

ACHIEVEMENT MOTIVATION IN RELATION TO ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF SCHOOL STUDENTS

Samiksha Sharma
Arts & Humanities
Arni University H.P India

Parmodh Kumar
Army Public School
Pathankot

Abstract

Psychological empowerment is regarded as a prerequisite for success in a variety of situations, including academics, sports, and the workplace. The early stages of achievement motivation have been extensively studied in both psychology and education. The best way to understand motivation and performance is to look at the definitions of "achievement" and "motivation" separately. Typically, achievement emphasises the importance of achievement outcomes, as well as the effort involved (Mandel & Marcus, 1988). Motivation is concerned with an individual's reason for participating in an activity, the extent to which the individual pursues the activity, and the individual's perseverance in doing so (Graham & Weiner, 1996). Because it has been linked to academic self-concept, academic achievement is a significant issue for psychologists and people in the field of education.

Keywords: Achievement, success student, motivation with relation to adjustment and academic achievement
Self-regulation Learning strategies

Introduction

The level of difference between Emotional Intelligence and Adjustment among adolescents was measured in a recent study. Adolescence is a traditional transition from childhood to adulthood that occurs between the ages of 13 and 19. Emotional intelligence is defined as the ability to monitor one's own feelings and emotions, as well as the feelings and emotions of others. Emotional adjustment, on the other hand, refers to an individual's adaptation in emotional relationships within and with others, both within and without school, as reflected in their behaviour and attitude. It is simple to interact with people and their emotional reactions, but dealing with emotionally disturbed people is much more difficult. Emotional intelligence is a stage that aids in business by connecting the aspects of emotions and intelligence. When it comes to intelligence, emotions only have control over the heart, whereas emotions have direct control over the brain. Both things are inextricably linked, and they have a significant impact on people's daily lives. IQ is no longer the only metric for success; emotional intelligence and social intelligence are also important, but luck plays a significant role in attaining greatness and making adjustments. The main objective of the study is to determine the relationship between academic achievement and emotional intelligence among post-graduate management students. A total of 210 postgraduate students from India's National Capital Region (NCR) were chosen to test the relationship between academic achievement and emotional intelligence. The primary data was collected using the Emotional Intelligence Scale, a pretested and validated scale developed by Barchard (2001). It has been observed that some students excel academically while others struggle academically in school. Some students are unable to respond appropriately when confronted with critical situations, but many students adjust. Because of globalisation and technology, children are being exposed to a wide range of information. Along with this information, various types of social evils and pressure have entered the classroom. Because of the advancement in the technology in our country, it is critical to conduct research on emotional intelligence (EI). The ability to express and control emotions is important, but so is the ability to comprehend, perceive, and react to the feelings of others. Only certain person has the ability to control his feelings, and thus his life. Those who do not have the ability to control their lives must fight for social adjustment. Students with low social and emotional intellect are unable to do so effectively, whereas students with high emotional and social intelligence are capable of meeting the social demands.

METHODOLOGY

Objectives of the Study

- To investigate the emotional maturity, adjustment, and academic achievement of Senior Secondary School students.
- To investigate the role of emotional intelligence, adjustment, and educational success.

Hypothesis of the Study

- There will be a substantial difference in stress, depression, and depression levels between government and private school teachers.
- There will be a substantial difference in resilience between government and private school teachers.
- There will be a link between school teachers' stress, anxiety, and depressed mood, as well as their adaptability.

Conclusion

The findings revealed a link between achievement motivation and educational adjustment and the students' educational achievement. In contrast to popular belief, the current study's findings show no significant link between emotional and social adjustment and academic performance. These findings highlight the importance of educational adjustment and thus the role of the school environment in improving grades, rather than emphasising the importance of individual factors (such as emotional and social adjustment) in a young student's school career. The ability to express and control emotions, as well as the ability to understand, interpret, and respond to the emotions of others, are both important aspects of emotional intelligence. Only that person has the ability to control his feelings, and thus his life. Those who do not have the ability to control their own lives must fight for social adjustment.

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