CHAPTER I

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"STUDY OF THE RELATIONSHIP BETWEEN PARENT-CHILD-INTERACTION AND ADJUSTMENT OF STUDENTS STUDYING IN GRADE VIIth IN FEW SCHOOLS OF BANGALORE CITY"

(India is a developing country, the progress of our country depends on the children who are the future citizens of the world. The parents statistics show that nearly 45% of the population contributes from children who are age groups of 13 - 15 years. The children have to be cared very much about their personality love and affection, behaviour of the parents is very important to built up the child's character. Education is an process of socialization to achieve the goal of knowledge.)

One of the most important functions of education is to make the students develop a skill within himself, so that he can effectively adjust. In this respect education become very dynamic and thus helps the individual to grow into successive stages of maturity. A child becomes aware of himself and his environment at large. This very awareness develops within him the needed capacity and skill to adjust himself if he were to be guided and directed properly. A child is a member of his home and class, at home before he realises himself as a member and his home life and school life is lived mainly in his environment. The life of young children to begin with
out into the world they become aware of their membership of a wider society composed of fellow villagers or citizens, fellow countrymen, and the whole human race.

(According to Herbert Spencer, he defines "Life is the continuous adjustment of the internal to the external conditions.")

Sheriff and Sheriff has defined, "a group as a social unit which consists of number of individuals who stand in (more or less) definite status and role relationship to one another and which possesses a set of values or norms of its own regulating the behaviour of individual members, atleast in matters of consequences of the groups.

Adolescence being such an important period in an individual's life it becomes necessary that every adolescent is given an opportunity to develop wholesome, personally satisfying and socially acceptable physical and mental status and emotional and social adjustment.

The type of environment provided to a child that is growing influences to a large extent, the development of personality characteristics of the child. In addition it either helps or hinders the natural growth of the children, who are continuously in conflict with parental demands and restrictions and who consider their home only as a prison and a source of frustration rather than a place of security and affection will find difficult to maintain their
academic life. Secondly, students who have failed to reach a satisfactory level of social adjustment will have difficulties in school. They will have to face frustrations and conflicts with the peers and teachers. The efforts of the individual makes to adopt himself to the environment to overcome frustration in achieving gratification of his needs may be called the adjustment process.

To be a good student, it is necessary to achieve first of all, a high level of personality adjustment, in which problems of physical, emotional, social, moral and spiritual nature and increased to a minimum. Students who are mal-adjustments in the above area cause too much emotional unhappiness, too many frustrations and conflicts which stand as an obstacle in the pain of intellectual effort, concentration, habits of study and sincere academic interest. This leads to lack of control over emotions and results in emotional instability. Adequate personal and social adjustment and the ability and willingness to learn to meet the requirements of home and school are of fundamental importance to academic success.

Adjustment is very important for every human being it is known that every organism tries to have a harmonious relationship with its surrounding in order to satisfy its
primary needs like thirst, hunger and security. This relationship is established by the constant efforts on the part of the organism in adjusting to its environment. Man has got a great part to play in the process of adjustment because some of the psychological needs like acceptance, affection, companionship, self-esteem etc., are to be satisfied in a socio-cultural set up. This is necessary to develop a healthy personality. As Allport (1962), rightly pointed out:

"Personality is the dynamic organisation within the individual of the psychological systems that determine his unique adjustment to his environment."

Therefore the individuals unique adjustment is the core of his personality. If this definition is carefully examined, it emphasizes on the relationship between the organism and environment.

The development of child and his adjustments are matters that concern not mostly parents but also teachers and adults who are interested in the welfare of youth and in the progress of society. It is imperative therefore, that parents gain as much understanding as possible concerning the various characteristics, needs, interests and growth of the child. To experience good personal and social adjustments depends upon the kind of guidance they receive during the pre-adult period or childhood stage.
As John Dewey comments (1967), "in growing cultures the effective people do not merely adjust to the environment but instead adjust the environment to themselves. Adjustment is a process of continuous interaction. It is integral part of living, both the organism and its environment is not static", so the process of adjustment is continuous.

Every society has a number of social institutions in fulfilling the needs of the members. Education is one of the components of the society, and its working effectiveness will depend upon the parents. Education is the process through which the culture of a society is transmitted from generation to generation. The home is a sub-systems of a society which educates its members in an informal way, where as the school is a formal institution established by the society to meet its needs. School in the modern times takes the major role in shaping the adjustment of students. A mutual relations between home and school is of immense help to the harmonious development of the child. Home provides experience which form a media through which the pattern of personality emerges. The behaviour of an individual is largely determined by the type of treatment given by the parents. Emotional adjustment is also important in determining one's personality.
Highlighting the same idea, Burgers and Locke, say family as "a group of person united by ties of marriages, blood or adoption and intercommunicating with each other in their respective roles of husband and wife". The family is the first socializing agency and as such as the unrevealed opportunity to shape the growing personality of the child. However, the child is never socialized only for and into his family of orientation, but into structures which extend beyond the family, though inter penitrating with it.)

Life is nothing but a process of adjustment. Every minute man meets with situations to which he has to adjust. If one fails to face any situation regularly adjusting to it properly, then one may face a number of problems of adjustment.)

Home adjustment is very important, since of formation of personality is largely determined by the attitude of parents and the home environment. Home provides experiences with patterns of personality emerges. The behaviour of an individual is largely determined by the type of treatment given by the parents and also the environment of the home in which he develops.

The proper adjustment at home leads one to lead a happy and meaningful content life and personality. So, family is very important in the development of favourable
or unfavourable behavioural pattern in children sudden changes, languages handicap, lack of food, love, affection, death of family members may cause painful adjustment problems. The kind of adjustment, a person makes is influenced by the adjustment he has learned to make at portions solution. It is possible that anxiety and frustration may be associated with children coming from homes in which there is tension or rejection. A real problem exists for a child of lower class family when it cannot adjust to the standard imposed by the school or teachers. In this context, it may be noted that parents have to help their children to have good adjustment. They may make the responsibilities of guiding boys and girls into improved ways of living and adjust.

It may be helpful if the parent-child relationship is conducive to good adjustment.

The social class has influences on adjustment. It determines not only the group with which he lives, but also the goals, aspiration and social skills of the individual child. There is evidence to show that children from low socio-economic status have more adjustment problems than the children from high socio-economic groups.

The child's adjustment affects the achievement measures of his performance, and measures of his intelligence. Many fail to recognise the significance of
this. In this situation a great psychologist by name Eliebeth Hurlock, points out that a well adjusted adolescent accepts responsibility and participates in each successive level with pleasure. He learns from defeats and can endure pain.

Adjustment will mean the behaviour patterns that enable a person to get along in and be comfortable in the social setting. The failure of home to guide children in making adequate adjustment has become a crucial problem. Many agencies and institutions in our cities are not strong enough to make up the lacks in such things as security, love, experience, discipline, control and identification. Modern children who comprise our future adult society, live in the midst of a dilemamic situation in life with material comforts and requisites never before known to man but a life with a dearth of meaning, of direction, of clear and definite purpose.

Social and cultural factors also contributes much to the process of adjustment. When the ego emerges in the child, the social awareness is crystallised and the child recognised the importance of the other individual for the fulfilment of both physiological and psychological needs. At the onset of adolescence, the individual is initiated into new and different social adjustment when the adolescent is confronted with new situations and
responsibilities. So a well-adjusted person at home and in society makes him to have paradise on earth.

GENESIS OF THE PROBLEM

Every society has a member of social and educational institutions to fulfill the needs of the society. Educational institution is one of the component of the society and its working and effectiveness depends upon the students, parents and also teachers. Many researchers have studied the factors like parental attitudes, child adjustment and socio-economic status.

There are nearly 42% of the population contributing from children to the future development of the country. Mal-adjustment manifests its character, consequences percent of children who are maladjusted. The factors contributing to mal-adjustment of children are many of which home and parents role is very important in this aspect.

In this connection, Levy's statement is typical, he states, "it is generally accepted that the most potent of all influences on social behaviour is derived from the social experience of the mother".

A number of excellent investigations on parent-child relationship, among which the works of Radke, Baldwin and his collaborators and Sears et. al., seems
particularly outstanding, but it is not disparagement of these studies. A review literature on parent-child relationships over the years 1929 to 1956 revealed at least 169 publications dealing with relationship between mothers and their children. Available information on father-child relationship by contrast was encompassed in 10 articles.

(The family has had to put more and more reliance on the educational system. Despite the changes there is a growing realisation that success at school depends upon what the family does to the child before he goes to the school. People generally accept the fact that the home have responsibility for the development of the child. The parents should co-ordinate their work, for the harmonious development of the child.)

(Mutual understanding is important from the point of view of parents also. Parents needs to know the various experiences that the child does at school in order to guide him properly at home. A face to face contact if established between parent-child interaction can do much to help the parents to discard their feeling of anxiety or inferiority and to encourage in their minds, the idea that their help is wanted and they have a vital contribution to make to the success of all that the home is attempting to do for their child.)
Mothers should be more active in all categories of help giving behaviour—focussing, encouragement, approval, prompting and answering problems for the child.

Individual differences in cognitive development have come to be considered the result of interactions between child's life experiences and the set of genes with he has been endowed. Some investigators have made efforts to identify antecedent conditions in the home which might be responsible for differences in children's personality as well as cognitive development. Thus, democratic homes, maternal acceleration and a warm positive family atmosphere have been reported to increase the rate of growth of children's intelligence and especially in verbal ability.

In supporting of the above said fact, Baldwin (1949) states that, "the mother is warmly doing and protective of the child or she is anxious and restrictive lest the child endanger himself or discommodate her". Child's behaviour and personality are determined by parental attitudes one would expect wide differences between the attitudes of parents of well verses poorly adjusted children.

Close co-operation between parents ensures the physical, moral, mental, social, intellectual, and emotional development of the child. When parents views are analysed it will be in a better position to
assess the factors that are promoting or hindering his progress.)

A close home co-operation helps the child to overcome many of his problems. One of the important problems especially of the adolescents is the turbulence of the students. Out of the important reasons is that there is lack of proper positive parent child interaction and personality development of children.

Inspite of eloquent eulogies of the home inacted practice family is rarely recognised as an educational agency. It is possible that sometimes the parents themselves are not aware of their role in educating their children parents who are jointly responsible for the welfare of the child have not accepted the fact, that parents have an active role to play in the school community.

At home not properly adjusted socially and emotionally and deviating given accepted code of conduct of that children may have health, home, social and emotional problems. Due to lack of proper adjustment he can not fit into normal class room atmosphere. The lack in adjustment requires early recognition and treatment. One of the main aims of school is to develop well adjusted citizens (U.S. Government Report, P.1).
Thus to direct the children to good adjustment symptoms of mal-adjustment which appears frequently must be located and the causes of mal-adjustment are to be found if students have to do the tasks smoothly. Any child which has an indication of mal-adjustment has to be given due treatment and care by parents.

This study was designed to furnish information about relationship between parental attitudes and child behaviour, one in which the children displayed certain adjustment problems and to establish differential attitudional patterns associated with two major dimensions of child behaviour disturbance. Both mother and father of the child who displayed adjustment difficulties were judged to be less well adjusted and sociable, less democratic and to experience more disciplinary contention than the parents of children with no manifest problems.

A pupil who is capable of adopting himself to the existing situation and makes best use of the opportunities available to him, and thus thrive as well in his life, may be regarded as well adjusted. Such a well adjusted pupil, can perhaps be able to develop a high sense of worth in himself and thus infuses confidence. Their confidence so graned gives him a greater scope for the knowledge of what he is capable and what he is not capable. What he should do and what he should not do,
which in turn help the teachers, parents, administrators and nation at large to gain fruitfulness from his capabilities. Thus make him a disciplinary, useful and happy citizen, which itself occupies the major role of education for all stages.

NEED FOR THE STUDY

India is a democratic country whose future depends on the children who are the future citizen of the country. Hence it is rightly said "todays children are future citizen". The percentage of population of children are contributed a lot to the population of India. Hence these children who are pillars of our nation should be properly moulded in a useful way otherwise it hinder the progress and development of our country.

There are many agencies that take part in shaping the personality of the child but home and school occupy a major part in shaping the personality of the child. The earlier times that is in the premative societies most of the part in upbringing. The child was taken care by home whereas the modern times this responsibility is shared by many other social institutions.

This is due to the fact that the duties which the parents showed that in earlier days in shaping the personality of the child is no longer acknowledged by them
in the present days. Instead school which the immediate agency next to family occupies the pivotal role in socialising the child to a proper useful adjusted personality.

Present day adolescent child is faced with lots of conflict and cultural friction. He is amidst confusion and becomes happy. This is due to the fact that he develops misunderstanding with his rights, duties and responsibilities. If the child is not helped at this juncture he becomes a social pathology to himself and to the society in which he lives. That is why we see that nearly 75% of the children in the modern times suffers from mal-adjusted characters. If this is not routed out from the personality of the child at this age, he will be facing immense problem in his life which will make him and the society and the nation at large and happiness.

Hence it is clear that mal-adjustment is crucial problem to be tackled and the school occupies the major role in taking this responsibility.

School may be viewed as an organisation that received two types of inputs from its environment.

1. Students, 2) teachers, materials and buildings. Among the other resources school uses the teacher, material and building to transform immature
personality of the child to a socialised self actualising skilled young adult which it then returns to the environment to enter economic and occupational organisations. It become the important duty of a formal organisation like the school to develop individuals who are characterised by qualities being responsible, well adjusted etc.

As the child spend a large part of its working hours in the school is the single most important agency of socialisation. If proper socialisation is not brought out in children, it will lead to social anamolies to the home to the society and to the nation. Majority of the children suffer from mal-adjusted character. Thus the environment of home plays a very important role in the adjustment of the students.

Home where the parents attitude is too harsh or dominate or to indulgent contributes to mal-adjustment of the child. Emotional imbalance shown by the parents lead to anxiety or nervous which are difficulties to over come by the best affords on the part of the child who likely to be demoralised and laps into laziness and indolence.

The attitude of the slackness, coarsiveness, impunctuality and erosion on the part of parents also makes the child irregular, deceptive and dishonest in his
home work. Children who lack proper home and social disobedience may also become irresistible, hostile and aggressive. As such they tent to become mal-adjusted.

(Study conducted by Koleman (1960), Elder H. Glen (1933), Brim (1958), and (1960), shows that there is significant effect of parents upon an adolescents value, academic adjustment, social adjustment, academic motivation and achievement. These studies further states that variation in personality of the child occurs due to variations in the parents attitude towards the upbring of their children.)

Study of Hoffman, L.W. Rossen and Lippitt R (1960) on parents cohesiveness, child autonomy, child's roles at school shows that parents contribute a larger part in their adolescent adjustment and development.

Study by Paathas Geogre (1957) on "Ethnicity, social class and adolescence independence from parental control" shows that adolescence characteristics due to parents of different ethnic background. Apart from this there are number of studies showing that parents play a great role in socialising or moulding the personality of the child. There are number of studies are available on parents responsibleness in bringing deliquency in adolescence.)
Study by Britten W. Clay (1952) shows that nature of the parents attitude is significantly related with adjustment characteristics of boys and girls. Hence some knowledge of parent-child interaction may altered significantly the attitude of teachers and pupils. Parental satisfaction in school compensate to some extent for defency at home. Hence the student who is mal-adjusted in the class room also. Such students tent to be withdrawn, inharient and not much interested in study. They become an important issue for the teachers to find out the remedial measures such that these students would become well adjusted person.

First two remedy the problem of mal-adjustment it is necessary to find out the route cause of mal-adjustment. Hence there is need to study the factors that relate to mal-adjustment and the pattern of mal-adjustment that exist in schools. The basic reason contributing the personality is the family and the parents.

Hence it crucial to answer that all questions such as:

1. What type of pattern of adjustment is noted among adolescence?
2. To what extent parents interaction with their children is related to their adjustment character?

3. How far the variation in home background of these children is related to their adjustment characteristics?

STATEMENT OF THE PROBLEM

"Study of the relationship between parent-child interaction and adjustment of students (girls) studying in grade VII in few schools in Bangalore City".

1. To study the extent of parent-child interaction pattern found among girls studying in VII standard in few schools of Bangalore City.

2. To study the pattern of home and social adjustment of VII standard (girls) students studying in few schools of Bangalore City.

3. To study the pattern of relationship between parent-child interaction and home adjustment of VII standard girls studying in few schools of Bangalore City.

4. To study the pattern of relationship between parent-child interaction and social adjustment of VII standard girls studying in few schools of Bangalore City.
5. To examine the relationship between birth order and age of the students with social and home adjustment of VII standard girls studying in VII standard.

6. To find out the type of relationship exist between family size and socio-economic status with social and home adjustment of VII standard girls studying in VII standard.

OBJECTIVES

1. To guage the pattern of parent-child interaction found among children studying in VII standard.

2. To guage the variations if any in the pattern of social and home adjustment of children belonging to high, middle and low socio-economic status.

3. To find out the variations in the patterns of social and home adjustment found among children of different birth order.

4. To find out the pattern of social adjustment among girls who are studying in VII standard.

5. To find out the pattern of home adjustment among girls who are studying in VII standard.

6. To find out the relationship of parent child interaction pattern and adjustment of VII standard children.
7. To find out the relationship of birth order and age with social and home adjustment of girls studying in VII standard.

8. To find out the relationship of family size and socio-economic status with home and social adjustment of girls studying in VII standard.

ORGANISATION OF THE STUDY

The purpose of this study, is to find out the relationship between parent child interaction and adjustment among girls who is studying in Grade VII in few schools of Bangalore City.

CHAPTER I deals with introduction, genesis of the problem, need of the study and objectives of the problem.

Chapter II discusses brief review of important studies done in this area followed by a focus of the present investigation.

CHAPTER III The methodology of treating of problem is discussed. In this connection, the Chapter gives a brief discription of the variables, the hypotheses set up for the study, the sampling procedures and the tool used for collecting data, administration and analysis of the data.

CHAPTER IV The analysis of interpretation of the collected data is presented. The data are analysed using statistical technique and the analysed data are presented in appropriate tabular form. The testing of each hypothesis by statistical techniques is followed by the interpretation.

CHAPTER V A summary of conclusion of the study is presented. This chapter also includes a educational implication and a few suggestions for future research.