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Home adjustment of secondary school students of working and non-working women

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Abstract

The Secondary school students who are passing through the stage of adolescent is in a period of stress and strain. Generally in this period adolescent feel more difficulties of adjustment in relation to their home, school, society and health etc. IN fact, the mystery of our Indian mother's responsibility is to take care of their kith and kins and other family members. But in current situation it is based on purely vigilant multi role player specially caring and daring. So the present study was conducted to investigate the home adjustment of secondary school students of both working and non-working women.

Keywords: Education, secondary school students, home adjustment, working women, non-working women

Introduction

“Life is the continuous adjustment of internal relations to external relations”

Herbert Spencer

Life is a continuous process of adjustment. Every day we make countless adjustments, most of them apparently insignificant and many of them carried out more or less automatically, with no particular thought and often without awareness. In adjusting to life situations, the individual is required to harmonize his desires with reality. Lack of harmony between the individual and his environment leads to disintegration of personality and subsequent maladjustment.

Concept of Adjustment

Adjustment is the process of getting along with one's own self and with others. It is the process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment. Its aim is to gratify the needs by reducing frustrations and tensions to the lowest minimum. Whenever a child is restless, aggressive or impudent, he is making an adjustment to life. When his need is satisfied, he becomes well adjusted.

Children who have developed habits of success through experiences in problem situations and who possess an attitude of confidence in self, and who have willingness to co-ordinate their activities with those of others find no difficulty in maintaining a satisfactory level of adjustment.

Concept of Home Adjustment

The one social institution which influences an individual more is his home. The adjustment which is established by the individual in his home is called home adjustment. Home adjustment has been conceptualized as the quality of human interactions, from the child's point of view. It includes those aspects which foster growth and development, such as family, trust and confidence, sharing of ideas, making decisions, parental approval, parental encouragement, support, guidance, affection and approval of peer activities. The most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of his life at home. Home itself is a complex unit. The assessment of its psycho-social environment is not an easy matter.

Better home adjustment is that where parents provide more opportunity to understand things and situations and act according to their desires. Children receive maximum support and encouragement from parents; children rarely receive punishment and have less restriction. This kind of environment helps the students for better performance on various tasks. Rich environment and stimulation in the family are essential for each child for optimist, especially in the areas of social and cognitive development.

Problems of home adjustment among secondary school students

Secondary school students directly concerned with the most important period of human life that is "ADOLESCENT". Adolescent is that span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically. It is the period of development from the one set of puberty to the age of maturity. It is a period of transition when changes of attitudes and behaviour are mostly rapid. Stanley Hall calls this is the period of great stress and strain, storm and strife. Holling Worth calls this the period of temporary insanity. The main problems of home adjustment of secondary school students in this phase are parental opposition, broken home, sibling relationship, economic factors, physique, adoption etc.

Impact of Mothers (Working and Non-Working) in Home Adjustment of Secondary School Students

In the family the role of both working and non-working mother in the adjustment of child is very vital. A child usually spend maximum time with its mother. It is therefore, the mother alone who leaves a strong and a long lasting impact on the child and lays the foundation for its future development. She acts a model and the way in which she is perceived by the child determines many of the behavioral choices the child will make later. The early warmth and affection of a mother is associated with calm, happy and co-operative behavior of the child. She disciplines the child and guides it towards a career. A mother has more opportunities than the father to influence the child's growth and behaviour. It can be said that both working and non-working mother have both positive and negative impact on the home adjustment of children.

Review of related literature

Essig and Morgan (1975) conducted study on "Adjustment of daughters of working and non working mothers" and found that the girls whose mothers did not work were better adjusted in the area of family life and expressed strong feelings of love towards their mothers. In contrast there was no noticeable lack of love, understanding and interest between many of the working mothers and their daughters. Moharil (2000) [11] conducted study on "adjustment problems of adolescents of working and non working mothers and found that no significant adjustment difference existed among children of working and non working mothers, sex difference with respect to adjustment were insignificant. Lakhe (2005) [9] conducted a study on "effect of family climate on adjustment levels of adolescents of working and non-working mothers". The study revealed that the adolescents of the working mothers experience warmth, freedom and attention in their homes without any parental domination.

Sridevi and Beena (2008) conducted study on "adjustment and academic achievements of elementary students with respect to their mother employments status". and concluded that students not differ in adjustment wise but it was found that the students whose mothers are employed have achieved better than that of the students whose mothers are not employed.

Makwana and kaji (2014) [10] conducted study on "adjustment of secondary school students in relation to their gender" and finding of this study revealed that there is no significant difference in home, school and emotional adjustment of boys and girls secondary school students.

Rationale of the study

Adjustment is essential in different spheres of life like home, school and society. Now the question arises, whether the role of mothers has any impact on the adjustment of a child? The family members specially the mother is responsible for making the children adjustive. Traditionally the role of the mother was confined to the four walls of the home, but in modern times the role of women is quite different. At present the mother is leading a double role of working and home making.

As research studies indicates that working women have some positive impact like economical stability, good mental health of the children, good mental health of the family, better disciplined work behavior, better structure of family routines, good emotional climate in the families etc. due to which children are well adjusted at home. Similarly working women have some negative impact like, they give less time to their children, poor in physical and psychological health, working stress, parental conflict in the families etc. due to which children are less adjusted at home.

Non-working women also have some positive impact like availability of more time to children, good care and attention of mothers, Good physical and psychological health of the child, absence of working stress due to which children are well adjusted at home. Similarly non-working women also have some negative impact like instability of economics, instability of mental health of children, indiscipline work behavior and family routine, poor in emotional climate due to which children are less adjusted at home.

So the investigator developed a keen interest to conduct a study on home adjustment of secondary school students of both working and non-working women.

Statement of the problem

The investigator is keen to undertake the study entitled as "Home adjustment of secondary school students of both working and non-working women".

Operational definitions of the terms used

1. Home Adjustment

Home adjustment is the adjustment behavior of students towards their home conditions pertaining to parameters such as home atmosphere, marital relationship of parents, family finance, sibling relationship and parents attitude towards adolescent social life.

2. Working women

The term working women here refers to those women who are employed either in government and non-government jobs.

3. Non-working women

The term non- working women here refers to those women who confine themselves within household activities or not employed in any type of government and non-government jobs.

4. Secondary school students

Secondary school students mean those students who are studying in class ix and x.

Objectives of the study

To find out the difference between secondary school students of working and non-working women in relation to their home adjustment.

Hypotheses of the study

H01 There is no significant difference between secondary school students of working and non-working women in relation to their home adjustment.

Method of study

“Survey method was adopted by the researchers to study the home adjustment of secondary school students of working and non-working women.

Population

The population of the study consists all the students studying in class ix of government secondary schools of sambalpur district.

Sample

Sample of the study consists of 100 students of class ix from 9(nine) government secondary schools under Sambalpur municipality. Out of 100 students, 50 students (25 boys and 25 girls) of working mother and another 50 students (25 boys and 25 girls) of non-working mother were selected by adopting purposive random sampling technique.

Tools used for the study

The standard form of Home adjustment Inventory developed by Hugh M. Bell (1962)^[2] was used as a tool in the study.

Statistical techniques used

Descriptive statistics like Mean (M), Standard Deviation (σ), and Inferential statistics like “t” test were used by the researcher for the analysis and interpretation of data.

Analysis and interpretation of data

Home Adjustment differences between secondary school students (Boys+Girls) of Working and Non-working women

Groups	N	MEAN	S.D	S.E.D	‘t’ value	df	Level of Significance
All (Boys+Girls) Students of Working Women	50	9.56	4.78	1	3	98	0.05
All(Boys+Girls) Students of Non-Working Women	50	12.56	5.22				

From the above table it is revealed that the obtained ‘t’ value (3) is greater than the table value(1.98) at 0.05 level of significance. It means that the null hypothesis (H_0) is rejected and it shows that there exist significance difference between mean home adjustment scores of all students (Boys+Girls) of working and non-working women.

working women are better adjusted than that of non-working women at home.

Conclusion

In the present study it can be pointed out that all students (boys+girls) of working women are more adjustive than the students (boys+girls) of non-working women. Boys and girls of working women have no any significant difference in relation to their home. Girls of non-working women are more adjustive than the boys. Working mothers have to follow a fixed routine in relation to their working conditions and hence bring up their children in accordance with their routine that amounts to certain discipline. Non-working mothers may be because of lack of routine, pressure at home works etc., become a little slack and negligent of their children and fail to bring them up with encouragement and discipline.

Educational implications

As non-working mother has no wide range of social and professional contacts, the non-working mother is isolated from their immediate surroundings. These women experience break down from their supportive family and social network. They did not gave proper counselling to their children so these parents should arrange counsellors for their personal problems. They should also attain parents teacher meeting regularly and problems of their children should be discussed openly so as to resolve them collectively. Where school administrators understand the effects of changing family structure and they find the ways to promote child growth and development in this context. Then they will able to provide highly satisfactory climate at home by giving affection, security and freedom of decision

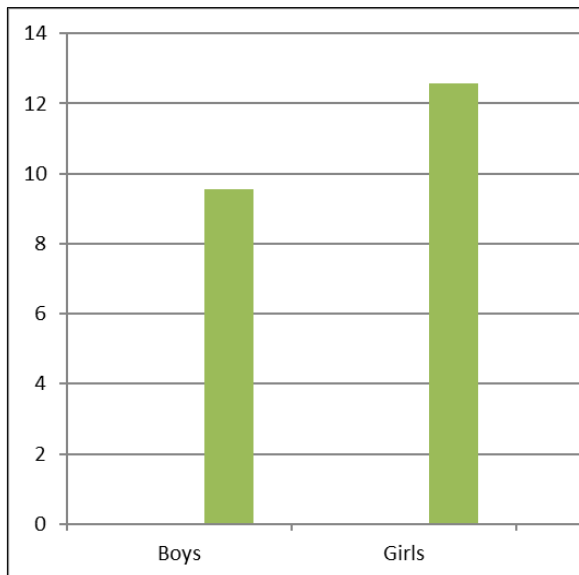


Fig 1: The above Figure Showing the Mean Score of All the Student (Boys+Girls) of Working and Non- Working Women

Findings

There is a significant difference between mean home adjustment scores of all students (boys + girls) of working and non-working women. These indicates that students of

making which help to enhance home adjustment of their children.

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