

Adjustment and Achievement motivation of students whose parents are in transferable and non-transferable jobs

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Abstract

As the children start school, they face many challenges. Personal challenges occur as children take new identity at school. Children face the challenges to adjust to the strange building, new teachers, new academic activities, and they need to mix with the new and more diverse group of children. Adjustment and achievement motivation are the two major aspects of the school life of children. The present study aims at exploring the difference between the level of Social, Educational, Emotional and total adjustment along with achievement motivation among students with parents in transferable and non-transferable jobs. It was hypothesized that there would be a significant difference between the level of Social, Educational, Emotional and total adjustment along with achievement motivation among students with parents in transferable and non-transferable jobs. A sample of 400 students was taken under the study which included 200 students of parents in transferable job, of which 100 are boys and 100 are girls. 200 students of parents in non-transferable job, of which 100 are girls and 100 are boys using purposive sampling. The selected sample was administered on The Adjustment Inventory for School Children developed and standardized by A.K.P Sinha and R.P Singh (1971) and Achievement Motive Test (ACMT) by Dr. V.P. Bhargava (1994) on which t-test and descriptive statistics were applied. Majority of the students whose parents are in transferable jobs were average in adjustment and high in achievement motivation. Majority of the students whose parents are in non-transferable jobs were above average and High in in achievement motivation. There is a significant difference between the level of adjustment and no significant difference was observed between the achievement motivation and parent child relations between the students whose parents were in transferable jobs and the students whose parents were in non-transferable jobs.

Keywords: Parent child relationship, transferable jobs, non-transferable jobs, male and female students

INTRODUCTION

Adjustment at school

As the children start school, they face many challenges. Personal challenges occur as children take new identity at school. Children face the challenges to adjust to the strange building, new teachers, new academic activities, and they need to mix with the new and more diverse group of children.

The school environment has been described as one of the most influential socialization domains in an adolescent's life. Several decades of research have demonstrated that a student's experiences at school and adjustment to school can exert both positive and negative influences on their development. These

influences extend beyond school-specific behaviour (e.g., academic performance, attendance at school) to prosocial and antisocial development

At school, daily schedule is more structured, with more formal rules. Children are faced with large groups of children of different ages and size especially during assembly and playtime, and they are confronted with the challenges of making new friends. Thus, a child confronts with a totally new environment as compare to home. Successful adjustment to school largely depends on past experiences at home and on children's skills and knowledge.

When children exhibit a range of social skills associated with cooperation, initiating interactions or assertion, and self-control, they are more likely to adjust easily to school. Difficulties are likely to arise when children are: non-compliant; disorganized; distractible; or when they are anti-social and have difficulty considering the rights of others (Margetts, 2014).

Adjustment to schooling is influenced by a variety of personal and family Characteristics, and societal trend. It is the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts to school (Margetts, 2014).

Adapting to school is like a pillar that plays an important role in a child's life and supports the child's entire life. It concerns not only the progress and achievement of children, but also their attitude towards school, fear, loneliness, social support, and academic motivations. Interpersonal relationships influence a child's school motivation. Relationships with peers and teachers are a powerful motivation. Learning at school has been found to be enhanced through learning contexts that encourage students to engage with others. Studies show that children's loneliness and social dissatisfaction are negatively linked to their academic performance.

Need for Achievement

McClelland, Atkinson, Clark, and Lowell (1958) defined the need for achievement (n achievement) as "success in competing with the standard of excellence." In short, the individual's goal in the story is to succeed in competing with a certain level of excellence. Individuals may not be able to achieve this goal, but concerns about competing with performance standards still enable goals that are being identified as goals to be achieved. So this is the general definition of n-achievement.

McClelland et al. (1958) Continuing, competition with success criteria is most noticeable when an individual is directly competing with someone else, but regardless of how the individual is performing the task, the task. Someone else has explained that concerns about how well you are doing can also be obvious.

McClelland firmly believed that aspiring people are generally those who move things and get results, which extends to getting results by organizing others and resources. As mentioned earlier, goals for the diverse interests and needs of people often overdo what employees need to do in order to prioritize achievement.

REVIEW OF LITERATURE

Study by Bandura(2001) concluded that class grades and grade motivation are completely independent of school adaptation, motivation, and academic performance. Unmotivated students also stand out in the classroom. Students with low social adaptability are good at studying and can improve their lives. Emotional coordination is an important factor, but it has nothing to do with class performance.

Raju and Rahamtulla (2007) conducted a study on student adaptation issues, where schoolchildren's adaptation was primarily focused on school variables such as the class they were studying, the teaching language present in the school, and the type of school leadership. I found it dependent.

Hussain, Kumar, and Husain (2008) investigated academic stress and adaptation in high school students and found that public school students had significantly higher levels of academic stress, whereas public school students were associated with adaptation levels wassignificantly better.

Bharvad (2011) conducted a study on student emotional intelligence and adaptation. In this study, researchers examined 240 units by sampling.The scale used for data collection Emotional Intelligence

Scale and The Adjustment Inventory and cited adjustment of urban female is more than rural school students and seen that there is more adjustment of urban students than rural students.

Ahsan, Moahmmad and Kumar (2013) investigated the coordination of junior high school students with working mothers of the co-family and the nuclear family, and the conclusions of the study show that there is no significant difference in the coordinating of students of the working mothers of the co-family and the nuclear family. On the other hand, the average value of social adaptation of working mothers who belong to the nuclear family is higher than that of boys in the general family.

Paramanik, Saha & Mondal (2014) conducted a survey on adaptation of junior high school students in terms of gender and place of residence. The survey found that there was no significant difference in the coordination of students living in either urban or rural areas.

Makwana & Kaji (2014) conducted a survey on gender adaptation in junior high school students and found that there was no significant difference in emotional adaptation between junior high school students at home, school, and boys and girls. However, there is a big difference in the social adaptation of secondary school boys and girls at the 0.05 level. This means that boys are more socially adapted than girls.

Raza, Qazi and Yousufi (2020) studied the influence of psychological, motivational, and behavioural factors on university students' achievements and the mediating effect of academic adjustment. The results of 409 students enrolled in economics degrees show that academic adaptation is influenced by psychological, motivational and behavioral factors, which in turn influences the outcome of success, and psychological and motivational. Factors through the complete education of academic alignment, which show that factors influence directly and indirectly through partial mediation of adaptation and behavior, influence the outcome of success.

METHODOLOGY

Objectives

1. To assess the level of Adjustment of students.
2. To estimate the Achievement Motivation of students.
3. To analyse the level the Adjustment among the students with parents in transferable and Non-Transferable jobs.
4. To evaluate the Achievement Motivation among the students with parents in transferable and Non-Transferable jobs.

Hypotheses

- Students of parents with non-transferable job will have significantly higher levels of Adjustment than the children of parents in transferable job.
- Students of parents with transferable job will have significantly higher achievement motivation than children of parents in no transferable job.

Procedure

The subjects were seated comfortably and were instructed to fill in the required details of the socio demographic sheet, followed with the necessary instructions for the Adjustment Inventory for School Children and Achievement Motive Test once the subject has comfortably understood the instructions given and after the completion of the inventory the data is collected back for scoring. The scoring of the tests was done with the help of the respective manuals of the test. Relevant statistical tools were applied to the data obtained and result tables were formulated. Interpretation of the result table was done accordingly.

Sampling plan

Variables

- Students having parents in transferable job
- Students having parents in non-transferable job.
- Achievement motivation
- Adjustment

Inclusive criteria

1. Students of class X –XII
2. Students who have shifted at least 3 schools in the past 6-7 years, constitute the children with parents in transferable job.
3. Students who have been studying in one school for more than 6-7 years, constitute the children with parents in non-transferable job.
4. Informed Consent from Parents, School Authorities and Children.

Exclusion criteria

1. Students who have changed schools for any other reason other than the transfer of their parents.

Tool Used

- Socio Demographic sheet:
- The Adjustment Inventory for School Children developed and standardized by A.K.P Sinha and R.P Singh (1971)
- Achievement Motive Test (ACMT) by Dr. V.P. Bhargava (1994)

Statistical analysis:

The raw scores of the subject is calculated according to the key, and descriptive statistical tools – Mean, SD, SED, Independent ‘t’ test and ANOVA was used where ever required on the data obtained. Data shall be calculated with the help of SPSS (Statistical Package for Social Sciences).

RESULT AND DISCUSSION

The interpretation of the result tables are as follows:

Table 3 of the study highlights the Level of Adjustment among the students whose parents are in transferable jobs. It was calculated from the data obtained that in school, that 60.8% of the students were seem to have average level of adjustment. 24.15% showed above average adjustment and 5.7% has high levels of adjustment. It was observed that only 6.3% were below average 1.9% unsatisfactory and 0.9% depicted extremely unsatisfactory adjustment of the students in their lifestyle.

Table 4: Level of Adjustment among the students whose parents are in Non- transferable jobs

CATEGORY	ADJUSTMENT	FREQUENCY	% AGE
Non-Transferable Jobs(N=203)	Extremely High	0	0
	High	11	5.4
	Above Average	45	22.2
	Average	108	53.2
	Below Average	33	16.2
	Unsatisfactory	4	1.9
	Extremely Unsatisfactory	2	0.9

Similar results were observed when the adjustment levels of students whose parents are in non-transferable jobs were calculated in Table 4. Results revealed that majority of the students (53.2%) were average in adjustment. 45 (22.2%) students were above average in adjusting, 11 (5.4%) students were high in adjustment. 33 (16.2%) students had below average adjustment, 4 (1.9 %) students and 2 (0.9%) students were having unsatisfactory and extremely unsatisfactory adjustment respectively.

Table 5: Level of Achievement Motivation among the students whose parents are in transferable jobs

CATEGORY	Achievement Motivation	FREQUENCY	% AGE
Transferable Jobs(N=207)	High	72	34.7

	Above Average	55	26.5
	Average	37	17.8
	Below Average	9	4.3
	Low	34	16.4

Table 6: Level of Achievement Motivation among the students whose parents are in Non-transferable jobs

CATEGORY	Achievement Motivation	FREQUENCY	% AGE
Non-Transferable Jobs(N=203)	High	55	27.1
	Above Average	55	27.1
	Average	40	19.7
	Below Average	10	4.9
	Low	43	21.2

Table number 5 and 6 reveals the Achievement Motivation among the students whose parents are in transferable jobs and non-transferable jobs respectively. In table 5, it was seen that only 4.3% of the school students were having below average and 16.4% were low on motivation for achievement, whereas rest all were average and above average in achievement motivation. 34.7% of the total students taken under the study were found to be high in achievement motivation, 26.5% were above average and 17.8% were in average category indicating that most of the students had high achievement motivation despite of the transferable jobs of their parents.

Similar results were seen among the students whose parents are in non-transferable jobs that only 4.9% of the students were found to be below average in achievement motivation. 27.1% of the students were above average and High in achievement motivation respectively. 19.7% were found to have average achievement motivation and 21.2% of the students whose parents were in non-transferable jobs were found to have low achievement motivation.

This was an unusual data obtained from the sample taken under the study mainly because in the families where the parents are involved in non-transferable jobs mainly comprises of occupations such as business and agriculture. People had family businesses so achievement motivation was not given prime importance. Fortunately, now the things are changing and even the illiterate parents are sending their wards to schools and universities and children are developing achievement motivation.

The descriptive table distribution of the data gave a major insight over the nature of the sample size and its variations. It opened the vistas to explore and apply relevant statistics according to objectives and hypothesis formulated.

When parametric statistics were applied to the data obtained to know the difference between the sample on the basis of parents being in transferable or non-transferable jobs and gender, independent samples t-test was applied to the data and the result tables were formulated accordingly.

Table 9 - Mean, SD, SED, t- ratio and significance level on adjustment, achievement motivation and parent child relations between the students with parents in transferable and Non-Transferable jobs

Variables	Dimensions	Categories	N	Mean	SD	SED	t- ratio
Adjustment	Educational	Transferable Jobs	207	16.41	5.128	.521	-1.423

		Non-Transferable jobs	203	17.15	5.426		
	Social	Transferable Jobs	207	16.12	5.295	.551	-1.087
		Non-Transferable jobs	203	16.72	5.847		
	Emotional	Transferable Jobs	207	15.95	5.158	.518	-1.510
		Non-Transferable jobs	203	16.73	5.328		
	Total	Transferable Jobs	207	48.50	12.899	1.350	-1.558**
		Non-Transferable jobs	203	50.60	14.412		
Achievement Motivation		Transferable Jobs	207	21.81	7.438	.743	1.889
		Non-Transferable jobs	203	20.41	7.601		

* = significant at 0.01 level

** = significant at 0.05 level

Table 9 revealed the Mean, SD, SED, t- ratio and significance level on adjustment, achievement motivation and parent child relations between the students with parents in transferable and Non-Transferable jobs.

It may be depicted from the table that on the educational, social, emotional dimensions of the adjustment, the value of t-ratio was 1.42, 1.08 and 1.51 respectively which although had the difference in the mean level but were not significant. However, when the total adjustment was taken into account, it was found that the students whose parents were in transferable jobs had a mean value of 48.50 and the students whose parents were in non-transferable jobs got the mean value of adjustment calculated to be 50.60. When the comparison of the mean values was done, the SED was calculated to be 1.35 and the t value for it was found to be 1.55 which was significant at 0.05 level.

This states that the students with parents having transferable jobs are less adjusting than the students having parents with non- transferable jobs on a significant level.

When the level of achievement motivation between the students whose parents were in transferable and non-transferable jobs was calculated, the mean value came out to be 21.81 and 20.41 respectively. When the difference of the mean values was calculated, the t-ratio came out to be 1.88 which was not statistically significant but still it was seen that the students whose parents were in transferable jobs were having more achievement motivation then the students whose parents were in non-transferable jobs on the basis of mean values.

Parent-child relations are the very important aspect of the life and development of a child parents who are in transferable jobs and parents who are non-transferable jobs have different techniques to keep and felicitate parent-child relations. It may be seen from the table that the students whose parents were in transferable jobs had mean value of parent child relation scale as 268.58 and mean value of parent child relation scale for the students whose parents were in non-transferable jobs came out to be 267.66. The t-ratio of the mean values came out to be 0.26 which was considered as statistically insignificant.

There is a significant difference between the level of adjustment between the students whose parents were in transferable jobs and the students whose parents were in non-transferable jobs because the students whose parents were in non-transferable jobs spend more time with their parents. The parents are able to mold them into the rules and regulations of the home implied by them. This increases the level of adjustment. On the other hand, the students whose parents were in transferable jobs don't have to follow the rules as much because the parents are not always around to keep a check on them. This makes them

less adjustable as they have been doing things on their own at home, taking care of themselves in the absence of their parents.

As they are more independent, this makes them high in achievement motivation as they not only want to do better in academics, they also want to achieve and accomplish tasks in life which increase their achievement motivation. Though the difference is not significant in nature, but the difference can be observed at the mean level.

No considerable difference was observed between the parent child relations because both the parents whether they are in transferable or non-transferable jobs were able to spend time with their children, guide them and develop parent-child relationship among them irrespective of where they are and how busy their life is.

CONCLUSION

The following are the conclusions of the present study:

- It was calculated from the data obtained that in school, that majority of the students whose parents are in transferable jobs were seem to have average level of adjustment.
- Results revealed that majority of the students whose parents are in non-transferable jobs (53.2%) were average in adjustment. 45 (22.2%) students were above average in adjusting, 11 (5.4%) students were high in adjustment. 33 (16.2%) students had below average adjustment, 4 (1.9 %) students and 2 (0.9%) students were having unsatisfactory and extremely unsatisfactory adjustment respectively.
- 34.7% of the total students taken under the study were found to be high in achievement motivation, 26.5% were above average and 17.8% were in average category indicating that most of the students had high achievement motivation despite of the transferable jobs of their parents.
- 27.1% of the students were above average and High in in achievement motivation respectively. 19.7 % were found to have average achievement motivation and 21.2 % of the students whose parents were in non- transferable jobs were found to have low achievement motivation.
- There is a significant difference between the level of adjustment between the students whose parents were in transferable jobs and the students whose parents were in non-transferable jobs.
- No significant difference was observed between the achievement motivation between the students whose parents were in transferable jobs and the students whose parents were in non-transferable jobs.

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