

Comparison of locus of control for students at school of physical education and sports with regard to some variables

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Abstract

This study deals with the comparisons of locus of control by some variables in students studying at the School of Physical Education and Sports. The scale for locus of control developed by Rotter was used herein. The research involved 150 female and 300 male participants. When compared to these students' locus of control in terms of genders and classes, it was observed that there was a statistical significant difference ($P < 0,05$). However, no significant difference was found when these students' own departments were compared ($P > 0,05$). As a result, it can be said that the variables such as the students' genders and grades showed a meaningful difference, suggesting that the locus of control was affected by the specified variables and these could direct the individuals towards the internal or external locus of control. Moreover, it is thought that the locus of control was not affected by this variable when the locus of control does not show any significant difference in the students' own departments.

Key Words: Locus of control, physical education.

Beden eğitimi ve spor yüksekokulu öğrencilerinin bazı değişkenlere göre denetim odaklarının belirlenmesi ve karşılaştırılması

Özet

Bu çalışmanın amacı, Beden Eğitimi ve Spor Yüksekokulu öğrencilerinin bazı değişkenlere göre denetim odağının belirlenmesi ve karşılaştırılmasıdır. Rotter tarafından geliştirilen denetim odağı ölçeği kullanılmıştır. Araştırma örneklem grubu 450 kişiden oluşmaktadır, bunların 150'si bayan, 300'ü erkektir. Araştırmaya katılan öğrencilere ilişkin denetim odağının, cinsiyet, kardeş sayısı, anne eğitim durumu, lise mezuniyet alanı ve sınıflar bakımından karşılaştırılmasında istatistiksel olarak anlamlı farklılık olduğu tespit edilmiştir ($P < 0,05$). Buna karşın, baba eğitim durumu, baba mesleği, aile gelir düzeyi, mezun oldukları lise türü ve ilgilendikleri spor türüne göre denetim odağı bakımından anlamlı bir farklılığa rastlanmamıştır ($P > 0,05$). Sonuç olarak; öğrencilerin cinsiyet durumu, anne eğitim düzeyi, kardeş sayısı lise mezuniyet alanı ve kaçınıcı sınıfta okuduğu gibi değişkenlerin anlamlı bir farklılık göstermesi denetim odağının belirtilen değişkenlerden etkilendiğini ve bireyleri içsel veya dışsal bir denetim odağına doğru yönlendirebildiği söylenebilir. Diğer taraftan öğrencilerin baba eğitim durumu, baba mesleği, aile gelir düzeyi, mezun oldukları lise türü ve ilgilendikleri spor türü gibi değişkenlerin anlamlı bir farklılık göstermemesi ise denetim odağının bu değişkenlerden etkilendiği düşünülmektedir.

Anahtar Sözcükler: Denetim odağı, beden eğitimi.

INTRODUCTION

The concept of personality has become one of the subjects which have been commonly researched today as in the past. Although there are lots of words about this concept, there are some difficulties in describing it due to many different aspects. The personality is one of the largest concepts in

psychology in terms of its content. There is not any definition of personality on which all theorists agree. Each theorist defines the concept of personality in a way which the one perceives. Personality is a form of relation structured, coherent and distinct from other individuals which an individual makes with internal and external environment (1). One of

personality characteristics on which Rotter focuses in the theory of social learning is the concept of locus of control, even more important one. Many recent studies indicate that individuals significantly differ from each other in respect of the locus of control discussed and examined as a dimension of personality. In addition, these important findings are available, explaining that the internal and external characteristics of controlled ones in these researches. These findings reveal that the internally controlled ones are more successful, more intellectual, more active in social events, have more initiatives and independent structures of personality in comparison with the externally controlled ones (4). Since the externally controlled ones believe that they have no control in the environment, and think that they cannot audit events, they are more anxious, passive, suspicious and dogmatic. In addition, the externally controlled ones less rely on both themselves and the others, become unable to know oneself, have less needs of social acceptance, display aggressive behaviors and tend to use defense mechanisms more (8). Internal or external control is not personal characteristics to be determined with certain limitations. From one individual to another one, step by step and in different fields it is a personal characteristic requiring continuity. Determination of several positive or negative personal characteristics by the locus of control addresses researchers to examine the factors effective in developing an internally or externally controlled characteristic of personality in an individual's development process (8).

Accordingly, it was aimed in this research that the focuses of control were determined and compared for the students at the school of physical education and sports with regard to some variables.

MATERIAL & METHOD

This research involved 150 students from the Department of Physical Education and Sports Teaching, 150 students from the Department of Coaching Training and 150 ones from the Department of Sports Management studying at the School of Physical Education and Sports in Selcuk University.

As a means of data collection in this study, the personal information form and the Rotter's Internal-External Locus Control of Scale (RIELCS) were used. When carried out a questionnaire, the researcher was available with the subjects in the same place,

answered all questions when the questions related with the measurement instruments were asked to him or her. The questionnaires applied for the groups were answered between 15 minutes and 25 minutes, the measurement instruments were picked up when the application finished, and then information was evaluated.

The reliability of Turkish form of Rotter's Internal-External Locus Control of Scale (RIDKOO) was performed on a group of 99 persons from the Psychology Department by Dag (2). In this research, test-retest reliability coefficient of RIDKOO was 0.83, the reliability coefficient was estimated to be 0.68 and the Cronbach alfa coefficient of internal consistence was 0.70 with the Kuder Richardson technique (2).

In Dag's study (2) about the validity of the scale, the correlation coefficient was found to be 0.69 among the average rating points for the locus of control and the RIDKOO points. This can be considered as a signal that these were measured at an acceptable level and would be valid.

The items numbered 1, 8, 14, 19, 24 and 27 were not scored in the scale because of being filling materials. The "a" options of the items numbered 2, 6, 7, 9, 16, 17, 18, 20, 21, 23, 25 and 29 and the "b" options of the items numbered 3, 4, 5, 10, 11, 12, 13, 15, 22, 26 and 28 were scored as 1 point. So a total point was achieved between 0 and 23. A high point revealed an increase in the external locus of control (2,7).

Analysis of Data

In evaluation of data and estimation of values, the SPSS 16.0 statistical package program was used. The average, standard deviation and percentage values of data were estimated. The Kolmogorov Smirnov test for the normality of data was done. In comparison of pair groups, the "t test" was used for independent groups. In comparison of multi groups, the One Way Anova Test was also used. To determine what the differences result from, the Tukey HSD and Dunnett 'C tests were performed in accordance with the variance homogeneity. The significance level was found to be 0.05.

RESULTS

When table 1 was examined, a statistically meaningful difference was found out between the departments of physical education and sports teaching, coaching training and sports management

when compared to the points of the locus of control in the departments where the participant students study ($P>0,05$).

Table 1. Parameters of locus of control with regard to departments.

Department	N	Female	Male	Mean	SD	F	P
Physical Education and Sports Teaching	150	50	100	9,49	3,31	0,60	0,55
Coaching Training	150	50	100	9,41	3,38		
Sport Management	150	50	100	9,80	3,17		

Table 2. Differences between classes in the points of the locus of control.

Department	Class	Mean	SD	F	P
Physical Education and Sports Teaching	1	7,56	2,71	4,30	0,01* (1-4)
	2	9,59	2,86		
	3	9,53	3,42		
	4	10,41	3,47		
Coaching Training	1	8,30	2,74	3,41	0,02* (1-3)
	2	8,88	3,62		
	3	10,42	3,24		
	4	9,74	3,77		
Sports Management	1	8,81	4,06	1,31	0,27
	2	10,07	2,91		
	3	9,48	2,87		
	4	10,20	3,01		

* $P<0,05$; Difference between classes.

Looking at table 2, a meaningful difference was seen between the female and male students when compared to the points of the locus of control in the classes where the participant students study ($P<0,05$).

Table 3. Comparison of locus of control points with regard to students' genders.

Gender	Mean	Sd	t	P
Female	10,47	3,09	4,192	0,000 *
Male	9,11	3,30		

* $P<0,05$; Difference between groups.

Examining table 3, a meaningful difference was observed between the female and male students when compared to the points of the locus of control in the participant students' genders ($P<0,05$).

DISCUSSION

In this study aimed at comparing the locus of control in the students at the School of Physical Education and Sports in accordance with some variables, when compared to the points for the locus of control at the departments, any meaningful differences were not found ($P>0,05$). In Tayfun's

article titled with "The Examination of Locus of Control in Students Studying at Tourism to Different Variables" (5), he stated that he observed a meaningful difference between ones studying at the departments of accommodation business and travel business.

When the points for the locus of control were compared in their students participated in this research in terms of their genders, it was determined that there was a statistically significant difference between the female and male students. While studying on the students' genders without separating them into their departments, a statistically significant difference was seen in the male and female participants. In the light of these values, it can be said that the female students have more locus of external control than the male students. In Dönmez's (3) study called "The Gender Difference in Request for Perceiving and Changing Some Situations of Inter-Personal Relations, he explained that one of the gender differences was related with the perception of locus of control, men were more internally controlled persons than women in general. Yanılmaz (7) suggested that male teacher candidates were more internally controlled in comparison with female teacher candidates. This result concerning genders is parallel to the result in our study. Tümkaya's study (6) suggested that the difference between the arithmetic averages of the points of the locus of control to the teachers' gender was important. The points of the locus of control for women teachers were significantly found to be higher than men. Tayfun (5) stated that male students were more internally controlled than female students even though a meaningful difference was not observed between the students' genders and their locus of control.

When compared to the locus of control in accordance with the classes, there was a significant difference between the first class students and the fourth class students from the department of physical education and sports teaching. And no significant difference was found between the first class students and the third class students from the department of coaching training. Tayfun (5) paid attention to the difference in comparisons between classes in his study. This was parallel to our study. He explained that the second class students were more externally controlled ones than those in other classes. The

mentioned change in the relevant study was observed in our study as well. When all subjects were taken into consideration, there was a significant difference between the first class students and the second class students, the first class students and the third class students, the first class students and the fourth class students. It can be said that the students just starting the school are internally controlled in terms of the locus of control; their locus of control becomes external as the years passing. The points for the locus of control in the fourth class students were higher than the ones in other classes, which can shape the opinion that they show externally controlled characteristics. The average points of the locus of control were found to be $7,56 \pm 2,7$ for the first class students and $10,41 \pm 3,47$ for the fourth class students from the department of physical education and sports teaching, $8,3 \pm 2,74$ for the first class students and $9,73 \pm 3,77$ for the fourth class students from the department of coaching training, $8,8 \pm 4,05$ for the first class students and $10,2 \pm 3,01$ for the fourth class students from the department of sports management. Based on these data, it can be said that the first class students are more internally controlled than the last class students. When all total values were considered, the average points of the locus of control were estimated to be $8,24 \pm 3,13$ for all first class students and $10,12 \pm 3,41$ for all fourth class students. This can be registered as an indicator of difference between classes.

In conclusion, a meaningful difference was observed when compared to the points of locus of control to the genders. The male students were more internally controlled than the female students, which is important when considered the social-cultural structure of our society. The male students can be thought as individuals making decisions by themselves with their introverted personalities instead of consulting important issues to others. Given these data of the research, it can be stated that the first class students were more internally controlled than the last class students. As the students just starting the school have internal locus of control, they obtain external locus of control at future stages. There may be lots of reasons for the students being included in a period dependent on external factors. The most important one of these can be recently stated as the concern for the future or the concern for making wrong choices. Our research results are similar to the previous studies in some aspects and different from the studies in some

aspects. But many studies revealed the difference between genders, this difference was also observed in our study. When considered that the students at the school of physical education and sports have a psychomotor learning based structure, the presence of differences is natural. Our study is significant for researchers to study on the same subject further. It is noted that the life philosophies of students which have internal locus of control at the beginning years of the school, shift from internal to external locus of control at school environment. It will be a correct behavior for training students who can make their own decisions by themselves, only showing alternatives instead of guiding and directing them in their decisions and waiting for them to making the right option. There are not psychological counseling and guidance services in our schools available or they are structured incompletely, therefore, an informal, external channel of education has been used, and our students have tendency to shift into the external locus of control with hearsay or casual acculturation.

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