

A Study of Stress and Family Environment of Adolescents of Joint and Nuclear Family

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Abstract

The purpose of the present research was to study stress and home environment of joint family adolescents and nuclear family adolescents. The sample of the study consisted of 100 senior secondary school students of Chandigarh. For the collection of data, Stress Scale for Students by Prerna Puri, Dr. Tejinder Kaur and Prof. Manju Mehta and Family Environment Scale by Moos & Moos was used. The data was analyzed using mean, standard deviation and 't' test and Pearson correlation techniques. The study revealed that there is significant difference in the stress level and home environment of adolescents of nuclear family and joint family. The result also showed positive correlation between stress and home environment of adolescents of nuclear family and joint family.

Keywords: , Home Environment, nuclear family adolescents, joint family adolescents

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Introduction

The word 'adolescence' comes from the Latin word 'adolescere' which means 'to grow'. So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of a child's physical, mental, social and emotional life. Adolescence has been described by Stanley Hall as 'the period of storm and stress of human life'. The most important fact about adolescence is that it is a period of transition from childhood to adulthood. Transition from one period to another always is associated with some problems. Adolescence is not an exception and it is also associated with some problems. Adolescence is full of emotional upheavals which causes lots of stress and strain among the adolescents. Adolescents have to go through situations in which over expectations and demands of parents and societal pressures exceed their immediate ability to cope. Family is where our roots take hold and from there we grow. A sense of belonging is derived from the strong bond of family. Type of family plays an important part in development of adolescents. Family provides most of the early

environmental influence upon the personality which remains throughout the life. With changing times, family environment has also undergone drastic changes leading to many problems in adolescents.

Gradually the old joint family system is transforming into nuclear family. For better educational and health facilities of their children, parents prefer to live independently away from their joint families. Nuclear family culture has its own advantages and disadvantages. Most of the research studies on adolescents of the joint and nuclear families have focussed on adjustment, academic achievement. A study by Hussain and Ashotosh (2008) studied academic stress and adjustment among secondary school students of joint and nuclear family and found that family environment plays a significant role in academic achievement. Students belonging to nuclear family show better adjustment in comparison to students belonging to joint family. Researcher found very little work done related to stress and home environment of adolescents of nuclear and joint family so the present study was undertaken.

OBJECTIVES OF THE STUDY

1. To study the level of stress among the adolescents of joint and nuclear family
2. To study the difference in family environment of adolescents of joint and nuclear family
3. To study the relationship between stress and home environment of adolescents of joint and nuclear family

HYPOTHESES

1. It is hypothesized that there will be no significant difference in the mean scores of stress among adolescents of joint and nuclear family.
2. It is expected that there will be no significant difference in the mean scores of family environment of adolescents of joint and nuclear family.
3. It is hypothesized that there will be no significant relationship between stress and home environment of adolescents of joint and nuclear family

DELIMITATION OF THE STUDY

1. The total sample for the present study comprised of 100 adolescents studying in classes XI and XII of different schools of Chandigarh.
2. Only two variables were studied i.e. Stress

and Home Environment

METHOD

Design of the study

Descriptive Survey method was employed for the present study.

Sample

The total sample for the present study comprised of 100 adolescents studying in classes XI and XII of different schools of Chandigarh. Stratified random sampling technique was employed for the selection of the sample.

Tool Used:

1. Stress Scale for Students (Dr.Pruna Puri, Dr. Tejinder Kaur and Prof. Manju Mehta,2011)
2. Family Environment Scale (Moo & Moos, 1994)

Results and Discussion

Hypothesis I: It is hypothesized that there will be no significant difference in the mean scores of stress among adolescents of joint and nuclear family

To test this hypothesis, t-test was applied, the result of which are shown in table I.

Table.I: Mean, SD and t-test of stress scores of adolescents of joint and nuclear family

Stress Score	Type of Family	N	Mean	SD	SEM	t-value
	Joint family	50	84.72	11.416	1.614	3.268**
	Nuclear family	50	91.60	9.551	1.351	

**** -Significant at .01 Level**

Discussion Based on Table.I

It is evident from Table.I that t-value is 3.268 which is significant at .01 level. This shows that there is significant difference in the mean scores of stress among adolescents of joint and nuclear family. Thus the Hypothesis I is rejected. From the Table I it is also clear that adolescents of nuclear family have higher stress than adolescents of joint family

Hypothesis II: It is expected that there will be no significant difference in the mean scores of family environment of adolescents of joint and nuclear family

To test this hypothesis, t-test was applied, the result of which are shown in table II

Table II: Mean, SD and t-test of different dimensions of family Environment scores of adolescents of joint and nuclear family

Dimensions of Family Environment	type of family	N	Mean	SD	SEM	t-value
Cohesion	nuclear family	50	6.18	1.395	.197	.996
	joint family	50	6.46	1.417	.200	
Expressiveness	nuclear family	50	4.70	1.359	.192	1.347
	joint family	50	4.38	.987	.140	
Conflict	nuclear family	50	4.10	.707	.100	2.114**
	joint family	50	3.62	1.441	.204	
Independence	nuclear family	50	6.16	.997	.141	11.543**
	joint family	50	4.04	.832	.118	
Achievement Orientation	nuclear family	50	7.72	1.230	.174	13.879**
	joint family	50	4.34	1.206	.170	
Intellectual cultural orientation	nuclear family	50	4.88	1.586	.224	.630
	joint family	50	4.70	1.249	.177	
Active recreational orientation	nuclear family	50	3.14	1.485	.210	2.370**
	joint family	50	3.78	1.200	.170	
Moral religious emphasis	nuclear family	50	4.72	.927	.131	1.956
	joint family	50	5.18	1.380	.195	
Organisation	nuclear family	50	5.14	1.294	.183	4.054**
	joint family	50	4.02	1.464	.207	
Control	nuclear family	50	4.80	1.010	.143	2.019**
	joint family	50	4.34	1.255	.178	
Home Environment	nuclear family	50	51.5400	4.380	.619	7.561**
	joint family	50	44.8600	4.453	.6298	

*** - Significant at .01 Level*

Discussion Based on Table.II

It is evident from Table II that the t-value for the home environment dimension cohesion($t=.996$ Df=98), expressiveness ($t=1.37$), Intellectual cultural orientation($t=.630$)and moral religious emphasis($t=1.95$) is non-significant at .01 level. This shows that there is no significant difference in the mean family environment scores of these four dimensions of adolescents of joint and nuclear family.

The t-value is significant for the dimension of conflict($t=2.14$), independence($t=11.543$), achievement orientation($t=13.879$), active recreational orientation($t=2.370$), organisation($t=4.054$) and control($t=2.09$). Also the t-value is 7.561 for the total home environment score for adolescents of joint and nuclear family. This is significant at .01 level of significance. This shows that there is significant difference in the mean family environment scores of these six dimensions of adolescents of joint and nuclear family.

Thus it is evident from the table that t-value is significant for six dimensions of home environment and non significant for four dimensions of home environment of adolescents of joint and nuclear family.

Thus the **Hypothesis II** is rejected. There exists significant difference in home environment of adolescents of joint and nuclear family.

Hypothesis III: It is hypothesized that there will be no significant relationship between stress and home environment of adolescents of joint and nuclear family

To test this hypothesis, coefficient of correlation was calculated among the two variables stress and home environment, the result of which are shown in table III.

Table III: Correlation table showing Stress and Family Environment of adolescents of joint and nuclear family

Variable		Home Environment	Raw Score Stress
Home Environment	Pearson Correlation	1	.233
	Sig. (2-tailed)		.019*
	N	100	100
Raw Score Stress	Pearson Correlation	.233	1
	Sig. (2-tailed)	.019	
	N	100	100

*** - Significant at .01 Level*

Discussion Based on Table.III

It is evident from the table III that the value of correlation is positive and significant ($r=.233$) between the variable of Stress and Family Environment of adolescents of joint and nuclear family . Therefore the hypothesis III stands rejected. There exists significant relationship between stress and home environment of adolescents of joint and nuclear family.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

The present study has its implications for nuclear and joint families, teachers, administrators and community members etc. In educational institutions there should be provision for the student counselling to deal with different academic and personal stress problems. It is worth reiterating that measures such as general and specific prevention education, self-help strategies and resources, and psychosocial support networks and services can be embedded in educational settings. Schools offer an ideal setting for universal prevention activities with potential to reach large numbers of adolescents. Additionally, the school environment is likely to facilitate the acquisition of competencies in adolescents as it is viewed as a place of learning.

At school adolescents can be taught how to manage stress and anxiety and can practice skills. As a targeted intervention strategy, cognitive-behavioural treatment can be done to reduce levels of stress and anxiety among adolescents.

Special courses should be introduced in the school so that the students can become self-reliant, self confident and well adjusted in the society, school as well as family also.

Joint family culture system is disintegrating and there is need to counsel parents how to cope and deal with changing behavioural patterns of adolescents Both families nuclear or joint should consult counselors for adolescent problems. Recognizing the early signs of stress among the adolescents and doing something about it, can improve the quality of their present

and future life. The role of family in adolescent life is very crucial as it helps to shape their future life. With proper identification of problem, timely support can be given to the adolescents. This will help adolescents to become healthy and productive members of society.

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