



De La Salle University - Dasmariñas

ABSTRACT

Name of Institution: De La Salle University-Dasmariñas

Address: Dasmariñas, Cavite

TITLE: "Adjustment Levels of Selected Associate in Religious Education and Police Science Students of De La Salle University-Dasmariñas, S.Y. 1998-1999 And Their Relation to Achievement-Motivation"

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OBJECTIVES OF THE STUDY:

A. GENERAL: To be able to know the adjustment levels of the adult learners and their achievement-motivation.

B. SPECIFIC:

1. What is the level of adjustment of the adult learners as revealed by the Bell Adjustment Inventory along with:

a. Home Adjustment ?

c. Social Adjustment ?

b. Health Adjustment ?

d. Emotional Adjustment ?

2. What is the Achievement-Motivation of the adult learners as revealed by the self-made test?



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3. Is there a significant difference in the level of adjustment between the male and the female adult learners?

4. Is there a significant difference in the achievement-motivation between the male and the female adult learners?

5. Is there a significant relationship between adjustment levels and achievement-motivation of adult learners?

SCOPE AND DELIMITATION:

The study aimed to determine the adjustment level and the achievement-motivation of the adult learners. The respondents were selected first and second year Associate in Religious Education and Police Science students aging 40-60 years old of De La Salle University-Dasmariñas, S.Y. 1998-1999. Out of 23 population, 13 were males and 10 were females.

METHODOLOGY:

The method used in gathering information for this study was descriptive correlational. The 23 respondents (13 males and 10 females) of the study were gathered through the referrals of the adviser and registrar using purposive sampling. The Bell Adjustment Inventory by High M. Bell was used to measure the adjustment levels of the adult learners while the self-made test was used to determine the achievement-motivation of the adult learners. The two tests were given to the respondents on the same day having separate rooms for males and females. The T-test independent/uncorrelated was used in determining the significant difference and the adjustment level as well as achievement-motivation of the adult learners.



FINDINGS:

1. There were 4 or 40 % of the female adult learners who scored "Average" while 6 or 45.15 % of the male adult learners scored "unsatisfactory" in terms of home adjustment. 2 or 15.38 % of the male adult learners scored "Good" while 4 or 40 % of the female adult learners scored "Average" in terms of the health adjustment. In terms of social adjustment, 2 or 15.38 % of the male adult learners scored "Good" while in female adult learners 2 or 20 % scored "Good". 1 or 10 % of the female adult learners scored "Excellent" while 2 or 15.38 % scored "Good" in terms of emotional adjustment.

2. One or 7.69 % of the male adult learners scored "Very High Achievement-Motivation" while 7 or 70% of the female adult learners scored "High Achievement-Motivation".

3. The 13 male adult learners had a mean score of 11.15 and a standard deviation of 5.32 while the 10 female adult learners had a mean score of 9.1 and a standard deviation of 5.13. At 0.05 level of significance, the computed value for T-test independent was 0.361999 less than the theoretical value for two-tailed 2.079614 with a degrees of freedom of 21, therefore, the null hypothesis was accepted and the alternative hypothesis was rejected. Finding showed no significant difference on the home adjustment of the male and female adult learners.

In terms of health adjustment, the 13 male adult learners had a mean score of 8.62 and a standard deviation of 3.97 while the 10 female adult learners had a mean score of 11.3 and a standard deviation of 4.16. At 0.05 level of significance, the



computed value for T-test independent was 0.130372 less than the theoretical value for two-tailed 2.079614 with a degrees of freedom of 21, therefore, the null hypothesis was accepted and the alternative hypothesis was rejected. Finding showed no significant difference.

In terms of social adjustment, the 13 male adult learners had a mean score of 13.69 and a standard deviation of 5.22 while the 10 female adult learners had a mean score of 10.8 and a standard deviation of 3.55. At 0.05 level of significance, the computed value for T-test independent was 0.148089 less than the theoretical value for two-tailed 2.079614 with a degrees of freedom of 21, therefore, the null hypothesis was accepted and the alternative hypothesis was rejected. Finding showed no significant difference.

In terms of emotional adjustment, the 13 male adult learners had a mean score of 12.30 and a standard deviation of 7.19 while 10 female adult learners had a mean score of 9.3 and a standard deviation of 5.56. At 0.05 level of significance, the computed value for T-test independent was 0.286793 less than the theoretical value for two-tailed 2.079614 with a degrees of freedom of 21, therefore, the null hypothesis was accepted and the alternative hypothesis was rejected. Finding showed no significant difference.

4. The 13 male adult learners had a mean score of 3.60 and a standard deviation of 0.30 while the 10 female adult learners had a mean score of 3.53 and a standard deviation of 0.38. At 0.05 level of significance, the computed value for T-test independent was 0.45498 less than the theoretical value for two-tailed 2.0780 with a



degree of freedom of 21, therefore, the null hypothesis was accepted and the alternative hypothesis was rejected. Finding showed no significant difference.

5. At 0.05 level of significance, the computed value for chi-square was 2.31 less than the theoretical value for chi-square of 21.03 with a degree of freedom of 21, therefore, the null hypothesis was accepted and the alternative hypothesis was rejected. Finding showed no significant relationship between achievement-motivation and the adjustment level of adult learners.

CONCLUSIONS:

Based on the findings of the study, it could be concluded that in terms of **home adjustment**, females scored **average** while male scored **high** on unsatisfactory level. As what Golonbok and Fivush (1994) have cited, females tend to aspire to home and family more than males. In terms of **health adjustment**, male scored **good** while female scored **average**. This is in contradiction to Craig (1980) who cited that death rate of men at any particular age is about twice that of women, one reason is the males' orientation that it is manly to ignore pain. In terms of **social adjustment**, both had scored **good** and thus confirmed friendship as a strong source of emotional support and wellbeing. In terms of **emotional adjustment**, female adult learners scored **excellent** confirming what Golonbok and Fivush (1994) cited that women express happy thoughts more than men. Thus Craig (1980) contradicts this by citing women are easily plunged with simple happenings they encounter and make them easily moved to anxiety and depression.



Male adult learners scored **very high** on achievement-motivation while female adult learners scored only **high** on achievement-motivation. This was confirmed by Golonbok and Fivush (1994) citing that mostly high-powered jobs are usually traditionally male jobs fitting their characteristics as being more assertive and competent. Another confirmation was Craig (1980) who cited that men are more focused on their careers as men's indication of getting old was when their advancement in jobs stopped.

As to the significant difference of male and female adult learners on their adjustment levels, the findings showed no significant difference in all adjustment levels. Studies of Craig (1980) and Golonbok and Fivush (1994) show how both male and female resemble on these adjustment levels. There was also no significant difference between male and female adult learners in terms of achievement-motivation. One study that would confirm this is Mardens' (1994) citation that the secret in keeping the ambition fresh and bright is in keeping up the interest no matter how old or whatever gender a person may have. In trying to find out the significant relationship between adjustment levels and achievement-motivation no significant relationship was revealed. This was contradicted by Knox (1982) who cited that the effective facilitation of learning, which can be associated by achievement, is less likely when there is substantial personal maladjustment.

RECOMMENDATION

After careful analysis, interpretation of data and conclusions made the researchers would like to recommend to:



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1. The professors of adult learners to adopt more ways and techniques in teaching them based on the adult learners' characteristics. Such characteristics are the need for respect particularly for the wealth of experience they already bring to the classroom. They are goal-directed, they want learning experience that are clearly defined, they look for relevancy. With this consideration, adult learners will be more interested and active in the subject matter.
2. The Guidance Counselors should implement programs that will help adult learners to be more adjusted and motivated towards learning.
3. Future researchers:
 - a. To gather a bigger population for the study to secure reliability and validity.
 - b. To employ an experimental research design to control any variables that could affect the study.
 - c. To make a study not only on the correlation of male and female adult learners' achievement-motivation and adjustment levels but also the relation of adjustment levels with the adult learners' academic performance.
 - d. To use standardized tests in measuring the home, health, social and emotional adjustments of adult learners.