

A STUDY OF NEED FOR ACHIEVEMENT AND LOCUS OF CONTROL OF SC AND NON SC ADOLESCENTS

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Abstract: The present research is designed to explore “A Study of need for achievement and locus of control of sc and non sc adolescents” Totally 200 sample constituted in the study in which 100 male and 100 female, it was decided to use “Need for Achievement Test” developed and standardized by Mahesh Bhargava., “Lous of Control Scale (LOC)” by Sanjay Vohara.This paper depicts that the empirical evidence on “a study of need for achievement and locus of control of sc and non sc adolescent’s” of Gulbarga District in Karnataka State.

Key words: Need for Achievement and Locus of Control.

Introduction: Need for achievement: The word motivation is derived from the Latin root mover, motion that is to move. Thus, motivation means the process of arousing movement in the organism.

In all phases of education, need for achievement (achievement motivation is synonymously used for need for achievement) is highly significant. In fact the problem of learning and education is the problem of motivating the students. Motivation gives rise to interest and is a short cut to all learning. A well motivated student towards education takes his/her work whole heartily and achieves maximum success in his/her performance. Thus psychology of motivation has grater importance in the field of education.

Every activity has a driving force behind it. This may be called motive force of behavior. Without motivation no activity is possible.

Locus of control: The concept of locus of control as derived from social learning theory (Rotter-1954), provides a useful means for measuring individual difference in the extent to which reinforcement is viewed as a consequence of one's own behavior or a consequence of such forces as “chance” “fate” or ‘powerful other’.

Concept of Internal-External Control of reinforcement was developed from social learning theory which describes the degree to which an individual believes that reinforcements are contingent upon his own behavior. Internal control refers to individuals who believe that reinforcement is contingent upon their own behavior, capacities or attributes. External controls refer to individuals who believe that reinforcements are not under their personal control but rather are under the control of powerful others, luck, chance, fate etc. thus depending on his past reinforcement experiences, a

person will have developed a consistent attitude tending towards either an internal or external locus as the source of reinforcement.

Methodology:

Statement of the problem:

The problem formulated for the present study is to find out the differences in need for achievement and locus of control of sc and non sc adolescents belonging to different areas of gender, composition of family of sc and non sc adolescents.

Variables:

1)Independent Variables:

a). Need for Achievement

2) Dependent Variables:

a). Locus of Control

Objectives:

- 1). To find out the difference in need for achievement of two categories of gender.
- 2). To find out the difference in locus of control of two categories of gender.
- 3). To find out the difference in need for achievement of two categories of Sc and non Sc Adolescents.
- 4). To find out the difference in locus of control of two categories of Sc and non Sc Adolescents.

Hypothesis:

1. There would be significant sex difference in the need for achievement of two categories of gender.
2. There would be significant sex difference in the locus of control of two categories of gender.
3. There would be significant difference in need for achievement of two categories of Sc and non Sc Adolescents.
4. There would be significant difference in locus of control of two categories of Sc and non Sc Adolescents.

Sample design:

Gender	SC		Non SC		Total
Male	38	38	38	38	152
Female	37	37	37	37	148
Total	75	75	75	75	300

The present study was conducted on 300 adolescents of Gulbarga District of Hyderabad Karnataka state.

Tools:**1). Personal Data Schedule:****2). Mahesh Bhargava's Need for Achievement Test:****3). Sanjay Vohara's Locus of Control Scale (LOC):****Statistical analysis:**

Keeping in view the research objectives and hypothesis of the study the statistical analysis, like mean, SD, t-test, were applied on the collected data.

Result and discussion:**Table 1 Shows Mean, SD and t-value of Need for achievement in two categories of gender (N=300)**

Gender	Mean	SD	N	t-value
Male	21.22	3.56	210	3.21**
Female	19.71	4.15	90	

**Significant at 0.01 level

Table 1 Suggests that achievement motivation level of male is higher than female. The mean scores of male is 21.22 and of female is 19.71. The t-value of 3.21 is significant at 0.01 level. Thus significant sex differences do exist in achievement motivation level of the given sample. Therefore the achievement motivation level is found to be influenced by the gender of the participants. Being either male or female itself is found to make a difference in achievement motivation. Several earlier studies have also highlighted the fact. Thus achievement motivation is a function of the gender of the participants also.

Table 2 Shows Mean, SD and t-value of Need for achievement in two categories of Sc and Non Sc (N=300)

levels	Mean	SD	N	t-value
SC	19.95	3.85	124	2.95**
NON SC	21.31	4.17	176	

**Significant at 0.01 level

Table 2 gives the results of the sample in respect of caste. The mean of Non Sc group is 21.31 and of Sc is 19.95. The t-value of 2.95 is significant at 0.01 level. Thus results highlight that achievement motivation is a function of influence to the adolescents' achievement in the society.

The non sc adolescents are found to excel the sc adolescents in their achievement motivation level. Studies clearly revealed that the sc adolescents has always the higher sense of responsibility and shares the burden of the life. Being sc adolescents in the society, the individual has more opportunities of owning risk and responsibilities which may cause a sort of anxiety that cripples the achievement motivation. The non sc adolescents have no such hurdles and hence have clear set goals and thus achievement motivation is relatively higher.

Table 3 Shows Mean, SD and t-value of Locus of Control in two categories of Gender (N=300)

Gender	Mean	SD	t-value
Male	25.35	4.28	3.46**
Female	27.22	4.32	

**Significant at 0.01 level

Table 3 Clearly reveal significant sex differences in locus of control. The mean score of male is 25.35 and female have a mean of 27.22 respectively. The t-value are significant at 0.01 level, this indicates significant sex

difference in locus of control. Female are found to be more fatalistic and externality oriented than males. The earlier studies in this regard also found that females have more belief in chance factors, fate etc. than the males.

Table 4 Shows Mean, SD and t-value of Locus of Control in two categories of Sc and Non Sc (N=300)

Levels	Mean	SD	t-value
SC	26.22	4.10	
NON SC	25.18	4.41	2.12*

*Significant at 0.05 level

Table 4 gives the results of locus of control in two caste of the sample. The mean score of sc is 26.22 in locus of control of Sc adolescents and the non sc has a mean score of 25.18 in locus of control of Non Sc adolescents respectively. The t-value is significant at 0.01 level. This reveals that non sc adolescents are less fatalistic and ability dependent. The later scadolescents owns the responsibility of their behavior and attribute to themselves and not to any external origin.

Conclusions:

1. Males have significantly higher need for achievement than females.
2. The sc adolescent's respondents have higher need for achievement than the non sc.
3. The respondents of lower level performance are found to have more LOC-female and less LOC-male.
4. Males are found to have greater belief in their ability than females in explaining the behavioral consequences.
5. Females are found to be more controlled by powerful others and chance factor than males.

Limitations Of The Study: The findings of the study have for reaching implications in the area of Sc and Non Sc Adolescent's issues like Education and challenges of learning process science achievement motivation is a part of life event which re-gives to be reduce in order to improve Locus of control and achievement motivation of the adolescents.

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