

NEED ACHIEVEMENT AND NEED AFFILIATION IN FORWARD AND BACKWARD FEMALE STUDENTS

Savita Kumari

M.A., Ph.D.

Department of Home Science,
B.R.A.Bihar University, Muzaffarpur

Abstract : Need achievement is an important determinant of aspiration effort, and persistence when an individual expects that his performance will be evaluated in relation to some standard of excellence. Such behavior is called achievement oriented motivation to achieve is instigated when an individual knows that he is responsible for the outcome of some venture when he anticipates explicit knowledge of resource that will define his success or failure and when there is some degree of risk, that is some uncertainty about the outcome of his effort. The goal of achievement oriented activity is to succeed to perform will be relation to a standard of excellence or in comparison with others who are competitors.

Index Terms - Achievement, persistence, behavior, standard of excellence.

I. INTRODUCTION

Child labour as a socio-economic and political issue can be traced to the Industrial Revolution in England — perhaps even before that — when orphan children were used to be employed in the spinning mills of Manchester. As of now, child labour constitutes a substantial portion of the labour force in the underdeveloped economies around the world. Boys and girls, who are too young to work, actually end up working in unhygienic and unacceptable working conditions in the small economic units for a paltry sum for sustenance because their parents are unable to feed them with their own income. Child labour seriously interferes with their education and even endangers their health. It constitutes a violation of the human rights of the children who are entitled to enjoy this time and invest in learning and acquiring skills for gainful employment in the future.

As need affiliation, Edward defined this need as to be loyal to friends, participate in friendly groups, to do things for friends, to form new friends, insure thing with friends and as to form strong attachment to write letter to friend.

The affiliation motive is the tendency for individual within a society to form groups or associations that are recognized components of society's cultures affiliation may be based on cooperation friendship mutual interest's age sex protection acquisition of physical resources or social pressures to confirm affiliations transferred the usual kinship or organizational structures of most societies.

A review of the literature in this field indicates that many important factors e.g. need achievement and need-affiliation in forward and backward female students, in rural and urban area have not been given proper attention. Moreover, has been noticed that almost all studies have attempted to observe the effort of one variable and have neglected the others at the same time. Therefore, this study was in which some factors have been investigated.

Loranger (1994) compared the study strategies of six 16-18 year old successful and unsuccessful learners to determine if successful learners would differ in the quality of their information processing from unsuccessful learners. Each subject read and studied on article and participated in an interview. Results showed that successful students tended to be more motivated to succeed and more likely to be active, purposeful & flexible in their strategy use while less successful students perceived themselves as successful, & they lacked self knowledge of inefficient strategy use.

Verma (1996) studied the effect of study habits on academic achievement among 500 students of X class. The sample was selected from schools in Delhi by using random cluster sampling technique. Two way analysis of variance was applied to know the main and interaction effects. The 'F' values of 13.43, 6.84 and 5.59 which were significant at 1 percent level revealed significant independent effect of study habits on performance in Hindi, English and Social Studies. This result further revealed that students possessing good study habits scored higher than students possessing poor study habits in these courses.

Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. The total sample of the study comprised of 120 children of IX and X grade drawn purposively from 10 private schools of Hyderabad. Malin's intelligence scale for Indian children, study habit inventory, multidimensional assessment of personality inventory was used for data collection. The results showed boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit inventory.

Sirohi (2004) conducted a study of under achievement in relation to study habits and attitudes. A sample of 1000 elementary grade students were taken from X composite schools of South District, Delhi. Tools used were general mental ability test by Jalota, teachers made achievement tests and test of study habits and attitudes by Mathur. The results found that guidance program shall lead to better results, improving the achievement of the students and thus their potentialities be maximally utilized.

Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children (n=200) from government senior secondary school of Himachal Pradesh. The scale used were self handicapping questionnaire (Sujata, 2003) test anxiety inventory (TAT-H, Sud & Sud 1997). Study habits inventory (Palsane & Sharma 1989) and academic performance (school marks were considered). The results revealed that boys were poorer in study habits than girls.

The need for achievement is greatest for those individuals who have a strong desire to excel. Achievers seek neither power nor approval; rather, their only focus is on success. Achievers prefer work that has a moderate chance for success (about 50/50) and tend to avoid situations that are low-risk and those that are high-risk. Low-risk situations are avoided because of the presumed ease of accomplishment related to low-risk activities and the belief that things which come easy are not a true measure of success. High-risk situations are avoided by achievers because of the fear that success might be more related to luck than actual effort. Achievers need to be able to see the correlation between the level of effort they exert and the success that results.

The achievers prefer to work alone or with other achievers. Managers of achievers should work to provide them with challenging projects filled with attainable goals. For example, because Maria has a high need for achievement, her manager Sam might ask her to work independently on projects that allow for her to use her knowledge and skills in a way that challenges her, but at the same time provide her with a clear path for how she can successfully accomplish her task. Additionally, achievers appreciate managers who provide frequent recognition of how well they are doing so that they can monitor their progress, making feedback extremely important to achievers.

Those with a high need for power seek agreement and compliance; approval and recognition are not of their concern. Managers of power seekers should provide them with an opportunity to manage others. However, they must pay special attention to the type of power-seeker they are. Power-seekers who are after personal power have a strong desire to control others or cause them to behave in a way that is consistent with the power-seeker's wishes. For example, Shawn has a high need for personal power and often manipulates his employees to do his work for him. He later takes credit for it.

On the other hand, those power-seekers who need institutional or social power work to use their power to help mobilize efforts aimed at organizational goals. For example, Marco has a high need for institutional power and is regarded as a person who is capable of bringing necessary changes to the organization due to his charisma and ability to assemble and motivate employees to work towards some organizational goal in the matter of minutes. As you might have guessed, because Marco is a manager with a high need of institutional power, he is far more effective as a manager than Shawn, who has a high need for personal power.

Being liked by others is the main goal of people with a high need for affiliation. Affiliation - seekers are more interested in approval rather than recognition or power and will consequently act in ways in which they believe will earn the endorsement of others. They also tend to avoid conflict with others at all costs. Affiliation-seekers prefer to work in groups and happily conform to the norms of the group. They thrive in situations where they can interact with others and have opportunities to build close interpersonal relationships. Therefore, managers of affiliation-seekers should provide them with the opportunities to work in a cooperative environment.

The present research work was aimed at studying the need achievement motives and need affiliation in forward and backward female students and to examine the impact or relationship of personality, characteristics with the motivation and aspiration of the forward and backward female college students.

In the present study need implies a goal seeking pattern that an individual exerts on behalf of the kind of goal. Achievement need is a learnt motive in complete and strive for success. It is the will-power of the individual or a desired tendency to do things as rapidly or as well as possible. As a desire, it is meant to achieve something difficult, to

master, to manipulate or to organize seeking a high standard and influence. It is the intense persistent efforts to do everything well into accomplish something difficult and to have determination to win.

Affiliation is the desire or tendency to be with others of one's own kind many animal species affiliate collecting in groups to migrate or search for food. Human affiliation is not controlled simply by instinct but is affected by specific motives. One motivation for affiliation is fear people seek the company of others when they are anxious or frightened.

The affiliation motive is the tendency for individual within a society of form groups or associations that are recognized components of society's cultures affiliation may be based on cooperation friendship mutual interests age sex protection acquisition of physical resources or social pressures to confirm affiliations transferred the usual kinship or organizational structures of most societies.

The need for affiliation for an individual can vary short amount of time there are times when individuals wish to be with others and other times to be alone in one study completed by Shawn O' Connor and Lorne Rosenblum beepers were distributed to be students were then asked to record when their beepers went off. Whether or not they wanted to be alone or if they wanted to be with others at the particular moment this study was done to observe how frequently college students were in the presence of others and how frequently they were done.

The next step in this study asked for the students to record whether, at the time their beeper went off they wanted to be alone or in the company of others. This response that they gave usually reflected which of the two situations they were experiencing the next time their beepers went off. The information retained from this study helped to show the strength of an individual's need for affiliations by showing how frequently they obtained the presence of others when they felt that it was what they wanted at the moment it. Showed how strong their need for affiliation was at that particular moment.

The Need for affiliation (N-Affil) is a term that was popularized by David McClelland and describes a person's need to feel a sense of involvement and 'belonging' within a social group McClelland's thinking was strongly influenced by the pioneering work of Henry Murray who first identified underlying psychological human need and motivational processes (1938). It was Murray who set out a taxonomy of needs including achievement, Power and affiliation and place these in the context of an integrated motivational model people. With a high need for affiliation require warm interpersonal relationships and approval from those with whom they have regular contact. People who place high emphasis on affiliation tend to be supportive team members, but may be less effective in leadership positions.

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II. CONCLUSIONS

There are many situations in which people feel a need for affiliation. One situation that causes a greater need for affiliation is during a stressful situation. An example where there was an increase in the need for affiliation among individuals was right after the September 11 terrorist attack on world trade center. This event led to Americans putting their differences aside and coming together. The increase in an individual's need for affiliation allowed individuals responding to same stressor to come together and find security in one another situations that include fear often lead people to want to be together and trigger a need for affiliation.

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