

A Study on Need Achievement of High and Low Achievers

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Abstract

The study was undertaken to study the Need achievement of High and Low achievers of 9th grade students. The sample for the study was (300 high achievers and 300 hundred low achievers) selected randomly from two educational zones (Budgam and Soibugh) of district Budgam (J&K). For the measurement of Need achievement Mukherjee's Incomplete Sentence Blank Urdu adaptation (Khan, 1992) was used. The results of the study highlight that the High achievers have high need achievement, possess 'hope of success', have 'high ego-ideal', possess 'perseverance', have 'realistic attitude' are in favour of 'internal control of fate', while as low achievers have low need achievement, have fear of failure, possess low ego-ideal, are not perseverant, have unrealistic attitude and possess a feeling of external control of fate. The study has also revealed that there is a positive and significant relationship between need achievement and Academic achievement of high and low achiever groups.

Keywords: Need Achievement, High Achievers, Low Achievers.

1.Introduction

Research's have been conducted on high achievers and low achievers on different variables such as study habits and academic achievement, Kapoor, (1987); Sen, (1992); Michael, (2007); Sarwar et al (2009). Self concept and academic achievement, Singh (1983); Adsul, (2011). Creative thinking abilities and academic achievement, (Muhammad, et al (2012); Habibullah (2009); Mishra, (1978). Learning styles and academic achievement, (Elizabeth, (2009); Julie (1999). Socio-economic status and academic achievement (Nair, (1987); Trivedi, (1988); Singh, (1989); Ganguly, (1989); Davanesan, (1990); Mohanty, (1992).

Kapoor (1987) has found that high achievers have proper and planned reading habits than low achievers, Sen (1992) in his study has revealed that study habits and achievement of High and Low achievers were significant and positively related, Michael (2007) revealed that there exists significant difference between high and low achievers study strategies, Sarwar et al (2009) revealed that high achievers had better study orientation, study habits and attitude towards study than low achievers. Singh (1983) in his study has revealed that there exists a significant difference in the self-concept of High and Low achievers which is in favour of high achievers, Adsul (2011) has revealed in his study that there is no significant difference between high and Low achievers on self-concept namely physical, social, emotional, moral and educational self concepts but it is found that there is significant difference in high and low achievers on intellectual self concept. Muhammad, et al (2012) in his study on a creative thinking abilities of High and Low achievers has revealed that there is no significant different in students creative thinking abilities due to the level of academic achievement, Habibullah (2009) in his study has revealed that academic achievement were related to aspects of creativity for both males and females, Mishra (1978) in his study on comparative study of high and low achievers in Science and Arts on creativity has revealed that high achievers were higher in both Arts and Science were having higher creativity. Elizabeth et al (2009) on learning styles of high and low achievers has revealed that no significant difference exists in learning styles between the low achiever and high achiever students. Julie (1999) in his study on high and low achievers classroom interaction patterns have revealed that high achieving informants initiated more interactions than the low achievers. Nair (1987); Davanesan (1990); Mohanty (1992) has revealed that high achievers are from high socio-economic status and do have positive effect on their academic achievement. A few studies have been conducted on need achievement Adiba Farha (2004); Raon (2000); Sontakey (1986); Peipelli and Guirong (2007). Adiba Farha (2004) in her study has revealed that high achievers attributed their success and failure mostly with effort and ability, Raon (2000) revealed that low achievers were less motivated towards studies and perceived academic learning as being less useful, Sontakey (1986) revealed that high achievers and low achievers did not differ significantly in achievement motivation. Peipeili and Guirong

(2007) in their study have found that students with higher motivation always achieve greater success in examination. Some studies have revealed that need achievement is a good facilitator of academic achievement and some has revealed that there is no significant difference between academic achievement and need achievement therefore, merits an exploration. It is with this back ground that present investigator has made humble attempt to find out need achievement of high achievers and low achievers of rural district of Kashmir province i.e., Budgam. The present investigator has selected the rural area children because they are almost cut off from the modern society and live a socially backward life and also the literacy rate in district Budgam is lowest as compared to other districts of Kashmir province i.e., 39.54%.

1.2 Objectives

1. To identify the high achievers and low achievers.
2. To study the need achievement of high achievers and low achievers.
3. To find out the relationship between academic achievement and need achievement of high achievers.
4. To find out the relationship between academic achievement and need achievement of low achievers.

1.3 Hypotheses

- i) In comparison to high achievers, low achievers possess low need achievement (Composite Score).
- ii) In comparison to high achievers, low achievers possess low need achievement (factor wise).
- iii) There is a positive and significant relationship between academic achievement and need achievement of high achievers.
- iv) There is a positive and significant relationship between academic achievement and need achievement of low achievers.

2. Methodology and Procedure

2.1 Sample

2.1.1 Initial Sample

All male and female subjects (N=1200) studying in class IXth were contacted from the Govt. High and Hr. Secondary schools of two educational zones of district Budgam. Selection of two educational zones viz. Budgam and Soibugh was randomly done. Private schools of these two zones were not considered as sample units because of the following reasons:-

1. Their teacher recruitment is guided by their own recruitment policy.
2. The conduct of examination is governed by their own rules and regulations.
3. The students studying in these institutions decidedly possess a high social economic status which would have affected the criterion variable (academic achievement).
4. Students of IXth class were selected with this understanding that they are mature enough to take their decisions themselves.

2.1.2 Final Sample

Out of 1200 students, 600 students were screened out and 600 students were taken as final sample. On the basis of their academic achievement in the previous class i.e., VIIIth the sample subjects scoring 75th percentile and above (N = 300) were considered as high achievers and the sample subjects scoring 25th percentile and below (N = 300) were considered as low achievers.

2.2 Tools

For measurement of need achievement, Mukherjee's incomplete sentence Blank Urdu adaptation (Khan, 1992) was administered.

2.3 Statistical Analysis of the Data

The information obtained from the collected data was put to suitable statistical analysis in order to arrive at definite conclusions in the light of proposed objectives. Hence, mean, S.D 't' values and Pearsons 'r' were computed . This is shown in table 1-4.

3. Conclusion

High Achievers have high need achievement, possess 'hope of success', are optimistic, identify themselves with a successful authority and prefer intrinsic rewards when successful; While as low achievers have low need achievement and are somewhat pessimistic and prefer external rewards when successful and do not identify themselves with successful authority;

1. High achievers have high 'ego-ideal', are self-confident, competitive, maintain their self respect and have a sense of striving to achieve a high position or status; while as low achievers possess low ego-ideal, hardly bother to have a high position or status, are not competitive, feel less concerned towards maintenance of self-respect;
2. High achievers possess 'perseverance', prefer difficult and challenging tasks, have a sense of devotion to work, have a long term involvement with their future career and dislike idleness; while as low achievers are not perseverant. do not prefer difficult and challenging tasks, are not committed to work, have short term involvement with their future career;
3. High achievers have 'realistic attitude', take intermediate risks and plan in advance, while as low achievers have unrealistic attitude, take either high or low risks in life and do not plan in advance for doing anything in life,
4. High achievers are in favour of 'internal control of fate' and possess strong determination and deny the role of some superior unknown force in shaping their destiny, while as low achievers possess a feeling of external control of fate, rely more on superior unknown forces than on self effort in shaping one's destiny and have weak determination and possess inconsistent behaviour.

4. Inferential Suggestions

1. In order to increase academic achievement of low achievers it is imperative that such students be trained in having a high achievement motivation, realistic goal setting and achievement striving. These training activities can be operated by their teachers through behaviour and planned intervention programmes.
2. Teachers and school authorities should carry out motivational strategies in order to involve students in academic activities for improving their motivational level so that they will be able to improve their overall performance.
3. It is recommended that teachers and counseling psychologists should encourage the development of a strong achievement motivation in the students through the provision of appropriate counseling intervention programmes. By doing so, academic performance of students could be improved barring all other teaching learning obstacles.
4. In order to reduce the gap between high achievers and low achievers teaching learning process must be improved in all respects which can meet the specified needs.
5. There should be close coordination between parents, teachers and principals. Parent-Teacher meetings should be held off and on in order to find out the strategy to improve the academic achievement of low achievers.
6. In absence of a guidance and counseling worker, the teacher should act "as go between" for the family and the school so as to bring about desired changes in the behaviour of low achievers.
7. Analysis of this study is expected to give information about Need achievement which can affect students' academic achievement. It is hoped that the findings can help students, teachers, school administrators,

parents and the Government to be used as a guide in the programmes to be organized within or outside school to instill the high need achievement among students.

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Table.1. Significance of the mean difference between High Achievers (N=300) with Low Achievers (N=300) on composite score of Need Achievement.

| Factor | Groups | Mean | Std deviation | 't' |
|------------------------|--------|-------|---------------|---------|
| Total Need Achievement | HA | 50.56 | 6.94 | 38.82** |
| | LA | 29.20 | 6.53 | |

**=Probability 0.01

Description of Table 1:

When high achievers and low achievers were compared on composite score of need achievement the mean difference was found to be significant. The high achievers had a mean score of 50.56 and low achievers exhibited a mean need achievement score of 29.20. The obtained 't' value is 38.82 which is far beyond the table 't' value at 0.01 level. Therefore it can be accepted with surety that high achievers are decidedly better than low achievers on need achievement. Common sense of a person also rationalizes once psyche that low achievers have very low desire to excel that is why they lack behind and high achievers aspire more, strive for that, reach to their destination and as is obvious become high achievers.

Table. 2. Significance of the mean difference between High Achievers (N=300) with Low Achievers (N=300) on Need Achievement (Factor wise)

| Factors | Groups | Mean | Std. deviation | 't' |
|------------------------------|--------|-------|----------------|---------|
| Hope of success (A) | HA | 10.67 | 3.65 | 8.35** |
| | LA | 8.36 | 3.10 | |
| Ego ideal (B) | HA | 13.72 | 3.56 | 97.98** |
| | LA | 7.36 | 2.61 | |
| Perseverance (C) | HA | 9.59 | 2.98 | 18.89** |
| | LA | 5.30 | 2.57 | |
| Realistic attitude (D) | HA | 6.72 | 2.87 | 12.05** |
| | LA | 4.33 | 1.91 | |
| Internal control of fate (E) | HA | 5.86 | 2.97 | 9.91** |
| | LA | 3.85 | 1.87 | |

**=Probability <0.01

Description of Table.2:

The perusal of table 2 makes it obvious that high achievers and low achievers differ significantly on factor 'A' (Hope of success) of need achievement. The obtained 't' value is 8.35 which is far greater than table 't' value at 01 level. The mean difference favors high achievers. Indicating thereby that high achievers are high on Hope of success than low achievers. The result support the contention that high achievers achieve because they are optimistic. Whatever task they are assigned they complete. They identify themselves with a successful authority and follow their ideals. Besides they prefer intrinsic rewards when successful, that gives them boosting for further action. On the other hand low achievers achieve less because they have fear of failure. They are pessimistic about their success. It provides a negative feedback for low achievers and they fail to realize their potentiality. They hardly identify themselves with any successful authority that would have provided a motivating force for their success. They usually prefer external rewards for their success. The denial of such rewards becomes a negative force against the struggle for achievement. The results are in the expected direction that high achievers possess high hope of success while as low achievers have fear of failure.

On factor 'B' (ego ideal) the table depicts that the mean of high achievers 13.72 is decidedly superior to the mean of low achievers 7.36. The mean difference is significant beyond 0.01. The result confirm that high achievers have high ego ideal than low achievers. High achievers possess high level of aspiration and that is why they achieve success. They have high level of self confidence. Besides this they have a sense of striving to achieve a high position or status in society and therefore, strive for achieving that status. Competitiveness and maintenance of self respect enables them to look forward to success. On the other hand, low achievers lack self confidence and competitiveness. They hardly have a sense of striving to achieve high status in society therefore, they are not endowed with the characteristics that would have served as a motivating force for achieving at least up to their inborn capability and thus prove to be low achievers. The results of the present study shows that high achievers have high ego ideal while as low achievers possess low ego ideal. This appeals to the logic in the sense that high ego ideal serves as a positive feedback while low ego ideal serves as a negative feedback for success.

The mean of high achievers is 9.59 which is superior to mean of low achievers 5.30 on factor 'C' (perseverance) is statistically significant ($P < .01$). The results confirm that high achievers are persistent, prefer difficult and challenging tasks, have a sense of devotion to work, get satisfaction in completing an assigned task, have a long term involvement with future career and dislike idleness, while the reverse is true for low achievers group. The results signify that low achievers achieve less because they have less perseverance capacity and do not have more devotion to work. They usually shirk work on difficult and challenging tasks. As a matter of fact low achievement is accepted. Perseverance enables a person to achieve strides in his life. Unless a student works persistently throughout the year he cannot get through the examination. Therefore, it is justified that high achievers have high perseverance while as low perseverance is the characteristic feature of low achievers.

High achievers and low achievers differ significantly on factor 'D' (realistic attitude). The obtained 't' value is 12.05 which is decidedly greater than table 't' value at 0.01 level. The results reveal that high achievers have realistic attitude. They take immediate risks in life, plan in advance and are able to achieve up to their optimum level. It is their realistic aspiration that they are in a position to fulfill their objectives and do not get perturbed due to failure. On the other hand low achievers have unrealistic attitude indicating there by that they take high or low risks in their life and possess unrealistic aspirations in life. They hardly plan before hand in order to complete a particular task. Those students who do not follow the sequential order, realistic aspiration, advanced planning so as to perform a task become low achievers. On the other hand, the high achievers who follow the orderly scheme prove to be achievers. The results that high achievers have realistic attitude and low achievers have unrealistic attitude also appeals to the logic in the sense that a group of subjects is named as high achievers and another termed as low achievers.

While reviewing table 2 it is observed that there is a significant mean difference between high achievers and low achievers on factor 'E' (internal control of fate) of need achievement. The obtained 't' value on said factor is 9.91 which is greater than table 't' value at .05 level. Therefore, the difference is statistically significant. The results confirm that high achievers rely on their own effort for doing anything in life and deny the role of some superior unknown force in shaping their destiny. Strong determination is their characteristic feature on the other hand low achievers do not rely on self effort. They are in favour of some unknown superior force in shaping their fate and have weak determination for doing different activities in life. This characteristic feature of low achievers provides itself a justification for their low achievement being natural. A person who is not determined to do anything and does not make use of his own efforts, can never realize the potential he/she is bestowed with. Under these circumstances he/she has to continue with his low achievement. The high achievers will continue to be achievers as they rely on their own effort and work with strong determination. The results are significant ($P < 0.01$) and we can justify by saying that the high achievers have high internal control of fate than low achievers.

The results of table 1 and 2 are analyzed and discussed on composite score and factor wise score of need achievement in the above cited paragraphs are in line with Sinha (1970); Sharma (1981); Sween (1984); Deci and Ryan (1985); Sontakey (1986); Gottfried and Fleming (1998); Badhri (1991); Ames (1992); Wan Rafaei (1998); Ellakka and Elankathirselvan (2001); Alam (2006); Peipei Li and Gvirong Pan (2007).

Sinha (1970) studied that need achievement was significantly and positively correlated with academic achievement. Sharma (1981) has found high achievers were high and low achievers low in their performance. Sween (1984) studied that high achievement motivated students gained significantly more than low achievement motivated students. Deci and Ryan (1985) found a positive relationship between intrinsic motivation and performance both in class and on standardized tests. Sontakey, (1986) has found that high achievers were charged with a high level of motivation to realize high goals in their lives, Gottfried and Fleming (1998) also revealed in their research study that motivation was a potent predictor of academic achievement, Badhri (1991) has found that one of the main causes of poor achievement was low motivation, Ames (1992) also revealed that higher the motivation higher will be the academic achievement, Wan Rafaei (1998) also indicated in his study that those high in achievement motivation tend to perform better academically, Ellakka and Elankathirselvan (2001) have found a positive correlations between the achievement related motivation and achievement marks, Alam (2006) has found positive relationship between achievement motivation and academic achievement, Peipelli and Guirong (2007) in their study have found that students with higher motivation always achieve greater success in examination.

Keeping in view the results of all the studies mentioned above, it can be asserted with confidence that high achievers differ from low achievers on need achievement. The results of the present study are in the expected direction. Therefore, the hypothesis No. (i) and (ii).

- (i) **“In comparison to low achievers, high achievers possess significantly high need achievement” (Composite Score) and**
- (ii) **“In comparison to low achievers, high achievers possess significantly high need achievement” (Factor wise) are accepted.**

Table 3: Co efficient of correlation between Academic Achievement and Need Achievement on High Achievers group (N=300) factor wise and composite score

| | | Co-efficient of correlation |
|----------------------|-------------------------------------|------------------------------------|
| Academic Achievement | Hope of success (factor A) | 0.31** |
| | Ego ideal (factor B) | 0.20** |
| | Perseverance (factor C) | 0.16** |
| | Realistic Attitude (factor D) | 0.21** |
| | Internal control of fate (factor E) | 0.21** |
| | Need Achievement (Composite Score) | 0.51** |

** - significant at .01 level.

Description of Table.3:

The perusal of the table 3 reveals that co-efficient of correlation between academic achievement and need achievement is 0.51 which is positive and highly significant at 0.1 level means that higher the need achievement, higher will be the academic achievement (composite score).

Co-efficient of correlation between academic achievement and need achievement on high achievers group (N = 300) (factor wise).

The table 3 reveals that the co-efficient of co-relation between academic achievement and ‘hope of success’ (factor A) of need achievement is 0.31 which is positive and significant at 0.1 level which means higher the hope of success, higher will be the academic achievement. The co-relation between academic achievement and ‘high ego ideal’ on (factor B) of need achievement is 0.20 which is positive and significant at 0.1 level, it means higher the academic achievement, higher will be the ego ideal (factor B) of need achievement. The factor C of need achievement of the table shows 0.16 co-relation between academic achievement and ‘perseverance’ which is significant and at 0.1 level. This means higher the perseverance, higher will be the academic achievement. The table shows 0.21 co-efficient of co-relation between academic achievement and ‘realistic attitude’ which is positive and significant at 0.1 level. This means higher the academic achievement, higher will be the realistic attitude. On the (factor E) internal control of fate of the need achievement, the co-efficient of co-relation between academic achievement is 0.21 which is significant and positive at 0.1 level, it means that higher the academic achievement, higher will be the internal control of fate.

The above mentioned results have clearly indicated that higher the need achievement (composite score) higher will be the academic achievement, higher the ‘hope of success’, higher will be the academic achievement; higher the ‘ego ideal’ higher will be the academic achievement, higher the ‘perseverance’ higher will be the academic achievement,

higher the ‘realistic attitude’ higher will be the academic achievement, higher the ‘internal control of fate’ higher will be the academic achievement.

Table 4: Co efficient of correlation between Academic achievement and Need Achievement on low achievers group (N = 300) Factor wise and Composite Score

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| | | Co efficient of correlation |
|----------------------|--|-----------------------------|
| Academic Achievement | Hope of success (factor A) | .31** |
| | Ego ideal (factor B) | .19** |
| | Perseverance (factor C) | .42** |
| | Realistic Attitude (factor D) | .33** |
| | Internal control of fate (factor E) | .28** |
| | Need achievement (Composite Score) | 0.56** |

significant at .01 level.

Description of Table.4:

The perusal of the table 4 reveals that co-efficient of correlation between academic achievement and need achievement is 0.56 which is positive and highly correlated at 0.1 level, it means that lower the academic achievement, lower will be the need achievement. (composite score).

Co-efficient of correlation between academic achievement and need achievement on low achievers group (N = 300) (factor wise).

The table 4 reveals that the co-efficient of co-relation between academic achievement and ‘hope of success’ (factor A) of need achievement is 0.31 which is positive and significant at 0.1 level, it means lower the hope of success, lower will be the academic achievement. The co-relation between academic achievement and ‘high ego ideal’ (factor B) of need achievement is 0.19 which is positive and significant at 0.1 level, it means lower the academic achievement, lower will be the ego ideal (factor B) of need achievement. On factor C of need achievement of the table shows 0.42 co-relation between academic achievement and ‘perseverance’ which is highly significant and co-related at 0.1 level, it means lower the academic achievement lower will be the perseverance. The table shows 0.33 co-efficient of co-relation between academic achievement and ‘realistic attitude’ which is positive and significant at 0.1 level, it means lower the academic achievement, lower will be the realistic attitude. On the (factor E) of the need achievement, the co-efficient of co-relation between academic achievement and ‘internal control of fate’ is 0.28 which is significant at 0.1 level, it means that lower the academic achievement, lower will be the internal control of fate.

The above mentioned results of co-efficient of correlation between academic achievement and need achievement (composed score) and (factor wise score) of high and low achievers group (N = 300) for each group shows that there is a positive and significant relationship between need achievement (composed score and factor wise) and academic achievement, indicating there by that high achievers have high need achievement, have hope of success, high ego ideal, are perseverant, have realistic attitude, believe in realties for dealing with any thing in life, while as low achievers have fear of failure, have low ego ideal, are less perseverant, have unrealistic attitude and believe in external agency for shaping their destiny.

The results of table 3 and 4 analyzed and discussed on composed score and (factor wise score) of high achievers group (N = 300) and low achievers group (N = 300) on need achievement in the above cited paragraphs are in line with Baskaran, (1991); Mishra (1992); Eppler and Harju; (1997); Thomas (2002); Recascino (2003); Collins, *et al.* (2004) and Salami (2004).

Baskaran, (1991) in his study has found a significant relationship between achievement motivation and achievement in mathematics, Mishra (1992) in his study has revealed that children with high need achievement significantly contributes to their achievement, Eppler and Harju, (1997) in their study have revealed that motivational factors show to have an effect on students level of achievement either singly or in various combinations, Thomas (2002) in his study has revealed that the students who hold a high desire of success, work hard to achieve, Recascino (2003) reports that there was a robust relationship between motivation and performance, Collins, *et al.* (2004) in their study have found significant relationship between academic achievement and performance, Salami (2004) in his study has found that need achievement is a strong predictor of high academic performance.

The above mentioned results have clearly indicated that higher the need achievement, higher will be the academic achievement and the above mentioned results have also indicated that lower the need achievement, lower will be the academic achievement. In the light of this the hypothesis nos. iii and iv.

iii. There is a positive and significant relationship between academic achievement and need achievement of high achievers; and

iv. There is a positive and significant relationship between academic achievement and need achievement of low achievers are accepted.