Study of Educational Adjustment and Educational Motivation in Military and Non-Military Students

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Abstract: Students abilities to transfer from the community colleges into baccalaureate granting colleges and universities have become a global issue. The rise in students'college attendance has brought about new challenges in the area of academic motivation depriving them from educational pursuit despite proper qualifications. This comparative-descriptive study has been designed in order to compare between military and non-military students in terms of educational adjustment and motivation power and their related subscales. Subjects were selected from four colleges in Tehran.100 students from each college were selected through random sampling, subsequently the total sample were 400 college students. Half of whom were military college students and the other half was non-military college students. In order to collect data the Bell's adjustment questionnaire and the questionnaire of educational motivation were used. Comparison between military and non-military students in terms of various aspects of adjustment showed that there is a meaningful difference between military and non-military students in terms of familial adjustment, hygienic adjustment and total adjustment (p≤0.01). Comparison between military and non-military students in terms of educational motivation power showed that there is meaningful difference in the level of p≤0.01 and was higher in military college students. Unlike non-military students, military students will definitely be working in areas relevant to their field of study. On one hand the motive to serve their country is stronger and that is why military students' academic motive in meaningfully stronger than non-military students, maybe we need to increase motivation in non-military students with providing them job relevant to their field of study. The women Army population is not too high in IRAN so the problem related to this issue is not very serious at the moment. In order to prevent the upcoming problems in this issue we need a thorough studies in this field.

Key words: Educational adjustment, educational motivation, military, university, students

INTRODUCTION

Considering the growing number of students attending college, new challenges are rearing their heads. Having identified the need for variety of student populations, in some cases, knowledge of future obstacles to college attendance led to a decline in educational motivation[1]. On the other hand Phenomena such as globalization, the rapid development of technology, as well as an increase in workforce diversity all affect directly and significantly military organizations around the world[2].

Many high school students base their decision to attend college on the fact that there's anything else to do, or they are under the impression that adults are not amenable to any other ideas, according to Ken Gray, author of Other Ways to Win: Research indicates that more than half of high school student graduates are not academically prepared for college, although they do not have significant learning disabilities precluding them from succeeding in a traditional classroom setting[3].

According to Gray, about 80% of all jobs requirements call for a degree less than a four-year degree which clearly shows the feeble correlation between academic education and work force needs that may lead to a reduction of educational motivation. Such problems and relatively poor average performance of German students on the literary skills (2000) and mathematical skills (2003) and the wide variation in performance, with low-income students scoring particularly poorly, have led to calls for reforms of the German educational system[4].

In a related study, the primary obligation in today's colleges should be to acknowledge what specific

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populations already exist within the student population. One group that can be classified as a special population is armed forces personnel who are on the way to be a major body among colleges population. The Information Age technology and its undeniable effect not only require changes, but also provide means to bring harmony into civil-military interactions. Today's distance learning, multimedia, virtual reality and telepresence concept are making way for introduction of a new educational philosophy of officers and civilians involving a corresponding reorganizing of the military educational system. More effective ways are available for students to receive, understand and dominate information[5].

The type of education as well as the purpose of education may be different in military and non-military students; and this discrepancy will culminate in behavioral and social changes between these two groups, Military science are the study of warfare in all its features, Military science revolve around the study and of the diverse technical, psychological and practical phenomena that engulf the events that make up warfare, especially armed combat. It attempts to be a comprehensive scientific system that if properly incorporated, will greatly enhance the practitioner's skill to prevail in an armed conflict with any adversary. To this end, it is unconcerned whether that enemy is an opposing military force or other irregulars, or even knows of or applies military science in return. By concentrating on aspects of warfare - for instance, it's technical, psychological and practical components - it strives to improve the prospect of success in combat. The relationship between the military and the society it serves is a sophisticated and ever-evolving one. Society and military services have influence on each other and these effects largely depend on the nature of the society itself and whether it sees the military as important (as for example in time of threat or war) or a unnecessary expense (as typified by defense cuts in time of peace). In addition military students should adapt themselves with critical thinking skills needed for them to become leaders in a military that is facing increasingly complex and uncertain situations. Writing assignments force students to consider the rhetorical context that embraces a given situation, to properly assess evidence and to consider all of the worthy alternatives to an important issue before setting a course for belief or action[6].

On the other hand, the demand for a higher skilled workforce, changing employment opportunities, a fluctuating economy which is more visible among developing country like Iran and the desire for promotion and self-satisfaction are among the factors that have motivated adults to return to the classroom and pursue their education, Some relevant studies indicate that despite the increases in educational participation socio-economic inequalities in education have not declined[7].

In some cases, the rate of increase in adult college enrollment has far exceeded the rate of institutional change. One of these colleges is military colleges which has its own rules and directly associated to the countries situation and also developing an educational and examining system for Military students about the new approaches in battle planning. Military academic advising is not just transcripts and unfamiliar military terms. The military student has additional needs in the form of re-familiarization with collegiate terms and concepts. Service members need to adjust their vocabulary to one that advisers understand and advisers should learn the common terms in a service member's language so that advisers and students can communicate effectively. Although multiple institutions have made notable changes in curriculum and have added new programs and services to meet the special needs of these new students, much remains to be done.

Typically, higher education serves students between the ages of 18-24 who have graduated from high school. We refer to whom as traditional students and higher education has responded to them in traditional ways. Traditional student models of support services typically provide, but are not limited to, academic advising, bookstores, bursar's offices, cafeterias, career counseling, computer facilities, financial aid, libraries and orientation[8], another research presented a comprehensive model of adult learners and how institutions adapt to them. In this model, there are three stages in this developmental process of adaptation[9], these stages are:

The Laissez-faire Stage, The traditional students are segregated from the adult learners and separate services of lesser quality are provided for the adult students. Unfortunately, Stage Three, or the "Equity Stage" is an ideal many institutions have not attained, as their historical and contemporary focus on traditional-age students suggests. Astin (1993) reported that increased involvement with the educational environment resulted in academic achievement. Barker (1995) articulates five postulates regarding student involvement:

- Involvement is the investment of physical and psychological energy to various academic and social activities related to the student's on/off campus college experiences.
- Involvement of the student may range from highly involved to not involve; the level of involvement may occur along a continuum.
- Involvement has both quantitative and qualitative features.
- The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program[10]. Simply stated, devoting more time to his/her studies and being involved in activities that give an opportunity to learn and develop skills further enhance the student's talents and abilities.
- The effectiveness of any educational policy or practice is only as strong as the Commitment from the institution to enhance all students' involvement academically and socially. In this case military students also have their interest and difficulties; even they should be evaluated in terms of psychiatric disorders due to their type of activity. Because there are different situation and environment for military and non-military students and also different pattern of job-finding and type of job in these two groups, here in this study we are going to compare between military and non-military students in terms of educational adjustment and motivation power.

In a related study in which Accounting and Military Students had been compared[11] the result found that military academy students were much more likely than other college students to perceive academic behavior as unethical when it directly violated their core values. However, when academic behavior did not directly violate the academy's core values, students' ethical perceptions about the behavior were similar in both groups. These results indicate that the ethics education program at the military academy may have been useful in aligning students' ethical perceptions with their code of conduct.

Therefore, this present study aimed at comparing of military and non-military students on educational adjustment and educational motivation. The primary goal of this study is to explore the factors that affect military student in their field of education and to determine to what separate military student with nonmilitary student.

MATERIALS AND METHOD

This study is a comparative-descriptive study which has been designed in order to compare between military and non-military students in terms of educational adjustment and motivation power and their related subscales.

Target population of this study was selected from four colleges in Tehran, the capital of Iran, two of these colleges were among non-military colleges and the others were among military colleges.

100 students from each college were selected through random sampling, subsequently the total sample were 400 college students half of whom were military college students and the other half were non-military college students. Target population was studied using cluster sampling and was dependent on the shares, each classroom was selected as a cluster and different majors were selected as subjects of samples. After talking to the colleges chief and having their permission, total active classes of each colleges were going through sampling in a week. In Iran there is a minority of female military college students, thus the sample were selected from male college student's population.

In order to collect data the Bell's adjustment questionnaire and the questionnaire of educational motivation power were used. The Bell's adjustment questionnaire was designed in 1961 and the target population of this questionnaire was college students and adults[12]. This questionnaire had 5 subscales which were familial adjustment, hygienic adjustment, social adjustment, emotional adjustment and educational adjustment[13]. This questionnaire which is useful for both gender worked successfully as a way to consult with adults in terms of evaluating personal problem. The validity of each five subscales of Bell's questionnaire helps us to compare between different cases. and included 160 questions which could be answered using yes or no and I don't know and evaluate the ability of adjustment in all five subscales.

Evaluating of cultural adjustment in Iran, total reliability was `0.94 and the reliability for each subscale were 0.91 for familial adjustment, 0.81 for hygienic adjustment, 0.88 for cultural adjustment, 0.91 for emotional adjustment and educational adjustment was 0.85. Questionnaire of educational motivation, this Questionnaire evaluates the educational motivation and including 20 uncompleted sentences which consists of queries about the level of educational activity, desires, whishes, physical and emotional ability and also evaluates perseverance. The internal correlation of questionnaire which was calculated using α- khronbakh

was 0.76. The motivation power scale of Vallerand *et al*., 1992, 1993[14], which is named Acquisition Motivation Scale (AMS), had been designed to evaluate cases in three area, internal motive, external motive` and` without motive.

RESULTS AND DISCUSSION

The subject of this study were 400 college students who volunteered to participate in this research, the sample included 200 military college students and 200 non-military college students. According to demographic data analysis, in terms of marital status, majority of students (91%) were single and only 9% were married. The total age average was 22/23, which was 22/5 for military students and 21/9 for non-military students. In terms of living condition, 51/5% of all cases were living in college dormitories, 37% were living with their own family and 12/8%, were living independently, among this last group 4% were living in rental houses and 7/8% were living in their own houses. The average of college scores was 15/59 for military college students and 15/40 for non-military college students. Comparison between military and non-military students in terms of marital status shows that, majority of married students were among military students (1/5%) and only minority of them (5%) were non-military students. Comparison between military and non-military students in terms of living condition shows that 63% of military students were living in college dormitories, while this percentage is 40% for non-military students. In terms of birth sequence military students conquered higher level while they gained lower scores when they were graduated from high school. There wasn't a meaningful difference (p≤0.05) between military and non-military students in terms of age and college scores (Table 1).

There were problems in different types of adjustment in both military and non-military students, subsequently in military students adjustment problems are in the area of emotional adjustment, social adjustment, educational adjustment, familial adjustment; hygienic adjustment and educational motivation power were accordingly 14.8, 14.1, 13.4, 12.5, 11.4 and 5 percent. This percentage were different in non-military students and was 26.4% in terms of familial adjustment,23.3% in terms of hygienic adjustment, 23.3% in terms of educational motive

poewer,20.7% in terms of educational adjustment and 17.3% for social and emotional adjustment (Table 2).

Comparison between military and non-military students in terms of various aspects of adjustment showed that there is a meaningful difference between military and non-military students in terms of familial adjustment, hygienic adjustment and total adjustment (p≤0.01), whereas there was not meaningful difference in the level of p≤0.05 between military and non-military students in terms of educational adjustment, social adjustment and emotional adjustment. Overlay, the level of adjustment was higher in military college students,z and also the level of adjustment in terms of familial adjustment and hygienic adjustment were higher in military college students (Table 3).

Comparison between military and non-military students in terms of educational motivation power showed that there is meaningful difference in the level of p≤0.01 and was higher in military college students (Table 4).

As table-1 shows majority of military college students live in college dormitories, so we compared between students who were living in college dormitories and the other, results showed that there was not a meaningful difference between these two groups in terms of all adjustment level in all subscales (Table 5).

Table 1: Demographic data

	F/M	P/SD	t/z	Sig.
Married students				
Military students	Fr = 23	P = 11.5	5.99	0.04*
Non-military students	Fr = 10	P = 5		
The average of college scores				
Military students	M = 15.59	S = 1.26	1.32	0.19
Non-military students	M = 15.40	S = 1.50		-
Age				
Military students	M = 22.5	S = 2.8	1.06	0.23
Non-military students	M = 21.9	S = 2.8		-
Birth sequence				
Military students	M = 2.7	S = 1.88	2.25	0.02*
Non-military students	M = 2.32	S = 1.50		
The average of high school scores				
Military students	M = 16.49	S = 1.73	-3.14	0.002**
Non-military students	M = 17.08	S = 1.92		
Living in college dormitories				
Military students	F = 126	P = 63	22.95	0.00001**
Non-military students	F = 80	P = 40		

No significance; *: p<0.05; **: p<0.01

Table 2: Level of adjustment and educational motivation power in military and non-military students

Variables	Military students			Non-military students		
	Weak	Middle	Strong	Weak	Middle	Strong
Educational adjustment	13.4	63.4	23.2	20.7	61.5	17.9
Familial adjustment	12.5	65.8	21.7	26.4	65.4	8.2

Social adjustment	14.1	68.6	17.3	17.5	60.8	21.6
Hygienic adjustment	11.4	71.5	17.1	23.3	72.2	4.4
Emotional adjustment	14.8	65.1	20.1	17.5	68.9	13.7
Educational motivation	5.0	73.9	21.1	23.3	67	9.7

Table 3: Comparison between military and non-military students in terms of total adjustment and adjustment subscales

Variable	Groups	Mean	SD	df	t-value	Sig.
Educational adjustment	Military students	8.97	2.91	363	1.80	0.07-
	Non-military students	8.42	2.91			
Familial adjustment	Military students	11.02	2.99	364	4.85	0.00001**
	Non-military students	9.43	3.28			
Social adjustment	Military students	9.79	3.75	354	0.07	0.94-
	Non-military students	9.77	4.08			
Health adjustment	Military students	13.07	2.71	371	5.22	0.00001**
	Non-military students	11.53	2.97			
Emotional adjustment	Military students	10.45	3.37	370	1.46	0.14-
	Non-military students	9.94	3.34			
Total adjustment	Military students	53.95	11.42	315	3.73	0.00001**
	Non-military students	49.07	11.84			

No significance; *: $p < 0.05$; **: $p < 0.01$

Table 4: Comparison between military and non-military students in terms of educational motivation power

Variable	Groups	Mean	SD	df	t-value	Sig.
Motivation	Military students	62.40	5.86	334.31	5.26	0.00001**
	Non-military students	58.69	7.31			

No significance; *: $p < 0.05$; **: $p < 0.01$

Table 5: Comparison between students who were living in college's dormitories and the others in terms of various adjustment levels

Variable	Groups	Mean	SD	df	t-value	Sig.
Educational adjustment	Students who live in colleges dormitories	8.97	2.91	363	1.80	0.07-
	Students who don't live in college dormitories	8.42	2.91			
Familial adjustment	Students who live in colleges dormitories	11.02	2.99	364	4.85	0.00001**
	Students who don't live in college dormitories	9.43	3.28			
Social adjustment	Students who live in colleges dormitories	9.79	3.75	354	0.07	0.94-
	Students who don't live in college dormitories	9.77	4.08			
Health adjustment	Students who live in colleges dormitories	13.07	2.71	371	5.22	0.00001**
	Students who don't live in college dormitories	11.53	2.97			
Emotional adjustment	Students who live in colleges dormitories	10.45	3.37	370	1.46	0.14-
	Students who don't live in college dormitories	9.94	3.34			
Total adjustment	Students who live in colleges dormitories	53.95	11.42	315	3.73	0.00001**
	Non-military students	49.07	11.84			

No significance; *: $p < 0.05$; **: $p < 0.01$

Comparing the results of this study with those of previous similar studies indicates the fact that the inclination toward religious belief is stronger in military students than in non-military student[15], which in turn, can have positive effect on their adjustments in variety of aspects. A related study shows that religion and previous experience with moral cross-roads - explaining differences in moral judgment between military students and forces[16].We found this link between religious belief and military duty compelling and obviously something worth exploring further. for instance in the USA one of the Issues of Conscience and Human Rights is that: nothing contained in this title shall be construed to require any person to be subject to combatant training and service in the Armed Forces of the United States who, by reason of religious training and belief, is conscientiously opposed to participation in war in any form[17], which exhibits the importance of religious belief in military organizations. Tendency to religion among military personnel is even obvious in secular countries, a related study maintains that the role of the Church of Norway in military and prison chaplaincies is a clear depiction of the continuing integrating of religion and state in Norway[18]. Furthermore, according to Abrego the attitude of military college students toward their field of study in military students has been promoted[1]. Military students' social conformity rate, in terms of educational, familial and hygienic adjustment is higher than those of non-military students. This finding is note worthy in the sense that the educational conformity includes the individual's conformity to physical milieu,

human surrounding, educational programs, instructors and fellow class mates, which in turn display the fact that military students probably are bound to conform to the university surrounding from the outset.

Due to a higher age average among military student, a higher conformity rate as well as a more conscious adjustment status can be noticed, based on the research by Ackell[9].

On one hand, according to Pascarella most military students are on financial aid and earn their financial independence and income via university, thus they already have the required background for conformity and subsequently can think of marriage and making a family and are able to avoid conflict with their families about affording the running cost of life[8]. This is one of the most noticeable aspects of student's conformity. Since the 1950s, academic military history has experienced a radical boost in the quantity and quality of its scholarship. Scholarships are an important tool the Army uses to recruit and retain students in the Reserve Officer Training Corps (ROTC) program. Any scholarship program encounters challenges due to the high and rising cost of college in response to this challenge and limited Army budgets[19]. Historians have traditionally attributed this expansion to the arrival of the New Military History[20]. Explaining the massive expansion of academic military history which occurred during the following decades has fallen to the New Military History, the field's official school of thought. The New Military History called for an expansion in the context of military scholarship, to examine how changes in armies and warfare influenced societies in general. The concept of the Military Revolution, first advanced by Michael Roberts in the 1950s, is a classic and still relevant example of this expansion in context. According to Roberts, a series of fundamental military innovations undertaken by Dutch and Swedish generals led to the creation of large national standing armies. The administrative and logistical problems of maintaining these armies, in turn, steered the creation of the modern centralized state.

In terms of hygienic conformity , military students show higher rate of adjustment due to a number of different aspects such as getting periodic check-up , free Medicare and above all , physical health as the requirement for student selection . in terms of mental health there is a difference between military and non-military students, Based on structural equation modeling, different kinds of school discipline appear to be a contributing factor for adjustment disorder; however, neurotic, introvert and psychotic traits appear to be predisposing factors for adjustment disorder[21].

Obedience is one of the most important qualities of any military student, thus emotional and psychological conformity are as significant as hygienic adjustment. However, this aspect hasn't received much attention and maybe that's why the conformity rate in these areas is quite equal between military and non-military students. We are distanced from advanced countries military system in these respects.

Being a Military Student Officer is not a job for everyone. Patience, energy, ingenuity, friendliness, optimism and a willingness to put aside a personal life for the duration of your visitor's stay are all prerequisites[22].

Military students are employed by the military organization before beginning college. Unlike non-military students they will definitely be working in areas relevant to their field of study. On one hand the motive to serve their country is stronger and that is why military students' academic motive in meaningfully stronger than non-military students ($p < 0.001$).

Hence leadership approaches are more apt to meet the shifting demands placed on military organizations during this current period of worldly change and crisis. Boyce and Herd note, however, that for the successful implementation of initiatives aimed toward leadership development and expansion in the military and other organizations, there exists a fundamental need to examine current conceptualizations regarding gender and the characteristics of successful leaders, particularly in military academy students.

Research shows that educational conformity rate is associated with attitude toward oneself, educational performance rate and social interaction. On one hand, self-esteem is associated with all aspects of conformity. Intimate relation among family members consolidates student's adjustment in the areas of family, social, hygienic and emotional. Although there is no meaningful effect on the educational conformity, it leaves some influence on this area, considering the amount of influence in all other aspects of conformity.

The women Army population is not too high in IRAN so the problem related to this issue is not very serious at the moment. In order to prevent the upcoming problems in this issue we need thorough studies in this field. Some countries are going to change their plans for their Women Army Forces. For example the growing

number of women in the Polish Armed Forces and experience related to this fact result in a need to create new solutions regarding maternity, child care, marriages between soldiers and providing both mothers and fathers in military service with possibility to care for their children. (Poland - National Report - Changes in the policy on women's military service)

CONCLUSION

Therefore, Military students' in terms of total, familial, hygienic adjustment and educational motivation is higher than those of non-military students, because, Military students are: 1- employed by the military organization before beginning college, 2- they will definitely be working in areas relevant to their field of study, 3- physical and mental check up is obligatory for them, 4- they are easy available for physical and mental health services, 5- they had hard living and will have ready for hardest situation, 6- they have financial independent and thus, married as soon as possible, 7- they living in colleges dormitories with each other.

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