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Comparison of Adjustment of Secondary School Students Belonging to Broken and Intact Families

Dr. Sijimol S.

Associate Professor, Avila College of Education, Edacochin, Cochin, India

Abstract:

The primary purpose of education is considered to equip children for effective social living. Capacity for adaptation and adjustment is the foremost that is most needed for effective and successful living. In India, students experience a lot of problems, as a result of rapid social changes in several aspects of life. Mental illness and personality maladjustment are common incidence which happens inside and outside the school doors. The present study compares the adjustment of students belonging to broken and intact families. The study was conducted on a sample of 1200 secondary school students drawn from the selected schools of Kerala. And it is concluded that there is a significant difference in the adjustment of students belonging to broken and intact families and this difference is more pronounced in the area of home adjustment. Students belonging to intact families have better adjustment than students belong to broken families.

Keywords: Adjustment, Broken and Intact Families, Secondary School Students

1. Introduction

A major characteristic of the society in the present scenario is the unprecedented increase in the incidence of psychological maladjustment among individuals. Many children and adults are unable to measure up to acceptable standards of emotional maturity and their failures will lead to individual and social disorders, which, in turn, cause unnecessary tension and consequent unhappiness. To bring this out, the student must be exposed to a controlled environment with maximum reassurance one can get, so as to fulfill his desires and ambitions in a socially acceptable way.

Education in any society becomes meaningful only when it fulfills the objective of developing the whole personality of the individual. In order to attain this, teachers should have a thorough knowledge of the individual differences, the failure of which poses problems of adjustment. Problems of adjustment are very acute in adolescents as they are mentally and physically in a turbulent state. The emotional disturbance is clearly reflected in all this activities.

Capacity for adaptation and adjustment is the foremost that is most needed for effective and successful living. In India, students experience a lot of problems, as a result of rapid social changes in several aspects of life. Mental illness and personality maladjustment are common incidence which happens inside and outside the school doors. It is seen that the educational programme of the school, which is one of society's major institutions for promoting good adjustment, is actually creating a vast number of problems for children. It is not unreasonable to expect that attention to such data would be helpful to school administrators and teachers in reducing the stresses and strains occurring in this aspect of the lives of children and adolescents.

The ultimate goal of education is accepted as 'how to live effectively'. If a student has to overcome the problems in his life in the most efficient way, he will tend to be able to think in terms of future. So education should train the child to solve his problems effectively. Most of the problems involve adjustment the children to their personal, social and economic aspects. In the case of academic achievement also, it is closely related to adjustment of the students.

The primary purpose of education is considered to equip children for effective social living. The present study definitely points to the effective group living as social achievement a student can get. A growing awareness of the problems experienced by young people during early adolescence has stimulated among psychologists and educationists a vital interest in the factors of adolescent adjustment.

The family is one of the primary groups of society concerned with face to face relationship. A child's earliest education is received in his family. It is here that his basic ideas, ideals as well as many attitudes towards himself and his associates are initiated which determine his later adjustment to school and other out of home situations. The economic status, attitudes and behavioural experiences of parents and family environment, all influence the child's behaviour and attitudes, both directly and indirectly. After home, the school plays a leading role in developing the personality of the individual. It is through school experiences that the individual first learns the social behaviours and roles that he has to play. With the entrance to the school, the individual is exposed to a wider environment, where he must learn to co-operate with other children of his age. The responsibility of the school cannot be limited solely to intellectual facility. The child comes to school as a 'whole' and it is impossible to separate his intellectual functions from his emotional, personal and social adjustments. Psychology of adjustment is a wide field

and it is impossible to include all aspects of it in a single study. The present study compares the adjustment of secondary students belongs to broken and intact families.

2. Hypotheses

There exists significant difference in the adjustment of secondary school students belonging to broken and intact families.

There exists significant difference in the adjustment of the following secondary school students belonging to broken and intact families.

- Boys
- Girls
- Urban students
- Rural students

3. Objectives

- To compare the adjustment of secondary school students in the total sample belonging to broken and intact families.
- To compare the adjustment of secondary school students belonging to broken and intact families in the subsamples based on gender and domicile.

4. Methodology

Normative survey method was adopted for the present study. The study was conducted on a sample of 1200 secondary school students drawn from the selected secondary schools of Kerala. The selection of sample was done by the method of stratified random sampling, where due representation was given to sex, locale and school management category. The tool used in the present study was an Adjustment Inventory. The Inventory contains 135 items. The inventory consists of four parts. Part (a) consists of questions assessing home adjustment, part (b) contains questions assessing health adjustment, part (c) contains questions assessing social adjustment and part (d) contains questions assessing emotional adjustment This inventory was designed in such a way that the lesser the scores denotes higher the adjustment.

5. Analysis And Discussion

- Comparison of adjustment of secondary school students belonging to broken and intact families in the total sample and subsamples based on gender and domicile

The comparison of the total sample and subsamples based on gender and domicile with respect to the type of family (broken/intact) was done by classifying the total sample and subsamples (boys, girls, urban and rural school students) into two groups viz., students belonging to broken and intact families. The comparison of these groups was done by applying the two-tailed test of significance for the difference between means. The results are given below:

5.1. Comparison of Adjustment for the students in the total sample belonging to broken and intact families

The comparison of total sample with regard to the type of family (broken/intact) was done by classifying them into two groups viz., students belonging to broken families and students belonging to intact families. The comparison of these groups was done by applying the two-tailed test of significance for the difference between means. The results are given below:

Variables	Students belonging to intact families (N=1093)		Students belonging to broken families (N=107)		CR
	M ₁	σ_1	M ₂	σ_2	
Total adjustment	46.80	17.46	50.92	20.68	1.99*
Home adjustment	11.51	3.78	12.48	4.49	2.16*
Health adjustment	9.04	4.52	10.06	5.29	1.93
Social adjustment	13.69	3.26	14.42	3.80	1.93
Emotional adjustment	12.57	6.05	13.96	7.18	1.94

Table 1: Data and Results of Test of Significance of Difference between Mean Adjustment Scores of Students Belonging to Broken and Intact Families
* indicates significance at .05 level

Table 1 shows that the obtained critical ratio for the total adjustment for students belonging to broken and intact families is 1.99 ($p < .05$). In the components of adjustment, the obtained critical ratio for home adjustment is 2.16 ($p < .05$). For health adjustment, 1.93 ($p > 0.05$) and for social and emotional adjustments, 1.93 ($p > .05$) and 1.94 ($p > .05$) respectively.

5.2. Comparison of Adjustment Scores of Boys Belonging to Broken and Intact Families

The comparison of boys with regard to the type of family (broken/intact) was done by classifying them into two groups viz., students belonging to broken families and students belonging to intact families. The comparison of these groups was done by applying the two-tailed test of significance for the difference between means. The results are given below:

Variables	Boys belonging to intact families (N = 475)		Boys belonging to broken families (N = 55)		CR
	M ₁	σ_1	M ₂	σ_1	
Total adjustment	44.57	17.74	45.77	17.76	0.47
Home adjustment	11.05	3.76	11.33	3.73	0.52
Health adjustment	8.44	4.53	8.71	4.47	0.41
Social adjustment	13.24	3.38	13.46	3.36	0.46
Emotional adjustment	11.85	6.20	12.27	6.27	0.46

Table 2: Data and Results of Test of Significance of Difference between Mean Adjustment Scores for Boys Belonging to Broken and Intact Families

Table 2 shows that the obtained critical ratio for total adjustment for boys belonging to broken and intact families is 0.47 ($p > .05$). In the components of adjustment, the obtained critical ratio for home adjustment 0.52 ($p < .05$); for health adjustment, 0.41 ($p > .05$) and for social and emotional adjustment 0.46 ($p > .05$) and 0.46 ($p > .05$) respectively.

5.3. Comparison of Adjustment Scores of Girls Belonging to Broken and Intact Families

The comparison of girls with regard to the type of family (broken/intact) was done by classifying them into two groups viz., students belonging to broken families and students belonging to intact families. The comparison of these groups was done by applying the two-tailed test of significance for the difference between means. The results are given below:

Variables	Girls belonging to intact families (N = 618)		Girls belonging to broken families (N = 52)		CR
	M ₁	σ_1	M ₂	σ_1	
Total adjustment	49.57	16.68	55.78	22.18	1.97*
Home adjustment	12.10	3.73	13.56	4.89	2.10*
Health adjustment	9.81	4.40	11.33	5.72	1.87
Social adjustment	14.27	3.02	15.33	4.00	1.87
Emotional adjustment	13.50	5.71	15.56	7.66	1.90

Table 3: Data and Results of Test of Significance of Difference between Mean Adjustment Scores of Girls Belonging to Broken and Intact Families

* indicates significance at 0.05 level

Table 3 shows that the obtained critical ratio for total adjustment for girls belonging to broken and intact families is 1.97 ($p < 0.05$). In the components of adjustment, the obtained critical ratio for home adjustment is 2.10 ($p < 0.05$). For health adjustment, 1.87 ($p > 0.05$) and for social and emotional adjustments 1.87 ($p > 0.05$) and 1.90 ($p > 0.05$) respectively.

5.4. Comparison of Adjustment Scores of Urban School Students Belonging to Broken and Intact Families

The comparison of urban students with regard to the type of family (broken/intact) was done by classifying them into two groups viz., students belonging to broken families and students belonging to intact families. The comparison of these groups was done by applying the two-tailed test of significance for the difference between means. The results are given below:

Variables	Urban Students belonging to intact families (N = 624)		Urban Students belonging to broken families (N = 51)		CR
	M ₁	σ_1	M ₂	σ_2	
Total adjustment	47.85	18.41	47.27	19.73	0.20
Home adjustment	11.72	4.00	11.73	4.13	0.00
Health adjustment	9.29	4.69	9.08	4.91	0.30
Social adjustment	13.83	3.43	13.67	3.85	0.30
Emotional adjustment	13.00	6.43	12.80	6.93	0.20

Table 4: Data and Results of Test of Significance of Difference between Mean Adjustment Scores of Urban Students Belonging to Broken and Intact Families

Table 4 shows that the obtained critical ratio for total adjustment for urban belonging to broken and intact families is 0.20 ($p > 0.05$). In the components of adjustment, the obtained critical ratio for home adjustment is 0.00 ($p > 0.05$). For health adjustment, 0.30 ($p > 0.05$) and for social and emotional adjustments 0.30 ($p > 0.05$) and 0.20 ($p > 0.05$) respectively.

5.5. Comparison of Adjustment Scores of Rural School Students Belonging to Broken and Intact Families

The comparison of rural students with regard to the type of family (broken/intact) was done by classifying them into two groups viz., students belonging to broken families and students belonging to intact families. The comparison of these groups was done by applying the two-tailed test of significance for the difference between means. The results are given below:

Variables	Rural Students belonging to intact families (N = 469)		Rural Students belonging to broken families (N = 56)		CR
	M ₁	σ ₁	M ₂	σ ₂	
Total adjustment	45.40	16.04	54.23	21.14	3.02**
Home adjustment	11.22	3.46	13.16	4.72	2.98**
Health adjustment	8.70	4.26	10.95	5.52	2.95**
Social adjustment	13.49	3.02	15.11	3.66	3.18**
Emotional adjustment	11.99	5.45	15.02	7.30	3.00**

Table 5: Data and Results of Test of Significance of Difference between Mean Adjustment Scores of Rural Students Belonging to Broken and Intact Families
** Indicates significance at .01 level

Table 5 shows that the obtained critical ratio for total adjustment for rural belonging to broken and intact families is 3.02 ($p < 0.01$). In the components of adjustment, the obtained critical ratio for home adjustment is 2.980 ($p < 0.01$). For health adjustment, 2.95 ($p < 0.01$) and for social and emotional adjustments 3.18 ($p < 0.01$) and 3.00 ($p < 0.01$) respectively.

The analysis of the data has revealed that regarding the adjustment of students belonging to broken families and intact families, students belonging to intact families have shown better adjustment than students belonging to broken families. The difference in adjustment is most prominent in the area of home adjustment. This may be because of the unhealthy home environment of broken families. There is significant difference in the adjustment of girls and rural students with respect to type of family (broken/intact) and the difference is in favour of intact family students. Significant difference is noticeable in all the four areas of adjustment, viz., home adjustment, health adjustment, social adjustment and emotional adjustment. The difference in the adjustment of boys and urban students was found to be not significant.

Koller (1971) assessed that children from broken homes have more adjustment problems than children from intact homes. Koziey (1982) revealed that there is significant difference in the personal adjustment of students from broken families and students from intact families. Ganga et al. (1989) found that broken home was the reasons for the emotional stress. Aruna et al. (1992) concluded that students from broken homes have been found to be significantly lower in adjustment than students from intact homes. These conclusions also support the above results.

6. Tenability of the Hypotheses

There is significant difference in the adjustment of secondary school students in the total sample and subsamples viz., girls and rural students with respect to the type of family. (broken/intact). There is no significant difference in the adjustment of boys and urban students with respect to the type of family (broken/intact). Based on the above findings hypotheses 1, 2(i), 2(ii) and 2(v) are substantiated and hypotheses 2(ii) and 2(iv) are not substantiated.

7. Conclusion

There is significant difference in the adjustment of secondary school students belonging to broken and intact families and the difference is more pronounced in the area of home adjustment. Students belonging to intact families have better adjustment than students belong to broken families.

There is significant difference in the adjustment of girls belonging to broken and intact families and the difference is in favour of intact family students. There is significant difference in the adjustment of rural students belonging to broken and intact families and the difference is in favour of intact family students. This significant difference is noticeable in all the four areas of adjustment, viz., home, health, social and emotional.

The difference is not significant in adjustment of boys and urban students belonging to broken and intact families.

8. Recommendations

The present study is intended to find out the factors related to adjustment of secondary school students belongs to broken and intact families. On the basis of the conclusions of the study the researcher wishes to put forward the following recommendations which if put into practice will cater to solve the adjustment problems of secondary school students.

- Teachers, educational administrators and parents should become considerate of students with adjustment problems. Awareness campaigns may be organised through Parent Teacher Association and Mother Parent Teacher Association, in school to make them aware about the bad effect of adjustment problems among students. Teachers and professional organisations should take initiative in organising in-service programmes for teachers so as to internalise requisite knowledge to tackle effectively the adjustment problems of students.
- Parents and teachers should give special attention to girls with regard to their adjustment.

- At least one psychologist should be appointed as consultant in each school. Guidance and counselling corners should be made active and freely assessable to the students. The educational administrators should show vigilance in the active running of these counselling centres.
- Students belonging to broken families have less adjustment especially in the area of home adjustment. Teachers should create a rapport with the students belonging to broken families and help them to solve their problems effectively. They may also be given guidance to adjustment to the home environment. Special meetings of parents of such children may be convened wherein teachers and educational authorities should appraise the parents about the need for giving special attention to such children.

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