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## Adjustment among Adolescent Girl Students of Secondary School with Respect to their type of Family

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### Abstract

The present study aimed to determine the difference of adjustment between adolescents girls students of secondary schools with respect to their type of family. For that purpose eighty adolescent girl students were taken from the randomly selected secondary schools, out of which forty from nuclear families and forty from joint families. All the participants were administered the adjustment inventory for measurement of their social, emotional and educational adjustment. The obtained data were analyzed and interpreted using statistical tool such as mean, standard deviation and t – test. The present study concluded that adolescent girl students from nuclear and joint families differ significantly on their scores of social adjustment as well as emotional adjustment. The nuclear and joint families adolescent girl students do not differ significantly on their score of educational adjustment.

**Keywords:** Adolescent girl, adjustment – social, emotional, educational, secondary school, type of family – nuclear & joint.

### 1. Introduction

Adjustment plays a vital role in the development of child. Adjustment is a dynamic and continuous process. No human being can live apart from his physical environment. There is action and reaction changing going on between the individual and his environment. Adjustment is a kind of interaction between the individual and his or her environment. In other word adjustment is a lifelong process and can be defined as a person's interaction with his environment. In the words of Lazarus - "Adjustment consists of the psychological process by means of which the individual manage or copes with various demands or pressures."

Adolescence period is a most important stage of a human being adolescence is the life stage between childhood and adulthood. Adolescence is a time of storm and stress, strife and strain. It is a time of physical /sexual changes and these changes may causes psychological discomfort. Adolescence-"The form used for a transitional period of life between childhood and adulthood. There is more controversy then agreement among psychologists regarding the exact beginning and end of adolescence." The adolescent is a problem himself than others. He /she is not adjusted to his / her new role in life and a result his /her confused and maladjusted.

Family is a basic and universal institution. Family is a construct of meaningful relationship-Eitzen (2003) [5]. Broadly speaking, the family in the India can be classified as the joint family and the nuclear family. Joint family – In joint families the network of relatives acts as a close – knit community. Joint families can include aside from parents and their children workload is equally shared among the family's members. The women are often housewives and cook for the entire family. Nuclear family – The term of nuclear family developed in the western world to distinguish the family group consisting of parents, most commonly a father and mother and their children.

Family interactions and relationship between family members play a pivotal role in the adjustment issues of adolescence (werner-2003) [23]. Today, Adolescent students have been portrayed more generally afflicted with more serious adjustment problems than the students in the past. Thakkar (2003) [21] significant difference was observed between rural and urban students in areas of family, health, home, personal, emotional adjustment. Shah and Gupta (1985) who concluded in their study that there is no significant difference between two types

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of family joint and nuclear with respect to adjustment. Kasinath (2003) <sup>[9]</sup> find out the difference among students who were well adjusted and mal-adjusted. Kannan (2006) <sup>[8]</sup> found that female students are better adjusted than male students. Kasinath (2003) <sup>[9]</sup> studied the male and female student's adjustment with academic achievement and found better social and emotional adjusted students had good academic scores. Mohanraj and Latha (2005) <sup>[13]</sup> found that family environment seemed to influence home adjustment and academic performance. Singh (2006) <sup>[18]</sup> found boys were significant better than girls in health adjustment. Manju Gehlwat (2011) <sup>[10]</sup> to study the adjustment among high school students (boys and girls) and found no significant difference in the emotional, educational and social adjustment. Balkrishna (2011) found that social adjustment is independent upon gender. Parmar (2012) <sup>[8]</sup> found effect of gender and category on the adjustment of secondary school students. Mawreen *et al.* (2011) <sup>[11]</sup> studied on school adjustment of students and found no significant difference between boys and girls in school adjustment. Yellaiah (2012) <sup>[22]</sup> found that there is a low positive relationship between adjustment and academic achievement of male and female students. Basu (2012) <sup>[11]</sup> aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of type of family. Chauhan (2013) <sup>[2]</sup> highlighted that female students have good adjustment level than male students of secondary schools. Devik (2013) <sup>[4]</sup> 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. The secondary school students are at a very precarious stage of their lives wherein they are still in the society. It is at this stage that they are most in need of their adjustment abilities. Thus, the present study aimed to determine the difference of adjustment between adolescent's girls Students of secondary schools with respect to their type of family.

**1.1. Objectives**

- Some special objectives are need to frame to study the problem. The main objectives are furnished as under.
- To study and compare the social adjustment of adolescent girls from nuclear and joint families.
- To study and compare the emotional adjustment of adolescent girls from nuclear and joint families.
- To study and compare the educational adjustment of adolescent girls from nuclear and joint families.

**1.2. Hypotheses**

- Keeping view the objectives of the present study following null hypotheses framed for the present research.
- There is no significant difference in adjustment ability between adolescent girls from nuclear and joint families with regard to social adjustment.
- There is no significant difference in adjustment ability between adolescent girls from nuclear and joint families with regard to emotional adjustment.
- There is no significant difference in adjustment ability between adolescent girls from nuclear and joint families with regard to educational adjustment.

**2. Method Sample**

The sample of the present investigation is drawn from the randomly selected different secondary schools of Junagadh city. The present study conduct on eighty girls students studying in secondary schools, with forty belonging to nuclear families and forty belonging to joint families. The sample was collected by using simple random sampling technique. The sample was consisting of only female students.

**2.1. Tools**

Personal information schedule developed by investigator was used to collect some necessary information like, age, gender, type of family, standard, area etc. Adjustment inventory by Sinha and Singh was used to measure social adjustment, emotional adjustment and educational adjustment. The test retest reliability was found to be 0.93.

**2.2. Procedure**

The present research conduct on eighty adolescent girl students of secondary schools. After establishing the perfect report with girl students the questionnaire were administrated with instruction regarding the method of answering the adjustment scale. After the complication of data the test was scored as per the procedure described respective test manual. All the participants were assured that their responses would be kept confidential.

**2.3. Statistical Analysis**

The investigator put the data edited and coded together in a carefully designed table for the statistical analysis mean, SD, and t –test were used to analysis the data. The result of analysis presented in the table 1-3.

**3. Results and Discussion**

**3.1 Findings related to hypotheses**

The aim of the present study was to investigation the difference of adjustment between adolescent girls from nuclear and joint families. The research findings are based on the responses of eighty participants. The following interpretation was made on the basis of the analyzed data. Ho1 'There is no significant difference in adjustment ability between adolescents girls from nuclear and joint families with regard to social adjustment.' The t-test was used to compare the score of social adjustment of nuclear and joint family's adolescent's girl students. The mean values of social adjustment obtained by nuclear and joint family's students were 9.06 and 7.13 and the t-value was 6.03 which were significant at 0.01 level. The results indicated that there was significant difference between adolescent girl students from nuclear and joint families. Therefore, the null hypothesis was rejected and it clearly indicated that social adjustment of girl students from joint family was better than the girl students from nuclear families.

**Table 1:** Showing results of t - value of social adjustment of two comparative groups of adolescent girl students from nuclear and joint families

Family Type	No.	Mean	S.D.	t-value	Sig.
Nuclear	40	9.06	1.03	6.03	0.01
Joint	40	7.13	1.79		

Ho2 ‘There is no significant difference in adjustment ability between adolescent girls from nuclear and joint families with regard to emotional adjustment.’ To assess this hypothesis t test was used. The results of t-test applied between the comparative groups, the mean scores of emotional adjustment indicates that adolescent girls students from nuclear and joint families differ statistically significantly on their emotional adjustment score as the t-value is (2.7) found to be significant at 0.05 level. Thus, the null hypothesis was also rejected and it clearly indicates that emotional adjustment of adolescent girl students from joint families was significantly better than that of adolescent girl students from nuclear families. The present study also concluded that adolescent’s girl students from nuclear and joint families differ significantly on their scores of social as well as emotional adjustment.

**Table 2:** Showing results of t - value of emotional adjustment of two comparative groups of adolescent girl students from nuclear and joint families

Family Type	No.	Mean	S.D.	t-value	Sig.
Nuclear	40	8.97	1.87	2.7	0.05
Joint	40	7.89	1.6		

Ho3 ‘There is no significant difference in adjustment ability between adolescent girls from nuclear and joint families with regard to educational adjustment.’ To assess this hypothesis t-test was used, from table-3 it is observed that the mean value of emotional adjustment score of nuclear families girl students is 6.18 and joint families girls students is 5.79 as the t-value (1.5) it found to be not significant. Hence, the null hypothesis is accepted and it clearly indicates that there is no significant difference in educational adjustment between adolescent girl students from nuclear and joint families. As regarding the social and emotional adjustment statistically significant differences found between two comparative groups. But as regarding the educational adjustment the adolescent girl students from nuclear families do not differ as compare the adolescent girl students from joint families. Good adjustment is necessary for all round development of an adolescent.

**Table 3:** Showing results of t - value of educational adjustment of two comparative groups of adolescent girl students from nuclear and joint families

Family Type	No.	Mean	S.D.	t-value	Sig.
Nuclear	40	6.18	1.10	1.5	N S
Joint	40	5.79	1.24		

**4. Conclusions**

On the basis of data analysis and findings the following conclusion can be traced out.

There were significant differences between adolescent girl students from nuclear and joint families in relation to their social adjustment.

As regarding the emotional adjustment there were statistically significant differences between adolescent girl students from nuclear and joint families

There were no significant differences between adolescent girl students from nuclear and joint families in relation to their educational adjustment.

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