Factors Affecting Teenagers' Adjustment in Educational Institutions and Home Environment

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ABSTRACT

Present study aims to investigate the determinants of the factors affecting the adjustment of teenagers at school and home. For any growing child the school and home play a major role in fulfilling its growth needs, since growth is dependent upon these immediate environments. Using the cross sectional data, collected through the questionnaire, of 60 students of age 16 years to 19 years from various public and private schools. Collected data was as analysed with the help of various statistical tests. The results reveal the positive and significant association among the adjustment and the indicators of both school and home environment. The overall highest value of correlation coefficient is found to be .505 for toilet facility while the lowest value is .231 for communication gap with parents. The role of parents' education, age and gender is also crucial. The study also shows that mostly students are facing home sickness while they are in schools. The teacher's attitude and school environment are negatively affecting the adjustment of the students. School facilities have positive influence on students' pleasure. On the basis of findings, the study concludes that the students are somehow adjusted in the school and home environment.

Introduction

Every Individual undergoes numerous adjustments at different points in life. Adjustment, defined as the act of adapting to a particular condition, position or purpose; gives rise to the state of harmony in one's life. The process of adjusting to one's own social & corporeal environment may also be explained as the implementation of certain behavioural structures appropriate to the communal surroundings (Monroe, 1990). It is also referred as the factor having a major impact on the continued existence of an individual in his milieu while catering one's own need. Various researches signify the importance of adjustment in bringing out a pleasant relationship between an individual & his social environment. This is the process through which teenagers deal with their stress & conflicting issues at home & school alike.

It is commonly observed that many people face countless adjustment issues during their teenage years, since birth while living with the family the child completely adapts to the home environment, but when he steps out of the family life & starts his schooling, he deals with a whole new social environment, therefore, he goes through a lot of adjustments in his persona. Teenagers tend to adopt different personality characteristics, which they might observe in their school, to make themselves a part of their surroundings, they will also try to make them stand out from the crowd by gaining more intellectual skills or by gaining good physique or any other unique characteristics in their personality. A school is said to be the major institution which accounts for any child's socialization. A child spends around 5 – 7 hours a day for nearly 12 years in this institution, therefore, after home school is the place where children acquire most of their coaching & grooming. For any growing child the school & home play a major role in fulfilling its growth needs, since growth is dependent upon these immediate environments. Davis and Rhodes (1994) while focusing on the social

development perceived that it would have been difficult to even imagine the human survival without social settings. These authors indicated that the basis of social development and adjustment are held with the family where the child had the first social communication and this will have a lot of guidance on the child's afterwards life.

Good (1959) while focusing on adjustments concluded that it is the procedure of finding and adopting manners of behaviour which can fit to the environment or the variations in the surroundings.

Kulshrestha (1979) described that the adjustment process is an approach wherein the child tries to cope with anxiety, tensions, clashes etc., and meet his or her desires. The study further explained that in adjustment process, the child also makes struggles to retain harmonious relationships with the surroundings.

Raju and Rahmatullah (2007) while focusing on the students adjustment problems revealed that factors that can determine the adjustment of school students are their gender, education and occupation of their parents, the class in which they study, The adjustment of school children is determined by their gender, the class in which they are studying, and the teaching standards applied in their school. The study concluded that academic adjustment is higher amongst students from institutions that are established by the government. Emotional adjustment is better amongst children from schools that have been managed privately. The study also concluded that emotional adjustment of school students is significantly influenced by parent occupation and education.

Kasinath (1990) and Pradhan (1993) concluded that investigation of the individual matters of emotional adjustment revealed that girls states horror to go out unaccompanied in night, they have fear in seeing a dead body, whereas boys as have not spoken any fear to go out unaccompanied in darkness,

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seeing a dead body or control their rage at any time things are not happening as par their wish.

Rohner and Veneziano (2001) while focusing on the children behaviour suggested that the better family-child communication, along with that the teacher's helpful and optimistic expectations of children, may be caring factors in relation to improvement of problems of violent conduct at school.

Ochoa, Lopez and Emler (2007) while focusing on the students behaviours concluded that that an encouraging valuation by the teacher is linked to high social status for the children: being popular and adored by the classmates. In addition those children who are observed positively by both teacher and peers show greater levels of self-concept in schools. On the other hand, when teachers have bad opinions or perception of children, it is related to low socio metric status: prohibited and not liked by classmates, which would leads to low levels of self-concept at school.

Smith, Sarason and Sarason (1986) in their study recognized intuitional and transitional actions which have a significant effect on the adjustment pattern of the teenagers. The study stated that situational adjustment is the needed reaction to ups and downs in environment circumstances that are tension creating for instance abrupt illness or passing away of a loved one, or war etc. Transitional adjustment is essential to face and accommodate a new situation produced by movement to a new life developmental phase.

Culture contains the behaviour arrangements, norms, values all other products of a specific group of individuals that are passed on from generation to generation through education practices. The individual's personality is the end product of the interaction between biological factors and the experiential factors that are in part culturally determined (Schrest and Wallace, 1967)

Myers (2002) while focusing on the adjustment problems in different ethnic groups stated that beliefs and norms dominant in any culture or group could have an impact on the individual's personality and character development and adjustment process.

Basil (2011) focus was adaptation of teenagers of three ethnic groups in Nigeria. The study reveals that actions and personality is dependent upon the ethnicity which shows that it is different for different cultures. The study further concluded that adjustment is also dependent upon the age. The study also suggested that there is no significant relationship between gender and difference on the social adjustment.

The focus of this study was to identify how the school's facilities can be improved to meet the growth needs & to enhance the factors that could help students in adjusting to the specific environment. Through this study attempt was made to explore the impact of demographic variables upon adjustment problems of children in home environment & educational institutions. These independent variables are age, gender; style of teaching, grade, and type of school, parent's occupation & parent's education and dependent variables is teenagers' adjustment.

Statement of Problem

The problem of the study was to unravel the determinants of the factors affecting the adjustment of teenagers in educational institutions and home environment.

Objective of Study

The changing norms and life patterns have affected the life of people from every walk of life. The underdeveloped country like Pakistan may face the severe problem of communication and generation gap.

In such a scenario there is required:

● To study teenagers' awkward position not only in their home but also in educational institute.

● To find the determinants of factors affecting the adjustment of teenagers at home and school by using the cross sectional data of 60 students of public and private schools.

Research Question

What are the factors that affect the adjustment of teenagers in educational institutions and home environment?

The Limitation of Study

The study is confined to a sample 16-19 years of both private and public school going children and the lesser than this age bound students are not considered.

Methodology

The methodology used to study the factors affecting the teenagers adjustment issue is explained as follows.

Population and Sample of the Study

All students of aged 16years to 19years of public and private school/college were the population of the study. The sample size of the study includes sixty students of different schools and colleges.

Research Design

The research has been conducted through survey. The instrument used for survey was a questionnaire, consisted on 29 questions and there were two sections[1]. In section1 there have been asked questions related to background information whereas section 2 provided the questions related to adjustment factors at school and home environments. The students were being asked to fill up these questionnaires for the purpose of the present study. The responses have been scored on the basis of Likert scale ranges from 1 to 5 point for strongly agree to strongly disagree respectively while 3 is for neither agree nor disagree.

Statistical Analysis

The data is analysed through various statistical techniques and these are explained as follows.

Correlation

Correlation measures the strength or degree of linear association between two variables. Coefficient of correlation (r), ranges -1 (negative perfect correlation) to +1 (positive perfect correlation). On the other hand if it is close to 1 it shows strong correlation whereas the value close to zero shows weak correlation. It should be kept in mind that if r = 0, it does not mean that two variables are independent.

Data Analysis

We have worked out the frequencies related to the adjustment factors and demographic profile. There is computed the correlation between adjustment and school and home environments. There are analysed that the adjustment issues faced by students in both school and home environment. On the basis of finding, the study concludes that the students are somehow adjusted in the school and home environment. The overall adjustment score is found to be 2.69.

The study also concludes that mostly students are facing home sickness while they are in schools. The teacher's attitude and school environment are negatively affecting the adjustment of the students. School facilities have positive influence on student's pleasure.

Gender	Frequency	Percent	Cumulative Percent
male	44	73.3	73.3
female	16	26.7	100.0
Total	60	100.0	

Table: 2 Age-wise Information about Respondents

Age	Frequency	Percent	Valid Percent	Cumulative Percent
16-17	34	56.7	56.7	56.7
18-19	26	43.3	43.3	100.0
Total	60	100.0	100.0	

Table: 3 Institution-wise Strength of Respondents

School Type	Frequency	Percent	Valid Percent	Cumulative Percent
public	18	30.0	30.0	30.0
private	42	70.0	70.0	100.0
Total	60	100.0	100.0	

Table 4: Age-wise Average Score of Adjustment

Age Group	16-17 Years	18-19 Years
Average Score	2.33	2.28

Table 9: Correlation between Adjustment and School Environment

	Feeling pleasant at school	Feeling safe at school	Feeling pleasant with choice of school	Feeling satisfied with School facilities (Teaching Facility)	Toilet Facility	Playing Facility	Feeling comfortable in communication with teachers & fellows
Pearson Correlation	.406**	.313*	.468**	.364**	.505**	.477**	.273*
Sig. (2-tailed)	.001	.015	.000	.004	.000	.000	.035
N	60	60	60	60	60	60	60

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 10: Correlation between Adjustment and Home Environment

	Feeling strong attachment with parents	Missing Mother at School	Mother's extreme sensitivity about Kid	communication gap with parents	Parents' visit to school & attend parent-teacher meeting Participation
Pearson Correlation	.279*	.374**	.291*	.231	.498**
Sig. (2-tailed)	.031	.003	.024	.076	.000
N	60	60	60	60	60

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

There is also carried out the cross tabulation analysis for the adjustment and also the correlation between adjustment and school environment as well as adjustment and home environment has been computed. The results are reported just after the demographic information of respondents in the next section.

Demographic Information of Respondents

There are given the frequencies and percentages for gender, age and institution type in the tabulated form along with corresponding charts containing the information about the percentage distribution of these variables.

The above table reveals that out of our 60 respondents there 44 (73.3%) respondents are male and 16 respondents (26.7%) are female respectively.

gender
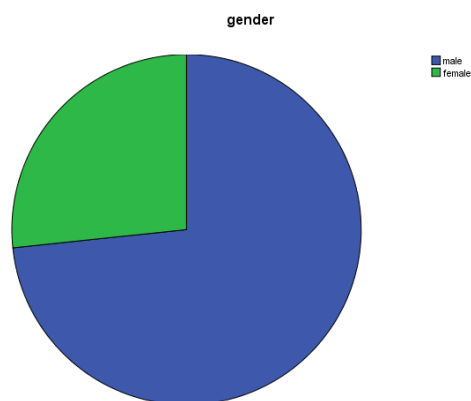
The table cited above provides the information about respondents' age. It shows there are 56.7% respondents who belong to age group of 16-17 years and minimum (43.3 %) belongs to age group of 18-19years.

age
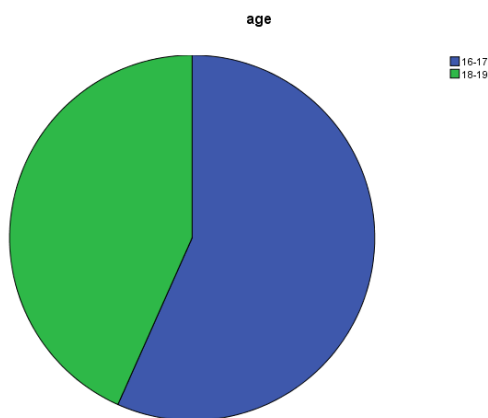
In this table the data related to institution type is given. There is 70% private and 30% public schools.

Cross Tabulation Analysis for Adjustment

In this sub-section cross tabs are constructed for the various categories like age, gender, institution, education status and medium of instruction on the basis of average adjustment score. The results for all these categories are separately tabulated along-with interpretations below. It is already mentioned that the responses have been scored on the basis of Likert scale ranges from 1 to 5 point for strongly agree to strongly disagree respectively while 3 is for neither agree nor disagree. On the basis of the factors for adjustment variable in home school environment there is computed average of category-wise cumulative responses. In this case the average for the give scale range is 2.5 representing the case of neither agree nor disagree

clause while the value closer to 2 and 1 represent agree and strongly agree respectively and closer to 4 and 5 point show the other extreme. The cross tab analyses of these findings are cited below.

For the two age groups namely 16-17 years and 18-19 years the average score are 2.33 and 2.28 respectively though there is not any significant difference the higher age group is relatively more adjusted than the lower age group as it is evident that for 16-17 years age group the value is higher i.e. 2.33 > 2.28.

Table 5: Gender-wise Average Score of Adjustment

Gender	Male	Female
Average Score	2.33	2.26

In the Gender category, the value is higher for male respondents i.e. 2.33 and for female the average score is found to be 2.26. The result indicates that females are relatively less severe adjustment issue.

Table 6: Institution Type-wise Average Score of Adjustment

School Type	Public	Private
Average Score	2.17	2.26

It is evident from the above table that for the private school the average score 2.26 is greater than the average score for public school 2.17. Therefore, it can be concluded that public school students are relatively more contend and adjustable than the private sector schools.

Table 7: Medium of Instruction-wise Average Score of Adjustment

Medium of Instruction	English	Urdu
Average Score	2.27	2.67

The results for medium of instruction-wise average score of adjustment seem a bit contrary to above given category of institution-type but for the case of Urdu language the value 2.67 is rather closer to 2.5 – neutral clause. But it shows that the English language institutions have more adjustment than Urdu language institutions.

Table 8: Educational status- Wise Father/Mother Adjustment

Education status	Average Score	
	Father	Mother
Uneducated	3.71	2.56
Matriculation	2.27	2.11
FA/FSc	1.90	2.08
BA/BSc	2.28	2.56
MA/MSc	2.49	2.36
Others	2.39	2.14

In this table the average scores on the basis of educational status of parents as a determinant of adjustment are reported. The educational status is divided into six (6) categories ranging from uneducated to Master's Degree while others category show professional qualifications. For both Father and Mother Category, the highest score is 3.71 (i.e. not adjusted) for uneducated father while the lowest value is 1.90 (i.e. adjusted) for father having FA/FSc certificate. In case of mother education the highest value is 2.56 for two groups i.e. uneducated and BA/BSc whereas the lowest score is found to be 2.08 for FA/FSc. It is pertinent to note that the values are decreasing with the higher level of education for both categories but asymmetrically. The systematic pattern is not there i.e. there is declining trend for both cases from uneducated to FA/FSc than there is a rise and then a fall for the parents having professional language. Overall it can be concluded that education and especially mother's education play more moderating role towards adjustment. So, the female education is really important

for the students' adjustment in both school and home environments.

Correlation Analysis

Here first the correlation between adjustment and school environment is given and then after that there is provided the correlation between adjustment and home environment on the basis of various responses based on the questions devised for this purpose. The results are explained below.

The findings show the positive and significant association between the adjustment and the indicators of school environment. The lowest value of correlation coefficient is .273 for feeling comfortable in communication with teacher and classmates whereas the highest value is .505 for toilet facility. The correlation is found to be significant at 1% level of significance for most of the cases.

The results reveal the positive and significant association between the adjustment and the indicators of home environment. The lowest value of correlation coefficient is .231 for communication gap with parents; it is insignificant at both 1% and 5% level of significance but significant at 10%, whereas the highest value is .498 for parents' visit to school. The correlation is found to be significant at both 1% and 5% levels of significance for almost all of the cases. The results are also supporting the home sickness phenomenon among the students

In short we can conclude on the basis of our findings of 60 students' sample that both school and home environments are facilitating teenagers in adjusting them at both places. The results are relatively more supportive for public schools than private schools. The sanitation and hygienic factors also play a vital role towards adjustment. The parent education especially female education plays crucial role in the adjustment process of students. Moreover, female and higher age group are relatively more adjustable than male and lower age group respectively. Communication gap and teachers adverse attitude negatively impact the adjustment of students. The parents' interest in the studies of their children has positive effect towards adjustment. The results also show the presence of home sickness among the students.

Conclusion

Adjustment is the act of adapting to a particular condition, position or purpose and it gives rise to the state of harmony in one's life. This worthwhile phenomenon must be addressed as it can not only affect the student education attainment and performance but it may also cause a rise in drop out. So, overall education effectiveness requires to swot this important issue in detail and there should also be workout the determinants of adjustment for devising the appropriate policy.

For this purpose this study has investigate the determinants of the factors affecting the adjustment of teenagers at school and home environments. There has been used the cross sectional data of 60 students of aged 16 years to 19 years from various public and private schools. All the data have been collected through the questionnaire. The descriptive statistics, correlation and cross tabs are computed and analysed to explain the adjustment issue. The overall adjustment score is found to be 2.69. There is positive and significant association among the

adjustment and the indicators of both school and home environment. The overall highest value of correlation coefficient is .505 for toilet facility whereas the lowest value is .231 for communication gap with parents. The parent education especially mother's education plays crucial role in the adjustment process of students. The parents' interest in the studies of their children positively affects the adjustment process. Female and higher age group are relatively more adjustable than male and lower age group respectively. The study also shows that mostly students are facing home sickness while they are at schools. The teacher's attitude and communication gap are negatively affecting the adjustment of the students. On the other hand school facilities have positive influence on students' pleasure.

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