

RESEARCH PAPER

Correlation of adjustment with achievement motivation

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Abstract: The aim of the study was to know the relationship between achievement motivation and adjustment among emerging adults. The random sample of 110 urban and 110 rural areas was selected from Dharwad district of Karnataka state in the year 2015-2016. Achievement motivation scale and adjustment inventory were used for the assessment. Percentage, correlation coefficient and modified chi-square were the statistical tools and techniques used for the analysis of available information for the study. The results of the study revealed that there was no significant association between achievement motivation and adjustment of emerging adults.

Keywords: Adjustment, Motivation, Rural, Urban

Introduction

The transition from adolescent to adulthood has long received attention across the social sciences, because it poses significant existential challenges and, consequently, an opportunity for meaningful growth. The transition to adulthood is a complex process in which youth who have been dependent on parent's throughout childhood start taking definitive steps to achieve measures of financial, residential, and emotional independence, and to take on more adult roles as citizen, spouse, parent, and worker. Achievement Motivation refers to a pattern of action and feelings connected to striving to achieve some internalized standard 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 statuses, excellence of performance in any field of activity. It is the expectancy of finding satisfaction in mastering challenging and different performance.

Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment. Psychologists interpreted adjustment from two important points of view, one adjustment as an achievement and another adjustment as a process. Education plays a very important role in the life of human beings. It provides them to develop and flourish their personality on various fields to life. Adjustment is both internal as well as external. It is a multidimensional approach. It is an acquired one. It is a balanced state between the needs of the individual and their satisfaction. The concept of adjustment was originally biological one and was concerned with adaptation to the physical environment for survival. Adaptation to physical environment is of course of person's important concern, but he has also to adjust to social pressures and demands of socialization that are inherent in living interdependently with other persons. The present study attempts to explore percentage distribution of emerging adults by level of adjustment and achievement motivation and the

correlation between adjustment and achievement motivation of urban and rural emerging adults.

Material and methods

The study on correlation of adjustment with achievement motivation was conducted during the year 2015-2016. The material and methods used to carry out the study were on a random sample of 220 students selected from Dharwad taluk of which 110 (53 males and 57 females) were chosen from university of agricultural sciences Dharwad. A sample of 110 (52 males and 58 females) was selected randomly two villages. The age of the emerging adults ranged from 18-30 years. The level of achievement motivation of emerging adults was assessed by achievement motivation scale developed by Shah (1986). The scale consists of 40 incomplete statements each statement has 3 alternatives. The respondents were asked to complete the statement by selecting one of most preferred alternative answers. The responses were assigned the scores of 1, 2 and 3 to a, b and c answers respectively. Thus, the total score ranged between 40 and 120.

The adjustment inventory by Srivastava and Tiwari (1987) was used to assess the adjustment patterns of emerging adults. This inventory assessed the adjustment in the area of home, social, emotional and educational and also total adjustment. It consisted of 80 items on a 2-point scale, Yes and No. Each area of adjustment was measured by 20 items and hence there are 80 statements. The total scores of each areas ranges between 0 and 20. Hence the score for overall adjustment ranges between below 0 and 80. The categories were made as the manual establishing for each and as well as overall adjustment. The information regarding achievement motivation and adjustment was collected through interviewing the each emerging adults in rural area. The interview was conducted for about 30-45 minutes in rural area for each respondent. The tools administered to the UG and PG students of UAS Dharwad. They were also asked to fill the general information sheet. It took 20-30 minutes

to complete a questionnaire. Percentage, modified Chi-square and correlation coefficient were statistical techniques used for the analysis of data.

Results and discussion

The distribution of urban and rural emerging adults by level of achievement motivation is presented in Table 1. It was found that majority of emerging adults exhibited (60% of urban and 55.45% rural) moderate level of academic achievement motivation followed by high and low level of academic achievement motivation. With respect to vocational achievement motivation majority of emerging adults 52.72 per cent had high vocational achievement motivation followed by moderate and low level of vocational achievement motivation. In case of rural emerging adults, 44.54 per cent were in moderate level, 42.72 per cent in high and 12.72 per cent were in low level of vocational achievement motivation. It was observed that majority of emerging adults (65.45% urban and 54.54% rural) had moderate level of social achievement motivation followed by high and low level of social achievement motivation. With respect to skill achievement motivation, it was found that majority had moderate level (urban 66.36% and rural 61.81%) followed by high (urban 26.36% and rural 20.0%) level and low (urban 7.27% and rural 18.18%) level of skill achievement motivation. Table showed that in overall achievement motivation majority of them exhibited moderate level (urban 85.45 % and rural 76.36%), followed by high (urban 12.72% and rural 10.90%) and low (urban 1.81% and rural 12.72%) levels of achievement motivation.

The distribution of urban and rural emerging adults by level of adjustment was presented in Table 2. It was observed and indicated that majority of emerging adults were excellent followed by good and average level of adjustment in home, social, emotional and educational and overall adjustments. No emerging adults had unsatisfactory and very unsatisfactory level of adjustment in all the cases. On home adjustment majority of emerging adults (64.54% urban and 56.36% rural) exhibited

Table 1. Distribution of emerging adults by levels of achievement motivation N=220

Achievement motivation	Levels	Urban (110)		Rural (110)	
		F	%	F	%
Academic	High	40	36.36	39	35.45
	Moderate	66	60.0	61	55.45
	Low	4	3.63	10	9.09
Vocational	High	58	52.72	47	42.72
	Moderate	47	42.72	49	44.54
	Low	5	4.54	14	12.72
Social	High	34	30.90	35	31.81
	Moderate	72	65.45	60	54.54
	Low	4	3.63	13	11.81
Skill High		29	26.36	22	20.0
	Moderate	73	66.36	68	61.81
	Low	8	7.27	20	18.18
Achievement motivation	High	14	12.72	12	10.90
	Moderate	94	85.45	84	76.36
	Low	2	1.81	14	12.72

Table 2. Distribution of emerging adults by levels of adjustment N=220

Adjustment	Levels	Urban (110)		Rural (110)	
		F	%	F	%
Home	Excellent	71	64.54	62	56.36
	Good	27	24.54	33	30.0
	Average	12	10.90	15	13.63
	Unsatisfactory	-	-	-	-
	Very unsatisfactory	-	-	-	-
Social	Excellent	103	93.63	100	90.90
	Good	3	2.72	4	3.63
	Average	4	3.63	6	5.45
	Unsatisfactory	-	-	-	-
	Very unsatisfactory	-	-	-	-
Emotional	Excellent	72	65.45	67	60.90
	Good	21	19.09	22	20.0
	Average	14	12.72	20	18.18
	Unsatisfactory	3	2.72	1	0.90
	Very unsatisfactory	-	-	-	-
Educational	Excellent	81	73.63	76	69.09
	Good	22	20.0	26	23.63
	Average	7	6.36	8	7.27
	Unsatisfactory	-	-	-	-
	Very unsatisfactory	-	-	-	-
Adjustment	Excellent	46	41.81	41	37.27
	Good	46	41.81	49	44.54
	Average	18	16.36	18	16.36
	Unsatisfactory	-	-	-	-
	Very unsatisfactory	-	-	2	1.81

excellent adjustment followed by good and average adjustment. With respect to social adjustment, it was found that majority of them had excellent (urban, 93.63% and rural, 90.90%) adjustment, followed by average and good adjustment. On emotional adjustment, it was found that about (65.45% urban and 60.90% rural) emerging adults had excellent adjustment followed by good, average and unsatisfactory adjustment. With respect to educational adjustment, nearly 74 per cent of urban and 61 per cent of rural emerging adults had excellent adjustment, while 20 per cent of urban and 24 per cent of rural of emerging adults had good adjustment, followed by average (urban, 6.36 % and rural, 7.27 %) adjustment. It was reported that about 42 per cent of urban and 37.27 per cent of rural emerging adults exhibited excellent adjustment, followed by 42 per cent of urban and 44.54 per cent of rural of emerging adults had good adjustment, while 16.36 per cent of urban and rural had average overall adjustment of emerging adults.

Table 3 highlights the association between overall achievement motivation and overall adjustment of urban and rural emerging adults. Among high level of achievement motivation, 64.28 per cent had good adjustment, followed by 28.57 per cent with excellent adjustment and 7.14 per cent with average adjustment. In case of moderate level of achievement

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Table 3. Association between overall achievement motivation and overall adjustment of urban and rural of emerging adults (N=220)

Group	Achievement motivation	Adjustment				Modified χ^2	r-value
		Average	Good	Excellent	Total		
Urban (n=110)	Low	-	2(100.0)	-	2(100.0)	6.61 ^{NS}	-0.002 ^{NS}
	Moderate	17(18.08)	35(37.23)	42(44.68)	94(100.0)		
	High	1(7.14)	9(64.28)	4(28.57)	14(100.0)		
	Total	18(16.36)	46(41.81)	46(41.81)	110(100.0)		
Rural (n=110)	Low	4(28.57)	8(57.14)	2(14.28)	14(100.0)	5.55 ^{NS}	0.144 ^{NS}
	Moderate	14(16.66)	37(44.04)	33(39.28)	84(100.0)		
	High	2(16.66)	4(33.33)	6(50.0)	12(100.0)		
	Total	20(18.18)	49(44.54)	41(37.27)	110(100.0)		

Figure in parenthesis indicates percentage NS=non significant, * 0.05 level significant, ** 0.001 level significant

motivation, 44.68 per cent had excellent adjustment, followed by 37.23 per cent with good adjustment and 18.08 per cent with average adjustment. Among urban emerging adults from low level of achievement motivation, 2 per cent had good adjustment and no one had excellent, average, unsatisfactory and very unsatisfactory adjustment. Among rural emerging adults from low level of achievement motivation, 57.14 per cent had good adjustment, followed by 28.57 per cent had average adjustment and 14.28 per cent had good adjustment. In case of moderate level of achievement motivation, 44.04 per cent had good adjustment, followed by 39.28 per cent had excellent adjustment followed by 16.66 per cent had average adjustment and no one had unsatisfactory and very unsatisfactory adjustment. Among high level of achievement motivation, 50 per cent had excellent adjustment, followed by 33.33 per cent had good adjustment and 16.66 per cent had average adjustment of emerging adults. However, chi- square analysis revealed that there was no significant association between achievement motivation and adjustment of urban ($\chi^2=6.61$) and rural ($\chi^2=5.55$) emerging adults. There is no significant difference between achievement motivation and adjustment of (urban $r=0.002$ and rural $r=0.144$) emerging adults. Finally there was no significant association between overall achievement motivation and overall adjustment of urban and rural emerging adults because of the reason that majority of the emerging adults had excellent adjustment pattern among all the variables and moderate level of achievement motivation pattern. Urban area has more facilities as comparing to rural area. The same results of Devi (2011) found that achievement motivation had no effect on the adjustment.

A close examination of Table 4 highlights the relationship between achievement motivation and four components of adjustment among emerging adults and its four components. It is clear from the table that home adjustment had negatively but significantly related to academic achievement motivation,

vocational achievement motivation, social achievement motivation, skill achievement motivation and overall achievement motivation of emerging adults. Social adjustment had positively and significantly correlated with vocational achievement motivation but not correlated with academic achievement motivation, social achievement motivation, skill achievement motivation and overall achievement motivation. This indicates that better the adjustment lower is the achievement motivation level. This could be explained that majority of the emerging adults in the both groups i.e. urban and rural emerging adults, had moderate level of achievement motivation and whereas the two groups exhibited excellent adjustment. Possessing moderate level of adjustment might have contributed towards better adjustment. These results were supported by study conducted by Sangeetha and Chiraga (2012) who reported negative but non significant relationship between achievement motivation and adjustment. But present results were in contradiction with the result of Elias *et al.* (2010) who found positive and significant relationship between achievement motivation and adjustment. Emotional adjustment had negatively and significantly correlated with vocational achievement motivation, social achievement motivation, skill achievement motivation and overall achievement motivation but not correlated with academic achievement motivation. Educational adjustment was not correlated with all components of achievement motivation. Overall adjustment had negatively and significantly correlation with social achievement motivation, skill achievement motivation and overall achievement motivation but not correlated with academic achievement motivation and vocational achievement motivation of emerging adults. Vocational achievement motivation was positively and significantly related to social adjustment. This might be due to that for emerging adults being in crucial stage of

Table 4. Correlation coefficient between components of achievement motivation and components of adjustment of urban and rural of emerging adults (N=220)

Achievement motivation	Adjustment inventory				
	Home	Social	Emotional	Educational	Adjustment
Academic	-0.240**	0.042	-0.082	0.000	-0.099
Vocational	-0.296**	0.139*	-0.156*	-0.045	-0.131
Social	-0.291**	-0.081	-0.209**	-0.095	-0.239**
Skill	-0.330**	0.014	-0.284**	-0.117	-0.259**
Achievement motivation	-0.356**	0.048	-0.204**	-0.074	-0.210**

* 0.05 level significant, ** 0.001 level significant

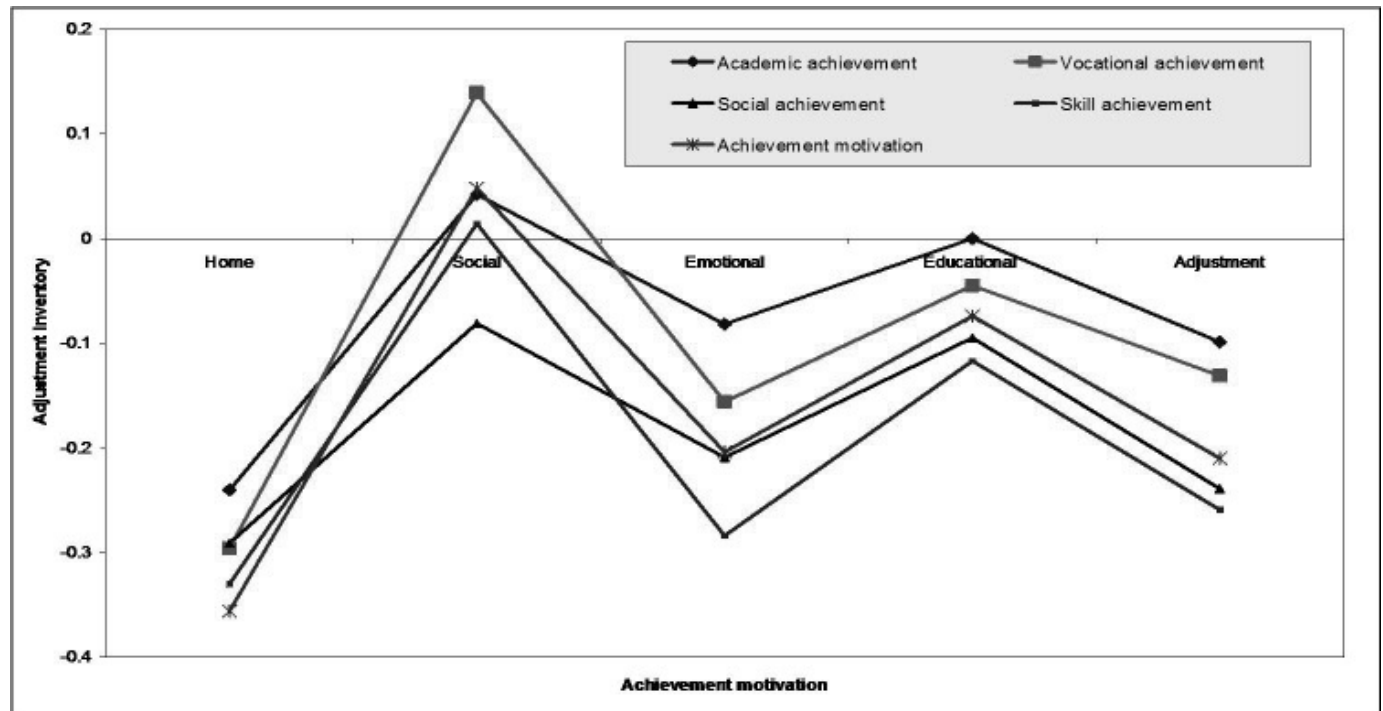


Fig .1. Correlation coefficient between achievement motivation and adjustment pattern of urban and rural emerging adults

development, there is a need to develop higher vocational achievement motivation and good adjustment. Academic achievement motivation was not significantly correlated to emotional adjustment. There was no significant association between achievement motivation and adjustment of urban and rural emerging adults. Urban emerging adults had better

achievement motivation and adjustment than the rural emerging adults. Rural emerging adults lack of educational and other facilities. They need guidance also to improve their achievement motivation and adjustment. An interventional study for improving achievement motivation and adjustment of emerging adults is necessary.

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