HOME AND EDUCATIONAL ADJUSTMENT OF ADOLESCENTS INFLUENCING ACADEMIC PERFORMANCE

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ABSTRACT   *Adjustment during adolescence can be challenging unpredictable due to various reasons. One of the strong reasons may be birth order, age, gender, SES and locale variations, because of the societal influence in the life and habital of adolescents. In the present work investigator, investigated home and educational adjustment problems of adolescent in relation to their birth order, gender and locale variations. Normative survey method have been used to design the study. For measuring Home and Educational adjustment Sinha and Singh Adjustment Inventory(1984) have been used. For ascertaining the adjustment problems in home and school personal data blank have been developed by the investigator. For measuring academic performance, the school tabulation registered also used. Sample for the study120 secondary school students have been drawn from the four schools of Dumkal block of Murshidabad district,West Bengal. The study revealed that influence of birth order on both home and educational adjustment of students have been rejected. The boys had some home adjustment problem than girls. In the study also found that there is slight mean differences in the educational adjustment problems of boys and girls.But no significant differences found in home and educational adjustment of adolescents due to gender variation. The study also revealed that in case of home adjustment problem t ratio is not significant due to rural and urban variation. But in case of educational adjustment problem t ratio is significant due to rural and urban variation. In a relationship study in home and educational adjustment with that of academic performance, not significant and relationship negatively related.*

INTRODUCTION

Adjustment refers to the demands and pressures of social environment imposed upon the individual. The processes that generate normal behaviour lead to adjustment. Psychologists use the term adjustment to designate psychological survival.Adjustment is a relationship between an individual and his environment through which his needs are satisfied in accordance in the social demands.Then, adjustment has been operationally defined in terms of satisfaction one derives from his interactional relation with himself in different situations. Kulshrestha(1979) explained that the adjustment processes is a way in which the individual attempts to deal with stress, tensions, conflicts etc. and meet his or her need. In this process, the individiual also make efforts to maintain harmonious relationship with the environment.

Every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustments between the whole unique personality and the environment. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise, and increased participation in social groups, such characteristics enhance one's personality. Even parents, teachers and others significant members of the society to which person belongs will encourage this desire.

The school is the major socialization institution for any child. It is the child's first contact with the world outside the house. For nearly 12 years a child spends 5 to 7 hours a day in the school. School is one of the most important foundation pillars on which the child's personality developments take place. Children learn proficiencies in various abilities like learning process and homework, social communications, handling emotion, and the management of day-to-day interaction at home and school. In reality, the growing child is dependent on the immediate environment that is the house and the school to meet his growth needs. The concern, therefore extends to how the school facilities can be enhanced and improved to meet the growth needs of the children.

Adjustment in home and school are recognized as much faceted process that demand children's internal demand resources and prior leaving, family support mechanisms, a good home environment, a good school climate, peer relationship to generate the behavioural, dispositions and skills that are used to describe the well adjusted child. The age, birth order, gender, locality are the varying factors which are considered important factors in the level of adjustment of a child.

Previously conducted studies indicated that there existed significant difference in the family adjustment of adolescents. Age, gender put positive impact on academic adjustment(Raja and Rahmatulla 1972). Early age females showed significant differences in social, educational problem where as early age males did not show significant difference(Sharma 1980). The locality factors had effect on adjustment(Shah 1991). Significant differrnces was observed between boys and girls on home adjustment, girls having least problems and boys showing problems of adjustment at home (Kam and Kharb 1993).

Adolescence mark a period of not only dramatic hormonal and biological maturation, but social and identity manifestation tend to occur as well.Adjustment during adolescence can be challenging unpredictable due to various reasons. One of the strong reasons may be birth order,age,gender and locale because of the societal influence in the life and habitat of adolescents. Therefore, the investigator seeks to investigate on adjustment problems of adolescents in relation to their birth order,gender and locale in respect of some demographic factors on home and educational adjustment on the academic performance of adolescents.

OBJECTIVES

I. To study home and educational adjustment of adolescents due to birth order,gender and locale variations.
ii. To determine if there is significant relationship between home and educational adjustment with academic performance of adolescents.

HYPOTHESES

HO_1 There is no significant difference in home and educational adjustment problem in adolescents in relation to their birth order variations.
HO_2 There is no significant difference in home and educational adjustment problem in adolescents in relation to gender.
HO_3 There is no significant difference in home and educational adjustment problems in adolescents in relation to locale factor.
HO_4 There is no significant relationship in home and educational

adjustment problems of adolescents and their academic performance.

OPERATIONAL DEFINITIONS
"Home adjustment" here refers to the day to day interaction of adolescents at home as conceived by Sinha and Singh(1984).

"Educational adjustment" here refers to adjustment of the children in school. It is computed from the educational aspect of Sinha and Singh(1984) and major interms of day to day interaction of the child in the school.

"Academic performance" here refers to the summative achievement scores of adolescents in their class annual examinations.

"Adolescents" here refers to the children of the age groups 14-16 years reading in urban and rural schools of class VIII and IX.

METHODOLOGY
The method of the study for the collection of data was descriptive study design of normative survey type and data have been collected on as is where basis. It is also an ex-post-facto study. In the present work normative survey method is used to obtain precise information concerning the current status of phenomena and to draw valid generalization from the facts discovered. The method is meant to report what existed at the time of the administration of the tool by determining the nature and degree of existing conditions.For measuring Home and Educational adjustment Sinha and Singh Adjustment Inventory(1984) have been used.For ascertaining the adjustment problems in home and school with reference to the variables a personal data blank also been developed by the investigator. For measuring academic performance, the school tabulation registered have been used to collect data on their summative achievement scores. Sample for the study is drawn from the students of four schools of Dumkal block of Murshidabad district,West Bengal. The sample consisted of 120 students from class VIII and IX, consisting of 60 boys and 60 girls. The sample collected from two boys and two girls school. From each school 30 students have been selected on simple random basis. There are two urban schools(one girls and one boys school) and two rural school where also one girls and one boys school, in the selection. The sample has been selected which is catering to all the variables of the study. After selecting the sample the variations of gender, birth order and locale have been considered to be intervening variables.Descriptive statistics(mean, median,mode, sd) have been made use of to determine the respondents standing in the present situation where as inferential statistics(t test and computaion of r) been used as technique of analysis for sub sample analysis to find out intra differences.

RESULTS AND DISCUSSION
The questionnaire is first administered and then scoring have been made for descriptive and inferential analysis in accordance with the objectives and hypotheses formulated beforehand.

Sub-Sample Analysis
The differences in mean scores in all the sub samples and the total sample led the investigator to calculate the significant differences if any in between them.

In each of the sub-samples the mean and standard deviation have been calculated and the test of significance of difference between the means are computed. The t ratio is then compared with the table values of t and accordingly the null hypotheses have been rejected or accepted along with corroboration of earlier studies. The detailed descriptions are as follows.

Mean & S.D on Home and Educational adjustment according to birth order
From the facial expression of data it is found that, 1st birth order vs.

2nd birth order, 8 is the mean of home adjustment in the 1st birth order and 8.3 is the mean of home adjustment in the 2nd birth order. And 12.21 is the educational adjustment of the 1st birth order and 12.38 is the educational adjustment of the 2nd birth order. Home adjustment SD 1st birth order is 1.47 and 2nd birth order 1.73. And SED for home adjustment is 0.83 and SED for educational adjustment 0.36.

2nd vs. 3rd order, 8.3 is the mean of home adjustment in the 2nd birth order and 8.64 is the home adjustment for the 3rd birth order. Then 12.38 is the mean of educational adjustment for the 2nd birth order and 11.82 is the mean for the 3rd birth order. 1.73 is the SD for home adjustment and 1.56 is the educational adjustment for the 2nd & 3rd birth order respectively. SED is 0.34 for home adjustment and 0.33 for the educational adjustment.

3rd vs. 1st birth order, 8.64 is the mean of home adjustment in the 3rd birth order and 8 is the mean for the 1st birth order. 11.82 is the educational adjustment for the 3rd birth order and 12.21 is the educational adjustment for the 1st birth order. Then 1.56 is the SD for home adjustment and 1.47 is the educational adjustment for the 3rd and 1st birth order respectively. SED is 0.4 for the home adjustment and 0.34 for educational adjustment.

Birth order variation wise home and educational adjustment of adolescent
As one of the hypothesis is to test that there does not exist significant difference in the home and educational adjustment problems of adolescents due to birth order variation, it is intended to find out the mean scores on home and educational adjustment of adolescents according to birth order. In this case only 3 orders have been considered like 1st,2nd and 3rd and more. The mean scores & SD as per the birth orders of the sample are calculated and the test of significance of difference between the mean scores have been determined by t ratio.

As the t value are 0.36, 1.88 and 1.6, (at 0.05 level) are the home adjustment respectively, against 1st vs. 2nd, 2nd vs. 3rd, and 3rdvs. 1st group. But all the obtained t values are lower than table values.

0.72, 1.63 and 1.14 are the educational adjustment respectively, against 1st vs.2nd, 2nd vs. 3rd and 3rd vs. 1st group at 0.05 level. Hence null hypothesis is not significance at different birth order. Therefore, H01 is accepted. This revealed that there is rejected influence of birth order on both home and educational adjustment of students.

Gender differences in Home and Educational Adjustment
For testing the significance of difference between the mean scores of boys and girls in home and educational adjustment, the t ratio is calculated. The null hypothesis formulated in this respect is, there does not exist significant difference in the home adjustment & educational adjustment problems of students in relation to gender(HO_2).

On the facial expression of the data it is observed that, t ratio in case of home adjustment problem is not significant as the t calculated(0.21) is much lower than the table value. The mean score of boys(8.27)seemed to be lower than the mean scores of girls(8.34). Slight mean differences found. Hence, the formulated hypothesis(HO_2) that there is no significant difference in home adjustment problem of adolescent due to gender variation, could not be rejected. Therefore, the investigator desired to conclude that boys have some home adjustment problem than girls.

The educational adjustment problems of boys and girls even though are found to be different in boys and girls. The mean score of educational adjustment of boys(12.4), girls(11.8). The t ratio in case of educational adjustment is 2.3, which is much lower than the table value. Hence, the null hypothesis(HO2), there is no significant differences in educational adjustment of adolescents due to gender,

could not be rejected. But some mean differences found. Therefore, the investigator desired to conclude that there is slight differences in the educational adjustment problems of boys and girls.

Sharma(1989) found that boys and girls do not differ much in most of the family in relation to their adjustment in the home environment. On the other hand, Patri (2007), found significant difference among boys and girls in educational adjustment problem.

In the patriarchic society of India, Bengal is more conservative and girls are not allowed to do whatever they like to do outside the purview of home they are always confined to the four walls of the home when they come back from school. Hence, their closeness to the home environment might have been responsible for their better adjustment contrary to this boys are left scot free because of no social stigma and social pressure. It is perhaps due to this cause, the boys are having adjustment problems at home compared to the girls.

Locale Factors in Home and Educational Adjustment Problem
For testing the significance of difference between the mean scores of urban school and rural school students in home and educational adjustment, the t ratio have been calculated. The null hypothesis relating to this variables is, there is no significant difference in home and educational adjustment problems in adolescents in relation to locale factor(H03).

It is observed that the calculated t value of home adjustment is 0.18 which is lower than table value. Hence, t ratio in case of home adjustment problem is not significant due to rural and urban variation.

In case of educational adjustment, t value of educational adjustment is much higher than the table value. Hence, t ratio in case of educational adjustment problem is significant due to rural and urban variation.

Relationship study between home and educational adjustment problems of Secondary School Students
As stated in the objectives and formulated in hypothesis, it is thought to bring about relationship between home adjustment and educational adjustment of adolescents with their academic performance. The co-efficient of co-relation between the two are found to be -0.05 and -0.03, which not significant and negatively related. Hence the null hypothesis H04 is accepted.

This showed that students having acute problems in home & educational adjustment and not good in academic performance. Academic performance would depend better home conditions and students having a good home without any problem would facilitate the learners for both adjustment. So also is the case with educational adjustment. As the relationship between educational adjustment problems and academic performance are negative and non-significant, it is revealed that students having educational adjustment problems would face difficult in performing well in the academic matters.

The result of the present study is in conformity with the earlier study of Desai(1991).

Findings
i. Hence null hypothesis is not significant at different birth order. Therefore, H01 is accepted. This revealed that there is rejected influence of birth order on both home and educational adjustment of students.

ii. The formulated hypothesis(HO2) that there is no significant difference in home adjustment problem of adolescent due to gender variation, could not be rejected. The boys had some home adjustment problem than girls. The null hypothesis(HO2), there is no significant differences in educational adjustment of adolescents due

to gender, could not be rejected. But some mean differences found. It is concluded that there is slight mean differences in the educational adjustment problems of boys and girls.

iii. In case of home adjustment problem t ratio is not significant due to rural and urban variation. And in case of educational adjustment, t value of educational adjustment is much higher than the table value. Hence, t ratio in case of educational adjustment problem is significant due to rural and urban variation.

iv. The null hypothesis as there is no significant relationship in home adjustment problems of adolescent and their academic performance, the home adjustment and academic achievement's calculated (r) value is -0.05 and Educational adjustment with academic achievement calculated (r) value is -0.03. Both of them are negatively related, so these are not significant.

Conclusion
Adjustment as a process is of major importance for psychologists, teachers and parents. To analysis the process of adjustment we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth, is absolutely dependent on others for the satisfaction of his needs, but gradually with the age he learns to control his needs. In the control of his needs home environment and educational environment play an important role.

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