



The Role of n-Ach in Academic Achievement among High School Students

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Abstract

The motivation plays a very important role in our life. Achievement motivation is one type of social motivation. This is a need that involves a strong desire to succeed in attaining goals. The present study conducted to find out relationship between n-Ach and academic achievement and gender difference in achievement motivation among high school students from Aurangabad, Maharashtra. In this study 63 high school students (35male and 28 Female) participated. Dr.Asha Mohan and Pratibha Deo's Achievement motivation Test used to measure the level of achievement motivation of students and for measurement of Academic Achievement the obtained marks by students in previous exam is considered. It was seen that there is weak positive correlation, definite but small relationship between achievement motivation and academic achievement and there is no significant difference in male and female for achievement motivation.

Keywords: n-Ach, Academic Achievement, Gender.

Introduction:

Some students are taking lots of efforts to get good marks in exam, some boys are spending lots of time in gym to make their six pack abs or girls are trying to make zero figure just to make themselves fit or to make an impression on others, some poor people are just struggling to get the food and some employees working day and night for their promotions. Above all mentioned

n-Ach in Academic Achievement among High School Students

behavior is occurred just because of biological and social motivation. The motivation plays a very important role in our life because the behavior of an organism is determined by motivation. The word motivation derives from the Latin word ‘**movere**’ means to move. Motivation is the process by which activities are started, directed, and continued so that physical or psychological needs or wants are met (Petri 1996) * (7).

Hunger, thirst, sleep and sex are biological motivation and n- achievement, n-Aff, power motivation are social motivation. The human motivation theory of McClelland’s suggested that every human being has one of three main driving motivators: n-Ach, power and n-Aff .Present study is focusing on n-Ach means need for achievement or achievement motivation. The term “n-Ach” was coined by H. Murray (1938) * (4). McClelland (1953) defined n-Ach is “A competition with a standards of excellence.” Achievement motivation is a person’s orientation to strive for task success, persist in the face of failure, and experience the pride in accomplishment (Gill, 2000). For people in whom fear of failure is low relative to the need for achievement, achievement motivation expresses itself in many ways (McClelland & Winter, 1969; Hoyenga & Hoyenga, 1984). high n-achievement people don’t like to work on easy task rather they prefer moderately difficult task to do. Positive relation found by Meijer and Wittenboer between n-Ach and school performance *(3). Motivation has impact on Academic Achievement of secondary school students in mathematics with respect to gender (Tella 2007) *(10). Significant correlation is found between Academic Achievement and motivation and females are highly motivated compared to their male counterparts (Sikwari 2014)*(8). Highly motivated students performed better academically than low motivated students (Tella 2007) *(10).

Objectives of the study

1. Study the gender differences in n-Ach among high school students.
2. Find out correlation between n-Ach and academic achievement.

Hypothesis:

1. There is no effect of gender on n-Ach.
2. There is no correlation between n-Ach and academic achievement.

Research Methodology:

- **Sample** – a total number of 63 high school students (male – 35) and (female – 28) were selected from different high schools from Aurangabad, Maharashtra.
- **Material**-Materials required the study tools, which were used in achieving the objective include:-1. For measurement of Academic Achievement the obtained marks by students in their previous annual examination is considered.
2. Dr.Asha Mohan and Pratibha Deo's Achievement motivation Test used to measure the level of achievement motivation of students.
- **Statistical techniques used**-the data was treated with statistical technique i.e. correlation coefficient and students't' test.

Results:**Table no.1**

Mean, SD, 't' value for gender in n-Ach

Gender	N	Mean	SD	t
Male	35	151.14	15.89	0.03
Female	28	160.60	16.84	

Level of significance at 0.05 is 2.00

Level of significance at 0.01 is 2.66

Not significant

n-Ach in Academic Achievement among High School Students

here 't' value is 0.03 which is not significant at 0.05 and 0.01 level of significance. so, this indicates that the H_0 can not reject because there is no significant difference between male and female for achievement motivation.

Table no.2

Correlation between n-Ach and academic achievement among high school students.

	N	Correlation coefficient
Pearson's product moment correlation	63	0.31

Table no.2 shows that, there is low correlation, definite but small relationship between n-Ach and academic achievement.

Discussion

Whatever is our behavior is just the reflection of motivation. Sometimes without concerning the effect of that behavior we simply behave according to our motivation and that is why motivation has the huge role in our life. Someone is engage in stalking, harassment or bullying again there is role of motivation because bullies want to make a control on victim. Someone is trying hard to get good rank in examination or someone is giving his best, taking lots of efforts to prove their abilities and just to get the promotion. There is always some motive behind every act. In this present study we focused on n-Ach.

Need for achievement refers to persons desire for accomplishment, mastering of skills, control, or high standards. Here, we studied whether gender can affect on n-Ach or not? If we observed the result of examinations of students every year girls are much better than boys regarding their marks in academics. If we just focused on the result of March -2019 Maharashtra S.S.C. examination it shows that in every division of Maharashtra girls secured more marks than

n-Ach in Academic Achievement among High School Students

boys. Here, presenting some statistics of S.S.C. March -2019 reports-*(5) Passed percentage of Aurangabad division

Male	Female
71.75	84.06 (Aurangabad)
76.88	87.09 (Beed)
59.53	75.05 (Parbhani)
70.10	83.75 (Jalna)
57.24	72.80 (Hingoli)
69.58	82.25 (total)

If we talked about overall result of any other division of any other exam it will definitely shows above mentioned similarity regarding gender difference in achieving marks in academics. Surprisingly, those female are securing much more marks or ranks in academics are very less involved in corporate field. Out of every 100 CEOs and managing directors of companies listed on the National Stock Exchange, only about three are women. Out of 1,814 chief executives and MDs of NSE-listed companies, only 67, or 3.69% are women as of march 6,2019,as per latest data from prime database*(6). So is it not just because of level of n-Ach but this can be the effect of glass-ceiling, social or cultural factors.

In this present study found that there is no any significant gender difference in achievement motivation. To study the analysis of gender difference in n-Ach student't' test was used. 't' value for this is 0.03 and clearly shows that there is no significant difference in n-Ach among Male and female. Although picture is showing that female are good in academics but achievement is not only limited with academics in fact this is much more beyond that.

Second hypothesis of this present study was about finding correlation between n-Ach and academic achievement the correlation coefficient for this was $r = 0.31$ means there is low

n-Ach in Academic Achievement among High School Students

correlation between n-Ach and academic achievement in high school students. The correlation coefficient $r = 0.31$ suggest that between n-Ach and Academic achievement there is a weak uphill (positive) linear relationship. This is quite surprising because it's supposed to that those who have high n-Ach they are good in their academics but if we think broadly then realized that academic achievement is not the entire area to show your n-Ach. In fact this is the only one aspect to measure your n-Ach. There is no need to each and every individual should be best in their academics if they are having high n-Ach, because academic achievement or the educational examinations is not the only one parameter to prove your abilities or to prove yourself.

Someone having high n-Ach but instead of getting good marks in exam his goal may be to become a national level sportsperson or to get the first prize in singing competition or anything else .so, the results are showing that weak correlation between n-Ach and Academic achievement. Even some students despite having high n-Ach they just cant cope up with this education system or they are learning each and every subject forcefully without having their own interest and aptitude and may be due to that the results are showing there is weak correlation between n-Ach and academic achievement.

Conclusion:

No significant difference was found in gender for n-Ach and there is weak positive correlation, definite but small relationship between n-Ach and academic achievement.

Acknowledgement:

I like to express my sincere thanks to all those students who spent their time for testing and to all teachers who granted permission for data collection.

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n-Ach in Academic Achievement among High School Students

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