CHAPTER 1
INTRODUCTION
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1.0 INTRODUCTION

Education is a journey which never ends; it starts with birth and continues till death. The all-round development of a nation depends on its education system. Education is a dynamic process to bring progress in all aspects of society. However the formal education of a person passes through certain stages and a student’s achievement in those stages can be related to the family relationship he/she has or home environment he/she is exposed to. In India our education system is divided into primary, secondary, and higher education. Although every stage has its own importance in shaping people’s life, the role of secondary education is very crucial, and family relationship is one of the important ingredients in that stage. Secondary education is the linkage between primary and higher education. This stage is the most important one because it falls within the adolescence period where children shape their personality and prepare themselves for future life.

Adolescence is the most crucial and significant period with rapid revolutionary changes in an individual’s life, i.e. in the individual’s physical, mental, moral, spiritual, sexual and social outlook. Adolescence has often been labeled as the period of stress and strain. According to James S. Ross, “Adolescence is best regarded as recapitulation of the first period of life”. The adolescent no longer exhibits the stability that marked his
later childhood. He is badly adjusted physically and mentally, being clumsy and awkward physically, and extremely moody in his behavior. Moving under the delusion that he is the focus of everyone’s attention, he is extremely self conscious and is given to blushing. In a word, like the infant he has to begin again the work of adapting himself to his environment.”

During adolescence, the physical growth and development reaches to its peak and human body finds its final shape. The growth and function of all other outer and inner organs also reaches to its maximum and almost all the glands become extremely active in this stage.

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger etc. once again an adolescent like an infant experiences emotional instability and intensity during adolescence. The physical growth and development being maximum, the strength of the body gives opportunity for maximum motor activity.

Adolescence is also the period of increased social relationships and contacts, whereas a child cares very little for the society, an adolescent develops a good amount of social sense. In adolescence the child enters a quite new field of social responsibilities. The society and parents place upon him new demands which sometimes confuse him and he fails to adjust successfully in the new role. Adolescents need guidance in the development of healthy social relations and for this purpose school is the most
appropriate place where a variety of activities can be organized to foster social
development.

Adolescence is also a period of maximum growth and development with regard to
mental functioning. Intelligence reaches climax during this period. With the
development of social and civic sense, the children during this period learn to behave
according to the norms of society and culture. The impact of religion and religious
practices is also felt for the first time at this age in one’s life\textsuperscript{1}.

“A balanced personality is a well-adjusted personality. An individual is required to
adjust to his total environment. For an adolescent, it means adjustment with parents and
other members of the family, adjustment with the teachers and the educational
institution, adjustment with society etc. Due to the reasons inherent in the adolescent
and prevailing in the environment and society, the adolescent experiences a number of
adjustment problems\textsuperscript{2}.

In course of development the adolescents has to make constant adjustment with the
society and there has been increasing influence of the peer groups and parents. Since
most of the time they remain with the family many times their values and behavior is
guided by their parents and elder family members\textsuperscript{3}.

Secondary education is the link between the primary education on the one end and the
university education on the other. It has to play a vital role in the educational system of

\textsuperscript{1} Mangal, S.K. 2008, Educational Psychology page 70-71
\textsuperscript{2} Bhatia, K.K. 2004, Psychological foundation of Education, page 122
\textsuperscript{3} Chauhan. S.S., 2004, Advance Educational Psychology, page 102
community. While the elementary education provides the basic information necessary for survival and higher education opens up the gates of the knowledge and may be an end in itself. Secondary education on the other hand is a connecting link between these two stages and seeks to provide further leadership to the society in the various walks of life. It not only prepares pupils for Universities and other Higher Education but also prepares for the world as well as life. Secondary education enables the pupils to take up vocations for earning livelihood and makes them good citizens and fit members of the family, community, nation and the world. Humayun Kabir has rightly said, "Secondary education has therefore, a vital role to play in any programme of education for the community. It provides teachers for both elementary and adult education. It also prepares pupils for the universities and other institutions of higher learning. Besides, it is the stage which marks the completion of education for the vast majority.\(^4\)

Although there has been a huge investment in secondary education both by state Government and Central Government the success and achievement of the students not only depend on institutional factors like infrastructure, teachers, amount of per capita investment but also some social and behavioral factors such as parental relationship, family background or home environment, education of the parents socio-economic status etc. Some of the factors, which are significant in terms of this study has been discussed below.

1.1 THE FAMILY RELATIONSHIP

Learning is a product, not only of formal schooling, but also of families, communities and peers. Social, economic and cultural forces affect learning and thus school achievement. A great deal of research on the determinants of school achievement has centered on the relative effects of home and school-related factors. Most findings have suggested that family background is an important determinant of school outcomes, whereas school characteristics have minimal effects. The family is the most important primary group in society. It is the simplest and the most elementary form of the society which is the first and the most immediate social environment to which a child is exposed.

The different educationists have emphasized the importance of family. Comenius has said that the first six years of the child are “the school of the mother’s knee”. He considered home as the centre of all types of education of the children. Rousseau considered mother as the true nurse and father as true teacher. Pestalozzi considered home environment as most effective.

The family is the “potential teacher of the good society”. It is the family as a social group which has the responsibility for creating an understanding among the children about their culture and to make them conversant with the conditions, problems and the issues of the changing culture.

It is generally accepted that the quality of family interactions has important associations with children's and adolescents' academic motivation and achievement,
and with young adults' eventual educational and occupational attainments. Thomas Kellaghan (1993) and his colleagues claimed, for example, that the family environment is the most powerful influence in determining students' school achievement, academic motivation, and the number of years of schooling they will receive. Similarly parents' involvement in learning activities has substantial emotional and intellectual benefits for children. He observes, however, that because supportive and strong families are significant for school success, teachers confront increasing challenges as many children experience severe family disruption and upheaval. Although it is acknowledged that families are perhaps the most substantial influence on children's school success, it is not always clear which family influences are the most important. In addition, research findings are inconclusive about the extent to which relationships between family interactions and academic performance are independent of a child's family background and family structure.

In the education of the child the family plays the most important role. The child is born in a family and this is the first agency through which he gets education in sociability. His social and moral development takes place first of all during his early life in the family. He becomes conversant with traditions customs etc. From his family members he learns to love the members of his family. Living with them he gets the primary knowledge of desirable and undesirable behavior patterns. He learns to seek and integration in the society and the feeling of love and hate develop in him. Whatever social experience the child gets in a family, it lays the foundation of his personality. From the psychological point of view the family influences upon
the child are of tremendous significance. The latent tendencies of the child first of all find expression in the family and if in the family he gets proper encouragement he is able to achieve adjustment in his adult life.

Psychologists, educators and sociologists all agree that the home environment is the most significant single influence on the social development of the child. The home is the best place for providing family life education. It is the most important agency that brings about socialisation. The family moulds the character and personality of the individual. The parents serve as the first socialising agent for their children. The family sets the stage for the development of many important personality characteristics, providing experiences both within and outside the home. The customs, traditions and beliefs of our society are first learnt within the family. Here the child first observes and then internalizes the values of the parents. Parents must manage the basic education of the child in emotional, personal and social matters. Young children who are raised democratically are active and socially outgoing. In a democratic home, there is not only freedom but also a high level of interaction between parents and children through the spontaneous expression of warmth. In short analysis the reward & punishment situation in the home should enable the child to predict which responses will be expressed and which will be inhibited in situation outside the home. In this way, the struggle between feelings of trust and mistrust is worked out in relation to the parents and it is by family members that this autonomy and initiative characteristic of our society is encouraged or denied. Proper and adequate affection, freedom and necessary control over the child’s behaviour will produce a better adjusted and socialised child. A happy home life
encourages the child, the feeling of security, cooperativeness and the ability to play with group. Home atmosphere is also responsible for child’s personality development, adjustment outside the home, success in school as well as in adult life because home is the child’s first social environment; it sets the pattern for his attitudes towards people, things and life in general. Furthermore, because the child identifies himself with the family members he loves, initiates their patterns of behaviour and learns to adjust life as they adjust. The pattern established in the home may be changed and modified as the child grows older but it will be a difficult task to completely eradicate it.

Fundamentally, therefore the parent child relationship is dependent upon parental attitudes. Children who become socially advanced as they grow older almost always come from homes where parental attitudes toward them were favourable and where a cordial relationship existed between parent and child. Such a relationship will produce a happy friendly child who is relatively free from anxieties and who is a constructive, social and interdependent member of the group. On the other hand, they are usually the products of unfavourable parent-child relationships. Proper social organisation depends upon proper organisation of families. Inadequate home environment is likely to cripple the personality of child from the point of his/her abilities and behaviour adjustments. The nature of the environment provides the necessary sensory inputs, stimulation and experimental basis for the development of perceptual skills and cognitive skills. The measures of specific aspects of the child’s home environment such as parental responsively and availability of stimulating
playmate were more strongly related to child’s development status than global measures of environment quality.

1.2 ADJUSTMENT

Man has highest capacity to adapt to new situations among all living being. In this process of adaptation man uses his maximum capacity to fight against the adversities of the environmental situations. When man becomes victorious, he is said to have been adapted to the environment. Thus, the term adjustment means reactions to the demands and pressures of socio-physical environment imposed upon the individual. The same demand is also exposed by the individual in the context of his environment. This demand may be internal and external or both. Thus, there is always a conflict between the demands of the individual and the demands of the environment. In every stages of human life adjustment is a major concern however it becomes significantly critical at the stage of adolescence. Since adolescence heralds a stage of rapid growth and development in terms of physical, sexual and emotional characteristics, adjustment problems are at their peak during this period. Most adolescents experience adjustment difficulties in emotional, social and educational aspects of their lives. Adjustment has been described by the Encyclopedia Britannica as a “behavioral process for maintaining equilibrium among one’s needs and obstacles offered by the environment” (Basu, 2012).

Every individual continuously struggle both for the inherent needs as well as and the forces outside his environment. It consists in the reduction of inner needs, stances and
strains. Individual needs differ from person to person and from time to time. He adjusts himself in the immediate environment to meet his needs and the nature of adjustment may vary based on his /her environments. This leads to lack of control over emotions and it results in emotional instability. Adequate emotional adjustment and willingness to learn to meet the requirements of the environment are fundamental success in life (Gill, 2014).

How far one is adjusted can be ascertained by one’s social development and adaptability to the social environment. Social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with one’s social beings, society and country.

Adjustment is a complex and multi-faceted concept. It refers to the dynamic processes that can ultimately lead to achievement of appropriate fit between the person and the environment. Adjustment involves ongoing learning cycles, which are usually triggered by significant, often negative, experiences (Anderson 1994; Kim 1995). These experiences are broadly focused on the environment (e.g. particular interactions with staff members and other students) or on the person (e.g. lack of confidence, homesickness), reflecting the person-environment fit perspective. While the characteristics and quality of the environment are very important, people are still seen as active agents who can potentially influence their environments and contribute to their own adjustment (Anderson 1994; Bandura 1986). Ultimately, as argued by McInnis (2001), students should share some responsibility for the quality of their education.
In a traditional view of the relationship between the actions of parents and the adjustment of their children, the former is the chief agent in determining the latter (within limits imposed by a generalized "human nature" and influences from peers and the wider culture). In the 1960s, a contrasting view was put forward in an influential paper by Bell (1968), who argued that children shape their parents' behavior as well. Moreover, since the 1970s it has become increasingly evident that typical differences between one child's behavior and another's are often associated with genetic differences between them (e.g., Loehlin, 1992).

Developmental research has indicated that how children behave in social situations is important for their social and psychological adjustment. According to studies sociable pro-social behavior is associated with peer acceptance, teacher-rated competence, and academic achievement (e.g., Morison & Masten, 1991). In contrast, aggression-disruption is associated with poor quality of social relationships and learning problems (e.g., Coie, Terry, Lenox, Lochman, & Hyman, 1995). In addition, shy-anxious behavior may contribute to difficulties in peer interactions and socio-emotional adjustment (e.g., Coplan, Prakash, O'Neil, & Armer, 2004; Rubin, Chen, McDougall, Bowker, & McKinnon, 1995). Therefore, it has been argued that whereas sociable pro-social behavior is adaptive and indicative of social competence, aggression and shyness-anxiety reflect externalizing and internalizing problems, respectively (Achenbach & Edelbrock, 1981; Rubin, Burgess, & Coplan, 2002).

Cross-cultural research has indicated the importance of social and cultural background for children’s socio-emotional functioning and adjustment (e.g., Chen et al., 1992).
However, social and cultural conditions for individual development are not static but rather constantly changing (Silbereisen, 2000) since the early 1980s, particularly in the last decade. During this period, developing countries like India, China has carried out a full-scale reform toward a market economy that allows for the adoption of many aspects of capitalism. The rapid expansion of the market systems to different sectors has led to major changes in economic and social structures. Consequently, there are increased variations in individual and family income, massive movement of the population, decline in the government control of social welfare and protection, and rapid rise in the unemployment rate and competition (e.g., Zhang, 2000). The social and economic changes correspond to the introduction of individualistic values and ideologies such as liberty, individual freedom, and independence, along with advanced technologies from nations in North America and Western Europe. These values and ideologies have been gradually accepted by many people, especially in the younger generation (e.g., Cai & Wu, 1999; Huang, 1999). In the changing perspective, ethical values, the role of the families lies tremendous in adjustment related issues of the adolescents. This study tries to explore the possible correlation between them.

1.3 SELF CONCEPT

Self-concept is an important concept of any child’s development. As children develop a sense of self and interact with and gain experience in the world, their self-concept is affected. The importance of self-concept within educational settings has been discussed
by several scholars and has led to the performance of studies examining the role of self-concept in school performance. (Oliva 1999)

Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (Woolfolk 2001). The self-concept comprises three main elements:

1. The identity of the subject or self-image, referred to as the perceptions of him/herself;
2. Self-esteem, which is related to the value individuals attach to the particular manner in which they see themselves;
3. A behaviour component, reflecting how self concept influences and formulates the individual’s behaviour.

The concept of self concept starts in a child from their family atmosphere. Good parent child relationship is based on conducive and healthy atmosphere of a home. The self-concept is not a finished product at birth. But is something which develops and how it develops, what its constituent attitudes are depends upon the family in which the individual is brought up with all the social norms of the group to which the family belongs and the education and experiences of each individual (Kaur et.al. 2009). Self concept has a great influence on personality development of an adolescent. If the family environment of an adolescent is not healthy it develops poor self concept which leads them towards lack of confidence. Self concept and family relationship has a
positive relationship (Lakshmi et al. 2015). Self concept of an adolescent helps in decision making and also positively related with academic performance.

1.4 ACADEMIC PERFORMANCE

The term Academic performance refers to the degree or level of success attained in some specific tasks, especially scholastic performance. Assessment of academic performance is largely confined to the evaluation in terms of information, knowledge and understanding. As the effectiveness of any educational system is measured to the extent the students involve in the system achieved, so in general performance refers to the scholastic or academic performance of the student at the end of an educational endeavor. In the present day educational system, performance of students is measured through examination conducted at the end of the academic year.

Literally academic performance means “to gain” or “to acquire” something more following some formal processes of activities under the guidance of some teachers. In our state academic performance is measured through examinations which are conducted by different boards i.e. SEBA, CBSE. The HSLC examination occupies a great place in our education system because it gives direction for higher education.

Research has consistently shown that family background characteristics such as socio-economic status (SES) as measured by parental education level, parental occupation and family income have an influence on school achievement (Coleman et al., 1966). A number of studies have found that a child’s home environment, specifically the existence of opportunities for learning, the warmth of mother-child
interactions and the physical conditions of the home, accounts for a substantial portion of the measured effects of family income on cognitive outcomes of children. The individual student characteristics such as student well-being, perception of the school environment, motivation, involvement in scholastic activities and student effort, gender, work and students’ perception of parental support and involvement all have significant effects on a student’s academic performance. Research has shown that student well-being in school affects both their behaviour and their examination results (Hoy and Hannum, 1997). Well-being of students in school depends on many factors, including their opinions about school rules and their relations with teachers and schoolmates. Student well-being may also affect other student-related characteristics, such as achievement, motivation, attitude towards study and effort.

Two different perspectives emerge in studies relating to the relationship between family variables and academic performance (a) the relationship between performance and socio family factors and (b) the relationship among achievement, learning processes, and how the family is involved in these learning processes. Within these perspectives of research again two kinds can be distinguished regarding parental involvement in children's education. First, some researchers attempt to show how parental behaviors affect children's motivation, self-concept, concentration, effort, attitude, and other characteristics. These researchers assume that parental variables will significantly affect their children's subsequent learning and achievement, once the children become aware of how they use their cognitive processes and strategies (Castejn&Prez, 1998; Hokoda&Fincham, 1995; Klebanov& Brooks-Gunn, 1992; Marjoribanks, 1975;
Morvitz & Motta, 1992; Patrikakou, 1996; Reynolds & Walberg, 1992; Strage & Brandt, 1999). Second, some researchers explore how parents become involved, either favoring or hindering the learning process via their influence on self-regulation behaviors (Feldmann, Martinez-Pons, & Shaham, 1995; Martinez-Pons, 1996; Zimmerman, Bandura, & Martinez-Pons, 1992). We omitted structural characteristics and focused on the analysis of parental involvement when examining family variables. Parental involvement criteria were developed according to six dimensions that are, in theory, closely related to students' motivation, attitude, and aptitude, as well as to the learning process itself. The six dimensions are (a) parents' expectations about their children's achievement, (b) parents' expectations about their children's capacity to achieve important goals, (c) parents' behaviors that reveal interest in their children's school work, (d) parents' degree of satisfaction or dissatisfaction with their children's level of school achievement, (e) parents' level and type of help provided when their children do homework, and (f) parents' reinforcement behaviors of their children's achievements.

Increasingly, researchers examine academic performance, in relation to socioeconomic background, family background, and family relationship (Bornstein & Bradley, 2003; Brooks-Gunn & Duncan, 1997; Coleman, 1988). White carried out the first meta-analytic study that reviewed the literature on this subject by focusing on studies published before 1980 examining the relation between family relationship and academic achievement and showed that the relation varies significantly with a number of factors and academic achievement measures (Byrne 1996).
The direction of causality between academic performance and family relationship has been the subject of considerable interest and speculation in educational psychology. As in case of adjustment and self-concept, family relationship and home environment can be crucial in shaping the academic performance of adolescents as well as his or her progress in all pursuits of life in many ways. Some of the areas where family relationship or home environment has bearings are mentioned below.

- Emotional security of a child is more or less related to the home environment he/she is exposed.
- Children can rely on to meet their needs - physical, psychological based on their home environment.
- Guidance in the development of socially approved patterns of behaviour.
- People they can turn to for help in solving the problems every child faces in adjustment to life.
- Guidance and help in learning skills - motor, verbal and social which is needed for adjustment.
- Stimulation of their abilities to achieve success in school and in social life.
- Sources of companionship until old enough to find companions outside the home or when outside companionship is unavailable.

The direction of causality between adjustment, self-concept, academic performance and family relationship has been the subject of considerable interest and speculation in educational psychology.
1.5 STATEMENT OF THE PROBLEM

Like the other parts of the country, the secondary education of the state are also not free from myriads of problems which many time hinder the students to achieve the desired objectives. Among the different factors that influence the academic performance, the family relationship is one of the very crucial in determining the level of performance of the student. The present study is an attempt to see how family relationship or parental influence can be related to adjustment, self concept and academic performance of higher secondary students of Kamrup District (Metro). In doing so, a survey has been conducted in the provincialised Higher Secondary schools of Kamrup District (Metro). The study for this purpose has been titled as Influence of family relationship on adjustment, self concept and academic performance of adolescents—a study. The objective of the study is to focus on the perception of family environment and it’s influence on adjustment, self concept and academic performance of adolescents.

1.6 OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

The major purpose of the present study is to examine the influence of family relationship on adjustment, self concept and academic performance of adolescents. Several terms have been defined operationally on the following way-

(a) FAMILY RELATIONSHIP

Family relationship is the bond among the parents and the children and their degree of association in all challenge and opportunities of life. In this study it refers to relationship of children with their parents.
(b) SELF CONCEPT

The term self concept refers to the picture or image a person has of himself. Here self concept is the accumulation of knowledge about the self, such as beliefs regarding physical, social, temperamental, educational, moral, intellectual characteristics etc.

(c) ADJUSTMENT

Adjustment frequently involves coping with new standards and values. In the technical language of psychology, getting along with the members of the society as best as one can is called adjustment. In this study how adolescent adjust with society in terms of emotional, social and educational dimensions has been discussed.

(d) ACADEMIC PERFORMANCE

The term Academic performance implies the attainment or performance in scholarly aspect. It is an act or process of performing in the field of academic side which can also be termed as performance in schooling or formal test condition. Here academic performance refers to the performance of students in the H.S.L.C examination conducted by SEBA.

(e) ADOLESCENTS

Adolescence represents a period of intensive growth and change in nearly all aspects of a child’s physical, mental, social, and emotional life. In this study the term adolescents means the students of xi of higher secondary schools.
1.7 AREA OF STUDY

The area of the present study i.e. Kamrup Metro district is one of the recently created districts of Assam consisting with the city of Guwahati and its neibouring areas. The district Kamrup Metro was created bifurcating the old Kamrup district in 3rd February 2003. The head quarter of the district is Guwahatipopularly known as the Gateway of North East India. It is the biggest city and the biggest business hub in North-East India and a node that connects six other north eastern states of Arunachal Pradesh, Nagaland, Manipur, Mizoram, Tripura and Meghalaya. The ancient cities of Pragjyotishpura and Durjaya (North Guwahati) were the capitals of the ancient state of Kamarupa under the Varman and Pala dynasties (Gait, 1906). Many ancient Hindu temples are in the city, giving it the name "City of Temples". Guwahati lies between the banks of the Brahmaputra River and the foothills of the Shillong plateau. From 1971 onwards when the state capital was shifted from Shillong to Guwahati, the city and the neighbouring regions witnessed manifold growth.

The total geographical area of the district is 955 sq. km. which includes five revenue circles viz. Sonapur Rev. Circle, Chandrapur Rev. Circle, Dispur Rev. Circle, Guwahati Rev. Circle, Azara Rev. Circle, 11 Mauzas and 332 villages. The total population of the district as per 2011 census is 12,53,938 numbers out of which 6,47,585 are male and 6,06,353 are female. Again the rural urban stratification of this population can be made as 10,37,011 numbers of urban population are there against 2,16,927 numbers rural population with an average density of 1313 persons per sq.km.
The district has been one of the major educational centres for entire North East India.
The literacy rate in the district as per 2011 Census is 88.71%. Out of that the male
Literacy rate is 92.13%, female literacy rate is 85.07%, urban literacy rate is
89.89% and rural literacy rate is 77.22%. The Kamrup metro district is one of the key
educational hub of the state. The city of Guwahati accommodates 5 universities, several
colleges including medical college, engineering colleges and a numbers of schools both
in private and govt. sectors.
Fig. 1.1: Location of Sample Schools in Kamrup metro District
1.8 SIGNIFICANCE OF THE STUDY

The Secondary Education which serves as a bridge between primary and higher education is expected to prepare young persons’ between the age group 14-18 in the world of work and entry into higher education. The Secondary Education starts with classes VIII-X leading to higher secondary classes XI and XII. The growing aspiration of families on preparing the adolescents and youths for tertiary education and competitive market economy as well, have put a premium on high quality secondary education. The demand for and expansion of secondary education that we are witnessing today are the result of namely two things, democratization of education and globalization. Three challenges facing secondary education are those of increasing access; improving quality of education and enhancing relevance of curriculum. However to a large extent the realisation of quality education as well as higher self concept among the students largely depends on family background.

Further within the secondary education, specially High School Leaving Certificate Examination and Higher Secondary Examination stage, plays a crucial role in shaping the future career of the adolescents as many students curve out their destiny based on their results in these two stages. However their academic performance very much depend on many other factors like family relationship, school environment etc.

The present study has been taken for the following reasons-
1. For Understanding the link between family relationship, self concept, adjustment and academic performance of adolescents which will give us a clear picture of these variables.

2. The present study which will analyse the family relationship and its impact on adjustment, self concept and academic performance, has significance as the state of secondary education in the most of the provincialised schools are in deplorable condition.

3. The study has further significance as a very few studies on the above mentioned topic have been carried out, especially in our state.

4. The study will not only explore the present scenario but also serve as a guiding line for the future research in this line.

Keeping these points in background, the present study has been entitled as Influence of family relationship on adjustment, self concept and academic performance of adolescents-a study.

1.9 OBJECTIVES OF THE STUDY

The objectives of study are-

1. To find out the variations in different areas of adjustment of the adolescents.

2. To find out the dimension wise variations of self concept among the adolescents.
3. To find out the dimension wise variations of parent child relationship of adolescents.

4. To study the influence of family relationship on adjustment of adolescents.

5. To study the influence of family relationship on self concept of adolescents.

6. To study the influence of family relationship on academic performance of adolescents.

7. To compare the adjustment, self concept and academic performance of boys and girls.

1.10 HYPOTHESES

The following hypotheses have been formulated to test the objectives of the study-

\[ \text{H}_1 \] There is difference among the pattern of different areas of adjustment of the adolescents.

\[ \text{H}_2 \] There is difference among the different dimensions of self concept of adolescents.

\[ \text{H}_3 \] There is difference among the different dimensions of parent child relationship of adolescents.

\[ \text{H}_4 \] Family relationship influences on adjustment of adolescents.

\[ \text{H}_5 \] Family relationship influences on self concept of adolescents.

\[ \text{H}_6 \] Family relationship influences on academic performance of adolescents.
There is difference in adjustment, self concept and academic performance of boys and girls.

1.11 DELIMITATIONS OF THE STUDY

The present study has been delimited as follows:

1. The study has been delimited on Kamrup district (Metro) only.

2. The study has been delimited to the adolescent boys and girls studying in the provincialised higher secondary schools under SEBA.

3. The study has been delimited to students studying in HS First year