CHAPTER V

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The purpose of this investigation was to study the relationship between parent-child interaction and adjustment of girls studying in grade VII in few schools of Bangalore City.

The children have to be cared very much about their personality, love, affection and behaviour of the parents is very important to build up the child's character. 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 starts life is the continuous adjustment of the child to the external condition.

The type of environment provided to a child that is growing influences to a large extent, the development of personality characteristics of the child. Life is nothing but a process of adjustment man every minute meets with situations to which he has to adjust. Home adjustment is very important. Since formation of personality is largely determined by the attitude to 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 parents and also the environment of the home in which he develops. Social and cultural factors also contributed much to the process by adjustment.
Parents should be more active in all categories, of help giving behaviour, focusing, encouragement, approval, prompting and answering problems for child.

**Background studies:**


With the help of the knowledge available in the related fields, the investigation contemplated on the following research design.

**OPERATIONAL DEFINATIONS:**

The investigator was mainly undertaken to find out the relationship between parent child interaction and adjustment of students studying grade VII. In relation to a few factors like social and Home adjustment, socio-economic status, family size, Birth order and age and parent
child interaction.

VARIABLES

The investigator is taken adjustment as a dependent variable and parent child interaction as an independent variable in this study.

Adjustment of an individual depends on many factors such as social and home adjustment, socio-economic status, age, family size, birth order and parent-child interaction.

Adjustment is treated as the dependant variable in the present study. Adjustment is considered to be developed and depended on some of these factors like parent-child interaction, age, socio-economic status, family size and birth order.

HYPOTHESES

The following hypotheses were framed to examine the relationship between variables.

1. There is no significant relationship between parent-child interaction and adjustment (Home and Social) of VII standard students.

2. There is no significant relationship between adjustment (Social and Home) and socio-economic status of VII standard students.
3. There is no significant relationship between adjustment (Social and Home) and family size of VII standard students.

4. There is no significant relationship between adjustment (Social and Home) and age of VII standard students.

5. There is no significant difference between adjustment (Social and Home) and Birthorder of VII standard students.

A set of 38 sub-hypotheses derived from the above major hypotheses were brought under examination and the hypotheses were tested with the help of data collected.

SAMPLING

The method for drawing the sample was stratified proportionate Random sampling technique. The population from which the sample for the study was drawn consisted of girls studying in grade VII in higher primary schools of Bangalore City.

Researcher has selected the available Schools in the different area of the Bangalore City, according to zonal wise. The sample consisted of 204 students who are
studying in grade VII. In which government, private and corporation schools were taken for the purposes of the investigation. 8 schools were selected according to zonal wise.

TOOLS

The tools used for the investigation of the problem to test the above framed hypotheses are parent-child interaction scale constructed by Kale's on parent child interaction, for socio-economic status- Dr.Kuppuswamy's scale (urban), To measure the social and Home adjustment of the students - adopted Bell's adjustment inventory has used.

ANALYSIS:

The method of analysis adopted for testing of the hypotheses was Pearson's product moment technique and t-test was used for the testing of hypotheses.

MAJOR FINDINGS:

1. It is found that there is no significant relationship between parent child interaction and home and social adjustment of VII standard girls.

2. It is found that there is no significant relationship between Home and Social adjustment and socio-economic status of VII standard girls.
3. It is found that there is a significant relationship between Home Adjustment and age but there is no significant relationship between Social Adjustment and age of VII standard girls.

4. It is found that there is no significant relationship between social and Home Adjustment and family size of VII standard girls.

5. There is no significant difference between the Home Adjustment and Birth order but there is difference in the social Adjustment among first born, Middle and last born students.

**Education Implications:**

The findings of the present study have helped to contribute knowledge about the relationship between parent-child interaction and Adjustment of girls in relation to variables like Socio-economic status of the parents. Age of the students, ordinal position of the child and also family size.

From the data it is found that nearly 33.3% come under who are very poor Home adjustment, 47.1 percent of the pupils fall under category of unsatisfactory adjustment. Only 19.6% pupils come under average adjusted group. So from this it is evident that nearly 80, percent of the pupils suffer from mal-adjustment regarding home
situations. This makes clear that children do not find home as a congenial place for developing their skills, attitudes and potentialities. Hence there is need to programme for children to solve the problems of Mal-adjustment which can be done by providing guidance and counsellor in the Schools. So as to illistic the problem from which the problems and from which the students suffering.

Teachers can be given information and training in understanding and treating the students. Parents also can be given guidance in the way that they have to make their children to have proper atmosphere at home.

Regarding Social Adjustment, it is found that nearly 9.8 per cent suffer from maladjustment and nearly 87.01 percent come under average adjustment and 5 per cent fall under aggressive adjustment. Hence it is clear that Social Adjustment is not very severe as we notice the Home Adjustment.

It is found that nearly 50 percent of the parents fall under low positive attitude towards child training practices and it is generally found that parents are mostly ignorant of training that they should give for creativity and how and when the rewards and punishments were given. This clearly shows that majority of the parents are not aware of their responsibilities and their roles that they have to play in upbringing of their
children. This can be brought out by frequent calling of parent-child association, by adult education, by giving programmes in audio-visual Media like Radio, Films and T.V. etc.

From the distribution it is found that the average family size is five, more the family size more in the adjustment problem specially the home adjustment is greater if the family size is more. Hence it is necessary to give knowledge about the family planning and its usefulness in bringing about better personality in children.

Children coming from low socio-economic status suffer severely from adjustment problem children coming from low socio-economic status suffer from social Adjustment than Home Adjustment. Among socio-economic status income contribute more to the adjustment problem. Hence it is necessary that the children coming from low Socio-economic status should be financially supported by giving Scholarships, freeships, allotment of free texts books, free uniform and free medicine etc. To increase the income status, the child can be trained from vocational efficiency by adding vocational training in the curriculum, so as to make the child the self-reliant.

It is interesting to find that higher is the age, more is the adjustment problem. It is clearly noted from
the data that children of more age suffer more of social adjustment than Home adjustment. It may be due to the fact that adolescent children at this stage when they are stepping towards later adolescent they face alter confusion in defining their role as students, as a daughter has the member of the peer group, as a member of the community and expectation of the home, School, church or temple and community etc. Specially girls face more social problems than home problems because many girls come from traditional families where in their socialisation, their values, beliefs and attitudes are different. Hence when they come and contact with different types of social environment. They face confusion and friction in adjusting themselves to the surrounding. Where as in Home the girls obey sincerely to their roles and regulations of the family without much trouble. Therefore the girls specially at the adolescent stage should be properly guided for developing proper adjustment character. For this the teachers should be trained and made aware of the problems of the adolescent and its solution. From the curriculum for example from moral education the children be taught the way and they have to adjust themselves to their social surrounding. Through core curriculum like work experience, group discussion and excursion. The children should be made to develop the self-feeling and use of other persons, the type of friendship they have to develop and the type
of enjoyment that one can have by participating in group activities. Through Mass Media communication also the children can be help to over-come the problems of adjustment.

From above it is found generally 75 percent of the children suffer from Social Adjustment and nearly 80 percent of the children suffer from Home adjustment and the causes for this is tracks from Home, School and the personality characteristics of the child. Hence to tackled this problem of adjustment multi-agency focussing in the signal goal working round the clock will help to solve it.

In a net shall we can put that to solve the problem of adjustment agencies like educational planners, School, teachers, curriculum, Mass Media and the child should worked day and night with enthusiasm and zeal will definitely abolish this problem of adjustment with that the pillers of the nation will be strengthen the progress and development of the country.

LIMITATIONS:

The study suffered from the following limitations:

1. Due to inadequacy of time the sample number is restricted to 204 only.

2. Students studying in grade VII and only girls were taken.
3. Only variables like parent child interaction age, Birth order, family size, Socio-economic status on adjustment is taken.

4. This study was limited to only VII standard students.

SUGGESTIONS FOR FUTURE STUDY:

1. The study could be extended to all grades and comparison study can be taken.

2. A study on a larger sample could yield more confirmed results.

3. Comparative study about the adjustment pattern and its correlates with different casts group can be taken.

4. A comparative study can be taken up to investigate the adjustment of rural and urban area.

5. A study of the adjustment of boys and girls can be taken up.