

Study of Impact of Family on the Adjustment of Adolescents

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ABSTRACT

The present study was conducted to investigate the impact of family on the adjustment of adolescents. Descriptive survey method of research was used for collecting the data using Personal information schedule developed by investigator and Adjustment Inventory developed by Sinha and Singh. (1971). The sample comprised of randomly selected 120 adolescents (Nuclear Families: 60 and Joint Families: 60) studying in Xth class in Darbhanga town (Bihar). Descriptive and inferential statistics were used to compare the means between the groups. Findings of the study revealed that (i) there is significant difference between adolescents from nuclear and joint families on the measure of emotional adjustment (ii) there is significant difference between adolescents from nuclear and joint families on the measure of social adjustment (iii) there is significant difference between adolescents from nuclear and joint families on the measure of educational adjustment.

Keywords: Nuclear family, Joint family, Adjustment

“**H**appiness Comes From.....Some Curious Adjustment to Life.” (Hugh Walpole)

The 21st century is an era of information and communication technology. With all its advancement and changing pattern, the environment of today is changing and life is becoming very complex & conflicting day by day. In this dynamic environment, many of the adolescents are finding it difficult to adjust themselves and even sometimes succumb to the environmental pressure. It's not only academics with which the students are concerned; they are equally affected by the social and emotional changes. Pascarella and Terenzini (1991) describe this transition as a "culture shock involving significant social and psychological relearning in the face of encounters with new ideas, new teachers and friends with quite varied values and beliefs, new freedoms and opportunities, and new academic, personal and social demands" (pp. 58- 59). Adolescents with poor habits and skills are known to develop high risk behaviours which lead to long lasting social and academic consequences.

The nature of children's family environment has a very strong effect on children's cognitive and behavioural development. In fact, family environment is the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home

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and connotes the psychological environment of home. Thus, a young person's social adjustment is not a thing apart, but is closely linked with his adjustment to his home and school relationships. It usually follows that an adolescent who experiences a normal and well-integrated home and school life carries over into all his other associations a similar wholesomeness of attitude and control of behaviour (Verma and Sangita, 1991; Field et al. 1995; Kokko and Pulkkinen, 2000 and Lai and McBride-Chang, 2001).

Family interactions and relationship between family members play a pivotal role in the adjustment issues of adolescence (Werner-2003). Family cohesion and supportive relationships between family members are associated with adolescent psychological adaptation and lower depression (Herman et al. 2007). The families in general and parents in particular, have often been deemed to be the most important support system available in moulding child's personality. It is a primary socialization context and is, therefore, considered to be a very important factor influencing child development (Ozcinar 2006). Family environment continues to be of crucial importance throughout adolescence and young adulthood (Van Wel 2000). Numerous studies have shown that youngsters growing up in families with a happy, harmonious parental marriage experience fewer problems and a higher well-being than those from divorced or maritally distressed families (Spruijt and De Goede 1997). Previous studies indicate that family environment influences adolescent's psychological adjustment and problem solving strategies as well as self-confidence and ability to set clear goals (Jewell and Stark 2003). Because of the important role of psychological functioning for youngsters' daily lives and their further social adaptation, it is apparently relevant to study the effect of the family on the adjustment of adolescents.

CONCEPTUAL FRAMEWORK

Adjustment: Concept and Definitions

The concept of adjustment was originally a biological one and was used in Darwin's (1859) "Theory of Evolution". The term adjustment refers to the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Shaffer, 1961). Good (1959) state that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. In Webster's New Collegiate Dictionary, "it is stated that adjustment is to achieve mental or behavioural balance between one's own needs and the demands of others as a result of which the individual is put to a more satisfactory state." These meanings refer to psychological and sociological implications of the term adjustment. In Encyclopedia Britannica (1768, Vol.I) it is stated that adjustment (in psychology) is the process of behaviour by which all creatures maintain an equilibrium between their needs and demand and obstacles to the environments. It is therefore a harmonious relationship with the environment involving the ability to satisfy most of one's need and meet most of the demands both physical and social that are put upon one. Thus we may say that adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. In other words, adjustment is a state in the condition of harmony arrived at by a person whom we call "well adjusted". Operationally adjustment is defined as

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the scores obtained by the students in three areas of adjustment i.e. Emotional, Social and Educational through the adjustment inventory prepared by Dr. A.K.P. Sinha and Dr. R.P. Singh.

Family: Concept and Definitions

The term family is derived from the Latin word ‘familia’ denoting a household establishment and refers to a “group of individuals living together during important phases of their lifetime and bound to each other by biological and/or social and psychological relationship”. It is the most pervasive and universal social institution which plays a vital role in the socialization and healthy development of individuals’ personality. Unlike the western society, which puts impetus on “individualism”, the Indian society is “collectivistic” in that it promotes interdependence and co-operation, with the family forming the focal point of this social structure. As Mack and Young say, “The family is the basic primary group and the natural matrix of personality”. According to the Bureau of Census (U.S.A.) “Family is a group of two or more persons related by blood, marriage or adoption and residing together”. According to Burgess and Locke, “Family is a group of persons united by the ties of marriage, blood or adoption; consisting a single household, interacting and intercommunicating with each other in their social roles of husband and wife, mother and father, son and daughter, brother and sister creating a common culture”. Though family is a universal institution, its structure or forms vary from one society to another. Sociologists and anthropologists have mentioned about different types of families found in different cultures. In this research classification of families is done on the basis of organization (nuclear and joint).

REVIEW OF THE RELATED LITERATURES

Deepshikha and Bhanot (2011) studied role of family environment on socio-emotional adjustment of adolescent girls in rural areas of eastern Uttar Pradesh and found that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls. Manju (2011) to study the adjustment among high school students (boys and girls) and found no significant difference in the emotional, educational and social adjustment. Basu (2012) conducted a study on adjustment of secondary school students .The findings of the present study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school. Chauhan (2013) conducted a study on study on adjustment of higher secondary school students of Durg district. The t-test results indicate that there is significant difference in adjustment of higher secondary school’s students and female students have good adjustment level when compared to the male students. Sharma & Saini (2013) studied Health, social and emotional problems of college students. The findings of the study revealed that Girls are average in the dimensions of health and social adjustment and unsatisfied in emotional areas. Boys are average in the dimensions of social adjustment and unsatisfied in health and emotional areas. There is no significant they differ significantly

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difference between health, social and emotional adjustment of Girls and Boys. There is a significant difference between health and emotional adjustment of urban and rural college students but they do not differ significantly in social adjustment. Devik (2013) found that significant difference exist in the emotional adjustment of the boys and girls and with regard to social adjustment no significant difference found between boys and girls of higher secondary school students. Makwana & Kaji (2014) conducted a study on Adjustment of Secondary School Students in Relation to their Gender. The result shows that there is no significant difference in Home, School and Emotional adjustment of boys and girls secondary school student. But there is significant difference in Social adjustment of boys & girls secondary school students at 0.05 level. It means boys are Social adjustment better than girls. Mohan Raj and Latha (2014) studied perceived family environment in relation to adjustment and academic achievement. Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of the home and environment. Vishal & Kaji (2014) studied Adjustment of Boys and Girls School Level Students in Ahmedabad. The result shows that there is significant difference in total, home, social and emotional adjustment of boys and girls students at 0.01 & 0.05 levels. There is no significant difference in school adjustment of boys and girls students in Ahmedabad. Pooja (2016) conducted a comparative study of emotional adjustment of secondary school students in relation to their gender, academic achievement and parent-child relationship. The results of the study showed that female secondary school students are emotionally more adjusted as compared to male secondary school students. Vaghela (2015) conducted a study on adjustment among adolescent girl students of secondary school with respect to their type of family. The findings of the study showed that (i) there were significant differences between adolescent girl students from nuclear and joint families in relation to their social adjustment.(ii) As regarding the emotional adjustment there were statistically significant differences between adolescent girl students from nuclear and joint families, (iii) There were no significant differences between adolescent girl students from nuclear and joint families in relation to their educational adjustment. Sharma (2015) conducted a study to find the effect of family climate on emotional and social adjustment of school students. The finding of the study was no significant difference between social adjustment of students due to highly satisfactory family climate and highly dissatisfactory climate and there is significant difference between emotional adjustment of students due to highly satisfactory family climate and highly dissatisfactory climate. Tewari and Shubham (2015) conducted a comparative study on emotional need fulfillment in adolescents of joint family and nuclear family. The result shows that adolescents from joint families are more satisfied in the aspect of emotional need fulfillment. Oranous Ghotbinejad Bahreasemani and Zohreh Ostovar (2015) conducted a comparative study of social adjustment, self-Worthiness and achievement motivation among only- child adolescents and adolescents with siblings. Findings of the research indicated that there is a significant difference on social adjustment between the adolescents in families with one-child and the adolescents in families with multiple-child. It is evident from the survey of literature that in none of the study adjustment of secondary school students were studied simultaneously along with both sexes and type of the family. Therefore, in the light of the above facts the present investigation will definitely fill the void of knowledge by

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providing fruitful information particularly in the area of adjustment- a most powerful indicator of success in life.

Objectives

In the light of the review of the literatures, the present investigation was conducted with the following objective:

- To compare adolescents from nuclear and joint families on the measure of adjustment.

Hypotheses

Based on the review of literature and aforementioned objective the present study formulated the following hypotheses:

- H₁. There is no significant difference between adolescents from nuclear and joint families on the measure of emotional adjustment.
- H₂. There is no significant difference between adolescents from nuclear and joint families on the measure of social adjustment.
- H₃. There is no significant difference between adolescents from nuclear and joint families on the measure of educational adjustment.

METHODOLOGY

This study utilized survey techniques due to its descriptive nature. This section is comprised of sample, research tool and procedure of the data collection.

Sample

The sample of the present study was drawn using simple random sampling technique from the randomly selected secondary schools of Darbhanga town. The sample comprised of 120 adolescents (Nuclear Families: 60 and Joint Families: 60) studying in Xth class. The ages of the adolescent students ranged from 15 to 16 years.

Tools Used

The researcher used the following tools for collecting the data to study the research in hand.

- 1. Adjustment Inventory for School Students by Sinha and Singh (1971):** Adjustment Inventory for School Students has been constructed and standardized by A.K.P. Sinha and R.P. Singh (1971). The inventory measures the adjustment of secondary school students in three areas of adjustment - emotional, social and educational. The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure emotional adjustment, 20 items measure social adjustment and 20 items measure educational adjustment. Emotional adjustment: High scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social Adjustment: Individuals scoring high are submissive and retering. Low scores indicate aggressive behaviour. Educational Adjustment: Individual scoring high is poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes. The high score at each sub- scale and total test are considered as the syndrome for maladjustment. The tool is highly reliable and valid. The coefficient of

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reliability by Split half, Test retest and KR formula - 20 are respectively .95, .93 and .94 and coefficient of validity with hostel superintendent ratings of adjusted students is .51.

- 2. Personal Information Schedule** developed by researcher was used to collect personal information relating to the family e.g. type of family, locality, no. of family members, sex etc.

Procedure of Data Collection

The researcher collected the data personally with prior permission of the schools and concerned teachers. The administration of the tool viz., Adjustment Inventory for School Students by Sinha and Singh (1971) was completed following the instructions given by the authors of the tool. Personal Information Schedule developed by researcher was also administered to collect the information relating to the family. Before administering the tools students were taken into confidence by assuring them that their responses will be kept secret and will be used for research purpose only.

Analysis of the Data

Keeping in view the objectives as well as design of the study, descriptive analysis (Mean, Standard Deviations) were computed and the 't' test was employed to compare the means of the students across said variables.

RESULTS AND DISCUSSION

The comparison of the samples on the selected variables was done by testing the significance of difference between their means by using t-tests. The results are presented in the following tables.

- H₁. There is no significant difference between adolescents from nuclear and joint families on the measure of emotional adjustment.

Table No.1 Comparison of adolescents from nuclear and joint families on the measure of emotional adjustment.

Respondents Type of Family	N	Mean	S.D.	t-value	Level of Significance
Nuclear	60	9.10	1.90	2.17	.05
Joint	60	8.23	1.77		

Means and S.Ds of adolescents from nuclear and joint families on the measure of emotional adjustment are 9.10 & 8.23 and 1.90 & 1.77 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 2.17 which is significant at .05 level of significance, suggesting that adolescents from joint families are emotionally more adjusted than adolescents from nuclear families (High scores indicate unstable emotion and low scores indicate stable emotion). This significant result favoring adolescents from joint families might be due to the reason that in joint family, there are more members in the family wherein there are greater chances of disclosure of pent up emotions, adequate emotional and economic support, accommodating and cooperative family members advising

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young ones during their stressful period. This result is in consonance with the research of Tewari and Shubham (2015). Hence the null hypothesis 1(H_1) is rejected and it may be reframed as there is significant difference between adolescents from nuclear and joint families on the measure of emotional adjustment.

H_2 . There is no significant difference between adolescent from nuclear and joint families on the measure of social adjustment.

Table No.2 Comparison of adolescents from nuclear and joint families on the measure of social adjustment.

Respondents Type of Family	N	Mean	S.D.	t-value	Level of Significance
Nuclear	60	8.15	1.11	2.27	.05
Joint	60	7.51	1.41		

Perusal of the table-2 reveals that mean scores of adolescents from nuclear and joint families on the measure of social adjustment are 8.15 and 7.51 and their S.Ds are 1.11 and 1.41 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 2.27 which is significant at .05 level of significance, suggesting that adolescents from nuclear families are submissive and retiring while the adolescents from joint families are aggressive (Individuals scoring high scores indicate submissive and retiring tendency while low score indicate aggressive behavior). This significant result favoring adolescents from joint families might be due to the reason that the adolescents in joint families enjoy greater social support, supportive space and environment resulting into better social adjustment. This result is in consonance with the finding of Oranous Ghotbinejad Bahreasemani and Zohreh Ostovar (2015). Hence the null hypothesis 2 (H_2) is rejected and it may be reframed as there is significant difference between adolescents from nuclear and joint families on the measure of social adjustment.

H_3 . There is no significant difference between adolescents from nuclear and joint families on the measure of educational adjustment.

Table No.3 Comparison of adolescent from nuclear and joint families on the measure of Educational adjustment.

Respondents Type of Family	N	Mean	S.D.	t-value	Level of Significance
Nuclear	60	6.11	1.19	0.96	N.S.
Joint	60	5.85	1.25		

Perusal of the table-3 reveals that mean scores of adolescents from nuclear and joint families on the measure of educational adjustment are 6.11 and 5.85 and their S.Ds are 1.19 and 1.25 respectively. When the t-test was applied to compare the mean scores of both the groups, t-

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value is found to be 0.96 which is non-significant either at .05 or .01 level of significance. This result is in line with the finding of Manju Gehlwat (2011). Thus the hypothesis 3 (H₃) is accepted.

FINDINGS

1. There is significant difference between adolescents from nuclear and joint families on the measure of emotional adjustment.
2. There is significant difference between adolescents from nuclear and joint families on the measure of social adjustment.
3. There is significant difference between adolescents from nuclear and joint families on the measure of educational adjustment.

CONCLUSION

From the above results it may be concluded that type of family has significant effect on the development and adjustment patterns of the adolescents. On the basis of the analysis of the data we can safely conclude that these significant impact of structure of family might be due to the reason that in joint family system, there are more members in the family wherein there are more chances of disclosure of pent up emotions, there are more number of adults advising young ones during their stressful period where as such intimacy is not found in nuclear family. According to McFarlane et al. (1994), family environment plays a very important role on the emotional adjustment of adolescents to understand the social adaptation pattern. Parental control, exercised in a supportive environment is widely recognized as a facilitator of social development in adolescents (Adams and Bennion, 1990).

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