

A Study of Locus of Control and Anxiety among Male and Female Graduate Students

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ABSTRACT

Aim of the study: to investigate the locus of control and anxiety among male and female Graduate Students. **Hypotheses:** There was no significant difference between male and female Graduate Students with respect to locus of control. There was no significant difference between male and female Graduate Students with respect to anxiety. **Methods:** **Sample:** For the present study 100 Sample were belongings to Aurangabad, 50 subjects were male graduate students and 50 were female graduate students. The age range of subjects was 18-24 years. Purposive non-probability sampling technique was used. Tools Rotter's Locus of Control Scale (1985): constructed by Dr. Anand Kumar and Dr. S. N. Srivastav. Sinha's Comprehensive Anxiety Test (SCAT-SS): by A. K. P. Sinha and L. N. K. Sinha. **Conclusions:** Male Graduate Students had significantly locus of control (External Locus of Control) than the female Graduate Students (Internal Locus of Control). Female Graduate Students had significantly high anxiety than the male Graduate Students.

Keywords: Locus of Control, Anxiety, Male and Female Graduate Students

The concept of locus of control was first introduced by Rotter (1966). LOC (Rotter, 1966) is conceptualized on a dynamic bipolar continuum spanning from internal to external. Internal locus of control is characterized by the belief that consequences are a result of one's own behavior. In other words, individuals who believe that their successes or failures result from their own behaviors possess an internal locus of control. On the other hand, external locus of control is characterized by the belief that consequences are a result of fate, luck, or powerful others. In other words, individuals who attribute their successes or failures to something incongruent with their own behaviors possess an external locus of control.

Anxiety is one of the major psychological variables which are considered as an important part of personality development. Anxiety also called angst or worry is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioural

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components. Psychologists find abnormal anxiety interferes in the organized behavioural sequence. It is the displeasing feeling of fear and concern (Davison, Gerald, 2008).

Test anxiety refers to worry, apprehension, palpitation, increase in pulse rate and other physiologic symptoms during the exam. (Abolghasemi, Asadi, Moghadam, Najarian, & Shokrkon, 1996;). TA negatively affects academic performance. According to Sarason and Sarason (1990), High-test-anxious students express concern about the consequences of not performing at a satisfactory level on major exams and embarrassment at probable failure. Also, test-anxious college students, relative to their low-test-anxious counterparts, report suffering from poor mental health and psychosomatic symptoms (Depreeuw & DeNeve, 1992). Spielberger (1972) reported that students who are high in test anxiety tend to have poor study habits and test taking skills.

Aim of the Study

1. To investigate the locus of control and anxiety among male and female Graduate Students.

Hypotheses

1. There was no significant difference between male and female Graduate Students with respect to locus of control.
2. There was no significant difference between male and female Graduate Students with respect to anxiety.

METHODOLOGY

Sample

For the present study 100 Sample were belongings to Aurangabad, 50 subjects were male graduate students and 50 were female graduate students. The age range of subjects was 18-24 years. Purposive non-probability sampling technique was used.

Tools

1. **Rotter's Locus of Control Scale (1985):** 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.
2. **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.

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The coefficient of reliability was determined 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.

Procedures of data collection

Sports Anxiety Test (SAT) and Locus of Control Scale constructed by Dr. Anand Kumar and Dr. S. N. Srivastava was administered individually as well as a small group. While collecting the data for the study the later approaches was adopted.

Variable

Independent variable-

- 1) Gender a) Male b) Female

Dependent Variable

1. Locus of Control
2. Anxiety

STATISTICAL ANALYSIS AND DISCUSSION

Mean Std. Deviation and t values of male and female Graduate Students on dimension locus of control and anxiety.

Table No. 01

| Dimension | Male (N=50) | | Female (N=50) | | 't' | df | p |
|-------------------------|-------------|------|---------------|------|--------|----|-------|
| | Mean | SD | Mean | SD | | | |
| Locus of control | 17.69 | 3.48 | 13.15 | 4.26 | 5.83** | 98 | < .01 |
| Anxiety | 19.58 | 5.14 | 26.26 | 5.78 | 6.11** | 98 | < .01 |

By analyzing Table No. 01, interpret the difference of locus of control among graduate students on the basis of gender, calculated mean is 17.69 (male) and 13.15 (female) respectively. The standard deviation in case of the male graduate students is 3.48 and in case of the female graduate students is 4.26 and obtained 't' value is 5.83, which is significant at 0.01 level of significance which means that Male Graduate Students had significantly high locus of control (External) than the female Graduate Students.

McLaughlin and Saccuzzo (1997), and Young and Shorr (1986) found. They reported that females tended to attribute both success and failure outcomes to internal causes significantly more often than males.

Anxiety among graduate students on the basis of gender, calculated mean is 19.58 (male) and 26.26 (female) respectively. The standard deviation in case of the male graduate students is 5.14 and in case of the female graduate students is 5.78 and obtained 't' value is 5.05, which is significant at 0.01 level of significance which means that Female Graduate Students had significantly high anxiety than the female Graduate Students.

CONCLUSIONS

1. Male Graduate Students had significantly locus of control (External Locus of Control) than the female Graduate Students (Internal Locus of Control).
2. Female Graduate Students had significantly high anxiety than the male Graduate Students.

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