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"Motivational Characteristics and Adjustment Problems of Rural Students"

Ajay Kumar

Assistant Professor, Department of Psychology
SD College, Kaler (Arwal)

Abstract : Social, economical, educational, cultural, and technological changes of the modern world have posed a serious challenge to adolescents to have pace with new challenges. In rural context adjustment problems are of serious concern. Multiple variables, especially SES, sex, and motivational characteristics (academic achievement and achievement motivation) may contribute to adjustment problems. Present study attempts to explore the various dimensions of motivational characteristics, sex, and SES with adjustment problems of rural students. The sample consisted of 200 intermediate students from +2 schools and colleges from Arwal district and were drawn from incidental-cum-purposive sampling of which 100 were male and rest 100 were female students. As tools following questionnaire were used to collect the data: Mohsin-Shamshad Adaptation of Bell's Adjustment Inventory (1986); Achievement Motivation (nAch) scale (DMAMS) developed by Deo and Mohan (2002); Marks of 10th class obtained in BSE Board secondary examination as academic achievement score, and rural forms of SES scale developed by Khan & Fatmi (1986). Result: The results revealed that gender difference and SES was significant for adjustment problems. Motivational characteristics are also significantly related to adjustment problems and SES. High on achievement and academic score and on SES scale were found more adjustive having less adjustment problems.

Key Words: Adjustment problems, Achievement motivation, Academic achievement, SES.

Keywords: Value education, global context, character education, education policy, academic achievements, Destiny, Human Society, Moral Values.

INTRODUCTION:

The problem of adjustment is of great importance for all of us and people must be helped in developing healthy adjustment in different walks of life. Failure with any aspect of adjustment of the student affects his social, educational, motivational development in spite of their best efforts. Hence, early detection of maladjustment will help an individual in achieving maximum satisfaction. Coleman (1960) writes "The process by which an organism attempts to meet the demand placed upon it by its own nature and by its environment. Is called adjustment." According to Peter Stratton and Nicky Hayes (1991) "Adjustment refers to the individual's achieving a harmonious balance with the demands of both environment and cognitions." Thus, while dealing with adjustment as a process we mean achieving harmonious, stable and satisfying relationship with his environment which is confronted by two factors - environmental demands on the one hand and needs and motives to be satisfied on the other. There are always conflict between these two forms which call forth of adjustive process. Kaplan (1959) has aptly remarked "Mental disorders are today the number one public health problem of the nation. They affect more people and families than any other single disorder, are evidence indicates that maladjusted individuals are being produced at a faster rate."

Achievement motivation refers to a pattern of action and feelings connected to striving to achieve some internalized standards of excellence in performance. It is a subjective state of readiness to act in a given direction with a given level of intensity resulting in the achievement of certain effects, objects, improved individual statues, excellence of performance in any field of activity. It is the expectancy of finding satisfaction in mastering, challenging, and different in performance. In education we sometime call in "the pursuit of excellence". Motivation has always been the centre of primary goal of education is the academic development of the child (Bala,2011). Factors that contribute to the pupil's poor academic achievement is low achievement motivation (Muola,2010).

The factors like socio-economic status, educational and recreational opportunities,

achievement motivation, gender discrimination as a part of culture and society etc. may directly or indirectly affect the adjustment of the individual. Several studies have shown significant impact of SES on adjustment patterns (Stott,1967; Shukla and Mishra,1960; Sulaiman and Vijay,1994). Singh(1971); Smith(1965); and Reddy(1966) have also reported that low SES students had greater number of adjustment problems than the upper class students. Selz (1980); Fischer(1985); Sulaiman(1993); Sulaiman and Vijay(1994) have found significant effect of gender factor on adjustment. In most of the dimensions of adjustment the male subjects showed better adjustment as compared to their female counterparts.

Several studies have reported positive relationship between achievement motivation and adjustment. Ehas(2010) observed that student adjustment has a positive and significant correlation with achievement motivation ($r=0.17$, $p<0.05$). this shows that students who are confident in themselves in achieving success in this studies tend to have the need to achieve excellence. Both these variables are related to student adjustment in University (Elias, 2010). Wang and Eccles(2013) believe that achievement motivation is tendency to select activities in order to achieve goals or avoid failure. Wang and Eccles(2013) believe that individuals who have high achievement motivation tend to expose those behaviours which are related to their personality characteristics and adjustment. Alireza et.al. (2015) have observed that there are positive relationship among family emotional climate, personal social adjustment and achievement motivation and academic achievement and motivation. They found that academic motivation and academic achievement are predictable by family emotional climate, personal-social adjustment and achievement motivation. Educational maladjustment leads to absenteeism, truancy, low achievement and other unworthy habits among children (Subramanyam,1986). In the studies of Abtahi, et.al.(2011);Wang,et.al.(2014); and Khalili(2014) significant relationship between adjustment (in different dimensions) and achievement motivation with academic achievement have been found. However, Manju Gehlawat(2011) observed no significant differences in the emotional, social, educational and the total adjustment of students with respect to their gender. Significant difference between male and female college students in terms of total scores obtained Ganai and Muhammad(2013) found no on the adjustment scale. The two groups also do not differ in terms of scores obtained separately on any

dimension of the adjustment scale. Review of the literature shows that sex difference, SES, and motivational characteristics are significantly related with adjustment problems of students. So, present study is aimed to study the motivational characteristics of rural students with their adjustment problems.

Objective of the study: The main objectives of present study are as under :

1. To investigate into the impact of sex difference on adjustment of the subjects.
2. To examine the effect of socio-economic status on adjustment patterns of the subjects.
3. To study and compare the various dimensions of motivation with adjustment problems of students.

Hypotheses:

H01: There would be significant impact of sex difference on adjustment problems of the rural students.

H02: There would be significant impact of SES on adjustment problems of the rural students.

H03: There would be positive relationship between achievement motivation and adjustment problems.

H04: There would be positive relationship between academic achievement and adjustment problems.

Methodology:

Sample: The present study was conducted on a sample of total 200 intermediate students of Kaler, Kurtha, and Arwal Block area of Arwal district of Bihar. Students were selected through incidental-cum-purposive sampling method from different +2 schools and colleges. Age ranges of students were 15 to 20 years.

Tools Used:

*Hindi adaptation of Mohsin-Shamshad Adaptation of Bell's Adjustment Inventory (1986) was used to assess the adjustment problems of the subjects. Inventory consists 124 items relating with four different areas of adjustment. The inventory is scored simply by counting the number of responses marked in each area of adjustment. High score indicates better adjustment i.e., less adjustment problem.

* The achievement motivation scale (DMAMS) developed by Deo and Mohan in 2002

was used to collect the data for achievement motivation. It consist 50 items and represent 15 factors of nAch. Among 50 items of this scale 37 items are positive and rest 13 items are negative. Summation of positive and negative item scores are the total score for the scale ranges between 0 to 200. The scale is meant for both sex in the age group of 13 to 20 yrs.

* To measure the socio-economic status of the students rural forms of the SES scale developed by Khan & Fatmi(1986) has been used. A personal data sheet to obtain other information about students including 10th marks (marks obtained by students in class 10th examination conducted by BSE Board, Patna) was also used.

Statistical Analysis and Results:

Mean, SD, and t-ratio were applied for statistical analysis of obtained data.

Table- 1

Mean comparison of sex and SES on Adjustment Problem

Group	N	Mean	SD	t-ratio	P	Results
Male	100	48.71	4.28	8.74	<0.01	Significant at 0.01 Level
Female	100	56.14	7.34			
High SES	100	56.72	7.61	4.87	<0.01	Significant at 0.01 Level
Low SES	100	62.43	8.92			

Table-2

Mean comparison of Achievement Motivation (nAch) and Academic Score on Adjustment Problem.

Group	N	Mean	SD	t-ratio	P	Results
High n-Ach	100	64.70	8.51	6.40	<0.01	Significant at 0.01 Level
Low n-Ach	100	72.69	9.13			
High Academic Score	100	57.03	5.87	3.05	<0.01	Significant at 0.01 Level
Low Academic Score	100	60.62	6.14			

Table- 1 present N, Mean, SD, and t- ratio of adjustment problems on sex and SES. Table- 2 present N, Mean, SD, and t-ratio of adjustment problems on high and low nAch and high-low academic scores.

Discussion:

Table- 1 shows that there is significant difference between the male and female group on adjustment problems. The male group has lower mean score(48.71) than the mean score (56.14) of the female group and the difference between the two mean score is significant beyond .01 level of confidence. Result shows that male is more adjustive than female. In the rural society female are less exposed to external environment resulting in inharmonious, unstable, and dissatisfying relation with environment than their male counterparts. Table-1 also shows that there is significant difference between the high SES and low SES group on adjustment problems. The high SES group has lower mean score(56.72) than the mean score (62.43) of the low SES group and the t-ratio 4.87 is significant at 0.01 level of confidence. Result shows that high SES group are more adjustive than low SES group. Above result is in accordance with previous literature reviewed and confirm that high SES facilitate students in harmonious, stable, and satisfying relation with their environment than their low SES counterparts. Hence, hypotheses no.1 and 2, that "SES and sex have significant impact on adjustment problems of the rural students, are accepted

The table no.-2 shows mean comparison of n-Ach and academic scores on adjustment problem. The high n-Ach group has lower mean score (64.70) than low n-Ach group mean (72.69) on adjustment problem. The two mean score is significant at 0.01 level. Similarly, high academic score group has lower mean score (57.03) on adjustment problem than low academic score group mean (60.62). Here again two mean score is significant at 0.01 level. The third and the fourth hypotheses of the study presumed that there would be positive relationship between achievement (n-Ach and academic score) and adjustment problems are accepted. Result of our study is in accordance with previous studies reviewed. High n-Ach is directly concerned with high academic scores and result of the study confirm that high score on these motivational indicator facilitate students in harmonious, Satisfying, and stable relation with their environment.

CONCLUSION: It is concluded that sex and SES is significantly related to adjustment problems. It is further concluded that high n-Ach students and students of high academic scores have less adjustment problems.

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