

CHAPTER-I

INTRODUCTION

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1.1 Background

Piaget (1932) suggests that children relationship with peer were different in both form and function from their relationship with adult. Piaget argued that children interact more openly and spontaneously with their peers than with adults. Thus it is possible to view peer relationships as unique and important with regards to general human development. A child's long-term social and emotional adaptation, academic and cognitive development and citizenship are enhanced by frequent opportunities to strengthen social competence during childhood. The main focus of education is overall development of a child. But until he/she does not get adjusted to the environment process of learning cannot takes place.

Current researches support that children who are accepted by peers have been found to be more academically successful than children who are rejected or not accepted by their peer. Students with friend in the classroom can use that peer as a source of support to deal with problems and avoid becoming lonely. Friendships can affect students' success in the transition from elementary to junior high school. With respect to friendship quality, research shows that children and adolescents whose friendships have a positive quality display greater precocial behaviour, are more popular, hold higher self-esteem, have fewer emotional problems, have better attitudes toward school, and achieve at a higher level in school, compared with other students (Berndt & Keefe, 1996). Friendships with negative qualities lead to less student classroom involvement and more disruptive behaviour. Interestingly, number of friends is weakly correlated with school adjustment. Thus, relationship quality is more influential than quantity.

1.2 What is Adjustment?

According to the Shaffer, L.S. "Adjustment is the process by which living organism maintain a balance between his needs and the circumstances that influence the satisfactions of these needs.

Coleman, James C., "Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment.

"Adjustment" can be defined as a process of altering one's behaviour to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment.

1.2.1 Areas of adjustment:

Adjustment in the case of individual consisted of personal as well as environmental components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environmental factors.

There are three areas where an individual need to be adjusted to live a balance life. These are:

- Family and home,
- School
- Society.

1.2.2 Family influences

As children move into school, peer, and community context, the parent-child relationship changes. At the same time, children's well-being continues to depend on the quality of family interaction .An individual is not born adjusted or maladjusted, it is his physical, mental and emotional potentialities that are influenced and directed by the factors of environment in which he found himself that adjustment or maladjustment gradually develop.

The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behaviour as he strives to satisfy his basic needs. However, to understand the influence of the family on the child, it is important to understand the family and its functions.

➤ **Factors related to adjustment in the family**

According to the Continuity view, the role of the early parent-child relationship play basic role in constructing relations with people throughout the life span. Parental relation and the nature of the family process have a great effect on the adjustment process.

- Parental divorce
- Stepfamilies
- Single-mother family
- Working mothers

1.2.3 School influences

As the children start school they face many challenges. Personal challenges occur as children take new identity at school. Children face the challenges to adjust to the strange building, new teachers, new academic activities, and they need to mix with the new and more diverse group of children.

At school, daily schedule is more structured, with more formal rules. Children are faced with large groups of children of different ages and size especially during assembly and playtime, and they are confronted with the challenges of making new friends.

Thus a child confront with a totally new environment as compare to home. Successful adjustment to school largely depends on past experiences at home and on children skills and knowledge Adjustment to schooling is influenced by a variety of personal and family Characteristics, and societal trend. It is the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts to school.

➤ **Dimensions of Adjustment in School**

school climate are linked to adjustment, few researchers have examined the relative influence of these school climate dimensions on adjustment when comparing it with one of

the most commonly found correlate of adolescent adjustment, namely, parental emotional support. To understand the contribution of experiences of school to students' adjustment, it is important to explore how dimensions such as teacher support might influence academic or psychological adjustment in comparison to parental support.

Following are the important dimensions of adjustment in school.

1. Adjustment to the building and school routine.
2. Adjustment to academic, co-curricular activities.
3. Psychological adjustment.
4. Adjustment to and within the self.
5. Social adjustment

1.2.4 Process of Adjustment

The process of adjustment is continuous. It starts at one's birth and goes on without stop till one's death. A person as well as his environment is constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently, the process or terms of an individual's adjustment can be expected to change from situation to situation and according to Arkoff (1968), there is nothing like satisfactory or complete adjustment which can be achieved once and for all time. It is something that is constantly achieved and re-achieved by us (Mangal, 2006).

1.2.5 Adjustment as achievement

Adjustment can be interpreted as both process and the outcome of the process in the form of some achievements. When a poor child study in the corner of a play ground because he has not proper place to study at home he is said to be in the process of adjustment. As a result of that adjustment he achieves good grads in examination. Thus adjustment meant as an achievement means how the effectiveness with which an individual can function in changed circumstances.

1.3 Adjustment and Peer

In middle childhood, the society of peer becomes an increasingly important for development. Peer contact, contributes to perspective taking and understanding of others. These developments in turn, enhance peer interaction, which become more prosocial over the school years. Children display a strong desire for group belonging. They form peer group, collectives that generate unique values and standards for behaviour and a social structure Peer group organize on the basis of proximity (being in the same classroom) and similarity in ethnicity, and popularity. The practice of these informal groups leads to a “peer culture” that typically consist of a specialised vocabulary, dress code and place to “hang out” during leisure hours. As children join group of children with poor social , they reduce their opportunities to learn socially competent behaviour.

Peers serve many important roles in the life of a developing child. From toddler hood through adolescence, peers serve to meet the child’s need for acceptance and belonging. Listed below is an outline of 4 functions that a peer group plays for a child.

1. **Getting Along With Others** – In order for a child to successfully get along in group settings, to establish a peer group and to form lasting friendship, the child must have the necessary social skills. This requires the child to be capable in a “give and take” relationship.
2. **Developing Morals and Values** -Peers offer another source of learning, just as discussed above, about what is right and what is wrong, and what aspects of life are most important. Children practice Morality of Constraint in response to parents, teachers and other significant adults. Children learn to “do the right thing” based on mutual understanding among equals and an acceptance of rules in order to maintain the life of the group.

Children learn from their peers through real life experiences, frequently learning from the consequences of making a poor choice. We sometimes look back on these experiences as “learning the hard way,” but it can be a very powerful and effective way.

3. **Achieving Personal Independence** – Finally, peers are invaluable in providing the support necessary for a child to become independent of adults. This support in four different formats:
 - **Physical Support:** the provision of physical belongings or material possessions, such as loaning a friend clothing, toys, money, a car, etc.
 - **Social Support:** the provision of acceptance, belonging, companionship such as just hanging around and talking, being available for a phone call in the evening, sitting together at a ball game, etc.
 - **Intellectual Support:** the provision of information such as explaining sex to a friend, giving directions to a party, discussing a school assignment or helping with homework, etc.
 - **Emotional Support:** the provision of empathy and understanding such as listening when a friend is down, understanding why a friend is so mad at her parents, being that “shoulder to cry on”, etc.

1.4 Influence of Parent’s behavior on child’s personality

In middle childhood, the amount of time children spend with parents decline dramatically. The child’s growing independence means that parents must deal with new issues. Co regulation grows out of a cooperative relationship between parent and child-one based on give and take and mutual respect. Parents must guide and monitor from a distance and effectively communicate expectations when they are with their children. And they must inform parents of their whereabouts, activities and problems so parents can intervene when necessary.

Parents are the chief architects in shaping the personality of an individual. The quality of relationship with parents is key factor for the wholesome development of an individual. Secure bonds between parents and their children allow them the freedom to grow and explore and gain experience. Adolescence is characterized by the desire for autonomy. The parent-child relationship must undergo transformation to accomplish the tasks necessary for healthy development

As a toddler, the child moves in peer context which provide opportunities for learning to sustain interaction and develop understanding to others Piaget pointed to peer interaction as one major source of cognitive as well as social development. In the context of school, neighbourhood and home, children learnt discriminate among different type of peer-relationship-best friends, social friends activity partners from 6-14 years of age children shift their views to friendship from physical activities to sharing of materials being kind or helpful.

1.5 Mother and Child

It is important for children to maintain close relationships with one or more adult. Typically one adult is the mother, but others may be fathers, older siblings or friends. Attachment, evident within 6-9 months, becomes obvious when the infant shows distress as the mother departs from a setting. Mothers who are more verbal in their influence on children's actions have been found to use "benign" instructive direction that appears to result in the child having grater social competence at home, with peer and in school setting. On elementary school aged children probably because of the widely held belief that adolescents need less contact with their mother than do younger children who may be at risk for a verity of psychological children who may be at result of repeated separations from their mother. Adolescence, their autonomy and independence from parents insults them from whatever negative or positive consequences might result from maternal absence due to employment?

Since adolescents continue to interact with their mothers, and alteration of the family system as a result of maternal Employment might have a profound effect on adolescent development. On the positive side, Adolescent with working mother develops a greater degree of autonomy and adult maturity than those with non working mothers.

1.6 Occupation of Mother

Today single and married mother are in the labor market in nearly equal proportions, and more than three- fourth of those with school-aged children are employed. Children of mothers who enjoy their work and remain committed to parenting show very favorable adjustment-higher self esteem, more positive family and peer relations, and better grades in

school. Some studies report that children suffer from low self-esteem, anti-social behavior, and poor academic achievement where as other shows no such effect.

Maternal employment : Maternal employment was represented as a categorical variable when employment status was provided in the original article (e.g., the mother was employed full-time, typically defined as working 30 hr or more per week; held any paid employment).

Maternal employment's association with child outcomes also may be indirect, operating through parenting to influence child functioning. It is not always the case that employed mothers, because of absence from the home or spillover from work to home, engage in less of these valued parenting behaviors. Employed mothers may go to great lengths to compensate for their absence especially those mothers who are employed full-time.

When maternal employment is the focus of research and public commentary, it is common to focus on negative consequences of maternal work for children. It is important to acknowledge that research also support beneficial associations with maternal work. From a psychological perspective, working mothers provide a role model for competence and success, among other attributes, which particularly benefits daughters. Mothers' parenting, too, may be affected in positive ways, such as setting independence as a goal for their daughters (Hoffman & Youngblade, 1999). From an economic perspective, paid employment brings resources into the home and enables consumption of goods and services. One means, then, by which maternal employment could benefit young children, is by providing families with the income to afford high-quality child care and goods and service that enhance children's development (Greenstein, 1993).

The effect of maternal employment on adolescent does not simply increase as a function of the number of hours the mother works. What is found instead is that adolescent with mother who are employed full or part time are very different, while adolescent of mother form a middle group. For example, the amount of time spent in house hold work is greatest for adolescent with full time employed mother, followed by those with non-employed mother who work part time (Cogle, Tosker, & Morton, 1982).

Parental influence on Early Peer Relations

It is within the family that children first acquire skills for interacting with peers. Parents influence's children's poor sociability both directly, through attempts to influence children's peer relation, and indirectly, through child-rearing practices.

Direct Parental influence

Preschoolers whose parents frequently arrange informal peer play activities tend to have network and be more socially skilled. Parents show children how to initiate their own peer contacts .Parents also offers guidance on how to initiate their own peer contact Parents also offers guidance on how to act towards others

In Direct Parental influence

Many parenting behaviors are aimed at promoting peer sociability but nevertheless spill over into peer relations. In several studies, highly involved, emotionally positive parent-child conversation.

1.7 Differences of Child behaviour of working and Non-working Mothers

Many of the studies that have compared the children of employed and non-employee mothers on child outcome measures such as indices of cognitive and socio emotional development has failed to find significant differences. The research that has shown reasonably consistent differences has examined the relationships within subgroups based on social class and gender. Patterns that have been revealed over the years include the following:

- a. Daughters of employed mothers have been found to have higher academic achievement, greater career success.
- b. A few earlier studies found that sons of employed mothers in the middle class showed lower school performance and lower I.Q. scores during the grade school years than full-time homemakers.

- c. Previous research has also found some social adjustment differences between children with employed and non-employee mothers, but with less consistency. Daughters of employed mothers have been found to be more independent, particularly in interaction with their peers in a school setting, and to score higher on socio emotional adjustment measures. Results for sons have been quite mixed and vary with social class and with how old the children were when they were tested.

1.8 Academic Achievement

Academic achievement is the core of educational growth. High performance in school enhances self-esteem and self-confidence in the child, which leads to better adjustment in society. Attainment of success in school subjects causes children to set high goals for themselves.

It refers to the “level of performance in school, accomplishment or success in school”. The outcome of education determines the level of life progresses and status of the people living anywhere in the world. It is the vital force for the development of human life and society at large. Now-a-days education has become highly competitive and commercial. Society and parents lay strong emphasis on educational accomplishment. The parents’ right from nursery level makes a higher demand on their children to study hard and to excel and to hold the top position in academic excellence.

1.8.1 The Peer Effect on Academic Achievement

What effect does a student's peer group have on academic achievement? Most academics recognize that a child's peers can have an impact on achievement, but the extent of that effect has been an open question. Children are socialized by the people with whom they associate; through daily interaction over the course of many years, acceptable social customs are taught and fostered. Other children as well as adults can have a great impact on a broad range of issues in the child's life, including achievement in school. Understanding the way social interactions affect academic achievement is important for parents, educators, and policymakers.

In analysing the 1998 National Assessment of Educational Progress (NAEP) data on reading, this report concludes that:

- The peer effect is a particularly strong influence in academic achievement, especially for fourth graders.
- The peer effect is independent of other factors such as race, ethnicity, gender, income, and other background variables.

Family background factors such as household environment and parental education also play an important role in explaining achievement in both the fourth and eighth grades.

The extensive literature notes that a child's peer group influences social and academic development and that these influences begin at the very start of formal education. Influences and motivations for all kinds of children's behaviour, including study habits and personal academic development, come not only from their peers, but also from their parents, teachers, and others with whom they come into close contact. Because of the sheer amount of time the typical child spends each day with his or her friends, the peer influence on a child can be substantial.

Having friends in school allows the child to learn a host of skills: group interaction, conflict resolution, and trust building, among others. Without positive peer group interactions, serious social problems may develop. Peer rejection in early childhood and early adolescence, for example, is a good predictor of social and academic problems later.

The predictive power is generally indirect; consider, for example, the case of positive peer relationships. Peer approval leads to a pro-social behaviour in many areas of a child's life, including academics. This in turn will tend to affect the self-esteem of the child, which has other social consequences.

Academic success is of critical importance to children's and adolescents' positive development and adjustment in school. Adolescents' achievement and behaviours in school have long-term consequences on their adjustment in adulthood, including adult educational attainment and employment (Melby, Conger, Fang, 2008). Many factors impact children's and adolescents' academic success and adjustment, including family contextual risk variables such as environmental adversity, family income, and neighbourhood safety. The current study will focus on peer relationships, which also are known to influence youth's academic success and adjustment. Peer influences on achievement may be particularly important for students during middle school.

An increased role for peer influence at the transition from elementary school into middle school may be due, in part, to the fact that the transition is a critical period in early adolescence characterized by multiple changes. Across this time, students experience greater psychological distress (Chung, Elias, & Schneider, 1998), and decreases have been found in academic achievement (Chung, Elias, & Schneider, 1998), academic competence (Cantin & Boivin, 2004), achievement motivation, and sense of school belonging.

1.9 Statement of the problem

Although research exists linking peer relations and academic achievement (Wentzel & Wetkins, 2002) few studies have examined these links longitudinally (Wentzel, 2003). Furthermore no study has examined the effect of mother's employment on child's peer adjustment and academic achievement. So researcher decide to work on this area hence statement of the problem is

“Peer adjustment as a correlate of academic achievement amongst the children of working and non-working- A Study”.

1.10 Operational Definition of variables

- **Adjustment:** - Adjustment refers to the individual response to the physical, psychological and social demand of the self-other people and the environment
 - **According to the Carter V Good:** - Adjustment is the process of finding and adapting mode of the behavior suitable to the environment or the change of the environment
- **A peer group:** - Peer group may be defined as a group of people who, through homophile, share similarities such as age, background, and social status. The members of this group are likely to influence the person's beliefs and behaviour.
 - **Peer:** -Peer will be children's class mates.
 - **Peer-group Adjustment:** - Peer-group Adjustment can be defined as the understanding between the peers.

- **Working mother:** -Working mother, as a label refers to women who are mothers and who work outside the home for income in addition to the work they perform at home in raising their children.
- **Children of Working mother:** - The children of working mother mean the children whose mother are employed and work such as teacher, clerical job for which she has to go outside from the home.
- **Non-working mother:-** Non-working mother, refers to women who are mothers and do only domestic work at home.
- **Children of Non-Working mother:** - The children of Non-working mother mean the children whose mother is literate not doing job.
- **Academic Achievement:** - Academic Achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another.

1.11 Delimitation of the study

- The study is delimited to children studying in government school only.
- The study is further delimited to male students of secondary school of south Bhopal only.
- The study is further delimited to Class X students only.
- Further study is delimited to schools of south Bhopal only.

1.12 Objective of the study

- To study the peer adjustment of children of working mother and non-working mother.
- To find out the relationship between peer adjustment and academic achievement of children of working mother.
- To find out the relationship between peer adjustment and academic achievement of children of non-working mother.

- To compare the peer adjustment of children of working and non-working mother.
- To compare the academic achievement of children of working and non-working mother.

1.13 Need of the Study

Research showed that peer relationships affects academic achievement. And also NCF 2005 talks about the activity based learning should be there in the class in which group work, activity, discussion games has been included. As earlier researches shows there is a difference between the peer adjustment of children of working and non working mother and there are some other researches i.e. **Mittal (1998) study** which shows that there is a difference between the academic achievement of children of working and non working mother. So we can say that they can face problem in group study.

But there is a gap in findings of the effect of peer adjustment on academic progress. No research had been found to effect of mother employment on peer adjustment of child, and how it is related to the academic achievement

The present study will investigate that whether academic achievement is directly or indirectly related to peer adjustment. The study will also examine the influence of employed and non-employed mother on children peer adjustment

1.14 Hypothesis

- There will be no significant relationship between peer adjustment and academic achievement of students of class X.
- There will be no significant relationship between adjustment scores and academic achievement of peer in and around school.
- There will be no significant relationship between the class room adjustment and academic achievement amongst peer.
- There will be no significant relationship between adjustment scores and academic achievement of peer with members of family and community.

- There will be no significant relationship between adjustment and academic achievement scores of peer under crises.
- There will be no significant difference between peer adjustment of children of working mother and non working mother.
- There will be no significant difference between academic achievement of children of working mother and non working mother.