

ABSTRACT

(1) INTRODUCTION:

The family is the core of the society where children find care, interest, love and security until they grow up, can depend on themselves, and can carry out their roles in life. (Hoda Qenawy 1983:83)

The family is different from other social groups and institutions. It is characterized with the psychological climate which is based on mutual love, cooperation, solidarity, strictness and care. The relations in the family are characterized with closeness and the cluster and obviousness of the roles. All these characteristics make the family the backbone or the primary cell in the society. (Kaiyya Ramadan and Viola El-Beklawy 1984:175-183)

Fromm has assured that the family is the psychological force of the society and it is important for the child because it prevents him from loneliness and lack of significance. Such these feelings hinder his social and psychological growth. The adjustment of man with the family climate is necessary for the formation of normal personality from the perspective of mental hygiene. (Mohammad Saad Farag 1980:203-224)

The family climate has three main forms: autocratic, democratic and permissive. In the autocratic family, the dictatorial aspect is dominant from the fathers concerning the children's matters and affairs. The children have no right to express their opinions on the fathers' decisions or even to object them. Consequently, the children rebel against the parents' authority, do not submit to it, and disobey them for fear of the punishment. In this family form, the child does not feel the psychological stability. He feels anxiety, worry, annoyance and tiredness as a result of living in this family form and his attempt to get rid of it.

In the democratic family form, the fathers seek discussion and interaction with his children and daughters in all the situations and experiences. In this form, the atmosphere of the home is full of love, warmth and stability where the child feels his identity and self. He finds the satisfaction of his emotional needs and the psychological stability resulted from the security.

The permissive family form let their children do what they like to do. The children live in an absolute freedom and they take their decisions without any interference by the parents. In this form, the children look at themselves with a mean and indifferent way because they do not feel their parents' interest in their affairs.

Many studies assured that the family climate has an effect on the individuals' personality traits and on their adjustment. These studies also assured that the democratic form of family climate is the best one concerning his influence of the children's personality and adjustment.

The school adjustment which refers to the existing relations between the students, the teachers, the colleagues, the school administration, the subject matters and the school activities, in addition to the cooperative behaviour, discipline and organization are affected by the prominent climate in the family context.

In this respect, **Mohammad Abdul-Qader** states that the pupil's behaviour in the school depends on the kind of the relation between him and his parents such as the method of the treatment, the degree of the child's freedom and the stability of the family practices and maintaining them (1982:158). This result agrees with **Schultheiss and Blustein** (1994:248-255) who clarified that the active participation of the adolescent in his relationship towards his study and his adjustment with it are affected by his parental relationships. The parents control the development of the relationships between his children with others. Besides, the relation based on the discussion and exchange of opinions has reflection on

- 8- Are there statistically significant mean differences between the scores of the high economic and social standard students and the scores of the low economic and social standard students on the school adjustment scale in favour of the former?
- 9- Are there statistically significant mean differences between the scores of the medium economic and social standard students and the scores of the low economic and social standard students on the school adjustment scale in favour of the former?
- 10- Are there statistically significant mean differences between the scores of the male students and the scores of the female students on the school adjustment scale in favour of the former?

(3) RESEARCH SAMPLE:

The sample of the present research consisted of 300 pupils at the preparatory stage at the age from 13 to 15 (135 male and 165 females).

(4) RESEARCH TOOLS:

- The Pictorial Intelligence Test, prepared by: Ahmad Zaky Saleh (1974).
- Rating Scale of the Egyptian Family' Social and Economic Standard, prepared by: Abdul-Aziz Al-Shakhs. (1995).
- Family Climate Questionnaire, prepared by Ibrahim Zaky Qashqoush (1982).
- School Adjustment Scale, prepared by the researcher of the present study.

(5) RESEARCH HYPOTHESES:

- 1- There is a statistically significant positive correlation relationship between the scores of the students on the democratic family climate scale and their scores on the school adjustment scale.
- 2- There is a statistically significant negative correlation relationship between the scores of the students on the autocratic family climate scale and their scores on the school adjustment scale.
- 3- There is a statistically significant negative correlation relationship between the scores of the students on the permissive family climate scale and their scores on the school adjustment scale.
- 4- There are statistically significant mean differences between the scores of the democratic family climate students and the scores of the autocratic family climate students on the school adjustment in favour of the former.
- 5- There are statistically significant mean differences between the scores of the democratic family climate students and the scores of the permissive family climate students on the school adjustment in favour of the former.
- 6- There are no statistically significant mean differences between the scores of the autocratic family climate students and the scores of the permissive family climate students.
- 7- There are statistically significant mean differences between the scores of the high economic and social standard students and the scores of the medium economic and social standard students on the school adjustment scale in favour of the latter.
- 8- There are statistically significant mean differences between the scores of the high economic and social standard students and the scores of the low economic and social standard students on the school adjustment scale in favour of the former.

- 9- There are statistically significant mean differences between the scores of the medium economic and social standard students and the scores of the low economic and social standard students on the school adjustment scale in favour of the former.
- 10- There are statistically significant mean differences between the scores of the male students and the scores of the female students on the school adjustment scale in favour of the former.

(6) STATISTICAL TECHNIQUES:

The following statistical techniques were used in the present study:

- 1- Factor analysis
- 2- Correlation coefficient
- 3- Analysis of variance
- 4- Tokey test
- 5- T-test

(7) STUDY FINDINGS:

- 1- There was a statistically significant positive correlation relationship between the scores of the students on the democratic family climate scale and their scores on the school adjustment scale.
- 2- There was a statistically significant negative correlation relationship between the scores of the students on the autocratic family climate scale and their scores on the school adjustment scale.
- 3- There was a statistically significant negative correlation relationship between the scores of the students on the permissive family climate scale and their scores on the school adjustment scale.

4- There were statistically significant mean differences between the scores of the democratic family climate students and the scores of the autocratic family climate students on the school adjustment in favour of the former.

5- There were statistically significant mean differences between the scores of the democratic family climate students and the scores of the permissive family climate students on the school adjustment in favour of the former.

6- There were statistically significant mean differences between the scores of the democratic family climate students and the scores of the permissive family climate students on the school adjustment scale.

7- There were statistically significant mean differences between the scores of the high economic and social standard.

Students on some school adjustment dimensions (the relationship of student with the school activities, discipline and organization, the relationship of the student with his teachers and the relationship of the student with the school administration). In favour of the medium economic and social standard students.

There were statistically significant mean differences between the scores of the democratic family climate students and the scores of the medium economic and social standard students and medium economic and social standard students and the scores of the low economic and social standard students on some school adjustment dimensions (the relationship of the student with the school activities, the relationship of the student with the subject matters, the relationship of the student with his colleagues, the relationship of the student with his teachers, the relationship of the student with the school administration and discipline and organization) in favour of the medium economic and social standard students.

There were statistically significant mean differences between the scores of the democratic family climate students and the scores of the high economic and social standard students and the scores of the low economic and social standard students on some dimensions (the relationship of the student with the school activities, the relationship of the student with the subject matters, the relationship of the student with his colleagues, discipline and organization, the relationship of the student with his teachers, and the relationship of the student with the school administration) in favour of the high economic and social standard students.

There were no differences between the three groups on dimension cooperative behavior.

8- There were statistically significant differences between the scores of the male students and the scores of the femal students on some dimensions (the relationship of the student with the school activities, discipline and organization, the relationship of the student with his teachers and the relationship of the student with the school administration).

There were no statistically significant differences between male and femal on dimensions (the relationship of the student with the subject matters, the relationship of the student with his colleagues and the cooperative behavior).
