

**ACHIEVEMENT MOTIVATION, ADJUSTMENT AND
SELF CONFIDENCE AMONG PARTICIPANTS AND
NON-PARTICIPANTS OF COLLEGE ACTIVITY**

PRAPAS PANJIANG

**COLLEGE OF ARTS AND SCIENCES, UNIVERSITI
UTARA MALAYSIA**

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NON-PARTICIPANTS OF COLLEGE ACTIVITY**

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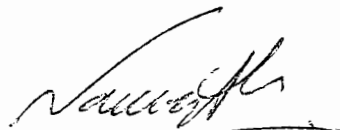
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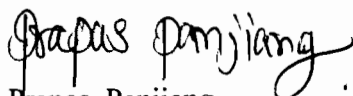
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Prapas Panjiang
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ABSTRACT

This research has focused on achievement motivation, adjustment and self confidence among participants and non-participants of college activity at PSU. The objectives were to examine and compare the differences, to examine the factors, to examine the relationship of achievement motivation, adjustment and self confidence among participants and non-participants, and to build up the model to increase achievement, adjustment and self confidence. The sample were 431 students who participated in college activities and 339 students who did not participate, was chosen by systematic random sampling. The instruments were: 1). Deo-Mohan Projective test of Achievement motivation (nAch), 2) test of adjustment, 3) test of Self confidence. In addition, also collected through interviews PSU's administrators. The results indicated that students who participated in college activities have higher achievement motivation, adjustment and self confidence than non-participants. Male and female students who were participants and non-participants did not have significant difference. The achievement motivation, adjustment and self confidence of participants between faculties were different. In addition, for non-participants were significant difference in adjustment and self confidence. Participants had: higher achievement motivation than non-participants in Faculty of Engineering, higher adjustment in Faculty of Sciences and Technology, Faculty of Engineering, and Faculty of Laws, higher self confidence in Faculty of Engineering and Faculty of Laws. Participants from Hat Yai Campus had higher achievement motivation and self confidence than those from Pattani Campus. However, no significant difference in adjustment. On the other hand, for non-participants no difference were found. The achievement motivation and self confidence of each of grade point average (GPA) of participants were different. While no different in adjustment. For non-participants, the achievement motivation and self confidence were significantly different. While, no difference in adjustment. The year of study, group participation, grade point average (GPA), region and gender were predictor of achievement motivation. The group participation and year of study were predictor of adjustment. The campus, group participation and residence were predictor of self confidence. Achievement motivation of participants correlated with adjustment and self confidence. In addition, adjustment correlated with self confidence.

**I would like to dedicate this dissertation to the following individuals
:**

My beloved father, who had long passed away;

My dearest mother, who is still being.

My wife, who is my life mate.

My daughter and son, who are the apples of my eye;

And all the farmers, who are the backbone of Thailand.

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CHAPTER ONE

INTRODUCTION

This chapter focus on the background of the study, problem statement, objectives of the study, significance and usefulness of the study, definition of terms, limitation of the study, theoretical framework and hypothesis of the study.

1.1 Background of the study

Education is important for human beings. It helps people to improve the quality of their lives, leading to the development and advancement of society as a whole.

Education begins from one's birth and ends at one's death. According to Nimbalkar (1987), many Western and Indian educational thinkers have attempted to provide the meaning of the concept of education. Every western, as well as, Indian educational thinker has his/her own approach in developing the concept of education.

Atkinson (1964) holds the opinion that the theory of disciplinarianism associated with John Locke (1996) was a disciplinary concept of education. The ultimate aim was to develop a person as a whole i.e. morally, physically and mentally.

According to Dewey (1966), education is life, growth, and a social process. He supports the view that the process of education are basically related to these aspects of human life which allow the person

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