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Impact of Residential Background over Adjustment of Adolescents

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Life is nothing but the series of adjustment and readjustment. The present social life is very complicated today. A modern human being has to struggle a lot to live in modern society, for this every human being tries to adjust with their own needs. All human behavior is motivated by needs, and we behave to adjust to these needs or to satisfy them. Rarely these needs are easily satisfied or thoroughly acceptable to us. When these needs are not satisfied conflicts are inevitable.

As long as we live, we shall encounter problems that will demand some kind of adjustment and it is a continuous process. We can’t avoid problems but we can only learn to handle them, and to face them bravely. We shall be able to handle them only as we learn more about adjustment.

Before we can understand how to adjust with ourselves or our environment we need to understand why it is necessary to adjust? We shall find the answer or these three questions, We shall learn to understand ourselves better, to understand other better, and to understand better the world, and the environment around us. In other words we need to study the adjustment process.

Adjustment refers to a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. It is imperative that adjustment will encourage certain changes so that the optimum relationship between the self and surrounding can be achieved and maintained. The process of adjustment can be described in terms of two factors:
1. The individual and his or her characteristics, including needs and desires as well as the competencies and skills that enable them to fill those needs.
2. The situation in which individual find themselves and the demand placed upon them by that situation.

Need and Significance of the problem

There is a rapid change in our society regarding education systems, value systems and technological advancement etc. that we have to learn and adjust accordingly. The effect of these rapid changes seems to be the greatest on those people who can comprehend most and yet are most immature, that is adolescents. It is fact that social, emotional and educational adjustment is directly or indirectly associated with the adolescents. It is seen that adolescents in general have problem of adjustment at home, school and society. Is this problem is associated with their residential background too i.e. their rural and urban location? The present study was conducted to find out answer to this particular question so that they can be helped in their adjustment process.

Definition of Terms:

Emotional adjustment: The behavior is colored by emotions. Emotional adjustment is attained by the individual when he is expected to behave according to societal expectations. Emotions have both direct and indirect effects on personality. The direct effects come from physical and mental disturbance, while the indirect effects come from the reactions of member of the social group towards the person who is experiencing the emotion.

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If the emotions are unpleasant such as fear and jealousy or if they are strong and uncontrolled, they are damaging to the personality pattern. If they are pleasant and if they are controlled in such a way as person’s physical and mental well being, they have a favourable effect on the personality pattern. Directly, the emotions affect the individual’s physical and mental functioning and his attitudes, interests and values.

**Social Adjustment:** As the individual's family responsibilities decrease and as their economic status improves, they are better able to engage in social activities than they were during adulthood. When family responsibilities and adjustments to work made an active social life difficult, many people, especially woman find that an active social life alleviates the loneliness they experience when their children are grown and have home of their own.

Middle aged people enjoy entertaining friends at dinners or parties, although much of the social life of middle age centers on gathering of members of the same sex. They tend to spend most of his time with his family, intimate friends and his children's newly established families. Socio-economic status is affected to social adjustment.

There are also sex differences in social activities. Men have more friends and acquaintances, than women but women have a more affectionate and a closer relationship with their friends than man have man belong to more community organization but women devote more time and effort to the activities of the family. Women have more social contacts with family members and relations than with outsiders. According to APA Dictionary of Psychology:

“Social adjustment is accommodation to the demands, restrictions, and mores of society, including the ability to live and work with others harmoniously and to engage in satisfying interactions and relationships.”

**Educational Adjustment:** Education Adjustments are the changes or supports that can be made to enable all students to learn and demonstrate: What they know, What they can do with what they know. According to APA Dictionary of Psychology:

“Emotional adjustment the condition or process of personal acceptance of and adaptation to one’s circumstances, which may require modification of attitudes and the expression of emotions that are appropriate to a given situation.”

**Objectives**
- To study the Emotional Adjustment of Adolescents with respect to their rural/urban location
- To study the Social Adjustment of Adolescents with respect to their rural/urban location
- To study the Educational Adjustment of adolescent with respect to their location rural urban location.

**Hypotheses**

**Ho-1** There is no significant difference in the Emotional Adjustment of Adolescent with respect to their rural/urban location.

**Ho-2** There is no significant difference in the Social Adjustment of Adolescent with respect to their rural/urban location.

**Ho-3** There is no significant difference in the Educational Adjustment of Adolescent with respect to their rural/urban location.

**Methodology**
- **Tools:** Adjustment is an individual's ability to cope with all kinds of situations in his environment. In the present study, adjustment was assessed by Adjustment inventory for School Students (AISS) as developed by A K P Sinha and R P Singh (reprinted 2012) which measured the variable in terms of three dimensions. It yielded a score for an individual on each dimension as well as on the entire inventory. Thus, adjustment was defined operationally in
terms of a profile of scores on its different dimensions. This profile was used in further analysis of data.

**Sample and Data Collection**

For the present research paper sample was selected by simple random technique from urban and rural higher secondary schools of Agra District. Total sample was categorized as under two category urban (250) and rural (150).

**Table: A ‘t’ test comparison of Rural and Urban Adolescents**

<table>
<thead>
<tr>
<th></th>
<th>Location</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Urban</td>
<td>275</td>
<td>3.69</td>
<td>3.26</td>
<td>NS</td>
</tr>
<tr>
<td>Adjustment</td>
<td>Rural</td>
<td>125</td>
<td>3.98</td>
<td>3.500</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>Urban</td>
<td>275</td>
<td>6.52</td>
<td>2.405</td>
<td>2.153*</td>
</tr>
<tr>
<td>Adjustment</td>
<td>Rural</td>
<td>125</td>
<td>7.07</td>
<td>2.387</td>
<td></td>
</tr>
<tr>
<td>Educational</td>
<td>Urban</td>
<td>275</td>
<td>3.49</td>
<td>2.595</td>
<td>1.988*</td>
</tr>
<tr>
<td>Adjustment</td>
<td>Rural</td>
<td>125</td>
<td>4.05</td>
<td>2.624</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.01 level

**Analysis and Interpretation**

From the above table it is clear that ‘t’ value for location (0.78) is insignificant, indicating that there is insignificant effect of location on emotional adjustment of adolescents. Therefore the null hypothesis Ho -1 was accepted.

The table further revealed that ‘t’ value for social adjustment (2.153) is significant at 0.05 level, indicating that there is a significant effect of location on social adjustment of adolescents. Urban adolescents mean (6.52) is better than the rural (7.07), because according to the manual scoring is reciprocal. Therefore the null hypothesis Ho-2 was rejected.

The table further revealed that ‘t’ value for educational adjustment (1.98) is significant at 0.05 level, indicating that there is a significant effect of location on educational adjustment of adolescents. Urban adolescents mean (3.49) is better than the rural (4.05), because according to the manual scoring is reciprocal. Therefore the null hypothesis Ho-3 was rejected.

**Findings**

1. This finding is based upon analysis pertaining to objective one of this study; where emotional adjustment of the adolescents with respect to their residential background was studied. It was inferred that the emotional adjustment of the adolescents doesn’t significantly differ according to their residential background, because emotion is a worldwide phenomena it does not effect by residential background.
2. This finding is based upon analysis pertaining to objective two of this study; where social adjustment of the adolescents with respect to their residential background was studied. It was found that urban adolescent have better social adjustment as compare to the rural adolescents, because urban adolescent have better reach to the resources than compare to the rural adolescents. Urban adolescent have more opportunity to escalate their social adjustment as they belong from a diverse and well articulated social milieu
3. This finding is based upon analysis pertaining to objective three of this study, where educational adjustment of the adolescents with respect to their residential background was studied. It was observed that urban adolescent have better educational adjustment as compare to their counterpart rural adolescents. The main reason behind this achievement is easy reach to the resources like media, social group, work shop, orientation programme, etc.

**Discussion and Educational Implications**

It is easy to study the emotional, social and educational adjustment of child; but it is difficult in case adolescents. During the period of childhood the individual is under the control
or supervision of another person because he is weak and helpless in carrying out his activities. The real difficulty is experienced in studying emotional, educational and social adjustment of adolescents because they do not want others to observe their behaviors which they claim as their private affair. In such kind of situation all the stakeholder should engage themselves in organizing such programme that can uplift the adolescents to prove their metal in adjustment.

Everybody wants to emotionally, socially and educationally accept by other person. If a person obeys social norms, belief and set of values we may call him well adjusted but if he satisfied his needs by antisocial means than he is called maladjusted (Chauhan, 2011). Parent-child relationship play a crucial role in the adjustment of adolescents, if a adolescents is adjusted in his family than he will also adjusted in society. Residential background effect the social and educational adjustment of adolescents, because residential background is related to environment and environment is directly proportional to social and educational adjustment, So all the agencies authority of system i.e. family, school and society etc should understand the importance of residential background to uplift the social and educational adjustment of adolescents. Teacher should not differentiate their students on the basis of their rural/urban background. The adolescents who belong to rural area they must be given extra attention and care by the teachers in the school so they can be better adjusted in classroom and their education.

Conclusion
On the basis of above discussions it can be concluded that the residential background significantly affect the adjustment of adolescents, According to their residential background, social and educational adjustment varies. Emotional adjustment does not effect by their residential background because emotion has nothing to do with the location, but there are some factors that affect the emotional adjustment of the adolescent especially in this period. Educational and Social adjustment significantly effect by residential background according to present study urban adolescent are better to their counterpart, So there is need of some urgent step to improve educational and social adjustment of adolescent in present rapidly changing scenario.

References:
Introduction

The family of individuaul is a continuous and universal social setting influencing the learning process of the child directly or indirectly. Family not only provides for the primary needs of the individual but is also an institution that look after the child,s socialization and initial education. It is here that his basic ideas and ideal are initiated, as well as attitudes towards himself and his associates that determine his later adjustment to school and other out of home situation are developed on other words it can be said that out of the various important aspects of learning the influence of family upon the childs ability to learn is very crucial. It is an established fact that family and family climate plays a significant and very crucial role in the development as well as educational and vocational attainment.

Family climate

The family is the oldest and the most important in all the institution that man has devised to regulate and integrate his behavior as he strives to satisfy his basic needs. The family is one of the primary groups of society concerned with face to face relationship. The term family is usually applied in both narrow and broad sense. In narrow sense it refers to the nuclear or immediate family, meaning parents and their children.

In the broad sense it refers to the extended family, meaning not only the parent and children but also such other relatives as grandparents, uncles, aunts, cousins, nieces and nephews. The infant begins his life under the fastering affection and care of his parents and other near and dear ones who are associated with the family. He receive the first lesson of his life in his family and tries to imbibe the habits, ideas and patterns of behavior of his family members. Family continuously influences him throughout his life. Family not only protects the child during its period of biological immunity, but it also serves as an institution. For the child socialization and initial education, family being the first and major agency of socialization, has
great influence and bearing on the development of the individuals. It has been shown in various studies that most of the children who are successful/great achievers and well adjusted come from families where sustaining wholesome relationship exit. So it is the home which sets the pattern for the child attitude towards people and society, aids intellectual growth in the child and supports his aspiration and achievement.

New websters dictionary (2004) Defines ‘family’ as a group of person, consisting of their children, ‘climate environment’ as the aggregate of all external and internal condition affecting the existence, growth and welfare of organism.

C.V.Good defines family climate as “The feeling tone present in any human relationship or social institutions”

In general the family climate refers to physical, social and emotional surroundings that the child focuses in a family. It refers to the “some total of the condition which surrounds the man” from the beginning of his life

Factors affecting family climate

There are various factors that effects the family climate and some of them are:

- **Family size** – Family size also affects the family climate. The family having few children and they are spaced three or more years apart, they have more protective upbringing than the family with two to three children close in age.

- **Family type** – There are two type of family existing in the society, nuclear and joint family. The children belong to nuclear families have lack of adult support which is available to joint family. This also supposed to affect to the personality development of children.

- **Sibling structure** – Number of sibling in the family has positive effect on family climate. Some research shows that sibling relationship becomes egalitarian during adolescent years and they perceive their sibling’s as important and inherent associates. The mutual shearing, respect and affection which prevails in the sibling relationship is an important component of family climate (Brody and Stone man 1990; Brody, Storeman Mc Coy and forehand 1992).

- **Ordinal position** – Ordinal position of the child also affect the family climate because first born children most often have desired
to more attention and affection from their parents and were jealous of their sibling that affect the climate of family.

- **Parents education** — Parents education has positive effect on family climate as high parental knowledge is linked to adolescent adjustment (Kers and Stattin 2000).

- **Parent occupation** — Parents occupation also effect the family climate. It has positive effect over family climate while mother occupation have negative effect, because during adolescent period children strive for independence and if mothers are housewife’s then their behavior can be controlled by the mother’s (Ratna Praba; 2005).

- **Family income** — Family income can be said as a strong factor that effect’s the family climate. The family climate of the higher economic starts is better than that of lower economic status. (Wimbush 1992, Mc Loyd, 1990).

**Academic achievement**

Today’s modern society expects everyone to be a high achiever. The key criteria are to judge one’s true potentialities and capabilities is perhaps scholastic/academic achievement. Academic achievement has become an index of future success. Academic achievement has been one of the important goal of the education process It is also a major goal, which every individual is expected to perform in all culture. Therefore it is putting a great pressure on the minds of individual and their parents. Academic achievement is defined as “The measure of what and how much an individual has learnt. It may be the quality or quantity of learning attained by an individual in a subject of study after a period of institution”

The dictionary of Education. Good (1973) defined “academic achievement as accomplishment or proficiency of performance in a given skill or body of knowledge” Thus academic achievement is an end product of learning whose level and performance are affected by various condition existing at the time of learning and its use.

**Relationship between family climate and academic achievement**

Thomas Kellaghan and his colleagues (1993) claim. That the family environment is the most powerful influence in determining students’ school achievement and the number of years of schooling they will receive. Family climate and academic achievement relationship seems to be just
as important for adolescent as they are for younger children. Although family climate and academic achievement relationship tend to wane during or even before children reach adolescence, such relationships continue to play an important role in youth outcomes. Aspect of family climate and academic achievement relationship include communicating with teachers and school personnel, attending school events, volunteering at school, and participating in parent – teacher organizations and leadership group. The extent to which parents attend and volunteering at school functions for example, has a constant positive impact on adolescent academic achievement (Jeynes 2005).

There are several reason why family climate and academic achievement relationship matter at middle and high school level. Involvement of parents and their presence at school helps the parents to monitor their youth’s academic and social progress. They also acquire information’s which they need to make decisions about their children’s academic future. There are various research that have been conducted over ‘family climate and academic achievement’ some of them are as follow:

- Fuligni (1997) Examined the impact of family background, and adolescents own attitude and behavior on the academic achievement of students from immigrant families with Latino, east Asian, Filipino, and European background. Result indicated that first and second generation student received higher grades in mathematics and English then their peers from native families. Only a small portion of their success could be attributed to their socio-economic background a more significant co-relates of their achievement was a strong emphasis on education that was shared by students their parents and their peers.

- Portes etal (1998) examined the influence of parent’s assistance on middle school student’s problem solving ability and academic achievement. The researchers found that a cooperative problem solving style of interaction between parents and child was significantly correlated with children’s intellectual performance in school.

- Fatima (2003) studied the relationship between the family climate and educational achievement tried to find out whether favourable home climate result in high academic achievement and whether the unfavorable climate leads to poor academic achievement. She found
out that there is no relationship between the type of climate and academic achievement of students.

- Khanam (2006) studied the relationship between family climate and academic achievement of the male and female student at the secondary school level she tried to investigate whether the unfavorable family climate result in poor academic achievement. The investigator did not obtain any significant relationship between the family climate and the academic achievement. The achievement of the male and female students was independent of the influence of the type of family climate (favorable or unfavorable).

- Manika Sharma (2011) studied the family variable as the predictor of students achievement in science. The result indicates that parental education, parental occupation and family size contribute significantly to the achievement in the science of the students.

- Anita N Chawla (2012) studied the relationship between family environment and academic achievement. Finding of study revealed that, family environment score was positively correlated with the academic achievement of the students.

**Conclusion**

From all above studies, it is clear that in most of the studies (Falguni1997, Porte et al. 1998, Manika Sharma 2011, Anita N Chawla 2012) family climate is positively correlated with academic achievement, while few studies Fatima (2003), Khanam (2006) etc. shows that family climate is insignificantly correlated with academic achievement of the children/adolescent. Family is considered as the social capsule in which feelings develop, personality is shaped, value are inculcated therefore it become the most potent force in developing the better outcome. It has been observed that healthy family relationship leads to good scholastic achievement. Hence we can say that family climate which parent establish with their children has a powerful influence on the all around development of the individual.
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