

HOME ADJUSTMENT OF B.Ed STUDENTS IN RELATION TO FAMILY BONDING

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Abstract

The teacher is builder of the thoughts, a real maker of student personality and hence the guide of one's life. A well adjusted teacher is a source of inspiration to their students and also a boon to the transforming society. Family bonding is a keystone of healthy and harmonious family life. Family bonding forms the source of emotional connection, providing a sense of belonging and identity. The parental or familial control definitely influences child's personality right from birth to death. In this way the B.Ed students are also from the same family set up with high parental control and connections with family. Descriptive survey method was undertaken to assess the adjustment and family bonding of B.Ed students. 170 B.Ed students were selected from Kanchipuram and Chengalpet District through stratified random sampling technique. Home Adjustment Behaviour Inventory and Family Bonding scale were constructed by investigator with Technical validation. The scoring was done after the data collection. The data were analyzed with mean, percentage, SD, t-test, and co-relation. The investigator found that the present B.Ed students have average level of home adjustment and family bonding. Gender, marital status and type of family are not influence the home adjustment and family bonding of B.Ed students. Home adjustment and family bonding of B.Ed students are highly positive and significantly correlated.

Key words:

Home Adjustment and Family Bonding

Introduction

The teacher is most important factor of education system, whose role is continuously changing in time to time. The teacher's roles and responsibilities are infinite and limitless. The teacher is builder of nation. The teacher is builder of the thoughts, a real maker of student personality and hence the guide of one's life. A well adjusted teacher is a source of inspiration to their students and also a boon to the transforming society. Hence, satisfactory adjustment is essential for teacher as well as B.Ed students since they are the future teachers. The prospective teachers should have high level of adjustment.

Concept of adjustment was originally a biological one. In Biology, the term usually employed was adaptation in change of environment.

The Dictionary of Behavioural Sciences (1972: 10) defines adjustment as follows:

The variations and changes in behaviour those are necessary to fulfil the needs and meet demands so that one can establish a harmonious relationship with the environment.

Definition of adjustment by Dictionary of Education is, "adjustment as the process of finding and adopting modes of behaviour more suitable to environment or the change in environment.

Areas of adjustments are, 1, Social adjustment, 2. Educational adjustment, 3. Emotional adjustment, 4. Home adjustment, 5. Health adjustment.

Concept of Home Adjustment: This word is very much used in daily life. the term home is rarely used scientifically and conceptually. Home means that the social unit formed by a family living together "Home" is characterized as the presence of affinitive bonds with other members of the family and persons in a network of interconnected in social structure. Adjustment means, harmonious relationship between satisfaction of one's needs and the own environment. Adjustment is a process where individual establishes balance between factors affecting his needs and satisfaction of needs (Boring-Langfield).

Home adjustment is the adjustment behaviour of B.Ed students towards their home conditions pertaining to parameters such as marital relationship of parents, home atmosphere, family finance, and relationship with siblings, and B.Ed student's attitude towards social life.

Scope of Adjustment :

Individual – each and every stage life is full of many problems and difficulties. Before adjusting to it one has to think of himself as an individual in a social set up.

Needs – there are some needs for development and intelligence motivated by these needs help to perform various activities of any individual.

Frustration - There is big gap between individual's needs and satisfaction. Man is too much ambitious and needs are unlimited. His ability to satisfy them is limited so that the man becomes frustrated.

Home adjustment is refers to the process by which individuals or families adapt in their home and changes in their home environment. Various factors can involve, in home adjustment these are:

Relocation: Changing to a new home or neighbourhood requires significant adjustment with new surroundings, social networks, and routines.

Changes in Family Dynamics: Each and every event like marriage, divorce, the arrival of a new child, or the loss of a family member and bifurcation of family properties can impact how individuals react to one another and require adjustments in roles and responsibilities.

Environmental Changes: Modification in the home environment, like renovations and changes in household composition require adjustments in daily living and interactions among family members.

Psychological Factors: Emotional responses such as stress, anxiety, or feelings of loss can affect individual's adjustment with the change in the home environment.

Successful home adjustment brings effective communication, problem-solving ability, and support among the family members. Psychological theories, such as those related to adaptability and coping mechanisms, may also be relevant in understanding how individuals find the way these changes.

It is observed that the B.Ed students have adjustment problems. One of the problem of B.Ed students is home adjustment, but the investigator decided to investigate how the home adjustment related to family bonding of B.Ed students.

Family Bonding

Family bonding is a keystone of healthy and harmonious family life. Family bonding forms the source of emotional connection, providing a sense of belonging and identity. These connections create a safe and secure environment the members of the family and moreover family members can express their feelings, share their thoughts and build trust.

Benefits of Family Bonding

One of the most important roles of family is to provide a sense of belonging and identity of the family members. When family members engage in activities together and share experiences, it reinforces their relationship. This helps to shape individuals' values, beliefs, and cultural heritage, provided that a profound sense of purpose and belonging.

Effective family bonding strengthens the emotional connections between family members. These connections should be built on love, trust, empathy and fostering an environment. When family members know that they can turn to each other and support in times of need, that provides a strong foundation for emotional wellness.

Effective Family Bonding Ingredients

- **Communication:** When family members express their thoughts, feelings, and concerns, which builds trust and understanding.
- **Active Listening:** Listening to each other with empathy and attention shows respect and consideration.
- **Mutual Respect:** Treating each family member with respect and cooperation with trust.

- **Quality Time:** Spending maximum time together is fundamental for bonding. Engaging in shared activities and conversations strengthens bonding.
- **Expressing Love and Appreciation:** Regularly expressing love and appreciation, towards each other creates a positive emotional climate within the family. Every small gesture reinforcing family bonds.

Indoor and Outdoor Activities for Family Bonding

Indoor Activities: Cooking or baking, Family game nights, Arts and crafts and Movie nights.

Outdoor Activities: Nature outings, Playing sports and Camping.

In Indian family system the every younger ones is more dependent on their elders, parents and even grandparents. This is never considered wrong or unfavourable as it is the way the people of Indian demography have run life for many eras. The parental or familial control definitely influences child's personality right from birth to death. In this way the B.Ed students are also from the same family set up with high parental control and connections with family.

Literature Review related to Home Adjustment

Packiaselvi, P. P., & Malathi, V. A. (2017) carried out a study and found that there is no significant difference in their mean score of social adjustment and academic achievement based on mother tongue, gender, school location, family type, educational qualification of parents, occupation of parents, and monthly income of parents.

Anand and Annadurai (2017) carried out a study and found that they found that there were a significant difference in adjustment pattern among B.Ed students in terms of gender, marital status and subject studying. There was no significant difference in adjustment of B.Ed students with respect to age and locality.

Umesh Chandra Kapri (2017) carried out a study on adjustment of B.Ed students in relation to their intelligence and found that there was a significant difference between male and the female B.Ed. students with respect to their adjustment and intelligence.

Master Arul Sekar and Arul Lawrence (2016) conducted a study and the results revealed that there was significant relationship between emotional, social, educational adjustment and adjustment on the whole in relation to academic achievement of higher secondary school students.

Literature Review related to Family Bonding

Prishnee et al. (2004) undertook a study on "Recalled Early Maternal Bonding and Mother-and Self-Related Attitudes in Young Adult Daughters: A Cross-Cultural Study in India And Belgium" and that early maternal bonding of young adult women appeared to have an impact on the current relationship with their mother and on aspects of their personal life experiences.

Jamal (2010) made "The Investigation of Research Based Home Parental Involvement Practices, Parental Style and Student Achievement" and found that there is a significant relationship between authoritarian parental style and performance in English language Arts test.

Sacker et al. (2011) found that socio economic status (SES) had positively through parental involvement and aspiration.

Roskam et al. (2011) made a research on "Parent Attachment, Childrearing Behavior and Child Attachment: Mediated Effects Predicting Preschoolers Externalising Behavior" and found Maternal attachment was a dismal predictor associated with EB through child attachment and independent of controlling parenting.

Adewumi et al. (2012) conducted a study on "Roles of Parent on the Academic Performance of Pupils in Elementary Schools" and found that the Parenting involvement is a catch-all term for many different activities including at 'home', good parenting, helping with home work, talking to teachers, attending school functions, through to taking part in school governance.

Monika et al. (2013) in their empirical review "Parenting Styles and their Impact on Educational Performance of Children at High School Level" aim at presenting an overview of the review of

literature found that one of such areas that has attracted the attention of researchers is the complex link between the parental styles and educational performance of learners.

Significance of the Study

It is a great responsibility of the B.Ed students to provide the quality education to the students with every possible opportunity for their healthy and all round development. The adjustment problems of the B.Ed student’s have gained wide attention now days. The cordial adjustment of the B.Ed student with the new environment which is relates to various physical, social, emotional, and psychological factors. It is important for the B.Ed students to cope up with students, administrators and family members to positive attitude and harmonious relationship with them. Positive family bonding often benefits B.Ed students' perception of knowledge, strength to deliver better teaching. Therefore it is known that how far this home adjustment and family bonding are interrelated. It is also important to study with certain demographic variables of the selected population.

Objectives: following objectives are formulated for this study,

1. To study the significant difference in home adjustment among B.Ed students with respect to gender, marital status and type of family.
2. To study the significant difference in family bonding among B.Ed students with respect to gender, marital status and type of family.
3. To study the significant relation between home adjustment and family bonding of B.Ed students.

Hypotheses: following hypotheses are framed according to the objectives of this study,

1. There is no significant difference in home adjustment among B.Ed students with respect to gender, marital status and type of family.
2. There is no significant difference in family bonding among B.Ed students with respect to gender, marital status and type of family.
3. There is no significant co-relation between home adjustment and family bonding of B.Ed students.

Design and Research Method: Descriptive survey method was undertaken to assess the home adjustment and family bonding of B.Ed students. 170 B.Ed students were selected from Kanchipuram and Chengalpet District through stratified random sampling technique. **Tool:** Home Adjustment Behaviour Inventory and family bonding scale were constructed by investigators with technical validation. Home Adjustment Behaviour Inventory constructed with 35 items. Each items are given “yes”, “no” response. The reliability of the tool is 0.89. Family Bonding scale constructed with 32 items. This is a five point scale. The reliability of the tool is 0.87. Once developing report with the B.Ed students the tools were distributed and informed that that their identity will be kept confidential. Then tools were given and asked them to answer each items. The scoring was done after the data collection. The data were analyzed with mean, percentage, SD, t-test, and co-relation.

Analysis: Minimum score of the home adjustment of B.Ed students is 10 and maximum is 25. The mean score is 17.90 and standard deviation is 3.37. This shows that the home adjustment is normally distributed. The Mean Score indicate that the present B.Ed students have average level of home adjustment. Minimum score of the family bonding of B.Ed students is 57 and maximum is 100. The mean score is 81.66 and standard deviation is 8.89. This shows that the family bonding is normally distributed. The Mean Score indicate that the present B.Ed students have above average level of family bonding.

Hypothesis: 1

There is no significant difference in home adjustment among B.Ed students with respect to gender, marital status and type of family.

Table: 1
N, M, SD, df and t-values of Home Adjustment with respect to Gender, Marital Status and Type of family

Variables		N	Mean	SD	df	t-value
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Gender	Male	92	17.68	3.17	168	0.929
	Female	78	18.16	3.59		
Marital Status	Unmarried	99	17.79	3.14	168	0.492
	Married	71	18.06	3.67		
Type of Family	Joint	77	18.19	3.73	168	1.018
	Nuclear	93	17.66	3.03		

*Not Significant at 0.05 level.

From the above table 1, it is evident that the t-value 0.929 is not significant at 0.05 level. It reflects that the mean home adjustment scores of male and female B.Ed students are not differing significantly. The analysis of t-test reveals that gender is not influences home adjustment. **Hence the null hypothesis is accepted with respect to gender.**

From the above table 1, it is evident that the t-value 0.492 is not significant at 0.05 level. It reflects that the mean home adjustment scores of unmarried and married B.Ed students are not differing significantly. The analysis of t-test reveals that marital status is not influences home adjustment. **Hence the null hypothesis is accepted with respect to marital status.**

From the above table 1, it is evident that the t-value 1.018 is not significant at 0.05 level. It reflects that the mean home adjustment scores of B.Ed students belonging to joint and nuclear family are not differing significantly. The analysis of t-test reveals that type of family is not influences home adjustment. **Hence the null hypothesis is accepted with respect to type of family.**

Hypothesis: 2

There is no significant difference in family bonding among B.Ed students with respect to gender, marital status and type of family.

Table: 2

N, M, SD, df and t-values of Family Bonding with respect Gender, Marital Status and type of family

Variables		N	Mean	SD	df	t-value
Gender	Male	92	81.17	8.45	168	0.772
	Female	78	82.23	9.39		
Marital Status	Unmarried	99	82.23	7.30	168	0.994
	Married	71	80.86	10.71		
Type of Family	Joint	77	82.78	9.08	168	1.50
	Nuclear	93	80.73	8.65		

- Not Significant at 0.05 level.

From the above table 2, it is evident that the t-value 0.772 is not significant at 0.05 level. It reflects that the mean family bonding scores of male and female B.Ed students are not differing significantly. The analysis of t-test reveals that gender is not influences family bonding. **Hence the null hypothesis is accepted in respect to gender.**

From the above table 2, it is evident that the t-value 0.994 is not significant at 0.05 level. It reflects that the mean family bonding scores of unmarried and married B.Ed students are not differing significantly. The analysis of t-test reveals that marital status is not influences family bonding. **Hence the null hypothesis is accepted in respect to marital status.**

From the above table 2, it is evident that the t-value 1.50 is not significant at 0.05 level. It reflects that the mean family bonding scores of B.Ed students belonging to joint and nuclear family are not differing significantly. The analysis of t-test reveals that type of family is not influences family bonding. **Hence the null hypothesis is accepted in respect to type of family.**

Hypothesis: 3

There is no significant co-relation between home adjustment and family bonding of B.Ed students.

Table: 3

Inter correction matrix between Home Adjustment and Family Bonding of B.Ed., Students

Variable	Home Adjustment	Academic Emotions
Home Adjustment	-	0.696**
Academic Emotions	0.696**	-

**significant at 0.01 level

From the above table 3, it is evident that all the correlation coefficient 0.696 is significant at 0.01 level. From the above table home adjustment and family bonding are positively and highly correlated. In this context the null hypothesis, “There is no significant co-relation between home adjustment and family bonding of B.Ed students” is rejected. Therefore it is concluded that home adjustment and family bonding are highly positive and significantly correlated.

Findings: The present study explored that the present B.Ed students have average level of home adjustment and family bonding. Gender, marital status and type of family are not influence the home adjustment and family bonding of B.Ed students. Home Adjustment and family bonding of B.Ed students are high positively and significantly correlated.

Educational Implications: The study strongly recommended that the family head and elders should observe the home adjustment of the B.Ed students and find the issues and solutions related to their home adjustment. They also conduct some orientation programme on the importance of family and family relationships and moreover they should create the environment to develop the positive home adjustment towards their home and maintained a good bonding with family members.

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