Adjustment Patterns Inadolescents In Relation To the Types of Family

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Abstract

The families in general and parents in particular, have often been deemed to be the most important support system available to the child. The prime aim of this study was to find out the differences in adjustment patterns between adolescents of joint and nuclear family. Total 320 boys and girls were randomly selected fromvarious high school of Karnal& Kurukshetra districts of Haryana state. The boys and girls were categorized as joint and nuclear family in relation to urban and rural areas. To find out adjustment pattern among adolescents Bell Adjustment Inventory (BAI) developed by Hugh M. Bell and adopted in Hindi by S.M. Mohsin and Shamshad Hussin was used. A 2x2x2 factorial design was applied and the data was analyzed with help of ANOVA. The findings reveal that there are no significant differences among various groups of adolescents in regard to sub aspects of adjustment.

Keywords: Adjustment, Adolescents, joint and nuclear family

Adjustment Patterns in Adolescents of Joint and Nuclear Family

Adjustment patterns in adolescents are shaped by the family environment, with significant differences observed between those from joint and nuclear families. In joint families, the presence of extended family members, such as grandparents, uncles, and aunts, creates a broader support system. This environment can foster a strong sense of community, shared responsibilities, and emotional security, aiding adolescents in developing social skills and coping mechanisms. However, the collective decision-making process and limited privacy can sometimes hinder personal autonomy and self-expression.

In contrast, nuclear families, typically consisting of parents and their children, offer a more intimate setting with focused parental attention. This can lead to greater independence and the development of self-reliance in adolescents. However, the limited social support within a nuclear family can result in feelings of isolation or increased pressure on the parents to fulfill all emotional and social needs. Adolescents in nuclear families may also experience a heightened sense of competition or expectation, which can affect their emotional well-being.

Both family structures present unique challenges and advantages that influence how adolescents adjust to changes, manage stress, and develop their identities. Understanding these patterns is crucial for parents, educators, and mental health professionals to support adolescents in navigating their developmental journey effectively.

Adjustment: Concept and Definitions

The concept of adjustment was originally a biological one and was used in Darwin's (1859) "Theory of Evolution". The term adjustment refers to the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Shaffer, 1961). Good (1959) state that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or according to the changes in the environment. In Webster's New Collegiate Dictionary. "It is stated that adjustment is to achieve mental or behavioural balance between one's own needs and the demands of others as a result of which the individual is put to a more satisfactory state." These meanings refer psychological and sociological implications of the term adjustment. In Encyclopedia Britannica (1768, Vol.I) it is stated that adjustment (in psychology) is the process of behaviour by which all creatures maintain an equilibrium between their needs and demands. It is therefore a harmonious relationship with the environment involving the ability to satisfy one's need and meet most of the demands physicalas well as social. Thus, we may say that adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. In other words, adjustment is a state in the condition of harmony arrived at by a person whom we call "well adjusted'.

Modern psychologist have defined and explained the term adjustment in a variety of ways. As described by **Boring (1996),** "Adjustment is a process by which a living organism maintains balance between its needs and the circumstances that influence the satisfaction of needs."

An adolescent's life is full of excitement and happiness but the family structure affect the social adjustment of an adolescent. Social adjustment requires the development of social qualities and virtues in an individual.Sometimes we face problem in making these social adjustment but they are important to maintain personal as well as social peace and harmony. Thus social adjustment maintain peace and harmony at home, school and society. The social adjustment is a complicated process for the individual. The image of adolescent age as a time of storm and stress, intense moodiness with the self has permeated both professional and lay perspectives on this development period. The most common forms are a lifelong commitment between man and woman. Social adjustment incorporates such as the ability to interact with others, interpersonal and human relationship, the ability to adapt oneself to social activities which entails confirming the rules and regulation of the society.

Adolescents: -Adolescence is a developmental stage marking the transition from childhood to adulthood, typically occurring between ages 10 and 19. It involves significant physical, emotional, and psychological changes, as individuals develop a stronger sense of identity and independence. The term "adolescence" originates from the Latin word "adolescere," meaning "to grow up" or "to mature." This period is characterized by puberty, increased cognitive abilities, and social role shifts. Adolescents often explore personal values, relationships, and career aspirations, making it a critical phase for personal development and social integration. The experiences during this stage shape future behavior and life choices.

Family-: The family serves as the foundational environment where adolescents learn social norms, develop emotional intelligence, and form their value systems. Different family structures provide

varying degrees of emotional support, communication patterns, and opportunities for socialization. These factors collectively influence the adjustment process.

1. **Nuclear Families:** In nuclear families, typically consisting of two parents and their children, adolescents often experience a close-knit environment with a focus on individual development. This family type fosters independence and self-reliance due to limited interpersonal dynamics. However, the lack of extended family members may reduce the availability of diverse perspectives and support systems, potentially impacting social and emotional adjustment.

2. **Joint Families:** Joint families, common in collectivist cultures, include multiple generations living together. Adolescents in joint families benefit from extensive social interaction and a broad support network. The presence of grandparents, aunts, uncles, and cousins creates an environment that fosters communal living, shared responsibilities, and emotional security. However, the hierarchical nature of joint families may sometimes hinder the autonomy and individual expression of adolescents.

Literature Review :-

Deepshikha and Bhanot (2011) studied role of family environment on socio-emotional adjustment of adolescent girls in rural areas of eastern Uttar Pradesh and found that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.

Basu (2012) conducted a study on adjustment of secondary school students.The findings of the present study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structureand medium of instruction in school.

Chauhan (2013) conducted a study on study on adjustment of higher secondary schools students of Durg district. The t-test results indicatethat there is significant difference in adjustment of higher secondary schools students and female students have good adjustment level as compared to the male students.

Sharma & Saini (2013) studied Health, social and emotional problems of college students. The findings of the studyrevealed that Girls are average in the dimensions of health and social adjustment and unsatisfied in emotional areas. Boys are average in the dimensions of social adjustment andunsatisfiedinhealthandemotionalareas.Thereisnosignificantdifferencebetween health, social and emotional adjustment of Girls and Boys. There is a significant difference between health and emotional adjustment of urban and rural college students but they do not differ significantly in social adjustment.

Devik (2013) found that significant difference exist in the emotional adjustment of the boys and girls and with regard to social adjustment no significant difference found between boys and girls of higher secondary school students

Rita Chopra and Nangru Poonam (2013) studied the family relationship in relation to emotional intelligence. The main purpose of the study was to study the relationship between parental acceptance behaviour and emotional intelligence of students, to study the relationship between parental concentration behaviour and emotional intelligence of students and study also study the relationship between parental avoidance behaviour and emotional intelligence of the students. The sample consists of 300 students of class IX who were selected by simple random sampling method from four public

schools of Ambala, Karukshetra, Gurgaon and Faridabad districts of Haryana. Family relationship inventory by G. P. Shery and J. C. Sinha (1987) and emotional intelligence scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) was used for data collection. The study revealed that parental acceptance has significant relationship with emotional intelligence whereas parental concentration has no significant relationship with emotional intelligence and parental avoidance has negative but significant relationship with emotional intelligence.. Therefore, in the light of the above facts the present investigation will definitely fill the void of knowledge by providing fruitful information particularly in the area of adjustment- a most powerful indicator of success in life.

Makwana & Kaji (2014) conducted a study on Adjustment of Secondary School Students in Relation to their Gender. The result shows that there is no significant differencein homes, School and Emotional adjustment ofboysand girlsof secondary school student. But there is significant difference in Social adjustment of boys & girls secondaryschool students at 0.05 level. It means boys are better at Social adjustment better than girls.

Ramaprabou (2014) the study was undertaken to investigate effect of family environment on adjustment patterns. For this 70 adolescents studying undergraduate programmes were randomly selected from the Arts and Science Colleges of Puducherry. Family Environment Scale by Harpreet and Chadha (1993) and Adjustment Inventory for College students constructed and standardized by Sinha and Singh (1971) was used for data collection. Analysis was done by using one way ANOVA. Findings of the study revealed that family environment has significant effect on the adjustment patterns of the students.

Sharma (2015) conducted a study to find the effect of family climate on emotional and social adjustment of school students. The finding of the study revealed that there was no significant difference between social adjustment of students due to highly satisfactory family climate but highly dissatisfactory climate and there is significant difference between emotional adjustment of students due to highly satisfactory family climate and highly dissatisfactory climate.

Alam (2017) conducted a study to investigate the impact of family on the adjustment of adolescents. Descriptive survey method of research was used for collecting the data using Personal information schedule developed by investigator and Adjustment Inventory developed by Sinha and Singh. (1971). The sample comprised of randomly selected 120 adolescents (Nuclear Families: 60 and Joint Families: 60) studying in Xth class in Darbhanga town (Bihar). Descriptive and inferential statistics were used to compare the means between the groups. Findings of the study revealed that (i) there is significant difference between adolescents from nuclear and joint families on the measure of emotional adjustment (ii) there is significant difference between adolescents from nuclear and joint families on the measure of social adjustment (iii) there is significant difference between adolescents from nuclear and joint families on the measure of educational adjustment.

OBJECTIVES

The main objectives of study are as under:

1. To investigate the difference in various types of adjustment in the context of sex variable among student.

2. To investigate the difference in various types of adjustment in the context of area of residence variable among student.

3. To investigate the difference in various types of adjustment in the context of family type variable among student.

4. To investigate the internal effect in various types of adjustment in the context of sex, area of residence and family type variables among the students.

Hypothesis

In related to objectives of this study null-hypothesis are as under:

1. There is no significant difference in various types of adjustment in the context of sex variable among the students.

2. There is no significant difference in various types of adjustment in the context of area of residence variables among the students.

3. There is no significant difference in various types of adjustment in the context of family type variable among the students.

4. There is no significant difference in internal effect of various types of adjustment in the context of sex, area of residence and family type variables among students.

Method

Sample

In the present study, random sampling was used. First of all,sample was collected from 400 students. Out of them 320 were selected. In 320, there were 160 boys and 160 girls. Out of 160 boys, 80 were from rural area and 80 were from urban area. Same ratio applies to the girls as well. In each batch of selected 80, 40 were from joint family and 40 were from divided family. The samples were taken from different schools of Karnal and Kurukshetra districts of Haryana.

Tool:

For this purpose, the following test were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two inventories were used in research.

(1) Individual Datasheet: As per the aim of the present study, here individual datasheet was prepared in which name, age, gender, family type, residence was included.

 (2) Bell Adjustment Inventory: To check adjustment**Bell** adjustment inventory was used. It is developed by **Bell** and adopted in Hindi by S.M. Mohsin and Shamshad Hussin**.** This scale has four sub-factors, which are as under:

1. Family Adjustment

2. Health Adjustment

3. Social Adjustment

4. Emotional Adjustment

This scale has total 135 sentences, which measured in family adjustment health adjustment, social adjustment and emotional adjustment. Each part has 35,31,34 and 35 sentences. It has both negative and positive sentences.

Procedure:

The testing was done on a group of students. The whole procedure to fill the inventory was explained to them fully and clearly. The Instructions given on the inventory were explained to them. It was also made clear to them that their scores would be kept secret. It was checked that none of the subjects left any questions unanswered or that no subject encircled both the answers given against a question.

Research Design

The aim of present research was the study of insecurity and adjustment among student. For these total 320 students were taken as a sample. To check the main and internal effect of three independent variables 2 x 2 x 2 factorial design was used as given below:

Table: A

Factorial Design (2 x 2 x 2) (n = 320)

	A_1 (Boys)		A_2 (Girls)		**Total**
	B_1 (Urban)	B_2 (Rural)	B_1 (Urban)	B_2 (Rural)	
C_1 (Joint)	40	40	40	40	160
C_2 (Divided)	40	40	40	40	160
Total	80	80	80	80	320

Where A = Sex, A_1 = Boys, A2 = Girls

B = Residence Area, B_1 = Urban area, B_2 = Rural area

C = Type of Family, C_1 = Joint Family, C_2 = Divided Family

To study the influences of dependent variables under investigation on adjustment the 2 x 2 x 2 ANOVA has been used.

Result Table

Table-1 : ANOVA Table for Adjustment in relation to Sex, Residence and Family Type.

Variables	**S.S.**	**df**	**M.S.**	**f**

A (Sex)	2322.01	1	2322.01	3.34 (NS)
B (Area)	336.20	1	336.20	0.48 (NS)
C (Family)	171.11	1	171.11	0.25 (NS)
A x B	1209.01	1	1209.01	1.74 (NS)
A x C	192.20	1	192.20	0.28 (NS)
B x C	374.11	1	374.11	0.54 (NS)
A x B x C	16.20	1	16.20	0.02 (NS)
W_{SS}	216899.90	312	695.19	-
T_{SS}	221520.75	319	-	-

* $P < 0.05$,** $P < 0.01$, NS = Not Significant

$H0_1$:   "There is no significant difference on adjustment in the context of sexvariable among the students."

Table - 2: Showing the mean and 'f' value of Sex variable on Adjustment

Sr. No.	Variables	N	Mean	F
1	A_1	160	76.87	3.34 (NS)
2	A_2	160	82.26	

* $P < 0.05$, ** $P < 0.01$, NS = Not Significant

$H0_2$:   "There is no significant difference in various types of adjustment in the context of area of residence variables among the students."

Table - 3: Showing the mean and 'f' a value of Residence area variable on adjustment

Sr. No.	Variables	N	Mean	F
1	B_1	160	78.54	0.48 (NS)
2	B_2	160	80.59	

* $P < 0.05$, ** $P < 0.01$, NS = Not Significant

H0₃: **"There is no significant difference in various types of adjustment in the context of family type variable among the students."**

Table - 4: Showing the mean and 'f 'value of Family type variable on Adjustment

Sr. No.	Variables	N	Mean	F
1	C_1	160	80.29	0.25 (NS)
2	C_2	160	78.83	

* P < 0.05, ** P < 0.01, NS = Not Significant

H0₄: **"There is no significant difference in internal effect on adjustment in the context of sex, are of residence and family type variable among students."**

Table - 5: Showing the mean and 'f' value of Sex, Residence area and Family type variables on Adjustment

variables	A_1		A_2		f
	B_1	B_2	B_1	B_2	0.02 (NS)
C_1	72.55	81.10	83.82	83.70	
C_2	75.25	78.59	82.52	78.97	

* P < 0.05, ** P < 0.01, NS = Not Significant

Result and Discussion

According to ANOVA table of adjustment (Table-1) we find that the 'f' value of sex variable is 3.34. The mean of A_1 (Boys) received 76.87 and A_2 (Girls) received 82.26 (Table-7). The 'f' value of sex variable was not significant (Table 1 & 2). So we can say that first hypothesis is accepted. The 'f' value of residence of area is 0.48. The mean of B_1 (Urban) received 78.54 and B_2 (Rural) received 80.59 (Table-3). The 'f' value of residence of area was not significant (Table 1 & 3). So we can say that second hypothesis is accepted. The 'f' value of type of family is 0.25. The mean of C_1 (Joint) received 80.29 and C_2 (Divided) 78.83 (Table-4). The 'f' value of type of family is not significant (Table 1 & 4). So the third hypothesis was accepted.

In adjustment ANOVA Table we can also see that the internal effect of variables. The internal effect of A x B (Sex and Residence area) 'f' is 1.74, A x C (Sex and Type of Family) 'f' was 0.28 and B x C (Residence area & Type of family) 'f' was 0.54 which are not significant (Table-1).

The 'f' value A x B x C (Sex, Residence Area and Type of Family) is 0.02, which is not significant (Table 6& 10). The mean of $A_1B_1C_1$ is 72.55, $A_1B_1C_2$ is 75.25, $A_1B_2C_1$ is 81.10, $A_1B_2C_2$ is 78.59, $A_2B_1C_1$ is 83.82, $A_2B_1C_2$ is 82.52, $A_2B_2C_1$ is 83.70 and $A_2B_2C_2$ is 78.97 (Table-5).

Conclusion

The statistical analysis as mentioned above warranted the following inferences:

Hypothesis are accepted because no significant difference wasseendifferently.So it is inevitably complicated task to determine the proportion of insecurity and adjustment in person's character.

Suggestions:

Endeavour can be executed to analyze more than 320 data of sample with efficiency to attain better results. For the accumulation of information, variegated methods except questionnaires can be adopted. Selection of sample can be accomplished with the intake of different students from different state and district to ascertain their insecurity and adjustment. To crown the edifice of the research work, other method of selecting sample can be used.

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