



## Full Length Research Article

### ADJUSTMENT OF ADOLESCENTS IN RELATION TO THEIR PARENT-CHILD RELATIONSHIP

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#### ABSTRACT

Adjustment is a process by which a person can maintain balance between his needs and circumstances. The present study was conducted with the purpose to see the adjustment of adolescents in relation to their parent-child relationship. The study was conducted over a sample of 200 randomly selected adolescents studying in class 9<sup>th</sup> of Samba District (J and K). Adjustment inventory constructed and standardized by A.K.P. Sinha and R.P. Singh and Parent-child relationship scale constructed and standardized by Dr. Nalini Rao were used to collect data. The collected data was analyzed with the help of 't' test. The results of the study showed significant differences in the adjustment of adolescents in relation to their parent-child relationship.

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#### INTRODUCTION

To lead a happy and satisfied life adjustment is an essential characteristic. Adjustment is a continuous life-long process. It is adaptation, achievement as well as process. It is a compromise between needs and circumstances. It is a harmonious relationship between the individual himself and the environment. Of various stages of human growth and development, adolescence stage is a very critical period of life. The period is marked by tremendous physical, psychological, behavioural, cognitive, emotional changes. These changes lead to various problems among adolescents. Adolescents often face problems with their parents, school, peer group etc. It becomes very difficult for the adolescents to cope up with these problems. These problems lead to mal-adjustments in adolescents. There is a need to understand these problems faced by adolescents. Parent and teachers are more responsible for the adjustment of the child. The important areas of adjustment are Home, Health, Social, Emotional and School Adjustment:

- Home Adjustment: A house consists of family which means parents, children and also grandparents. Each member in the home has his/her own personality which affects the others.

- Health Adjustment: Health is a source of satisfaction. Persons who have physical defects or deformities may develop various types of complexes and frustrations.
- Social Adjustment: Adjustment with others in the society is called social intelligence. Social adjustment is influenced by social maturity of the person. Social adjustment is the adjustment in the social situation. It is adjustment in all types of status and roles in all the social institutions.
- Emotional Adjustment: Emotion adjustment is also called personal adjustment. Emotion is the current of energy that is within us. Emotion may be defined as the stirred up an organism involving internal and external changes in the body. Our emotions control our behaviour. Emotion is a dynamic inner adjustment in the organism that operates for the satisfaction and welfare of the individual. Parent and teachers are more responsible for the emotional adjustment of the child.
- Educational Adjustment: Healthy environment in the school helps the persons in making school satisfaction of the child with the behaviour in of his class-fellow, teachers, and head of the institution, methods of teacher, discipline, time-table, co-curricular activities influences his adjustment.

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## Parent-child relationship

Parent-child relationship is a major determining factor in the development of personality and psycho-social development of children. Parent-adolescent relationship refers to the frequency and intensity of communication and interaction patterns between adolescent and their parents. The parent-child relationship consists of a combination of behaviors, feelings and expectations that are unique to a particular parent and a particular child. The quality of the parent-child relationship is affected by the parent's age, marital status and experience

## Review of Related Literature

Ahmadi and Ali Fathi-Ashtiani (2008) studied Educational Adjustment and Educational Motivation in Military and Non-Military Students is a meaningful difference between military and nonmilitary students in terms of familial adjustment, hygienic adjustment and total adjustment ( $p \leq 0.01$ ). Hamidi and Hosseinib (2010) studied Relationship between Irrational Beliefs and Social, Emotional and Educational Adjustment among Junior Students and result showed that there is an inverse significant relation between irrational beliefs and general, social, emotional, and educational adjustment. Adhiambo, Odwar and Mildred (2011) conducted a study on the relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya and results showed that there were no significant differences between girls and boys in school adjustment. Deepshikha and Bhanot (2011) studied Role of Family Environment on Socio-emotional Adjustment of Adolescent Girls in Rural Areas of Eastern Uttar Pradesh and found that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls. Singh and Agarwala (2012) studied educational adjustment among male children studying in Hindi and English medium schools and the study finding revealed that majority of respondent had highly significant difference between educational adjustments across medium.

Mahmoudi (2012) studied Influence of adjustment and self-esteem on family environment and findings of this study revealed that Indian and Iranian students differed significantly in all areas of adjustment. But with respect to health and emotional adjustment, Indian students were better adjusted, than their counter parts at Iran and in cases of social and home adjustment, Iranian students were better adjusted than Indian students. Goyat (2012) worked on Adjustment Level Among Primary School Teachers in Jhajjar District. In this study it has been observed that there is no Significant difference between male, Female and Rural, Urban Primary School Teachers. Peerzada (2013) studied Adjustment of Science and Social Science Higher Secondary School Teachers - A Comparative Study and the findings of the study showed that the social science teachers have more adjustment problems than science teachers. Sharma and Saini (2013) studied Health, social and emotional problems of college students. The findings of the study revealed that Girls are average in the dimensions of health and social adjustment and unsatisfied in emotional

areas. Boys are average in the dimensions of social adjustment and unsatisfied in health and emotional areas. There is no significant they differ significantly difference between health, social and emotional adjustment of Girls and Boys. There is a significant difference between health and emotional adjustment of urban and rural college students but they do not differ significantly in social adjustment.

Rajeswari and Eljo (2013) studied Emotional Adjustment of Adolescent School Students. The findings of the study revealed that there exists low level of emotional adjustment ability among the adolescent school students. Makwana and Kaji (2014) conducted a study on Adjustment of Secondary School Students in Relation to their Gender. The result shows that there is no significant difference in Home, School and Emotional adjustment of boys and girls secondary school student. But there is significant difference in Social adjustment of boys and girls secondary school students at 0.05 level. It means boys are Social adjustment better than girls. Gill (2014) investigated Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students and found that there is no significant difference between the educational social and emotional adjustments of special school Students belonging to boys and girls. Mansingbhai and Patel (2014) studied Adjustment and Academic Achievement of Higher Secondary School Student and results revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Significant difference is also existed between male and female adolescent on academic achievement. Mohanraj and Latha (2014) studied Perceived Family Environment in Relation to Adjustment and Academic Achievement. Academic performance was significantly related to independence and conflict domains of family environment.

Boys and girls differed in perception of the home and environment. Vishal and Kaji (2014) studied Adjustment of Boys and Girls School Level Students in Ahmedabad. The result shows that there is significant difference in total, home, social and emotional adjustment of boys and girls students at 0.01 and 0.05 levels. There is no significant difference in school adjustment of boys and girls students in Ahmedabad. Neeraja and Gill (2014) studied Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students and t-test indicated is no significant difference between the educational social and emotional adjustments of special school Students belonging to boys and girls. Devi (2015) studied Psycho-Social Problems of Adjustment among Highly Qualified Unemployed Youths—A Study. Literate unemployed youths have suffering from psycho-social problems. 2. Due to the lack of unemployment or suitable employment, youths become frustrated. 3. Due to frustration their behaviour change to either aggressive or apathetic instead of normal one. 4. Due to unemployment, their happiness of mind decreases day by day. 5. Parental high expectation sometimes stands as a problem for literate youths. 6. Moral and ethical ideology of literate unemployed youths subject to varies depend on their strong or weak willpower. Gul (2015) studied Impact of Socio-Emotional Adjustment on Academic achievement of Adolescent Girls in Jammu and Kashmir and findings of the study revealed that: (1) there is a positive and significant

correlation between socio-emotional adjustment and academic achievement of adolescent girls; (2) The socio-emotional adjustment of adolescent girls has a significant effect on their academic achievement; and (3) there was significant difference between rural and urban adolescent girls in their socio-emotional adjustment. Accariya and Khalil (2016) studied Socio-Emotional Adjustment of Learning-Disabled Students Undergoing School Transitions.

The findings point to three main concerns of LD adolescents regarding their transition to junior-high: A sense of isolation, a lack of social and adaptation skills, and a poor relationship with teachers. Kaur and Kaur (2016) studied Adjustment among Adolescent Girls Studying in Co-Educational and Non Co-Educational Schools and results of their study revealed that significant differences were found between the Adjustment of adolescent girls studying in co-educational and non co-educational schools for all the dimensions of adjustment i.e emotional, social and educational respectively. Kaur and Kaur (2016) studied Adjustment among Adolescent Girls Studying in Co-Educational and Non CoEducational Schools and found Significant differences between the Adjustment of adolescent girls studying in co-educational and non co-educational schools for all the dimensions of adjustment i.e emotional, social and educational respectively.

### Objectives

- To study Emotional adjustment of adolescents in relation to their parent-child relationship.
- To study Social adjustment of adolescents in relation to their parent-child relationship.
- To study Educational adjustment of adolescents in relation to their parent-child relationship.
- To study overall adjustment of adolescents in relation to their parent-child relationship.

### Hypotheses

- There is no significant difference in the Emotional adjustment of adolescents in relation to their parent-child relationship.
- There is no significant difference in the Social adjustment of adolescents in relation to their parent-child relationship.
- There is no significant difference in the Educational adjustment of adolescents in relation to their parent-child relationship.

- There is no significant difference in the overall adjustment of adolescents in relation to their parent-child relationship.

### Sample

For the present study a sample of 200 adolescents of 9<sup>th</sup> class studying in government and private schools of Samba District (J and K) has been taken up.

### Tools Used

- Adjustment inventory constructed and standardized by A.K.P. Sinha and R.P. Singh (1971) was administered. The inventory measures the adjustment of secondary school students in three areas of adjustment - Emotional, Social and Educational. The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment. Emotional Adjustment: High scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social Adjustment: Individuals scoring high are submissive and retering. Low scores indicate aggressive behaviour. Educational Adjustment: Individual scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.
- Parent-Child Relationship Scale developed and standardized by Nalini Rao (1989). The The test-retest-reliability coefficient ranged from 0.770 to 0.871 for boys sample and 0.772 to 0.873 for the girls sample over the ten subscales.

### Statistical techniques used

The collected data was analyzed with the help of inferential statistics such as Means and t-test.

## RESULTS

### Objective-1

- The first objective was to study Emotional adjustment of adolescents in relation to their parent-child relationship. The data related to this objective were analyzed by employing 't' test.

**Table 1. Showing 't' value of Emotional adjustment of adolescents in relation to their parent-child relationship**

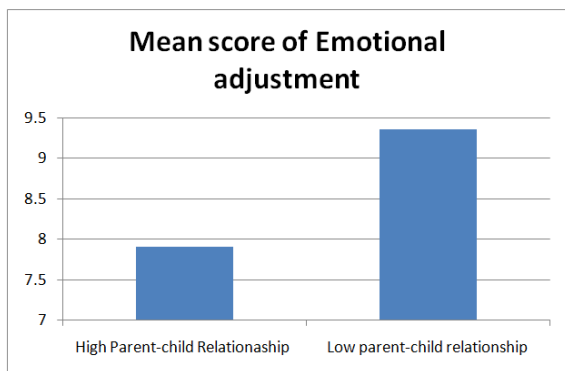
Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	't' value	Results
High Parent-child Relationaship	100	7.91	3.37	0.337	0.42	3.41**	Significant at 0.01 level
Low parent-child relationship	100	9.35	2.53	0.253			

\*Significant at 0.05 level \*\*Significant at 0.01 level

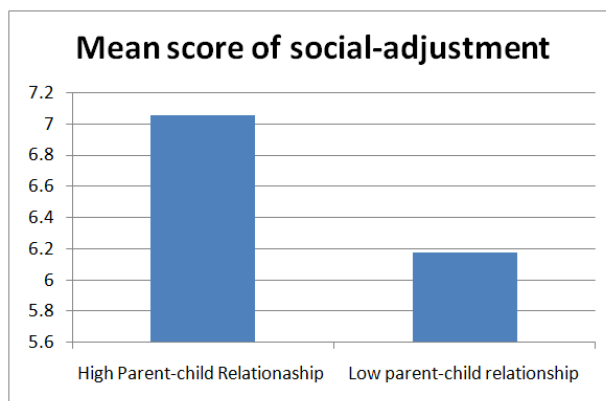
**Table 2. Showing 't' value of Social adjustment of adolescents in relation to their parent-child relationship**

Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	't' value	Results
High Parent-child Relationaship	100	7.05	2.50	0.250	0.32	2.71**	Significant at 0.01 level
Low parent-child relationship	100	6.17	2.07	0.207			

\*Significant at 0.05 level \*\*Significant at 0.01 level



**Graph 1. Showing ‘t’ value of Emotional adjustment of adolescents in relation to their parent-child relationship**



**Graph 2. Showing ‘t’ value of Social adjustment of adolescents in relation to their parent-child relationship**

Table-1 indicates that, the mean score of high parent-child relationship adolescents is 7.91 with S.D. 3.37 and the mean score of low parent-child relationship adolescents is 9.35 with S.D. 2.53, t-value comes out to be 3.41 which is significant at 0.01 level. It means there is significant difference in the Emotional adjustment of adolescents in relation to their parent-child relationship. Thus, the null hypothesis stating that “There is no significant difference in the Emotional adjustment of adolescents in relation to their parent-child relationship”, is rejected. Further the mean scores of low parent-child relationship is 9.35 which is significantly higher than mean scores of high parent-child relationship is 7.91. High mean score indicates untangle emotion as per adjustment inventory. Students with low scores tend to be emotionally stable. This indicates that the high parent-child relationship adolescents are emotionally more adjusted as compared to low parent-child relationship adolescents.

**Objective-2**

- The second objective was to study Social adjustment of adolescents in relation to their parent-child relationship. The data related to this objective were analyzed by employing ‘t’ test.

Table-2 indicates that, the mean score of high parent-child relationship adolescents is 7.05 with S.D. 2.50 and the mean score of low parent-child relationship adolescents is 6.17 with S.D. 2.07, t-value comes out to be 2.71 which is significant at 0.01 level. It means there is significant difference in the social adjustment of adolescents in relation to their parent-child relationship. Thus, the null hypothesis stating that “There is no significant difference in the social adjustment of adolescents in relation to their parent-child relationship”, is rejected. Further the mean scores of high parent-child relationship is 7.05 which is significantly higher than mean scores of low parent-child relationship is 6.17. Individuals scoring high are submissive and retering. Low scores indicate aggressive behaviour. This indicates that the high parent-child relationship adolescents are socially more adjusted as compared to low parent-child relationship adolescents.

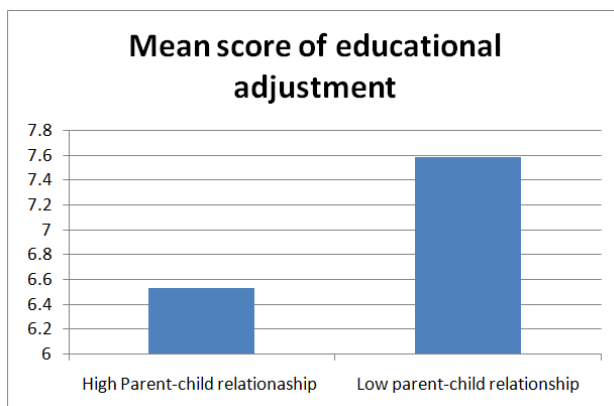
**Objective-3**

- The third objective was to study Educational adjustment of adolescents in relation to their parent-child relationship. The data related to this objective were analyzed by employing ‘t’ test.

**Table 3. Showing ‘t’ value of Educational adjustment of adolescents in relation to their parent-child relationship**

Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	‘t’ value	Results
High Parent-child relationship	100	6.53	2.98	0.298	0.41	2.55**	Significant at 0.05 level
Low parent-child relationship	100	7.58	2.81	0.281			

\*Significant at 0.05 level \*\*Significant at 0.01 level



**Graph 3. Showing ‘t’ value of Educational adjustment of adolescents in relation to their parent-child relationship**

Table-3 indicates that, the mean score of educational adjustment of high parent-child relationship adolescents is 6.53 with S.D. 2.98 and the mean score of educational adjustment of low parent-child relationship adolescents is 7.58 with S.D. 2.81, t-value comes out to be 2.55 which is significant at 0.05 level. It means there is significant difference in the educational adjustment of adolescents in relation to their parent-child relationship. Thus, the null hypothesis stating that "There is no significant difference in the educational adjustment of adolescents in relation to their parent-child relationship", is rejected. Further the mean scores of educational adjustment of low parent-child relationship is 7.58 which is significantly higher than mean scores of educational adjustment of high parent-child relationship is 6.53. Individual scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes. This indicates that the low parent-child relationship adolescents are educationally less adjusted as compared to high parent-child relationship adolescents.

#### Objective-4

- The fourth objective was to study overall adjustment of adolescents in relation to their parent-child relationship. The data related to this objective was analyzed by employing 't' test.

higher than mean scores of high parent-child relationship is 21.5. High mean score indicates poor adjustment as per adjustment inventory. This indicates that overall adjustment of high parent-child relationship adolescents are more as compared to low parent-child relationship adolescents.

#### Conclusions

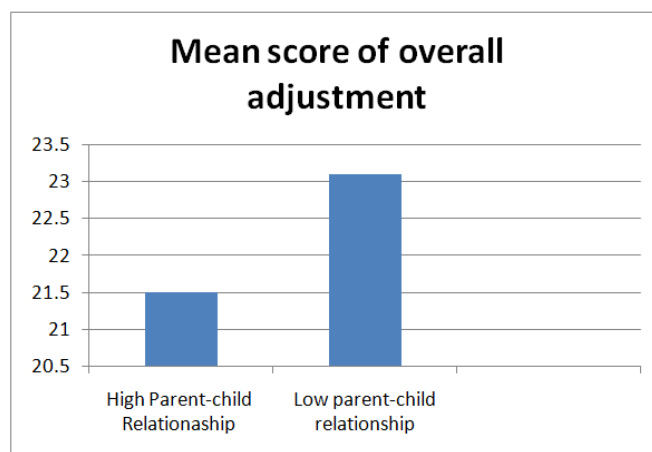
- The high parent child relationship adolescents are found emotionally more adjusted as compared to low parent child relationship adolescents.
- The high parent child relationship adolescents are found socially more adjusted as compared to low parent child relationship adolescents.
- The high parent child relationship adolescents are found educationally more adjusted as compared to low parent child relationship adolescents.
- The high parent child relationship adolescents are found overall more adjusted as compared to low parent child relationship adolescents.

#### Educational Implications

As the results of the present study showed significant influence of parent child relationship on the emotional, social, educational and overall adjustment of secondary school adolescents.

**Table 4. Showing 't' value of overall adjustment of adolescents in relation to their parent-child relationship**

Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	't' value	Results
High Parent-child Relationship	100	21.5	6.62	0.662	0.80	2.00	Not significant at 0.05 level
Low parent-child relationship	100	23.1	4.51	0.451			



**Graph 4. Showing 't' value of overall adjustment of adolescents in relation to their parent-child relationship**

Table-4 indicates that, the mean score of overall adjustment of high parent-child relationship adolescents is 21.5 with S.D. 6.62 and the mean score of low parent-child relationship adolescents is 23.1 with S.D. 4.51, t-value comes out to be 2.00 which is significant at 0.05 level. It means there is significant difference in the overall adjustment of adolescents in relation to their parent-child relationship. Thus, the null hypothesis stating that "There is no significant difference in the overall adjustment of adolescents in relation to their parent-child relationship", is rejected. Further the mean scores of low parent-child relationship is 23.1 which is significantly

The study has its implications for different stakeholders to enhance the adjustment of the adolescents:

- The good relationship between the parents' and their adolescents' will enhance the emotional adjustment of the students.
- Parents should provide conducive home environment to their children so that they can discuss their needs and problems freely with their parents'.
- Undue control and restrictions should not be imposed on children.

- For enhancing social adjustment of adolescents there should be provision of various types of co-curricular activities in schools.
- Various programmes such as NCC, NSS, cultural activities will promote social adjustment of students.
- For enhancing educational adjustment of adolescents, parents should provide extra coaching and necessary educational materials to adolescents.
- School should provide proper curricular and co-curricular activities to adolescents.

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