

**RESEARCH PAPER****Study the Relationship between Parental Support and Adjustment of Secondary School Students****Sunita Singh and S.H. Qasim**

Department of Education, SHUATS, Allahabad

Email: [gyaneshritik@gmail.com](mailto:gyaneshritik@gmail.com)Received: 4<sup>th</sup> May 2017, Revised: 5<sup>th</sup> June 2017, Accepted: 10<sup>th</sup> June 2017**ABSTRACT**

*The family plays vital role in development of personality and socialization of the individual. Family is the first school and mother is the first teacher of the child. The objective of the study was to measure the relationship between Parental Support and Adjustment of Secondary school students. The investigator selected the sample through random sampling, 220 students were selected from secondary schools. To collect the data researcher has used Parental Support scale constructed and standardized by Nandwana and Asawaand. The present study, therefore, is justified on the grounds to explore the relationship between adjustment and Parental Support of secondary school students. It may be helpful for teachers, administrators and policy making bodies for framing curriculum for better adjustment of students.*

**Key words:** Parental Support, Secondary School Students, Socialization

**INTRODUCTION**

Education is the process of developing the capacities and potentials of an individual so as to prepare him to lead a meaningful life in the society. From this perspective, education aims at all round development of an individual. Education begins at birth and continues throughout life. It is constant and ongoing. At the start of the very young age, children learn to develop cognitive abilities which they acquire through various types of interaction with parents and other members of the family.

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 behavioral experiences of parents and family environment, all influence the child's behaviour and attitudes, both directly and indirectly.

The family plays vital role in development of personality and socialization of the individual. Family is the first school and mother is the first teacher of the child. The study on most of the students studying in the secondary and higher secondary schools reveals that their parent support and teachers' guidance help them to achieve high marks. Today is the day of science every man wants to gain safety and security beyond education. We never complete our duties, which are great problem of life how the man goes to other social place he saw it's surrounding and try to adjust with him and often changes our behaviour, like such way. Love is the basic ingredient that connects everyone at home, love lead to trust. This generates respect among each other in the family leading to healthy atmosphere at home. The parent-child relationship will enable a family to develop a scene of belonging and accentual lend to intimacy supportiveness with a sense of purpose and intimacy is developed in the family. The above mentioned characteristics lead to unity in the family. Though conflicts and misunderstanding arise it should be treated with forgiveness to help maintain their relationship in family as sign unit. The biological and sociological and socio-cultural function of the family occurs in the terms of the interaction of the family members with each other and with person outside the family. It is here that the new born child acquires the skill of enter and extra personal relationship which helps them to develop individually and socially.

**ADJUSTMENTS**

The process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. The Adjustment is a very complex term. It is concern to ones' individuality and situation. Lehner and Cube stated; Personal Adjustment is a process of interaction between us and the environment. In this process we can either adapt to the environment or alter it. Personal Adjustment depends on successful interaction. A person with misadjust often experiences feelings of depression or anxiety or combined depression and anxiety. As a result, that person may act out behaviorally against the "rules and regulations" of family, work, or society. In some people, an adjustment may manifest itself in such behaviors as skipping school, unexpected fighting, recklessness, or legal problems. Other people, however, instead of acting out, may tend to withdraw socially and isolate themselves during their adjustment problems.

The Adjustments of secondary school students are also effected by their parent's situations, family-environment & Parental Support. It is supposed that family relationship is the first training ground for adolescence to develop the habits, values & behavior needed to participate fully in our diverse society. If the parental support is according to the child then how the level of achievement of child increases and if the parental support is not according to the child then how the level of achievement of child deceases. The present study, therefore, is justified on the grounds to explore the relationship between adjustment and Parental Support of secondary school students. It may be helpful for teachers, administrators and policy making bodies for framing curriculum for better adjustment of students.

**OBJECTIVES OF THE STUDY**

The following objectives are determines for this study-

1. To find out the relationship between Parental Support and Adjustment of Boys of secondary schools.
2. To find out the relationship between Parental Support and Adjustment Girls of secondary schools.

**HYPOTHESIS OF THE STUDY**

The following Null Hypothesis are formulated for this study-

1. There is no significant relationship between Parental Support and Adjustment of Boys of secondary schools.
2. There is no significant relationship between Parental Support and Adjustment Girls of secondary schools.

**METHODOLOGY**

In this research Descriptive Survey Method is used.

**POPULATION AND SAMPLE:**

All students of secondary schools of Allahabad City were considered as population. The sample was selected by using random sampling technique. A sample of 110 boys and 110 girls of secondary schools of Allahabad city were selected for the present study.

**TOOLS USED:**

The tool used for the present study was Parental Support scale constructed and standardized by Dr. Shobha Nandwana and Dr. Nimmi Asawa and Adjustment Inventory for School Students constructed and standardized by AKP Sinha and RP Singh.

**RESULT AND DISCUSSION****Objective 1:**

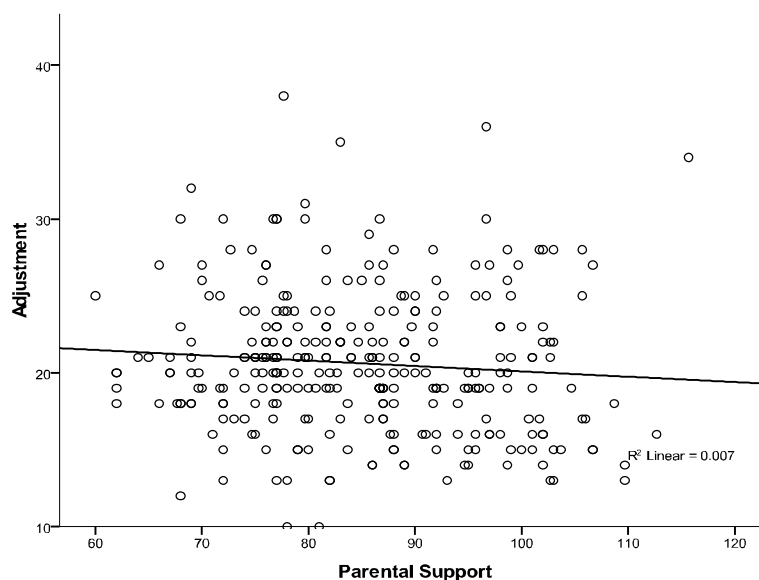
To find out the relationship between Parental Support and Adjustment of Boys of secondary schools.

**Table 1:** Mean, SD and Correlations between Parental Support and Adjustment of Boys of secondary schools

Variable	N	Mean	S. D.	r-value
Parental Support	110	83.07	10.245	.214*
Adjustment	110	22.61	5.561	

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

From the table 1 it is clear that the calculated r-value .214 is greater than the table value of t-ratio at .05 level of significance. Therefore the null hypothesis is rejected at .05 level of significance that 'There is no significant relationship between Parental Support and Adjustment of Boys of secondary schools.' and the research hypothesis is accepted that 'There is significant relationship between Parental Support and Adjustment of Boys of secondary schools'. Hence it is stated that there is significant relationship between Parental Support and Adjustment of secondary schools. It is also clear to observe the Graph 1.

**Graph 1:** Graphical presentation of Correlations between Parental Support and Adjustment of Boys of secondary schools

From the observation of the Graph 1, it can be seen that, the range of score of Parental Support of Boys of secondary schools from 61 to 115 and the range of score of Adjustment of Boys of secondary schools From 11 to 37. It is clear that if the Boys of secondary schools are getting more Parental Support then their Adjustment power should be improved respectively. So it is found that there is significant relationship between Parental Support and Adjustment of Boys of secondary schools.

**Objective 2:**

To find out the relationship between Parental Support and Adjustment Girls of secondary schools.

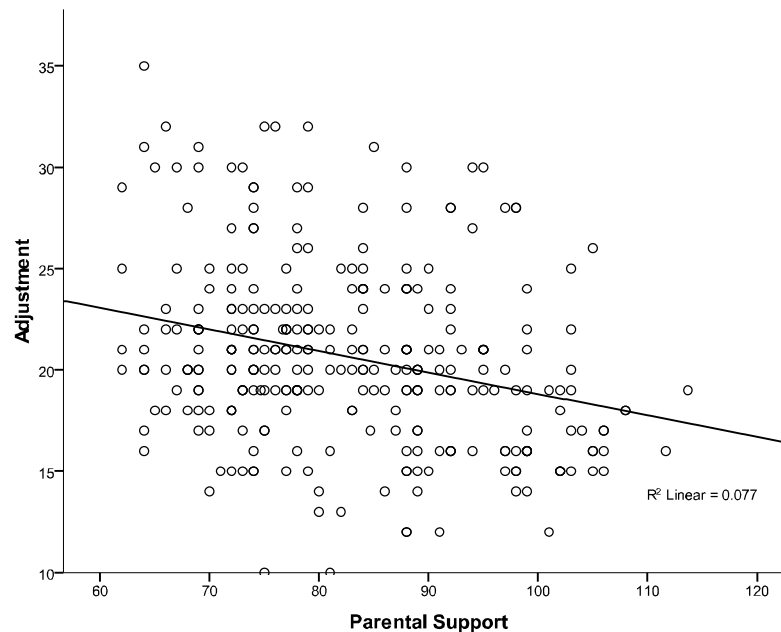
**Table 2:** Mean, SD and Correlations between Parental Support and Adjustment of Girls of secondary schools

Variable	N	Mean	S. D.	r-value
Parental Support	110	84.68	12.711	.268*
Adjustment	110	20.64	3.464	

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

From the table 2 it is clear that the calculated r-value .268 is greater than the table value of t-ratio at .05 level of significance. Therefore the null hypothesis is rejected at .05 level of significance that 'There is no significant relationship between Parental Support and Adjustment of Girls of secondary schools' and the research hypothesis is accepted that 'There is significant relationship between Parental Support and Adjustment of Girls of secondary schools'. Hence it is stated that there is significant relationship between Parental Support and Adjustment of Girls of secondary schools. It is also clear to observe the Graph 2.

**Graph 2:** Graphical presentation of Correlations between Parental Support and Adjustment of Girls of secondary schools



From the observation of the Graph 2, it can be seen that, the range of score of Parental Support of Girls of secondary schools from 61 to 113 and the range of score of Adjustment of Girls of secondary schools from 11 to 34. It is clear that if the Girls of secondary schools are getting more Parental Support then their Adjustment capacity should be improved respectively. So it is found that there is significant relationship between Parental Support and Adjustment of Girls of secondary schools.

It is helpful to parents. They can have a better understanding of that if there is more dominance of control, protectiveness, social isolation, rejection, deprivation of privileges and permissiveness then it will result in low Adjustment. So the parents should keep these factors in balance manner.

## CONCLUSION

The finding of the study states that there is significant relationship between Parental Support and Adjustment of boys and girls of secondary schools. The role of parents and guardians is very important in student's adjustment. They should honour student's freedom and promote play way method of students learning. The guardians should be directly in contact to schools, they should attend regular parent-teacher meeting, know the progress of their children. Parent must discuss with children about their studies daily, spend time with their children as much as possible, help them in their studies, provide them a supportive environment in home, encourage their children, discuss with them about their problems and improve the study habits of their children. The present study, therefore, is justified on the grounds to explore the relationship between adjustment and Parental Support of secondary school students. It may be helpful for teachers, administrators and policy making bodies for framing curriculum for better adjustment of students.

**REFERENCES**

1. Annunziata D., Hogue A., Faw L. and Liddel H.A. (2006): Family functioning and school success in at-risk inner-city adolescents. *Journal of Youth and Adolescence*, 35(1): 105-113.
2. Ayodhya P. (2007): Emotional Problems in Secondary School Children and its Relation to Life Events and Scholastic Achievement. *Journal of Community Guidance and Research*, 24(3): 347-355.
3. Buch M.B.: "Fourth Survey of Research in Education", Vol. 1&2, NCERT, New Delhi, 1983-1988.
4. Flouri E. (2006): Parental Interest in children's education, children's self-esteem and locus of control, and later educational attainment: Twenty six year follow-up of the 1970 British Birth Cohort. *British Journal of Educational Psychology*, 76(1).
5. Guilford J.P. (1965): *Fundamental Statistics in Psychology and Education*, IVth edition, New York: Mc Graw Hill Book Co.
6. Koul L. (1984): *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
7. Mangal S.K. (2009): *Essentials of Educational Psychology*, PHI Learning Private Limited, New Delhi, Third Edition, pp. 542-543.

**How to cite this article:**

**Singh S. and Qasim S.H. (2017): Study the Relationship between Parental Support and Adjustment of Secondary School Students. *Annals of Education*, Vol. 3[3]: September, 2017: 1-5.**