

Relationship Between Adjustment And achievement Motivation of Secondary School Students

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Abstract :

Adjustment is taken to mean a passive shaping oneself to one's culture and to the external environment. We can think of adjustment in terms of one's internal make-up and interpersonal and social behaviours. It is a process by which the individual and his environment are kept in balance to maximize the effectiveness of one's efforts to meet his needs. Achievement motivation drives, an individual to adopt the strive hard to gain mastery on challenging situations in the pursuit of excellence. The strivings prompt the individual to adopt the modes of behaviours suitable to the environment which leads to good adjustment. The present study attempts to find out the relationship between adjustment and achievement motivation of secondary school students. The study was conducted on a sample of 1200 secondary school students. The study concluded that there exists a significant positive relationship between adjustment and achievement motivation of the secondary school students.

Keywords: Adjustment, Achievement motivation, Secondary school students.

I. Introduction

Adjustment can be explained in terms of the specific Questions, such as how effective are one's actions in enabling him to satisfy his needs? How does he get along with others? And how happy he is? In asking these questions we are likely to reach an agreement regarding the meaning of the term adjustment. Adjustment is taken to mean a passive shaping of oneself to one's culture and to the external environment. The term adjustment refers to the extent to which an individual's personality functions efficiently in the world of people (Hurlock, 1978).

A good adjustment is one which both realistic and satisfying. At least in long run, it reduces to minimum frustrations, tensions and anxieties which a person must endure. It provides an evenness of satisfaction. We can think of adjustment in terms of one's internal make-up and interpersonal and social behaviors. It is a process by which the individual and his environment are kept in balance to maximize the effectiveness of one's efforts to meet his needs.

Motivation is regarded as one of the major domain of psychology of education. Motivation is the driving force behind all human manifestations. Achievement motivation is conceived as latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment (Atkinson and Feather, 1966). Achievement motivation drives an individual to strive hard to gain mastery on challenging situations in the pursuit of excellence. These strivings prompt the individual to adopt the modes of behavior suitable to the environment which leads to good adjustment. Adjustment is defined as finding and adopting modes of behavior suitable to the environment or to changes in the environment (Good, 1973). Researchers like, Wilson and Morrow (1962), Sinha (1966), Patel and Joshi (1977) and Rai (1979) revealed that adjustment of students is influenced by their academic works and achievements.

The concern of education is with the welfare of the whole personality of the individual child. A wholesome personality is one that is well integrated. In the integrated personality, the affective, cognitive and conative domains are co-ordinated. So that they work together harmoniously for a happy adjustment to one's environment and for efficient dealing with it. The increasing recognition given to effective or well-adjusted group living as a primary educational goal during the past few decades would be obvious from the works of researchers like, Ryan (1939), Mangus and Woodward (1949), Crow and Crow (1951), Hadfield (1952) and Bernard (1952).

Psychology of adjustment is a wide area and it is difficult to include all the aspects of it in a single study. The present study is an attempt to find out the relationship between adjustment and achievement motivation of secondary school students.

II. Hypotheses

- 1 There exists a significant positive relationship between adjustment and achievement motivation of secondary school students in the total sample.
- 2 There exists a significant positive relationship between adjustment and achievement motivation of secondary school students in the subsamples based on gender and domicile.

III. Objectives

- 1 To find out the relationship between adjustment and achievement motivation of secondary school students in the total sample.
- 2 To find out the relationship between adjustment and achievement motivation of secondary school students in the subsamples based on gender and domicile.

IV. Methodology

Normative survey method was used for the study. The study was conducted on a sample of 1200 secondary school students. Stratified random sampling technique was used to collect the data where due representation was given to gender and domicile of the subjects. The tools used in the study were an adjustment inventory and an achievement motivation scale. The statistical technique used to analyze the data was Carl Pearson's product-moment coefficient of correlation.

V. Analysis and Interpretations

- Relationship between adjustment and achievement motivation of secondary school students in the total sample and subsamples based on gender and Domicile

To find out the relationship between adjustment and achievement motivation of secondary school students in the total sample and subsamples, Carl Pearson's product-moment coefficient of correlation was used. Details regarding the coefficients of correlations between scores of adjustment and achievement motivation for the students in the total sample and subsamples are given below:

A. Relationship between adjustment and achievement motivation for the total sample

Statistical indices relating to coefficient of correlation between scores of adjustment and achievement motivation for the total sample are presented in table 1.

Table 1:

Coefficient of correlation between adjustment and achievement motivation for the total sample

N	r	SEr	Confidence interval
1200	0.560	0.020	0.509-0.611

Table 1 shows that the coefficient of correlation obtained is 0.560. It is significant at 0.01 level and the confidence interval is from 0.509 to 0.611

B. Relationship between adjustment and achievement motivation for boys

Statistical indices relating to coefficient of correlation between scores of adjustment and achievement motivation for boys are presented in table 2.

Table 2:

Coefficient of correlation between adjustment and achievement motivation for boys

N	r	SEr	Confidence interval
530	0.468	0.034	0.381-0.556

Table 2 shows that the coefficient of correlation obtained is 0.468. It is significant at 0.01 level and the confidence interval is from 0.381 to 0.556.

C. Relationship between adjustment and achievement motivation for girls

Statistical indices relating to coefficient of correlation between scores of adjustment and achievement motivation for girls are presented in table 3.

Table 3:

Coefficient of correlation between adjustment and achievement motivation for girls

N	r	SEr	Confidence interval
670	0.617	0.024	0.555-0.679

Table 3 shows that the coefficient of correlation obtained is 0.617. It is significant at 0.01 level and the confidence interval is from 0.555 to 0.679.

D. Relationship between adjustment and achievement motivation for urban students

Statistical indices relating to coefficient of correlation between scores of adjustment and achievement motivation for urban students are presented in table 4.

Table 4:

Coefficient of correlation between adjustment and achievement motivation for urban students

N	r	SEr	Confidence interval
675	0.814	0.013	0.789-0.848

Table 4 shows that the coefficient of correlation obtained is 0.814. It is significant at 0.01 level and the confidence interval is from 0.789 to 0.848.

E. Relationship between adjustment and achievement motivation for rural students

Statistical indices relating to coefficient of correlation between scores of adjustment and achievement motivation for rural students are presented in table 5.

Table 5:
Coefficient of correlation between adjustment and achievement motivation for rural students

N	r	SEr	Confidence Interval
525	0.301	0.042	0.209-0.308

Table 5 shows that the coefficient of correlation obtained is 0.0.301. It is significant at 0.01 level and the confidence interval is from 0.209 to 0.308.

Interpretations

The tables above indicate that there is significant positive relationship between adjustment and achievement motivation of secondary school students. The relationship is more representative in urban population. Rural students have shown a slight positive relationship. Both boys and girls possess significant positive relationship between adjustment and achievement motivation . The results reveal that achievement motivation has a significant influence in determining adjustment of secondary school students. Ousdigian (2000) revealed that perceived social support to school adjustment is positively correlated with achievement motivation of students. This result is also supportive of the above findings.

VI. Tenability of Hypotheses

- There exists a significant positive relationship between adjustment and achievement motivation of secondary school students in the total sample.
- There exists a significant positive relationship between adjustment and achievement motivation of secondary school students in the subsamples based on gender and domicile.

Based on the findings of the study, hypotheses 1 and 2 are substantiated.

VII. Coclusions

Adjustment of secondary school students is positively correlated with their achievement motivation. There exists a positive relationship between adjustment and achievement motivation of secondary school students in the subsamples based on gender and domicile. It can be concluded that achievement motivation has a significant influence on adjustment of secondary school students.

VIII. Recommendations

The present study was intended to find out relationship between adjustment and achievement motivation of secondary school students. Based on the conclusions of the study the researcher wishes to put forward the following recommendations.

Achievement motivation has been observed as a strong psychological factor which prompt the students to make better adjustment. It becomes imperative on the part of the teachers and school administrators to take special attention to motivate them both intrinsically and extrinsically so as to raise the level of adjustment of students. Special attention should be given to rural students in this regard.

Teachers, administrators and parents should become considerate of students with adjustment problems.

Awareness campaigns may be organized through PTA and MPTA in school to make them aware of the bad effects of adjustment problems among students and the necessity to motivate them.

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