



Study of Need Dominance in Relation To Under-Achievement of Higher Secondary Students

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ABSTRACT

This study attempts to study the need dominance in relation to under-achievement of students at higher secondary level. A sample of 435 students was randomly selected from the schools in Moradabad district. They were administered Jalota's Verbal Group Test of General Mental Ability and Meenakshi Personality Inventory (MPI). Mean, S.D., and t-test were used to analyze the data. Results show that over achiever students and under achiever students differed significantly on need dominant. Underachiever students have significantly lower level of n- dominance that of overachiever students.

KEYWORDS

Need Dominance, Higher Secondary Students, Under Achievement

Introduction

Education is a powerful instrument of bringing about social, economic and political change in a free and democratic society. It plays a vital role in the building of a nation. Education, particularly higher education holds the key to the formulation of human capital. To meet this demand, much attention is given to educate people. Unfortunately, a significant portion of the resources is wasted on those who fail to benefit from their education. A large number of failures at the secondary examination causes frustration among the students and compels us to think seriously about this problem. It is the responsibility of educationists, psychologists and administrators to prevent wastage and insure proper achievement on the part of the students. Looking to the big number of failures, a low achiever is a great burden on the financial conditions of the country. In foreign countries, numerous studies (Baslanti, U. 2008, Berube, B. N. (Ed.). 1995, Fraenkel, J. R., & Wallen, N. E. 2006, Grobman, J. 2006, Kanevsky, L., & Keighley, T. 2003, Peterson, J. S. 2000, Preckel, F., Holling, H., & Vock, M. 2006) have been made in this field. In India, this problem was not attracted sufficient attention of the research workers. It is essential that attention must be paid to the factors affecting academic performance. There are many students who pass the examination, yet fail to achieve as much as they could do in terms of their abilities and potentialities. These students are called under achievers. They are quite capable but fail to achieve in conformity with capabilities for several reasons. On the other hand, there are students who are not quite capable, but they achieve beyond their capacity. Now the question arises as to what are the factors that influence their achievement. Perhaps certain non-intellectual factors interfere with their achievement. Many parents, teachers and persons think that the failed students have lack of intelligence and hence are worthless whereas, the fact is that they have sufficient intelligence but are unable to progress properly because of certain personality and social inadequacies. One of the major factors suspected to influence this sort of academic failure is the student's personality. On the basis of the findings of many studies, a new orientation towards the understanding of under-achievers may be developed in researchers and counselors. Thus the study of under achievers occupies a significant importance in the field of education.

In any investigation of success or failure in school students, it is essential to understand both the characteristics of the individual and the situational forces that surround him and his functioning. It requires viewing the personality as functioning in a particular subculture. Therefore, it is timely to conduct a research to examine this particular issue. In the present study, the researcher attempted to study need dominance in relation to underachievement that might be operating and caus-

ing underachievement. This study intends to find out how far need dominance is related to underachievement of students at higher secondary level.

The need dominance means seeking dominant role in every situation of life. This is reflected in such behaviours as wanting to be the leader, to be convener of meetings, to order others, to settle other's dispute, not to tolerate disobedience, and to make others do things as one likes.

Objectives

To study the nature of academic achievement of higher secondary students.

To classify the students as underachievers and overachievers

To study the nature of personality need (Need Dominance) of underachiever and overachiever students.

To compare the personality need (Need Dominance) of underachiever and overachiever students.

Research Methodology

Method

Methods of research are generally determined by the theory of the topic under study, objectives of the study, resources of researchers etc. This study aimed at identifying the personality factor need dominance that might be associated with underachievement of higher secondary students. Hence, it has been designed on the lines of experimental method in which underachievement and overachievement are the dependent variables and personality factor need dominance is independent variable.

Population and Sample

For the present study, population refers to the boy students officially enrolled in 11th standard of the schools of Moradabad district. Out of this population twenty five (sixteen percent) of all the boy schools have been drawn systematically. From each school only one section of class 11th was selected randomly. The students of these classes were tallied to 1306. These students were administered the Jalota's Verbal Group Test of General Mental Ability. On the basis of marks obtained in board examination and scores obtained on Jalota's Verbal Group Test of General Mental Ability, the students were classified as underachievers and overachievers. Ultimately, for final analysis 435 students (185 overachievers and 250 underachievers) were taken.

Tools Used

To achieve the objectives of this study, Jalota's Verbal Group

Test of General Mental Ability, Scores obtained by students in Board Examinations and Meenakshi Personality Inventory (MPI) were used.

Data Analysis Techniques

To study the nature of personality need (Need Dominance) of underachiever and overachiever students, mean and standard deviation (S.D.) were calculated. To find out the differences between underachiever and over achiever students on need dominance, two tailed test of significance (t-test) was used.

Results

For interpretation of data, hypothesis in null form was formulated that there is no significant difference between underachiever and over achiever students on need dominance. Results are presented in Table-1.

Table-1
Summary of t-test for significance of difference between means of underachievers and overachievers on Need Dominance

Dimensions of Personality Need	Under Achiever (N = 250)		Over Achiever (N = 185)		t-value
	Mean	S. D.	Mean	S. D.	
Need Dominance	8.22	4.875	9.243	4.399	6.686**

It is evident from Table-1, that t-value between the means of underachiever and overachiever students on personality factor need dominance was found to be 6.686 which was significant at 0.01 level of significance. This reveals the fact that underachiever and overachiever students differed significantly on personality factor need dominance. It means that n-dom-

inance is positively related with student's academic underachievement. Since mean of underachievers (8.22) is significantly lower to that of overachievers (9.243), it may be said that underachievers have significantly lower level of n-dominance.

Conclusions and Suggestions

The main purpose of this empirical research was to establish whether personality factor need dominance is associated in any way with the academic underachievement of higher secondary students. The findings of the study indicates that need dominance is significantly associated with students academic underachievement. Lower level of this need appears to adversely affect the academic underachievement. It constitute the personality syndrome of the underachievers. It seems to be functioning demotivating factor of academic underachievement. The psychology of human behaviour mainly concerns the motivation factors defined in various ways. The need theory of behaviour was widely accepted. The scholastic performance was considered a sort of human behaviour. The present study adds to the belief that need dominance do contribute to academic success and this, strengthens the need theory of scholastic performance. The findings of the present study support the psychological theory of academic achievement which asserts that learning and performance success is an expression of the ways the individual tries to utilizes his energies given innate poential and a particular pattern of socializing pressures, it seems tthat the level of academic achievement is determined by a configuration of factors in the form of personality needs. On the basis of this study, a tentative theory of academic over and under achiever may be formulated which may be further verified. The findings of this study may be used to diagnose the academic problems of academic underachievers and help them win over them.

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