

A Comparative Study of Social Adjustment and Educational Aspiration among Migrant and Non Migrant Children in Kerala

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ABSTRACT: The study was intended to compare Social Adjustment and Educational Aspiration among Migrant and Non Migrant Children in Kerala. The study adopted survey method and a representative sample of 200 upper primary non migrant school students were selected by the random sampling technique and 70 upper primary migrant school students were selected by purposive sampling technique. The tools used for the study were Social Adjustment Scale and Educational Aspiration Scale prepared by the investigators. The statistical techniques used were Percentage analysis and mean difference analysis. The findings of the study revealed that there exists significant difference between Social adjustment and educational aspiration among Migrant and Non migrant children in Kerala.

Key words: Social Adjustment, Educational Aspiration, Migrant Children, Non migrant children.

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I. INTRODUCTION

The wage level of Kerala is the highest among the Indian states and the working conditions are also the most favorable to workers. Even casual labourers and unorganized sector workers enjoy fixed working time, good wages and freedom of exploitation of employers and intermediaries. All these have made Kerala a hot destination for in-migrants, even from distant states like Assam, West Bengal etc (“08_chapter 1.pdf,” n.d.). Along with the migrant workers their children also moving in to Kerala. Their education is a great problem due to the cultural, linguistic and socio economic factors.

Thousands of children of Indian migrant workers are missing out on school education. Children of slums and of migrant workers suffer the maximum in the most affluent and expanding cities of India. Parent have no means to educate their children and care for them (“Improving education of migrant workers’ children in India ,” n.d.). In Kerala also, the situation is not different. The educational status of migrant children is below the average.

Educational aspiration reflects educational goals an individual sets for himself/herself. It is important as it encourages and energizes the individual to achieve them (Fraser & Garg, 2011). According to Sirin, Diemer, Jackson and Howell (2004), “Aspirations have been defined as the educational and vocational dreams that students have for the future”. It is closely related to social adjustment. Adjustment, in psychology, the behavioral process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments (“adjustment psychology,” n.d.). Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process (“Social adjustment is an effort made by an individual to cope with standards, values and needs of a society,” n.d.). Educational aspiration and social adjustment are two important factors determining one’s educational future. The present study is intended to find out the educational aspiration and social adjustment of migrant children in Kerala and to compare these to those of Non-migrant children in Kerala.

II. STATEMENT OF THE PROBLEM

A Comparative of Study Social Adjustment and Educational Aspiration among Migrant and Non Migrant Children in Kerala.

III. VARIABLES OF THE STUDY

The present study involved two variables, Social Adjustment and Educational Aspiration.

IV. OBJECTIVES OF THE STUDY

The present study has the following objectives:

1. To find out the level of the variables Social Adjustment and Educational Aspirations of upper primary Migrant children in Kerala.
2. To find out the level of the variables Social Adjustment and Educational Aspirations of upper primary Non-Migrant children in Kerala.
3. To compare the mean scores of variable Social Adjustment between the samples of Migrant and Non-Migrant upper primary school students in Kerala.
4. To compare the mean scores of variables Educational Aspiration between the samples of Migrant and Non-Migrant upper primary school students in Kerala.
5. To compare the mean scores of the variable Social Adjustment and Educational Aspiration between the samples of boy and girl migrant upper primary school students in Kerala.

V.HYPOTHESES OF THE STUDY

1. There will be significant difference in the mean scores of the variable Social Adjustment between comparable samples of Migrant and Non-Migrant upper primary school students in Kerala.
2. There will be significant difference in the mean scores of the variable Educational Aspiration between comparable samples of Migrant and Non-Migrant upper primary school students in Kerala.
3. There will be significant difference in the mean scores of the variable Social Adjustment between the samples of boy and girl migrant upper primary school students in Kerala.
4. There will be significant difference in the mean scores of the variable Educational Aspiration between the samples of boy and girl migrant upper primary school students in Kerala.

VI.METHODOLOGY

Survey method is used for the study.

6.1 Sample used

A sub set of the population selected for the observation and analysis is called a sample. The representative sample of 200 upper primary non migrant school students were selected by the random sampling technique and 70 upper primary migrant school students were selected by purposive sampling technique.

6.2 Tools used

6.2.1 Social Adjustment Scale.(Aruna & Roopa, 2017)

The final scale consists of 30 items under the three dimensions of Social Adjustment, Adjustment in school, adjustment to pupils and Community relations. The value of test re-test reliability coefficient is 0.70 so it is evident that the present Social Adjustment scale is a reliable one. The Social Adjustment scale has been validated by construct validity and it has also face validity.

6.2.2 Educational Aspiration Scale.(Aruna & Roopa, 2017)

The final scale consists of 32 items. The investigator decided to choose 5 dimensions of Educational Aspiration. The value of test re-test reliability coefficient is 0.69 so it is evident that the present Educational Aspiration scale is a reliable one. The Educational Aspiration scale has been validated by construct validity. It has also face validity.

VII.STATISTICAL TECHNIQUES USED

The following statistical techniques have been used for the analysis of data.

1. Percentage analysis.
2. Test of significance of difference between means for large independent sample (Garrett, 1981).

VIII.RESULTS AND DISCUSSIONS

8.1 Results of Percentage Analysis

8.1.1 The Level of Social Adjustment among Migrant Upper Primary School Students for Total Sample

In this section the percentages of Social Adjustment of Migrant Upper Primary School Students is found out for the total sample and are given in the table 1.

TABLE 1: *Details of Level of Social Adjustment among Migrant Upper Primary School Students for Total Sample.*

Variable	No. of total students	Level of scores	Students No.	% of students
Social Adjustment	65	Low	14	21.53
		Average	34	52.30
		High	17	26.15

From the table 1, it can be seen that for the total sample of migrant children, 21.53% of students having low Social Adjustment score and 26.17% students having high Social Adjustment score score. 52.30% students are having average Social Adjustment score.

8.1.2 Figure showing levels of Social Adjustment of Migrant Children

The pie chart below shows the Migrant students having high, average and low Social Adjustment.

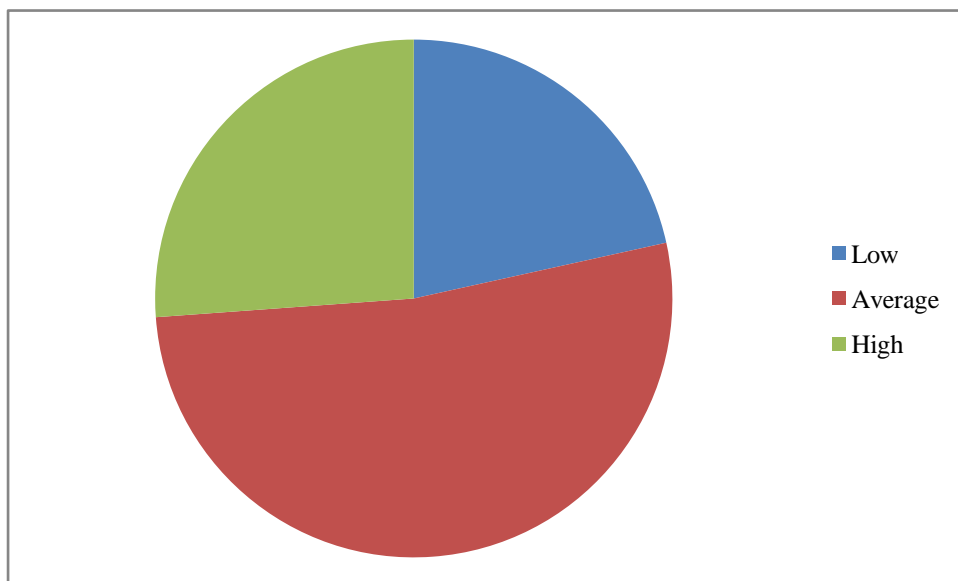


Figure 1 The figure showing levels of Social Adjustment of Migrant Children.

8.1.3 The Level of Educational Aspiration among Migrant Upper Primary School Students for Total Sample

In this section the percentages of Educational Aspiration of Migrant Upper Primary School Students is found out for the total sample and are given in the table 2.

TABLE 2: *Details of Level of Educational Aspiration among Migrant Upper Primary School Students for Total Sample.*

Variable	No. of total students	Level of scores	Students No.	% of students
Educational Aspiration	65	Low	6	9.23
		Average	51	78.46
		High	8	12.30

From the table 2, it can be seen that for the total sample of migrant children, 9.23% of students having low Educational Aspiration score and 12.30% students having high Educational Aspiration score. 78.46% students are having average Educational Aspiration.

8.1.4 Figure showing levels of Educational Aspiration of Migrant Children.

The pie chart below shows the Migrant students having high, average and low Educational Aspiration.

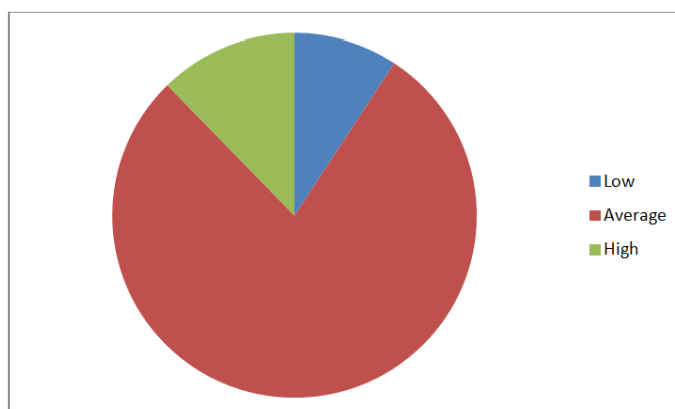


Figure 2 The figure showing levels of Educational Aspiration of Migrant Children.

8.1.5 The Level of Social Adjustment among Non Migrant Upper Primary School Students for Total Sample

In this section the percentages of Social Adjustment of Non-Migrant Upper Primary School Students is found out for the total sample and are given in the table 3.

TABLE 3: *Details of Level of Social Adjustment among Non-Migrant Upper Primary School Students for Total Sample*

Variable	No. of total students	Level of scores	Students No.	% of students
Social Adjustment	118	Low	21	17.79
		Average	73	61.86
		High	24	20.33

From the table 3, it can be seen that for the total sample of Non-Migrant children, 17.79% of students having low Social Adjustment score and 20.33% students having high Social Adjustment score. 61.86% students are having average Social Adjustment.

8.1.6 Figure showing levels of Social Adjustment of Non-Migrant Children.

The pie chart below shows the Non-Migrant students having high, average and low Social Adjustment.

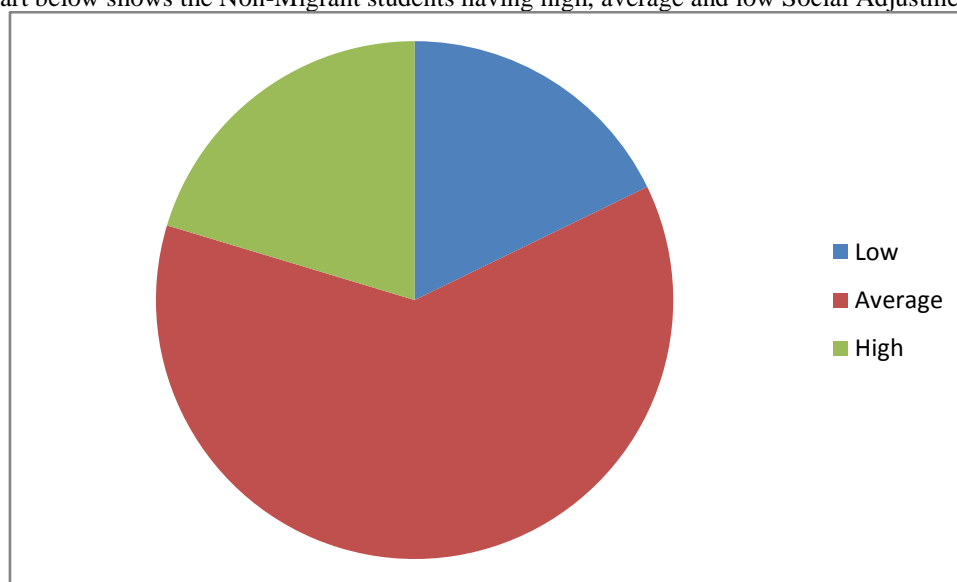


Figure 3 *The figure showing levels of Social Adjustment of Non-Migrant Children.*

8.1.7 The Level of Educational Aspiration among Non-Migrant Upper Primary School Students for Total Sample

In this section the percentages of Educational Aspiration of Migrant Upper Primary School Students is found out for the total sample and are given in the table 4.

TABLE 4: *Details of Level of Educational Aspiration among Non-Migrant Upper Primary School Students for Total Sample.*

Variable	No. of total students	Level of scores	Students No.	% of students
Educational Aspiration	118	Low	19	16.10
		Average	82	69.49
		High	17	14.40

From the above table, it can be seen that for the total sample of Non-migrant children, 16.10% of students having low Educational Aspiration score and 14.40% students having high Educational Aspiration score. 69.49% students are having average Educational Aspiration.

8.1.8 Figure showing levels of Educational Aspiration of Non-Migrant Children.

The pie chart below shows the Non-Migrant students having high, average and low Educational Aspirations.

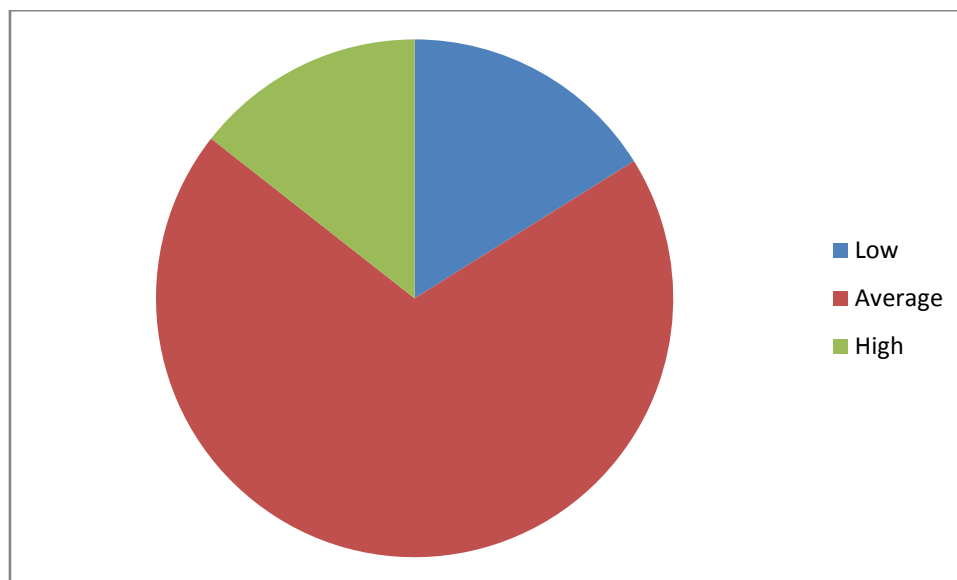


Figure 4 The figure showing levels of Educational Aspiration of Non-Migrant Children.

8.2 Results of Mean Difference Analysis

8.2.1 The details of test of significance of difference between means used to study variables Social Adjustment and Educational Aspiration between comparable samples of Migrant and Non-Migrant upper primary school students.

The data and results of test of significance of difference between means used to study variables Social Adjustment and Educational Aspiration between comparable samples of Migrant and Non-Migrant upper primary school students are given in table 5.

TABLE 5: Data and Result of Mean Scores of social Adjustment and Educational Aspiration Migrant and Non-Migrant Upper primary School Students in Kerala.

Sl. No	Nature of variable	Sub sample	Number of sample	Mean	Standard Deviation	Critical Ratio
1	Social Adjustment	Migrant	N1 65	X1 56.61	σ 1 5.05	17.56**
		Non-Migrant	N2 118	X2 74.76	σ 2 7.43	
2	Educational Aspiration	Migrant	N1 65	X1 76.83	σ 1 3.27	9.38**
		Non-Migrant	N2 118	X2 83.27	σ 2 4.97	

**Significant at 0.01 level

From the above table it is clear that significant difference exist in the mean scores of Social Adjustment for the samples of Migrant and Non-Migrant upper primary school students. The obtained critical ratio, 17.56, is significant at 0.01 level. It is also clear that there is significant difference in the mean score of Educational Aspiration for the samples of Migrant and non migrant upper primary school students. The obtained critical ratio is 9.38 and it is significant at 0.01 level.

8.2.2 The details of test of significance of difference between means used to study variables Social Adjustment and Educational Aspiration between comparable samples of Boy and Girl Migrant upper primary school students.

The data and results of test of significance of difference between means used to study variables Social Adjustment and Educational Aspiration between comparable samples of boy and girl Migrant upper primary school students are given in table 6.

TABLE 6: Data and Result of Mean Scores of Social Adjustment and Educational Aspiration of Migrant Boy and Girl Upper Primary School Students in Kerala.

Sl. No	Nature of variable	Sub sample	Number of sample	Mean	Standard Deviation	Critical Ratio
1	Social Adjustment	Migrant Boys	N1 33	X1 58.28	σ 1 4.58	2.65**
		Migrant Girls	N2 32	X2 55.03	σ 2 5.10	
2	Educational Aspiration	Migrant Boys	N1 33	X1 79.18	σ 1 1.51	8.58**
		Migrant Girls	N2 32	X2 74.58	σ 2 2.65	

**Significant at 0.01 level

From the above table it is clear that significant difference exist in the mean scores of Social Adjustment for the comparable samples of Migrant boys and girls. The obtained critical ratio is 2.65, which is significant at 0.01 level. It can also find that significant difference exist in the mean scores of Educational Aspiration for the sub samples of migrant boys and girls

IX.CONCLUSION

The study aimed at the comparison of Social Adjustment and Educational Aspiration among Migrant and Non Migrant Children in Kerala. The study adopted survey method. The statistical techniques used were Percentage analysis and mean difference analysis. The findings of the study revealed that there exists significant difference between Social adjustment and educational aspiration among Migrant and Non migrant children in Kerala. This finding is in agreement with the studies of Joseph (2016). The study also reveals that there exists significant difference in the mean scores of the variables social adjustment and Educational Aspirations between the sub samples of migrant boy and migrant girl students. This finding is in agreement with the studies of Nayagam & Arokiasamy (2004) and Singh (2011), which showed higher educational aspiration associated with boys.

X. EDUCATIONAL IMPLICATION

Right to Education Act, 2009 states that it is the right for every child to have free and compulsory education from the age 6 to 14 in India. But many children did not get the facility of education and they are away from school by many reasons. The migrant children in Kerala from other states of India did not exploit the facility of education. Special programmes are to be conducted for enrolling these children in schools. Social Adjustment and Educational Aspiration are two important factors in determining educational future of a student. So it is important to develop good Educational aspiration in students.

- Provide adequate guidance and counseling programmes that can help to promote psychological well being of the students. This will help to improve the social adjustment and educational aspiration.
- Help them to overcome the language and economic barriers, with the help of teacher, resource persons, PTA and NGOs. This will help to improve their aspirations and adjustments.
- Give motivational classes for these students and their parents, which will help to improve their overall outlook towards education.
- Help them to explore the different opportunities waiting for them by means of education. This will help them to improve educational aspiration.
- Involve them in group activities and conduct field trips to improve social adjustment.

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