

RELATIONSHIP BETWEEN FAMILY CONFLICT, VALUES AND SCHOOL ADJUSTMENT OF SECONDARY SCHOOL ADOLESCENTS IN RIVERS STATE

Prof. O.G. Kemjika & Mrs. Obikoya, Oluwatoyin Gladys

Department of Educational Psychology,

Guidance and Counselling

Faculty of Education

University of Port Harcourt, Port Harcourt, Nigeria

ABSTRACT: *The study investigated the relationship between family conflict, values and school adjustment of secondary school adolescents in Rivers State. The study adopted correlational design targeted at establishing the relationship between family conflicts, values and school adjustment. A total of 1,000 adolescent students were drawn through multi-stage sampling technique. They responded to two questionnaires titled; Family Conflict and Values Scale (FCVS), and School Adjustment Scale (SAS) on a four point scale. These instruments were validated and had reliability coefficient values of 0.731 for FCVS and 0.728 for SAS respectively. Two research questions and two hypotheses guided the study. Relevant data gathered were analyzed with Pearson Product Moment Correlation statistic as statistical tool. The results of the study showed that there is a positive relationship between family conflict, values and school adjustment which are all statistically significant at 0.05 level of significance. Based on the findings, it was recommended among others that families should be encouraged by stakeholders such as teachers, counsellors, school authorities etc to support their children and wards with school adjustment challenges in view of the fact that these family variables (conflict and values) significantly relate with adolescents school adjustment.*

KEYWORDS: Family Conflict, Values, School Adjustment, Adolescents, Rivers State.

INTRODUCTION

Adolescence encompasses the period ranging from ages 10 to 21 years (Igbo in Onwuasoanya, 2008). This is a period when young children are developing into adulthood, extending from puberty to independence. It has three stages namely; early adolescence from 10 to 14 years, middle adolescence from 15 to 17 years and late adolescence from 17 to 21 years (Igbo in Onwuasoanya, 2008). It is a period of the life cycle between childhood and adulthood with some unique characteristics connected with development and marked by dramatic challenges that require adjustment to changes in self, in the family and peer group (Santrock, 2008).

In terms of changes in self, the adolescent experiences physical growth, sexual maturation, intense emotional, social, cognitive and personal development. This developmental period is described as a time of storm and stress; conflict and crises of adjustment and a stage of alienation from adult society. Adolescents experience frustration, self-doubt, stress, pressure and feelings of rejection and failure as they go through the physical, emotional and social developmental stages and the search for self, (Hahn & Payne, 2011). The categories of individuals described above are people

found to be in their late primary schools to tertiary schools for those who are going to school. However, for this research, the focus is on those at their middle adolescence from 15 to 17 years usually in senior secondary schools.

Consequently, in the words of Isangedighi, Joshua, Asim and Ekuri (2004), learners go to school at different levels of development, under different environmental influences, with different social attitudes and behaviour, and from different cultures and ethnic orientations. How these individuals progress over time with their diverse psychosocial characteristics is an important area of educational research. One of such psychosocial traits is the ability of an individual to adjust effectively into a new environment, especially as it concerns transition from one school level to another.

School adjustment is the process of adapting to meet academic demands in the school environment. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustments in his/her new environment. Adjustment is totally based on the pattern established by earlier adjustment. The quality of adjustment in the early years of life determines the quality of adjustment in later years. The young adolescents make the transition from elementary to secondary school; they are caught up in the web of transitional experiences. The transition usually confronts adolescents with new social and educational demands. As pointed out by Phelam, (2014) the transition into High School can be an unpleasant experience. The transition to Senior Secondary School (SSS) is also a challenge in the development of adolescent students. Many adolescents are inadequately prepared for the psychological, emotional and academic realities of Senior Secondary School education. The students are confronted with the adaptational challenges of living apart from family and friends, adjusting to the academic regimen, assuming responsibility for the task of living, and developing a new array of social relationship with peers. Such transitions require the student to create new coping styles, overcome initial anxiety and adopt new behaviour. Children who fail to create new coping styles negatively influence their adjustment in school and this in turn affects their academic performance adversely. School is one of the important pillars on which the child's personality is formed. It is the place where children have contacts with peers, form friendship and participate in social groups with other children. Through adolescence, peers become increasingly important in their lives. Their interaction becomes more complex with age. At this stage, social support from friends assists the children to adjust well in school and to be better able to handle situations related to school environment. However, if the individual is unable to adjust well he or she may become maladjusted due to stress and so underachieve. Stress is very common among adolescent boys and girls of school stage. Stress is partly created by parental pressure too when they expect their adolescents to perform and stand out among their peer groups, when they cannot rise up to such expectations, they suffer frustration, aggression, undesirable complexes and depression. These psychological situations are attributable to the adolescents' inability to adjust to the demands of his immediate environment (the school). This is made worse if the individual is from a family that is conflict-stricken, has poor value cultivation and insecure attachment to parents or guardians (Wei & William, 2004).

Family interactions and relationship between family members play a pivotal role in the adjustment issues of adolescence (Werner, 2003). Families in general and parents in particular, have often been deemed to be the most important support system available to the child. The strongest factor in molding a child's personality or behaviour is his relationship with his parents. However, no matter how loving a family is, all families go through conflict.

According to Wikipedia (2017), conflict refers to some form of friction, disagreement, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted or unacceptable to one or more members of another group. Conflict can arise between members of the same group, known as intra-group conflict, or it can occur between members of two or more groups, and involve violence, interpersonal discord, and psychological tension, known as intergroup conflict. Nevertheless, family conflict which is a form of intra-group conflict is the focus of this study.

Family conflict according to Malek (2013) is any conflict that occurs within a family; between husbands and wives, parents and children, between siblings, or with extended families (grandparents, aunts, uncles, etc.). Family conflict is different from other types of conflict for several reasons. First, family members are already highly emotionally attached. These emotions can quickly intensify conflict. Secondly, family members are involved in long-term relationships and often are required to interact with one another daily. Finally, families are often insular, obeying their own rules and resisting outside interference. These characteristics can lead to long, tangled, painful conflicts. At one extreme, family conflict can lead to things like divorce or domestic violence. At the other, families try to repress conflict, avoiding problems and detaching from each other. Furthermore, examples of family conflicts are: fighting between husbands and wives, sibling rivalry and parent-child power struggles, quarrelling among family members, spouse nagging, disagreement etc.

Conflict is one of the most studied and discussed subjects in the area of family communication. In fact, some authors are of the views that conflict has been emphasized to an extent that it has eclipsed positive aspects of marital and family interaction (Animasahum, 2014). Many families face difficult struggles that are often quite volatile and troubling. According to Furstenberg and Kiemam (2001) conflict theories emphasize that conflicts are ubiquitous and inherent, especially given the interdependence and emotional involvement of close relationships and families in particular. Worldwide, information on the amount of conflict in families shows that it is not a rare phenomenon. Conflict of course, represents a rather extreme example of the failure of supportiveness. It is found in every kind of family, and it can reach extreme levels (Animasahum, 2014). In fact, Animasahum also observed that, conflict between parents frequently affects their young children. Adolescents who witness family violence face increased risk for such emotional and behavioural problems as anxiety, depression, poor school attendance and performance, low self-esteem, disobedience, nightmares and physical health complaints.

A second variable this study is interested in, which is also tied to the family is family values. According to Wikipedia (2016), family values, sometimes referred to as familial values, are traditional or cultural values (that is, values passed on from generation to generation within

families) that pertain to the family's structure, function, roles, beliefs, attitudes, and ideals. In the social sciences, sociologists may use the term "traditional family" in order to refer specifically to the child-rearing environment that sociologists formerly called the norm. This "traditional family" involves a middle-class family with a breadwinner father and a homemaker mother, raising their biological children. Any deviation from this family model is considered a "nontraditional family". According to Dictionary.com (2014), family value is defined as the moral and ethical principles traditionally upheld and transmitted within a family, such as honesty, loyalty, hard work, and faith. Similarly, according to Merriam-Webster (2014), family values are values especially of a traditional or conservative kind which are held to promote the sound functioning of the family and to strengthen the fabric of society. In addition, Oxford dictionaries.com (2014) defines family values as values held to be traditionally learned or reinforced within a family, such as those of high moral standards and discipline. A close examination of the definitions and explanations given concerning family values reveals that family values are simply a set of rules and regulations of behaviour handed down by families to generations. This is with the view of molding the personality of the adolescent child in such a way that their self esteem is developed and they will be able to develop coping mechanism (adjustment) and life skills for a better future and success. Thus, the transmission of values by schools and families plays a very important role in adolescence a stage of stress and storms.

Nevertheless, empirical studies concerning factors like the ones discussed above vis-à-vis school adjustment among students are relatively available. Some of such studies include that of Yunus, Baba and Wai (2014) who investigated the effect of family environment on students' academic performance and adjustment problems among year one students of School of Health Technology Keffi, Nasarawa State. The study revealed that family environment has no effect on academic performance of students. Also there is no gender difference in school adjustment and academic performance of the participants. However, family environment has effect on school adjustment. This finding suggests the need for parents to pay attention on their relationship with children while in school as it may have effect on them negatively.

Other studies that showed the influence of family and family related variables on students adjustment to school include, Singh (2006); Raju and Rahamtulla (2007); Velmurugan and Balakrishnan (2011); Maureen, John and Ayere (2011); Kaur (2012); Basu (2012); Roy and Mitra (2012) and Peerzada (2013) etc.

So far, no studies have been carried out on the relationship between family conflict, family values and school adjustment of secondary school adolescents in Rivers State, Nigeria. Consequently, it is against such background that the researchers conceived the idea to investigate the relationship existing between family conflict, values, and school adjustment of secondary school adolescents in Rivers State.

To this end, the following research questions and hypotheses guided the study.

Research questions:

1. What is the relationship between family conflict and school adjustment of secondary school adolescents?

2. What is the relationship between family values and school adjustment of secondary school adolescents?

Hypotheses:

1. There is no significant relationship between family conflict and school adjustment of secondary school adolescents.
2. There is no significant relationship between family values and school adjustment of secondary school adolescents.

METHOD

The design adopted for the study was correlational design. From a total of 90, 577 (SSI = 30, 731; SS II = 30, 685; SS III = 29, 161) students in 258 senior secondary schools (SSS) in Rivers State, 1000 students were drawn through multi-stage sampling technique. In the first stage, one Local Government Area (LGA) each was randomly selected from each of the three Senatorial districts of the state. The LGAs drawn were Degema LGA from South-South Senatorial district, Eleme LGA from South-East Senatorial district and Ikwerre LGA from South-West Senatorial district. In the second stage, four senior secondary schools were then randomly selected from each of the LGAs earlier selected. This gave a total of 12 senior secondary schools. The third stage of sampling involved the proportional stratified random sampling of the respondents on the basis of class level from each senior secondary school. Finally, simple random sampling technique via balloting was used to draw the number of students from each class level in each school. Two instruments developed for the study by the researchers is the Family Conflict and Values Scale (FCVS) which was used to elicit students' views on family conflict and family values; and the School Adjustment Scale (SAS) that was used to assess the school adjustment of the students (adolescents). The Family Conflict and Values Scale (FCVS) composed of the following independent variables, namely, family conflict and family values. The FCVS consists of two parts I and II. Part I elicits personal information such as class level. Part II of FCVS consists of two sections A and B. Section A, gathers information on family conflict, while section B, gathers information on family values. Each of these sections consists of 15 items. The response format for each of section A and B is a modified four point Likert format of Strongly Agree (SA) with 4-points, Agree (A) with 3-points, Disagree (D) with 2-points and Strongly Disagree (SD) with 1-point. The maximum and minimum points obtainable from each section of part II of FCVS were 60 and 15 points respectively. The FCVS consisted of 33 items in all.

The School Adjustment Scale (SAS) was developed and designed also by the researchers to elicit the views of students on school adjustment as it concerns their school environment covering security, social interaction, esteem anxiety and competence. Furthermore, the SAS consisted of 15 items which are responded to also on four point Likert format of Strongly Agree (SA) with 4-points, Agree (A) with 3-points, Disagree (D) with 2-points and Strongly Disagree (SD) with 1-point. The maximum and minimum points obtainable from the SAS were 60 and 15 points respectively. The SAS has only one section.

In order to validate the research instruments, the researchers consulted two other experts in the field of Measurement and Evaluation, one each from Rivers State University, Port Harcourt and

University of Port Harcourt for face and content validity of the research Instruments (FCVS and SAS). The experts were required to subject the research instruments to thorough scrutiny with a view of establishing the face and content validity in terms of the clarity, appropriateness, relevance, and representativeness of the items with regards to the variables under investigation. To enhance the activities of the experts, the research topic, objectives, research questions and hypotheses were attached to the instruments so as to guide the experts.

Observations, suggestions and written comments made by the experts, were adequately utilized, to modify the research instruments so as to ensure the face and content validity of the instruments. In the case of reliability of the instruments, Family Conflict and Values Scale (FCVS) was determined through Cronbach Alpha method for a measure of its internal consistency. Simple random sampling technique was used to draw a sample of 40 students from Port Harcourt LGA for the reliability test. Copies of the instrument were administered to the sample with request from the researchers that the sample should respond to all the items of the instrument as honestly as possible.

Then after, the scores obtained were subjected to Cronbach alpha technique for each section of part II of the FCVS as well as for the entire instrument. This was sequel to the fact that the instrument was a compound instrument that is a multi-variable instrument with its various variables organized in sections, there was the need to determine the reliability for each variable (section) as well as for the entire instrument. The reliability coefficients (r) are 0.743 for family conflict; 0.583 for family values and 0.731 for the entire instrument. These coefficients were considered high enough to guarantee the use of the instrument for the study. Similarly, the reliability of the School Adjustment Scale (SAS) was also determined through the deployment of Cronbach Alpha technique for a measure of its internal consistency. For the fact that the instrument was a non-compound one, the reliability coefficient of the entire instrument was determined and found to be 0.728. This coefficient value was high enough to permit the use of the instrument for the study.

For data collection, copies of the two instruments (FCVS and SAS) were administered directly to the respondents by the researchers with the help of research assistants domiciled in the school. Instructions guiding the filling of the instruments were explained to the respondents. The researchers and assistants supervised the filling, after that, the copies of the instruments were collected from the respondents on the spot. A total of 28 working days were devoted to the collection of data from the 12 schools that were used for the study. Consequently, Pearson product moment correlation statistics was used to analyze, answer and test the data, research questions and hypotheses respectively.

RESULTS

It should be noted that the instruments were administered on a sample of one thousand (1,000) respondents as stated earlier. However, ten (10) copies of these questionnaires were not properly completed, thereby rendering them invalid. Another six could not be retrieved from the respondents. Hence, these reduced the sample size to nine hundred and eighty-four (984).

Research Question 1: What is the relationship between family conflict and school adjustment of secondary school adolescents?

Hypothesis 1: There is no significant relationship between family conflict and school adjustment of secondary school adolescents.

To answer the above question and test the significance of the corresponding hypothesis, the data collected from the questionnaires on family conflict and school adjustment of secondary school adolescents were subjected to Pearson Product Moment Correlation statistic and the result presented in Table 1.

Table 1: Relationship between Family Conflict and School Adjustment

Variables	N	r	r ²	Sig
Family Conflict	984	.394*	.155	.000
School Adjustment				

*Significant at 0.05 level of significance for a two-tailed test

The result in Table 1 shows a correlation coefficient (r-value) of .394 and an r² value of .155. The result was that there was a positive but low relationship between family conflict and school adjustment. Furthermore, since the significant value of r was .000 which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was not accepted. The result therefore was that there is a significant relationship between family conflict and school adjustment of secondary school adolescents. In addition, the r² indicated that family conflict accounted for 15.5% (r² x 100) of the variance in school adjustment.

Research Question 2: What is the relationship between family values and school adjustment of secondary school adolescents?

Hypothesis 2: There is no significant relationship between family values and school adjustment of secondary school adolescents.

To answer the above question and test the significance of the corresponding hypothesis, the data collected from the questionnaires on family values and school adjustment of secondary school adolescents were subjected to Pearson Product Moment Correlation statistic and the result presented in Table 2.

Table 2: Relationship between Family Values and School Adjustment

Variables	N	r	r ²	Sig
Family Values	984	.169*	.029	.000
School Adjustment				

*Significant at 0.05 level of significance for a two-tailed test

The result in Table 4.2 shows a correlation coefficient (r-value) of .169. The result was that there was a positive but very low relationship between family value and school adjustment. Furthermore, since the significant value of r is $p = .000$ which is less than the chosen (0.05) level of significance for a two-tailed test, the null hypothesis was rejected. The result therefore was that there is a significant relationship between family values and school adjustment of secondary school adolescents. Also, the r^2 value of .029 was an indication that family values could explain only 2.9% of the variance in school adjustment.

DISCUSSION

Relationship between family conflict and school adjustment

The finding of this study showed that there is a positive but low relationship between family conflict and school adjustment. The relationship is statistically significant at 0.05 level of significance. The positive relationship between family conflict and school adjustment of secondary school adolescents means that as score on family conflict increases, there is corresponding increase in school adjustment scores, and vice versa.

This means that adolescents, whose scores are high on family conflict, also earn high scores on school adjustment, while those whose scores are low on family conflict; earn low scores on school adjustment. Implicitly, high family conflict has high school adjustment while low family conflict has low school adjustment.

The finding of the present study is in agreement with those of Osarenren, Nwadinigwe and Anyama (2013); Sturge-Apple, Davies, Winter, Cummings and Schermerhon (2011); Deepshikha and Bhanot (2011); Schischka (2009) and Jaycox and Repetti (1993) who in their separate but related works also found out that there is a positive relationship between family conflict and school adjustment among adolescents. However, findings disconcertant with the present one were not found among the literature reviewed by the researchers.

Nevertheless, the degree of association or linkage between family conflict and school adjustment of secondary school adolescents was found to be .394. The coefficient of alienations $\sqrt{1 - r^2}$ was found to be .919. This represents the degree of lack of association between family conflict and school adjustment. Thus while the degree of relationship was .394, the degree of lack of relationship was found to be .919.

The percentage of association ($r^2 \times 100$) was found to be 15.5%. This value represents the magnitude of the relationship between family conflict and school adjustment. Such a value indicates a low relationship between the two variables. Furthermore, this means that knowledge of scores of family conflict will reduce the error of predicting scores of school adjustment by 15.5% and vice versa. That is to say that you can predict school adjustment from knowledge of scores in family conflict by only 15.5%. This result still confirms the low relationship between family conflict and school adjustment.

On the other hand, the percentage of error of prediction ($1 - r^2$) of family conflict from school adjustment and vice versa was found to be 84.5%. Therefore, in terms of predicting one variable from another, it means that only 15.5% of variation in family conflict scores could be accounted for, while 84.5% could not be accounted for or explained by reference to scores on school adjustment.

Although the relationship between family conflict and school adjustment of secondary school adolescents was statistically significant, the magnitude of the relationship was low and the percentage of prediction of one variable from another was also low.

Relationship between family values and school adjustment

The result here showed that there is a positive but very low relationship between family value and school adjustment. The relationship is statistically significant at 0.05 level of probability.

The positive but very low relationship between family values and school adjustment of secondary school adolescents means that as score on family values increases, there is corresponding increase in school adjustment scores, and vice versa.

This means that adolescents, whose scores are high on family values, also earn high scores on school adjustment, while those whose scores are low on family values; earn low scores on school adjustment. Implicitly, high family values have high school adjustment while low family values have low school adjustment.

The finding of the present study is in agreement with those of Soonyoung and Shinhong (2016); Vasuki and Micheal-Raj (2015); Van-Geel and Vedder (2011); Lee, Hamman and Lee (2007) who in their separate but related works also found out that there is a positive relationship between family value system/obligations and school adjustment among adolescents. However, findings disconcertant with the present one were not found among the literature reviewed by the researchers.

Nevertheless, the degree of association or linkage between family values and school adjustment of secondary school adolescents was found to be .169. The coefficient of alienations $\sqrt{1 - r^2}$ was found to be .986. This represents the degree of lack of association between family values and school adjustment. Thus while the degree of relationship was .169, the degree of lack of relationship was found to be .986.

The percentage of association ($r^2 \times 100$) was found to be 2.9%. This value represents the magnitude of the relationship between family values and school adjustment. Such a value indicates a very low relationship between the two variables. Furthermore, this means that knowledge of scores of family values will reduce the error of predicting scores of school adjustment by 2.9% and vice versa. That is to say that you can predict school adjustment from knowledge of scores in family values by only 2.9%. This result still confirms the very low relationship between family values and school adjustment.

On the other hand, the percentage of error of prediction ($1 - r^2$) of family values from school adjustment and vice versa was found to be 97.1%. Therefore, in terms of predicting one variable from another, it means that only 2.9% of variation in family values scores could be accounted for, while 97.1% could not be accounted for or explained by reference to scores on school adjustment.

Although the relationship between family values and school adjustment of secondary school adolescents was statistically significant, the magnitude of the relationship was very low and the percentage of prediction of one variable from another was also very low.

From the study findings it could be concluded that, family conflict and family values positively relates to school adjustment of secondary school adolescents. However, the relationship is low for family conflict and school adjustment and very low for family values and school adjustment even though they were both statistically significant. Therefore, based on the findings, the following recommendations are made:

- 1) Families should embrace effective communication because communication is very important in creating positive bonds among family members and this will in turn promote understanding and reduce family conflicts.
- 2) Programmes and training in relation to the principles that will make families to live peacefully and harmoniously should be organized for counsellors and Para-counsellors (teachers in secondary schools) who may be privileged to help adolescents with school adjustment challenges rooted in family conflict and family values.
- 3) Families should be encouraged by stakeholders such as teachers, counsellors, school authorities etc to support their children and wards with school adjustment challenges in view of the fact that family conflict and values relates with adolescents school adjustment.

REFERENCES

- Animasahum, R.A. (2014). Marital conflict, divorce and single parenthood as predictors of adolescents' antisocial behaviour in Ibadan. *British Journal of Education, Society and Behavioural Science*, 4(5), 592-602.
- Basu, S. (2012), Adjustment of Secondary School Students. *Scholarly Research Journal for Interdisciplinary Studies*, 1(3), 430-38.
- Deepshikha, S. & Bhanot, S. (2011). Role of family environment on socio-emotional adjustment of adolescent girls in rural areas of Eastern Uttar Pradesh. *Journal of Psychology*, 2(1), 53-56.
- Furstenberg, F.F. & Kiernan, K.E. (2001). Delayed Parental Divorce: How much do children benefit? *Journal of Marriage and Family*, 63, 446-457.
- Hahn, D.B. & Payne, W.A (2011). *Focus on health* (5th ed). New York: McGraw-Hill.
- Isangedighi, A.J., Joshua, M.T., Asim, A.E., & Ekuri, E.E. (2004). *Fundamentals of research and statistics in education and social sciences*. Calabar: University of Calabar press.
- Jaycox, L.H. & Repetti, R.L. (1993). Conflict in families and the psychological adjustment of preadolescent children. *Journal of Family Psychology*, 7(3), 344-355.
- Kaur, S. (2012), A Study of Adjustment of High School students in Relation to Their Achievement, Sex and Locality. *International Journal of Research in Education, Methodology Council for Innovative Research*, 1(2), 18-21.

- Lee, P., Hamman, D., & Lee, C.C. (2007). The relationship of family closeness with college students' self-regulated learning and school adjustment. *College Student Journal*, 41(4), 1-10.
- Malek, T. (2013). *Emotional Intelligence in Modifying Social and Academic Adjustment among First Year University Students in North Jordan*. Department of Counseling and Psychology, College of Arts and Science University Utara Malaysia.
- Maureen, W., John, A. & Ayere, A.M. (2011). The Relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(6), 493-497.
- Onwuasoanya, P.N. (2008) (ed.). *Counseling psychology for Nigeria*. Nsukka: Great Express Publishers Ltd.
- Osarenren, N., Nwadinigwe, P. & Anyama, S. (2013). The impact of marital conflicts on the psychosocial adjustment of adolescents in Lagos metropolis, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 4(2), 320-326.
- Peerzada, N. (2013). Adjustment of Science and Social Science Higher Secondary School Teachers – A Comparative Study. *Academic Arena*, 5(2), 34-38.
- Raju, M.V.R. & Rahamtulla, T.K. (2007). Adjustment Problems among School Students. *Journal of the Indian Academy of Applied Psychology*, 33(1), 73-79.
- Roy, B. & Mitra, S. (2012). Pattern of Adjustment among Early and Late Adolescent School Students. *International Indexed & Referred Research Journal*, 4 (42), 1-15.
- Santrock, J. W. (2008). *Adolescence (12th ed)*. New York: McGraw-Hill.
- Schischka, J. (2009). *Attachment Theory and the Adjustment to School for Young Children with Special Needs*. Ph.D thesis, University of Auckland.
- Singh, H. (2006). Effect of Socio Emotional Climate of the School on the Adjustment of Students. *Psycho lingua*, 36(2), 133- 143.
- Soonyoung, Y. & Shinhong, M. (2016). The relationship between family strength of female middle school students and their adjustment to school life. *Indian Journal of Science and Technology*, 9(26), 1-6. Doi:10.17485/ijst/2016/v9i26/97293
- Sturge-Apple, M.L., Davies, P.T., Winter, M.A., Cummings, E.M. & Scermerhon, A. (2011). Interparental conflict and children's school adjustment: The explanatory role of children's internal representations of interparental and parent-child relationships. *Developmental Psychology*, 44(6), 1678-1690. Doi:1037/a0013857
- Van-Geel, M. & Vedder, P. (2011). The Role of Family Obligations and School Adjustment in Explaining the Immigrant Paradox. *Journal of Youth Adolescence*, 40, 187–196. DOI 10.1007/s10964-009-9468-y
- Vasuki, N. & Micheal-Raj, A. (2015). Home environment and school adjustment on academic achievement among secondary level students. *Global English-oriented Research Journal (GEORJ)*, 1(3), 159-165. Retrieved from www.researchenglish.com on 29/03/2017
- Velmurugan, K. & Balakrishnan, V. A. (2011). Study on Self Concept of Higher Secondary Students in relation to Social Adjustment. *International Journal of Current Research*, 3(11), 340-343.

- Wei, H. & William, J. H. (2004). Relationship between Peer Victimization and school adjustment in sixth –Grade students: Investigating Mediation effects. *Violence and Victims*, 19, 15-32.
- Werner, S. (2003). Family relationship quality and contact with deviant peers as predictors of adolescent problem behaviors. *Journal of adolescent research*, 18(5), 454-480.
- Wikipedia, the free online encyclopedia (2016). Family Values. Retrieved from, www.wikipedia/familyvalues.com.
- Wikipedia, the free online encyclopedia (2017). Conflict (process). Retrieved from, www.wikipedia/conflict.com.
- Yunus, S.A., Baba, S.L. & Wai, S.L. (2014). Effect of Family Environment on Student Academic Performance and Adjustment Problems in School. *Journal of Education and Practice*, 5(19), 1-15.