

## **Achievement Motivation and Adjustment of HigherSecondary School Students**

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### **Abstract**

The main objective of this study is to find out the relationship between achievement motivation and adjustment of higher secondary school students. Achievement Motivation Scale developed by Prathiba Deo and Asha Mohan (2011) and Adjustment Scale developed by A.K.P. Sinha and R.P. Singh (2007) are used to collect the relevant data. The sample consists of 103 higher secondary school students of whom 53 are male and 50 are female. The data are analysed by 't' test and Karl Pearson's Product moment correlation. The result indicates that there is a significant relationship between achievement motivation and adjustment of higher secondary school students.

### **INTRODUCTION**

Achievement motivation can be seen in many areas of human endeavour on the job, inschool, in home making or in athletic competition. The expectations of parents for their children are also said to be important in the development of achievement motivation. Parents who expect their children do work hard and to strive for success will encourage them to do so and praise them for achievement directed behaviour. The essence of achievement motivation is that it is not just a desire to achieve only, but implies a 'striving to achieve a standard of excellence in action'. It is an intense desire to perform with excellence.

### **SIGNIFICANCE OF THE STUDY**

The most important point of a person's life is achievement motivation. It is an individual's need to meet realistic goals, receive feedback and experience a sense of accomplishment. Achievement motivation is a miniature system applied to a specific context, the domain of achievement oriented activities, which is characterised by the fact that the individuals are responsible for the outcome. It is the level of one's motivation to engage in achievement behaviours, based on the interaction of such parameters as needed for achievement, expectancy of success and the value of success. Our concept of motivational orientation refers to the type of motivational stance which students adopt toward classroom learning. The main purpose of study is to enable the students to achieve their academic accomplishments. Adjustment is the process whereby an individual enters into harmonious or healthy relationship with his environment, physical and social. Adjustment of the student with his environment is extremely essential for his overall development. It plays a main role in moulding his personality and character. Higher secondary school students' face many types of new problems in teenage. During this period, the students should be given certain education and training pertaining to adjustment and balance their mental and emotional realms. This would take the students a long way in the path of their progress. Therefore, there is a relationship between achievement motivation and adjustment among school students. The present study tries to investigate

the relationship between achievement motivation and adjustment of higher secondary school students.

### **BACKGROUND OF THE STUDY**

Arshiya and Jasmine (2015) studied achievement motivation and study habits of IX standard students. The findings revealed that there was a significant difference of achievement motivation among the students based on gender and type of family. Thanalakshmi and Rasul Mohaideen (2011) studied the achievement motivation of the students of the fishermen community in Tuticorin District. The findings revealed that there was no significant difference between male and female students of fishermen community in their achievement motivation. Suman Nehra (2014) studied the relationship between adjustment and emotional maturity of IX class students. The findings revealed that there was no significant difference between the adjustment of boys and girls studying in class IX.

From the studies reviewed, it is inferred that the achievement motivation and adjustment among higher secondary school students has not been studied so deeply so far. The variables mentioned above are found to be left out. So, the investigator wishes to choose the topic “achievement motivation and adjustment of higher secondary school students”.

### **OBJECTIVES**

1. To find out whether there is any significant difference between male and female, XI and XII, government and aided, nuclear and joint family higher secondary school students in their achievement motivation.
2. To find out whether there is any significant difference between male and female, XI and XII, government and aided, nuclear and joint family higher secondary school students in their adjustment.
3. To find out whether there is any significant relationship between achievement motivation and adjustment of higher secondary school students.

### **NULL HYPOTHESES**

1. There is no significant difference between male and female higher secondary school students in their achievement motivation.
2. There is no significant difference between XI and XII standard students in their achievement motivation.
3. There is no significant difference between government and aided higher secondary school students in their achievement motivation.
4. There is no significant difference between nuclear family and joint family higher secondary school students in their achievement motivation.
5. There is no significant difference between male and female higher secondary school students in their adjustment.
6. There is no significant difference between XI and XII standard students in their adjustment.
7. There is no significant difference between government and aided higher secondary school students in their adjustment.
8. There is no significant difference between nuclear family and joint family higher secondary school students in their adjustment.

9. There is no significant relationship between achievement motivation and adjustment of higher secondary school students.

## **METHODOLOGY**

The investigator adopted survey method. The population for the study is higher secondary school students in Nagercoil Educational District. The investigator has used simple random sampling technique for collecting the data. The sample consists of 103 higher secondary school students. Among them 53 are male and 50 are female students. Achievement Motivation Scale developed by Prathiba Deo and Asha Mohan (2011) and

Adjustment Scale developed by A.K.P. Sinha and R.P. Singh (2007) have been used for collecting the data. 't' test and Karl Pearson's Product moment correlation are used to analyse the data.

## **FINDINGS**

1. There is a significant difference between male and female higher secondary school students in their achievement motivation. While comparing the mean scores of male and female higher secondary school students, the female higher secondary school students are better in their achievement motivation. This may be due to the fact that the female higher secondary school students have the strong conviction in surpassing the male higher secondary school students in all respects, particularly in studies. Besides, the power of concentration of the female higher secondary school students is more apparent than the male higher secondary school students. Hence they are the first and the best in the academic realm.
2. There is a significant difference between XI and XII standard students in their achievement motivation. While comparing the mean scores of XI and XII standard students, the XII standard students are better in their achievement motivation. This may be due to the fact that the XII standard students are strongly committed to score more marks that will elevate them in life.
3. There is a significant difference between higher secondary school students from government and aided schools in their achievement motivation. While comparing the mean scores of higher secondary school students from government and aided schools, the higher secondary school students from aided schools are better in their achievement motivation. This may be due to the fact that the aided school teachers are striving hard to make their students highly motivated in the field of achievement. Hence their achievement motivation has surpassed over the government school students.
4. There is no significant difference between higher secondary school students from nuclear family and joint family in their achievement motivation.
5. There is no significant difference between male and female higher secondary school students in their adjustment.
6. There is no significant difference between XI and XII standard students in their adjustment.
7. There is no significant difference between higher secondary school students from government and aided schools in their adjustment.
8. There is no significant difference between higher secondary school students from nuclear family and joint family in their adjustment.
9. There is a significant relationship between achievement motivation and adjustment of higher secondary school students. This may be due to the fact that the higher secondary school students are quite willing to adopt the ways and means taught by their teachers. As they desire to score more

marks, the students accept the achievement motivation given by the teachers and adjust accordingly. Hence both the variables are correlated.

### **RECOMMENDATIONS**

1. Teachers may encourage the students to achieve their goals.
2. Teachers may give assignments and group activities which are related to the achievement motivation.
3. Teachers should make the students aware of the importance of the achievement motivation.
4. Co-operative and collaborative strategies should be implemented in the schools.
5. Encouraging the students to participate in extracurricular activities will enhance the above principles.

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