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A study to find the effect of family climate on emotional and social adjustment of school students

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Abstrce

The aim of the present study to find the effect of family climate on emotional and social adjustment of school students of XII class of district Faridkot and Moga. Descriptive survey method was cried out on 250 students studying in XII class schools of Punjab by random sampling technique used. Adjustment inventory (Bell 1989) and family climate scale (uniyal and veena shah 1982) were used as tool for data collection. T-ratio were worked out for interpretation of data. The finding of the study were no significant difference between social adjustment of students due to highly satisfactory family climate and highly dissatisfactory climate and there is significant difference between emotional adjustment of students due to highly satisfactory family climate and highly dissatisfactory climate.

Keyword: emotional adjustment, highly satisfactory family climate, highly dissatisfactory family climate, social adjustment

Introduction

Bloom (1964) says that the climate of family may be regarded as providing a network of forces and factors, which surround, and play on the individual. Uniyal & beena (1989) reported that the family- climate means an interpersonal relationship between the parents and the child. It includes the parent's attitude towards the child related to freedom Vsdestructiveness, dominance, Vs submission, acceptance Vs rejection, trust Vs distrust, warmth Vs coldness, partiality Vs fairness, expectation Vs hopelessness, open communication Vs controlled communication. It is also suggested that the development of any particular human characteristics is related to subset of the total set of the environment force. The home is in many ways a miniature world here are found forces that shape personality, the feeling that will determine the quality and quantity of relationships a child will from with his peer group and ultimately with his intimate adult companions. The homes establish rule ideas, morals and values by which the child comes to measure life those who shares his life space.

Concept of Family Climate

The world family climate means an interpersonal relationship between the parents and students. According to bloom (1989) the climate of the family may be regarded as providing a network of forces and factors which surround engulf and play on the individual. It was the over–all climates in the home, rather than single action that influenced behaviour. If the home climate tended toward coldness in one area it tended toward coldness in all areas. A wholesome relation among the family members is the first requirement. Evidently bad feelings between parents and children or between siblings such as resentment of parental discipline, rejection, favoritism, hostility and jealousy are bound to make adjustment to the home situation difficult. The willing acceptance of parental authority is the second requirement. Empirical studies indicate that the most adequately adjusted children are those who have a sound attitude towards parental discipline. The capacity to assume responsibility and accept restrictions is the third requirement. One must strive to help the family reach individual and group objective in the matters like success in school, religious aspiration, economic security, owning of a house, recreational pursuits, etc.

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In general, therefore, the family members Seed to develop mutual interest, cooperation and continuing enjoyment 'family activities and goals.

The term normal adjustment is used here to denote those ways of behaving and reacting that are common place and do not involve to any great extent the difficulties and negative characteristics associated with maladjusted and abnormal responses. Everyone recognize the difference for example, between a calm, deliberate attack on a problem and one i.e. disorganized, taking in direction and highly emotionalized. The worker who calmly accepts criticism and sets about correcting whatever deficiency exist is responding normally the students who doubles his efforts in order to overcome low grades, instead of rationalizing blaming his teachers or indulging in sour grapes is making a normal adjustment, the father who is patient with his children, understanding of their faults and weakness and sincerely interest in their welfare is adjusting normally to his role as a father.

Social and Emotional Adjustment
Social adjustment is the capacity to react affectively and wholesomely to social realities, situations and relations so that the requirements for social living are fulfilled in an acceptable and satisfactory manner. The need to recognize and respect the rights of sons in society is perhaps the most basic requirement. One can see that social conflict is the inevitable result of the failure to this fundamental principle. To get along with other persons and foster the development of lasting friendship are both necessary for effective social development. Social adjustment requires interest in and sympathy for the welfare of the other people. The virtue of charity and altruism, Which are one step beyond interest and sympathy, must both be practiced diligently and regularly for the sake of wholesome adjustment, a matter of fact all human virtue bear this close relationship to good adjustment, including such diverse traits as chastity, courage, fortitude, honesty, kindness, veracity, continence and humanity, etc. respect for the value and integrity of the laws, traditions and customs of society is also an important requirement of good social adjustment. To be emotionally mature signifies the capacity to react emotionally in terms of the requirement that a situation imposes. Negatively it means the avoidance or elimination of responses that are not suited to these requirements. The child reacts with tears, temper –tantrums screaming or vile language to difficult threatening or frustrating situations because he is immature and does not know how to cope with them. Adults react in these ways to similar situations, and we – classify the reactions as childish or immature. To be afraid of dark or thunderstorm to giggle at the remark of other to be emotionally engulfed by a movie or soap opera to engage in puppy- love relation, to be envious of the good fortune of others and to adore or idealize father or mother are common instances of emotional immaturity. A fundamental quality of emotional maturity is emotional control, without which emotional adjustment is impossible.

Sharma (1975) [1] Lack of family cohesion, working mothers family size emotional adjustment amongst the children and adolescents. Similarly, Stringham examined about the emotional needs of adolescents and reported that main needs are – love, acceptance, security, protection, independence, faith guidance and control. Desai (1991) [6] analyzed the traditional and changing norms cf the institution of family with reference to social ecology, family norms, socialization

and protecting individual rights and though the workshop method arrived at a curriculum on family and social ecology in India with detailed curriculum content and method of teaching and evaluation. In two subsequent workshops, a curriculum design on family ecology and polices in India with details of content were developed about family and interventions. These documents advocated ecological principles in family interventions, family ecology, family dynamics, family counseling, family therapy, violence, marital adjustment family conflict and several aspects of family life education. This is unique in its approach as regard curriculum development in family life education Monre, 2009). Identified social support as the most important factor in reducing negative affects, such as depression, loneliness, and anxiety. Social adjustment is fundamental for everyone, but particularly important for undergraduate students engaged in the process of individualisation from their home. Students' social adjustment to college and/or university has been linked to students' overall adjustment (Dyson, & Rank, 2006) [7] Social adjustment can be examined in terms of how well students function in their immediate environment, participation in social activities and their satisfaction with various social aspects of the university experience The social environment of college requires adjustment on the part of new college students. The student has to fit within groups the student cares about, both inside and outside the university (Law, 2007) [8] A person who identifies totally with being a student will care only about their place with other students, ignoring the values of any outside groups; someone who comes from a family that expects a university qualification will probably make friends in the university. The peer group is an especially powerful influence on new students' lives mostly because they have a need to replace family and community support systems with peer support systems They also reported that the demands of university study made students more fatigued than nine other occupational groups, including teachers, police, and medical practitioners Heath, (1968) emotional adjustment refers to the psychological distress and somatic symptoms associated with the adjustment process. He reported that freshmen are concerned with being part of the University. They also want to prove themselves to their peers. Proving oneself to peers often results in use of drugs and alcohol, sexual activity, and fear leading to non assertiveness and the compromising of values Kitzrow (2003) [10] noted that the number of university students struggling with mental health issues is increasing, with universities being labeled as "perfect" incubators of mental health problems. (Kasayira et al., 2007). Emotional adjustment effects achievement in an indirect way. Unstable and maladjusted students have been found to do less well in their studies in proportion to their intelligence than students who were well balanced. Failure to archive proper adjustment at university may be a precursor to psychological problems. Kasayira et al. (2007) [9] in their study on challenges faced by university students found that lack of finance to meet basic needs is a major stressor for university students in developing countries with other stressors including adjusting to university life peer pressure, time management and task management. Students who stay out of campus face additional stressors that included inefficient transport networks and accessing other university services. Singh (2006) [15] examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interactions effects.

Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school

Objectives
1. To find the effect of family climate on social adjustment.
2. To find the effect of family climate on emotional adjustment.

Hypothesis
- There will no significant difference in the social adjustment of students due to highly satisfactory family climate and highly dissatisfactory climate.
- There will no significant difference in the emotional adjustment of student due to highly satisfactory family climate and highly dissatisfactory climate.

Sample
A random sample of 250 students studying in XII class of senior secondary schools of district moga and faridkot of Punjab were taken as sample for this investigation.

Tools
- Adjustment inventory (Bell, 1989)
- Family climate scale (uniyal and Dr.Beena Shah 1982)

Statistical Techniques
The data has been analysed by applying t- test on order to find significant difference between highly, Satisfactory and dissatisfactory family climate on social and emotional adjustment

Data Analysis & Interpretation
Data have been analyzed in view of the hypothesis formulated above.

(1) Social adjustment

Table 1: Means and SD's of social adjustment scores of students of HSFC /HDFC

Students	N	M	SD	t	significance Level
HSFC	60	13.16	11.88	.45	N.S
HDFC	60	12.29	11.62		

Table 1 shows the comparison of HSFC and HDFC students regarding their social adjustment. The mean score of HSFC is 13.16 and SD is 11.88. The mean score of HDFC is 12.29 and SD is 11.62. Both the family climates are more or less similar by 0.87 differences of means. Valueof't' is 0.45, which is also insignificant.Data shown in table reveals no significant difference between HSFC and HDFC. It shows that family climate variable is not found as an influential determinant of social adjustment.

(2) Emotional Adjustment

Table 2: Means and SD's of emotional adjustment scores of students of HSFC/HDFC

Students	N	M	SD	t	Significance Level
HSFC	60	13.16	8.02	2.71	0.01
HDFC	60	10.02	4.18		

Table 2 shows the comparisons of family climate of HSFC and HDFC students regarding their emotional adjustment, the HSFC mean score is 13.17 and SD is 8.02. TheHDFC mean score is 4.18 HSFC mean score is significantly higher by 3.14. Value of't' is 3.14. Value of't' is 2.71, which significant at .01 level. The data suggest that emotional adjustment of students is influenced highly by their family climate. The student of HSFC is emotionally better adjusted than student of HDFC.

Findings &Conclusion
There is no significant difference between social adjustment of students due to highly satisfactory family climate and highly dissatisfactory climate. There will no significant difference in the social adjustment of students due to highly satisfactory family climate and highly dissatisfactory climate is accepted.

There is significant difference between emotional adjustment of students due to highly satisfactory family climate and highly dissatisfactory climate.There will no significant difference in the emotional adjustment of student due to highly satisfactory family climate and highly dissatisfactory climate is rejected.From the findings we conclude that family climate variable is not influential of social adjustment between highly satisfactory family climate and highly dissatisfactory family climate. It further shows a social adjustment not much differ between highly satisfactory and dissatisfactory family climate. The highly satisfactory family climate influence little more on social adjustment in comparison to highly dissatisfactory family climate. So the traits as chastity, courage, fortitude, honesty, kindness, veracity, continence and humanity, etc. respect for the value and integrity of the laws, traditions and customs of society is also an important requirement of good social adjustment is not much differ between highly satisfactory and dissatisfactory family climate. On the variable of emotional adjustment there is significant difference between highly satisfactory and dissatisfactory family climate, which revealed that highly satisfactory family climate student are better emotional adjusted than their counter parts. So the feeling tendencies to action impulses and psychological reaction is good in highly satisfactory family climate and jealous, inferiority, rejection worthlessness are dominating in highly dissatisfactory family climate. It shows highly satisfactory family climate impacton emotional adjustment

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