

Adjustment Level of Adolescents in Relation to their Achievement Motivation

Amrita Sahney

Research scholar Department of Education, Kurukshetra University, India.

Abstract

In the age of science and technology there is a cut throat competitions and to get success one has to be well adjusted and successful achiever. So achievement motivation and adjustment plays an important role in one's life. Viewing broadly, researches on achievement motivation and adjustment in particular are seem to be developing fast touching many new areas. The scanning of previous researches reveals that studies on achievement motivation with regards to variable like socio- economic status, academic achievement and levels of aspiration are available. However, scanty researches are available on achievement motivation and adjustment with regard of adolescent students, so as to reach at the final conclusion, the present study has been undertaken. On the other hand, the present day man has attained the status of E-civilization. The word scenario is changing rapidly. It is very essential to tap or to know the abilities, interest, level of achievement motivation and adjustment of adolescents, so that strategies can be designed which analyze their energies and potentially.

KEYWORDS: Adjustment Level, Achievement Motivation, Adolescence

Introduction

The growth and development of country depends upon the citizens and if the citizens are uneducated and not talented then the growth and development of a country is not possible. In a highly achieving society of today's success has become an index of attaining position and respect. Education is a purposely designed process aiming at fostering the harmonious and healthy development of individuals as productive, successful and well-adjusted persons in society. Education plays a paramount role in educating andtalenting the children according to their talents, personality and interest. Students setup their motives and struggle hard to attain them. Proper education system cultivated the knowledge, skills, positive- attitude, sense of awareness and responsibility towards rights and duties, the sense of purpose and confidence essential for building a dynamic, vibrant and cohesive.

ACHIEVEMENT MOTIVATION

Achievement motivation is thus a learned motive to complete and to strive for success. Because almost any activity from gardening to managing an industrial organization can be viewed in term of competition and success verses failure. The need to achieve influences behaviour in a large number of quite diverse situations and because it is a learnt motive, there are wide difference among individuals in their past

experience and hence in their motivation with respect to achievement. There is universal tendency in man to strive, to excel and succeed and to win and go ahead of others. This is more likely to be affected by the social customs and education rather than the inborn. This tendency can be called the self-assertion or the motive to achieve. This affects a great many activities of the individuals and helps him in meeting the obstruction that comes in the way of achievement of his goal, with greater activity to carry out the projects through a successful competition, to beat the rival to achieve the success for its own sake. Success becomes a goal, which must be achieved in one-way or another. All of us wish to achieve something. Our ultimate goal may be economic security, wealth, health, recognition, happiness or something else. We may achieve the goal in, whatever way we like. Even to achieve the same goal, we may adopt different ways, because our motives behind the wish or desire to achieve that goal are different. All that depends on our previous training and education, which we get from our childhood, which differ from individual to individual. Whatever the goal may be, achievement is relative to that end. The need of achieve something is related to need superiority. During a considerable part of one's lifetime, one's survival, well being, self esteem and social gains. There are always some standards for these tasks. To match and surpass such standards is considered as achievement.

ADJUSTMENT

Adjustment is an important trait for a happy living in a society. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical and vocational dimensions. It is the process of establishing a satisfactory psychological relationship as well as constant interaction between the individual and his environment. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life.

ADOLESCENCE

The developmental stage of adolescence has always fascinated the educationist as well as attracted the attention of psychologist because of its importance and impact on the total development of human personality. A large number of psychologists have made a deep study of adolescence stage under cross-cultural environment. They have arrived at stunning results to guide the future course of reactions to the needs and problems of the adolescents. In fact, adolescence is an exciting, but challenging, developmental stage. It is a time of many changes: physical growth and puberty; changes in self-esteem; the search for increased independence; the importance of peer-groups; and increased responsibilities and social expectations. All of these can cause teenagers to feel stretches and pulls on their past coping strategies and the need to develop new skills to help their inner "rubber-band" retain its shape. As the mighty Ganga starts from the Great Himalayas and struggles the hard way to reach the Ganga Sagar, 90 miles south of Kolkata, in the same manner many challenges threaten adolescents' safety as well as their personal and social development to become an adult. In his widely read story 'Homecoming,' Rabindranath Tagore has drawn a vivid picture of an adolescent.

REVIEW OF RELATED LITERATURE

Kumar (2003) stated that adolescence marks intensive changes among the adolescents and society helps them to act in a particular manner through code of conduct. The socio-economic and personal factors, and home, school and community environment affect their growth and development. Analysis of the data revealed that social isolation leads to the various adjustment problems among the adolescents.

R.N. Rai (2005) studied the effect of the gender on achievement values and adjustment problems among the Mizo adolescents. The results indicated that the girls manifested better indices on the achievement related factor of AVAI (Achievement values and anxiety inventory). Also, the girls are better adjusted as compared to the boys.

SuneethaMangal and A. Aminabhavi (2007) assessed the impact of material employed on the self-concept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of Karnataka. The results revealed that the adolescent children of home makers have significantly higher self-concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement motivated.

M. Jain & D. Yadav (2009) studied the level of achievement motivation of college going students with reference to caste, socio-economic status and reservation policy. This study reveals that unprivileged caste students have higher level of achievement motivation than the privileged castes students. No significant effect of socio-economic status has been found on the achievement motivation of students belonging to upper and middle class. The unprivileged caste students who availed the benefits of reservation do not differ significantly with students who did not avail this benefit regarding their achievement motivation.

OBJECTIVES

The objectives of the study were:

1. To study the difference between the adjustment levels of male adolescents having high and low achievement motivation.
2. To study the difference between the adjustment levels of female adolescents having high and low achievement motivation.
3. To study the difference between the adjustment levels of adolescents having high and low achievement motivation.

HYPOTHESES

The hypotheses of the study were:

1. There exists no significant difference between the adjustment levels of male adolescents having high and low achievement motivation.
2. There exists no significant difference between the adjustment levels of female adolescents having high and low achievement motivation.
3. There exists no significant difference between the adjustment levels of adolescents having high and low achievement motivation.

DELIMITATION OF THE STUDY

The study was delimited to:-

1. Ambala District only.
2. Class X students only.
3. Only two variables i.e. adjustment and achievement motivation.

METHODOLOGY

Survey method was used to undertake the present study.

SAMPLE

The sample consisted of 66 tenth class adolescents of Govt High School of Ambala District . further the stratified random sampling technique was carried out to distribute the data.

TOOLS USED

In, the present study, for the collection of necessary data the following tools were used :

- **Adjustment Inventory** byDr A.K.P. Sinha and Dr. R.P. Singh (1993)
- **Deo- Mohan Achievement Motivation Scale** by Dr.PratibhaDeo and Dr.Asha Mohan (1985)

STATISTICAL TECHNIQUES USED

Descriptive statistics (i.e. mean and standard deviation)

Inferential statistics i.e. t-test.

RESULTS AND DISCUSSIONS

Hypothesis -1: There exists no significant difference between the adjustment levels of male adolescents having high and low achievement motivation.

Table 1

Mean difference between Adjustment scores of male students with high and low achievement motivation

Groups	N	M	S.D.	SE _D	t-ratio	df	Level of significance
High Achievement motivation (Male)	33	27.57	5.48	1.02	18.11	64	Sig at 0.05 &0.01 level
Low Achievement motivation (Male)	33	9.09	2.04				

Table value of 't' at 0.05 level= 2.00, at 0.01 level =2.65

Interpretation

Table 1, shows that the obtained t-ratio is 18.11 which is much greater than the tabular value both at 0.05 and 0.01 level. Hence the hypothesis framed earlier stands rejected. It indicates that there exists significant difference between the adjustment levels of male adolescents having high and low achievement motivation.

Hypothesis -2: There exists no significant difference between the adjustment levels of female adolescents having high and low achievement motivation.

TABLE 2

Groups	N	M	S.D.	SE _D	t-ratio	df	Level of significance
High Achievement motivation (Female)	33	20.91	3.82	0.72	15.87	64	Sig at 0.05 & 0.01 level
Low Achievement motivation (Female)	33	9.48	1.68				

Mean difference between Adjustment scores of female students with high and low achievement motivation.

Table value of 't' at 0.05 level=2.00 ,at 0.01 level=2.65

Interpretation

Table 2 depicts that the obtained t-ratio is 15.87 which is much greater than the tabular value both at 0.05 and 0.01 level Hence, the hypothesis framed earlier stands rejected. It indicates that there exists significant difference between the adjustment levels of female adolescents having high and low achievement motivation.

Hypothesis -3: There exists no significant difference between the adjustment levels of adolescents having high and low achievement motivation.

TABLE 3

Mean difference between Adjustment scores of adolescents with high and low achievement motivation.

Groups	N	M	S.D.	SE _D	t-ratio	df	Level of significance
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High achievement motivation (adolescents)	66	24.51	5.45	0.67	21.35	130	Sig at 0.05 & 0.01 level
Low Achievement motivation (adolescents)	66	10.2	0.75				

Table value of 't' at 0.05 level = 1.98 , at 0.01 level = 2.62

Interpretation

Table 3 exhibits that the obtained t-ratio is 21.35 which is much greater than the tabular value both at 0.05 and 0.01 level. Hence, the hypothesis framed earlier stands rejected. It indicates that there exists significant difference between the adjustment levels of adolescents having high and low achievement motivation.

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