IMPACT OF ADJUSTMENT AND FAMILY COMPOSITION ON LIFE SKILLS AMONG THE ADOLESCENTS

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Abstract:

Research Background: Adjustment, life skills, and family composition are closely interconnected in adolescent development. A supportive family composition, whether nuclear or joint, provides the emotional, social, and cognitive environment that influences how adolescents adjust to life challenges. That way in this study, find out the impact of emotional intelligence and educational medium on academic anxiety of the adolescents.

Objectives: The study objective was to find out the effect of level of adjustment on life skills of adolescents. Another objective was to examine the effect of family composition on life skills of adolescents. Further, the objective was to study the significant interaction effect between level of adjustment and family composition on the life skills of adolescents.

Procedure: The study one hundred sixty adolescent were selected from the society. Out of them, eighty adolescents were selected from batter adjustment level, and same way, eighty adolescents were selected from poor adjustment level. The purposive sampling technique has been used for the selection of the samples. The study adjustment and family composition were independent variables and life skills was dependent variable. The study Adjustment Inventory developed by P. Kumar and Life Skills Scale by Chandra Kumari and Ayushi Tripathi has been used.

Conclusions: It can be concluded that adolescents of better adjustment found excellent life skills than adolescents of poor adjustment. Adolescents of joint family composition and nuclear family composition show equal on their life skills. Additionally, no significant interaction effect was found between adjustment and family composition on the life skills of adolescents.

Keywords: Adjustment, Family Composition, Life Skills, Adolescents.

Introduction:

Adjustment is a fundamental concept in psychology that refers to the process by which an individual achieves harmony with their environment. Adjustment refers to the psychological process through which an individual maintains harmony with their environment. It is a continuous process through which a person modifies their behavior, emotions, and thought patterns in response to internal needs and external demands. According to Hurlock (2010), adjustment is the process through which an individual finds an optimal way to cope with environmental demands while fulfilling personal needs. Similarly, Anastasi and Urbina (1997) suggested that

adjustment is a dynamic process in which individuals adapt to changes, challenges, and stressors in their environment to maintain well-being. Research has consistently highlighted the importance of effective adjustment in adolescents for their overall development. Kumar and Sharma (2018) found that adolescents who employ effective coping strategies demonstrate greater emotional stability and enhanced social competence, indicating that the ability to manage stress positively influences both personal and social domains. Similarly, Singh and Singh (2016) emphasized the role of the family environment, reporting that adolescents from supportive families tend to show better personal and social adjustment. In the academic context, Rao and Rao (2019) observed that effective academic adjustment is closely linked with improved time management, organized study habits, and strong peer support among college students.

Family composition or family type refers to the structure and organization of a family unit, including the relationships among family members and the roles they perform. According to, Haralambos & Holborn (2008): "Family composition is the arrangement and interaction of family members within a household, including roles, responsibilities, and intergenerational relationships." Family composition plays a crucial role in shaping an individual's social, emotional, and cognitive development, particularly during adolescence. Research has shown that family composition significantly influences various aspects of adolescent development. Singh and Singh (2016) found that adolescents from supportive nuclear families demonstrated better academic adjustment, whereas those from joint families benefited from stronger social and emotional support. Similarly, Sharma and Verma (2018) highlighted that adolescents living in joint families often develop superior interpersonal and collaborative skills, likely due to shared responsibilities and interactions across multiple generations. In addition, Rao and Rao (2019) observed that adolescents from nuclear families exhibited higher levels of independence and decision-making abilities, while those from extended families showed greater emotional support and resilience. These findings collectively suggest that both nuclear and joint family environments contribute uniquely to the social, emotional, and cognitive development of adolescents.

Life skills refer to a set of psychosocial abilities that enable individuals to deal effectively with the demands and challenges of everyday life. Life skills help individuals make informed decisions, communicate effectively, solve problems, manage emotions, and build healthy relationships, contributing to successful adaptation in personal, academic, and social domains. Life skills are particularly important for adolescents, who face rapid physical, cognitive, and social changes. According to, World Health Organization (WHO, 1997) "Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life." In this study, an investigator has focused on finding out the impact of adjustment and family composition on life skills of adolescents.

Significance of the Study:

This study is important because it helps us understand how adolescents' adjustment affects their life skills. It also shows how different family types, such as joint or nuclear families, influence these life skills. The study explains how both adjustment and family composition work together to shape adolescents' development. Its findings can help parents, teachers, and counselors support adolescents more effectively. Overall, the study will

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be useful in improving life skills education and guidance programmes for young people.

Objectives of the Study:

1. To study the effect of level of adjustment on life skills of adolescents.
2. To study the effect of family composition on life skills of adolescents.
3. To study the significant interaction effect between level of adjustment and family composition of adolescents in terms of their life skills.

Hypothesis of the Study:

1. Adolescents of better adjustment will have excellent life skills than adolescents of poor adjustment.
2. Adolescents of joint family composition will have excellent life skills than adolescents of nuclear family composition.
3. There will be no significant interaction effect between adjustment and family composition of adolescents in terms of their life skills.

Research Procedure:

Operational Definitions:

a) **Adjustment Level:** In this study, adolescents who scored between zero and ten on the Adjustment Inventory developed by P. Kumar, as per the manual, were referred to as adolescents with a better level of adjustment. On the other hand, adolescents who scored between twenty-six and forty on the same inventory were referred to as adolescents with a poor level of adjustment.

b) **Life Skills:** In this study, adolescents who achieved the minimum scores on the Life Skills Scale developed by Chandra Kumari and Ayushi Tripathi, as per the manual, were classified as adolescents with poor life skills. On the other hand, adolescents who achieved the maximum scores on the same scale were referred to as adolescents with better life skills.

c) **Adolescents:** In this study, boys and girls aged 14 to 19, living in either joint or nuclear families, were referred to as adolescents.

d) **Family Composition:** In the present research, family composition has been referred to according to the joint and nuclear family patterns in society.

Variables of the Study:

Independent Variables		Dependent Variable
Adjustment Level	**Family Composition**	
a) Batter Adjustment	a) Joint Family	a) Life Skills
b) Poor Adjustment	b) Nuclear Family	

Sample Selection Procedure:

The study one hundred sixty adolescents were selected from the society. Out of them, eighty adolescents were selected from the battery adjustment level, in it, forty adolescents were selected from Joint family composition and forty adolescents were selected from nuclear family composition. Same way, eighty adolescents were

selected from poor adjustment levels. Forty adolescents were selected from Joint family composition and forty adolescents were selected from nuclear family composition. The purposive sampling technique has been used for the selection of the samples. The study adjustment level and family composition were independent variables and life skills were dependent variables. The study Adjustment Inventory developed by P. Kumar and Life Skills Scale by Chandra Kumari and Ayushi Tripathi has been used.

Research Design:

In this research 2x2 research design has been used as follows,

Family Composition	Adjustment Level		Total
	Better Adjustment	Poor Adjustment	
Joint Family	40	40	80
Nuclear Family	40	40	80
Total Sample	**80**	**80**	**160**

Data Collection Materials:

- **Adjustment Inventory:** The Adjustment Inventory was developed by P. Kumar. The inventory consists of 40 items and is suitable for individuals aged 14 to 19 years. The reliability coefficients of the inventory are 0.88 for internal consistency, 0.87 for split-half reliability, and 0.82 for test–retest reliability. The validity of the inventory ranges from 0.77 to 0.80.
- **Life Skills Scale:** The Life Skills Scale was developed by Chandra Kumari and Ayushi Tripathi. The scale consists of 52 items and was standardized on a sample of 300 adolescents aged between 10 and 19 years.
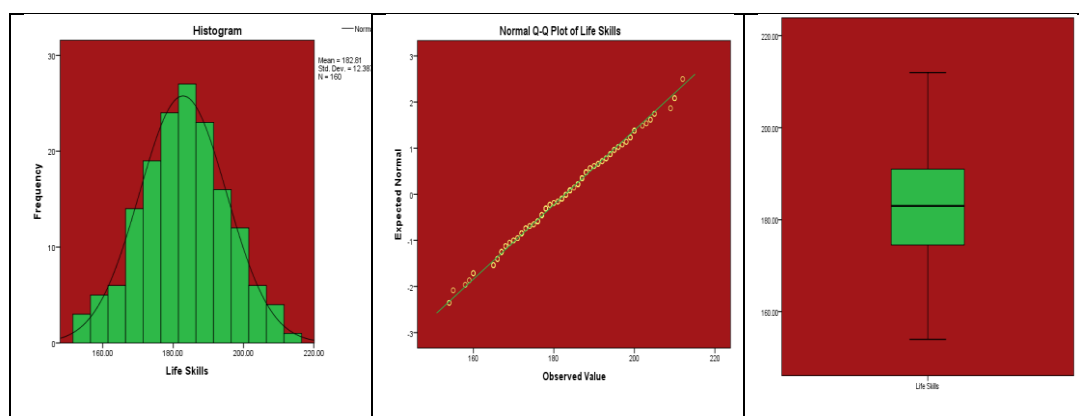
Statistical Analysis and Results:

In this part, the investigator has explained the impact of level of adjustment and family composition on life skills of adolescents. The investigator has analyzed the data in the following manner.

Table: 1 shows the assessing normality of the variable life skills

Variable	Descriptive Statistics		Statistic	Std. Error
	Mean		182.8125	0.97927
	95% Confidence Interval for Mean	Lower Bound	180.8784	
		Upper Bound	184.7466	
	5% Trimmed Mean		182.8125	
	Median		183.0000	
	Variance		153.436	
Life Skills	Std. Deviation		12.38694	
	Minimum		154.00	
	Maximum		212.00	
	Range		58.00	
	Inter quartile Range		16.75	
	Skewness		0.037	0.192
	Kurtosis		-0.297	0.381

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Table 1 indicates that the trimmed mean value (182.8125) is very close to the simple mean (182.8125). Skewness and kurtosis describe the shape of the distribution and are used with interval and ratio level data. In this table, the skewness value (0.037) is very close to zero. The skewness value is slightly positive and indicates that the distribution is nearly symmetrical with a very mild right skew. The kurtosis value (-0.297) is also close to zero, but it is not zero. The kurtosis value is negative, suggesting that the distribution is slightly flatter than normal (platykurtic). However, both skewness and kurtosis values fall well within the acceptable range of ±1. Therefore, the distribution of the *Life Skills* variable can be considered normal.

Plots: 1: Shows the normality of the data of variable life skills

Above plots indicate variable life skills. The shape of the distribution is considered normal.

Table:2: Shows descriptive statistics of the life skills on the basis of each cell.

Adjustment Level	Family Composition	Mean	SD	N
Batter Adjustment Adolescents	Joint Family Adolescents	180.2750	8.98143	40
	Nuclear Family Adolescents	178.1500	11.55932	40
	Total	**179.2125**	**10.34065**	**80**
Poor Adjustment Adolescents	Joint Family Adolescents	187.1750	10.86251	40
	Nuclear Family Adolescents	185.6500	15.38156	40
	Total	**186.4125**	**13.25284**	**80**
Total	Joint Family Adolescents	183.7250	10.49409	80
	Nuclear Family Adolescents	181.9000	14.03576	80
	Total	**182.8125**	**12.38694**	**160**

Table no. 2 is very useful, as it provides the mean and standard deviation for the groups that have been split by both independent variables; these are level of adjustment and family composition. In addition, the table also

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

VOLUME–XII, Special Issues–I (A)

Nov – Dec 2025

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provides "Total rows," which allows means and standard deviation for groups only split by one independent variable or none at all to be known.

From table no. 2, it is observed that the mean of the adolescents of better adjustment in joint family is 180.275, and the SD is 8.981. The mean of the adolescents of better adjustment in the nuclear family is 178.150 and the SD is 11.559. The total mean of the adolescents of better adjustment is 179.213, and the SD is 10.341 on the dependent variable life skills.

In relation to table no. 2, it is observed that the mean of the adolescents of poor adjustment in joint family is 187.175, and the SD is 10.863 on life skills. The mean of the adolescents of poor adjustment in the nuclear family is 185.650 and the SD is 15.382. The total mean of the adolescents of poor adjustment is 186.413, and the SD is 13.253 on the dependent variable life skills.

As well, table no. 2 indicates that the mean score of the adolescents of joint family is 183.725, and the SD is 10.494. The mean score of the adolescents of the nuclear family is 181.900, and the SD is 14.036. Finally, the total mean score of all groups combined is 182.813 with an SD of 12.387 on the dependent variable life skills.

Table: 3: Shows summary of ANOVA of the life skills

Source	Sum of Squares	df	Mean Square	F	Sig	Partial Eta Squared
Adjustment Level	2073.600	1	2073.600	14.580	0.01	0.085
Family Composition	133.225	1	133.225	0.937	NS	0.006
Adjustment Level X Family Composition	3.600	1	3.600	0.025	NS	0.000
Error	22185.950	156	142.218			
Total	5371662.000	160				
Corrected Total	24396.375	159				

Significant Level, df (1,156) ---- 0.05 = 3.90   0.01= 6.80

Eta Squared effect size, 0.01= small 0.06= moderate 0.14= large effect (Cohen, 1988)

From table 4, a two-way ANOVA was conducted that examined the effect of adjustment and family composition on an individual's life skills. Our dependent variable, life skills, was normally distributed for the groups formed by the combination of the adjustment, such as the better and poor adjustment level of adolescents, as well as the family composition, such as the adolescents of joint and nuclear family, as assessed by the histogram, skewness, and kurtosis. There was homogeneity of variance between groups as assessed by Levene's test for equality of error variances.

The main effects analysis showed that the adjustment level is significant, F (1,156) = 14.580, p < 0.01. This indicates that there is a statistically significant difference in the level of life skills between adolescents of better and poor adjustment. As per Table 2, the mean score of life skills among the adolescents of better adjustment is 179.213 and SD is 10.341, whereas the mean score among adolescents of poor adjustment is 186.413 and SD is 13.253. Thus, adolescents of better adjustment have been found to have excellent life skills than adolescents of poor adjustment. The effect size (partial eta square) for the main effect is 0.085, indicating a moderate effect, meaning that level of adjustment explains 8.5 percent variance in life skills. On the basis of the description in hypothesis no. 1, "Adolescents of better ad*justment will have excellent life skills than adolescents of poor adjustment"* is accepted. Because there is a significant difference found in life skills among the adolescents of better and poor adjustment. The adolescents of better adjustment have found excellent life skills than adolescents of poor adjustment. It means level of adjustment is a contributory factor in deciding the quality of life skills of the adolescents.

The main effect analysis showed that the family composition is not significant, *F* (1,156) = 0.937, p > 0.05. Therefore, the family composition is not found to significantly influence the life skills of the adolescents. The joint and nuclear family adolescents have been found equal in their level of life skills. As per table 2, the life skills mean score of joint family adolescents is 183.725, and SD is 10.494. In contrast, the life skills mean score of nuclear family adolescents is 181.900, and SD is 14.036. The effect size (partial eta square = 0.006) for the main effect of family composition on life skills is extremely small, indicating that the influence of this variable explains a negligible proportion of variance in level of life skills among adolescents. Because of the insignificant result, the eta square, the measure of effect size, associated with the main effect is not mentioned here. Therefore, on the basis of the description in hypothesis no. 2, *"Adolescents of joint family composition will have excellent life skills than adolescents of nuclear family composition"* is rejected. Joint family and nuclear family adolescents do not differ significantly in terms of their life skills. It means that the family composition of adolescents is not a vital dimension in deciding their level of life skills.

The interaction effect analysis revealed that the combined influence of level of adjustment and family composition is not statistically significant, *F* (1,156) = 0.025, p > 0.05. This indicates that the effect of adjustment on life skills does not differ depending on the family composition among the adolescents. In other words, the difference in life skills between adolescents of better and poor adjustment does not change across joint and nuclear family composition. The effect size (partial eta square=0.000) for the interaction effect, indicating an extremely small effect, meaning that only 0.0 percent of the variance in the life skills is explained by the combined influence of adjustment and family composition. Therefore, on the basis of the description in hypothesis no. 3, *"There will be no significant interaction effect between adjustment and family composition of adolescents in terms of their life skills"* is accepted. Therefore, concluded that no significant interaction effect between adjustment and family composition on the level of life skills of adolescents.

Discussion:

The findings of the present study indicate that the level of adjustment is a significant psychological determinant of adolescents' life skills. Adolescents with better adjustment demonstrated higher life-skill competence, a result supported by earlier studies which found that emotional stability, problem-solving ability, and social competence improve with better adjustment (Ganguly & Chatterjee, 2018; Mishra & Singh, 2019). In contrast, family composition showed no significant influence on life skills, aligning with research suggesting that the quality of family interactions and parental involvement are more influential than whether the family is joint or nuclear (Kumar & Thomas, 2020; UNICEF, 2019). Moreover, the interaction between adjustment and family composition was also non-significant, consistent with Bronfenbrenner's (1994) ecological view that individual psychological characteristics operate independently of structural family variables.

Conclusions:

1. Level of adjustment has a found significant impact on life skills among adolescents. The adolescents of better adjustment found excellent life skills than adolescents of poor adjustment level.

2. Family composition does not found significant influence on the level of life skills of the adolescent. The adolescents of joint family and nuclear family found equality in their level of life skills.

3. There is no found significant interaction effect between adjustment and family composition on life skills of adolescents, indicating that the influence of level of adjustment on life skills remains consistent across different family compositions.

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Cite This Article:

*Prof. (Dr.) Lokhande G.V. (2025)***.** *Impact of Adjustment and Family Composition on Life Skills among the Adolescents.* **Educreator Research Journal: Vol. XII (Issue VI),** pp. 194–202.