

New Dimensions of Women Empowerment in Contemporary Era

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Preface

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Chapter-11

Adjustment Problems and Academic Achievement Motivation of Urban and Rural Girl Students

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Abstract

Adjustment problems are concerned to cope with real-world situations such as adjustment problems in our home, health, social, and emotional situations. Academic achievement motivation of students has a direct correlation with it. In this issue, different dimensions of socioeconomic status (like socio-cultural, economic, possessions of goods and services, health, and educational dimensions) also have a great impact. In the present study, it was attempted to accomplish a relationship between rural and urban girl students at Govt. girls' high schools of different SES contexts with their adjustment problems and academic achievement motivation. The study was conducted on 200 girl students from the Gaya district (100 rural and 100 urban). Mohsin-Shamshad Adaptation of Bell's Adjustment Inventory, Sharma's Academic Achievement Motivation Test; SES Scale of Kalia & Shahu were used to collect the data. The result shows a significant difference for adjustment problems and academic achievement motivation of rural and urban and high and low SES girl students. Students with low adjustment problems have higher academic achievement motivation.

Key Words: Adjustment, academic achievement, socioeconomic status (SES), motivation, Rural and urban.

Introduction

The adjustment has a great significance and importance in our lives to develop adequate behaviour patterns in carrying satisfactorily a happier life journey. Day by day

growing complexity and changes in the world and our personal life heavily imposed taxes on our adjustive capacities and thus people are feeling difficulties in achieving a sense of harmony with the environment. The adjustment refers to a compromise between the individual and his environment. The failure to arrive at a satisfactory compromise is called maladjustment. This "effectiveness of the individual's efforts to meet his needs and adapt to his environment" is called the adjustment (Coleman, 1976).

Adjustment is a dynamic and continuous process. For living a happy and prosperous life adjustment is a pre-requisite condition. Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. Adjustment is a process by which an individual learns certain ways of behaviour through which he enters into a relationship of harmony with his environment. In this regard, Norman Talent (1989) opines, "Adjustment refers to changes in our ways of behaving to meet the changing demands of our environment". It is an adjustment that is responsible for the organization of behaviour and life satisfaction everywhere.

A well-adjusted person establishes a harmonious, stable, and satisfying relationship with the environment. He meets his needs and fulfils his desires with the resources available in the environment from the viewpoint of his welfare and that of others. He has realistic self-perception, appraises his abilities as well as limitations realistically. He has control over impulses, thoughts, habits, emotions, and behaviour in terms of self-imposed principles or of demands made by society. He enjoys a mental life, which is free from depressions, intense fears, acute anxiety, hostility, sense of guilt, insecurity, and disruption of thought etc. to a great extent. In short, it

can be said that his behaviour is not disturbing to himself and the people around him. A maladjusted person behaves in a way that is severely disturbing to himself and the other member of society (Mohsin et.al., 1984).

A large number of studies has been conducted on the adjustment problems of the students related to the rural-urban dichotomy of the respondents. Some studies consider the significant impact of locality on the adjustment problems of the respondents and some consider insignificant impact. Some of the notable studies are Goud (2017), Thoker (2016), Pan (2012), Thomas et.al. (2006), Vandana & Malla (2013), Smith (2015), Bala (2013), Yelliah & Yelliah (2012), Kusum (2003), Bhat & Bhat (2020), Meraj et.al. (1981), RenuJalal (2020).

For the development of society, education plays a very vital role. In education, we sometimes call academic achievement motivation "the pursuit of excellence". As for students, they need to have good skills and must be proactive with an appropriate futuristic mindset. Academic achievement motivation among students plays a significant role in the career development of students. The learning environments have major roles to play in learning and the area where the students live can determine their performance in their studies.

The purpose of the study is to determine whether the learning environment or living area is one of the factors that determine their low performance. Recent educational research has examined rural and urban differences in their achievement. Many factors cause the gap in performances between students in rural and urban areas. Students in urban schools get many excesses compared to students in rural schools. Academic achievement motivation is proving to be an effective instrument that can raise students' personality traits like

sociability, self-confidence, ambitions, and better adjustment with the surrounding environment.

Recent educational research has established differences in the achievements of rural and urban students. Some studies consider the significant impact of locality and SES on the academic achievement motivation of the respondents and some consider insignificant impact. Some of the notable studies are Young (1988), Bosede&Emiloju (2013), Ezeudu& Theresa (2013), Xitao& Chen (1999), Owoeye (2011), Khattri et.al. (1997), Felder, et.al. (2010). Many factors contribute to the differences in the academic achievement motivation between students in rural and urban areas. These are family factors (education of family), socio-economic factors, lack of facilities and resources, quality of teachers, etc.

The objective of the study:

The main objectives of the present study are as under:

1. To investigate the impact of residence difference on adjustment problems of the girl students.
2. To investigate the impact of residence difference on academic achievement motivation of the girl students.
3. To examine the effect of SES on adjustment problems of the girl students.
4. To examine the effect of SES on academic achievement motivation of the girl students.
5. To study and compare the adjustment problems of the girl students with their academic achievement motivation.

Hypotheses:

1. There would be a significant impact of residence difference (rural and urban) on the adjustment problems of the girl students.

2. There would be a significant impact of residence difference (rural and urban) on the academic achievement motivation of the girl students.
3. There would be a significant impact of SES (high and low) on the adjustment problems of the girl students.
4. There would be a significant impact of SES (high and low) on the academic achievement motivation of the girl students.
5. There would be a significant impact of adjustment problems on the achievement motivation of the girl students.

Methodology:

Sample:

The present study was conducted on a sample of a total of 200 high school girl students from the Gaya, Manpur, and Tekari Block areas of the Gaya district of Bihar. Students were selected through incidental-cum-purposive sampling method from different girl high schools. The age ranges of students were from 13 to 18 years.

Tools Used:

Following tools were used for data collection in the present study:

1. Mohsin-Shamshad Hindi adaptation of Bell's Adjustment Inventory (1984) was used for the measurement of adjustment problems on the following four dimensions – Home, Health, Social, and Emotional. The person who gets a low score is better adjusted than a person who gets a high score.
2. For the measurement of academic achievement motivation of the sample "Academic Achievement Motivation Test" (AAMT), developed by Dr T.R.

Sharma was used. The reliability r of the test is +0.697 and significant at 0.01 level.

3. For the dichotomy of the sample, based on SES, the Socio-economic status scale (urban and rural) developed by Dr A.K. Kalia and Dr S. Sahu was used.

Statistical Analysis and Results:

Mean, SD, and t-ratio was applied for statistical analysis of obtained data. After statistical analysis of the obtained data results are summarised in the table.

Table-1

Mean comparison table of academic achievement motivation of rural and urban girl students

Group	Mean	SD	N	t-ratio	p-value	Result
Rural	24.99	6.73	100	4.78	< 0.01	Significant at 0.01 level
Urban	28.88	4.58	100			

Table-2

Mean comparison table of adjustment problems of rural and urban girl students

Group	Mean	SD	N	t-ratio	p-value	Result
Rural	55.95	18.87	100	3.04	< 0.01	Significant at 0.01 level
Urban	48.05	17.91	100			

Table-3

Mean comparison table of academic achievement motivation of high and low SES girl students

Group	Mean	SD	N	t-ratio	p-value	Result
High SES	26.82	6.32	100	2.55	< 0.05	Significant at 0.05 level
Low SES	24.62	5.92	100			

Table-4

Mean comparison table of adjustment problems of high and low SES girl students

Group	Mean	SD	N	t-ratio	p-value	Result
High SES	46.05	21.65	100	2.57	< 0.05	Significant at 0.05 level
Low SES	55.10	18.75	100			

Table-5

Mean comparison table of academic achievement motivation of girl students of high and low adjustment problems

Group	Mean	SD	N	t-ratio	p-value	Result
High adjustment problems	22.13	6.90	100	4.91	P < 0.01	Significant at 0.01 level
Low adjustment problems	26.60	5.91	100			

Discussion:

Table-1 shows that there is a significant difference between rural and urban girl students on academic achievement motivation. Rural girl students have a lower mean score (24.99) on academic achievement motivation than their urban counterparts (28.88). The difference between the two mean scores is significant at a 0.01 level of confidence. Urban girl students have more academic achievement motivation than rural girl students.

Table-2 clearly shows that there is a significant difference between rural and urban girl students on adjustment problems. Rural girl students have a higher mean score (55.95) on the adjustment problem scale than their urban counterparts (48,05). The difference between the two mean scores is significant at a 0.01 level of confidence. Rural girl students have more adjustment

problems (home, health, social, and emotional) than urban girl students. Data presented in Table-3 indicates that there is a significant impact of SES on the academic achievement motivation of the girl students. High SES girl students have a higher mean score (26.82) on academic achievement motivation than the mean score of low SES girl students (24.62). The difference between the two mean scores is significant at a 0.05 level of confidence.

Table-4 indicates that there is a significant impact of SES on adjustment problems of the girl students. High SES girl students have a lower mean score (46.05) on adjustment problems than the mean score of high SES girl students (55.10). The difference between the two mean scores is significant at 0.05 level.

Table-5 is the mean comparison table to compare the impact of high and low adjustment problem groups of girl students on their academic achievement motivation. The high adjustment problem group has low academic achievement motivation (Mean=22,13) than their low adjustment problem group counterparts (Mean=26.60). The difference between the two mean scores is significant at the 0.01 level. The result shows that girl students with lower adjustment problems have higher academic achievement motivation.

Conclusion:

It is concluded that area of residence (rural and urban) and SES is significantly related to academic achievement motivation and adjustment problems of the girl students. It is further concluded that girl students with low adjustment problems have high academic achievement motivation.

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