



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Family Adjustment of School Students in Relation to their gender

Author

Soniya B. Patel

PH.D Scholar,

Dept. of psychology

H.N.G.U, Patan

Abstract -:

The aim of this research is to investigate some of factors affecting on family adjustment of the school students. Null hypothesis was framed regarding the school students from the secondary school and high secondary school point of view of Ahmedabad school and from gender point of view regarding boys and girls. A random sample method was used to select 100 students of Gujarat. The research tool is family adjustment scale which by Dr. Ashwin Jansari, Dr. Harkant D. Badami and Dr. Charulata H. Badami. This contains personal data sheet and family adjustment for school students for analysis data 't' test was used. Result revealed that significant difference was found whenever school students education level in Ahmedabad school.

Keywords -: School students, Education level, Gender and family adjustment, Ahmedabad school.

Introduction

“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. 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.

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 behavioral 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 demands and obstacles to the environments. It is therefore a harmonious relationship with the environment involving the ability to satisfy most of one's needs 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 Study of Impact of Family on the Adjustment of Adolescents 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.

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 of 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"

OBJECTIVE OF THIS STUDY

The main objectives of study were as under:

1. To study the family adjustment of students with respect to their education.
2. To study the family adjustment of students with respect to their gender.

HYPOTHESIS OF THIS STUDY

1. There will be no significant difference between score of family adjustment of secondary and high secondary students.
2. There will be no significant difference between score of family adjustment of boys and girls students.
3. There will be no significant difference between score of family adjustment of boys and girls students with respect to their secondary school.
4. There will be no significant difference between score of family adjustment of boys and girls students with respect to their high secondary school.
5. There will be no significant difference between score of family adjustment of secondary and high secondary students with respect to their boys students.
6. There will be no significant difference between score of family adjustment of secondary and high secondary students with respect to their girls students.

VARIABLES

The following variables were treated as independent and dependent variables:

Independent Variables:

Education Level - Secondary and High secondary school

Gender - Boys and Girls students

Dependent Variables:

Score achieved on family adjustment

RESEARCH DESIGN

B	A			
		A1	A2	Total
	B1	A1B1(25)	A2B1(25)	50
	B2	A1B2(25)	A2B2(25)	50
	50	50	100	

2*2 Factorial Design:

RESEARCH POPULATION AND SAMPLE

According to the purpose of the present study, all the students to the Ahmedabad district of Gujarat were constituted as the population for the present study. A total of 100 students were randomly selected as samples from Ashwamegh high school of Ahmedabad district of Gujarat. Out of these 100 students 50 students were randomly selected who were secondary school students and 50 students were randomly selected who were high secondary school students in Ashwamegh high school of Ahmedabad district of Gujarat. Out of these

100 students 50 students were randomly selected who were boys students and 50 students were randomly selected who were girls students in Ashwamegh high school of Ahmedabad district of Gujarat were selected as sample.

TOOLS

Following standardized tools will be used for collecting the data.

1. Personal Data Sheet:

A personal data sheet developed by investigator was used to collect information about name, school name, standard and gender in Ashwamegh high school.

2. Family Adjustment:

Family adjustment inventory, constructed and standardized by Dr.Ashwin Jansari, Dr.Harkant D. Badami and Dr.Charulata H. Badami to measure the Family adjustment of school students. The reliability of the whole inventory was worked out by using split – half method. The reliability coefficient is 0.63 which is fairly high and indicates that the inventory is reliable. The validity of test is 0.59.

RESULT AND DISCUSSION

HO.1 There is no significant difference between score of family adjustment of secondary and high secondary students.

Table:1 Result of mean scores of regarding education level of students.

Particular	N	Mean	SD	t	Level of Significant	
					0.05	0.01
Secondary Students	50	65.38	18.39	1.40	1.98	2.63
High Secondary Students	50	70.96	21.14		NS	NS

* Insignificant at 0.05 and 0.01 level

As above mentioned, table No 1 shows that there is no significant difference between score of family adjustment of secondary and high secondary students. The result is no significant so null hypothesis is accepted. The mean difference shows that there is difference between secondary students (65.38) and high secondary (70.96) students.

HO.2 There is no significant difference between score of family adjustment of boys and Girls students.

Table:2 Mean scores on family adjustment with regard gender of students.

Particular	N	Mean	SD	t	Level of Significant	
					0.05	0.01
Boys	50	66.74	19.19	0.72	1.98	2.63
Girls	50	69.60	20.60		NS	NS

* Insignificant at 0.05 and 0.01 level

As above mentioned, table No 2 shows that there is no significant difference between score of family adjustment of boys and girls students. The result is no significant so null hypothesis is accepted. The mean difference shows that there is difference between boys students (66.74) and girls (69.60) students.

HO.3 There is no significant difference between score of family adjustment of boys and Girls students with respect to their secondary students.

Table:3 Mean scores on family adjustment with regard to boys and girls their secondary of students.

Particular	N	Mean	SD	t	Level of Significant	
					0.05	0.01
Secondary Boys Students	25	63.20	16.92	0.83	2.01	2.68
Secondary Girls Students	25	67.56	20.11		NS	NS

* Insignificant at 0.05 and 0.01 level

As above mentioned, table No 3 shows that there is no significant difference between score of family adjustment of secondary boys and secondary girls students. The result is no significant so null hypothesis is accepted. The mean difference shows that there is difference between of secondary boys students (63.20) and secondary girls (67.56) students.

HO.4 There is no significant difference between score of family adjustment of boys and Girls students with respect to their high secondary students.

Table:4 Mean scores on family adjustment with regard to boys and girls their high secondary of students.

Particular	N	Mean	SD	t	Level of Significant	
					0.05	0.01
High Secondary Boys Students	25	70.28	21.21	0.23	2.01	2.68
High Secondary Girls Students	25	71.64	21.07		NS	NS

* Insignificant at 0.05 and 0.01 level

As above mentioned, table No 4 shows that there is no significant difference between score of family adjustment of high secondary boys and high secondary girls students. The result is no significant so null hypothesis is accepted. The mean difference shows that there is difference between high secondary boys students (70.28) and high secondary girls (71.64) students.

HO.5 There is no significant difference between score of family adjustment of secondary and high secondary students with respect to their boys students.

Table:5 Mean scores on family adjustment with regard to secondary and high secondary students.

Particular	N	Mean	SD	t	Level of Significant	
					0.05	0.01
Secondary Boys Students	25	63.20	16.92	1.30	2.01	2.68
High Secondary Boys Students	25	70.28	21.20		NS	NS

* Insignificant at 0.05 and 0.01 level

As above mentioned, table No 5 shows that there is no significant difference between score of family adjustment of secondary boys and high secondary boys students. The result is no significant so null hypothesis is accepted. The mean difference shows that there is difference between secondary boys students (63.20) and high secondary boys (70.28) students.

HO.6 There is no significant difference between score of family adjustment of secondary and high secondary students with respect to their girls students.

Table:6 Mean scores on family adjustment with regard to secondary and high secondary students.

Particular	N	Mean	SD	t	Level of Significant	
					0.05	0.01
Secondary Girls Students	25	67.56	20.11	0.69	2.01	2.68
High Secondary Girls Students	25	71.64	21.07		NS	NS

* Insignificant at 0.05 and 0.01 level

As above mentioned, table No 6 shows that there is no significant difference between score of family adjustment of secondary girls and high secondary girls students. The result is no significant so null hypothesis is accepted. The mean difference shows that there is difference between secondary girls students (67.56) and high secondary girls (71.64) students.

CONCLUSION

- [1] There is no significant difference in family adjustment between secondary and high secondary students.
- [2] There is no significant difference in family adjustment between boys and girls students.
- [3] There is no significant difference in family adjustment between boys and girls students with respect to their secondary students.
- [4] There is no significant difference in family adjustment between boys and girls students with respect to their high secondary students.
- [5] There is no significant difference in family adjustment between secondary and high secondary students with respect to their boys students.
- [6] There is no significant difference in family adjustment between secondary and high secondary students with respect to their girls students.

Reference

Basu,s.(2012), “ Adjustment of secondary school students”, scholarly research journal for interdisciplinary studies, 1(3), 430-38.

Dr.Md.mahmood alam(2007), “study of impact of family on the adjustment of adolescents”, The international journal of Indian psychology, 192-194

Vishal,P. and Kaji,s.m(2014), “ Adjustment of boys and girls school level students in Ahmedabad.” , The international journal of Indian psychology, 2(1),31-37