

Relationship between Family Environment and Adjustment among Adolescence of Delhi Region

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ABSTRACT

Adolescents comprise nearly one-fifth of the total population of India. It is a transitional stage from childhood to adulthood and is a time of major changes in all areas of functioning. It is a period demanding significant adjustment to the physical and social changes which distinguish childhood behaviour from adult behaviour. Adolescents are facing multitude of problems throughout the world. Adolescents suffer from different maladjustment problems at one time or the other during their development and during this period there is need for cohesive family environment as family is the most important part of the child's environment. In opinion of researches conducted related to adolescence the present study was conducted to examine the relationship between family environment and adjustment level of adolescence. The objectives for the study were: To study relationship between family environment and adjustment levels among adolescence and to identify the relationship between gender and adjustment levels among adolescence. The sample for the study comprised of 100 senior secondary students selected through random sampling from two private schools located in east Delhi. Family Environment Scale (FES) by Harpreet Bhatia and N.K. Chadha, and Bell Adjustment Inventory by Hugh M. Bell (Indian Adaptation) Mohsin-shamshad adaptation of Bell adjustment inventory (1969) were used for the purpose of the study. Descriptive survey method was adopted for the study. The data collected for the study was analyzed using descriptive and inferential statistics using t-test and Pearsons Correlation. Results from study revealed that there is statistically significant difference between adjustment levels of male and female students. It has also been analyzed that there is Positive correlation between Family Environment and Adjustment levels of Adolescence and which is found to be significant. In addition to this Positive correlation between maximum dimensions of family environment scale i.e. Cohesion, cohesion, expressiveness, acceptance and caring, independence and control with adjustment level interpreted. And the negative correlation between dimensions of active recreation orientation and organization dimension of family environment on adjustment of adolescence was found. Hence study lead to analyses that there is relationship between family environment and adjustment level of adolescence and there is strong need to enhance quality of family environment so that we can have well-adjusted adolescence who are future of any nation.

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It has been rightly said “Happiness 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. And the impact of dynamic environment is that many of the adolescents are finding it difficult to adjust them and even sometimes succumb to the environmental pressure. Adolescence introduces a period of significant transition in family and social role expectations, coupled with increase in the range of intimate and social relationships (Buhrmester & Wyndol, 1987, Selman, 1980). It is period of stress and storm which has been describe according to Pascarella and Terenzini (1991) 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" . At this crucial stage the nature of children’s family environment has a very strong effect on children’s cognitive and behavioural development. As Family is a primary socialization unit and is, therefore, considered to be a very important factor influencing the development of a child (Ozcinar, 2006). The patterns of interaction and behaviour of the family members play a vital role in the behaviour and adjustment patterns of an individual (O Leary, 1995).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 and connotes the psychological environment of home which impacts adjustment level of adolescent. The term adjustment is often used as a synonym for accommodation and adaptation. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc. and meet is or her needs. In this process, the individual also makes efforts to maintain harmonious relationship with the environment.

Life is the continuous adjustment of internal relations to external relations. Every new adjustment is a crisis in self-esteem. All biological phenomena act to adjust, there are no biologic actions other than adjustment. Adjustment is another name for equilibrium. Equilibrium is the universal, or that which has nothing external to derange it. Adjustment problem occurs when there is an inability to make own decision to some need or stress which occur in the environment both internally and externally. As suggested by family systems theory (Baird & Grant, 1998; Christie-Seely & Crouch, 1987), child and adolescent mental health is influenced substantially by the family context and interactions among and between family members (Letourneau et al., 2013). Psychological researches overwhelmingly support the notion that the parent-child relationship plays a critical role in the development of, vulnerability to, and protection against psychological maladjustment (Montague, Cavendish, Enders, & Dietz, 2010; Rothbaum & Weisz, 1994; Stewart & Suldo, 2011; Yap et al., 2014). Moreover in recent scenario we often come across numerous incidents related to maladjustment of adolescence in different aspects of life be it social, emotional or personal. Hence it’ necessary for the today's society to understand the importance of having healthy family relationships. Neither successful career nor financial stability brings as much happiness as our closest people do. Researcher after reviewing numerous studies analyzed that one of the main factor which influences adjustment patterns of adolescence is environment available to child in family as family members nurture, protect, and influence one another. Families are dynamic and are cultures unto themselves, with different values and unique ways of realizing dreams. Together, families become the source of cultural heritage and spiritual diversity. Each family has strengths and qualities that

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flow from individual members and from the family as a unit. Moreover incidents in current scenario clearly indicate careless attitude of family now a days as a result of which adolescence are wandering here and there and not able to get proper resource in hand due to which they get easily involved in maladjusted behavior and disturb their life. For example if in school child is not able to adjust with anyone in class then the result is peers adopt antisocial behavior among themselves instantly or due to excessive involvement with electronic gadgets social life of child is hampered due to which neither parents nor child have healthy interaction among themselves and impact is improper adjustment of child with others and self. The main reason behind conducting study entitled “**Relationship between Family environment and adjustment among adolescence of Delhi Region**” is to make society realize through findings the importance of having healthy family relationships. Neither successful career nor financial stability brings as much happiness as our closest people do. And one’s family environment laid strong foundation for development of adolescence into well adjusted person which on other hand will solve many other problems prevalent in society due maladjusted behavior of adolescence.

REVIEW OF RELATED LITERATURE

Alam (2017) conducted a study 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. **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. **Ramaprabou (2014)** the study was undertaken to investigate effect of family environment on adjustment patterns. For these 70 adolescents studying undergraduate programmes were randomly selected from the Arts and Science Colleges of Puducherry. Family Environment Scale by Harpreet and Chadha (1993) and Adjustment Inventory for College students constructed and standardized by Sinha and Singh (1971) was used for data collection. Analysis was done by using one way ANOVA. Findings of the study revealed that family environment has significant effect on the adjustment patterns of the students. **Rita Chopra and Nangru Poonam (2013)** studied the family relationship in relation to emotional intelligence. The main purpose of the study was to study the relationship between parental acceptance behaviour and emotional intelligence of students, to study the relationship between parental concentration behaviour and emotional intelligence of students and study also study the relationship between parental avoidance behaviour and emotional intelligence of the students. The sample consists of 300 students of class IX were selected by simple random sampling method from four public schools of Ambala, Karukshetra, Gurgaon and Faridabad districts of Haryana. Family relationship inventory by G. P. Shery and J. C. Sinha (1987) and emotional intelligence scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) was used for data collection. The study revealed that parental acceptance has significant relationship with emotional intelligence

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whereas parental concentration has no significant relationship with emotional intelligence and parental avoidance has negative but significant relationship with emotional intelligence.. Therefore, in the light of the above facts the present investigation will definitely fill the void of knowledge by providing fruitful information particularly in the area of adjustment- a most powerful indicator of success in life.

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

Objectives

1. To study relationship between family environment and adjustment levels among adolescence
2. To identify the relationship between gender and adjustment levels among adolescence.

Hypothesis

- **H₀**: No gender difference exists with regard to adjustment levels.
- **H₀**: No significant relationship exists between the family environment and adjustment among adolescents.

Variables Used In Study

There is one independent variable and one dependent variable in this study which are as under:-

- (A) ***Independent Variable***: Family environment
- (B) ***Dependent Variable***: Adjustment

METHODOLOGY OF THE STUDY

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 for the study was selected by simple random sampling technique. Sample has been taken from students studying in class XIth as the age group on which tools can be administered fulfils the criteria. Students of 2 Private schools situated in East Delhi. Total 100 samples were taken. 50 females from private school and 50 males from private school, which was further divided into 25 girls from one private school and 25 boys from one private school another 25 girls and boys from second private school.

Tools Used

1. Consent Form:
2. Demographic Sheet
3. Bell Adjustment Inventory by Hugh M. Bell (Indian Adaptation) Mohsin-shamshad adaptation of Bell adjustment inventory (1969)
4. Family Environment Scale by Harpreet and Chadha(based on the family environment scale by moos (1974)

Description of The Tools Used

- **Bell Adjustment Inventory Hugh M. Bell (Indian Adaptation) by Mohsin-shamshad adaptation of Bell adjustment inventory (1969)**

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Bell adjustment inventory (student form) is one of the most widely used personality inventories. The inventory was developed by H. M. Bell in the year 1934. In the process of adaptation, the inventory was once again subjected to all the technical procedures for test standardization which renders it especially suitable for use in the Hindi speaking areas. Since the standardization samples comprised undergraduate students of different rural and urban colleges, this inventory can be used in the final classes of the high schools and also in colleges, individual as well as group situations. Mohsin-shamshad adaptation of Bell adjustment inventory (1969) consists of 135 items, retained as a result of item analysis, out of 140 items. The inventory measures adjustment in four different areas—some home, health, social and emotional—separately, as well as yields a composite score for overall adjustment. Home adjustment is expressed in terms of satisfaction or dissatisfaction with home life; health adjustment in terms of illness; social adjustment in terms of shyness, submissiveness, introversion; and emotional adjustment in terms of depression; nervousness etc.

High scores on the inventory indicate low adjustment and low score high adjustment in different specific areas, and also in respect of adjustment taken as a whole. Numbers of items related to each area of adjustment are as Home (35 items), Health (31 items), Social (34 items) and Emotional (35 items). Three responses categories have been provided for answer to each item.

- **Family Environment Scale by Harpreet and Chadha (based on the family environment scale by Moos (1974))**

Family Environment Scale (FES) Employed by Harpreet Bhatia and N.K. Chadha (1993) is based on the family environment scale by Moos (1974). It was prepared and standardized by Harpreet Bhatia and N.K. Chadha in 1993. It refers to the quality and quantity of the cognitive, emotional and social support that has been available to the child within the family and connotes the psychological environment of family as perceived by adolescents to be measured by Bhatia and Chadha (2004). It has eight components namely (i) cohesion, (ii) expressiveness, (iii) conflict, (iv) acceptance and caring, (v) independence, (vi) active recreational orientation, (vii) organization; and (viii) control.

This scale is in English and includes 69 items.

Procedure for Data collection

The study was carried out after consent form was taken from the students of private schools, who were contacted personally and were firstly explained the purpose of study and thereafter after their consent forms were taken all the participants were informed about the nature of study and confidentiality was assured. And those who gave their consent were provided with demographic detail sheet with the questionnaire. After getting all the demographic details from the participant's questions were administered to them individually. During administration of the questionnaire all the participating participants were asked if they have any questions or concerns that they wanted to clarify. Their questions and concerns were addressed individually.

RESULTS & DISCUSSION

The data was analyzed and interpreted using statistical techniques such as: Mean, Standard Deviation, t-test, Pearson's moment correlation and the detail of the analysis, interpretation of data and discussion.

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From the test of significance of mean differences with boys and girls mean adjustment it was found that the 't' value was significant. This can be interpreted as the mean(M=50.06) adjustment level of secondary girls were found be greater than the boys(M=37.58).

Further table 1 and figure 1 shows calculated t- value 4.43 is more than table value of 2.61 at 0.01 levels of significance. It means boys differed significantly as compared to girls. It can be seen in mean scores also. Thus the hypothesis stating "No gender difference exists with regard to adjustment levels."is rejected in the area of adjustment. The findings can be supported by research conducted by *Chauhan* (2013) 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.

Table 1. Showing Mean, SD and T Value for Adjustment level of Boys and Girls

Calculations	GIRLS(50)	BOYS(50)	Level of significance
Mean	50.06	37.58	p>.01
Standard Deviation	2.731	5.07	
T- Value	4.43		

Figure 1 Graphical representation of mean and s.d for adjustment level of girls and boys

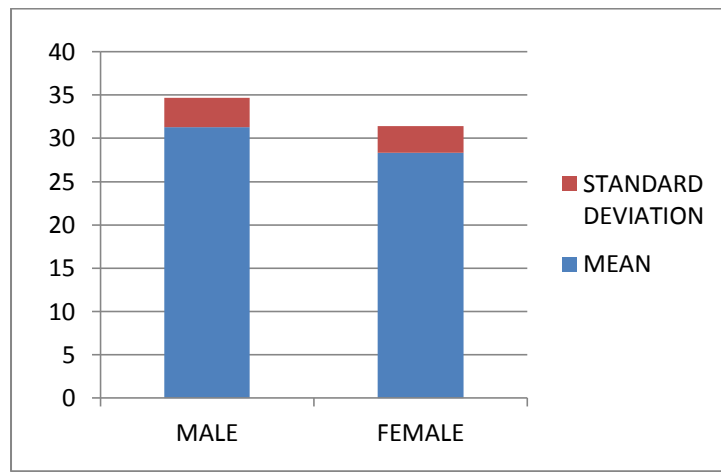


Table 2 shows that there is a positive relationship between adjustment inventory scores and family environment scores of sample (students). The coefficient of correlation between adjustment scores and family environment inventory students is 0.83. The dimension A is COHESION which has correlation value 0.194 , t value is .240 and level of significance is .000 which shows the positive relation between adjustment and cohesive family environment. The dimension B is EXPRESSIVENESS which has correlation value .527,t value is17.2 and the level of significance is .001which shows **positive relation** between expressiveness and adjustment. The dimension C is CONFLICT which has correlation value -0.36 , t value is1.529 and the level of significance is .000which shows **negative relation** between CONFLICT and moral values.

The dimension D is ACCEPTANCE AND CARING which has correlation value.384,t value is.525 and the level of significance is.005which shows positive relation between ACCEPTANCE AND CARING family environment and adjustment .

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The dimension E is INDEPENDENCE which has correlation value .594,t vau is 2.380 and the level of significance is .000which shows positive relation between INDEPENDENCE and adjustment.

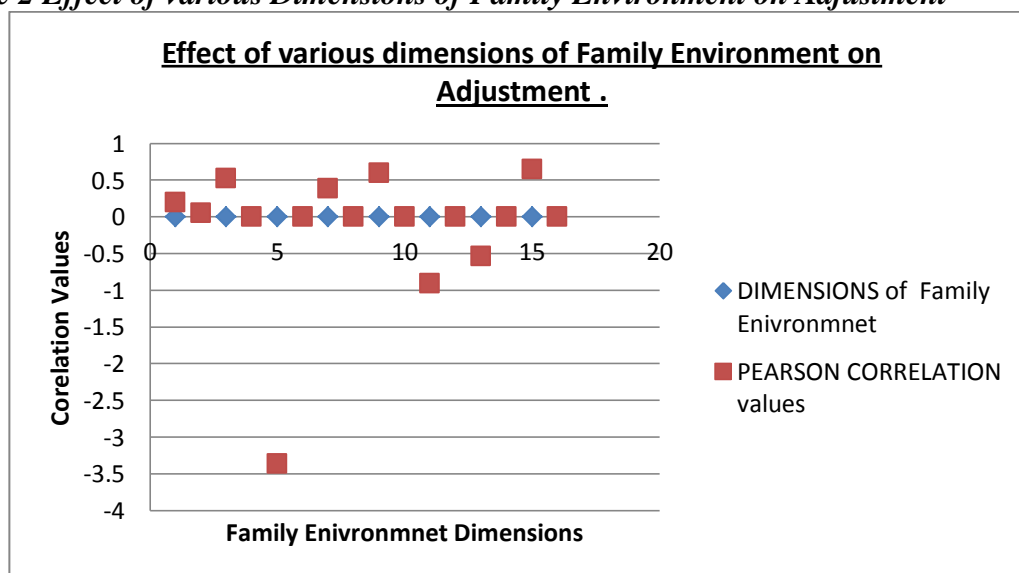
The dimension F is ACTIVE RECREATION ORIENTATION which has correlation value -.910,t value is.16.359 and the level of significance is .000which shows negative relation between ACTIVE RECREATION ORIENTATION dimension of family environment and adjustment.

The dimension G is ORGANIZATION which has correlation value-.536,t value is 11.27 and the level of significance is .000which shows negative relation between ORGANIZATION and adjustment.

Table 2 - Effect of various Dimensions of Family Environment on Adjustment

DIMENSIONS	PEARSON CORRELATION	SIGNIFICANCE (2-TAILED)	t- VALUE
Cohesion	.194 .053	.000	.240
Expressiveness	.527 .000	.000	17.090
Conflict	-3.36 .001	.001	1.529
Acceptance And Caring	.384 .000	.005	0.525
Independence	.594 .000	.000	2.380
Active-Recreational Orientation	-.910 .000	.000	16.359
Organization	-.536 .000	.000	11.277
Control	.646 .000	.000	3.599
Total		.000	10.583

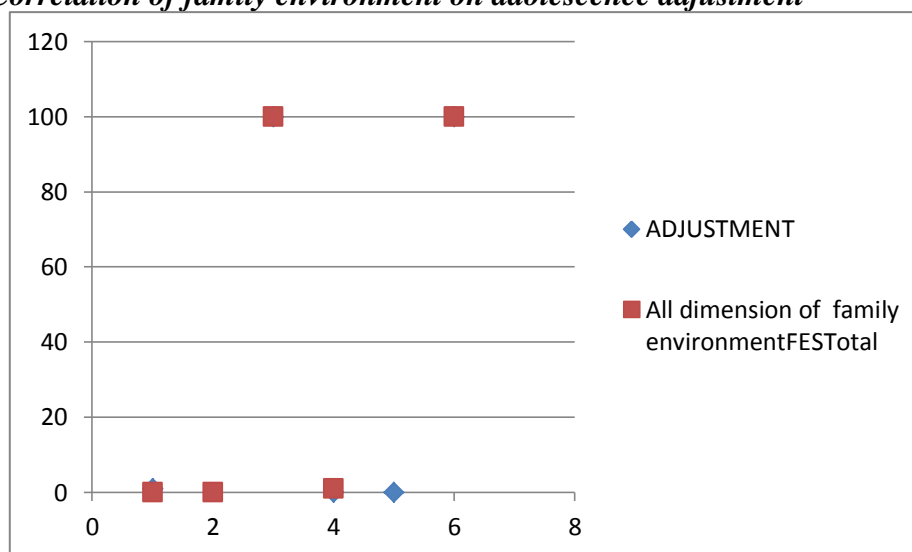
Figure 2 Effect of various Dimensions of Family Environment on Adjustment



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The dimension H is control which has correlation value .646, t value is 3.59 and the level of significance is .000 which shows positive relation between control dimension of family environment and adjustment.

Figure 3 Correlation of family environment on adolescence adjustment



From the above figure 3 the effect of total dimensions of family environment on adjustment where $N = 100$ (sample size) and the level of significance was 0.000 can be statistically analyzed which shows the positive relation between family environment and adjustment. It can be clearly revealed that there is significant relationship between family environment of adolescence and their adjustment level. The results can be supported from the findings of study conducted by **Deepshikha and Suman Bhanot (2011)** on “Role of Family Environment on Socio-emotional Adjustment of Adolescent Girls in Rural Areas of Eastern Uttar Pradesh” which showed statistical analysis revealed 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 adjustment of adolescent.

On the basis of the findings of the study, the following conclusions can be drawn:

1. There is statistically significant difference between adjustment levels of male and female students. Hence it can be concluded that gender has influence on adjustment level of students.
2. There is Positive correlation between Family Environment and Adjustment levels of Adolescence and which is found to be significant.
3. Positive correlation between maximum dimensions of family environment scale i.e. Cohesion, cohesion, expressiveness, acceptance and caring, independence and control with adjustment level
4. The negative correlation between dimensions of active recreation orientation and organization dimension of family environment on adjustment of adolescence was found.

CONCLUSION

The findings of the present study entitled “Relationship between Family Environment and Adjustment of Adolescence” highlighted the significance relationship between two variables which are valuable for education system. As more interestingly, successful school, family,

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and community partnerships not only are likely to have an effect on students' outcomes, but also might result in optimistic outcomes for schools and families in different aspects. For example, it is schools which are greatly concerned with the performance of families and communities in critical events. In the same way, family attitudes about schools are often developed when given more opportunities to be concerned in the schooling of their offspring both formally and informally. The present study also gives implication in the form of Modifications in school Curriculum, Empowering role of Parents Teachers Associations, Role of School Counselor's need to be Strengthened for development of well Adjusted Adolescence, Making Counseling program acknowledged to the public through media and Organizing Parenting Program in schools and Organization of workshops on mindfulness and yoga for all the stakeholders who deal with adolescence.

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Conflict of Interest

The author declared no conflict of interests.

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