A COMPARATIVE STUDY ON NEED ACHIEVEMENT OF TRIBAL AND NON-TRIBAL STUDENTS

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Abstract

The present study was undertaken to find out the Need Achievement of Tribal and Non-Tribal students of Kashmir. A sample of 600 students was selected through random sampling, with 300 students from tribal community and an equal number from the non-tribal community. Need Achievement Incomplete Sentences Blank by B.N. Mukherjee (Urdu Adaptation by KHAN 1992) was employed to collect the data. After going through the statistical techniques of mean, S.D. and 't' test, the results revealed that the tribal students differ significantly from non-tribal students on Hope of success, High ego ideal, Perseverance, Internal Control of Fate but no significant difference was found on Realistic Attitude dimension of Need Achievement. Also a significant difference was found on composite score of Need Achievement.

Keywords: Tribal students; Non-Tribal students; Need Achievement.

Introduction

Need achievement (N-Ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by Murray (1938) and associated with a range of actions. 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 N-Ach was subsequently popularized by the psychologist McClelland (1961). The pioneering research work of the Harvard Psychological Clinics, summarized in *Explorations in Personality*, provided the start point for future studies of

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personality, especially those relating to needs and motives. David C. McClelland's and his associates' investigations of achievement motivation have particular relevance to the emergence of leadership. McClelland was interested in the possibility of deliberately arousing a motive to achieve in an attempt to explain how individuals express their preferences for particular outcomes—a general problem of motivation. In this connection, the need for achievement refers to an individual's preference for success under conditions of competition. A longitudinal study by McClelland and David (1965) on Need achievement and entrepreneurship was conducted. A cross-validation study of students of the classes of 1954 and 1955 confirmed the finding that males with high n Ach gravitated toward business occupations of an entrepreneurial nature. Locke (1990) suggests that a sense of achievements promote good job performance. Likewise, Klich& Feldman (1992) also note individuals having high need for achievement care about doing an even better job and want accurate feedback. Better performance results from employees' passion for achievement (Hogan and Hogan, 1996). Previous researchers (Matsui et al, 1982) report that managers with high need for achievement set harder goals and held higher expectations of performance than those with lower need for achievement. Kukla (1972), found individuals with high need for achievement take personal responsibility for success and generally perceive them as high in ability. This attribution for success increases their feeling of self-worth. It also helps explain prior findings that individuals with high need for achievement volitionally undertake achievement-oriented activities when an opportunity arises (Weiner, 1982). Employees with high need for achievement are potentially useful members of a firm in that they desire to excel in competition, tend to be independent, and have an interest in excellence (Ward, 1993).

A study on Role of goal orientation, ability, need achievement, and locus of control in the self-efficacy and goal--setting process was conducted by Phillips et.al. (1997). Wu et al. (2007) found Need for achievement to be positively related to entrepreneurial persistence. Business goals are found to moderate the relationship between need for achievement and persistence. Alam (2009) studied the need achievement; style of budgeting and managerial performance in a non-government organization (NGO) concluded that there is a significant and positive relationship between the field officers' need for achievement and their budget participation supports the fundamental argument in the paper that managers' need for achievement is an important antecedent of budget participation. Aamina (2011) studied the effect of Counseling on the Need-achievement, Study Habits and Academic Achievement of Underachievers and found that need for achievement (Need-achievement) and study habits are the most important factors, which contribute to the academic achievement of a person beyond intellectual ability. Also the post counseling test scores showed a significant improvement in the need-achievement of underachievers (experimental group). A significant mean difference between pre and post-test need-achievement scores (factor wise) of experimental group was also found.

In the wake of above studies the researcher found that a very few studies have been conducted on tribal and non-tribal students and negligible studies on the parameters like emotional intelligence, social intelligence, need achievement and Need Achievement of tribals and non-tribals and no such study has been conducted in Kashmir till date. Therefore, the investigator makes a humble attempt in this direction.

Operational Definitions of the Terms Used

Tribal: Tribal as in the present study refers to the students belonging to Gujjar and Bakarwal tribes of Kashmir valley.

Non-Tribal: Non-tribal as in the present study refers to those students which don't belong to any tribe.

Need Achievement: Need Achievement in the study refer to the scores achieved by the subjects on the Need Achievement Incomplete Sentences Blank by B.N. Mukherjee (Urdu Adaptation by KHAN 1992).

Objectives

1. To study Need Achievement of tribal and non-tribal students.
2. To find the difference between tribal and non-tribal students on Need Achievement.

Hypotheses

1. There is a significant difference between tribal and non-tribal students on Need Achievement. (Factor wise).
2. There is a significant difference between tribal and non-tribal students on Need Achievement. (composite score).

Methodology

In the light of objectives and hypothesis formulated above, the investigators have used descriptive method for present study.

Sample

There are ten districts in Kashmir Division. Out of these, two districts (Kupwara and Bandipora) were randomly selected for the study. The sample for the study consists of 600 students out of which 300 students are selected from the tribal community and an equal number (N =300) are selected from non-tribal's. The sample is selected randomly using simple random sampling technique.

Tools

Need Achievement Scale of B.N. Mukherjee's Incomplete Sentences Blank, (Urdu Adaptation by KHAN 1992). It consists of 71 items on five dimensions viz: a) Hope of success, b) High ego ideal, c) Realistic attitude d) Perseverance and e) Internal control of fate.

Statistical Treatment

The data has been subjected to the following statistical treatment:

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1. Mean, S.D., t-test
2. Graphs and bar diagrams are drawn to make the results more clear and transparent.

Table 01: Showing mean difference between Tribal and Non-Tribal Students (N=300 each) on different factors of Need Achievement.

Group	Dimensions	Mean	Std. Deviation	't'	Level of significance
Tribal	Hope of success	1.98	3.701	2.653	0.01
Non-Tribal		2.84	4.236		
Tribal	High ego ideal	3.00	1.904	4.030	0.01
Non-Tribal		3.81	2.845		
Tribal	Realistic Attitude	3.68	2.151	1.119	Not Significant
Non-Tribal		3.96	3.483		
Tribal	Perseverance	2.42	2.840	3.063	0.01
Non- Tribal		3.26	3.608		
Tribal	Internal Control of Fate	2.77	1.658	3.460	0.01
Non-Tribal		3.42	2.743		
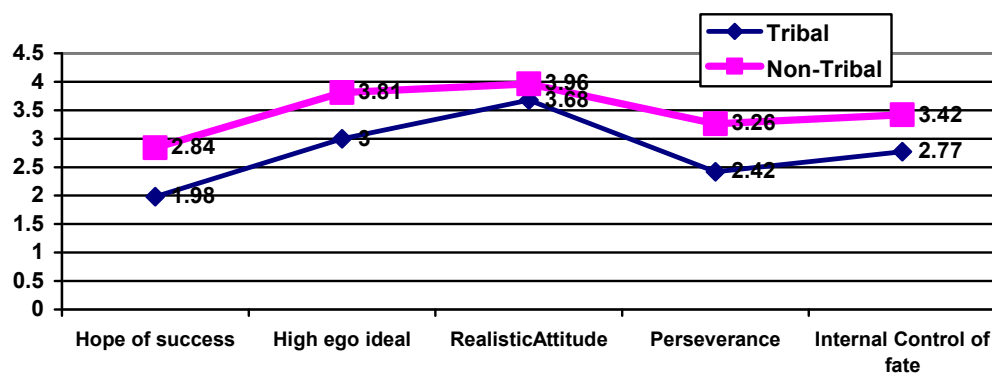
Table 02: Showing mean difference between Tribal and Non-Tribal Students (N=300 each) on Composite Score of Need Achievement.

Group	Mean	Std. Deviation	't'	Level of Significance
Tribal	13.86	8.092	4.126	0.01
Non-Tribal	17.28	11.255		
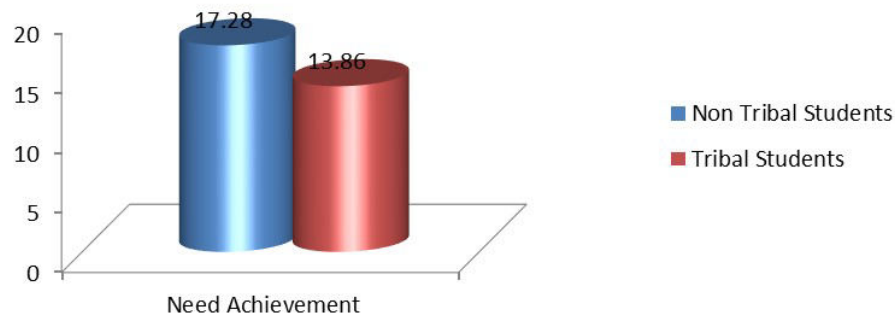
Discussion and Interpretation

After analysis of table 01, it has been made apparent that the Tribal and Non-Tribal Students differ significantly on Factor 'A' (Hope of Success) of Need Achievement. The 't' value calculated is 2.65 which is higher than the table value (2.59) and hence, is significant at 0.01level. The mean score of Tribal students is 1.98 and mean score of Non-Tribal Students is 2.84 which implies that Tribal group is lower on factor 'A' (Hope of Success) of need achievement than the Non-Tribal group. The results support the contention that social setting, learning environment and cultural practices influence a child making a person either optimistic or pessimistic. The Non-Tribal Students develop great hope of success, as a result, are optimistic and excel in their lives, while as Tribal students develop a fear of failure and they fail to realize their potential.

The mean score of Non-Tribal Students on Ego Ideal is 23.81, which is higher than that of Tribal students who have a mean score of 1.98. The results from table show that there is a significant difference between the tribal and Non-Tribal Students on the dimension of high ego ideal of need achievement scale. The Non-Tribal Students are having a high ego ideal than that of Tribal students. The mean score of Non-Tribal Students is higher than that of Tribal students which signifies that tribal students don't have a clear concept of what they want to be or who is their ideal personality to be followed. In simple terms, their ego ideal is not yet perfectly formed.

The perusal of table 01makes it evident that the Tribal students are having lower mean score than that of Non-Tribal Students on factor 'c' 'realistic attitude' dimension of Need Achievement. The 't' value 1.12 signifies that the two groups differ but the difference is not significant at either 0.01 or 0.05 levels. Thus, no conclusive decision can be inferred from the results.

The table 01 elucidates that Tribal and Non-Tribal Students differ significantly on the factor D 'perseverance' of Need Achievement. The 't' value for the two groups is 3.06 which makes it evident that the two groups differ significantly at 0.01 level. The

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table further shows that the mean score of Tribal students is 2.42 while as the mean score of Non-Tribal Students is 3.26 which connote that Tribal students are having low perseverance than that of Non-Tribal Students. The results explain that the Tribal students are not able to keep persistence in their long term planning. While as the Non-Tribal Students prefer difficult and challenging tasks and remain devoted to work. The possible difference may be either due to the free and stressless environment tribal students live in, where they need not keep persistantly doing anything, thus, making them less pereserverant while Non-Tribal students always live in environment of pressure of doing better every new time to have better future.

The Table 01 depicts that the mean of Non-Tribal Students is 3.42and mean of Tribal students is 2.77 on factor 'E' (Internal Control of Fate) of need achievement. The 't'-value computed that is 3.46 is significant at 0.01level. The results reveal that the Non-Tribal Students take decisions on their own with a little guidance from others. They rely on themselves and exercise their willpower in making decisions about their life. They possess strong determination and they are self-controlled, righteous, resourceful, expressive, rational and enthusiastic. They believe in themselves and thus strive harder for good outcomes. While as Tribal students believe in some unknown force to come and help them to solve their problems. They have the weak determination and always act by waiting for suggestions from others or try to copy others in case of taking decisions. They always think external forces as the cause of their success or failure, thus are less motivated to achieve more. Non-Tribal Students possess internal control of fate while as Tribal students possess external control of fate.

The perusal of table 02makes it clear, that Tribal and Non-Tribal Students differ significantly on the composite score of Need Achievement. Non-Tribal Students have the mean score of 17.28 while as Tribal Students have the mean score of 13.86. The obtained 't' value 4.13 is higher than the table value of 2.59 and is significant at 0.01level. The mean difference favours the group of Non-Tribal Students indicating thereby that they are high on need achievement as compared to the group of Tribal Students. The children who experience love, affection, care and encouragement from their society and surroundings come forward with a high level of need achievement and have great hope of success. They follow great ideals and act in a situation by following reality principle. The exposure to external competitive environments builds confidence among them and they aspire more and more and struggle for achieving very high. The students who despite love, affection, care etc. experience isolation, aggression and alienated social environment could not work with zeal and zest. They experience fear of failure, low level of self-confidence. They start doing things without thinking about their pros and cons, as a result, they do not aspire more than what they already possess, means their level of need achievement is low. The results of the table 4.04 on composite score of need achievement have been presented in the fig. 4.5 which substantiated results discussed above that Tribal and Non-Tribal Students differ significantly on the composite score of need achievement and Non-Tribal Students are

high on Need Achievement in comparison to Tribal students. The above findings are in line with the studies of Gokulanathan& Mehta (1972), Mubayi (1976), Aruna (1981), Deshpande (1984), and Verma (1985 who found that non-tribal students were significantly high achievers than tribal students in Need achievement.

Thus, the hypotheses 1 and 2 which reads as:

There is a significant difference between Tribal and Non-Tribal students on Need Achievement (factor wise) stands partially accepted, and

There is a significant difference between Tribal and Non-Tribal students on Need Achievement (composite score) stands accepted

Conclusion

1. Tribal group is lower on factor 'A' (Hope of Success) of need achievement than the Non-Tribal group. The Non-Tribal Students develop great hope of success, as a result, are optimistic and excel in their lives, while as Tribal students develop a fear of failure and they fail to realize their potential.

2. The Non-Tribal Students are having a high ego ideal than that of Tribal students. Tribal students don't have a clear concept of what they want to be or who is their ideal personality to be followed. In simple terms, their ego ideal is not yet perfectly formed.

3. On factor 'C' 'Realistic Attitude' dimension of Need Achievement, no significant difference was found between Tribal and Non-Tribal students.

4. Tribal students are having low perseverance than that of Non-Tribal Students. The results explain that the Tribal students are not able to keep persistence in their long term planning. While as the Non-Tribal Students prefer difficult and challenging tasks and remain devoted to work.

5. Non-Tribal Students take decisions on their own with a little guidance from others. They rely on themselves and exercise their willpower in making decisions about their life. They believe in themselves and thus strive harder for good outcomes. While as Tribal students believe in some unknown force to come and help them to solve their problems. They always think external forces as the cause of their success or failure, thus are less motivated to achieve more. Non-Tribal Students possess internal control of fate while as Tribal students possess external control of fate.

6. Non-Tribal Students take decisions on their own with a little guidance from others. They rely on themselves and exercise their willpower in making decisions about their life. They possess strong determination and they are self-controlled, righteous, resourceful, expressive, rational and enthusiastic. They believe in themselves and thus strive harder for good outcomes. While as Tribal students have the weak determination and

always act by waiting for suggestions from others or try to copy others in case of taking decisions. They always think external forces as the cause of their success or failure, thus are less motivated to achieve more. Non-Tribal Students possess high need achievement while as Tribal students possess low Need Achievement.

Inferential suggestions

1. Counseling sessions should be arranged for Tribal students in their respective schools so as to make them believe in themselves which in turn will improve their Need Achievement.

2. Realistic attitude should be inculcated in them by encouraged to take lead roles in social activities.

3. Stories of people from Tribal community should be included in text books so that the Tribal students will get inspired and they may realize that they can also achieve the higher goals by following their ego ideals.

4. Tribal students should be trained to make better decisions on their own by giving them practical problems to solve. This will enhance their will power and they will stop relying on fate and develop internal control of fate.

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