

## THE IMPACT OF DEPRIVATION ON ADJUSTMENT AND ACHIEVEMENT MOTIVATION OF ADOLESCENTS

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**Abstract:** This study was conducted a sample of 145 Junior College Students (boys and girls) to test the hypothesis that “The Impact of Deprivation on good adjustment and determining the achievement motivational level of the adolescents”. Keeping these points in view it was decided to use “Prolonged Deprivation Scale” developed and standardized by Misra and Tripathi (1980). Achievement Motivation Test developed by Dr. Beena Shah was adopted in the present investigation and Adjustment Questionnaire developed by H.M Bell’s (1968) were administered to the sample. Results show significant difference between the Deprivation Scores of respondent who perceived themselves High and Low Deprivation and the Achievement Motivation scores of respondents who perceived them to be depressed. Significant differences were also observed in the adjustment scores of respondents who perceived High Deprivation and the adjustment scores of respondents who perceived themselves as Low depressed. The joint family systems still prevailing in the rural sector bring in social attachments, mutual regards and respects. Thus rural students feel more secured life this is of late basically lacking in urban culture establishments of Kindergarten Schools and Globalization and Modernization. Lastly irrespective of the sex, rural students have better social and mental levels of adjustments and Less Deprived as compared to the urban Students. This paper depicts that the empirical evidence on the impact of Deprivation on Adjustment and Achievement Motivation of Adolescents participation in Gulbarga University Gulbarga, Karnataka.

**Key words:** Deprivation, Adjustment, Achievement Motivation, Adolescent.

**Introduction:** According to Tirupati and Mishra, (1975), deprivation is to be considered as a prolonged process relative to a defined social setting. Socio-cultural life in any social setting can be conceptualized as a continuum at one end of which lie those who have all the Physical, Social, Economic and other facilities fulfillment of their biogenic as well as socio-genic needs leading to varied experiences in life, while on the other end lie those who are materialistically socio-culturally and psychologically handicapped in fulfillment of their needs and acquisition of diverse experience. The concept of prolonged deprivation stands for a variety of organism and environmental variables constituting the basic sources of experiences to the living organisms. It is a multidimensional phenomenon manifest over short or long durations (Mishra and Tripathi-1976). The deprivation may occur in all walks of life, either in isolation or together with all areas as possible.

The concept of adjustment is used to denote the personality of the individual. It is also used to refer to one’s behavior psychological condition {normal or abnormal} sociability etc., this epithet is also used to describe the quality and success of life. However the concept of adjustment is a research variable need to be explored.

The concept of ‘adaptation’ which is the key term of Darwin’s theory of evolution was borrowed and

renamed as ‘adjustment’ by psychologists. Thought the concept of adjustment was in usage for a long time to explain certain processes referring to the human behavior, the scientific study of adjustment started only in the twentieth century. The important areas of adjustment that areas are likely to affect by Deprivation are Home, Health, Social and Emotional adjustment.

**Methodology:** The present research an attempt is made to assess the impact of Prolonged deprivation on adjustment and achievement motivation of adolescents.

**Objectives:** The objectives of the present research are as follows:

1. To study the nature of relation between Scio-Cultural Deprivation, Adjustment and Achievement Motivation of high and low deprived adolescent.
2. To examine the level of achievement motivation between the high and low deprived adolescent.
3. To understand the impact of Socio-cultural deprivation on the level of need for academic success between high and low deprived rural and urban adolescent.
4. To find out the level of achievement motivation and its four dimensions (academic, social, vocational and skill achievement) between rural and urban adolescents.

5. To investigate whether Deprivation influences the adjustment of the adolescent.

**Hypothesis:** The following hypotheses were sought to be proved:

1. There is a significant different difference of achievement motivation between the high and low deprived adolescents.
2. Low adjustment may influence Deprivation.
3. The urban Students have high achievement motivation than the rural Students.

### Sample Design:

Sl. No.	Particulars	Sample (N)	BOYS		GIRLS		Total Sample
			Rural	Urban	Rural	Urban	
1	Deprivation	75	12	25	13	25	75
2	Non-Deprivation	70	10	24	11	25	70
3	Total	145	22	49	24	50	145

**Sample:** The sampling procedure used in this study was random sampling. At the commencement of the investigation 200 sets of questionnaires were distributed (one each of Prolonged Deprivation Scale, Adjustment Inventory Achievement Motivation Scale) among the adolescents in two junior colleges of the Gulbarga District (Hyderabad Karnataka). Of these 160 questionnaires were returned to the investigator, again, of which 5 were found to be invalid and 10 incomplete.

Therefore, the final sample consisted of 145 adolescents of the age group 16-18 yrs studying in various junior colleges of the Gulbarga District. These included private and government institutions, boys and girls. On the whole, 110 girls and 35 boys responded to the questionnaires. As is evident, girls seem to have been more enthusiastic in responding to the questionnaires. Boys initially were excited at the prospect of answering questionnaires that described their respond. Almost all the girls to whom the questionnaires were distributed returned them completed.

All the adolescents chosen belonged to English and Kannada medium colleges and therefore could understand and respond to the questionnaires. They were between the ages 16, 17, 18 years. This age group was chosen because this is the time that their social world broadens and their sense of identity emerges. This is a turning point in their lives where their self-worth/image, built up by tender parental care meets the adjective demands of the outside world.

**Tools and Techniques:** To study the above hypotheses, the following standardized tools were used:

1. The Prolonged Deprivation Scale (PDS).
2. The Adjustment Inventory for Adolescents-H. M. Bell's (1968).
3. Achievement Motivation Scale-Dr. Beena Shah (1986).

### Description of the Tools:

**1. The Prolonged Deprivation Scale (PDS):** The test retest reliability is 0.59, split half reliability is 0.95. The authors have established content, intrinsic, prediction and construct validity. The scale measures 15 areas of life situations. Viz. residential, accommodation, physical environment, economic sufficiency, food, clothing, motivational experiences, rearing experiences, childhood experiences, educational experiences, parental characteristics, interaction with parents, recreational experiences and cultural experiences. The scale includes 96 items and there are five alternative answers for each statement. Score values of 1, 2, 3, 4, and 5 are assigned to all the items except item 70, 74, 75 and 77 to which the score values are 5, 4, 3, 2 and 1. On the basis of the scores obtained the group may be divided into high, middle and low deprived groups based on quartile deviations. Higher score signifies higher level of deprivation and vice versa. As the subjects were of rural and urban backgrounds and of English and Kannada medium a few changes were made in case of some items.

**2. H.M. Bells Adjustment Scale (1968):** There are 140 questions in H.M. Bells adjustment inventory are as like family, health, social and emotional to every question there shall be answer like "false or true" there shall be directions regarding the manner of writing in the answer sheet.

- **A: - Family adjustment-** According to Bells more marks obtained in this adjustment family is unsatisfactory or they become unhappy and those obtained less marks they would be satisfactory and happy.
- **B: - Health adjustment-** In this fields those who obtained more marks they have poor health and who have less marks they have good health.
- **C: - Social adjustment-** Those who obtained less mark they will expect respectful ideas and desire to leave away from the society and who earn more marks they will be in relation with society.

- **D: -Emotional adjustment-** In this field those who earn more marks they will less adjustment and who earn less marks will behave in a friendly manner and friendly with the society that is well adjustment.

In the adjustment scale there are 4 areas like home, health, social, emotional adjustment. The responses can be given in 2 ways (yes, no) if the response of the subject is same as in the scoring key given 1 marks is given to item, ticked. The scoring is done in accordance with scoring key of the manual.

**3. Achievement Motivation Scale-Dr. Beena Shah (1986):** Achievement Motivation Test developed by Dr. Beena Shah was adopted in the present

investigation. This achievement motivation scale is a three point scale. Each statement is followed by three alternative responses. The alternatives are arranged in order of one's inclination towards achievement in the areas-academic, vocation, social context and skills. Weight age 1,2, and 3 are respectively awarded for alternatives (a), (b) & (c) respectively of any statement. Thus the scale value lies between 40 and 120.

**Statistical Analysis:** Keeping in view the research objectives and hypothesis of the study the statistical analysis, like mean, SD, t-test, were applied on the collected data.

### Results and Discussion:

**Table 2. Mean, SD and t-values of the Achievement Motivation and Deprivation.**

1. Achievement motivation of Rural and Urban Girl Students	Variables	Rural-Girls	Urban-Girls
	Mean	280.83	302.40
	SD	49.73	31.44
	t-value	3.64**	
2. Achievement Motivation of Rural and Urban Boy Students	Variables	Rural-Boys	Urban-Boys
	Mean	251.98	308.28
	SD	61.86	9.95
	t-value	6.78**	
3. Achievement Motivation of High and Low Deprived Girl Students	Variables	High Deprived-Girls	Low Deprived-Girls
	Mean	201.43	308.47
	SD	17.42	10.07
	t-value	56.62**	
4. Achievement Motivation of High and Low Deprived Boy Students	Variables	Low Deprived-Boys	Low Deprived-Boys
	Mean	199.61	308.50
	SD	14.13	9.40
	t-value	62.85**	

**Summary and Conclusions:** The different levels of socio-cultural deprivations and conditions would provide the different exposure to the individual and would have significant influence on his behaviour and personality traits. For example, the Student who is low deprived would have the good education, quality training, better standard of living, exposure to the mass media, rich experience of participating in educational competitions and high social status would help him to develop positive self perception and high confidence which helps him to gain high level of achievement motivation. On the other hand, the student who is highly deprived would be not in a position to gain the accessibility to the good education, quality training, better standard of living

and as a result would develop negative self perception and low self confidence which results in low achievement motivation. Moreover, achievement motivation is having important relation with the socio-cultural deprivation as it is a core element of human behaviour and occupies central position in the analysis of the dynamics of the human society.

The aim of the present investigation is to study the impact of socio-cultural deprivation on achievement motivation of adolescents. The students studying in different degrees and living in different habitats and locations, belonging to different religions constitute the sample of the present study. The present research study unfolded the fact that socio-cultural deprivation is having significant influence in

determining the achievement motivation of the adolescents. It was found in the present study that. The high achievement motivation was witnessed in adolescents, living in urban habitat the students belonging to low deprived group. The analysis of the results in relation to various hypotheses has led to draw the following conclusions.

#### The Conclusions:

1. There is a significant difference of achievement motivation between the high and low deprived students. The low deprived were found to have

high achievement motivation than the high deprived students.

2. The significant difference of achievement motivation was found among the high and low deprived students. The low deprived students have high achievement motivation than the high-deprived students.
3. There is a significant difference of achievement motivation between rural and urban students. The urban students have high achievement motivation than the rural students.

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