

A Secondary School Study Of Family Environment

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ABSTRACT

Training is a phenomenon that has existed since the dawn of time. From cradle to grave, education is a never-ending operation. Education is intended to make one's life more civilised, cultured, and democratic. It prepares a person to successfully face all challenges in various aspects of life, as well as to live a peaceful and well-adjusted life.

KEYWORDS: Education, Problems, Environment, Adjustment.

INTRODUCTION

Man has a unique ability to be conscious of himself and to comprehend himself. He also has the distinct advantage of being a member of a formal society. Both of these circumstances raise concerns about interpersonal relationships. There are concerns about man's psychological well-being. Originally, the idea of change was biological, and it was concerned with survival adaptation to the physical world. Of course, a person's physical environment is a top priority, but he still has to deal with the social stresses and demands of socialisation that come with living in close quarters with others. There are also demands from a person's internal nature; physiological needs such as hunger, thirst, sleep, sex, elimination, and psychological needs such as need for belongingness, need for self-esteem, need for self-actualisation, need for acceptance and social approval, and need for freedom have an effect on a person's functioning and adjustment. The adjustment process is

complicated because a person's relationship with one demand can interfere with another's requirement. Conflicts pose unique challenges in terms of transition, as satisfying one need while neglecting others cannot provide complete fulfilment. Failure to satisfy a strong need or respond to a strong external demand, on the other hand, could result in painful stress. These tensions can wreak havoc on one's psychological well-being, cause physical symptoms, and lead to erratic behaviour. Professionals today look for alternatives to manage the expectation from both work and life (Mankotia & Jai, 2019)

ADJUSTMENT

DEFINITIONS OF ADJUSTMENT

"What is adjustment?" is the first thing that comes to mind as we think about it. The word "adjustment" literally means "arrangement" or "settlement." This means that someone who can arrange or settle himself in a new setting is well adjusted.

When we look at the word 'adjustment' through the lens of education, though, it has a much broader sense.

Darwin coined the term "adjustment" to describe how organisms adapt to live in the physical world. Among God's creations, man is the strongest, as he is endowed with thought ability and the ability to adjust to new circumstances. It distinguishes humans from other living creatures.

The terms "adjustment" and "adaptation" are often interchanged. Initially, biologists used the term 'adaptation.' It refers to an effort to live in harsh environmental conditions. Later on, psychologists coined the word 'adjustment,' which encompassed a larger definition. Adjustment now refers to how people respond to personal and social stresses. In our daily lives, the term "adjustment" is often used. It's common in psychology, sociology, and education, among other fields. Life is a never-ending sequence of ups and downs. Everyone is confronted with such circumstances in order to survive or develop. Different people fulfil these needs in different ways. The individual's technique for dealing with this is called change. When an individual's actions are satisfactory and fulfilling, it is a case of proper adjustment. However, if a person's efforts are continually frustrated, and he or she fails to adapt to the correct needs, it may be a case of maladjustment. James Drever:- "Adjustment means modification to compensate for or meet special conditions". C.V Good :- "Adjustment is the process of finding and adopting modes of behaviour, suitable to

environment or to the changes in the environment".

FAMILY ENVIRONMENT

The family is the oldest and most important of all the structures that man has created to control and incorporate his behaviour as he tries to meet his basic needs. The family is essentially a living unit made up of parents and children. Its main role is based on its multiple roles in relation to the overall growth, security, and well-being of its members. As a result, it seems that the family is responsible for not just the individual's social and physical well-being, but also his or her psychological well-being.

For most people, the family is perhaps the most important connection between the individual and society because it gives the individual a sense of belonging in society. The family is an involuntary entity, and an involuntary group's status is often ascribed. The person earns a socially ascribed status from the family, such that being a member of a family gives the child a place in the social hierarchy, with illegitimacy being the absence of such status. Legitimacy bestows on the infant a status that distinguishes his relationship to other members of society, allowing him to take on roles that an illegitimate child does not. The family's ascriptive value varies depending on the stage of social growth and the culture.

JUSTIFICATION OF THE PROBLEM

Several studies have been done in the area of adjustment and family environment. The present study will be deal with the study of adjustment of students of Senior Secondary Schools in relation to their family

environment. A very few work has been done in this particular field. Children of different schools face adjustment problems. Therefore, it is essential to study their problems in relation to their family environment. This study will be also helps a teacher and parents in knowing the adjustment problems faced by their children.

STATEMENT OF THE PROBLEM

"Effect of family environment on adjustment of senior secondary school students"

DEFINITIONS OF THE VARIOUS TERMS USED

ADJUSTMENT: -The process of finding and adopting modes of behaviour suitable to the environment or to the changes in the environment.

FAMILY ENVIRONMENT; - The term "family" refers to a group of people who live in the same house or under the same roof, such as parents, children, servants, and so on. It is the land that is made up of parents and their children, whether or not they live together. The family climate has a certain continuity, so the influence of the same basic principles, people, material objects, and so on can be felt repeatedly. While parental control may not be apparent in a

given case, the attitudes and ideas articulated day after day leave an indelible mark.

OBJECTIVES OF THE STUDY

1. To find out the relationship between adjustment and family environment of government senior secondary schools students and private senior secondary schools students.
2. To find out the relationship between adjustment and family environment of rural and urban government senior secondary schools students and private senior secondary schools students.
- 3.

HYPOTHESIS

HI: There is no significant relationship between adjustment and family environment of government senior secondary school’s students and private senior secondary school’s students.

H2 :There is no significant relationship between adjustment and family environment of rural and urban government senior secondary schools students and private senior secondary schools students.

ANALYSIS AND INTERPRETATION OF DATA

Table 4.1:-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 4.2:- Showing number of students and mean of 17.35scores of Adjustment of Govt. school students.

Sr.	Area	N	Mean
1	Home	50	10.81
2	Health	50	7.83
3	Social	50	15.01
4	Emotional	50	9.96

Table 4.3:- Showing number of students, Mean scores and coefficient of correlation between Adjustment and Family Environment of Govt. School

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

From table 4.3 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 4.4:- 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 4.5:- 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 4.6:- 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 4.6 it can be seen that 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 these students.
Private school students affect Adjustment of

Table 4.7:- Showing number and mean of scores of sub-scales of family

Sr. No.	Sub-Scale	N	Mean
1	Cohesion	25	56.4
2	Expressiveness	25	33.74
3	Conflict	25	47.96
4	Acceptance & caring	25	52.04
5	Active-Recreational Orientation	25	34.42
6	Independence	25	30.84
7	Organization	25	9.04
8	Control	25	16.78

Table 4.8:- Showing number of students and mean of scores of sub-scales of Adjustment of Urban Govt. school students

Sr. No.	Area	N	Mean
1	Home	25	8.64
2	Health	25	5.92
3	Social	25	13.82
4	Emotional	25	9.8

Table 4.9:- Showing number of students, Mean scores and coefficient of correlation between Adjustment and Family Environment of Urban Govt. SchoolStudents

Sr. No	Variable	N	Mean	r
1.	Adjustment	25	38.18	0.26
2.	Family Environment	25	281.22	

It may be perceived from table 4.9 that the value of coefficient of correlation between Adjustment and Family Environment of urban Govt. school students is 0.26, which represents is an indicative of low correlation between the above two variables. It indicates slight but significant relationship between the two variables i.e. adjustment and

family environment. The null hypothesis that there is no significant relationship

between Adjustment and Family Environment of urban Govt. school students is rejected. Family Environment of urban Govt. school students have average conflicts, independence and control. They have average adjustment social, home, health etc. It can be interpreted from above that adjustment and family environment of urban govt. school students is slightly correlated. Thus, changes in one has some influence upon the changes in other.

Table 4.10:- Showing number and mean of scores of sub-scales of family environment of Rural Govt. School Students

Sr. No.	Sub-Scale	N	Mean
1	Cohesion	25	54.96
2	Expressiveness	25	32.9
3	Conflict	25	43.48
4	Acceptance & caring	25	53.54
5	Active-Recreational Orientation	25	31.46
6	Independence	25	30.76
7	Organization	25	8.04
8	Control	25	18.92

Table 4.11:- Showing number of students and mean of scores of sub-scales of Adjustment of Rural Govt. school students

Sr. No.	Area	N	Mean
1	Home	25	11.98
2	Health	25	8.74
3	Social	25	17.2
4	Emotional	25	11.12

Table 4.12:- Showing number of students, Mean scores and coefficient of correlation between Adjustment and Family Environment of Rural Govt. School Students

Sr. No	Variable	N	Mean	r
1	Adjustment	25	49.04	+0.29
2	Family Environment	25	258.06	

Table 4.12 that the value of coefficient of correlation between Adjustment and Family of rural Govt. school students is +0.29, which shows moderate correlation Environment above two variables. This relationship between the above two variables is between the a significant.

Thus, the null hypothesis that there is no significant relationship between Adjustment and Family Environment of

rural Govt. school students is rejected. Thus, it can be interpreted from above that family environment and adjustment are related with each other. These students have average cohesion, conflict acceptance and independence but high control. Therefore, they have average home, health and emotional adjustment but unsatisfactory social adjustment. Thus, we can say that changes in one variable hardly affects the other.

Table 4.13: - Showing number and mean of scores of sub-scales of family environment of Urban Private School Students

Sr. no.	Sub-Scale	N	Mean
1	Cohesion	25	57.42
2	Expressiveness	25	31.52
3	Conflict	25	44.74
4	Acceptance & caring	25	49.66
5	Active-Recreational Orientation	25	27.66
6	Independence	25	29.88
7	Organization	25	7.66
8	Control	25	16.30

Table 4.14: - Showing number of students and mean of scores of sub-scales of Adjustment of Urban Private School Students

Sr.	Area	N	Mean
1	Home	25	11.42
2	Health	25	8.46

3	Social	25	14.64
4	Emotional	25	12.62

Table 4.15: - Showing number of students, Mean scores and coefficient of correlation between Adjustment and Family Environment of Urban Private School

Students

Sr. No	Variable	N	Mean	r
1	Adjustment	25	47.14	0.65
2	Family Environment	25	264.84	

From table 4.15 it can be seen that the value of coefficient of correlation between Adjustment and Family Environment of urban private school students is 0.65, which is substantial or marked relationship between the two variables. We can say that adjustment and family environment of urban private school students has significant relationship between them.

The null hypothesis that there is no significant relationship between Adjustment and Family Environment of urban private school students is rejected. Urban private school students have average family environment and they can easily adjust in home as well as the society. It can be interpreted from above that family environment of urban private school students has influence on their adjustment.

Table 4.16:-Showing number and mean of scores of sub-scales of family environment of Rural Private School Students

Sr. No.	Sub-Scale	N	Mean
1	Cohesion	25	50.22
2	Expressiveness	25	31.18
3	Conflict	25	41.50
4	Acceptance & caring	25	48.26
5	Active-Recreational Orientation	25	32.36
6	Independence	25	30.54
7	Organization	25	8.58
8	Control	25	15.68

Table 4.17: - Showing number of students and mean of scores of sub-scales o Adjustment of Rural Private school students

Sr. No.	Area	N	Mean
1	Home	25	9.52
2	Health	25	5.94
3	Social	25	13.10
4	Emotional	25	9.36

Table 4.18:- Showing number of students ,mean scores and Coefficient of correlationbetween Adjustment and family environment of Rural Private school students.

Sr. No	Variable	N	Mean	r
1	Adjustment	25	37.92	0.90
2	Family Environment	25	258.06	

It may be perceived from table 4.18 that the value of coefficient of correlation between Adjustment and Family Environment of rural private school students is 0.90, which is indicative of very high relationship or nearly perfect relationship between the above two variables is significant. The null hypothesis that there is no significant relationship between Adjustment and Family Environment of rural private school students is rejected. Rural private school students have average family environment and so is their adjustment. It gives rise to the inference that adjustment and family environment of rural private school students are highly correlated. Changes in family environment of rural private school students has very much influence upon their adjustment.

FINDINGS

In the light of the interpretation of the results of the present investigation, the main findings are as follows:

1. Govt. school students has low self-concept, low independence and moderate anxiety. Therefore, they can adjust themselves in home easily but their social adjustment is unsatisfactory. Urban Govt. school students has high self-concept high independence and so these students have average home, health, emotional and social adjustment.
2. Family environment of urban govt. school students have average conflicts and emotional and social adjustment. Their family environment determines their

adjustment, there is significant relationship between these two variables.

3. Rural govt. school students have average conflicts and independence but they have high control in their family. These students have average home, emotional and health adjustment but unsatisfactory social adjustment. The variables i.e. adjustment and family environment have substantial relationship. Thus, there is significant relationship between the two variables.
4. Urban private school students have average family environment i.e. they have average conflicts, average etc. and they can easily adjust in home as well as in the society. There is significant relationship between the adjustment and family environment of these students.
5. Rural private school students have average family environment. They can easily adjust in home. They have little difficulty in social adjustment. They have average health and emotional adjustment. Family environment and adjustment of these students are highly correlated.

CONCLUSION

Family environment also has relationship with the adjustment, better the family environment better will be the adjustment. Higher education is in recognized as a fastest growing service industry and, as such, is placing greater emphasis on meeting the needs and

expectations of students (Nandal & Nandal, 2019) 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 moderate anxiety. Their family environment consists of high acceptance and caring, low control. So they have good home as well as social adjustment. Urban students have high self-concept and high independence but rural students have low self-concept and low independence. Family environment of urban students have average conflicts and high control. Urban students have average home health emotional and social adjustment but rural students have unsatisfactory social adjustment due to high control in their family.

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