

Locus of Control among the Banjara Community Student's of Junior Colleges

Mr. Mahendra Govind Khare^{1*}, Dr. C. P. Labhane²

ABSTRACT

The present research aims at to measuring the Locus of control among the banjara community students of junior colleges. Rotters Locus of control scale will be used to measure the Locus of control level of Adolescent for this study the sample of 240 students of age range 16 to 18 years studying in 11th and 12th Classes were selected from different junior colleges of Jalgaon District.

Keywords: *Locus of control, Banjara community, Junior college, Adolescent.*

Present research topic is chosen by the researcher is associated with banjara community. In which researcher wants to focus particularly on the students of junior college. The researcher personally attached to the banjara community through his teaching profession the researcher realized their pangs, mental agonies, culture and traditions.

This banjara community is known by different names in India as well as in the world as Gormati, banjara, Lamani, Lambada and gypsy banjara, in Gor banjara there is separate custom and tradition different systems of celebrating festivals and marriage customes, ornaments, justice system. They have preserved this culture through folks, stories and bhajans and they have preserved it. Banjara community has scattered in every part of our country as well as in the world.

So there is a great effect on Locus of control level among the banjara community in relating socio-economic status high & low due to their bad habits, self- contemptness of mind, child marriage system, lack of planning, ignorance, illiteracy impact of blind beliefs inadequate information of Government policies.

If we do analytical study of banjara community. It seems that nearly about 75 % people are living their lives below poverty line. These people do any kind of work as their traditional

¹ Ph.D. Scholar, Dept of Psychology, M. J. College, Jalgaon, India

² HOD, Ph.D. Guide, Dept of Psychology, M.J. College, Jalgaon (MS); India

*Responding Author

Received: May 22, 2017; Revision Received: June 14, 2017; Accepted: June 30, 2017

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business stopped most of the people in Tanda are interested in doing the work cutting sugarcane and they have turned towards going on daily wages work. They spent 50 % to 60 % income on their bad habits. It seems that five years old boys are addict of tobacco and gutka and bad habits there is a economic, physical, mental and social loss of this community.

Their educational progress is affected by such bad atmosphere and surrounding conditions for self progress banjara community students have to make self efforts. After passing their matriculation Examination. They do not also do not get inspiration from their parents. These students grown on adverse conditions, their level of Locus of control seems to be high.

These students are inspired to become great and to achieve bright goal success in their life in order to verify the Locus of control of the banjara community.

REVIEW OF LITERATURE

Russell ,1974 - investigated of the relationship between both Machiavellianism and I-E locus of control and there behavioral indices of aggression, Physical aggression, Challenge to authority and total aggression were positively related to Mach V Scores and I-E locus of control, The only exception being I-E and physical aggression. Goal scoring, as a performance measure, was positively related to challenge to authority and total aggression while assists were highly correlated with all measures of aggression and I-E locus of control. Measures of precautionary behavior were generally unrelated to the scales.

Sherman and Hofmann, 1978 -The relationship between locus of control (LC), grade point average (GAP), standardized achievement test scores (SAT), sex, and socioeconomic status (SES) was investigated among a sample of 174 eight graders who responded to the Nowicki-Strickland locus of control instrument. Certain partial correlations between momentary achievement (Standardized test results), continuing achievement (Grade point average), sex and socioeconomic status were explicated. Utilizing sex, socioeconomic status and locus of control as independent variables, a significant interaction between sex and type of achievement was noted. When considering sex differences with LC scores, GPA was more predictable, standardized test results. However, When sex was not considered, standardized test results were as predictable as GPA .

Gary, D E. 1978 - examined the sex difference in the dimensions of Internal versus External controls using the J.B Rotters (1966) Locus of Control Scale on male female college students. The findings contrast with others, that sex difference for factor structure was observed. .The confounding effects of the I-E scale was brought into focus by viewing causality from 4 elements frame work, as suggested by attribution theorists, as opposed to the 2 element causal model assumed by Rotter.

Aim of the Study

- To study the locus of control level among the banjara community students of Junior Colleges, in Jalgaon District.

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Objective

1. To investigate the significant difference in relation effect of gender and faculty on Locus of control level.
2. To find out Locus of control level of banjara community students from Arts and Science faculty of junior colleges.
3. To find out Locus of control level of banjara community students from male and female.

Hypothesis

Hypothesis – 01 There is significant difference between locus of control of male and female students.

Hypothesis – 02 There is significant difference between locus of control of arts and science faculty students.

OPERATIONAL DEFINITION OF THE VARIABLES

Locus of Control

Locus of control describes the degree to which the executives perceive that their scales outcomes result from their own efforts and behaviors (Interval control orientation) or due to the influence of others or from forces that are external to themselves and beyond their control (external control orientation) or just as a matter of situation and Luck of fortune (change orientation).

Scales of Locus of control according to Rotter (1966) Locus of control is a fundamental personality trait: referring to individual difference in a generalized belief in interval versus external control of reinforcement.

He further explains that, those with an external Locus of control see themselves as relatively passive agents, feel that they are masters of their capacity to influence the environment. In short Rotters 1966 says Locus of control refers to ones belief in his or her abilities to control life events.

METHODOLOGY

*Research Design- 2*2 factorial design was used.*

| Gender | Faculty | | |
|--------|---------|---------|-----|
| | Arts | Science | |
| Boys | 60 | 60 | 120 |
| Girls | 60 | 60 | 120 |
| | | Total | 240 |

Their age range between 16 to 22 years

Sample Technique

Random sampling technique was used.

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Sample

Sample for the study was selected by random sampling method from Arts and Science faculty of banjara community junior colleges. Total 120 students from junior colleges were selected from 60 boys and 60 girls and from 60 Arts Faculty and 60 Science Faculty students of banjara community junior college students of Arts and Science faculty. The age range of the students was 16 to 22 years; sample was taken from the rural area.

Tools

For collecting the data standardized scales was to measure. Locus of control level constructed and developed by Rotters, Locus of control scale Dr. Anand Kumar and Dr. S.N. Shrivastava Reliability 0.89 Validity 0.83

Variables

1. Independent Variable

- a. **Gender-** Boys and Girls
- b. **Faculty -** Arts and Science

2. Dependent Variable

Score of Locus of control level.

Procedure

Intention is to check the Locus of control level of gender, faculty of junior college. Rotters Locus of control scale will be used to collect data for data collection respondents will be personally approached by the researcher and questionnaire will be distributed individually in face to face fashion. Scale test will be used Locus of control level constructed by Rotter, Dr. Anand Kumar and Dr. S.N.Shrivastava. Reliability 0.89 Validity.

Clear instructions will be prepared for the respondents will be asked to decide about agreement with the statement and mark the relevant response category honesty, with request to complete and return it. The cooperation from Institution teachers will be remarkable Result.

Statistical Treatment of Data

First, the data were treated by means, SD and t. Then, Two way ANOVAs was applied. SPSS software (Version 17.0) was used for data analysis.

RESULT & DISCUSSION

In this part investigator has explained the result related to statistical analysis and hypothesis.

Hypothesis – 01 There is significant difference between locus of control of male and female students.

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Table – 1.1 TV Gender wise comparisons on Locus of control

| Gender | N | Mean | SD | t | Sig-level |
|--------|----|------|------|------|-----------|
| Male | 60 | 8.29 | 3.42 | 4.61 | 0.01 |
| Female | 60 | 9.38 | 3.25 | | |

P at 0.05 = 1.96, 0.01 = 2.59

Table 1.1 shows the locus of control level of male and female student's. The researcher has found that the mean value in locus of control of male students was 8.29 and SD was 3.42. Similarly the mean value in locus of control of female students was 9.38 and SD was 3.25. The calculated "t" value was 4.61. It is significant at 0.01 levels. It indicates that there is significant difference in locus of control of male and female students. It is interpreted that female students have high level of locus of control then male students. That's why above hypothesis is accepted.

Hypothesis – 02 There is significant difference between locus of control of arts and science faculty students.

Table – 1.2 Faculty wise comparisons on Locus of control

| Faculty | N | Mean | SD | t | Sig-level |
|---------|----|------|------|------|-----------|
| Arts | 60 | 8.02 | 3.46 | 7.08 | 0.01 |
| Science | 60 | 9.66 | 3.09 | | |

Table 1.2 shows the locus of control level of arts and science faculty student's. The researcher has found that the mean value in locus of control of arts students was 8.02 and SD was 3.46. Similarly the mean value in locus of control of science faculty students was 9.66 and SD was 3.09. The calculated "t" value was 7.08. It is significant at 0.01 levels. It indicates that there is significant difference in locus of control of arts and science faculty students. It is interpreted that science faculty students have high level of locus of control then arts faculty students. That's why above hypothesis is accepted.

RESULT & DISCUSSIONS

Present study was related to the locus of control among the banjara community students of junior college.

First hypothesis obtained after analysis was shown gender wise. There is a significant difference between male and female students. Mean value of male is 8.29 and mean value of female is 9.38, and SD of male is 3.42 and female value is 3.25. It is calculated 't' value is 4.61 it is found to be significant at 0.01 Level.

This represents that the female students have high locus of control than male students. As they believe in their own ability to locus of control events. It indicates that girls are more traditional than boys. That's why girls have high locus of control than boys. Male and Females are named like the names of Gods & Goddess in Banjara Community. It was their tradition in Banjara Community. Girls always follow their ancestors celebrate traditional

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festivals. Girls more religious than boys and girls are very positively with their lives. They believe in god worship and girls understood their responsibility with their educational career. Second hypothesis obtained after analysis is shown faculty wise. There is a significant difference between arts and science faculty students. Mean value of arts students is 8.02 and mean value of science faculty students is 9.66 and SD of arts faculty student is 3.46 and science faculty students is 3.09 calculated 't' value is 7.08.

It is found to be significant at 0.01 levels. Results indicate that science faculty students have more locus of control than Arts faculty students because science faculty students are impressed by their educated relatives and they are guided by them. Science Faculty Students are inspired to take higher education in science faculty. Science faculty students belong to educated faculty that's why science faculty students have more locus of control than arts faculty students. Arts faculty students belong to low socio economic status and they come mostly from illiterate families. They have become victim of superstition due to lack of education that's why there locus of control is low.

CONCLUSION

Hypothesis 01 results indicate that female students have more locus of control than the male students and Hypothesis 02 results indicate that science faculty students have more locus of control than arts faculty students.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

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How to cite this article: Khare M. G, Labhane C. P (2017), Locus of Control among the Banjara Community Student's of Junior Colleges, *International Journal of Indian Psychology*, Volume 4, (3), DIP:18.01.130/20170403, DOI:10.25215/0403.130