

## REVIEW OF RESEARCH

### ANXIETY AND LOCUS OF CONTROL OF COLLEGE STUDENTS



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#### **Abstract :**

The present study aims to assess the level of anxiety and locus of control among college students. Sample included 100 (simple random method) randomly selected i.e. 50 male and 50 female college students from various degree colleges of Kalaburgi district of Hyderabad Karnataka. Sinha's Comprehensive Anxiety Scale by Sinha & Sinha (1955) and Sanjay Vohra (1992) Locus of Control scale were used respectively. The findings are that there are significant difference between anxiety of male and female college students. Whereas, there is no significant difference between locus of control of male and female college students. It was found that there exists no significant difference between Rural and Urban Collage Student in anxiety and locus of control. Also found that there are significant negative correlation between anxiety and locus of control of college students.

**Keywords:** Anxiety, Locus of Control and College students.

## Anxiety And Locus Of Control Of College Students

### INTRODUCTION

The term “adolescence” derives from the Latin verb “adolescere”, meaning “to grow into maturity”. Thus it is “a process rather than a time period, a process of achieving the attitudes, and beliefs a needed for effective participation in society” (Rogers, 1981). Adolescence is the most impressionable period of one’s life; it is the period when the first dawn of power is felt by him. It is a period of day-dreams of adventures, of intense affections and stirring of the heart. The child’s emotions are most excitable at this period and at every small suggestion we find him prepared to do even the impossible. He is subjective and does not know the objective limitations of his power. His mind is pure and holy, he loves everyone and he does not suspect wickedness in other. He has not as yet learnt to direct his energies at right and therefore, there is a danger of his going on the wrong path, ruining on his life.

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 components. Psychologists find abnormal anxiety interferes in the organized behavioural sequence. It is the displeasing feeling of fear and concern (Davison, Gerald, 2008). The root meaning of the word anxiety is 'to vex or trouble'; in either presence or absence of psychological stress, anxiety can create feelings of fear, worry, uneasiness, and dread (Bouras & Holt, 2007). It is also associated with feelings of restlessness, fatigue, concentration problems, and muscle tension. Barlow (2002) define anxiety as "a future oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events. Thus is a state of being troubled and uneasy. Tuto (1971) states that anxiety is greater in individual games than in team games. Griffin (1972) who found that female sygyamasts had much higher. A state scores prior to competition when compared with other female individual and team sports participants. Gardman (1973) also did not find any difference between athletes participating in individual and team sports or between athletes participating in contact ant non-contact sports.

History of concept locus of control is the framework of Rotter's (1954) social learning theory of personality. Lefcourt (1976) defined perceived locus of control as follows: "Perceived control is defined as a generalized expectancy for internal as opposed to external control of reinforcements" (Lefcourt 1976, p. 27). Locus of control, a construct related to attribution, examines adolescent’s control beliefs– to what extent they perceive they are in control or not in control of what happens to them. Marks (1998) explains, Individuals with an internal locus of control experience reinforcements of value as more meaningful or influential to them because they believe that they have control over reinforcements; to increase or decrease the reinforcement, they change their behaviour. An adolescent’s locus of control style influences what type of causal attribution one will make concerning a specific event. Breet et al. (2010); Kumar and Vaidya (1986); Kumar and Tripathi (1986) who explored differentiated personality correlates of locus of control in short and long sleepers and found out significant difference in their locus of control (internality and externality). Therefore, an attempt has been made in this study to assess the level of anxiety and locus of control among college students in relation to gender and domicile.

### OBJECTIVES:

- 1.To find out the gender difference in anxiety and locus of control among college students.
- 2.To find out the difference in anxiety and locus of control among urban and rural college students.
- 3.To know the relationship between anxiety and locus of control among college students.

### HYPOTHESES:

1. There are significant differences between anxiety of male and female college students.
2. There are significant differences between locus of control of male and female college students.
3. There are significant differences between anxiety of urban and rural college students.
4. There are significant differences between locus of control of urban and rural college students.
5. There are significant negative correlation between anxiety and locus of control of college students.

### TOOLS AND TEST ADMINISTRATION:

Sinha’s Comprehensive Anxiety Scale by Sinha & Sinha (1955) and locus of control scale by Sanjay Vohra (1992) were administered individually as well as on small group of students by the researcher personally in their respective degree colleges. The simple random sampling technique was used for selecting the samples. The investigator selected 100 students of age 19 to 21, out of which 50 were male and 50 were female students. Out of 100 students, 50 students were from urban background and 50 students were from rural background.

### STATISTICAL TECHNIQUES USED:

- t-test

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- Spearman rho coefficient of correlation.

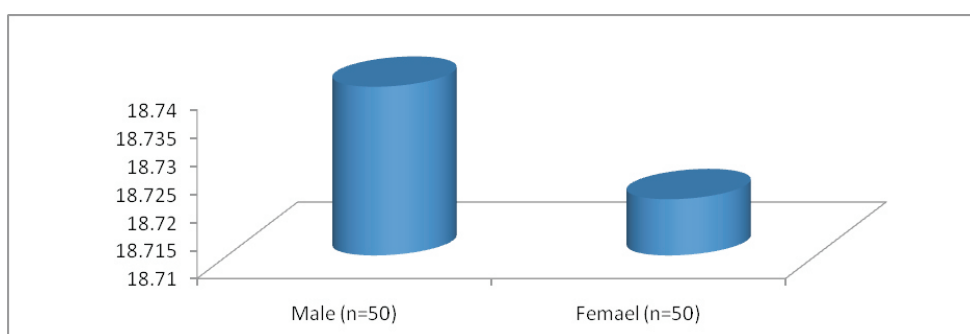
### RESULT AND DISCUSSION

**Table No 1. Shows the mean, SD and t-values of anxiety of male and female students.**

Variable	Male (n=50)		Female (n=50)		t-value
	Mean	SD	Mean	SD	
Anxiety	18.74	9.827	18.72	8.266	2.816**

Significant at  $p < 0.01$  level and NS: Not Significant

**Figure No 1 Shows the mean and SD of anxiety of male and female college students.**



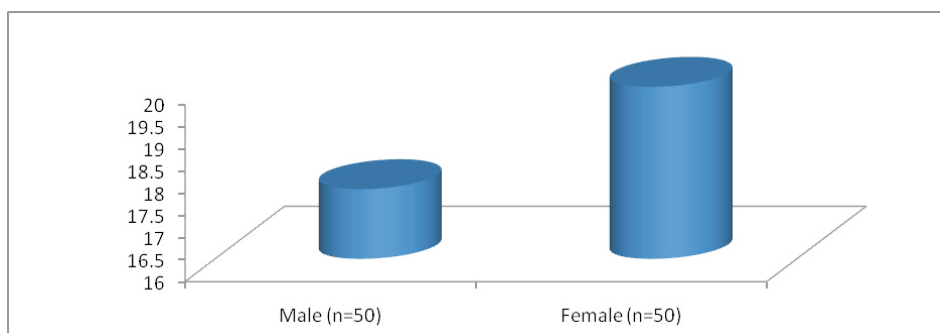
The table no 1 and figure no 1 indicates that there are significant difference between anxiety of male and female degree college students. The mean and SD of male is 18.74, and 9.827 and Female SD IS 18.72 ,and 8.266 respectively. The calucleted t-value is 2.816,  $p < 0.01$  level). It indicates that male degree college students shown high degree of anxiety than those of female counterparts. This may be because of male students are more emotionally anxious, lack of confidence, less involvement in academic activities, abstract feeling and tear of future se in comparison to female degree college students. Hence, the hypothesis, there would significant differences between anxiety of male and female college students, has been accepted.

The present result is supported by previous findings of Kumaraswamy, (2013); Zeena et al (1990); Wig et al” (1969); Chaudhary (1979); Beck and Young (1978); Kumaraswamy (1990) who found that male students are more anxious than the female ones.

**Table No 2. Shows the mean, SD and t-values of locus of control of male and female college students.**

Variable	Male (n=50)		Female (n=50)		t-value
	Mean	SD	Mean	SD	
Locus of control	17.58	3.631	19.90	4.555	0.011 NS

**Figure No 2, Shows the mean score of locus of control of male and female college students.**



The table no 2 and figure no 2 it is found that there is no significant difference in locus of control between male and female college students Male students mean score is 17.58, SD is 3.631, female students mean score is 19.90, SD is 4.555 and t-value is 0.11 NS. It implies that male and female college students are statistically do not differ with each

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other with respect to locus of control. Whereby, female college students shows slightly external locus of control than those of male counterparts. Hence, the second hypothesis, there are significant differences between locus of control of male and female college students, has been rejected.

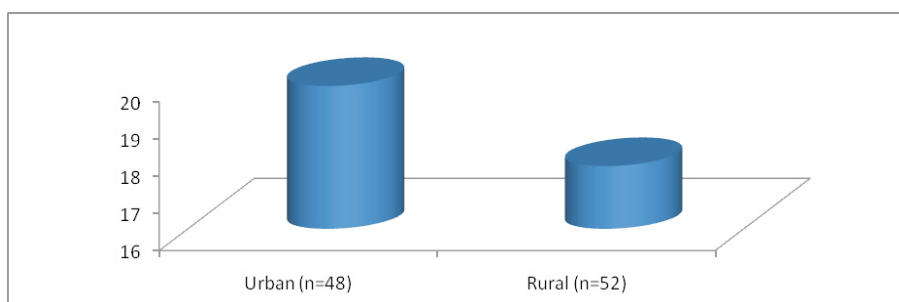
The similar findings were given by, Mandy (1999); Findley & Cooper (1983) who reported high correlates of internal locus of control with high academic achievement.

**Table No 3. Shows the mean, SD and t-values of anxiety of urban and rural college students.**

Variable	Urban (n=48)		Rural (n=52)		t-value
	Mean	SD	Mean	SD	
Anxiety	19.85	10.533	17.69	7.342	0.071 NS

NS: Not Significant

**Figure No 3 Shows the mean score of anxiety of urban and rural college students.**

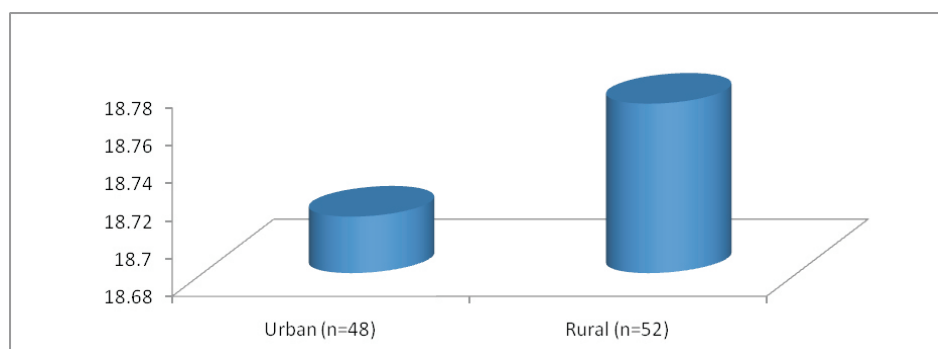


From the table no 3 and figure no 3 indicate the anxiety scores of urban and rural college students. The result shows that urban students mean score is 19.85, SD is 10.533, female students mean score is 17.69, SD is 7.342 and t-value is 0.071, which is not significant at  $p < 0.05$  level. Though, there is no significant difference in anxiety between urban and rural college students. Whereby, mean score indicates that urban college students shown slightly high degree of anxiety in comparison to rural ones. Hence, the third hypothesis, that there are significant differences between anxiety of urban and rural college students, has been rejected.

**Table No 4. Shows the mean, SD and t-values of locus of control of urban and rural college students.**

Variable	Urban (n=48)		Rural (n=52)		t-value
	Mean	SD	Mean	SD	
Locus of control	18.71	4.491	18.77	4.081	1.198 NS

**Figure No 4 Shows the mean score of locus of control of urban and rural college students.**



A perusal of the above table no 4 and figure no 4 demonstrate that the locus of control of urban and rural college students. The result depict that the urban college students mean score is 18.71, SD is 4.491, rural college students mean score is 18.77, SD is 4.081 and the t-value is 1.198, which is not significant at  $p < 0.05$  level. It implies that there is no significant difference in locus of control between urban and rural college students. However, the mean score suggests

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that rural college students exhibited slightly external locus of control than the urban college students. Hence, the hypothesis, there are significant differences between locus of control of urban and rural college students, is been rejected.

**Table No 5. Correlation between anxiety and locus of control of college students.**

Anxiety	r-value
Locus of control	-.090**

Significant at  $p < 0.01$  level

Table No 5 illustrates that there is significant negative correlation between anxiety and locus of control of college students. The spearman rho coefficient of correlation is  $-.090$ , which is significant at  $p < 0.01$  level. This result indicates that external locus of control it decreases the level of anxiety of college students. Hence, the hypothesis, there is significant negative correlation between anxiety and locus of control of college students, has been accepted.

The same findings were given by, Baumeister et al., (1996); Kirkpatrick et al., (2002); Barryetal, (2007); Baumeister et al., (2000); Bushman and Baumeister, (1998); Washburn et al., (2004) who reported that significant positive correlation between anxiety and locus of control among college students.

### CONCLUSIONS:

- Male college students have high degree of anxiety than the female college students.
- There is no significant difference between locus of control of male and female college students.
- There is no significant difference between anxiety urban and rural college students.
- There is no significant difference between locus of control of urban and rural college students.
- There is a significant negative correlation between anxiety and locus of control of college students.

### IMPLICATIONS

- ❖ A study should be carried out to determine the presence of psychological problems at the respective colleges.
- ❖ Student mentors should be in close contact with student counseling center and they can refer the students at an early stage and should get feedback from counseling center.
- ❖ A student health committee should start with a mental health professional (Clinical/Counselling psychologist) and he or she should conduct workshop for teachers regularly updating the activities of the committee.
- ❖ There should be continues workshop for students on stress, time management, and assertive training and communication skills.

### LIMITATIONS

- ❖ Same studies can be extended any other samples.
- ❖ It cannot be possible generalized based on the limitation and location of sample.

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