

Anxiety and Locus of Control Among Graduate Student

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Abstract

Aim of the study was to examine the locus of control and anxiety among Boys and Girls Graduate students. Hypotheses: first there is no significant difference between Boys and Girls graduate students with respect to locus of control. Second was there is no significant difference between Boys and Girls Graduate students with respect to anxiety. Sample: For the present study 80 Sample were belongings to and Aurangabad, 80 subjects were included. The age range of subjects was 18-24 years. Purposive non-probability sampling technique was used. Tools: 1) anxiety scale was constructed and standardized by A.K.P. Sinha and L.N.K. Sinha. 2) Locus of Control Scale constructed by Dr. Anand Kumar and Dr. S.N. Srivastav. Results: first girls graduate student had significantly locus of control (Internal Locus of Control) than the boy's graduate students. Girl's graduate students had significantly high anxiety than the boy's graduate students.

Introduction:

Locus of control describes the extent to which we believe that we are in control of our lives. The concept was developed by Rotter (1966). Research in a number of contexts has found that individuals low in Locus of control are generally more vulnerable to anxiety and stress. There is a range of psychometric tests available to assess locus of control. Ntoumanis & Jones (1998) investigated the relationship between locus of control and competitive anxiety in 83 university- and county – level athletes (45 men, 38 women), using the CSAI-2 and a standard measure of locus of control. Interestingly, locus of control was not associated with somatic or cognitive anxiety levels; however, there was a relationship with how the athletes saw anxiety. Those with an internal locus saw anxiety as facilitative, that is, likely to improve their performance, whereas those with an external locus of control tended to see it as debilitating, that is, bad for their performance. Locus of control (LOC) is the degree to which people report as sense of personal control. Locus of control has been dichotomized as internal or external (Rotter, 1966).

An internal LOC believes an event occurs as a product of his/her own behavior. External LOC believes that an event is the product of chance, luck, or the influence of other people. In a related vein, personal control has been defined as an individual's belief that events and outcomes in one's life result from one's own actions (Ross & Mirowsky, 2002). In the workplace, employees who perceive higher levels of control report higher levels of satisfaction, motivation, commitment, and involvement found the more psychology students believed their actions allowed them to take some control over chance events, the more likely they were to exhibit superstitious behavior. An earlier study found a positive relationship between an external locus of control and belief in self-oriented superstitions (Peterson, 1978). In contrast, Groth-Marnat and Pegden (1998) found in a study of undergraduate students that an internal locus of control was related to stronger beliefs in superstitions. Tobacyk. Nagot and Miller (1988) found the greater personal efficacy control and greater interpersonal control corresponded with less belief in superstition. Also, low belief in self-efficacy in undergraduate students was positively linked with superstitious behaviors. Rudski (2004) found that pessimism was positively correlated with a belief in superstitions.

Objective of the study:

- 1) To investigate the locus of control and anxiety among Boys and Girls Graduate students.

Hypotheses:

- 1) There is no significant difference between Boys and Girls Graduate students with respect to locus of control.
- 2) There is no significant difference between Boys and Girls Graduate students with respect to anxiety.

Methods:**Sample:**

For the present study 80 Samplewere belongings to and Aurangabad, 80 subjects were included of various graduate students. The age range of subjects was 18-25 years. Purposive non-probability sampling technique was used.

Tools**1) Sinha's Comprehensive Anxiety Test (SCAT-SS):**

This scale was constructed and standardized by A. K. P. Sinha and L. N. K. Sinha. It consists of 90 sentences and each item provides two alternatives. The inventory can be scored accurately by hand and no scoring key or stencil is provided so far. For any response indicated as 'YES' the testee should be awarded the score of one, and zero for 'NO'. The sum of the entire positive or yes responses would be the total anxiety score of the individual. The coefficient of reliability was determinate by using the two methods. First the test-retest method (N=100) was employed to determine the temporal stability of the test. The product moment correlation between the test and retest scores was 0.85. Second method is the internal consistency reliability was ascertained by adopting odd-even procedure (N=100). Using the spearman brown formula, the reliability coefficient of the test was found to be 0.92.

Rotter's Locus of Control Scale:

Locus of Control Scale constructed by Dr. Anand Kumar and Dr. S. N. Srivastav. 29 items are in the questionnaire and each of the items has two responses (a and b). The reliability of the inventory was determined by split-half method and test-retest methods used. Split-half indexed reliability coefficients is .88 and test retest reliability is .85. And construct validity of the inventory is determined by finding coefficient of correlation between scores on Maslow crown desirability scale.

Procedures data collection

Anxiety scale and Locus of Control Scale constructed by Dr. Anand Kumar and Dr. S. N. srivastav was administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted.

Variable

Independent variable –

- 1) Gender a) Boys b) Girls

Dependent Variable

- 1) Locus of Control
- 2) Anxiety

Statistical Analysis and Discussion

Mean Std. Deviation and t values of Boys and Girls Graduate students on dimension locus of control and anxiety

Dimension	Boys (N=40)		Girls (N=40)		't'	df	P
	Mean	SD	Mean	SD			
Locus of Control	12.43	4.77	18.98	3.10	7.28	78	<.01
Anxiety	31.10	3.72	38.29	4.89	7.40	78	<.01

Result showed that the Mean of boys graduate students on dimension locus of control was 12.43 and mean of girls graduate students on dimension anxiety was 18.98, the difference between the two mean was highly significant $t(78) = 7.28, p < .01$.

It concluded that girl's graduate students had significantly internal locus of control than the boy's graduate students.

Second result showed that the Mean of boys graduate students on dimension anxiety was 31.10 and mean of girls graduate students on dimension anxiety was 38.29, the difference between the two mean was highly significant $t(78) = 7.40.$, $p < .10$.

It concluded girl's graduate students had significantly high anxiety than the boy's graduate students.

Results: Girls graduate students had significantly locus of control (Internal Locus of Control) than the boy's graduate students. Second girl's graduate students had significantly high anxiety than the boy's graduate students.

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