

A Study Of Need Achievement Of Adolescent Boys And Girls At Secondary Stage Of Education

Dr. Kounsar Jan

Assistant Professor, Institute of Education, University of Kashmir, Srinagar, J&K, India

E-mail: shahrufedah@gmail.com

Abstract: The present study was investigated to examine adolescent boys and girls secondary school students Kashmir on Need Achievement. The sample for the present study consisted of 100 adolescent students (50 boys and 50 girls) were selected randomly from the different secondary stage of educational schools in Kashmir. The Need and Achievement for the present study was assessed through B.N. Mukerjee's Sentence Completion Test (SET). The study revealed that there is a significant difference between adolescent boys and girls on need achievement.

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1. Introduction

Need achievement refers to an individual's desire for significant accomplishment, mastering of skills, control or high standards. The term was first used by Henry Murray and associated with a range of action. These include: intense, prolonged and repeated efforts to accomplish something difficult. To work with singleness of purpose towards a high and distant goal, to have the determination to win the concept of need achievement was subsequently popularized by the psychologist David McClelland. The personality trait is characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action (intrinsic motivation) and the pressure exerted by the expectation of others (extrinsic motivation) measured by Thematic Appreciated Tests.

Need for achievement motivates an individual to succeed in competition and to excel in activities important to him or her. Need achievement is related to the difficulty of tasks people choose to undertake those with low need achievement may choose very easy tasks in order to minimize risk of failure, a highly difficult tasks, such that a failure would not be embarrassing. Those with high need achievement tend to choose moderately difficult tasks, feeling that they are challenging but within reach. People high in need achievement are characteristics by a tendency to seek challenges and a high degree of independence. Their most satisfying rewards in the recognition of their achievements. David McClelland proposed that an individual's specific needs are acquired over time and are shaped by one's life experiences. Most of these needs can be classed as either achievement, affiliation or power. A person's motivation and effectiveness in certain jobs functions are influenced by these needs. The educational goals and scholastic achievement of an individual are clearly

affected by the motivational patterns of the children with regards to their future education and their eventual educational attainment is similarly influenced by the family to the extent that the family determines the cost and class positions of the individual. In our present day society emphasis is being laid on educational expansion. However we cannot ignore the students who show signs of higher potential and yet they fail at various stages of their educational career. (K.Mukesh & D. Rajan, 2011).

Achievement appears to be a common phenomenon in the India's educational system. In spite of an increased focus on education, a large proportion of people in many countries are still being denied its full benefits. In developing countries it is essential that all its resources are fully utilized because a large number of pupils suffer from poor achievement. It is the responsibility of every country to take the necessary steps to ensure their students maximize their academic potential. Realizing the potential of every individual child should be one of the main objectives of education. There are children of all ability levels who, for various reasons, fail to reach their full development and do not attain the scholastic level expected from the majority of their contemporaries. Moreover, among children, many not only fail to reach the academic level of which they are capable, but quite often their school performance is constantly lower than that of their ability peers. Achievement of an individual is an outcome of his mental and physical potential, besides the experience he has gained in the process of exploration and learning. In a study considering the factors of school achievement, it is possible to ignore those aspects in which individuals differ from one another. The starting point may be academic achievement itself where wide ranging variations occur from the point of non-performance to the point of outstanding

achievement. If we consider a group of students, it is normal that a few students are found to be high achievers on the one hand, and a few are underachievers on the other, while a sizable number of students usually appear as moderate achievers. The question arises why such a difference in achievement appears when the schools provide more or less uniform instructional and environmental facilities? Is this difference due to certain psychological factors? Does this difference depend upon inherent qualities? Is there any single factor or host of factors, which account for all differences in scholastic achievement? These questions often appear in the minds of educators, educationists and the psychologists, but with hardly satisfactory answers. Various investigations have explored numerous factors which are found responsible for academic success and failure. It has been widely documented that the academic achievement of Mexican American students is linked to a number of socio-cultural variables. Among the sociocultural variables associated with academic achievement are the educational and occupational attainment levels of parents, family income and composition, ethnic and language minority status, and the absence of learning material in the home (Arias, 1986; Rumberger, 1983, Steinberge, Blinde, Chan, 1984). Intelligence has been recognized as an inherent quality, with unified and stable characteristics, distributed unequally among individuals. It may be explained as the capacity for knowledge and understanding, especially as applied to the handling of novel situations and the power of meeting a novel situation successfully by adjusting behavior to the situation. Binet-Simen and Terman (1916) made investigations taking their intelligence tests as predictors of scholastic achievement. Their findings are similar to those revealed from extremely large numbers of subsequent studies, using various tests and different criteria of scholastic achievement. The co-efficient of correlations commonly fall in the

range of 0.40 and 0.50. Today we refer to these predictive studies or investigations as measured values of academic aptitude.

Objectives

1. To study the need achievement of adolescent boys and girls at secondary stage of education.
2. To compare adolescent boys and girls at secondary stage of education on their need achievement.

Hypothesis

Adolescent boys and girls at secondary stage of education differ significant on their need achievement.

1. Methodology

Sample

The sample for the present study consisted of 100 adolescent students (50 boys and 50 girls) were selected randomly from the different secondary stage of educational schools in Kashmir.

Tools

Following tools were used for the present study:-
The Need and Achievement for the present study was assessed through B.N. Mukerjee's Sentence Completion Test (SET).

3. Analysis and Interpretation

The perusal of the above table reveals that there is insignificant difference between adolescent boys and girls students on 'Hope of Success'; 'High ego-ideal'; 'Realistic attitude' and 'Internal control of fate' factors of need achievement. Further the table reveals that there is significant difference between adolescent boys and girls secondary school on 'Perseverance' factor of need achievement. However, the mean favours girls adolescents which reveals that girls adolescent students are better perseverance than boys adolescents.

Table 1: Showing mean comparison of boys and girls adolescents on need achievement scores (factor wise)

Factor	Group	Mean	S.D	t-value	Level of Significance
Hope of success	Boys	1.23	3.67	0.14*	Insignificant
	Girls	1.32	3.58		
High Ego-ideal	Boys	1.20	4.27	0.21*	Insignificant
	Girls	1.18	4.07		
Perseverance	Boys	1.03	3.35	7.6**	Significant at 0.01 level
	Girls	4.60	1.34		
Realistic attitude	Boys	1.05	0.93	0.19*	Insignificant
	Girls	3.48	3.47		
Internal control of fate	Boys	1.68	5.52	0.08*	Insignificant
	Girls	3.45	4.83		

Table 2: Showing composite mean comparison of boys and girls adolescents on need achievement scores

Group	Mean	S.D	t-test	Level of Significance
Boys	20.1	15.12	1.20*	Insignificant
Girls	24.7	15.76		

The perusal of the above table reveals that there is insignificant difference between adolescent boys and girls students on composite score of need achievement. However, the mean difference favours girls adolescents which reveals that girls adolescent students are better need achievement than boys adolescents. *However, the above table confirms the hypotheses no. 1 which reads as, boys and girls adolescent differ significantly on need achievement”, stands rejected.*

4. Conclusion

❖ There is no significant difference between adolescent boys and girls on ‘Hope of success’ factor of need achievement.

❖ There is no significant difference between adolescent boys and girls on ‘High Ego-ideal’ factor of need achievement.

❖ There is a significant difference between adolescent boys and girls on ‘Realistic attitude’ factor of need achievement.

❖ There is a significant difference between adolescent boys and girls on ‘Internal control of fate’ factor of need achievement.

❖ There is a significant difference between adolescent boys and girls on need achievement.

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