I. INTRODUCTION

The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behavior as he strives to satisfy his basic need. The important of family relationship in personality development and adjustment has always been recognized in psychological studies. During the college, the children are exposed to a new environment. They have to adjust to interpersonal relationship viz. parent-child, teacher-child and community-child relationships. A well balanced home which offers appropriate parental care is the best guarantee of adjustment which helps in forming integrated and balanced personality. So far as the role of family as concerned to the development of family of child, it is almost established that the family has a unique place in the life of an individual. The child receives his early impressions about the people and things in the family. The adjustment of a child is clearly influenced by the emotional atmosphere of home. It is considered to be the earliest source of the learning experiences.

Family Relationship: The parent-child relationship is unique among human ties. The home is the person’s primary environment. The family influences are the ruling determinants of what the type of persons he will be in adult life as well as in childhood. At the time, when the foundations of the adjustment patterns are being said, the child’s primary social experiences take place in the home. The parents play a dominated role in molding his behaviour. The techniques, the parents employ in the treatment of the child; the incentives they offer, the frustration they impose, their methods of control together with general attitude towards him serve as formative force on the child’s behaviour. Democratic home climate promote a happy relationship with the members of family. The attitude, which a child holds towards himself, especially those dealing with self-esteem and self-worth play an important role in the development of adjustment.

Parental Acceptance: Acceptance means that the parents consider the child as a fully fledged member of the family who needs a certain degree of independence and who has the capacity to assume responsibility.

Parental Concentration: Concentration refers to attitude of parents who devote a disproportionate amount of their time and energy to the direction and control of their children.

Parental Avoidance: Avoidance characteristics are the disposition of parents who either neglect or reject the child. They withdraw when the child approaches them for affection and love. All the above three types of family relationship lead to different kinds of personality development.

Abstract: The final purpose of educational research is to ascertain principles and develop procedures in the field of education. Without proper findings, each research work is incomplete and meaningless. On the basis of current study’s findings, we can draw some conclusion. There is no difference in the adjustment of high and low acceptance female students. High and low acceptance male students also don’t differ significant in their adjustment. So it can be concluded that high and low acceptance of students do not affect adjustment of the students. There is no difference in the adjustment of high acceptance male and high acceptance female students. It is also found that there is no difference in the adjustment of low acceptance male and low accepted male students. So it can be concluded that adjustment is not affected by acceptance of the students. There is no difference in the adjustment of high and low concentrated female students. High and low concentrated male students also don’t differ significant in their adjustment. So it can be concluded that high and low concentrated of students do not affect adjustment of the students. There is difference in the adjustment of high avoidance female and low avoidance female students. There is difference in the adjustment of high avoidance male and low avoidance male students. It can be concluded that high and low avoidance students affect in adjustment. In short, we can conclude that male and female of avoidance are more adjusted then other groups (acceptance and concentrated).
Meaning of Adjustment: The word “adjust” is rooted in the Latin word “Justus”. Justus mean “toward the just or right. In English, meaning is different of course, but the word still carried the idea of moving into correct or proper relations with the environment. The concept of adjustment is an old as human race on earth the concept adjustment was biological and originally it was termed adaptation. Systematic emergence of this concept starts from Darwin. Adjustment is a continuous process of maintaining harmony between the attributes of individual, and the environment condition which surround him. Thus Adjustment is explained as “The process of behaviour by which man and other animals maintain equilibrium between their needs and obstacles of the environment.

Family relationship and its effect on Adjustment: Relation of the child with his family members influences his adjustment. Home promotes satisfactions and security. Congenial environment in the home promotes home adjustment and uncongenial environment in the home causes maladjustment. Adjustment is often viewed as the degree of fit between the capacities to meet those demands successfully. The level of adjustment achieved by a person and the level of mental health attained by a person go hand in hand. Adjustment is found to be a multiply determined phenomenon. Studies show that several factors contribute to the degree of adjustment among students (“Adjustment” Sixth Educational Survey, pp-305). It is well established that family relationship parent-child relationship plays a crucial role in one’s mental health and adjustment. 

Parental Acceptance and Adjustment: Child can feel the touch of parental love and emotions. He/She is very minute and keen observer. He/She the inherit capacity to make out and differentiate between genuine love and sympathy and a mere pretension of love. Horney (1973) rightly remarked “the child feels keenly whether love is genuine and can’t be fooled by any fake demonstration”. A girl child develops a positive concept about herself if she perceives and experiences climate of acceptance and warmth, if one feels that one is considered a fully fledged human being like other members of family. The converse, if one perceive that one is not loved and accepted in one’s own capacity, that he/she is not considered like other members. In such circumstances one feels in-secure, anxiety ridden, maladjusted and unhappy (Jain 1992, 93,94). Lamborn, Munts, Stein Berg (1991) conduct a study that indicates that adolescents who perceived parental acceptance are better adjusted; they are confident about their abilities, competent in the areas of achievement and less likely to get into trouble.

Parental Concentration and Adjustment: Lamborn, Mounts, Stein Berg (1991) conduct a study that indicates that adolescents who perceive parental concentration scores reasonably well on measures indexing obedience and have poor self conception. If parents are unable to give full concentration to their children, this may lead him to maladjustment and delinquent behaviour. He may fall to adjust with the norms and expectation of society and family. Mohan and Singh (1981 & 82), Sawhney (1984), Jain (1992) reported that thwarting of the need of security, love and belongingness considerably leads an individual to some form of maladjustment.

Parental Avoidance and Adjustment: Attitude of parents toward their children is an important factor. Love, affection, warmth and a sense of belongingness are the most important needs of every human being. The thwarting of these needs may lead to various forms of maladjustments and anxiety.

Nye (1958), Mohan and Singh (1981 &82), Sawhney (1984), reported that thwarting of the need of security, love and belongingness considerably leads an individual to some form of maladjustment. Because such an affectionless child may lose interest in people and in life, as Horney puts it “in attempting to find security, individuals use three types of behaviour patters: moving toward, away and against people”. If the parents are rejecting, the child may be forced to adopt an outlet to his aggressive instinct in undesirable manner i.e. engaging themselves in body offences. The rejected child develops feeling of insecurity, helplessness and loneliness. He/She feel himself/herself neglected. Lack of affection and rejection of child by parents contributes towards his maladjustment and bring about disorderly behaviour.

JUSTIFICATION OF THE PROBLEM: To help the B.Ed. college students in enhancing their adjustment with changing conditions and environment. It is one of the important aims of this study to develop balanced adjustment with the environment. Family relationship affects the adjustment of the B.Ed. college students. Several researches have been conducted to see the effect of family relationship on adjustment of students, but the results have reported that family relationship affects the adjustment of students but not significantly. There is...
confusion about results. Moreover, the tools used to study different types of adjustment have been different in various studies conducted so far. There is hardly any study which was used to study the impact of Family Relationship on the adjustment of B.Ed. college students. So, the present is an effort to study the impact of Family Relationship on the adjustment of B.Ed. college students.

II. OBJECTIVES
1. To study the difference in the adjustment of high and low accepted female B.Ed college students.
2. To study the difference in the adjustment of high and low accepted male B.Ed. college students.
3. To study the difference in the adjustment of high and low concentrated female B.Ed. college students.
4. To study the difference in high and low concentrated male B.Ed. college students.
5. To study the difference in the adjustment of high and low avoided female B.Ed. college students.

III. HYPOTHESES
1. There is no significant difference in the adjustment of high and low accepted female B.Ed. college students.
2. There is no significant difference in the adjustment of high and low accepted male B.Ed. college students.
3. There is no significant difference in the adjustment of high concentrated female B.Ed. college students.
4. There is no significant difference in the adjustment of high concentrated and low concentrated male B.Ed college students.
5. There is no significant difference in the adjustment of high and low avoided female B.Ed. college students.

IV. DELIMIEATIONS
1. The study is confined to Panipat district.
2. The study is confined to two variable Adjustment and Family Relationship.
3. The study is delimited to 3 B.Ed colleges only.
4. The study is confined to 150 B.Ed students only.

V. PROCEDURE OF THE STUDY:
Tools: 1. Family Relationship Inventory (1977) by (Dr. G.P. Sherry & Dr. Jagdish Chander Sinha)

Methodology: An overall initial sample of 150 B.Ed college students was taken in above format. Out of 150 students 75 were female and 75 were male students. Out of 75 female students, there were 13 high and 11 low accepted female students, 16 high and 15 low concentrated female students and 21 high and 16 low avoided female students were chosen. Out of 75 male students, there were 7 high and 7 low accepted male students, 15 high and 12 low concentrated male students and 13 high and 16 low avoided female students were taken on the basis of Mean ± 1 S.D. on each dimension i.e. acceptance, concentration & avoidance. Adjustment Inventory by A.K.P. Sinha (Patna) and R.P. Singh (Patna) were administered to all the 150 B.Ed. Students screened as high and low accepted, high and low concentrated and high and low avoided.

Statistical Technique Used: After the collection of both the questionnaire the group score of the students were subjected to ‘t-test’ analysis. In order to study the comparative influence of various dimensions of FRI(Family Relationship Inventory) on the adjustment of B.Ed. college students, the first step was to calculate Mean, SD, Standard-Error of adjustment.

VI. ANALYSIS
The raw data have no meaning unless these are analyzed and interpreted by statistical techniques. The investigator cannot achieve his objectives without interpreting the basic fact on material collected through the tools used for the study. However, valid reliable and adequate data may be, these do not serve any purpose unless these are carefully edited, scientifically analyzed intelligently interpreted and rationally concluded. It is very essential to get a meaningful picture of raw information collected. The first step towards processing the raw data was computation of means and standard Deviation of above stated group on Adjustment. In order to see the difference between the adjustment of the levels (high & low) of acceptance, concentration and avoidance, mean difference, standard error of difference of means, t-ratios and their significance level was computed on the total score of five areas of adjustment. Mean, Standard Deviation, Mean differences (MD), Standard Error of mean differences (SED), t-ratios have been shown individually for acceptance, concentration and avoidance groups on adjustment.

Table- 1
Mean, SD. & ‘t’ value for High Acceptance female and Low Acceptance female students on Adjustment

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>Mean Score</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Acceptance Female</td>
<td>34.92</td>
<td>12.88</td>
<td>1.079</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Low Acceptance Female</td>
<td>29.09</td>
<td>13.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table- 1 reveals, the calculated ‘t’ value of adjustment of high and low acceptance female students is 1.079, which is not significant at .05 level and .01 level. So our hypothesis that the difference in the adjustment of high and low accepted female B.Ed College Students is not rejected. So, it can be concluded that high and low acceptance female students do not have any difference on the adjustment.

Table- 2
Mean, SD. & ‘t’ value for High Acceptance male and Low Acceptance male students on Adjustment

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>Mean Score</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Acceptance Male</td>
<td>27.85</td>
<td>17.67</td>
<td>.238</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Low Acceptance Male</td>
<td>29.85</td>
<td>13.49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table- 2 reveals, the calculated ‘t’ value of adjustment of high and low acceptance male students is .238, which is not significant at .05 level and .01 level. So our hypothesis that the difference in the adjustment of high and low acceptance male B.Ed. College Students is not rejected. So, it can be concluded that high and low acceptance male students do not have any difference on the adjustment.

Table -3
Mean, SD. & ‘t’ value for High Concentrated female and Low Concentrated female students on Adjustment

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>Mean Score</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Concentrated Female</td>
<td>38.81</td>
<td>14.39</td>
<td>1.65</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Low Concentrated Female</td>
<td>31.26</td>
<td>10.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table- 3 reveals, the calculated ‘t’ value of adjustment of high and low Concentrated female students is 1.65, which is not significant at .05 level and .01 level. So our hypothesis that the difference in the adjustment of high and low concentrated female B.Ed College students is not rejected. So, it can be concluded that high and low concentrated female students do not have any difference on the adjustment.

Table- 4
Mean, SD. & ‘t’ value for High Concentrated male and Low Concentrated male students on Adjustment

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>Mean Score</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Concentrated Male</td>
<td>37.46</td>
<td>16.66</td>
<td>1.503</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Low Concentrated Male</td>
<td>28.50</td>
<td>13.62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table- 4 reveals, the calculated ‘t’ value of adjustment of high and low Concentrated male students is 1.503, which is not significant at .05 level and .01 level. So our hypothesis the difference in the adjustment of high and low concentrated male B.Ed College Students is not rejected. So, it can be concluded that high and low concentrated male students do not have any difference on the adjustment.

Table -5
Mean, SD. & ‘t’ value for High Avoidance female and Low Avoidance female students on Adjustment

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>Mean Score</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Avoidance Female</td>
<td>41.95</td>
<td>14.18</td>
<td>2.89</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>Low Avoidance Female</td>
<td>30.03</td>
<td>9.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table -5 reveals, the calculated ‘t’ value of adjustment of high and low Avoidance female students is 2.89, which is significant at 0.01 level. So our hypothesis that the difference in the adjustment of high and low avoidance female B.Ed.College students, is rejected. So, it can be concluded that high and low avoidance female students have difference on the adjustment.

Main Finding
1. The difference in the adjustment of high and low accepted female B.Ed College Students is not significant.
2. The difference in the adjustment of high and low accepted male B.Ed College Students is not significant.
3. The difference in the adjustment of high and low concentrated female B.Ed College Students is not significant.
4. The difference in the adjustment of high and low concentrated male B.Ed College Students is not significant.
5. The difference in the adjustment of high and low avoidance female B.Ed College Students is significant.

Educational Implication: The most outstanding characteristics of any research is that it contributes something new to the development of thesis concerned. Keeping this idea in mind the investigator has to find out the educational implication of his study. Now a days the society, the educational institutions, the school, the college, the family are also complex that the students are facing a score of problems in their daily life in relation to their adjustment. It is the responsibility of the researcher, teachers and parents that the problems should be identified very soon and immediate remedial measures should be provided to the students for the betterment of their lives.
High and low avoidance (female, male) possesses better adjustment than other groups (acceptance mail, female concentrated female and male student). The results of investigation have many educational implications:

* The parents should be made to realize through various group an family counseling sessions that their negative attitude of rejection unnecessary control, avoidance and prejudice against them has much to do with unhealthy development of personality and adjustment, which causes maladjustment. So they should be made to realize that parental acceptance is a must for child's sound development and sound behavioral manifestations.

* The rejected child feels emotionally insecure, anxiety ridden, depressed, unhappy and maladjusted. If these unloved rejected souls, consciously or unconsciously, choose to have an attitude of 'against' or 'anti-people' to reduce their anxiety (Horney, 1937), they turn into power seekers by hook or crook and their lust for power and domination lands many others into trouble. So it is essential not only for the child, not only for his family but also for the whole nation, may the whole world, that the child is accepted fully well, that his/her need for love, belongingness and self-esteem must be taken care of, but not at the cost of other children. So in line with Jain, it is suggested that family counseling centers must be increasingly established to help the parents to have reciprocal and mutual relationship of love, regard and respect for all the children.

* The teacher's behavior should be sympathetic towards high avoided and over-protected students. They should pay complete attention towards them. They should solve their problems sympathetically.

* Feelings like rejection, anxiety, depression, over-demanding behavior of parents etc., creates inferiority complex in students. It lowers their motivation levels which in turn affects the educational achievement of these students. Therefore psychological counseling sessions can be arranged in order to better their self-concept.

* Peer-group relations of such children must be closely monitored by teachers and family members. It must be seen that such children don't fall in bad company. Therefore the child must be deliberately placed among children with high self-esteem and good social understanding.

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