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COMPARISON OF SOCIAL ADJUSTMENT, SELF-WORTHNESS AND ACHIEVEMENT MOTIVATION AMONG ONLY- CHILD ADOLESCENTS AND ADOLESCENTS WITH SIBLINGS

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ABSTRACT

The aim of present study was to compare social adjustment, self-worthness and achievement motivation among only- child adolescence and adolescence with sibling. In this ex post facto research, two groups of subjects (only- child adolescence =26 and adolescence with sibling =29) were selected via cluster sampling. Data collected by Adjustment Inventory Sinha and Sing (AISS), Rosenberg self-esteem scale (RSES), and Achievement Motivation Test (ACMT). Then collected data analyzed using descriptive statistics (mean and standard deviation) and one-way variance analysis. The results revealed that there was a significant difference between both groups of adolescence in social adjustment ($p < 0/01$), there was a significant difference between both groups of adolescence in self- worthness ($p < 0/01$). Also, results showed that there was a significant difference between both groups of adolescence in achievement motivation ($p < 0/01$).

Keywords: *Social Adjustment, Self- Worthness, Achievement Motivation and Only- Child*

INTRODUCTION

Adolescence is one of the important stages in human development which is followed by numerous stressors. This period of life introduces a deep change which separates the child from adolescent raising a variety of transformations in the adolescent (Pierre, 2000). Changes in this period of life might raise special problems, and when the adolescents cannot cope with the developmental challenges and crises which they face, they will experience psychological distresses, where substantial disorders will emerge in their daily life and also their social, cognitive and emotional aspects (Kiesner and Kerr, 2004). On the other hand, large bodies of studies at the area of developmental psychology indicate that family and birth play a major role in adolescents' life consequences, stating that the adolescents from the extended family generally have lower academic achievement, exposing to hazardous behaviors (Belck *et al.*, 2010). Nonetheless some studies indicate that there are some contradictories between the adolescents in extended families and adolescents in one-child families in sake of the consequences relating to the family size and birth. (Twenge and Campbell, 2003) reported that one-child families compared to the families with two children are more likely exposed to mental disorders. Besides these contradictories, some studies state that there is no significant difference on personality characteristics and consequences of the future life among the adolescents in one-child families and the adolescent in one-child families (Tao, 2008; Wang *et al.*, 2009). As stated, a variety of studies have been conducted about the consequences of one-child families and comparing this status with extended families, in which the variables pertaining to education, personality characteristics and specific disorders of psychological development have been examined. Hence, in this study, social adjustment, self-worthness and achievement motivation among only- child adolescence and adolescence with sibling have been examined, as these variables have been found without any research on them. Exposure to adolescents' problems at school has been considered as one of the major concerns at education center (Agliata and Renk, 2006).

Adjustment enjoys a wide spectrum, encompassing the aspects such as family, peers and community in which the social adjustment has been centered, so that the social adjustment is of a great important at the period of adolescence due to an increasing relationship between adolescents and their peers at this period of life and also an increased dependence of adolescents on their parents (Alisson, 2004). Slebi and Gorra (1998; Quoted (2005), knew social adjustment as a synonym for social skill, where they believed in social

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adjustment as the ability to make mutual relationship with other at a special social area which is acceptable concerning the traditions and customs undergoing the community. Studies have shown that the adolescents who have problem in social adjustment suffer from various problems such as academic failure, low academic achievement and dropout (Ciarochi and Scott, 2006), anxiety and isolation (Hoglund and Leadbeater, 2003) and substance abuse (Blomin *et al.*, 1999). A variety of factors including parenting styles, school factors, the prevailing values and beliefs, peer group, birth order influence family and education center (Azin and Mousavi, 2010). Concerning the role and effect of birth order on social adjustment, the studies by Poston *et al.*, (2003) and Fuchs (2004) indicate that level of social growth and social adjustment goes beyond in the students in one-child families compared to the students with sibling. Hence, adjustment with oneself and the surrounding environment is critical to anyone, that the most effort by the man is centered at the adjustment which enjoys a huge importance that its inefficiency with the feeling of self-worthness has been in low extent (Goodwin *et al.*, 2008).

Self-worthness relies on this fact that people concerning their social and individual experiences perceive that the life situations provide some statues for their success or failure. With regard to the existing experiences at life, the more people know their status higher and better, their self-confidence will increase, and as the result their self-worthness will also increase (Brewer and Hewstone, 2003). Self-worthness raises improving level of public health, Self-regulation, a source of motivation, depression and social behavior, how to encounter with the daily events, that manifests its effects at various levels of individual, educational and social life (Crocker *et al.*, 2004). Studies indicate that the adolescents with more self-worthness have expressed better friendly relationships, less loneliness, more prosperity, higher psychological adjustment and more favorable social function (Bayominger *et al.*, 2004; Mercurio and Landry, 2008; Zigelerhig, 2007; Liu, 2008). In addition, the studies on self-worthness indicate that high sense of self-worthness raises increasing public health among students, which is accounted as an important source for motivation (Crocker and Knight, 2004). In this regard, the study by (Crocker, 2008) indicates that there is a significant relationship between self-worthness and motivation for achievement as well as academic achievement. Motivation for achievement is the basis to achieve success and all our wishes in our life (Settlemyer, 2010). Motivation for achievement is a state of personality learning which obliges that person to make an effort for success, prosperity and excellent personal standards (Wigfield *et al.*, 2002). Individuals with motivation for achievement are more hard-working and engage in affairs better (Schultz, 1990; Karimi *et al.*, 2006). Studies have shown that students' arrival to school with high level of expectations will make their studies enjoyable (Lieberman and Reimidios, 2007; quoted, 2010). In addition, further studies have shown that when fundamental needs of individuals are met, they will express more sense of adjustment and self-worthness; when the individuals' needs are not met, negative psychological outcomes and frustration will be followed in individuals (Deci and Moller, 2011). Motivation is spontaneously important, but the capability of motivation in forecasting the life consequences including quality of performance and welfare in human life are more likely important. Hence, to perceive where the motivation derives from and what aspects of motivation can be changed, and what type of motivation raises welfare and what type does not raise welfare are all beneficial (Rio, 2005; Mohammadi, 2006). To sum up, from the early 20th century concurrent with the age of (Hall, 1927) who stated that one-child family is a disease, most of the researchers engaged studying this issue whether a difference exists between one-child family and conditions governing one-child family. In this regard, studies have reported that the individuals in one-child families receive a huge attention and keep having increasing expectations due to not having siblings compared to the individuals in extended families (Weiten, 1998).

Rest of studies do not confirm the idea of one-child family (Brophi, 1989; Falbo and Polite, 1986), stated that the individuals in one-child families are not recognized with more personality problems than the individuals with siblings, yet they express higher academic achievement and job success per higher intelligence (Brophi, 1989); furthermore, the individuals in one-child families have more friends, become big leaders in their future and have more life satisfaction (Melor, 1990). the individuals in one-child families tend to express the behaviors similar to that of in the first children in families, and express more

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motivation and excitement, self-worthiness, sense of self-worthiness and higher adjustment compared to the individuals with siblings (Smith, 2004). Nonetheless, there are little information on comparison of the conditions pertaining to being one child, the first child and having siblings (Melor, 1990). Hence, with regard to what mentioned above as well as the contradictories in previous studies, the aim of present study is to compare social adjustment, self-worthiness and achievement motivation among only- child adolescence and adolescence with sibling.

MATERIALS AND METHODS

Research Method

The present research is a comparative-casual research type. The statistical population consists of all boy and girl students at secondary school within schools in Tehran. Clustering sampling method was used to select a proper sample group for the purpose of data collection. This is in a way that district 2 among 22 districts was selected using simple random method, and then checklist of all secondary schools by getting licence and referring to education center at district 2 was provided, of which 4 girl schools and 4 boy schools were selected using simple random method. Then, seventh and eighth grade boy and girl students were selected, and the demographic questionnaire was performed to identify the adolescents in one-child families and adolescents in multiple-child families, and finally Fidel method(2001) was used to estimate the sample size, due to large sample size and limitations in access to the entire population. Using formula $8m+50$ considering 3 scales, the sample size is considered equal to 74 individuals. Ultimately, after data collection, 55 questionnaires were analyzed, mentioned that rest of questionnaires were remained incomplete.

Data Collection Instruments

The Rosenberg self-esteem scale (RSES): this scale was developed by Rosenberg in 1965 to measure state adolescents' self-esteem or feeling of acceptance. This scale which is targeted to measure understanding of self-esteem as a general assessment by the individual from his worthiness as a human, can be used at any age group and education level even at five grade of primary school (Rosenberg, 1979; Pullmann and Allik, 2000). This scale consists of 10 self-reporting items, and the respondent agrees with any term which is true about him and disagrees with any term which is not true about him. Scores greater than zero indicate high self-esteem and scores under zero indicate low self-esteem. (Greenberger *et al.*, 2003) in a study on 197 students reported internal consistency of this scale equal to 0.84, and reported retest coefficients of Rosenberg self-esteem scale on 78,82 and 81 students equal to 0.84, 0.67 and 0.62, respectively, that all the retest coefficients have been significant. Further, (Pullmann and Allik, 2000) obtained internal consistency coefficient for Rosenberg self-esteem scale on 741 students in California university equal to 0.91. in the present research, Cronbach's alpha coefficient was obtained equal to 0.89 for the three used questionnaires.

Achievement Motivation Test (ACMT): this questionnaire was formulated by (Bahargava, 1994). This test aims to measure needing to achievement. This test is developed from 50 incomplete sentences that must be completed by the respondents by remarking each of the three selected responses which have been represented in the response letter, mentioned that how to score this test is so easy for which just a key is needed to accomplish it.

Each question which represents the achievement motivation is scored one and the rest of items are scored zero. The agreement in this questionnaire has been tested via the criteria of testing the need for achievement and academic achievements in various cases. The agreement in scores of this test with academic achievement test has been reported equal to 0.75. Value of validity of this test has been reported equal to 0.85 in English version of this test (Bahargava, 1994; Karami, 1999). Reliability of this questionnaire in retest per month has been equal to 0.78 and in comparison of responses to the same questions has been equal to 0.79.

Testing reliability values in the English version has been reported equal to 0.91 and 0.78 (Bahargava, 1994; Karami, 1999). Koshki *et al.*, (2010) in a sample group consisting of 381 high school students reported reliability of Achievement Motivation Test (ACMT) via two methods of Cronbach's alpha and

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retest in turn equal to 0.84 and 0.87. in the present research, Cronbach's alpha was obtained equal to 0.82 for this questionnaire.

Adjustment Inventory for School Students (AISS): this questionnaire has been developed by Sinha and Singh (1993) and then normalized. This test specifies the social adjustment of high school students at age group 14-18 years old at three areas of adjustment including emotional area, social area and educational area, that it can be used as a means for screening at the area of adjustment. Sum of scores of three secondary scales obtains the score for general adjustment. The score of each item in the questionnaire is considered as the syndromes for maladjustment.

The highest score at each secondary scale equals to 20 and score of general adjustment equals to 60. Hence, the high score at secondary scales and total test are considered as the syndrome for maladjustment. The early questionnaire consists of 100 questions that reduced in 60 questions after several investigations, so that the final version of questionnaire consists of 60 questions.

The response to questions of test has been in form of yes and no, and value of each question ranges from zero to one (Sinha and Singh, 1993), implemented the final version of this questionnaire on 1950 students who have been selected among 40 students and normalized that reliability coefficient of this scale equals to 0.95, 0.94, 0.93 and 0.96 for the entire scale, the emotional subscale, social subscale and educational subscale, respectively.

In the studies by Manzari *et al.*, (2012), reliability coefficients of this questionnaire via Richardson and split methods have been equal to 0.83 and 0.76 for the entire scale, have been equal to 0.91 and 0.80 for social subscale, have been equal to 0.88 and 0.78 for emotional sub-scale and have been equal to 0.85 and 0.72 for educational subscale. In the present research, Cronbach's Coefficient Alpha was obtained equal to 0.78 for the questionnaire used in this study.

RESULTS AND DISCUSSION

Findings

To analyze data, statistical methods at two descriptive and inferential levels were used. Descriptive indicators of students' scores at variables of social adjustment, self-worthiness and achievement motivation among only- child adolescence and adolescence with sibling were calculated, and the results have been proposed in table 1.

Table 1: Descriptive indicators of adolescents' scores at variables of social adjustment, Self-worthiness and achievement motivation

Variables/indicators	Social adjustment		Self-worthiness		Achievement motivation	
	single-child	multiple-child	single-child	multiple-child	single-child	multiple-child
Frequency	26	29	26	29	26	29
Mean	8.07	6.68	4.23	7.03	17.46	32.17
Standard deviation	1.59	1.94	2.14	2.63	2.53	5.82

The results in table 1 indicate that the mean pertaining to the adolescents in families with multiple-child (M=6.68) is less than the mean pertaining to the adolescents in families with one-child (M=8.07) in the social adjustment questionnaire. It should be noted that less scores imply better adjustment state in the social adjustment questionnaire.

Further, the results in table 1 indicate that the mean pertaining to the adolescents in families with multiple-child (M=7.03) is greater than the mean pertaining to the the adolescents in families with one-child (M=4.23) in the Self-worthiness questionnaire. Finally, The results in table 1 indicate that the mean pertaining to the adolescents in families with multiple-child (M=32.17) is greater than the mean pertaining to the the adolescents in families with one-child (M=17.46) in the achievement motivation questionnaire.

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Table 2: Results of ANOVA in adolescents

Variables/indicators		SS	df	MS	F	Sig
Social adjustment	Inter-groups	26.383	1	26.383	8.223	0.006
	Intra-groups	170.053	53	3.209		
	sum	196.436	54			
Self-worthiness	Inter-groups	107.756	1	107.756	18.449	0.000
	Intra-groups	309.581	53	309.581		
	sum	417.345	54			
achievement motivation	Inter-groups	2966.782	1	2966.782	141.581	0.000
	Intra-groups	1110.599	53	1110.599		
	sum	4077.382	54			

With regard to table 2, results of ANOVA with $F(1,53)=8.223$ and significance level(0.006) indicate a significant difference on social adjustment between two groups at confidence level(99%). Further, results of ANOVA with $F(1,53)=18.449$ and significance level(0.000) indicate a significant difference on Self-worthiness between two groups at confidence level(99%). Finally, results of ANOVA with $F(1,53)=141.581$ and significance level(0.000) indicate a significant difference on achievement motivation between two groups at confidence level(99%). This implies the significance difference on scores of social adjustment, Self-worthiness and achievement motivation in two groups of the adolescents in families with one-child and the adolescents in families with multiple-child($P<0.01$).

Discussion and Conclusion

The present research has been conducted aiming at comparing social adjustment, self-worthiness and achievement motivation among only- child adolescence and adolescence with sibling. Findings of the present research indicated that there is a significant difference on social adjustment between the adolescents in families with one-child and the adolescents in families with multiple-child, and this hypothesis was confirmed. Overview on difference of means indicated that the adolescents in families with multiple-child compared to the adolescents in families with one-child have fewer scores, i.e. they enjoy better level of social adjustment. With retrospect to the previous studies, it can perceive that the subject of this research has been confirmed in the studies by Tuckman and Regan (2007), Zurilla and Goldfried (2009) and Yang *et al.*, (2009). On the other hand, findings of this research are not consistent with the findings of studies by Falbo and Poston (2003), Fuchs (2004), Cecilia and Belgrave (2007) who stated that level of social adjustment and social growth is more in the one-child students compared to the students with siblings. In addition, findings of this study are inconsistent with the finding of research by Mellor (2004) who stated that the students in one-child families compared to the families with more siblings have little feeling of being isolated and ignored.

To elaborate this finding, it can refer to the study by (Taylor, 2014) who said that normal and adaptive social adjustment specifically associates to neurasthenia syndrome and personality disorders. Further, he stated that the one-child reference schema changes due to denial of contact with social environment. Hence, specifically the basis of social maladjustment can be the source for one-child personality disorder. Yet, in contrast the adolescents in families with multiple-child due to Susceptibility to others' concerns and needs and being in contact with their siblings enjoy more mental health and social adjustment. In addition to what mentioned above, to elaborate the finding of the present research, it can refer to this point that the adolescents in families with multiple-child enjoy greater social support than the the adolescents in families with one-child (Hafman *et al.*, 2006). Indeed, siblings raise important social reactions and

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provide a very important source for unity and social adjustment in the adolescents in families with multiple-child, through creation of a supportive space. Further, findings of the present research indicated that there is a significant difference on self-worthiness in two groups of the adolescents in families with one-child and the adolescents in families with multiple-child, and this hypothesis was confirmed. An overview on difference of means indicated that the adolescents in families with multiple-child and the adolescents in families with one-child have more mean of scores in the scale of self-worthiness, i.e. they enjoy higher extent of self-worthiness. With Retrospect to previous studies, it can perceive that this issue has been confirmed in the studies by Sargent and Crocker (2006); Preusser *et al.*, (2006); Tuckman and Regan (2007).

On the other hand, findings of this study are not consistent with the findings of studies by Goudarzi *et al.*, (2004) who state that frequency extent of conduct disorder based on parents' report and Attention-deficit/hyperactivity disorder and other disorders associated to oneself based on instructors' report is greater in the children in multiple-child families than one-child families. To elaborate this finding, it can mention receiving feedback from others as one of the most important causes for emergence of self-worthiness, that others' reaction and behavior to the person have been known as the most important origin for emergence of self-worthiness. Hence, it can deduce that the adolescents in multiple-child families, due to being in contact with their siblings, receive more feedbacks than the adolescents in one-child families, and as the result they are more likely informed of their weaknesses and strengths and find a better understanding of themselves, where this self-concept and self-consciousness can affect increasing their self-worthiness (Crocker and Major, 2007).

In addition, the adolescents in multiple-child families due to their more extensive communications compared to the the adolescents in one-child families as well as receiving positive and negative feedbacks from their siblings at school which is one of the important factors in formation of their sense of self-worthiness, express better and more adaptive reactions and cope with this problem easier due to their experience in communicating at school, where their self-concept is less likely damaged, and as the result their sense of self-efficacy and self-worthiness will be less exposed to negative effects (Arndt and Greenberg, 2009). Finally, findings of the present research indicated that there is a significant difference on achievement motivation in two groups of the adolescents in families with one-child and the adolescents in families with multiple-child, and this hypothesis was confirmed. Overview on difference of means indicated that the adolescents in families with multiple-child compared to the adolescents in families with one-child have greater scores, i.e. they enjoy better level of achievement motivation, where this has been confirmed in the studies by (Ayers, 2010; Clark, 2010).

Woo, (Gibness and Thortho, 2004) in their study deduced that the adolescents in families with one-child compared to the adolescents in families with multiple-child have been witnessed with more self control and motivation achievement. Further, findings of this research are not consistent with the findings of studies by Cassidy and Lynn (2009); Black *et al.*, (2010) who stated that the children in multiple-child families generally enjoy little academic achievement and engage in risk related behaviors. To elaborate this finding, it can say that, concerning Erikson's achievement motivation theory (1974), students at the age of adolescence are in a high level of competition which is one dimension of achievement motivation, and engage with more hard-working to achieve success, where this issue comes true for both groups of the adolescents in families with one-child and the adolescents in families with multiple-child. Yet, in this regard, a factor which raises difference has been regarded as the fear from failure, where this factor has been witnessed at a lower level among the the adolescents in families with multiple-child, whereby the extent of adolescents' achievement motivation increases without fear from failure (Ahmad *et al.*, 2010). Ultimately, there has been demographic limitation in the present research, so that the individuals involved in this study have been among the students at secondary school in district 2 of Tehran, that the generalization of findings of the present research to other population must be considered with precaution. Hence, it is suggested implementing this issue in the population with involvement of other learners as well as other districts of Tehran and other provinces, in order that validity of research increases and contradictories reveal.

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