ADJUSTMENT PATTERNS OF HIGH AND THE LOW ACHIEVEMENT MOTIVATION AMONG HIGH SCHOOL STUDENTS

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200 high school urban students have administered Bhatia Achievement Motivation Test and Mohsin-Shamshad Adaption of Bell Adjustment Inventory to examine whether the high and the low achievement motivation group of urban school student differ in terms of their adjustment patterns. The findings reveal that the high achievement motivation groups have better adjustment in home, health, Social and emotional dimensions of adjustment than the low achievement motivation groups. The comparison of the high and the low achievement motivation groups in terms of home, health, Social and emotional dimensions of adjustment has yielded singnificant-values.

Individual differs from one another to many respect. This is true to both intellectual and non-intellectual attainment. In this connection empirical studies have revealed that even intelligent persons, as identified by psychological tests, are low achievers while some persons of average intelligence achieve much higher than what is expected of them. Gowan (1955), for example, has found that a large number of gifted persons are under achievers in secondary schools, In a high school in California, seven percent of the students have been identified as gifted but forty two percent of them were under achievers. Needless to say, the situation is still worse in less develop countries like India where much attention has not be paid to talent search and talent development. The importance of achievement motivation in academic achievement also cannot be denied.

Needless to mention social scientists in general and psychologists in particular have trying to explore the factors underlying in academic field. Thus many investigators have highlighted the role of achievement motivation in academic motivation. (Riffat et.al. 2011) have found the positive self concept and self perception does improve the motivation level of students which consequently increase achievement levels.

Achievement motivation may have link with adjustive capacity of the individual. It is often observed that the well adjusted persons have better achievement motivation than the maladjusted ones. Many studies conducted by Jamuar (1961a, b), Tripathy (1965) and several

others report that the person having high achievement and over achievement tend to be more stable and adjusted in different situations than the low achievers. Raju and Rahamtulla (2007) intended to examine the adjustment capacity of school students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction and the type of management of the school. Kaur (2012). Investigated the problem of adjustment in relation to achievement motivation and found girls have more adjustment than boys. There are some studies (Bell adjustment inventory to differentiate the high and the low achievers.

The purpose of the present study is to examine the impact of adjustment patterns of high and the low achievement motivation among high school students.

METHOD

The sample comprised 200 urban Boys and Girls (Combined) students of high schools reading in Class IX and X. The Sample drawn from different schools situated in Gaya town. The subjects ranged in age from 14 to 16 years. They were administered Bhatia Achievement Motivation Test (undated) and Mohsin-Shamshad Adaptation of Bell Adjustment Inventory (Mohsin and Hussain, 1970).

On the basis of subject's scores on Achievement Motivation Test, the two criterion groups, namely, the High Achievement Motivation and the low Achievement Motivation (Mdn = 25.35) were formed and compared in respect of adjustment variables such as home, health, social and emotional by the application of t-test.

RESULTS AND DISCUSSION

Table -1 presents the comparison of the high and the low achievement motivation group in respect of adjustment variables.

Table- 1

Comparisons of the high and the low Achievement Motivation among high school urban students in terms of Adjustment variables scores.

(N = 100 in each group)

Variables	Group	Mean	SD	t-value
Home	High	9.63	4.72	2.90**
	Low	11.52	4.53	
Health	High	9.56	4.88	5.28**
	Low	12.94	4.05	
Social	High	9.98	4.85	2.83**
	Low	11.85	4.63	
Emotional	High	10.45	6.52	2.77**
	Low	12.89	5.96	

** Significant at .01 level of confidence.

The findings as summarized in table -1 reveal that the low achievement motivation group have scored higher on home, health, social and emotional dimensions of adjustment than the high achievement motivation group of urban students. Since high scores on Bell

Adjustment Inventory signify poor adjustment and low scores better adjustment, it can be said that the low achievement motivation groups suffer more from adjustment problems than the high achievement motivation group of urban students. The comparison of the high and the low achievement motivation groups in respect of home, health, social and emotional dimensions has yielded significant t-values of 2.77 and 5.28 respectively.

However the findings of the present study are encouraging and also get some support from the earlier studies (Jamuar, 1961 ab) Tripathi (1965) (Nasimuddin M. 1986), (Raju and Rahmatulla, 2007) (Sinha, 2012),(Gill, 2014) and others. They have reported in case of achievement motivation that high achievers tend to be more stable and adjusted in different situation than low achievers. On the basis of the rest of the present study, it can be said that the respondents of high achievement motivation groups have less adjustment problems in home, health, social and emotional areas than the respondents of low achievement motivation groups.

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