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HOME ADJUSTMENT AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

Adjustment is a process that is supposed to lead to a person's happy and contented life. It establishes a balance between requirements and capacity to meet them, persuades those concerned to adapt their lifestyles to the demands of the circumstances, and provides the strength and capability to bring about desired changes in environmental conditions. The present study aimed to know the home adjustment among high school students. It also aimed to check home adjustment with reference to gender and residence area. High School Adjustment Inventory (HSAI) constructed by A.K.Singh and A. Sen Gupta (2011) was used. The sample constituted total 120 high school students out of which 60 were from boys students (30 urban area and 30 rural area) and 60 from girl students (30 urban area and 30 rural area). The data was collected from Ahmedabad District. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that, 1. The boys high school students group is having better home adjustment than girls high school students group, 2. The high school students of rural area group is having better home adjustment than high school students of urban area group and 3. There is no significant difference in the interactive effect of the mean scores of home adjustment with regards to the gender and residence area.

Keywords: Home Adjustment, boys students and girls students, urban area and rural area.

One of the chief needs of the adolescent is to attain freedom from the family and become an independent individual in his own way. It is very difficult, however, for most parents to give the adolescents the independence he needs or the responsibility, which he can easily carry in a limited way. This situation produces much parent-child conflict. The sources of conflict between adolescents and their parents involve such matters as the use of the family car, choice of friends, spending of money, hours of getting home at night, grades at school and ways of dressing. If parents themselves are emotionally disturbed, if their own marital relations are not well adjusted, if quarrelling and bickering are the order of the day, then there is certain to arise within an adolescent member of family a seething tempest, for which he may or may not find out solutions. Such home conditions are likely to result in youthful confusion, conflict and perhaps delinquent behaviour. Parental over protectiveness, apparent favouritism of one child over other, and inability of parents to understand some of their children's adjustment difficulties, parental example of undesirable attitudes or behaviour are some of the factors that give rise to adjustment difficulties among young people.

Concept of Home Adjustment: Though much used in day to day language, the term home is rarely used scientifically and defined conceptually. It is rather difficult to find an apt definition of the same because of its enormous complexity. The Germanic term “home” with its special connotation of warmth safety, and emotional dependence has no exact equivalent in any other language. “Home” can best be characterized by the presence of affinitive bonds within individuals that line settled persons to a network of interconnected social structure.

Adjustment means adjustment between satisfaction of needs and ones own environment and effectiveness of individual’s Endeavour (James Carlman). Adjustment is such a process through which individual establishes balance between factors affecting his needs and satisfaction of needs (Boring-Langfield).

Scope of Adjustment :

Individual - Many problems and difficulties arise at different stages in our life. Before adjusting to it one has to think of himself as an individual.

Needs - Everybody has some needs for development and intelligence motivated by these needs help to perform various activities.

Frustration - There is vast gap between individual’s needs and satisfaction. Man is too much ambitious. His needs are unlimited. His ability to satisfy them is limited.

Adjustment in School-College : The child passes his early child at home. As he grows he goes to school. School is a totally a new experience for the child. He has to adjust to various situations when he leaves his home and enters school. In school he has to adjust to wider community than family or home. A school going child has to adjust himself to his classmates, teachers, and study. Here he experiences a vast world. He learns to increase his adjustment competency. He has to adjust with rules, regulations and norms of school. He has to change his behaviour. He can not behave in school as he behaves at home. Child regulates his behaviour which helps him to adjust well and to develop his personality. With his arrival in college child’s age growth, development of physical and mental faculties start, wider area opens up for him for adjustment. Besides study he has to adjust himself with attraction towards opposite sex, to achieve something, and many other responsibilities. Unhappy and poor economic family condition also is responsible for adjustment. Individual feels difficulty in adjusting in such conditions.

Packiaselvi, P. P., & Malathi, V. A. (2017) conducted with the aim of exploring the relationship between social adjustment and the general achievement of 148 high school students. Descriptive and differential analyses were used to examine the investigation. The study concluded that there is no significant difference in their mean score of social adjustment and academic achievement based on mother tongue, gender, school location, family type, educational qualification of parents, occupation of parents, and monthly income of parents. This study will help teachers and administrators in the Coimbatore District look for ways to improve social adjustment among students in higher secondary school and its effect on their academic achievement.

Objective

The objectives are:

1. To Study of the home adjustment among the boys and girls high school students.
2. To Study of the home adjustment with regards to high school students of urban area and rural area.
3. To Study of the interactive effect of home adjustment with regards to gender and residence area.

METHODOLOGY

Hypothesis

1. There will be no significant difference in the mean score of home adjustment among the boys and girls high school students.
2. There will be no significant difference in the mean score of home adjustment among the high school students of urban area and rural area.
3. There will be no significant difference in the interactive effect of the mean scores of home adjustment with regards to the gender and residence area.

Sample

The sample of the present study constituted total 120 high school students out of which 60 were from boys students (30 Urban Area and 30 Rural Area) and 60 from girl students (30 Urban Area and 30 Rural Area).

Research Design

A total sample of 120 high school students equally distributed between gender and residence area from Ahmedabad District selected for the research study.

Showing the table of Sample Distribution

Residence Area	Gender		Total
	Boys students	Girls students	
Urban Area	30	30	60
Rural Area	30	30	60
Total	60	60	120

Variable

Independent Variable

1. **Gender** : Boys and Girls students.
2. **Residence Area** : Urban Area and Rural Area.

Dependent Variable : Home Adjustment Score.

Tools

High School Adjustment Inventory (HSAI) constructed by A.K.Singh and A. Sen Gupta (2011). The scale consisted of 150 items with 5 dimensions. The responses of 'yes' or 'no' are given in the answer sheet. There is no time limit for the test. But generally the students takes 40 to 45 minutes time in completing the test. Its has test-retest reliability 0.76 and split half reliability 0.82 and the concurrent validity correlation coefficient is -0.42.

Procedure

The permission was granted from various high school students for data collection in Ahmedabad District after the establishment of rapport, personal information and the 'High School Adjustment Inventory (HSAI)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

Result and DISCUSSION

Table : 1 The Table showing sum of variance mean 'F' value and level of significance of gender and residence area.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	3564.30	5.76	0.05*
SS _B	1	2539.20	4.10	0.05*
SS _{A*B}	1	229.63	0.37	N.S
SS _{Error}	116	71790.07	—	—
SS _{Total}	119	78123.20	—	—

*0.05=3.93, **0.01=6.85, N.S.= Not Significant

A = Gender,

B = Residence area

A₁ = Boys students

B₁ = Urban Area

A₂ = Girls students

B₂ = Rural Area

Table : 2 The Table showing the Mean Score of home adjustment of boys and girls students.

	A (Gender)		'F' value	Sign.
	A ₁ (Boys students)	A ₂ (Girls students)		
M	148.15	137.25	5.76	0.05
N	60	60		

The above table no.2 shows the mean score of home adjustment of boys and girls high school students. The mean score of boy high school students group is 148.15 and girl high school students group is 137.25. The 'F' value is 5.76 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to home adjustment and gender. It should be remembered here that, according to scoring pattern, higher score indicate batter home adjustment. Thus from the result it could be said that, the boys high school students group is having batter home adjustment than girls high school students group. Therefore the hypothesis no.1 that, "There is no significant difference in the mean score of home adjustment among the boys and girls high school students" is rejected.

Table : 3 The Table showing the Mean Score of home adjustment of residence area.

	B (Residence Area)		'F' value	Sign.
	B ₁ (Urban Area)	B ₂ (Rural Area)		
M	138.10	147.30	4.10	0.05
N	60	60		

The above table no.3 shows the mean score of home adjustment among high school students of urban area and rural area. The mean score of high school students of urban area group is 138.10 and high school students of rural area group is 147.30. The 'F' value is 4.10, which was found to be significant level at 0.05. This means that the two group interaction effect under study differ significantly in relation to home adjustment and gender. It should be remembered here that, according to scoring pattern, higher score indicate batter home adjustment. Thus from the result it could be said that, the high school students of rural area group is having batter home adjustment than high school students of urban area group. Therefore the hypothesis no.2 that, "There is no significant difference in the mean score of home adjustment among the high school students of urban area and rural area" is rejected.

Table : 4 The Table showing the interactive effect of the Mean Score of home adjustment of gender and types of family.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	144.93	131.27	0.37	N.S.
		B ₂	151.37	143.23		
N			60	60		

The above table no.4 shows the interactive effect of home adjustment among the gender and residence area. The mean score of boy high school students of urban area group is 144.93, boy high school students of rural area group is 151.37, girl high school students of urban area group is 131.27 and girl high school students of rural area group is 143.23. The 'F' value is 0.37 which was found to be not-significant level at 0.05. Therefore the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of home adjustment with regards to the gender and residence area" is accepted.

CONCLUSION

1. The boys high school students group is having better home adjustment than girls high school students group.
2. The high school students of rural area group is having better home adjustment than high school students of urban area group.
3. There is no significant difference in the interactive effect of the mean scores of home adjustment with regards to the gender and residence area.

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