Relationship Between Family Cohesion, Family Adaptability and Study Habits Among Emerging Adults

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Abstract: The current paper was authored by Sanjivan J.M. Watson and co-authored by Dr. Nethravathi R. Family Cohesion is the emotional and social affinity between family members. Family Adaptability is defined as the ability of a family to change their power dynamics and structure in relationships and situational factors. Study Habits include the presence of acts such as note-taking, reading of the curriculum, budgeting of time and academic routine, memorization, analysis of the texts and the concepts and practicing. The aim of the research study was to find the relationship between Family Cohesion, Family Adaptability and Study Habits among emerging adults. The hypotheses of the study were: There is a significant relationship between Family Cohesion and Study Habits among male and female emerging adults. There is a significant relationship between Family Adaptability and Study habits among male and female emerging adults. The study was conducted on 215 Indian emerging adults, aged 18-25, out of which 138 were females and 77 were males. The Family Adaptability and Cohesion Scale (FACES-III) (1985) and the Study Habits Inventory (1989) were administered on the sample. The current study followed a Non-experimental correlational research design. Convenience and Snowball sampling techniques were employed to collect data. Pearson Correlation method was used to analyze the data.

Key Words – **Family cohesion, Family adaptability, Emerging adults**

I. INTRODUCTION

With Indian families putting pressure on their children for better grades and classroom performance it becomes imperative for a student to develop positive study habits. Study Habits can be defined as the persistent analysis, practice, memorization and reading of academic curriculum while maintaining an efficient system of budgeting time and note taking. Study habits are not the same as academic performance because Study Habits denote the process and academic performance denotes the results. But, Study Habits directly affect academic performance (Manuel & Chilca Alva, 2017).

Emerging adulthood is the development period of ages 18-25. According to Jeffrey Arnett Emerging adulthood is characterized by: The age of identity explorations, instability, self-centered, the age of feeling in-between, the age of possibilities, resilience, (Hernández, Escobar, López, Eguiarte, & Arratia, 2019).

The factors that influence Study Habits among Emerging Adults are:

Time management (Khanam & Sayed, 2017), note taking:(Muraina, Nyorere, & Emana, 2014.), studying hours: (Nonis & Hudson, 2006), intrinsic motivation (Abdulrahman, Khalaf, Abbas, Alanazi, 2021), sleeping habits (Gomes, Tavares, & Azevedo, 2011), assignments, exams, future prospects, finances and academic and social stress are some of the casual factors of stress among Indian students. (Verma, Sharma and Larson, 2002; Khan, Hamdan, Ahmad, Mustaffa, Mahalle, 2016).

1.1 Family Cohesion and Family Adaptability

This paper attempts to include Family Cohesion and Family Adaptability among the list of factors concerning Emerging Adults.

Family Cohesion is the level of emotional and social affinity among family members. Family Adaptability is defined as the ability of a family to be fluid in the decision making, social leadership and roles in accordance with external or internal requirements.

Although the relationship between Family Cohesion and Study Habits is still premature these following papers aided our aim: "Environment of Teenage Smokers in Bengkulu City, Indonesia: A Mixed Research Approach." This paper by Herlina, Jayaputra, Permatasari, Fahrudin, Islam, (2023), discovered a significant relationship between familal environment and academic performance.

A paper by Komlavathi & Maizura, (2022), titled: "The Relationship between Home Environment and Self-Management towards Academic Performance of Private Institution Students in Kuala Lumpur." found that a positive home environment is positively related to academic performance. Family environment was found to be positively correlated with academic achievement amongst 9,449 eighth-grade students from China. (Zhao, L., & Zhao, W 2022).

1.2 Rationale of the study

This study will aid studies relating to family environment and their effect on academic performance and study habits. This study will also add to the research relating to issues of family environment and academic achievement among the Indian population.

1.3 Scope and Significance of the Study

This paper will allow parents and researchers to look into family well-being in relation to their children's academic performance and study habits. It adds to the many reasons why families/ guardians should increase their awareness towards familial interpersonal relations and its direct effects on their children.

II. METHODS

2.1 Aim

To find the relationship between Family Cohesion, Family Adaptability and Study Habits among emerging adults.

2.2 Objectives

To find the relationship between Family Cohesion and Study habits among the male emerging adults.
To find the relationship between Family Cohesion and Study habits among the female emerging adults.
To find the relationship between Family Adaptability and Study habits among the Male emerging adults.
To find the relationship between Family Adaptability and Study habits among the Female emerging adults.

2.3 Hypothesis

H1: There is a significant relationship between Family Cohesion and Study Habits among male emerging adults.
H2: There is a significant relationship between Family Cohesion and Study Habits among female emerging adults.
H3: There is a significant relationship between Family Adaptability and Study habits among male emerging adults.
H4: There is a significant relationship between Family Adaptability and Study habits among female emerging adults.

2.4 Variables

Variable 1: Family Cohesion and Family Adaptability
Variable 2: Study Habits

2.5 Operational Definitions

2.5.1 Family Cohesion:

Family Cohesion is the emotional and social affinity between family members.

2.5.2 Family Adaptability:

Family Adaptability is defined as the ability of a family to be fluid in the decision making, leadership and the change of social roles in accordance with external or internal requirements.

2.5.3 Study Habits:

It is the presence of acts such as note-taking, reading of the curriculum, budgeting of time and academic routine, memorization, analysis of the texts and the concepts and practicing.

2.6 Inclusion Criteria

The sample population must be of ages: 18-25 Years.
Current Students

2.7 Exclusion Criteria

The participants who are undergoing therapy.
The participants who have psychological illness.

2.8 Research Design

The current study follows a Non-experimental correlational research design.

III. SAMPLE

3.1 Sample Description:

The sample consists of 250 students from different cities from India. After the data audit 215 were the suitable sample for the analysis.

3.2 Sample Size:

215 college students

3.3 Sampling Method:

Convenience and Snowball sampling techniques were employed. The tools were copied into a digital format through Google Forms.

IV. TOOLS

4.1 The Family Adaptability and Cohesion Evaluation Scale III (FACES III):

The Family Adaptability and Cohesion Evaluation Scale III is the third edition of FACES developed by David H.Olson. It is a self-reporting scale that studies family types through the dimensions: Family Cohesion and Adaptability. The scale has 20 statements. Three studies obtained reliability scores more than 0.60. The study conducted by Olson in 1986 showed an acceptable reliability with Cronbach's alpha values of 0.68 for the overall scale. 0.77, for Family Cohesion and 0.62 for Family Adaptability. Another study conducted by (Green et. al, 1991) noted Cronbach's Alpha value of 0.72 for Family Adaptability and 0.87 for Family Cohesion. The study conducted by Edman reported that the convergent validity, discriminant validity and construct validity was high. (Edman, Cole, & Howard, 1990)

The present study found Cronbach's alpha value to be 0.76 and the Guttman Split-Half Coefficient to be 0.73.

4.2 The Study Habit Inventory (S.H.I):

The Study Habit Inventory is a self-reported inventory developed by Prof. M.N.Palsane and Anuradha Sharma. The inventory studies Study Habit by factoring domains of Study Habits such as: Budgeting Time, Physical Conditions for Study, Reading Ability, Memory, Note Taking, Factors in Learning Motivation, Taking Examinations, Health. The reliability coefficient of the inventory was reported to be 0.88 by the test-retest method used on a sample of 200 male Undergraduate students. The reliability coefficient of the Inventory was reported to be 0.67 by the Test-retest method used on a sample of 60 girls studying in intermediate classes. The inventory has a high face validity.

V. DATA COLLECTION

The sample population for this study consisted of Emerging adults. The following tools were administered for the conduction: FACES III and SHI. These tools were transferred into a Google Form and distributed through hyperlinks. A total of 215 students fit the criteria. The appropriate data was collected and analyzed using Pearson's Correlation.

5.1 Data Analysis:

The collected data were entered in the excel sheet. The collected data was entered into the SPSS for analysis. The descriptive analysis recorded the mean, Sd and normality of the data. Pearson's correlation coefficient used to find the relationship between Family Cohesion, Family Adaptability and Study Habits among emerging adults.

VI. ANALYSIS AND RESULTS

The data analysis is based on the collected socio-demographic details and the proposed objectives, hypothesis and research design. The aim of the study was to find the relationship between Family Cohesion, Family Adaptability and Study Habits among Emerging Adults. The paper included two dependent variables: Family Cohesion, Family Adaptability and one independent variable: Study Habits. The study was conducted on 215 Emerging Adults out of which 138 were females and 77 were males. Out of the 215 participants, 97 had a qualification of 12th pass; 94 were Undergraduates and 24 were Postgraduates. Out of the 215 participants, 129 participants had 1 sibling; 29 participants had 2 siblings; 17 participants had 3 siblings and 4 participants had 4 siblings; 1 participant with 5 siblings. The Family Adaptability and Cohesion Scale (FACES-III) and the Study Habits Inventory were administered on the sample population. Pearson's Correlation was employed to analyze the data.

Correlation Results:

Objective 1 & 2:
To study Family Cohesion and Study Habits among emerging adults.
To find the relationship between Family Cohesion and Study habits among the male emerging adults.

Hypothesis 1 & 2:
H1: There is a significant relationship between Family Cohesion and Study Habits among male emerging adults.
H2: There is a significant relationship between Family Adaptability and Study Habits among male emerging adults.

Table 1: *Correlation between the dimensions of Family Cohesion and Family Adaptability among male emerging adults.*

Predictor	Mean	Std. Deviation	N	R	Sig. Value
Family Cohesion/ Study Habits	36.61	5.85	77	0.350	0.05
Family Adaptability/ Study Habits	29.58	6.25	77	0.297	0.05
Study Habits	52.62	10.16	77		

Table 1. shows the result of correlation between dimensions of Family Cohesion and Study Habits among male emerging adults. The mean for Family Cohesion and Family Adaptability was 36.61 and 29.58. The mean for study habit was 52.62. For this sample the frequency (N) was Family Cohesion, Family Adaptability and Study Habits was 76. The Standard Deviation for Family Cohesion and Family Adaptability was 5.85 and 6.25. The Standard Deviation for Study Habits was 10.16. The R value between Family Cohesion and Study Habits was 0.350 and the R value between Family Adaptability and Study Habits was 0.297. The results show that there is a low correlation between Family Cohesion and Study Habits, and also between Family Adaptability and Study Habits amongst the Male population. The significance value of 0.05 indicates that the correlation is statistically significant at the 0.05 value.

Objective 3 & 4:

To find the relationship between Family Cohesion and Study habits among the female emerging adults.
To find the relationship between Family Adaptability and Study habits among the female emerging adults.

Hypothesis 3 & 4:

H3: There is a significant relationship between Family Adaptability and Study habits among male emerging adults.
H4: There is a significant relationship between Family Adaptability and Study habits among female emerging adults.

Table 2: *Correlation between the dimensions of Family Cohesion and Family Adaptability among female emerging adults.*

Predictor	Mean	Std. Deviation	N	R	Sig. Value
Family Cohesion/ Study Habits	35.89	7.26	136	0.164	0.05
Family Adaptability/Study Habits	28.84	6.70	136	0.130	0.05
Study Habits	55.75	9.53	136		

Table 2 shows the result of correlation between dimensions of Family Cohesion and Study Habit among female emerging adults. The mean for Family Cohesion and Family Adaptability was 35.89 and 28.84. The mean for S.H.I was 55.75 For this sample the frequency (N) was Family Cohesion, Family Adaptability and Study Habits was 136. The Standard Deviation for Family Cohesion and Family Adaptability was 7.26 and 6.70. The Standard Deviation for Study Habits was 9.53. The R value between Family Cohesion and Study Habits was 0.164 and the R value between Family Adaptability and Study Habits was 0.130. The results show that There is a very low correlation between Family Cohesion and Study Habits, and also between Family Adaptability and Study Habits amongst the Male population. The significance value of 0.05 indicates that the correlation is significant at the 0.05 value for both the dimensions of family cohesion.

VII. DISCUSSION

The present study aims to find the impact of Family Cohesion and Family adaptability on Study Habits among emerging adults. The study emphasized two predictor (independent) variables i.e., Family Cohesion and Family Adaptability and one criterion (dependent) variable, namely, Study Habits. The study was conducted on 215 participants consisting of students. All participants had educational qualifications of: 12th Pass, BA, BSc, BCom, BSc, BTech, B.D.S, B.B.A, M.A and M.Sc. Out of the 215 participants, 78 were male and 137 were female. The Family Adaptability and Family Cohesion Evaluation Scale III (FACES III) and The Study Habit Inventory were administered on the sample population. Based on the collected data, the statistical analysis included Pearson's correlation. The obtained results from the analysis with respect to the objectives and hypothesis of the study have been discussed below. Then, significant findings of the present study were encapsulated thus, filling the gap in the existing literature and reviewing implications of this study. The limitations of the study and the scope for further research have also been highlighted, followed by a conclusion of the present study.

The first objective of the research was to find the relationship between Family Cohesion and Study habits among the male emerging adults. To test the hypothesis the data was analyzed using Pearson's Correlation. The male population scored an R value of 0.350 and p value (0.05) for Family Cohesion. This implies that there is a low correlation between Family Cohesion and Study Habits amongst the male emerging adult and according to the significant value it shows that there is a significant relationship between family cohesion and study habit among male emerging adults. Hence the results support the hypothesis that states: There is a significant relationship between Family Cohesion and Study Habits among male emerging adults.

The second objective of the research was to find the relationship between Family Cohesion and Study Habits among the female emerging adults. The female population scored an R value of 0.164 and p value (0.05). This implies that there is a very low correlation between Family Cohesion and Study Habits among the female emerging adult population. The both variables have the relationship but it is low correlation. The significant value shows that there is a significant relationship between family cohesion on study habits among female emerging adults. Hence the results support the hypothesis that states: There is a significant relationship between Family Cohesion and Study Habits among female emerging adults.

The third objective of the research study was to find the relationship between Family Adaptability and Study Habits among the male Indian emerging adults. To test the hypothesis the data was analyzed using Pearson's Correlation. The male population scored an R value of 0.297 and p value (0.05) for Family Adaptability. This implies that there is a low correlation between Family Adaptability and Study Habits amongst the male emerging adult population. The p value shows that there is a significant relationship between family cohesion and study habits among male emerging adults. Hence, the results support the hypothesis stating that: There is a significant relationship between Family Adaptability and Study habits among male emerging adults.

The fourth objective of the research study was to find the relationship between Family Adaptability and Study Habits among the female Indian emerging adults. The female population scored an R value of 0.130 and p value (0.05). This implies that there is a very low correlation between Family Adaptability and Study Habits among the female emerging adult. The significant value shows that there is a significant relationship between family adaptability and study habit among female emerging adults. Hence, the results support the hypothesis stating that: There is a significant relationship between Family Adaptability and Study habits among female emerging adults.

VIII. SIGNIFICANT FINDINGS

The impact of Family Cohesion and Family Adaptability on Study Habits is different in Male and Female emerging adults.
It was found that there was a low correlation between Family Cohesion and Study Habits amongst the male emerging adults.
It was found that there is a significant relationship between Family Cohesion on Study Habits among female emerging adults.

IX. LIMITATIONS

The study would have been conducted in different cultural backgrounds.
The study would have been focused on the joint family and nuclear family.
The study would have studied the influence of Family Cohesion and Adaptability on other developmental ages such as Adolescents.

X. SUGGESTIONS AND IMPLICATION

The variables of the study can be researched using the factorial research model.
The study results help to prepare the intervention model for the study habits. The results show that Family Cohesion and family adaptability are predicting the study habit.
The family culture and family environment are the important influential factors on the study habits so it is a major factor to improve the Study Habits and excel in their education.

XI. CONCLUSION

Therefore, in conclusion, this study studied the influence of Family Cohesion and Family Adaptability on Study Habits among 215 Indian emerging adults. The scales used were: The Family Adaptability and Cohesion Evaluation Scale III and the Study Habits Inventory. The data was collected using Snowball and Convenience sampling. Pearson's Correlation was used to analyze the data. The study reported that: The impact of Family Cohesion and Family Adaptability on Study Habits is different in Male and Female emerging adults.

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