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PERCEIVED LOCUS OF CONTROL, STRESS AND STRESS MANAGEMENT LEVEL IN ADOLESCENTS OF AURANGABAD CITY

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Abstract
The present study was designed to identify the locus of control, the stress levels and stress management levels in the higher secondary students of Aurangabad city and also to compare the stress levels and stress management levels with respect to gender and locus of control. Descriptive survey method was adopted for the study and data was collected with the help of random sampling technique. The standardized scales used were Rotter's locus of control scale (Hindi version), Students Stress Scale and Stress Management Scale for the data collection. The analysis was done by using SPSS software. The statistical techniques used were Percentage, Mean, S.D, t-test and F-test. The findings revealed that the stress level was moderate, stress management was very good. Most (71%) of the students were identified with internal locus of control. There was a significant difference found in the stress levels of students with respect to locus of control. There was no significant difference found in the stress management levels of the students with respect to gender and locus of control.
Key words: Locus of control, Stress and Stress management

I. INTRODUCTION

Locus of control in social psychology refers to the extent to which individuals believe that they can control events that affect them. Understanding of the concept was developed by Julian B. Rotter in 1954, and has since become an important aspect of personality studies. Within psychology, Locus of Control is considered to be an important aspect of personality. The concept was developed originally by Julian Rotter in the 1950s [1]. Locus of Control refers to an individual's perception about the underlying main causes of events in his/her life. Or, more simply: Do you believe that your destiny is controlled by yourself or by external forces (such as fate, god, or powerful others)? The full name Rotter gave the construct was Locus of Control of Reinforcement. In giving it this name, Rotter was bridging behavioral and cognitive psychology. Rotter's view was that behavior was largely guided by "reinforcements" (rewards and punishments) and that through contingencies such as rewards and punishments, individuals come to hold beliefs about what causes their actions. These beliefs, in turn, guide what kinds of attitudes and behaviors people adopt.

[1] Rotter, J. B. (1954). *Social learning and clinical psychology.* New York: Prentice-Hall.
"A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation)."[2]

ISSN: 2348 9510
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1.1 Stress Management:

Stress is being experienced by everyone nowadays. Stress Management has become very essential. Stress can be constructively channelized to reduce the stress. Managing stress is also a skill which is very necessary to be to developed in higher secondary. Coping is management of stress or it can be explained as a process to overcome stressors i.e. demands made on an individual. According to Lazarus (1974), in stress literature, the word coping has two connotations: (i) It denotes the way of dealing with stress and (ii) The effort to master the conditions of harm, threat or challenge when a routine or automatic response is not readily available.

Whether the stressful experiences have negative physical and psychological effects, depends upon the individual handling of the situation or the use of coping strategy. Those who develop a general resistance can withstand stress and cope effectively. Stress is important for our survival. It affects the individual and the organisation too. Sometimes it is stimulating and also beneficial. 'Each individual needs a moderate amount of stress to be alert and capable of functioning effectively in an organisation'. It is only when stress becomes excessive that individuals develop various symptoms of stress that can affect their performance and health and even threaten their ability to cope with the environment. Coping is considered as an important resource that can help individuals to maintain psychological adaptation during a stressful episode.

1.1.2. Locus of control, Stress and Gender:

Studies related to Sources and Levels of Stress in Relation to Locus of Control and Self Esteem in University Students indicated that examination and examination results were the highest causes of stress in students, followed by studying for exams, too much to do and the amount to learn, respectively. Results showed that 77.6% and 10.4% of the students fall into the moderate and serious stress categories, respectively, and that there were significant differences between females and males students in both academic and life stress, with female students more stressed than males. Results also indicated a significant positive correlation between locus of control and academic stress, suggesting that students with external beliefs are more stressed than those with internal.[3]

[2] Zimbardo, P. G., (1974). On "obedience to authority." American Psychologist, 29 (7), 566-567.

[3] Reda Abouserie (2006), Sources and Levels of Stress in Relation to Locus of Control and Self Esteem in University Students. Educational Psychology: An International Journal of Experimental Educational Psychology, Volume 14, Issue 3, 1994.

Studies have shown that those with an internal locus of control tend to be more successful people because they believe they can be and work toward that goal. Men tend to be more internally focused, while studies have also shown that the older a person gets the more internally focused they become. Those with an external locus of control believe that forces outside of themselves affect their ability to succeed. They tend to stake their future on things such as fate, luck, god or society. Because they believe they have very little personal stake in their future, those with an external locus of control tend to put less effort forward on most projects. Studies show that they are generally less successful in college and career than those with an internal locus of control. [4]

ISSN: 2348 9510
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Volume 3, Issue 6, September 2016

Studies related to the relationship between Locus of control, aggression and general health of adolescence, the dimensions (Internal-External) of locus of control prevalent among adolescents indicated a significant negative correlation is found between LOC and general health in girls whereas no significant, hence positive correlation is observed between LOC and health in male adolescents. In other words those female adolescents who have external locus of control enjoy better health than those of internal females. On the contrary internal male adolescents enjoy better health than those of externals. The nature of correlation between aggression and LOC also differs in male and female adolescents [5].Examining perceptions of academic stress among male and female college students, and compared faculty and student perceptions of students' academic stress results also supported the hypotheses that stress varied across year in school and by gender [6].

Sometimes Locus of Control is seen as a stable, underlying personality construct, but this may be misleading, since the theory and research indicates that that locus of control is largely learned. There is evidence that, at least to some extent, LOC is a response to circumstances. Some psychological and educational interventions have been found to produce shifts towards internal locus of control (e.g., outdoor education programs; **[7].**

[4] Retrieved Mamlin, N., Harris, K. R., Case, L. P. (2001). A Methodological Analysis of Research on Locus of Control and Learning Disabilities: Rethinking a Common Assumption.*Journal of Special Education, Winter* from http://www.wilderdom.com/psychology/loc/LocusOfControlWhatIs.html.

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II. NEED OF THE STUDY

Over the last two decades, the research base in the field of adolescent development has undergone a growth spurt. Knowledge has expanded significantly. New studies have allowed more complex views of the multiple dimensions of adolescence, fresh insights into the process and timing of puberty, and new perspectives on the behaviour associated with the second decade of life. At the same time, the field's underlying theoretical assumptions have changed and matured.

ISSN: 2348 9510
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Volume 3, Issue 6, September 2016

Higher secondary students or+2 stage students belong to the adolescent period which is a period of stress storm. Adequate internal locus of control and enhanced stress management level will help the teenagers exclusively in the harmonious adjustment with the surrounding and will also:

- Improve decision making ability.
- Strengthen nourishing behavior.
- Enable to think consciously regarding their career.
- Bring sound mental health enhancing the social functioning.
- Fulfill esteem needs.
- Deal effectively with the environment.
- Improve leadership qualities.
- Improve confidence level.
- Reduce the stress level.
- Minimize anxiety.
- Improve the problem solving ability.

III. OBJECTIVES OF THE RESEARCH STUDY

1. To identify the locus of control in the higher secondary of Aurangabad city students with respect to internal external dimension.
2. To study the stress and stress management level in the higher secondary students of Aurangabad city.
3. To compare the stress and stress management levels with respect to gender.
4. To compare the stress and stress management levels with respect to locus of control.
5. To compare the stress and stress management levels with respect to gender and locus of control.

IV. HYPOTHESES OF THE RESEARCH STUDY

1. Most of the higher secondary students of Aurangabad city possess external locus of control.
2. The stress level in the higher secondary students of Aurangabad city is high.
3. The stress management level in the higher secondary students of Aurangabad city is high.
4. There is no significant difference between the stress levels with respect to gender.
5. There is no significant difference between the stress management levels with respect to gender.
6. There is no significant difference between the stress levels with respect to locus of control.
7. There is no significant difference between the stress management levels with respect to locus of control.
8. There is no significant difference between the stress levels with respect to gender and locus of control.
9. There is no significant difference between the stress management levels with respect to gender and locus of control.

V. METHODOLOGY

ISSN: 2348 9510
International Journal Of Core Engineering & Management (IJCEM)
Volume 3, Issue 6, September 2016

Descriptive survey was used for conducting the research study.

VI. SAMPLE AND SAMPLING TECHNIQUE

A sample of 200 students (109 male and 91 female students) studying at higher secondary stage from science stream in Aurangabad city were selected through random sampling technique.

VII. TOOLS USED

Rotter's Locus of Control (Hindi version) by Dr. Anand Kumar and Dr. S.N Srivastava, Students Stress scale designed and standardized by Dr. Zaki Akhtar and Stress management scale constructed and standardized by Dr.Vandana Kaushik and Dr. Namrata Arora were used for the data collection of the research study.

VIII. STATISTICAL MEASURES

Percentage, mean, standard deviation,t-test and f-test was used for analysing the data.

IX. ANALYSIS AND INTERPRETATION OF DATA

Table No.1: Table showing the number and percentage of internals and externals:

GENDER	INTERNALS	EXTERNALS	% OF INTERNALS	% OF EXTERNALS
Male	72	37	66.05	33.94
Female	70	21	76.92	23.08
Total	142	58	Total =200	

Table No.2: Table showing the mean scores of stress and stress management and interpretation:

Sr.no	Aspect	Obtained mean	Range of score	Interpretation
1.	**Stress**	144.25	102-154	Moderate level
2.	**Stress Management**	141.00	134-145	Very Good level

Table No.3: Table showing the comparison of stress and stress management and interpretation:

Aspect	Category	Mean	S.D	t-value	Sig value at 0.05 level	Interpretation
Stress	**Male**	144.685	28.97	0.446	1.96	Not Significant
	Female	142.862	27.26			
	Internals	137.547	26.68	**2.079**	1.96	Significant
	Externals	146.96	28.70			

ISSN: 2348 9510
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Stress Management	**Male**	102.009	26.34	1.126	1.96	Not Significant
	Female	106.092	23.30			
	Internals	104.839	24.82	1.153	1.96	Not Significant
	Externals	100.226	25.03			

Table No.4: Table showing the comparison of stress and stress management with respect to gender and locus of control:

Aspect	Category	F-value	F-table value	Significance value(p)0.05 level	Interpretation
Stress	**Gender*Locus of control**	1.075	3.04	0.361	Not significant
Stress Management	**Gender*Locus of control**	0.899	3.04	0.443	Not significant

From the table no.1 we can infer that out of the sample of 200 students, 109 were male students.66 % of male students were identified as internals and 34% of male students were identified as externals. Out of 91 female students 77% of female students were identified as internals and 23% of female students were identified as externals.

From Table no.2 we can infer that the obtained mean score of higher secondary students on stress level is 144.25 which lies in the range of 102-154 of the standard norm table of students stress scale and is interpreted as moderate level of stress. The obtained mean score of higher secondary students on stress management level is 141.00 which lies in the range of 134-145 of the standard norm table of stress management scale and is interpreted as very good level of stress management.

From the Table no.3 of comparison, we can infer that the stress level with respect to gender is not significant at 0.05 level of significance but the stress level is significant at 0.05 level of significance with respect to locus of control, which means that externals possess more stress levels than internals. From the Table no.3 of comparison, we can infer that the stress management level with respect to gender is also found insignificant. The stress management level with respect to locus of control is also found insignificant.

From Table no.4 the obtained f-value on stress level is less than the f-table value which shows that there is no significant difference between the stress levels with respect to gender and locus of control. The obtained f-value on stress management level is less than the f-table value which shows that there is no significant difference between the stress management levels with respect to gender and locus of control.

ISSN: 2348 9510
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Volume 3, Issue 6, September 2016

X. MAJOR FINDINGS

1. Out of the 200 sample of higher secondary students 71%students are identified with internals and 29% of higher secondary students are identified as externals.
2. Out of the 109 sample of male students 66% of male students are identified as internals and 24% of male students are identified as externals.
3. Out of the 91 sample of male students 77% of female students are identified as internals and 23% of female students are identified as externals.
4. The stress level in the higher secondary students of Aurangabad city is moderate.
5. The stress management level in the higher secondary students of Aurangabad city is very good.
6. There is no significant difference between the stress levels of students with respect to gender.
7. There is no significant difference between the stress levels of students with respect to locus of control.
8. There is no significant difference between the stress management levels of students with respect to gender.
9. There is no significant difference between the stress management levels of students with respect to locus of control.
10. There is no significant difference between the stress levels of students with respect to gender and locus of control.
11. There is no significant difference between the stress management levels of students with respect to gender and locus of control.

XI. DISCUSSION OF RESULTS

The findings of the research that there is no significant difference between the stress levels with respect to gender are in consonance with the results of Dass Monika Ranjit (2012), who studied adolescent stress in relation to gender and found that there is no significant correlation between the Adolescent Stress of males and females. Moderate level of stress is found in the adolescents which is in consonance with findings of Deepa K Damodaran, Varghese Paul (2015), studied Stress Management among Adolescents with an aim to determine the stress and the stress manifestations among adolescents and revealed that majority of adolescents (63%) experienced moderate stress.

XII. TESTING THE HYPOTHESIS

After analysing and interpreting the data and the results obtained, the hypotheses no.1, 2, 3, and 6 are rejected and hypotheses no.4, 5, 7, 8 and 9 are accepted.

XIII. CONCLUSIONS

The research findings are very important to understand the level of stress and stress management levels and design new stress managing interventions and techniques in order to assist the smooth transition from adolescents to maturity. This study would also help to provide some information for parents and classroom teachers in order to utilize relevant approaches to stress management in students.

ISSN: 2348 9510
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Volume 3, Issue 6, September 2016

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ISSN: 2348 9510
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