

# **HOME ENVIRONMENT AND CERTAIN AREA OF ADJUSTMENT OF INTACT AND BROKEN HOME CHILDREN**

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## **INTRODUCTION**

It is assumed that broken homes retard the progress of those children from such background in that both parents are not on ground to direct and guide the child towards the achievement of educational goals. It is arguable or believed that children from broken homes are more likely prone to poor academic performance. A child may become a victim of broken home as a result of divorce or separation of the parents. When this happens, this child is entrusted to other people that are different from his parents. This person is expected to play the role of a surrogate parents despite his/her commitment of his/her own children without any empirical evidence, it is very clear that nobody will treat a child who is entrusted to his care the way he/she will treat his/her own child. By this token, the child is always confused and frustrated under the leadership style of step-father or step-mother. The frustration of a child knows no bound. At home under surrogate parents he is discriminated and suffers some psychological deprivations, he carries the same emotional frustration to the school. Instead of listening to the teacher and taking down notes, he is more often occupied with the intimidation discrimination and deprivation he/she is facing at him. As such, he has little or no interest in the learning materials, as classes are ought to be attended and comprehensible in the course of subject taught presented at school.

A child's early home environment has long-term effects on development. A child's early home environment has a profound effect on his well-being. Beginning in infancy, a problematic home environment can disrupt the brain's stress response system, reduce the quality of caregiving a child receives, and interfere with healthy development.

Research has linked negative home environments during children's first three years with a host of developmental problems, including

- Poorer language development by age three.
- Later behavior problems.
- Deficits in school readiness.
- Aggression, anxiety and depression.
- Impaired cognitive development at age three.<sup>2</sup>

Longer-term effects have also been documented: A child's early home environment and the skills he learns in the first three years have been linked to

- High school graduation.
- Teen parenthood.
- Adult employment and earnings.

Life, in a single parent family or broken home can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial resources (children defense fund 2004). Schults (2006) noted that if adolescents from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic and emotional problems.

Adjustment is a term used by psychologists and lay people. The lay man, however, tends to use the term improperly. They seem to assume that adjustment is desirable behavior. Actually it is a general term that connotes either good or successful adjustment, or poor adjustment as termed as maladjustment. The term "adjustment" has been described in many ways by different psychologists, biologists, mental hygienists and other behavioral scientists in many ways, as already explained biologists take adjustment in terms of adaptation to the physical world. Some explain adjustment in terms of conformity to the environmental needs; some say that a normal or statically average man is an adjusted man. So, no two behavioral scientists are agreed upon a common definition of adjustment. Generally, it has been argued that the concept of adjustment is a mere fiction, as people have always failed in giving a standard definition of adjustment, partly because of its many meanings, and partly because of the criteria against which adjustment could be evaluated are not well defined, further, the boundaries between adjustment and maladjustment are never water tight.

### **LITERATURE REVIEW**

Levin (2001) states that parents are probably the actor with the clearest un-dimensionals interest in a high level of their children's academic performance. To some extent, there is simple evidence to show the marital instability brings about stress, tension, lack of motivation and frustration obviously, these manifestations act negatively on a child's academic performance.

Johnson (2005) asserts that children of unmarried parents /separated families often fail and are at risk emotionally. However, this may not be completely applicable in all cases of broken homes. Some children irrespective of home background or structure may work hard and become successful in life. Moreover, Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school.

Bankston (1998) also posited that nearly two third of all single parent families are the result of divorce or separation. Divorces or separation often leaves parents angry with each other and as Richards (1993) reported, these children sometimes suffers a loss economically which limits, among other things, their abilities to perform well in their academic works and which also transform them into a truant in the community or society. A child who experiences parental separation by death, divorce or mutual consent to separate, undergoes a great deal of pain, confusion and anger. This may destabilize the child the child and may cause the child to rebel.

According to Quinlan (2003), it is difficult for a child to realize that two people who love themselves do not love each other again. Most children could not comprehend the complexity of strains that led to the rapture of marital love.

Fraser (2003) contends that performance and behaviour of children living with a single parent is below that of children living with the two parents. He observed that children who lives with a parent especially a divorced one, usually feels unsecured, always attention seeking and anxious that his/her education may be seriously hindered or disrupted through these feelings and at the end it would affect the child's total behaviour. It has been statistically proven that children in single parents home fare worse than those with two parents (States News Service, 2005). It has been established that family structure contributes to five characteristics of a child's well being. These include lower birth rates and higher death rates among infants when there is just one parent.

Rani Mohanraj and Latha (2005) investigated the relationship between family environment, the home adjustment and academic achievement in adolescents. A sample of 106 boys and 86 girls were assessed using the moos and moos family environment scale and Bell's adjustment inventory. Academic scores were taken from the school records. Family environment appeared to influence home adjustment as well as academic performance. Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in their perceptions regarding home environment.

### **Objectives:**

1. To study and compare intact and broken home children with regards to certain area of adjustment such as Home, Health, Social and Emotional adjustment.
2. To study and compare intact and broken home children with regards to their Home environment.

### **Hypothesis:**

1. There will be no significant difference between intact and broken home children with regards to certain area of adjustment such as Home, Health, Social and Emotional adjustment.
2. There will be no significant difference between intact and broken home children with regards to their Home environment.

### **Sample:**

For the present study random sampling technique was used for the selection of the participants. The sample consisted of 120 children (60 intact home children and 60 broken home children). Sample was taken from different areas of Ahmedabad City.

### **Variables:**

In present research Intact and Broken Home children was considered as Independent Variable and Scores of Home Environment and scores of various Areas of Adjustment was considered as Dependent Variable.

**Tools:** in present research following tools were used for data collection

- Home environment inventory (HEI) by K. S. Misra

The home environment inventory's reliability was found out by split half method, and worked out separately for all the ten dimensions. The split half reliability of various dimensions of HEI are as follows.

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Sr. No.	Inventory dimension	Reliability co-efficient
A	Control	0.879
B	Protectiveness	0.748
C	Punishment	0.947
D	Conformity	0.866
E	Social isolation	0.870
F	Reward	0.875
G	Deprivation of privileges	0.855
H	Nurturance	0.901
I	Rejection	0.841
J	Permissiveness	0.726

The inter correlation is also counted by Dr Karunashankar Mishra in between 10 dimensions.

**Validity of HEI:**

Home environment inventory has been found to possess content validity is measured with the help of views expressed by judges. Criterion related validity could not be established because of the lack of appropriate external criteria.

- **Adjustment Inventory (1968) by Dr. R. K. Ojha**

Bell adjustment inventory (student form) by Dr. R. K. Ojha was prepared in 1968 when one of the Ph.D. students was conducting his research work under the guidance of the author. This inventory includes four parts- Home, Health, Social and Emotional each part has 35 questions, which are answered on a three point scale.

The adjustment inventory has four parts. Each part has 35 questions. In the left side of each question “Yes”, “No” and “?” have been given. If you agree with the statement or to the facts mentioned in the question, encircle “yes”. If you answer is negative i.e., you are not agreeing to the facts mentioned in the question, encircle “No”. If you can neither answer the question in “Yes” and “No” then encircle question mark “?”. There is no time limit, but should answer all the items quickly.

- **Reliability:**

The adjustment inventory possesses high reliability. The reliability coefficients were determined by split-half and test-retest method. For split-half, the correlation between odd and even items was calculated and corrected by the Spearman-Brown formula. Similarly, in case of test-retest method, the inventory was again administered on a sample of 200 students after a period of two months. The reliability coefficients are shown in Table

Method	Home	Health	Social	Emotional
Split-Half	0.84	0.81	0.87	0.89
Test-Retest	0.91	0.9	0.89	0.92

- **Validity:**

The adjustment inventory was validated against K. Kumar’s Adjustment inventory. The two inventory scores yielded a positive correlation. This study was conducted on a sample of 400 cases of four educational groups.

**Procedure:**

In present research Home environment inventory (HEI) by K. S. Misra and Bell adjustment inventory by R. K. Oza was administered simultaneously in individual setting after giving adequate instructions and establishing rapport. All the precautions were taken during the test administration as per manual also. Scoring was done as per manual of each Scale.

**Statistical Analysis:**

To analyzed the data ‘t’ test was used.

**Results and Discussion:**

**Table.1**

**Mean, SD and t value of various Area of Adjustment of intact and Broken Home children**

No	Variable	Group	Sample Size	Mean	SD	t value	Level of significant
1.	Home	Intact Home children	30	33.50	9.90	2.01	0.01
		Broken Home children	30	28.20	7.30		
2.	Health	Intact Home children	30	25.13	5.06	1.39	NS
		Broken Home children	30	22.40	9.53		
3.	Social	Intact Home children	30	23.87	8.74	1.06	NS
		Broken Home children	30	20.07	9.38		
4.	Emotional	Intact Home children	30	30.20	10.21	2.21	0.05
		Broken Home children	30	35.67	8.87		

The mean scores of Home adjustment of intact and Broken Home children were 33.50 and 28.20 with SD 9.90 and 7.30. The obtained 't' value is 2.01 which is significant at 0.05 level. It means intact and Broken Home children were significantly differ on Home adjustment. Intact home children have better Home adjustment than Broken Home children.

The mean scores of Health adjustment of intact and Broken Home children were 25.13 and 22.40 with SD 5.06, and 9.53. The obtained 't' value is 1.39 which is not significant. It means intact and Broken Home children were not significant difference on Health adjustment.

The mean scores of social adjustment of intact and Broken Home children were 23.87 and 20.07 with SD 8.74, and 9.38. The obtained 't' value is 1.06 which is not significant. It means intact and Broken Home children were not significant difference on social adjustment.

The mean scores of Health adjustment of intact and Broken Home children were 30.20 and 35.67 with SD 10.21, and 8.87. The obtained 't' value is 2.21 which is significant at 0.05 level. It means intact and Broken Home children were significant difference on emotional adjustment. Broken home children were more emotionally mature than intact home children.

**Table.2**

**Mean, SD and t value of Home Environment of intact and Broken Home children**

No	Variable	Group	Sample size	Mean	SD	t value	Level of significant
1.	Home Environment	Intact Home children	30	231.20	17.79	2.25	0.05
		Broken Home children	30	242.07	19.53		

The mean of Home Environment of intact and Broken Home children were 231.20 and 242.07 with SD 17.79, and 19.53. The obtained 't' value is 2.25 which is significant at 0.05 level. It means intact and Broken Home children were significantly differ on Home Environment. Intact Home children have better home environment than broken home children.

**Conclusions:**

1. Intact and Broken Home children were significantly differ on Home adjustment. Intact home children have better Home adjustment than Broken Home children.
2. Intact and Broken Home children were no significantly differ on Health adjustment.
3. Intact and Broken Home children have no significantly differ on Social adjustment.
4. Intact and Broken Home children were significantly differ on emotional adjustment. Intact home children have better emotional adjustment than Broken Home children.
5. Intact and Broken Home children were significantly differ on Home Environment. Intact Home children have better home environment than broken home children.

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