

Title of the Research Study: - Role of Home Environment in Social Adjustment of Private and Government Schools Students of Delhi”

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“A socially well-adjusted person is not only efficient and happy in his environment but also he must have a sense of social feeling, i.e. he must be co-operative and sympathetic.” Alfred Adler

Abstract

The present study is intended to examine the social adjustment of secondary schools students. Social adjustment is an effort made by an individual to adjust with standards, values and needs of a society in order to be accepted within their social environment or an achievement of balance in social relationships usually aided by the appropriate application of social skills. The purpose of the study was to access the home environment of adolescents and its impact on their social adjustment. The study was carried out on a sample of 540 students (270 girls and 270 boys) randomly selected from various private and government schools of Delhi. A self-developed research tool was adopted for this study. The data was analyzed using statistical measures of mean, standard deviation and t-test and stepwise regression method, to examine the influence of home environment on social adjustment of students. The finding of the present study reveals that there is significant role of home environment in social adjustment of private and government Sr. secondary schools of Delhi.

Key Words:-Home Environment, Social Adjustment

NEED OF THE STUDY

Children are the pillars of our future society and it is a major duty and the responsibility to grow them into full state of health-physically, mentally, spiritually and socially, then only we can give to a healthy society in the future.

Adolescence is a phase of a life where there is a change in the personality of an individual takes place. Social adjustment is important at every stage of human development, but it is especially more significant during the adolescence period. And if the home conditions are favorable, an adolescent is better-equipped and adjusted to meet the challenges of growing up and easily enter in their adulthood with more self-confidence, effective in social relationships and will have willingness to contribution to social welfare.

The home atmosphere provides the first social environment to a child and determine as to what his first attitudes would be towards people and social activities. The kind of child training used in the home has a pronounced influence on later social adjustment. If a meaningful relationship is established within the environment, the task of adjustment with the larger social world becomes easier.

As we all know because student spent only six to seven hour a day in school, thus majority of time they are in their home environment i.e. with their parents, siblings, playmates & friends and neighborhood. Therefore influence of these variables is quit more than the schools. Thus it is very much necessary to study social adjustment in context of their home environment. Students’ studying in private and government schools probably perceives different home background. So there may be more chance that both face different challenges in their social adjustment. Therefore the purpose of present research study was to analyze social adjustment of schools students for the account of social malady.

OBJECTIVES OF RESEARCH STUDY

1. to study the home environment of boys and girls of government and private schools.
2. to study social adjustment of boys and girls of government and private schools.
3. to compare home environment of students studying in government and private schools.
4. to compare social adjustment of students studying in government and private schools.
5. to study contribution of various dimensions of home environment on social adjustment of
 - (a) government schools students.
 - (b) private schools students.
 - (c) total sample subjects.

SAMPLE COMPRISED: - Sample of this research study comprised 18 schools i.e. 9 Government and 9 Private Sr. Secondary Schools of Delhi (from all District).

TOOLS FOR RESEARCH STUDY -Self-develop tools were constructed and used. The scales were developed both in Hindi and English medium. Following were the research tools:-

1. **Home Environmental Scale:** - This scale was designed to measure the psycho-social-climate of home as perceived by children.
2. **Social Adjustment Scale:** - This scale was designed to study the efforts made by an individual to adjust with standards, values and needs of a society in order to be accepted within their social environment.

RELIABILITY AND VALIDITY OF TOOLS. Following procedures were used:-

1. Item Analysis
2. Test and re-test method.
3. Split half reliability method.

EDUCATIONAL IMPLICATION

1. A well socially adjusted adolescent can better performance both in academic and nonacademic activities.
2. A well socially adjusted adolescent can understand the demands and requirements of the society.
3. A well socially adjusted adolescent will be supportive, co-operative, friendly and conflict less.
4. A well socially adjusted adolescent move without any feelings of individual difference or discrimination i.e. sex, color and social- standards.
5. Socially adjusted adolescent also aware of his own strengths, limitations and weaknesses within their social environment.
6. Socially adjusted adolescent can understand the value of social and cultural heritage of all.
7. Socially adjusted adolescent can understand social reforms and changes in the society.

CONCLUSION OF RESEARCH STUDY

Conclusion of the research study reveals that, the home environment is best supplement for social adjustment of adolescents. Good social adjustment facilitate individual to adjust easily with all people and make them self-confident, effective in social relationships and the willingness to contribution to social welfare. The home atmosphere provides the first social environment to a child and determines as to what his/her first attitudes would be towards people and social activities. The kind of child training used in the home has a pronounced influence on later social adjustment.

On the whole, outcomes infer that, both private and government schools students were perceived supportive environment at their homes for their social adjustment. Home contributing variables like home permissiveness, home conflict, home moral-religious emphasis, home recreational-cultural-orientation, home acceptance and nurturance, home conformity and home reward are found, important contributing variables which significantly contributed to the social adjustment of both government and private students.