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A Study of Home Adjustment among High School Students

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Abstract
In this study, an attempt has been made to study the home adjustment of high school students. Home adjustment scale standardized by Ratna Swarupa has been used to measure the Home adjustment of high school students. The normative survey method has been followed to find out the home adjustment of high school students. The purposive sampling technique has been followed for the present study. The data collected was subjected to descriptive and differential analysis. The result of the analysis reveals that the Home adjustment of high school students of sub-samples viz. male and female, students residing at urban and rural area, students studying in government school and students studying in private parent income (10,000 to 20,000 and above 20,000), and students who belong to joint family and who belong nuclear family do not differ significant in their Home adjustment.

Keywords: Education, High School Student, Home Adjustment

1. Introduction
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 link settled persons to a network of interconnected social structure.

Review of the Literature
George, E.I. (1966) [4] carried out a comparative study of the adjustment and achievement of 10 years and 11 years schooling in Kerala state. Pupils of X Standard were drawn from fourteen schools, by stratified random sampling procedure. They were tested with two intelligence tests (verbal and non-verbal), two personality tests, two adjustment inventories (concerning the areas of home, health, social, emotional and school adjustment). Their SSLC marks were

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also obtained. The groups were compared with the analysis of variance and chi-square test. The main findings of the study were, the pupils with high intelligence were identified as better adjusted and high achievers in all the groups studied.

Kapoor, Rita (1987) [7] conducted a study on factors responsible for high and low achievement at the junior high school level. The sample consisted of 1396 students (696 boys and 700 girls) of age range 13 to 14 years from class VIII of recognized and Junior High Schools of Lucknow. The tools used to collect the data include Raven's progressive matrices test, Dr. S.P. Kulshreshtha's Socio-Economic status scale, and Dr. V. K. Mittal's Adjustment inventory. The marks in the Junior high school examination were taken as the criterion of academic achievement. The results show that the high achievers had better home, health, social, emotional and school adjustment. The overall adjustment scores of high achievers were significantly higher than low achievers.

Rani Mohan raj and Latha (2005) [9] investigated the relationship between family environment, the home adjustment and academic achievement in adolescents. A sample of 106 boys and 86 girls were assessed using the moos and moos family environment scale and Bell's adjustment inventory. Academic scores were taken from the school records. Family environment appeared to influence home adjustment as well as academic performance. Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in their perceptions regarding home environment.

Sample of the Study
The sample includes 148 male and 152 female high school students studying in government and private schools at Villupuram District in Tamilnadu.

Method of the Study
The normative survey method has been followed to find out the home adjustment of high school students. The purposive sampling technique has been followed for the present study.

Tool Used For Present Study
Home adjustment scale standardized by Ratna Swarupa has been used for the present study to measure the home adjustment. It is a five point scales, which includes 53 statements.

Statistical Techniques Used
The data collected from the sample has been subjected to Descriptive and Differential analysis.

Operational Definition of the Term Used
Home Adjustment
Home adjustment is the student's adjustive behaviour towards their home conditions pertaining to parameters such as home atmosphere, marital relationship of parents, family finance, sibling relationships, and parents attitude towards adolescent's social life.

Objectives of the Study
The study has the following objectives:
1. To find out whether there is any significant difference between male and female students in their home adjustment.
2. To find out whether there is any significant difference between the students residing at urban area and rural area in their home adjustment.
3. To find out whether there is any significant difference between the high school students studying in government school and private schools in their home adjustment.
4. To find out whether there is any significant difference between parents income (10,000 to 20,000 and (above 20,000) in their home adjustment.
5. To find out whether there is any significant difference between high school students who belong to joint family and those who belong to nuclear family in their home adjustment.

Hypotheses of the Study
1. There is no significant difference between male and female students in their home adjustment.
2. There is no significant difference between the students residing at urban area and rural area in their home adjustment.
3. There is no significant difference between the high school students studying in government school and private schools in their home adjustment.
4. There is no significant difference between the parents income (10,000 to 20,000 and (above 20,000) in their home adjustment.
5. There is no significant difference between high school students who belong to joint family and those who belong to nuclear family in their home adjustment.

Analysis of Data and Interpretation

Table 1: Mean, Standard Deviation and 't' value for the Mean Home Adjustment Scores of High School Students

S. No	Variables	N	Mean	SD	't' value
1	Male	148	28.71	2.34	0.50 **NS**
	Female	152	28.86	2.52	
2	Students residing at Urban area	140	28.55	2.47	0.82 **NS**
	Students residing at rural area	160	29.00	2.38	
3	Students studying in Govt school	116	28.94	2.43	0.89 **NS**
	Students studying in Private school	184	28.69	2.43	
4	10,000 to 20,000	162	28.79	2.45	0.01 **NS**
	Above 20,000	138	28.78	2.42	
5	Students belong to Joint family	152	28.82	2.44	1.02 **NS**
	Students belong to Nuclear family	148	28.75	2.43	

NS – Not Significant

The 't' value has been calculated to compare male and female high school students on home adjustment. The 't' value is found to be 2.43 (Table 1). It is not significant at 0.05 level. Hence it is concluded that there is no significant difference between male and female high school students on home adjustment.

The 't' value has been calculated to compare the high school students residing at urban area and rural area on home adjustment. The 't' value is found to be 0.82 (Table-1). It is not significant at 0.05 level. Hence, it is concluded that there is no significant difference between students residing at urban and rural area on home adjustment.

The 't' value has been calculated to compare the high school students studying in government school and private schools on home adjustment. The 't' value is found to be 0.89 (Table-1). It is not significant at 0.05 level. Hence, it is concluded that there is no significant difference between students studying in government school and students studying in private schools on home adjustment.

The 't' value has been calculated to compare the parent income (10,000 to 20,000 and (above 20,000) in their home adjustment. The 't' value is found to be 0.01 (Table 1). It is not significant at 0.05 level. Hence, it is concluded that there is no significant difference between parent income (10,000 to 20,000 and (above 20,000) in their home adjustment.

The 't' value has been calculated to compare the high school students who belong to joint family and those who belong to nuclear family in their home adjustment. The 't' value is found to be 1.02 (Table 1). It is not significant at 0.05 level. Hence, it is concluded that there is no significant difference between high school students who belong to joint family and who belong nuclear family in their home adjustment.

Major Findings of the Study
The following are the important findings of the study:
➢ There is no significant difference between male and female high school students on home adjustment.
➢ There is no significant difference between students residing at urban area and the students residing at rural area on home adjustment.
➢ There is no significant difference between students studying in government school and students studying in private schools on home adjustment.
➢ There is no significant difference between parent income (10,000 to 20,000) and (above 20,000) in their home adjustment.
➢ There is no significant difference between high school students who belong to joint family and those who belong to nuclear family in their home adjustment.

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