Original Research Paper
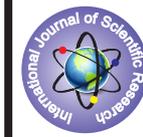
SCHOOL ADJUSTMENT AMONG CHILDREN OF MIGRAN AND NON-MIGRANT LOBOURERS IN RELATION TO THEIR LEVEL OF EDUCATIONAL ASPIRATION

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INTRODUCTION

Migration is a common phenomenon seen in India, where people move from one state to another and one district to another and rural to urban areas. People move from their permanent resident for a short duration mostly in the lean season in search of livelihood. These people are recruited through contractor and agents for work outside the state in construction sites and other projects, The movement of human beings usually from rural to urban areas and rich states in pursuit of such objectives as better employment, better wages and better quality of life is a common features in Punjab. Thousands of migrant from Bihar, Uttar Pradesh, Madhya Pradesh, and Nepal come to Punjab in search of gainful unemployment. Tragically people who migrate are not only poor but have large families to support. In majorities of cases, the members of the family including children accompany the migrant.

It is quite sure that if the children are induced in back breaking jobs at this tender age, it will surely impact their future. Instead of studying new skills, the work at this age will damage their health and will shatter all their dreams. They will try to identify with the earning adult members of the family and will try to imitate their action. This will ultimately lead to conflict. The child trapped in such circumstances will be forced to give up all the enjoyment of childhood and shoulder the responsibilities of life. For this reason their school adjustment is difficult because they have no time to participate in school academic activities. Paclo (2010) children from migrant agriculture families have some of the lowest socioeconomic and educational indicators in the American southwest, and migrant parents are often characterized by school personnel as "hard to reach" and uninvolved in their children's education.

Hamilton & Paula Louise (2013) conducted a 3 year qualitative-interpretive study which focused on identify the experiences of children and parents of Eastern Europe heritage and their teachers , where migrant children enter primary school with limited exposure to cultural and linguistic diversity. The study reveals how children, when entering unfamiliar school setting, identify their main anxieties to be establishing positive peer and teacher relations.

Adjustment with different situation is very nature of man. As child wants to lead a problem free, satisfied and happy life, he tries to adjust with the new environment all the time. Coleman stated that adjustment is outcome of the individual attempt to deal with stress and meet his need to maintain harmonious relationship with environment. The important function of any schooling system is to make the child undergo complete and judicious process of socialization to gain better adjustment and social integration.

Adjustment is a major concern in all developmental stages, but is of great relevance during childhood stage. Adapting to the change within themselves and to the change expectation of the society is major developmental task of the student's stage. This happiness, aspiration, motivation level, emotional wellbeing and subsequent achievement are liked to their adjustments with the ever changing internal and external environment.

In a not fixed environment permeated by poverty, education is a desirable thing most migrant laborers feel they can ill afford for their children. School attendance for some migrant children is dictated by the need of the family, and those needs may change from day to day depending on general economic situation. The most obvious problem for migrant workers and their families is economic problem. In additions, because of residency problem and languages problems many migrant families receive few social, economic and educational services. Resulting in vast differences in the academic performance of migrants and non-migrants children.

STEMENT OF THE PROBLEM

Migrant children are wiggling against the double burden of adapting to an entirely different social environmental and educational environment which s not welcoming and where there are considered as outcastes at the same time, they face difficulty in adjusting to the new environment with its own intricate social milieu. In the present study the researcher purposes to see the effect of educational aspiration on school adjustment of migrant and non-migrant children. Therefore the present study is stated as SCHOOL ADJUSTMENT AMONG CHILDREN OF MIGRANT LABOURERS IN RELATION TO THEIR LEVEL OF EDUCATIONAL ASPIRATION.

OBJECTIVES OF THE STUDY

1. To examine school adjustment among migrant children.
2. To examine school adjustment among non-migrant children.
3. To find the difference in school adjustment among migrant and non-migrant children.
4. To study the level of educational aspiration among migrant children.
5. To study the level of educational aspiration among non-migrant children.

To study the difference in the level of educational aspiration among migrant and non-migrant children.

METHODOLOGY

Keeping in view the research evidence, objectives, hypothesis and the investigator found it suitable to use descriptive survey method in the present study. Purposive sampling technique was used. Because purposive sampling is a type of non probability sampling in which the whole population selected is easily is accessible to the invesitigator, available subjects are simply entered into the students without any randomization. So that it solves the purpose of the researcher. In the present study,data was collected from 400 schol children; out of which 200 were children of migrants laborers while the other200 comprised of children of non-migrant laborers. In order to collect data following tool were used in the said study: Yashmin Ghani Khan's Level of Educational Aspiration Test (LEAT-K) A.K.P Sinha and R.P Singh's Adjustment inventory for school students.

PROCEDURE

After getting approval from the principals of the concerned schools from where the data was supposed to be collected, the investigator personally visited the various school and fixed the data. On those given dates, the Educational Aspiraton Scale and Adjustment Inventory for School Students was distributed among 200 migrant and 200 non-migrant children and they were instructed to given their honest responses. The responses were recorded and scoring was done. The score were then subjected to satisticial analysis.

ANALYSIS AND INTERPRETATION
1.Result Pertaining to School Adjustment among Migrant Children

Out of the 200 migrant children only 4% of migrant children fall under the good category. 44.5% of the migrant children fall in the category of average school adjustment . 39.5% of the migrant children fall in the category of unsatisfactory school adjustment. 12% of the migrant children fall in the category of very unsatisfactory school adjustment.

2.Result Pertaining to School Adjustment among Non-Migrant Children

Out of the 200 non migrant children only 25.5% of the non-migrant children fall under the category of average school adjustment. 51% of the non migrant children fall in the category of unsatisfactory school adjustment. 47 non migrant children out of 200 possess very unsatisfactory school adjustment. Thereby meaning that 23.5% of the non migrant students fall in the category of very unsatisfactory school adjustment.

3. Result Pertaining to Difference in School Adjustment among Migrant and Non- Migrant Children

It is evident from data analysis that the mean score of school adjustment of non migrant children (26.095) is higher than the mean score of school adjustment of migrant Children (22.65). The mean difference is 3.445 which show that the school adjustment of non migrant is higher that the school adjustment of migrant children. Further the calculated t value for the difference between school adjustment of migrant and non-migrant comes out as 7.83 which is higher than the table value (1.97) at 0.01 level. This affirms that the t value is found insignificant at 0.05 level. As the calculated value is greater than the table value, hence the hypothesis i.e. there is no significance difference in the school adjustment of migrant and non migrant children is rejected.

4. Result Pertaining to Level of Educational Aspiration among Migrant Children

Out of the 200 migrant children 72.5% fall under the category of high educational aspiration. 27% of the migrant children fall in the category of average education aspiration. 0.5%of the migrant children fall in the category of low level of educational aspiration.

5. Result Pertaining to Educational Aspiration among Non Migrant Children

Out of the 200non migrant children 81.5% of the non migrant children fall in the category of high educational aspiration. 16.5% of the non migrant children fall in the category of average educational aspiration. 4 non migrant children out of 200 possess low educational aspiration. There by meaning that 2% of the non migrant students fall in the category of low educational aspiration.

6. Result Pertaining to Difference in Educational Aspiration among Migrant and Non Migrant Children

It is evident from data analysis that the mean score of educational aspiration of non migrant students (26.095) is higher than the mean score of migrant student's i.e. 22.65. The mean difference is 3.445 which show that the educational aspiration among the non migrant students is higher than the migrant children. Further the calculated t value for the difference between educational aspiration among migrant and non migrant come out as 7.83 which is higher than table value (2.59) at 0.01 level. This affirms that the t value is found significant at 0.01 level. As the calculated value greater than the table value, hence the hypothesis i.e. there exists no significant difference in the level of educational aspiration of migrant and non- migrant children is rejected.

7. Result Pertaining to Relationship between School Adjust-ment and Educational Aspiration among Migrant Children

The calculated 'r' value for the coefficient of correlation between the school adjustment and educational aspiration came out to be -0.43118 which is lower than the table value at 0.05 level (0.098). This affirms that the r value is found insignificant at 0.05 level. As calculated value is greater than the table value, hence the hypothesis i.e. there is no relation between the school adjustment and educational aspiration among migrant children is not rejected.

8. Result Pertaining to Relationship between School Adjust-ment and Educational Aspiration among Non-Migrant Children

The calculated 'r' value for the coefficient of correlation between the school adjustment and educational aspiration came out to be -0.345636 which is smaller than the table value at 0.05 level. This affirms that the r value is found insignificant at 0.05 level. As calculated value is greater than the table value, hence the hypothesis i.e. there is no relation between the school adjustment and educational aspiration among non migrant children is not rejected.

CONCUSIONS

From the result and discussions it is concluded that there is significant difference between the school adjustment among migrant children and non migrant children. Non migrant children's school adjustment is high than the migrant children. Further, there is significant difference in the educational aspiration migrant and among non migrant children. Thus it may be concluded that migrant children exhibit more educational aspiration as compared to non migrant children. There is negative relation between school adjustment and educational aspiration among migrant students. Lastly, there is insignificant relation between school adjustment and educational aspiration among non-migrant children.

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