

## A Study of Locus of Control and Anxiety among Boys and Girls Players

**Dr. Quadri Syed Javeed:** Head & Associate Professor in Psychology, Ankushrao Toppe College of Arts Commerce & Science College, Jalna - 431203 (M.S.) India.

**Dr. Sujata K Deore:** Assistant Professor, Ankushrao Toppe College of Arts Commerce & Science College, Jalna - 431203 (M.S.) India.

### Abstract

The aim of the study was to investigate the locus of control and anxiety among boys and girls individual game players. **Hypotheses:** There was no significant difference between boys and girls individual game players with respect to locus of control. There was no significant difference between boys and girls individual game players with respect to anxiety. **Sample:** Among the total 80 samples selected from Aurangabad city, 40 boys and 40 girls samples of age group 18-25 years representing in various individual games. For the present study, purposive non-probability sampling technique was used. **Tools:** 1) Sports Anxiety Test (SAT) this scale was constructed and standardized by Dr. Quadri Syed Javeed. This test consists of 30 items; 2) Locus of Control Scale constructed by Dr. Anand Kumar and Dr. S. N. Srivastav. **Results:** first Girls individual game players had significantly high internal locus of control than the boys' individual game players. The Girls individual game players have more sports anxiety than the boys individual game players.

**Key Words:** Sports, Anxiety, Locus of Control

### 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' lows 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 *debilitative*, that is, bad for their performance. Locus of control (LOC) is the degree to which people report a 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 (Spector, 1986). Van Raalte et al. (1991) 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

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recognize that humans do not function by stimulus-response exclusively and that cognition is a significant factor in maintaining high moral (Bernard 1991).

#### Training Human Resource(HR) in REBT

Training HR in REBT requires commitment in understanding that REBT and its application to training will enhance their skills and improve existing trainings. It is important to realize and emphasize that REBT is an added tool that will make them and their program more effective. HR often like to have quick fix approaches but to make REBT effective it is obligatory to make long-term commitment to its training. We can initiate with short-term programs introducing REBT and convey them that if they become more skilled in REBT approach, their work will be more cost-effective as they will not require consultant from outside to conduct training or redesign existing curriculum. They should continue discussing that a consistent view of human behavior by HR will ultimately create a corporate culture of flexible employees who are able to handle their own frustration which in turn will reduce the pressure on organization to change. Similarly, it can be pointed out that REBT is an easily understood approach which easily can help employees with daily problems.

It is also important to disagree with HRs own low frustration tolerance for quick solutions and at the same time emphasize the long-term benefits of being an REBT expert in the organization. While conducting training for HRs extensive lecturing should be avoided. Use job related examples and design small group exercises which can allow them apply the techniques during workshop. Systematic curriculum building exercises are also useful. We can start with existing programs and work as group to redesign it with REBT principles. Techniques taught in REBT often include models of effective listening. Unfortunately, most individuals stop listening when they hear information that challenges their existing beliefs and then they react emotionally this reaction interferes their ability to listen. If the HR is made to identify that, their trigger behavior of emotional reaction is a result of their rigid beliefs, their ability to listen can be strengthened than they reacting to that behavior emotionally. It is also important to spend time with individual group members on their own rigid beliefs that interfere effective working however should avoid to pressurizing individuals to self-disclose (DiMattia, 1991).

#### Conclusion

Nevertheless, REBT is misinterpreted as accepting inadequate performance by accepting self as imperfect. We have so far seen the usefulness of applying REBT in organizational management for the effective working, enhancing moral, decreasing absenteeism, punctuality and prosperity in an organization. It is also necessary to clearly state that REBT improves performance by reducing anxiety and tension created by perfectionist thinking of management. REBT helps people achieve excellence with minimum distress. REBT is not an approach which lowers standards but focuses on different strategy to achieve high standards. REBT provides organizations with strategies for achieving organizational goals that will reduce counterproductive behavior.

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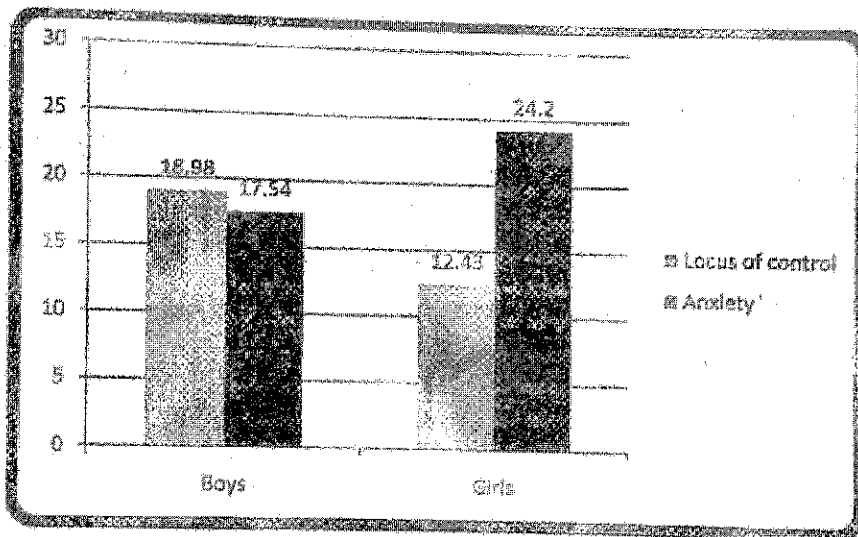
**Dependent Variable**

- 1) Locus of Control
- 2) Anxiety

**Statistical Analysis and Discussion**

*Mean, Std. Deviation and t values of boys and girls individual game players on dimension locus of control and anxiety*

Dimension	Boys (N=40)		Girls (N=40)		t	df	p
	Mean	SD	Mean	SD			
Locus of control	18.98	4.77	12.43	3.10	7.28	78	< .01
Anxiety	17.54	6.65	24.20	6.09	4.67	78	< .01



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

Research Null hypothesis found rejected, as there was no significant difference between boys and girls individual game players with respect to locus of control. Athletes with an external/chance locus of control experience higher levels of sport competition anxiety than those who have an internal locus of control.

Result showed that the Mean of boys individual game players on dimension anxiety was 17.54 and mean of boys individual game players on dimension anxiety was 24.20, the difference between the two mean was highly significant  $t(78) = 4.68, p < .01$ .

Thus, research Null hypothesis found rejected as there was no significant difference between boys and girls individual game players with respect to anxiety. According to Emily Mouyard athletes ( $M 34.84, SD 6.76$ ) experience higher levels of sport competition anxiety than men athletes ( $M 32.64, SD 3.72$ ). Athletes with an external focus of control experience higher levels of sport competition anxiety than those who have an internal locus of control.

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