. Social and emotional Adjustment inventory by Roma Pal and Home Environment Inventory developed by Karuna Shankar Mishra was used. Findings showed that Perception of Control, Protectiveness, Nurturance, Rejection, Permissiveness component of family environment does not contribute in social and emotional adjustment government and private students studying in secondary students of Allahabad. Findings also revealed that Punishment component of family environment contribute negatively in the social and emotional adjustment of private secondary students of Allahabad. Social isolation component contribute negatively in the emotional adjustment of government secondary students of Allahabad. Results of the study also indicates that Conformity component of family environment contribute positively in the emotional adjustment of government and private secondary students of Allahabad. Rewards component of family environment contribute positively in the social adjustment of government and private secondary students of Allahabad. Rewards component of family environment contribute positively in the emotional adjustment of government secondary students of Allahabad.

Key Words: Home Environment, Adjustment, secondary school student

INTRODUCTION:

In changing social structure of the family in the present scenario, parents do not have the time and patience to share and interact with their children. In some families where both the parents are earning, the condition is worst. Children have to wait for a holiday to see their parent's face. In this way proper emotional, cultural, educational and mental development may be affected abnormally due to lack of proper parental care and support. In today's modern society, it has been seen that the emotional balance of adolescents is disturbed. Their emotional stability is being reduced. Understanding the situation and the ability to adapt them accordingly is not seen these days. The responsibility goes more to family environment of adolescents for this type of behaviour because whatever behaviour they show, value they adopt or their view about the future is affected more by the family environment. It has been seen that the adolescents of this computer age are in the stage of mental conflict. The success of efforts to educate children about emotions depends greatly on the students' emotional state.

It is difficult to justify an educational system that does not address students' emotions explicitly and intelligently. According to Marian Wright Edelman, President of Children's Defense fund, "I do not want a new generation of children with high intelligence quotient and low caring quotients with sharp competitive edges and dull cooperative instincts, with highly developed computer skills but poorly developed consciences, with gigantic commitment to the big "I", but little sense of responsibility to the bigger "We". The ability to manage emotions, resolve conflict, and interrupt bias are fundamental skills which can and must be taught. The time has changed and we must face the changes. Families today do not have the luxury of spending as much time together teaching children the lessons of the heart. In our society, there is a deep current, a belief that something is not okay with the way we are living. The definition of a well-educated person is one who possesses an education of the heart and spirit as well as the mind. How will we ensure that our young people feel so cared for that they would never wish to do harm to ourselves or anyone else? How to nurture our youth so that they have critical implication for generations to come? How family influences the emotional development of adolescents? How the nature of parent-child interaction affects the ways in which adolescents' adjustment and emotional responses or behaviour is governed? How general parenting styles and specific parenting practices shape the adjustment, emotional perceptions and responses of the child?

It is supposed that family environment is the first training ground for adolescents to develop the habits, adjustment and behaviour needed to participate fully in our diverse society. Children do not always do what you say, but often what you do. Hence, it becomes necessary to know adjustment and how it is affected by family environment. The present study explores the relationship of adjustment of adolescents with their family environment.

REVIEW RELATED TO HOME ENVIRONMENT AND ADJUSTMENT:

Devi, (2011) "a study of adjustment of students in relation to personality and achievement motivation "Healthy Adjustment is necessary for normal growth of an individual in the life and education. Education trains persons for healthy adjustment in various life situations of the present and future. This logic implies that education and adjustment are interlinked and complementary to each other. Therefore, it is imperative for educators and researchers to understand the trends in adolescents' adjustment and the factors contributing to their good mental health. The study conducted by the investigator was a sincere attempt to understand the problems of adjustment faced by adolescents in areas- Emotional, Social, Educational and General/ Total sphere. Educational personnel can review and plan for reforms in school educational programmes accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student's adjustment in the educational, social and emotional areas in relation to their personality and achievement motivation three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck's Personality Questionnaire (Junior) for E and N Hindi adaptation by Dagar and Achievement Motivation Test- P. Mehta, Delhi were applied. It was found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general

adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analyzed and found that rural students proved better than the urban students on social, Educational and General/Total adjustment.

Hu Wenhua, Zhang Zhe (2013) International students' adjustment problems at university: a critical literature review. Adaptation to the new environment is critical for international students' successful engagement with their learning at university. Identifying factors that influence their adaptation will be of great significance to help improve their adjustment. This paper critically reviews previous literature that investigated issues that hinder international undergraduate students' adaptation at university. The literature search was carried out across four databases, i.e. Education Resources Information Centre (ERIC), British Education Index (BEI), Australian Education Index (AEI) and Scopus, by drawing on techniques adopted in both systematic literature review and naturalistic literature review. The problems identified in the literature are categorized into five groups: personal psychological issues, academic issues, socio-cultural issues, general living issues and English language proficiency, among which English language proficiency, financial problem, academic progress and homesickness seem to face most international students, though there has not been a consensus yet among researchers about the magnitude of these problems.

Malsawmtluanga, Lallianzuali Fanai (2018) A study on relationship between home environment and academic achievement among secondary school students of Champhai town, Mizoram. The study was conducted to find out the relationship between Home environment and Academic Achievement among Secondary School Students of Champhai town, Mizoram. Simple random sampling method was adopted by selecting 210 students from Secondary schools of Champhai town as the sample of the study. A standardized questionnaire called Home Environment Scale developed by Aaliya Akhtar & Dr Shail Bala Saxena was used to find out the level of Home environment. The examination result was also recorded to find out the level of Academic Achievement. It was found that there was no correlation between Home environment and academic achievement among Secondary school students. However, very weak correlation was found between Home environment and Academic Achievement among Female students and Private School students and negatively weak correlation was found among Government school students.

Rashmi (2016) Relationship between Family Environment and Academic Achievement . Today's modern society expects everyone to be a higher achiever. The key criterion to judge one's true potentialities and capabilities is perhaps academic achievement. Academic achievement has become an index of child's future. Therefore it is putting a great pressure on the mind of children and their parents. Home environment has a great influence on the overall development of a child. Family is the first to affect a child. It has an immense influence on an individual. The present study deals with the relationship of family environment and academic achievement of students at secondary level. For this purpose 160 students were randomly selected from Govt. and Non-Govt. schools. To study family environment, Harpreet Bhatia and N.K.Chaddha's family environment scale has been used. The findings of the study reveal that there is a positive correlation between the family environment and academic achievement. As the cohesion increases the academic achievement of the students also increases.

Vishnu (2012) "Adjustment Level Of Secondary School Going Students In Rural Area." The present research studies principally aimed to examine the adjustment level of secondary school going Boys and Girls Student in rural area. In this research, Student's gender is independent variables and adjustment level is dependent variable. This study is comparative among school going Boys and Girls student in the terms of their home adjustment, health adjustment, social adjustment, emotional adjustment, school adjustment. The study is completed on sample 80 in secondary school going Student (40 Boys and 40 Girls Student) at studying in 9th class. This sample is collected from rural area. A.K.Singh and A.Sen Gupta's High-School Adjustment Inventory is used for home adjustment, health adjustment, social adjustment, emotional adjustment, school adjustment this five adjustment areas measured. Lastly the study resulted that, 1) No significant difference among secondary school going Boys and Girls student in rural area in the terms of their home adjustment, social adjustment, school adjustment level. 2) Significant difference among secondary school going Boys and Girls student in rural area in the terms of their health adjustment, emotional adjustment level.

Objective 1 To find out relationship between adjustment and family environment among students studying in Government and Private senior secondary schools of Allahabad district

Hypothesis 1 There will be no significant relationship between adjustment and family environments of students studying in Government and private senior secondary schools of Allahabad.

SOCIAL AND EMOTIONAL ADJUSTMENT:

The term adjustment is equally important when job stress and satisfaction are discussed. It has been defined by Oxford dictionary as the process of positioning, regulating, arranging, or adapting etc. According to L.S. Shaffer, "Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs". In all senses, adjustment implies a satisfactory adaptation to the demands of day-to-day life and keeping a balance between need and capacity to realize needs. As long as the balance is maintained, a person remains adjusted. The very moment, it is disturbed he drifts towards maladjustment. Thus, adjustment is a dynamic concept and is both influenced by and exerts an influence on the personality of an individual. The internal (personal) and external (environmental) aspects of an individual are in constant interaction during the process of adjustment. However, as a personality trait, adjustment is an individual characteristic. Different individuals adapt/adjust differently in similar environmental situation. Adjustment involves a reaction of the person to the demands imposed upon him or how an individual manages to cope with various demands and processes of life. A healthy, well adjusted person can live smoothly even in stressful and difficult conditions through the process of adjustment. The Physical Education teachers who start their careers enthusiastically, devote all their time to the profession, are dedicated to their jobs, may be susceptible to job stress which further results into 'dissatisfaction' and difficulty in adjustment. A well adjusted person possesses the characteristics of awareness of his own strengths and limitations, respecting one's self and others, an adequate level of aspiration etc. Such a person is, thus, an asset to himself and his organization and a boon

to the society whereas a stressed, dissatisfied and maladjusted personality brings misfortune to one's self and discomfort to others and proves to be a liability.

Home environments:

In this study home environment or home environment has been considered as “a measure of quality and quantity of social, emotional and cognitive support available to the child within home”. Eight aspects of home environment are given below:

- i) Control ii) Protectiveness iii) Punishment iv) Conformity v) Social isolation vi) Reward vii) Deprivation of privileges viii) Nurturance ix) Rejection x) Permissiveness

Secondary School

Secondary school is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. There are very many different types of secondary school, and the language used varies around the world. Children usually go to secondary school between the ages of 11 and 16 years and end between the ages of 16 and 18 years, although there is considerable variation from country to country.

Government School: Schools run by government are known as government schools.

Private School: Schools in which financial assistance is not provided by government but managed by private agency is known as Private Schools.

RESEARCH METHOD

The present study belongs to the category of correlational field survey type of research.

Population, Sample and sampling procedure of the Study

The sample of the study will be comprised of 600 students studying in senior secondary schools of Allahabad district. For selecting the sample, stratified random technique has been used. Following table showing sample distribution of the study.

Table 1 Showing distribution of the sample with respect to school board, gender, types of schools and area

Board	Gender	School	Urban	Rural	Total
UP Board (20 school)	Male	Government	80	70	150
		Private	80	70	150
		Sub-Total	160	140	300
	Female	Government	80	70	150
		Private	80	70	150
		Sub-Total	160	140	300
	Total	Government	75	75	150
		Private	225	225	450
		Sub-Total	300	300	600

Tools used: social and emotional Adjustment inventory by Roma Pal and Home Environment Inventory developed by Karuna Shankar Mishra was used.

DATA ANALYSIS AND INTERPRETATION:

Objective 1 To find out relationship between adjustment and family environment among students studying in Government and Private senior secondary schools of Allahabad district

Hypothesis 1 There will be no significant relationship between adjustment and family environments of students studying in Government and private senior secondary schools of Allahabad.

The objective of the study was to find out the relationship between adjustment and family environment among students studying in govt. and private secondary senior secondary schools of Allahabad district. The product moment correlation was applied to study the relationship between the two variables mentioned in the objective. The findings are presented in table 2

Table 2 Correlation between adjustment and perception of control in family environment among students studying in Government and Private Senior secondary schools

Variables	Family Environment	Social Adjustment		Emotional Adjustment	
		Govt.	Private	Govt.	Private
A	Control	0.039	0.037	0.138	0.029
B	Protectiveness	0.044	-0.014	-0.053	-0.069
C	Punishment	0.009	-.113(*)	-0.083	-.104(*)
D	Conformity	0.107(*)	.120(*)	.102(*)	0.06
E	Social Isolation	0.008	-0.081	-.129(**)	-0.045
F	Reward	0.125(**)	.109(*)	.120(*)	0.053
G	Deprivation of Privileges	0.116	0.021	0.008	0.083
H	Nurturance	0.089	0.087	0.017	0.016
I	Rejection	-0.012	0.002	0.023	0.026
J	Permissiveness	-0.045	-0.065	-0.014	-0.053

*Significant at 0.05 level

** Significant at .01 level

Observation of the table shows that there exists no significant correlation between perception of Control, Protectiveness, Nurturance, Rejection, Permissiveness component of family

environment and social and emotional adjustment of government and private students studying in secondary students of Allahabad. This means perception of Control, Protectiveness, Nurturance, Rejection, Permissiveness component of family environment does not contribute in social and emotional adjustment government and private students studying in secondary students of Allahabad.

Observation of the table indicates that coefficient of correlation between punishment component of family environment with social and emotional adjustment of private secondary students

Allahabad was $-.113(*)$ and $-.104(*)$ respectively. These values are greater than the table value for the 598 degree of freedom. Thus punishment component of family environment contribute negatively in the social and emotional adjustment of private secondary students of Allahabad.

Observation of the table also indicates that coefficient of correlation between rewards component of family environment with social adjustment of government and private secondary students of Allahabad was $0.125(**)$ and $.109(*)$ which is greater than the table value for the 598 degree of freedom. Thus rewards component of family environment contribute positively in the social adjustment of government and private secondary students of Allahabad. Results also revealed that coefficient of correlation between rewards component of family environment with emotional adjustment of government secondary students of Allahabad was $0.120(*)$ which is greater than the table value for the 598 degree of freedom. Thus rewards component of family environment contribute positively in the emotional adjustment of government secondary students of Allahabad.

Observation of the table indicates that coefficient of correlation between conformity component of family environment with social adjustment of government and private secondary students of Allahabad was $0.107(*)$ and $.120(*)$ which is greater than the table value for the 598 degree of freedom. Thus conformity component of family environment contribute positively in the social adjustment of government and private secondary students of Allahabad. It was also revealed from the table that coefficient of correlation between conformity component of family environment with emotional adjustment of government secondary students of Allahabad was $.102(*)$ which is greater than the table value for the 598 degree of freedom. Thus conformity component of family environment contribute positively in the emotional adjustment of government secondary students of Allahabad.

Similarly coefficient of correlation between social isolation component of family environment with emotional adjustment of government secondary students of Allahabad was $-.129(**)$ which is less than the table value for the 598 degree of freedom. Thus social isolation component contribute negatively in the emotional adjustment of government secondary students of Allahabad.

MAIN FINDINGS OF THE STUDY:

Perception of Control, Protectiveness, Nurturance, Rejection, Permissiveness component of family environment does not contribute in social and emotional adjustment government and private students studying in secondary students of Allahabad.

Punishment component of family environment contribute negatively in the social and emotional adjustment of private secondary students of Allahabad. Social isolation component contribute negatively in the emotional adjustment of government secondary students of Allahabad.

Conformity component of family environment contribute positively in the emotional adjustment of government and private secondary students of Allahabad. Rewards component of family environment contribute positively in the social adjustment of government and private secondary students of Allahabad. Rewards component of family environment contribute positively in the emotional adjustment of government secondary students of Allahabad.

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