

Adjustment Problem of Nuclear Family of The Children

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Abstract – Indian society is still regarded as conservative and well cultured society owing to its shared family structure since ancient times. Family plays very significant role in growth of infants. The effect of globalization and modernization culminated into splitting of conventional structure of joint family into nuclear family in India. The Joint and nuclear all forms of structures of families have their own benefits and drawbacks in terms of raising of children and supplying services to family members.

Family is the most significant primary community in culture and immediate social setting to which an infant is developed and exposed. A child learns to adapt in different fields of life according to the ideals & principles given by his or her relatives. So, a family form influences a child's transition level at a wide degree and differently in girls and boys. The key objective of current research paper to evaluate social change Psychological impact upon students belong to nuclear and joint family structure of Pakistan. The study was composed of 160 students (80 male and 80 female) belonging to various family structures. The research was delimited to the students of schools.

Keywords: Adjustment, Nuclear family, Joint family, Children;

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INTRODUCTION

The word "adjustment" is sometimes used as a synonym for environmental adaptation. It is a method of harmoniously changing behavior. Darwin provided the definition of adjustment in the first place. According to him, it can be described as a survival adaptation in the physical environment. It can be graded as adaptation and inconvenience. Adjustment phase in adolescence is very complicated as adolescence is a "rain and tension" period. All sorts of improvements take place during this lifespan and have a huge effect on the young child. Emotional, social and educational all facets of life in puberty are modified. In order to maintain optimal transition, it is very critical to provide an incredibly good social, emotional and educational setting.² Different influences influence the adapting process of young people, including family types, peer group, school climate, food and effective instruction. In fact, a family plays the most significant function in the person's journey of adaptation at all periods in existence. A family is the main and most immediate setting in which an infant is exposed. It is the core unit of a culture. A child learns from his family the technique of coping with multiple circumstances in his life. Today, there are several forms of households, such as a married family, a nuclear family, unmarried individuals and single parents. The climate of a family largely influences a child's life. This continuum of change often involves the gender component. In

multiple trials, both boys and girls have increased rate of change in separate fields.

FAMILY STRUCTURE

Family is the child's first school. Family plays a significant role in the child's growth. Family is the social institution that improves the socialization capabilities of children.

JOINT FAMILY AND NUCLEAR FAMILY

Joint Family: The network of relatives serves as a close-knit group of shared relatives. In addition to parents and their offspring, joint families may include

- Children's partners
- Cousins, aunts, uncles.
- Encourage ones / adopted children, etc.

Workloads are divided evenly amongst the participants. Many women are homemakers who prepare for the whole household. The family patriarch (often the older male member) sets down laws, acts (if not retired) and unilaterally conflicts.

They also teach their mother tongue, manner and manners to the younger ones.

Nuclear family: In the western world the word "nuclear family" was used to differentiate between the family community composed primarily of parents, father or mother, and their offspring. Nuclear families can be of any scale, provided that the family may sustain itself and only parents and children are present.

The word "nuclear" has its original Latin sense, "kernel" or "nut." The move from joint structures to nuclear family systems was largely endorsed by the propagation of western ideals. Traditional family responsibilities shift as egalitarian values enter the social structure. It was believed historically that the guy was the protector of the household and the housewife was recorded in stone. Women still operate in significant numbers regardless of economic need. This is why conventional joint marriages split apart into nuclear families.

IMPACT OF JOINT AND NUCLEAR FAMILIES ON CHILDREN

Families in India have traditionally been listed as joint in existence. Joint families consist of one or two married couples living with their children as well as other family friends, including grandparents, aunts and uncles. An increasingly common nuclear family arrangement consisting of a single married couple and their children. The structural variations within the shared family and the nuclear family contribute to various forms of contact between the two families. In common households, children are sometimes indulged and over-protected, which causes children to rely on their mother and other family members. The infant is in more close touch with his or her parents in nuclear families and the amount of adult role models is declining. In conjunction with children from mixed families, children from nuclear families are expected to serve separately, take actions and behave unilaterally. Fathers play a crucial function in nuclear households as they are also more open and socially available to their children in A Children's Behavior Analysis. The experiences of children in such a diverse society will also be special.

OBJECTIVES OF THE STUDY

1. To analyze the adjustment of children in nuclear family or joint family gender wise.
2. To analyze the Emotional, Social & Educational Areas of Adjustment of adolescence in the family.
3. To analyze the the effect of family type (Nuclear and Joint) on adolescents' home environment.

LITERATURE REVIEW

Deepshikha and Suman Bhanot (2011) Study performed at Kumarganj, Eastern Uttar Pradesh District of Faizabad. The aim of the research was to examine adolescent girls' family atmosphere and their influence on their socio-emotional adaptation. One hundred teenage girls aged 17 and 18 years of age included the research group. The Family Climate Scale (FES) and School Student Transition Inventory (AISS) have been administered. Data were evaluated as a percentage and a multiple regression study. Statistically, all of the eight familial environmental variables were revealed: i.e. Cohesion, expressive confrontation, recognition and treatment, freedom, successful leisure orientation, organization and group influence have played an important part in teenage girls' social-emotional and educational adaptation.

The investigation **Bhayal A and Mathur P. (2010)** examined social intelligence in urban and rural teenage girls. A deliberate survey of 30 urban and 30 rural teenager girls was taken for this reason. They were aged 17 and 21 years old. All the girls were trained in this age range. The measure of emotional competence (EMS) was administered to each subject separately. The mean difference was tested using the 't' measure. Result revealed that life in urban and rural areas did not affect the relational maturity substantially.

N. S. Jadhav (2010) This paper examined the interaction between home climate and the emotional maturity of university students in the District of Belgaum in 58 Karnataka. The survey comprised 200 students chosen by random selection, of which 120 were boys and 80 were females. For data collection, the home climate scale and the emotional maturity scale were used. For data interpretation, the Pearson correlation coefficient methodology was introduced. There is a positive and important association between the home atmosphere and emotional maturity among students of both boys and women, including rural students, including private college students of low socio-economic status and students of more than 20 years of age.

Dr. Waheeda Matheen (2011) Discussed in their research regarding the complexities of parent child interactions and young girls' relational maturity. The survey was collected from city college students from 19-22 years of age. Data on the two major measures-a) parent-child relation and b) emotional development have been obtained. For their contributions on emotional maturity and parent-child relationships, such socio-demographic details such as birth order, siblingship number, faith, parental schooling, family disposition and parenthood was considered. All the dimensions, with the exception of 'indistinguishable' parent child interactions, i.e., both the father and mother provide a significant interaction with the social maturity of the study. There are favorable and negative associations at

substantial amounts between 1 % and 5% in nine aspects between interactions between parents and children and the five types of emotional maturity. The findings reveal that the connection between emotional maturity and parent child connections is statistically important and therefore denies the zero hypothesis HO: emotional maturity and parent child relationships are unrelated at ($p < 0.01$; $p < 0.05$) and concludes the alternative theory that there are positive and negative ties between the nine dimensions of the parent-c.

Anita Bhat and Vijayalaxmi-Aminabhavi (2011)

Studied the effect of the home atmosphere on teenage psycho-social skill. Data were obtained from 100 adolescents studying in Dharwad Middle Schools in English IX and X Standards. Domestic climate was analyzed using the Home Environment Inventory of Mishra (1989), and psycho-social abilities tested using the psychosocial competency scale of Dmdigal and Aminabhavi (2007). The findings showed that poor influence youth, social alienation, wealth inequality and rejection at home exhibited substantially poorer issues solving, decision-making, anger management, tension management and psychosocial abilities overall. Children with strong security, punishment, obedience, recompense, nurturing and 39 permissiveness have greater tolerance, logical thought, tolerance, self-confidence, stress handle, intimate interactions and efficient communication, as well as general psychosocial expertise. Study results demonstrate the role of the home atmosphere in the production of life skills.

Mitra and Mukhrejee (2012) A research was performed on a hundred female students and their mothers. It was used techniques for perceiving happiness from the updated and adopted contact of the parent scale by Mukharjee (1993), adapted variant of the state function of Frustration Speech Inventory and the scale of family pathology. Subcontractors were found to face much more family pathology. Family pathology has a detrimental association with both frustration and family pathology as a result of contact satisfaction. Family pathology and manifestations of frustration have been shown to be strongly associated. The study found that family associated issues are important for forecasting student performance on the other hand; parental satisfaction is an optimistic emotion that equips individuals with pleasure and improved adaptation.

MATERIALS AND METHOD

The sample size was based on earlier literature. The research contained a total of 160 subjects. The survey was further split into four groups of 40 subjects each. Complete 40 boys and 40 girls from the Joint Family and 40 other boys and girls from the Nuclear Family were included. Both subjects between 14 and 18 years of age.

Inclusion Criteria:

- People from the ages of 14-18 and 80 boys and 80 girls have been taken into consideration.
- Students who wished to consent were included in the report.
- All that are part of the mixed family and the nuclear family.
- Those enrolled in colleges.

Exclusion Criteria:

- Persons with physical difficulties or individuals with special needs.
- People who disagreed to consent
- Under-average college records have been omitted.
- People are part of the households of unmarried or single parents.

Before beginning the research, the student's demographic record was taken such as their name, age, class, address and form of family. The School Students Transition Inventory (AISS-ss) was used to assess transition in the social, emotional and educational fields of adolescents. Sixty problems were posed in the fields of cognitive, social and educational adaptation. For sampling, the stratified random sampling approach was used. All students were split into four classes of 40 students in 2x2 factories. The inventories have been compiled for each category separately. Variance analysis (ANOVA) has been used for mathematical data analysis. The F-ratio score at $P < 0.01$ and $P < 0.05$ was statistically important.

RESULTS

Out of 160 persons participating in the report, 40% were aged 14-15 years, 40% were aged 16 years and 20% were aged 17-18 years. According to the AISS-ss manual, high ratings indicate poor adjustment levels. In the field of emotional transition, the girls of the joint and nuclear families were noticed to be more emotionally adapted than the boys of the articulated family and nuclear families. Likewise, the girls were best adapted in the social sector. Girls have also been more suited than boys in the area of educational adjustment. The cumulative overall change scores of boys and girls in all family groups indicate that teenagers in the joint family were found to further adapt nuclear family teenagers. In all girls of the joint family, better

suited than other adolescents were identified (Table 1)

EMOTIONAL ADJUSTMENT				
	JOINT FAMILY		NUCLEAR FAMILY	
	BOYS	GIRLS	BOYS	GIRLS
MEAN SCORES	2.65	2.225	4.225	2.975
SOCIAL ADJUSTMENT				
MEAN SCORES	5.8	5.625	5.925	5.55
EDUCATIONAL ADJUSTMENT				
MEAN SCORES	4.675	3.6	5	5.4
TOTAL ADJUSTMENT				
MEAN SCORES	13.125	11.45	15.15	13.925

Table 1: The adjustment of children in nuclear family or joint family gender wise

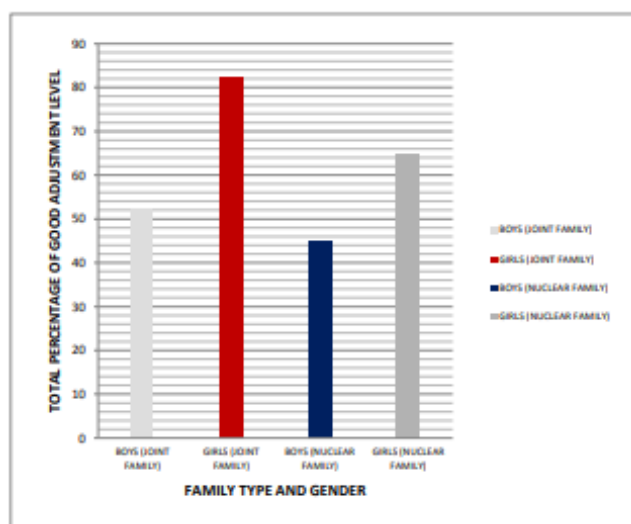


Figure 1: Bar Diagram showing percentage of good adjustment of adolescents

The above bar graph (Fig.1) shows the complete adaptation of adolescents to the AISS stage. In mental, social and educational fields, a total of 52.5% of boys of the joint family have found good adaptation levels, 82.5% of girls of the shared family have good adaptation levels in all regions, 45% of boys and 65% of girls of the nuclear family were found good in all adaptation regions.

Variables	Emotional	Social	Educational
A (Family Type)	8.23**	5.59*	0.023
B (Gender)	9.09**	1.59	1.14
AxB (interaction effect)	0.54	5.29*	0.01

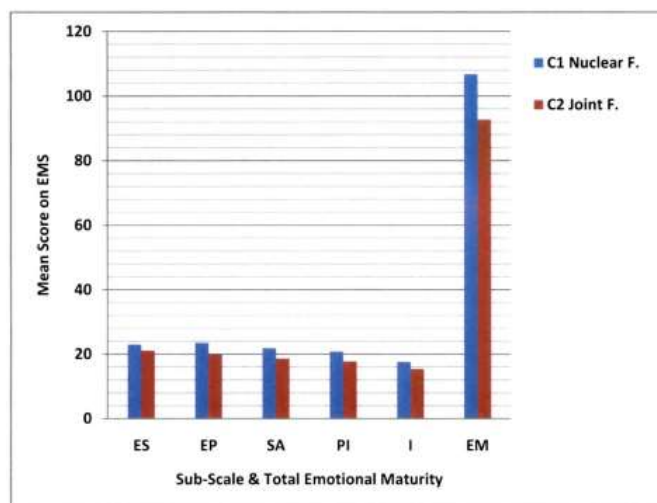
Table 2: F-ratio scores in Emotional, Social & Educational Areas of Adjustment

The above table (no.3) indicates an F-ratio of factor A of 8.23 and statistically relevant of $P < 0.01$, indicating that emotional adaptation is influenced by family form. This is shown in the table below. Factor B ratio of 9.09 was also considered statistically relevant at $P < 0.01$, which indicates important gender-based effects on teenage emotional transition. In the field of social change, the element A F-ratio is 5.59, and the correlation impact AxB's F-ratio is 5.29, which is statistically important at the $P < 0.05$ mark. This indicates that relationships between family and gender influence teenage social adaptation. There was no statistically important F ratio in the field of schooling, which indicates that the family type and gender had no significant impact in this area on the educational transition of adolescents. Table 4 of ANOVA reveals that the F-ratio for the vector A is 5.4, which has been considered to be important at 0.05. It indicates that the family type has an adjustment impact for teenagers; in the fields of mental, social and educational adaptation the teenagers in the joint family were better adapted. The vector B (gender) in the summary table of ANOVA includes the F-ratio 5.54, which has also been shown to be 0.05 important. This highlights the important impact of gender in adolescence transition stages. In the present research, girls from both families were better balanced than boys from both families in all fields of transition. Interaction between A and B was found to be insignificant.

Table 3: Mean and f value for Gender on Emotional Maturity Measure (EMS)

Sub-Scale of	C1	C2	F
Emotional Maturity	Nuclear F.	Joint F.	Value
Emotional Stability	22.99	21.08	3.39 ^{NS}
Emotional Progression	23.45	19.94	10.42**
Social Adjustment	21.89	18.55	11.89**
Personality Integration	20.78	17.75	8.57**
Independence	17.58	15.36	7.16**
Overall Emotional Maturity	106.69	92.68	11.37**

Figure 2: Bar Diagram Showing Mean Difference for Family Type on Emotional Maturity Measure (EMS)



Above the outcome table indicates the average performance of students who reside in nuclear and joint families on their degree of emotional maturity (EMS) and on their various measures, emotional resilience, emotional progression, social tolerance, personality integration and freedom. In the emotional maturity as in all its sub-range, although in the case of students residing in joint families, less than in nuclear families has been observed, because on the considered range of emotional maturity less the scale suggests higher standards of basic requirements, it may be inferred that students brought up into the common family are more emotionally mature. The above hypothesis is further confirmed, except for the emotional wellbeing, by the computed f values that were found to be important.

In relation to the position of families in emotional maturity of students it is well recognized that family is the key primary category in Indian culture that influences the emotional characteristics of individuals, including emotional maturity. Family influence remains paramount both in the most fundamental requirements of students and in the correspondingly greater effect on each other of actual family members. Nanda et al. (2005) have stated that family variable, family style and personal variable have a larger effect on student's emotional maturity. In comparison, Sivakumar (2010) has found heterogeneous findings, indicating that sex, culture, and the form of family that they belong play no part in the emotional maturity of college students.

Source of variance	Sum of Squares	Degree of freedom	Mean Square	F-ratio
A (Family)	135.0625	1	135.0625	5.4*
B (Gender)	138.7625	1	138.7625	5.54*
AB	15	1	15	0.6
Within treatment	3904.375	156	25.029	
TOTAL	4193.2	159		

Table 4: Summary Table of ANOVA of Total Adjustment. *denotes $P < 0.05$ (significant at 0.05 level of significance)

CONCLUSION

The present research report reveals the major influence of families and sex on mental, social and intellectual transition levels in adolescents. The girls have demonstrated greater adaptability than the boys. The role of grandparents also leads to adapting skills with effective advice for teenagers. Proper guidelines and recommendations should be given for the teens of the nuclear family. Need and consideration should be provided to the growing position of the joint family as foundations of the grandparent's operation in crisis circumstances and to help advise young people. The boys can also improve their adaptive ability in this world for better adaptation. More studies in this region are required to understand more adaptation aspects.

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