

## **"A Comparative Study of Achievement Motivation Locus of Control among the Arts and Science Faculties Students"**

**Dr. Ramkisan S. Belnur**

Head & Assistant Professor,  
Dept. of Psychology,  
M.S.S. Arts, Science and Commerce College,  
Ambad Dist. Jalna. Mo. No. 9420403404  
[ramkisan.belnur@gmail.com](mailto:ramkisan.belnur@gmail.com)

---

### **Abstract**

A Comparative Study of Achievement Motivation and Locus of Control among the Arts and Science Faculties Students. Sample of Art's faculty students 50 and science faculty students 50 totally 100 students of both faculties participants were selected from various colleges from M.S.S College Jalna, and Ambad. Conclusion The science faculty students have more need for Achievement than Arts faculty students. The Science faculty students have more internally controlled than Art faculty students.

**Keywords:** Achievement Motivation, Locus of Control, Arts and Science Faculties Students.

### **Introduction:**

Education is one of the most important facets of national life. It is the vital tool in attaining economic independence and dominance; social stability and security; political integrity and harmony, if viewed from a broader perspective. It is merely a means to the end of earning livelihood and social prestige, if viewed from a narrow perspectives; as is generally the case. In any case, however; competency for the fruitful life is the goal of all education.

While there is a growing tendency for the advanced education for everyone, the best jobs will still be available to those who are very well trained and are prepared to take risks and show alertness in seizing opportunities.

In education seeing two fields one is professional education and second is non-professional education. In non-professional education filed seeing three faculties. That is 1) Arts faculty, 2) Commerce faculty and 3) Science faculty.

In Arts faculty social science and languages subjects are taught in Marathi medium. All of subjects are theoretical very few are practical subjects (psychology, geography), students do not attended classes regularly. Very few students speak and understand english clearly and easily.

In science faculty natural sciences subjects. are taught All subjects have practical which is very important, Teaching is in English medium students attend classes regularly. As the teaching is in English the science student understand and can speak English clearly than arts students

Now a day all the information about subject is available on internet in English. English is very important in all fields Students who know English get jobs early. Those Very few jobs are available for Marathi medium students. Due to this science faculty students have good personality powerful personality than Arts students.

### **Definition of the terms:**

#### **Need for Achievement (n-Ach):**

It means a behavior which shows efforts to do one's best, to do better than others oringeneral, to accomplish something to one's

own satisfaction. It is concerned with one's zeal for doing a constructive work. It reflects a "desire to move ahead to the unlimited goal".

**Locus of Control (LOC):**

It deals with an important belief system inherent in an individual's mode of thinking i.e. the extent to which the individual believes that he is self-motivated, directed or controlled (Internal LOC) or that the environment (luck, fate, chance) plays a dominant role in influencing his behavior and in determining the rewards and punishments that he obtains. (External LOC).

**Review of literature**

Pandey, Uma Dutta, and Singh, Ranjit Prasad of ANS institute of social studies Patna, (1971), conducted a study on "The effect of sex and culture on n-Ach religious beliefs and religious practice". They carried out this study in the area of Lohargad, Bihar. They selected 84 students of 10 and 11 years (Adivasi boys and girls, non- adivasi girls and boys 21 each). For this study they used religious belief scale. They found significant correlation between n-Ach and academic achievement on one hand and between religious beliefs and practices on the other. But there was no significant correlation between any other combinations of their four variables. Similar results were found when correlations were separately computed for the four sub samples, male female, adivasies and non adivasies. Analysis of variance did not show any significant difference for sex or culture on the above variables (Agrawal K. G. 1970).

Santosh R. Jadhav (2005), made a study on "A study of attitude of college going student towards religion in relation to their personality type, achievement motivation and moral judgment". It found that (1) Need for achievement is positively associated with religious attitude (ATT) and first three subscales. (2) Females have more n-Ach than males. (3) Gender influences the relationship between the n-Ach and religious attitude (4) Intro-version would be partially related with

need for achievement. (5) there is no inter correlation between n-Ach and moral judgment.

**Objectives of the study**

➤ To examine Achievement motivation and locus of control of Art's and Science faculties college students

**Hypotheses of the Study:**

➤ The science faculty students are more Achievement motivation than the Art's faculty students.

➤ The science faculty students are more internally controlled than the Art's faculty students.

**Variables of the Study:**

**1) Independent variables:** Art's and Science faculty's college Students.

**2) Dependent variables:**

(1) Achievement motivation (n-Ach)

(2) Locus of control (LOC)

**Sample selection and administration of tests:**

The random sampling technique was used in the selection of sample for the present study. The basic assumption behind the random sampling is of good judgment and appropriate strategy one can hand pick the cases, to be included in the sample and thus develop samples that are satisfactory in relation to one's need (Guilford, 1978). In the initial stage a sample of Art's faculty students 50 and science faculty students 50 totally 100 students of both faculties participants were selected from various colleges from M.S.S College Jalna, and Ambad. These students were regularly presented to college and these education level B.A. and B.Sc. Third year only and age range : 20 to 22 years, education percentile range : 50 to 60% and only Jalna, and Ambad city's colleges students.

**Tools for data collection:**

1)Deo-Mohan Achievement Motivation (n-Ach) scale.

2)Rotter locus of control scale By Dr. Anand Kunal And Dr. S.N. Srivastava.

**Result:-**

Showing least significant difference between two groups in terms of the dependent variable **need for achievement:**

Faculty	Mean	Std. Error	Mean Difference	Significant Level
Arts	140.58	1.102	7.81	0.01
Science	148.39	1.102		

The above table showing the supportive explanation and difference between two groups. Arts faculty students mean score of need for achievement is 140.58 and science faculty students achievement need means score is 148.39. The obtained mean difference is 7.81, which is significant on 0.01 level. Since high score indicates high level need achievement in the test of Deo-Mohans test. It is concluded that the science faculty students having high achievement need level than the art faculty students.

showing least significant difference between two groups in terms of the dependent variable

### locus of control

Faculty	Mean	Std. Error	Mean Difference	Significant Level
Arts	8.53	.239	1.87	0.01
Scien.	6.66	.239		

The above table showing the supportive explanation and difference between two groups. Arts faculty students mean score of locus of control is 8.53 and science faculty student's locus of control mean score is 6.66. The obtained mean difference is 1.87, which is significant on 0.01 level. Since high score indicates external locus of control in the test of Rotters Locus of Control test. It is concluded

that the science faculty students having internal locus of control and arts faculty students having external locus of control.

### Conclusion:

1. The science faculty students have more need for Achievement than Arts faculty students.
2. The Science faculty students have more internally controlled than Art faculty students.

### Reference:

1. Fenelli , G. (1977). *Locus of control motivation in Education (Ed)* Samul Ball . New York. Academic press
2. Andrew M. Colman (2009) *Dictionary of psychology* New York, Oxford University Press Inc.
3. Alschuler, A.S. (1973). *Developing achievement motivation in adolescents.* Englewood Cliffs, N.J. Educational Technology Publication.
4. Feldman R.S. (2002), *Understanding psychology* New Delhi, allied publishers Private Limited.
5. Singh Arun Kumar (2006), *Test measurement of research method in Behavioral sciences* Delhi, Bahrain Bhawan.
6. Singh Arun Kumar (1993) *Test, Measurements and Research methods in behavioural* New Delhi, Tata Mcgrow Hill Publication Company Ltd.