The Relationship Between Locus Of Control And Perceived Stress

Dissertation submitted in partial fulfilment of the requirements for the award of

Bachelor of Science in Psychology

By

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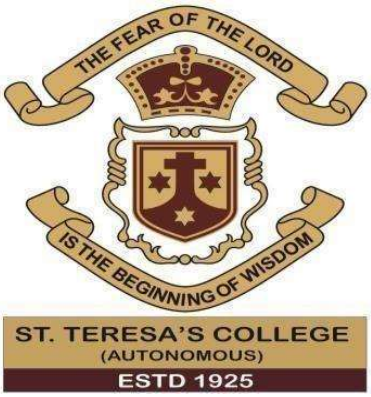

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This is to certify that the dissertation entitled, “the relationship between locus of control and perceived stress among athletes”, is a bonafide record submitted by Anushka CK, Reg.no.SB21PSY052, of St. Teresa’s College, Ernakulam under the supervision and guidance of Ms. Princy Thobias and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

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Declaration

I, Anushka CK, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Princy Thobias, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

Anushka CK

Place: Ernakulam

Date:

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Anushka CK

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Abstract

In the realm of sports, where every decision and action can determine victory or defeat, understanding how locus of control influences athletes' perception of stress is crucial for optimizing training strategies and fostering peak performance. This research explores the relationship between locus of control and perceived stress among 100 athletes. Locus of control refers to the extent to which individuals believe they have control over their lives, while perceived stress reflects individuals' subjective appraisal of stressors. The study utilizes the Locus of Control Scale (Rotter., 1966) and the Perceived Stress Scale (Cohen et al., 1983) to measure these variables. The result of Spearman's correlation reveals a significant correlation between locus of control and perceived stress among athletes, indicating that individuals with a certain locus of control orientation may experience varying levels of stress. Additionally, the result of Mann-Whitney U test highlights a significant difference in perceived stress between individuals with internal and external locus of control orientations. Understanding these associations can aid in developing targeted interventions to manage stress among athletes, potentially improving their performance and well-being. By elucidating the relationship between locus of control and perceived stress, this research contributes to the advancement of sports psychology and offers valuable insights for athletes, coaches, and sports psychologists alike.

Keywords: Locus of control, perceived stress, athletes.

CHAPTER-1

INTRODUCTION

The relationship between perceived stress and locus of control underscores the pivotal role our mindset plays in navigating life's challenges. The nature of athletic performance, including intense training regimens, high-stakes competitions, and external expectations, can contribute to elevated levels of perceived stress. How athletes perceive and interpret these stressors is crucial, influencing their overall mental resilience and performance outcomes. Stress can be defined as mental, physical and emotional reactions one experiences as a result of demands presented by life circumstances. A number of factors can be identified as causes of stress. It can be caused by external circumstances or a person's perceptions and attitudes. External circumstances include death of spouse or other family members, injury or illness of any family member, changing house or city, change of job, strained relationship with colleagues and so on. However, some of the personality dimensions can also lead to the experience of stress. One such cause is Type A personality, which is characterized by time urgency, hostility, aggression and competitiveness. Locus of Control is also one of the personality dimensions which may alter the person’s experience of stress. The concept of Locus of Control was developed by Julian Rotter in 1954. The Locus of control refers to the extent to which individuals believe that they can control events that affect them. One’s locus can either be internal or external. Individuals with high Internal Locus of Control believe that events result primarily from their own behaviour and actions. According to them they control their lives. Whereas, those with high external locus of control believe that their environment, some higher power, fate, chance or other people control their decisions and events in their life.

The relationship between locus of control and perceived stress among athletes is a crucial area of study with significant implications for performance, well-being, and overall athletic success. Athletes with an internal locus of control tend to attribute outcomes to their own efforts and abilities, while those with an external locus of control believe that outcomes

are determined by external forces such as luck or fate. Understanding how these differing beliefs impact an athlete's perception of stress is essential, as it can affect their coping strategies, resilience, and ultimately, their performance in competitive sports. This study aims to investigate the intricate interplay between locus of control and perceived stress levels among athletes, shedding light on the psychological mechanisms underlying athletic performance and well-being.

Locus of control

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. Locus of Control refers to an individual's perception about the underlying main causes of events in his/her life (Rotter., 1966). Locus of control describes the degree to which individuals perceive that outcomes result from their own behaviours, or from forces that are external to themselves. This produces a continuum with external control at one end and internal control at the other.

The full name Rotter gave to the construct was Locus of Control of Reinforcement. In giving it this name, Rotter was bridging behavioural and cognitive psychology. Rotter's view was that behaviour 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 behaviours people adopt. 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)." (Zimbardo., 1985). Thus, locus of control is conceptualized as referring to a unidimensional continuum, ranging from external to internal.

Internal locus of control

Rotter (1975) cautioned that internality and externality represent two ends of a continuum, not an either/or typology. Internals tend to attribute outcomes of events to their own control. People who have internal locus of control believe that the outcomes of their actions are results of their own abilities. Internals believe that their hard work would lead them to obtain positive outcomes. Those with an internal locus of control tend to perceive themselves as being in control of their destiny, attributing successes and failures to their own actions, decisions, and efforts. They believe that their hard work, skills, and choices directly impact their lives, and they are more likely to take responsibility for their actions. This mindset fosters a sense of empowerment, as individuals feel capable of effecting change and navigating challenges. It can also lead to greater motivation, resilience, and adaptability, as individuals are more likely to persist in the face of obstacles, viewing setbacks as opportunities for growth rather than insurmountable barriers. Overall, an internal locus of control is associated with a proactive and empowered approach to life, enhancing overall well-being and success.

External locus of control

If a person has an external locus of control, you likely believe that what happens to you is the result of luck or fate, or is determined by people in authority. You may tend to give up when life doesn't "go your way," because you don’t feel that you have the power to change it. An external locus of control is a psychological concept that characterizes individuals who perceive their life events and outcomes as predominantly influenced by external forces rather than their own actions or decisions. People with an external locus of control often attribute their successes or failures to factors beyond their control, such as luck, fate, or the actions of others. This mindset can lead to a sense of powerlessness and dependency, as individuals may believe that their efforts are futile in shaping their own destinies. They may rely heavily on

external validation or guidance, feeling less accountable for their actions and outcomes. This perspective can result in decreased motivation and initiative, as individuals may feel resigned to the idea that their circumstances are largely determined by external forces.

Theories associated to locus of control

Two theories that are related but differ in subtle ways include self-efficacy and attribution style. Another important theory is personality and how it affects our locus of control.

Self-efficacy theory. Self-efficacy, a concept proposed by Albert Bandura (2010), is the measure of how capable an individual feels about achieving their goals. Bandura, a social psychologist, showed that no matter how talented a person may be, if they do not believe they are capable, this belief will have a strong effect on their ability to succeed. Individuals with high self-efficacy will have higher levels of persistence and give up less easily than those with low levels of self-efficacy (Schunk, 1990). Self-efficacy and locus of control are related, but they are not the same. An individual with an internal locus of control may feel their health outcomes are caused by their behavior, but they may not feel capable of achieving their goal.

Attributional styles and locus of control. Attributional style is also a theory of behaviour that includes locus of control as one of three potential causes (Weiner, 1986). Attribution theory includes other factors – whether the cause is global or specific, stable or unstable – in addition to whether the individual perceives that they have control over it. A global attribution means that the person believes the cause of the event is consistent across all contexts. A specific attribution is just the opposite: it only happens in a particular context. Whether an outcome is stable or unstable describes if it is consistent across time or only attributable to a single point in time.

Weiner (1986) gives the examples that ability is stable and internal, whereas mood is unstable and internal. Task difficulty may be seen as stable and external, while luck is seen as

unstable and external. The perceived amount of control over each of these may vary from person to person. Similar to locus of control, attribution style also affect behaviour. Imagine, for example, that your brother is visiting, and he blows up at you over something small, yelling and storming out. If you attribute his behaviour to internal, stable, and global causes, you perceive that your brother's personality causes him to act this way in all contexts and all the time. If you attribute his behaviour to internal but unstable and specific causes, you may think that he is in a foul mood, that this is out of character, and something must have set him off. Given these two appraisals of the same situation, we will behave differently. We are less likely to be forgiving if we feel the person has control over their behaviour. We may be more likely to let it go if we think it's a onetime event rather than something that happens no matter the situation.

Locus of control and personality theories. Much of the research into locus of control and how it relates to personality has been in the realm of work satisfaction and health outcomes.

The Big Five personality traits (emotional stability, extraversion, openness, agreeableness, and conscientiousness) have each been shown to have varying levels of impact on outcomes in these realms. These traits have been examined for their relationship with locus of control and how the interaction may affect work-life and health (Ng, Sorensen, & Eby., 2006; Boysan & Kiral., 2017; Mutlu, Balbag, & Cemrek., 2010). In general, emotional stability (formerly known as neuroticism) and conscientiousness have strong positive relationships with an internal locus of control. Believing that their behavior contributes directly to the outcome of a situation will naturally lead to hard work if the individual also has the desire. Conversely, those with an external locus of control have been shown to have higher levels of stress and even depression (Benassi, Sweeney, & Dufour., 1988). It stands to reason that if someone feels they are at the mercy of outside forces and their life is not in

their hands, this could lead to anxiety and learned helplessness. The idea of learned helplessness and its relationship to an external locus of control was introduced by Martin Seligman (1975). He advanced the hypothesis that individuals with depression have a state of mind that reflects a type of helplessness, meaning that they don't believe that their actions will have any positive effect on the outcomes of their lives. This type of thinking may reflect an external locus of control, because they have little faith in themselves (Abramson, Seligman, & Teasdale., 1978).

Factors affecting locus of control

1. Upbringing and Family Environment: Explore how parenting styles, family dynamics, and early childhood experiences shape individuals' perceptions of control.

2. Past Experiences: Investigate how past successes and failures influence individuals' beliefs about their ability to control outcomes in different areas of life.

3. Cultural Background: Examine how cultural values, norms, and beliefs influence individuals' sense of control over their lives.

4. Personality Traits: Analyze how personality traits such as neuroticism, extraversion, and conscientiousness are associated with different orientations of locus of control.

5. Social Support: Evaluate the role of social support networks, including friends, family, and community, in shaping individuals' perceptions of control.

6. Beliefs about Control and Responsibility: Explore individuals' beliefs about the extent to which they can influence events in their lives and their sense of responsibility for those events.

7. Exposure to Diverse Perspectives: Consider how exposure to diverse cultures, ideas, and experiences can broaden or narrow individuals' perceptions of control.

Perceived stress

Perceived stress refers to the degree to which events in a person's life are assessed as stressful, unpredictable and uncontrollable (Cohen, Kamarck, & Mermelstein., 1983; Phillips, 2012). Stress, injury, and over-training syndrome are common in elite sports. Stressors of student-athletes may come in many forms such as playing time, injuries, discontentment with coaching style, poor academic performance, relationships with teammates and their win and loss record. Moreover, athlete stress is not limited to the highest level of competition. Adolescent athletes also experience a number of stressors.

Stress is the body's response to changing stimuli or stressors. It has been linked to the cause of several health issues including ulcers. But is all stress bad for you? The answer is "No." Stress can actually be a good thing as long as it's not causing a negative effect on you. In fact, Hans Selye (1974) introduced the concept of stress having two categories: distress and eustress.

Distress is stress that negatively affects you and eustress is stress that has a positive effect on you. Eustress is what energizes us and motivates us to make a change. It gives us a positive

outlook and makes us capable of overcoming obstacles and sickness. On the other hand, distress causes anxiety or concern. It is perceived as outside of our coping abilities. Also, the person feels unpleasant, decreased performance etc.

Stress is the non-specific response of the body to any demand for change Hans Selye (1976). These stressors trigger the body's "fight or flight" response, releasing hormones like cortisol and adrenaline, leading to increased heart rate, elevated blood pressure, and heightened alertness. Chronic stress, resulting from prolonged exposure to stressors, can have detrimental effects on physical health, including weakened immune function and increased risk of cardiovascular disease, as well as mental health, contributing to anxiety, depression,

and burnout. Understanding the interplay between stress and stressors is crucial for developing effective coping mechanisms and interventions to mitigate their negative impact on individuals' well-being.

Models of stress

The stimulus-based model of stress. Holmes and Rahes (1967) advanced this theory. This theory proposes life changes (LIFE EVENTS) or (STRESSORS), either positive or negative, are stressors that tax the adaptation capacity of an individual, causing physiological and psychological strains that lead to health problems. They developed the Social Readjustment Rating Scale (SRRS). They hypothesized that people with higher scores in the SRRS, that is major life changes are more likely to experience physical or mental illness. There is some supporting evidence to this, but the correlation is fairly low. Moreover, this theory was criticized as ignoring the cognitive aspects of the effects of stress. In other words, it does not account for the individual appraisal of the meaning of various life events.

The Response-Based Model of Stress. The Response-Based Model of Stress emphasizes an individual's psychological and physiological reactions to stressors. Unlike earlier models that focused solely on external stressors, this model considers the significance of how individuals interpret and respond to stress. It highlights the role of cognitive appraisal, coping strategies, and the body's physiological reactions in shaping the overall stress experience. By acknowledging the subjective nature of stress responses, this model provides a more comprehensive understanding of the complex interplay between external stressors and internal reactions, paving the way for more targeted interventions and coping mechanisms.

General Adaptation Syndrome Theory. The General Adaptation Syndrome (GAS) theory, developed by Hans Selye (1946), provides a framework for understanding the body's response to stress. The three stages—alarm, resistance, and exhaustion—reflect the adaptive processes triggered by stressors. In the alarm stage, the body reacts with heightened

physiological responses to confront the stressor. If the stress persists, the resistance stage follows, where the body attempts to cope and maintain stability. Prolonged stress, however, can lead to the exhaustion stage, characterized by a depletion of resources and increased vulnerability to health issues. GAS underscores the importance of stress management and recognizing the impact of chronic stress on overall well-being.

The Transactional Model of Stress. This model was proposed by Lazarus and Folkman (1980). They criticized the other models as treating people as machines. They believe that people have the capacity to think, evaluate, and then react. Thinking can make stress either better or worse. Lazarus developed an interaction theory, which emphasizes the role of cognition. This theory proposed that people engage in two-stage process of appraisal. One of them is a primary appraisal process which determines whether the event represents a threat to the individual. This results in three outcomes and they are events regarded as relevant. Events regarded as positive to well-being. Events regarded as negative to well-being. This negative appraisal led to a secondary appraisal process. Here the individuals assess their coping resources. These resources include environmental factors, social support or help, knowledge, and skills to reduce this threat.

HPA Axis. The hypothalamic–pituitary–adrenal axis (HPA axis or HTPA axis) is a complex set of direct influences and feedback interactions among three components: the hypothalamus (a part of the brain located below the thalamus), the pituitary gland (a pea-shaped structure located below the hypothalamus), and the adrenal (also called "suprarenal") glands (small, conical organs on top of the kidneys). These organs and their interactions constitute the HPA axis. When the body experiences some kind of stress, the HPA axis may get activated. It sets off a series of events in the body in response. Stress can mean not only emotional stress but also being scared or nervous. The HPA axis gets the message and goes to work in seconds. The hypothalamus then releases corticotropin-releasing hormone. That

activates a part of the nervous system (called the sympathetic nervous system), which reacts by increasing heart rate and sweating, for example.

In addition to those physical changes, corticotropin-releasing hormone also affects the pituitary gland. It tells the pituitary gland to start releasing adrenocorticotropic hormone. The adrenocorticotropic hormone is released into the bloodstream. Through the blood, it makes its way to the adrenal glands in the abdomen. It binds to a spot on the adrenal glands. The adrenal glands then get the message that they should start producing cortisol and other substances. The result of the activation of the HPA axis is the release of cortisol. Cortisol is a steroidal hormone. It has many effects and is sometimes called the "stress hormone." Cortisol must be balanced in the body: too much or too little can have wide-ranging health effects. Cortisol has many properties that help a body respond to a stressful event. It sends more blood to muscles, increases the amount of glucose in the blood, and increases blood pressure. These are all helpful responses during a stressful event that might be a "fight or flight" situation. That is how we define a situation where there may be a need to defend oneself or run away from a harmful event.Cortisol also turns off or dials down those body functions that won't help in a stressful situation.

There is another part to the HPA axis, called the negative feedback loop. Cortisol isn't supposed to be produced for long periods of time. Its production should end when the stressful event is over. For that reason, the cortisol produced by the stress response also turns around and acts upon the hypothalamus and the pituitary gland. It connects with receptors on the hypothalamus. This causes the HPA axis to slow down and stop the production of corticotropin-releasing and adrenocorticotropic hormones.

Types of Stress

Stress is primarily of three types:

Acute Stress. Acute stress is a very short-term type of stress that can either be positive or more distressing; this is the type of stress we most often encounter in day-to-day life. These incidents of acute stress don't normally do you any harm. They might even be good for you. Stressful situations give your body and brain practice in developing the best response to future stressful situations. Once the danger passes, your body systems should return to normal. Some of the examples of acute stress are sitting an exam, starting a new job, giving a speech, or being faced with a work deadline.

Episodic Acute Stress. Episodic acute stress is when a person experiences acute stress frequently. If a person has episodic acute stress, they may feel like they are always under pressure or that things are always going wrong. This can be exhausting, both physically and mentally.

Experiencing episodic acute stress symptoms may affect the way they behave towards others. Left untreated, episodic acute stress can lead to irritability, unintended hostility and relationship problems. Some examples of episodic chronic stress are presenting at work, recurring doctor appointments, or meetings to discuss a divorce.

Chronic stress. Chronic stress is stress that seems never-ending and inescapable, like the stress of a bad marriage or an extremely taxing job; chronic stress can also stem from traumatic experiences and childhood trauma. If a person has chronic stress, their body experiences the fight or flight response too frequently to recover between episodes. This means their nervous system is constantly aroused, which is not good for your health. Left untreated, chronic stress can cause physical health problems. Examples of chronic stress include poverty, a dysfunctional marriage or family, or a deeply dissatisfying job.

Factors affecting stress

Several factors can affect stress levels, including:

1. Lifestyle: Poor diet, lack of exercise, substance abuse, and inadequate sleep can contribute to stress.
2. Workplace Environment: High workload, job insecurity, lack of control, and poor relationships with colleagues or superiors can lead to workplace stress.
3. Life Events: Major life changes such as moving, divorce, illness, or the death of a loved one can cause significant stress.
4. Financial Pressure: Concerns about money, debt, or financial instability can be a significant source of stress.
5. Personality Traits: Certain personality traits, such as perfectionism, pessimism, or a tendency to overthink, can predispose individuals to stress.
6. Relationships: Difficulties in relationships, whether romantic, familial, or social, can contribute to stress.
7. Health: Chronic illnesses, injuries, or disabilities can cause stress, as can the stress of caregiving for a sick family member.
8. Trauma: Past traumatic experiences, such as abuse or violence, can have long-lasting effects on mental health and contribute to stress.
9. Cultural and Societal Factors: Societal expectations, cultural norms, discrimination, and social inequalities can all impact stress levels.
10. Coping Skills: Individual coping mechanisms and ability to manage stress can influence how stress affects an individual.

Connection between locus of control and perceived stress

The connection between perceived stress and locus of control lies in the way individuals interpret and respond to stressors. Athletes experiencing high perceived stress might lean towards an external locus of control, attributing outcomes to external factors. In

contrast, those with lower stress levels may exhibit an internal locus of control, attributing success or failure more to their own actions and capabilities. This connection highlights the intricate relationship between stress perception and the belief in personal control among athletes.

Rationale of the study

This study addresses a significant research gap in the field of sports psychology by delving into the complex dynamics between perceived stress and locus of control among athletes. While existing literature acknowledges the individual impact of these variables, a comprehensive examination of their interplay and collective influence on athletes' well-being is notably lacking. Understanding how athletes perceive stress and exert control in various situations is crucial for enhancing performance and fostering mental resilience. By identifying nuanced connections between these factors, this research aims to contribute valuable insights that can inform targeted interventions, training programs, and support mechanisms tailored to athletes' unique psychological needs, ultimately bridging the existing gap in our understanding of the intricate psychosocial aspects within the sporting context.

Statement of the problem

This study investigates the intricate relationship between perceived stress levels and locus of control among athletes, exploring how these factors intersect and influence overall well-being within the competitive sporting environment.

CHAPTER-2

REVIEW OF LITERATURE

The study focuses on the relation between locus of control and perceived stress among athletes. Locus of Control refers to an individual's perception about the underlying main causes of events in his/her life (Rotter, 1966). Perceived stress refers to the degree to which events in a person's life are assessed as stressful, unpredictable and uncontrollable (Cohen, Kamarck, & Mermelstein, 1983; Phillips, 2012). Understanding the psychological dynamics influencing athletes' stress levels is crucial for optimizing their performance and wellbeing (Hanton, S., & Fletcher, D., 2016). This study investigates the intricate interplay between locus of control - a concept denoting individual's beliefs about their control over events - and perceived stress within the context of athletic endeavors. These following studies stand as a backup for the current study.

In 2022 Chandra and Yagnik conducted a study on Experience of perceived stress and impact of health locus of control during Covid-19 pandemic: investigating entrepreneurs and corporate employees. The sample of the study was 91 entrepreneurs and employees. Through t-test, Chandra and Yagnik reached the findings that indicated a significant association between HLOC and stress. It was observed that respondents were aware that the current work stress is arising because of a struggle to balance personal and professional lives during the pandemic. Further, it was also observed that stress was significantly higher in employees than entrepreneurs, and HLOC types positively impacted their stress levels.

ORUCU and CAKICI conducted a study on "Perceived stress, Positive Psychological Capital, Locus of Control; An Application on Higher Educational Students" in 2021. This study took a sample of 497 students as a sample. Random Sampling method was used for statistical analysis. According to the results of the study, as the scores of the participants according to the perceived stress scale increase, scores of general locus of control and the scores obtained from the sub-dimensions, which are personal control, belief in chance and fatalism increases. It was found that a significant and negative correlation was observed with

the positive psychological capital scale and its sub-dimensions, and self-efficacy, trust, extraversion, psychological resilience, and hope scores of sub-dimensions decreased.

Association between health locus of control and perceived stress in college students during the COVID 19 outbreak was studied by Ganjoo, Farhadi, Baghbani, Daneshi and Nemati in 2021. It was done on 250 college students. The result of the study indicated that the internal health locus of control was associated with a reduction of perceived stress, and powerful others health locus of control (PHLC) was related to its increase in students during the Covid 19 pandemic.

A study on migrants aged 18-29 was conducted by Xia, Ma in 2020. The study was conducted on the topic "social integration, perceived stress, locus of control, and psychological wellbeing among Chinese emerging adult migrants". 6,084 samples were used for this study. Conditional process analysis was used in statistical analysis. In the result of the study, it is found that social integration is negatively related to mental illness, and it positively related to self-rated health and life satisfaction. Perceived stress had significant mediating effects on the influence of social integration on the dimensions of psychological well-being. The locus of control not only moderated the influence of social integration on perceived stress, it moderated the influence of perceived stress on the mental illness dimension of psychological well-being. The results of this study demonstrate an insignificant relationship between locus of control, stress and performance.

Health Related Quality of Life, Perceived Stress, Depression, Perceived Social Support, Coping Strategies and Health Locus of Control in Patients with Gastrointestinal Cancer was studied by Malekzadeh, Azad and Vazir in 2020. 100 Cancer patients were studied. Convenience sampling method was used in the study. The study found that maladaptive coping directly and negatively correlated with HRQOL, mediated by perceived stress. HRQOL of the patients with cancer, who used more maladaptive coping perceived

more stress, was worse. Perceived Social Support directly and positively correlated with HRQOL mediated by perceived stress and depression, demonstrating that patients with higher perceived social support experienced less stress and depression; therefore, they have better HRQOL. Depression and Perceived Stress directly and negatively correlated with HRQOL. Perceived stress was mediated by Depression. There was no significant association between HLOC and HRQOL.

Holder, Forester, Williford and Reily examined Sport locus of control and perceived stress of college student-athletes in 2019. 126 College students were studied and the Pearson correlation method was used as the statistical tool in this study. The results of the study indicate a negative relationship with the two variables. The statistic indicates that as perceived stress score increased, locus of control scores decreased.

In 2017, Igbeneghu conducted a study on "The influence of work locus of control on perceived stress of librarians in public universities in South Western Nigeria". 92 Librarians in public universities in South Western Nigeria were studied. And the results indicated a significant difference between perceived stress of librarians who have external locus of control and librarians who have internal work locus of control. It was shown that librarians who have external work locus of control (externals) perceived a higher level of stress than librarians who have internal work locus of control (internals). It was concluded from the study that work locus of control of librarians had influence on their perceived stress.

Karkoulin, Srour and Sinan in 2016 conducted a study on "A gender perspective on work-life balance, perceived stress, and locus of control". A sample of 320 employees were examined for this study. Pearson correlation was used to find the relation between these variables. Through this experiment the researchers found that the level of perceived stress at work fully mediates the relationship between locus of control and PLW, where the relationship between perceived stress and PLIW is highly significant positive for all

respondents, regardless of gender and type of locus of control. On the other hand, the level of perceived stress at work partially mediates the relationship between locus of control and the WIPL dimension of work-life balance, where the relationship between perceived stress and WIPL is positive for all respondents.

Self-efficacy, locus of control, perceived stress and student satisfaction as correlates of dissertation completion was studied by Gabriela, Dumitrescu in 2016. Survey research method was used in this study which included students. Results indicate that participants in this study reported high levels of self-efficacy, low levels of shared responsibility suggesting that participants believe that students rather than the institution should be in control for tasks associated with dissertation progress; and moderate levels of perceived stress and satisfaction with the dissertation process.

In 2014, Paranjpe conducted a study on the relationship between locus of control and perceived stress in lectures. 100 Lectures were taken for study as the sample. The final result denoted a moderate positive correlation between locus of control and stress.

Asberg (2014) examined perceived stress, external locus of control, and social support as predictors of psychological adjustment among female inmates with or without a history of sexual abuse. 39 females were examined for this study. Regression was used as a statistical tool here. The findings of the current study indicated that female inmates experience clinically elevated levels of depression and anxiety as well as significant relationships between external LOC, social support, and various indicators of psychological adjustment. In regression analyses, female inmates' perceived stress was an important predictor of most psychological adjustment variables, and their social support predicted their depression and anxiety when their perceived stress also was considered. Thus, these findings suggested the importance of assessing female inmates' perceived social support, with improvements in such

support being an important target of different interventions that could be offered to this population.

The role of locus of control and perceived stress in dealing with unemployment during economic crisis was studied by Brouskel and Markos in 2023. Greek unemployed people were studied by them. The sample size used is 201 and ANOVA was used.The result of the study was a positive and significant correlation which mean locus of control and perceived stress.

In 2010 Goyzma examined the influence of locus of control and stress on performance. Forty undergraduate students were taken for the study. ANOVA was the statistical tool used here. The result of the study demonstrates an insignificant relationship between locus of control , stress and performance.

Perceived work stress and locus of control: a combined quantitative and qualitative approach was examined by Lu, Wu and Cooper in 1999 .1054 industrial workers were examined for the study. Correlation and t-test was used in quantitative study as the statistical tool and comparison was used in qualitative study. Results showed that, compared with the internals , the externals tented to perceive more sources of stress; moreover, they reported more stressors, which seemed to be outside their direct control. On other hand, internals were more satisfied with their jobs, suffered fewer physical and psychological symptoms, and exerted more coping efforts.

Bernardi in 1997 examined the relationships among locus of control, perceptions of stress and performance. 206 (106 male and 100 female) newly hired junior employees were taken for the study. Meta analysis was used as the statistical tool. The data indicate that the more internal the individual's locus of control, the more the individual perceived stress as leading to higher achievements.

In 1985, Sadowski, Blackwell examined locus of control and perceived stress among student-teachers. 27 student-teachers were examined for the study. The statistical tool used here is correlation. The result indicated a positive effect between locus of control and perceived stress.

CHAPTER-3

METHODS

Aim

The aim of the study is to find the relationship between locus of control and perceived stress among athletes.

Objective

- To investigate the correlation between locus of control and perceived stress among athletes
- To examine the significant difference between internal and external locus of control in terms of perceived stress among athletes.

Hypothesis

H1: There is a significant relation between locus of control and perceived stress among athletes.

H2: There is a significant difference between internal and external locus of control in terms of perceived stress among athletes.

Research design

A cross-sectional study was conducted to explain the relationship between locus of control and perceived stress among athletes, employing nonparametric analysis including the Spearman correlation test and the Mann-Whitney U test.

Sample & sampling design

This study investigates the relation between locus of control and perceived stress among athletes aged 18-35. A sample of 100 athletes is selected to participate in the study, representing various sports and levels of competition is recruited to ensure diversity within the sample. Both male and female athletes were included in the study. Purposive sampling is chosen for this study for selecting participants based on specific criteria, such as being athletes, to ensure they fit the purpose of the study.

Inclusion Criteria

1. Individuals willing to participate voluntarily in the study.
2. Athletes between the ages of 18-35
3. Athletes who are currently engaged in competitive sports or actively participating in their athletic pursuits.

Exclusion Criteria

1. Athletes with physical injuries or health conditions, which influence their perceived stress levels.
2. Athletes with psychological disorders

Operational definition of the variables

Locus of control refers to the extent to which individuals perceive that they have control over the expectancies of reinforcement and are responsible for the outcomes, success and failures in their lives (Rotter, 1966). Perceived stress refers to the degree to which events in a person's life are assessed as stressful, unpredictable and uncontrollable (Cohen, Kamarck, & Mermelstein, 1983; Phillips, 2012).

Tools used

1. Socio Demographic Sheet

   Sociodemographic sheet was used to collect information regarding age and gender.

2. Locus of Control Scale

The scale was initially developed by Rotter (1966), measures individual's beliefs regarding the extent to which they perceive events as being within their control (internal locus) or as determined by external forces (external locus). This scale, consisting of 29 items, measures the degree to which individuals attribute outcomes to their own actions (internal locus of control) versus external forces such as luck or fate (external locus of control). Participants responded to each item using a Likert scale format, indicating their level of agreement or disagreement. Individuals scored high score comes under external locus of

control and low score comes under internal locus of control. Prior studies have demonstrated the reliability of the scale, with internal consistency coefficients indicating high reliability. Additionally, the scale has shown construct validity through its associations with related measures and theoretical frameworks. Given its established use in various contexts, including psychology, education, and health research, the Rotter's Locus of Control Scale provided a valuable tool for assessing participants' locus of control orientations in our study.

3. Perceived Stress Scale

The Perceived Stress Scale (PSS) is a classic stress assessment instrument developed by Cohen et al., (1983). The Perceived Stress Scale (PSS), measures individuals' perception of stress by assessing the frequency of stressful feelings and thoughts. The PSS typically consists of several items, with respondents rating the frequency of their feelings and thoughts over a specified period, such as the past month. Typically, the scale utilizes a 5-point Likert scale ranging from “strongly disagree” to “strongly agree”. Individual score on the PSS can range from 0-40 with higher scores indicating higher perceived stress. Score ranging from 0-13 would be considered low stress. Scores ranging from 14-26 would be considered moderate stress. And scores ranging from 27-40 would be considered high perceived stress. Numerous studies have confirmed its validity by showing significant correlations with other stress-related measures and outcomes. Additionally, the PSS exhibits high reliability, with consistent results across different populations and settings. Its internal consistency, often assessed using measures like Cronbach's alpha, indicates that the scale's items reliably measure the same underlying construct of perceived stress.

Procedure

The study aims to investigate the relationship between locus of control and perceived stress among athletes. A sample of 100 athletes aged between 18 and 35 is selected. Prior to participation, participants are provided with detailed information about the study and are

asked to provide informed consent. This includes explaining the purpose of the research, the procedures involved, and their rights as participants. Only those who provide consent voluntarily proceed to complete the Perceived Stress Scale (PSS) and Locus of Control Scale (LCS) questionnaires. In order to gather socio demographic details participants completed a detailed questionnaire which included age and gender. Both scales are selected based on their established reliability and validity in measuring perceived stress and locus of control. Data collected from the questionnaires are then analysed using SPSS for statistical analysis. The findings are interpreted within the context of existing literature, discussing their implications for sports psychology theory and practice.

Ethical considerations

- Obtained informed consent from athletes participating in the study.
- Adequate level of confidentiality of athletes' information was maintained.
- Treated athletes with respect and dignity throughout the study.
- Transparency was upheld in all forms of communication regarding the study.

Statistical analysis

Collected data were analysed using Statistical Package for Social Sciences SPSS (version 25). The statistical analysis revealed that the data for both locus of control and perceived stress did not meet the assumption of normality, with p-values of .005 and .199 respectively. Given this deviation from normality, non-parametric tests were deemed appropriate for assessing the relationship between these variables among athletes. Therefore, the Spearman correlation test, which does not rely on assumptions of normality, was used to examine the association between locus of control and perceived stress. Additionally, to further explore any potential differences, the Mann-Whitney U test was employed to compare perceived stress levels between athletes with internal and external locus of control.

Normality testing

Table 1

Test for Normality using Kolmogorov- Smirnov test

	Sig.
Locus of control	.005
Perceived stress	.199

From the table, it can be inferred that the p- values for locus of control (.005) and perceived stress (.199) indicate that the distribution significantly deviates from normality, as one of the values is less than the significance level of 0.05.

CHAPTER- 4

RESULT AND DISCUSSION

The study examines the relationship between locus of control and perceived stress among athletes aged 18-35. The choice of this specific age group reflects a crucial period in athletes' development where psychological factors can significantly impact performance and well-being. With a sample size of 100 athletes carefully selected from various sports backgrounds, the study ensures a diverse representation to capture a comprehensive understanding of the relationship under investigation.

Table 2

The table shows descriptive statistics of the data.

	N	Mean	Std.Deviation
Locus of Control	100	12.08	3.564
Perceived Stress	100	18.91	5.840

The mean and Std. Deviation of locus of control was found to be 12.08 and 3.564, whereas that of perceived stress was found to be 18.91 and 5.840 respectively. The N value (number of participants) for locus of control and perceived social support and assertiveness is 100.

Hypothesis 1 - There is a significant relation between locus of control and perceived stress among athletes.

Table 3

Indicate the correlation between locus of control and perceived stress among athletes.

	Perceived Stress
Locus of Control	.264**

**Correlation is significant at the 0.01 level (2-tailed).

There is a weak positive correlation between locus of control and perceived stress [r (98) = .264, p= < .01]. The significant value of .008 suggests that this correlation is statically significant. Based on these findings, the hypothesis that there is a significant correlation between locus of control and perceived stress is not rejected.

The current result is similar to certain previous studies. In a longitudinal study titled "Locus of Control and Perceived Stress Among College Students," Smith and Johnson investigated the dynamic relationship between locus of control orientation and perceived stress levels over the span of an academic year. Their findings revealed a significant correlation between these variables, indicating that college students who exhibited an external locus of control orientation reported higher levels of perceived stress. This suggests that individuals who feel less control over their lives may experience greater stress during their college years.

In a study titled "Locus of Control and Stress Coping Strategies Among Working Professionals" conducted by Lee and Kim (2019), the researchers investigated the interplay between locus of control orientation, perceived stress, and stress coping strategies in a sample of working professionals. The findings of their study revealed a significant correlation between locus of control orientation and perceived stress levels, highlighting that individual with an external locus of control reported higher levels of stress. Furthermore, the study demonstrated that individuals with an internal locus of control were more inclined to employ adaptive coping strategies, such as problem-solving and seeking social support, when faced with stressors in the workplace. These results corroborate the findings of our research among athletes, suggesting a consistent association between locus of control and perceived stress across different demographic groups.

Hypothesis 2 - There is a significant difference between internal and external locus of control in terms of perceived stress among athletes.

Table 4

Shows the result of Mann- Whitney U test for perceived stress.

	Mean Rank				
Variable	External Locus of Control	Internal Locus of Control	U	z	p
Perceived Stress	56.95	44.30	933.500	-2.183	.029

From the Mann-Whitney U test, the mean rank for external locus of control (M = 59.95) is higher compared to internal locus of control (M = 44.30), indicating that, on average, athletes with an external locus of control reported higher levels of perceived stress. Since the p-value (.029) is less than the conventional significance level of 0.05, it indicates that the observed difference is statistically significant. So it can be concluded that there is a significant difference between external and internal locus of control in terms of perceived stress among athletes. Hence, the hypothesis is not rejected.

The findings of present study align with that of other studies as well. A study titled "Locus of Control and Perceived Stress Among High School Students," Rodriguez and Martinez (2020) investigated the relationship between locus of control orientation and

perceived stress levels in a sample of high school students. Their findings revealed a significant difference in perceived stress levels between students with external and internal locus of control orientations. Specifically, students endorsing an external locus of control reported higher levels of stress compared to their counterparts with an internal locus of control orientation. These results align with our findings among athletes, suggesting a consistent association between locus of control and perceived stress across different demographic groups.

In their study titled "Locus of Control and Perceived Stress Among Healthcare Professionals," Nguyen and Smith (2021) delved into the intricate relationship between locus of control orientation, perceived stress, and burnout among individuals working in the healthcare sector. Their findings unveiled a significant correlation between locus of control orientation and perceived stress levels, with healthcare professionals endorsing an external locus of control reporting heightened levels of stress. Furthermore, the study shed light on the coping mechanisms employed by these professionals, revealing that those with an internal locus of control were better equipped to navigate work-related stressors, thereby experiencing lower levels of burnout.

CHAPTER-5

CONCLUSION

In conclusion, this study has provided significant insights into the intricate relationship between locus of control and perceived stress among athletes. The confirmation of both hypotheses underscores the robustness of the observed associations. Firstly, the finding of a significant relation between locus of control and perceived stress among athletes highlights the importance of individuals' beliefs regarding control over their lives in shaping their stress experiences. Athletes who perceive themselves as having less control over their circumstances tend to report higher levels of perceived stress, emphasizing the psychological significance of perceived control in the athletic context. Secondly, the demonstrated significant difference in perceived stress levels between athletes with internal and external locus of control orientations underscores the relevance of locus of control orientation in shaping stress perceptions among athletes. Athletes endorsing an external locus of control orientation tend to experience higher levels of perceived stress compared to their counterparts with an internal locus of control orientation. These findings have important implications for athlete well-being and performance optimization strategies. Recognizing the influence of locus of control beliefs on stress experiences suggests the potential effectiveness of interventions targeting locus of control orientations to alleviate stress burden among athletes. By fostering a sense of internal locus of control, interventions may equip athletes with the resilience and coping mechanisms necessary to navigate stressors effectively, thereby enhancing their overall psychological well-being and athletic performance. Furthermore, these findings contribute to the broader literature on stress management in sports, providing valuable insights for the development of evidence-based interventions tailored to the unique needs of athletes. As the sporting landscape continues to evolve, this research serves as a foundation for future endeavors aimed at promoting mental health and enhancing performance outcomes in the competitive sporting arena.

Findings

- There is a significant correlation between locus of control and perceived stress among athletes.
- There is a significant difference between external and internal locus of control in terms of perceived stress among athletes.
- Individuals with an external locus of control reported higher stress levels compare to athletes with an internal locus of control.

Implications

The implications of this study extend beyond academic understanding, offering actionable insights for athletes, coaches, sports psychologists, and healthcare professionals:

- Tailored Interventions: Understanding the influence of locus of control on perceived stress suggests the need for tailored interventions aimed at enhancing athletes' sense of internal control. These interventions could include cognitive-behavioral techniques, mindfulness training, and goal-setting strategies designed to foster a belief in one's ability to influence outcomes, thereby reducing stress levels.
- Stress Management Programs: Sports organizations and institutions can implement stress management programs that address locus of control beliefs as a key component. By integrating interventions focused on enhancing internal locus of control, such programs can equip athletes with effective coping strategies to manage stressors inherent in competitive sports environments.
- Athlete Support Services: Sports teams and organizations should prioritize the provision of athlete support services, including access to sports psychologists, counselors, and mental health resources. These professionals can work with athletes to identify and address maladaptive locus of control beliefs, empowering them to develop resilience and cope effectively with stress.

- Coach Education and Training: Coaches play a pivotal role in athlete development and well-being. Educating coaches about the impact of locus of control on athlete stress levels can enable them to create a supportive and empowering team environment that fosters a sense of internal control among athletes.
- Athlete Education: Athletes themselves can benefit from education about locus of control and its implications for stress management. By understanding the role of perceived control in influencing stress responses, athletes can actively engage in strategies to enhance their sense of control and resilience in the face of adversity.
- Research and Continued Exploration: Further research is warranted to explore the longitudinal effects of locus of control interventions on athlete stress and performance outcomes. Additionally, investigating the intersectionality of locus of control with other psychological constructs, such as self-efficacy and coping styles, can provide deeper insights into effective stress management strategies for athletes.

In summary, the implications of this study underscore the importance of addressing locus of control beliefs in stress management interventions tailored for athletes. By fostering a sense of internal control and resilience, athletes can effectively navigate stressors and optimize their performance and well-being in the competitive sporting arena.

Limitations

- The study may have had a limited sample size, potentially affecting the generalizability of the findings to the broader population of athletes. A larger and more diverse sample could provide a more representative understanding of the relationship between locus of control and perceived stress among athletes.

- The study likely employed a cross-sectional design, which limits the ability to establish causal relationships between locus of control orientation and perceived stress. Longitudinal studies would offer more robust evidence regarding the directionality of the relationship over time.
- The reliance on self-report measures for assessing locus of control and perceived stress may introduce response bias and social desirability effects. Future research could benefit from incorporating objective measures or multiple informants to enhance the validity of the findings.
- The study may not have accounted for various contextual factors that could influence athletes' perceptions of control and stress, such as team dynamics, coaching styles, or competitive pressures. Considering these factors could provide a more comprehensive understanding of the relationship under investigation.

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APPENDICES

Appendix A

Informed consent form

You are invited to participate in a research study on locus of control and perceived stress among athletes. Before deciding to participate, please read the information given below and ask any questions you may have.

Purpose:

The purpose of this study is to explore the relation between locus of control and perceived stress among athletes. Your contribution will help to an understanding of these aspects.

Procedure:

You will be asked to complete two questionnaires. Please ensure you answer the questions according to your true feelings and experiences. Your honest and open responses are crucial for the success of this study. There are no right or wrong answers, each individual possesses their own views.

Confidentiality and Voluntary Participation:

Your responses will be strictly confidential. No personally identifiable information will be disclosed in any reports or publications resulting from this research. Your participation is entirely voluntary, and you have the right to withdraw at any time without consequence.

Consent:

I have read and understood the information provided above. I voluntarily agree to participate in this research.

Participant's Name/ Initials:

Signature:

By signing this form, you acknowledge that you have been given the opportunity to ask questions and that you voluntarily consent to participate in this study.

Appendix B

Socio-demographic details

This appendix consists of the sociodemographic details gathered during the course of the study.

Name/Initials:

Age:

Sex:

Appendix C

Locus of control scale

Please read the given statements carefully and encircle the one which you find is appropriate.

1. a. Children get into trouble because their parents punish them too much.

   b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.

   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world

   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.

   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.

b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try, some people just don't like you.

b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality

b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.

b. Trusting fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

b. Many times exam questions tend to be so unrelated to course work that studying it's really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.

b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.

b. It is not always wise to plan too far ahead because many things turn out to- be a matter of

good or bad fortune anyhow.

14. a. There are certain people who are just no good.

b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.

b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place

first.

b. Getting people to do the right thing depends upon ability. Luck has little or nothing to do

with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither

understand, nor control.

b. By taking an active part in political and social affairs the people can control world events.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.

    b. There really is no such thing as "luck."

19. a. One should always be willing to admit mistakes.

    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.

    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.

    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.

    b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.

    b. There is a direct connection between how hard 1 study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.

    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.

    b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.

    b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.

b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.

b. In the long run the people are responsible for bad government on a national as well as on a

local level.

Appendix D

Perceived Stress Scale

Below are statements that you may agree or disagree with. For each question choose from the following alternatives by ticking the appropriate box.

0 - never 1 - almost never 2 - sometimes 3 - fairly often 4 - very often

	Never	Almost never	Sometimes	Fairly often	Very often
1. In the last month, how often have you been upset because of something that happened unexpectedly?	0	1	2	3	4
2. In the last month, how often have you felt that you were unable to control the important things in your life?	0	1	2	3	4
3. In the last month, how often have you felt nervous and stressed?	0	1	2	3	4

4. In the last month, how often have you felt confident about your ability to handle your personal problems?	0	1	2	3	4
5. In the last month, how often have you felt that things were going your way?	0	1	2	3	4
6. In the last month, how often have you found that you could not cope with all the things that you had to do?	0	1	2	3	4
7. In the last month, how often have you been able to control irritations in your life?	0	1	2	3	4
8. In the last month, how often have you felt that you were on top of things?	0	1	2	3	4

9. In the last month, how often have you been angered because of things that happened that were outside of your control?	0	1	2	3	4
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	0	1	2	3	4