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A study of urban and rural girl students' achievement motivation and adjustment problems in context to their socioeconomic status

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Abstract

Achievement motivation and adjustment are concerned to cope with real-world situations and are very crucial to all, especially for girls in the present psychosocial and educational set-up of society. Adjustment problems include our home, health, social, and emotional situations. The role of achievement motivation in the life of students can be seen in many areas of their endeavours. Different dimensions of socioeconomic status (like socio-cultural, economic, possessions of goods and services, health, and educational dimensions) and area of residence also have a great impact and role in achievement motivation and adjustment of girl students in different real-world situations. In the present study, it was attempted to study the effect of rural and urban habitation on girl students from Govt. girls' high schools of different SES contexts with their adjustment problems and achievement motivation. The study was conducted on 200 girl students from the Gaya district (100 rural and 100 urban). Mohsin-Shamshad's 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 in adjustment problems and achievement motivation of rural and urban and high and low-SES girl students. Urban girl students are high on achievement motivation and better adjusted on different dimensions of the scale in comparison to their rural counterparts. Further, it was also observed that high-SES girl students are better adjusted and high on achievement motivation than their low-SES counterparts.

Keywords: Adjustment, achievement motivation, socioeconomic status (SES), Rural and urban

Introduction

For the development of society, education plays a very vital role. In education, we sometimes call achievement motivation "the pursuit of excellence". As for students, they need to have good skills and must be proactive with an appropriate futuristic mind set. According to Baron (2001), "Achievement motivation (often termed need for achievement) is a motive, or the desire to accomplish difficult tasks and to meet standards of excellence." 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. Achievement motivation among students plays a significant role in their career development. Some people are high in the need for achievement because like other social motives, it is learned and differences in early life experiences lead to variations in the amount of achievement motivation (and other social motives, as well). In school, in the playground, in business, and in many professions, one would expect achievement motivation to be an important predictor of success, and, indeed, it often is. It has also been suggested that the need for achievement is related to a society's all-round growth (McClelland, 1961, 1971) ^[12, 13]. The degree to which people with strong underlying achievement motivation exhibit their achievement-oriented behaviour depends on many factors such as the area of habitation (urban-rural) and the SES. The learning environments have major roles to play in learning and the area where the students live can determine their performance in their studies (Payyanatt and Manichander, 2012) ^[18]. The same is true with the SES of the subjects. 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 achievement motivation of the respondents and some consider it insignificant impact. Some of the notable related studies are by Young (1988) ^[25], Bosede & Emiloju (2013) ^[3], Ezeudu & Theresa (2013) ^[5], Xitao & Chen (1999) ^[23], Owoeye (2011) ^[16], Khattri *et al.* (1997) ^[10], Felder, *et al.* (2010) ^[6].

Many factors contribute to the differences in the achievement motivation level between students in rural and urban areas. Among these are family factors (education of family), socioeconomic factors, lack of facilities and resources, quality of teachers, etc.

The adjustment has 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 adjustment (Coleman, 1976) ^[4].

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 physical, social, and 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. The 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 and 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 demands made by society. He enjoys a mental life, which is free from depression, intense fears, acute anxiety, hostility, sense of guilt, insecurity, 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 severely disturbs himself and the other member of society (Mohsin *et al.* 1984) ^[15].

A large number of studies have 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 it insignificant impact. Some of the notable studies are Goud (2017) ^[7], Pan (2012) ^[17], Thomas *et al.* (2006) ^[21], Vandana and Malla (2013) ^[22], Smith (2015) ^[20], Bala (2013) ^[1], Yelliah and Yelliah (2012) ^[24], Kusum (2003) ^[11], Bhat and Bhat (2020) ^[2], Meraj *et al.* (1981) ^[14], Jalal and Chaudhary (2020) ^[8].

The present study aims to determine whether the learning environment or living area is one of the factors that determine their low performance and higher adjustment

problems. Recent educational research has examined rural and urban differences in adjustment and achievement. Many factors cause the gap in performance between students in rural and urban areas. Students in urban schools get many accesses compared to students in rural schools.

The objective of the study

The main objectives of the present study are as under

1. To investigate the impact of residence differences (urban and rural) on the achievement motivation of the girl students.
2. To investigate the impact of residence differences (urban and rural) on the adjustment problems of the girl students.
3. To examine the effect of socioeconomic status on the achievement motivation of the girl students.
4. To examine the effect of socioeconomic status on adjustment problems of the girl students.

Hypotheses

1. There would be a significant impact of residence differences (urban and rural) on the achievement motivation of the girl students.
2. There would be a significant impact of residence differences (urban and rural) on the adjustment problems of the girl students.
3. There would be a significant impact of socioeconomic status (high and low) on the achievement motivation of the girl students.
4. There would be a significant impact of socioeconomic status (high and low) on the adjustment problems of the girl students.

Methodology

Sample

The present study was conducted on a sample of a total of 200 Govt. high school girl students of class 9th and 10th (100 from urban areas and 100 from rural areas) from the Gaya, Manpur, Tekari, and Khizersarai Block areas of the Gaya district of Bihar. Students were selected through incidental-cum-purposive sampling method from different Govt. girls' high schools. The age ranges of students were from 13 to 18 years.

Tools Used

The following tools were used for the collection of data in the present study:

1. Mohsin-Shamshad Hindi's adaptation of Bell's Adjustment Inventory (1984) ^[15] was used for the measurement of adjustment problems on the following four dimensions – Home, Health, Social, and Emotional. The scoring pattern of the tool is that a person who gets a low score is better adjusted than a person who gets a high score.
2. For the measurement of achievement motivation 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 Socioeconomic 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 were applied for the statistical analysis of obtained data.

After statistical analysis of the obtained data results is summarised in the table.

Table 1: Mean comparison table of achievement motivation of rural and urban girl students

Group	Mean	SD	N	t-ratio	p-value	Result
Urban	27.82	4.47	100	4.62	< 0.01	Significant at 0.01 level
Rural	23.76	6.68	100			

Table 2: Mean comparison table of adjustment problems of rural and urban girl students

Group	Mean	SD	N	t-ratio	p-value	Result
Urban	46.18	17.72	100	3.12	< 0.01	Significant at 0.01 level
Rural	53.59	18.68	100			

Table 3: Mean comparison table of achievement motivation of high and low SES girl students

Group	Mean	SD	N	t-ratio	p-value	Result
High SES	25.72	6.14	100	2.43	< 0.05	Significant at 0.05 level
Low SES	23.64	5.74	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	45.24	21.45	100	2.54	< 0.05	Significant at 0.05 level
Low SES	54.13	18.55	100			

Discussion

Table-1 shows that there is a significant difference between urban and rural girl students in academic achievement motivation. Rural girl students have a lower mean score (23.76) on the achievement motivation test than their urban counterparts (27.82). The difference between the two mean scores is significant at a 0.01 level of confidence. Urban girl students have more achievement motivation than rural girl students.

Table-2 clearly shows that there is a significant difference between urban and rural girl students on adjustment problems. Rural girl students have a higher mean score (53.59) on the adjustment problem scale than their urban counterparts (46.18). 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 (25.72) on academic achievement motivation than the mean score of low SES girl students (23.64). 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 the adjustment problems of the girl students. High SES girl students have a lower mean score (45.24) on adjustment problems than the mean score of high SES girl students (54.13). The difference between the two mean scores is significant at 0.05 level.

Conclusion

It is concluded that area of residence (rural and urban) and socioeconomic status are significantly related to achievement motivation and adjustment problems of the girl students. Urban girl students have better achievement motivation and adjustment than their rural counterparts. Urban girl students have fewer adjustment problems and they handle their life problems in a better way than their rural counterparts. The high-SES girl students have better

achievement motivation and adjustment than their low-SES counterparts. The high-SES girl students have fewer adjustment problems and they handle their life problems in a better way than their low-SES counterparts.

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