

The Effect of Activity Based Personality Development Program on the Internal Locus of Control

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Abstract: How do we react when we get the embarrassing situation of may be in jolly mood? How do we attribute our success or failure in a particular situation? What is our location control? These are important questions pertaining to the situation coping capacity of an individual. In 1954 Julion Rotter propagated the theory of Locus of Control, in which he tried to explore the persons' response over the success or failure in his situation. He gave two end of the theory (1966), on the one end this is External Locus of Control where the decisions are form outer world or the person has environmental influence; on the second end there is Internal Locus of Control, showing the decision making capacity of an individual from the inner thoughts. This research is the investigation on the effect of activity based personality development program on the internal locus of control. In which the intervention was given to the High School Students sample (n=100). The Pre-Test and Post-Test score was studied through paired t-test.

Index Terms - Activity, Personality Development, Program, Internal Locus of Control.

I. INTRODUCTION

Activity based personality development program has a significant role to develop the internal locus of control. Such sorts of programs are very essential in the contemporary competitive world, where the cut-throat globalised competition is at the optimum development. Such competition need to develop the personality of 8th to 10th grade students due to sudden turn toward specialization of education according to job market demand.

According to Patterson(1977), "*Actual experience in groups seems so clearly superior to any other method of learning in human relations that it is amazing that it has not been widely used in human relations education. There is no substitute for learning to relate to others through interacting with other people*" (p.173)

The activity based personality development programs are entertaining , playful, and virtual with long lasting impact on memory. These programs use most of the sense organs (nose, longue, skin, eyes, ear and contextual awareness) that lead toward different pattern of learning the social skill. Consequently, this finding has objective to reveal the effect of Activity based Personality Development Program on 8th to 10th grade students of high school. The effect is measured through paired t-test calculations on dependent variable Internal Locus of Control. The change in internal locus of control on participants is checked

This is imperative to provide complicated social skill for children to accelerate the potentiality of well adjusted and effective social interaction. The efficient and skilled children live healthier (physiologically, psychologically and sociologically) life. Their adulthood strategies for life are fulfilled at minimum time period, without any complaint. This is the responsibility of family, educational institutions to help children for the adequate personality development that will help them to express their potentiality in the natural form.

II. LITERATURE REVIEW

A locus of control is decision making capacity and belief of person over the events. According to Julian Rotter (1950), the locus of control is a dimension of personality that reveals the trait and behavior of individual. In the large extent, person has his own decision in the internal locus of control whereas in external locus of control the person is affected by the motivation of outer world. The person with internal locus of control is less influenced by others, active in political and self motivated to achieve. With the investigations of researchers, an internal locus of control has healthier trait than of external locus of control (Chegg Study).

According to Strauser (2002), the locus of control is the belief system ability of a person to control life phenomenon. According to Sardogan (2006), the locus of control is one's thoughts and beliefs controlling positive and negative situation of life. The notion, locus of control, reinforce the person during whole life like results, prizes, success and failure. The person not only attribute through fate, chance and the influence of effective people but also the outcome of his own attitudes (Basim and Sesen, 2006). The locus of control makes clear when the environment is not sufficient to explain the success and failure of an individual. For example the person may judge the situation in the form of good and bad that can be mentioned through external and internal attribution of control (Taylor, 2006).

The person with internal locus of control feels better impact on his events and affects the life. Furthermore, they possess the optimistic attitude and believe on their control over the direction of life (Gulveren, 2008). The person with internal locus of control has more knowledge about his environment and attains social justice as compared to external locus of control (Demirkan, 2006).

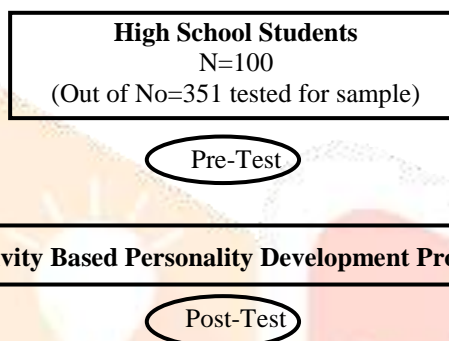
One study was conducted on Cognitive Training Program and its effect on Internal Locus of Control among older adult. The study shows that there was significant statistical difference in the change of behavior. Cognitive training focused on reasoning and acceleration of information processing that improved personal control over the life of person (Wolinsky et al., 2009).

The social self-efficacy has positive impact on internal locus of control (Iskender et al., 2010). According to Joe (1971), the person with internal control expectancy tends to exhibit more interest and effort in achievement-related activities than person with external control expectancy.

III. METHODOLOGY

This research was conducted with the intention to assess the effect of Activity Based Personality Development Program on Internal Locus of Control.

RESEARCH DESIGN



Dependent Variable: Internal Locus of Control.

Independent Variable: Activity Based Personality Development Program (23 days)

Sample Selection

The number of subjects in this research study were 100 (out of No=351, Internal Locus of Control) students of 8-10 grade, enrolled in High School Theog, Shimla HP. Sample detail is as follows:

Variable	Questionnaire	Statistical Criteria	Mode of Sample Selection (Obtained Score in pre-test assessment)
Internal Locus of Control	Rotter's Locus of Control Scale	Mean + ½ SD	Above

The students selected for sample were with the personality traits of higher Internal Locus of Control (that means Higher External Locus of Control)

Assessment Tools Used

An adapted Hindi version of Rotter, J.B. (1966) was used (Sharma & Sharma, 2016) to assess control belief. This scale reveals the control belief of an individual for his success and failure. The scale has 29 (twenty nine) paired statements with one preference for out of two.

A higher score= External Locus of Control.

A lower score= Internal Locus of Control.

IV. AIMS AND OBJECTIVES

To assess Effect of Activity Based Development Program on Internal Locus of Control.

V. INTERVENTION (Activity Based Personality Development Program)

The meditation and other micro level activities were comprised in this program. The major list of activities (about 50 minutes) are as follows :

1. Introduction to Personality development Program. Analyzing good and bad personality traits.
2. Introduction to Locus of Control.

3. Comparison between well prepared interview and less prepared interview.
4. Goal Focus.
5. Jump in and Jump out activity.
6. Knee Tag.
7. Zip-Zap-Zop.
8. Zombie Tag.
9. Cup Blowing.
10. Jar of Life.
11. Ball filling with two Sticks.
12. Importance of body language.
13. Story Passing.
14. Question paper solving activity.
15. Luck Game
16. Books Management.
17. Floating Candle.
18. Back Flip
19. Separation Anxiety.
20. Group Discussion on Internal Locus of Control and finding out the methods to improve the personality trait quality of the individual.
21. Imagination Power.
22. Snake Managerial Development.
23. Testing the Personality Development and Feedback.

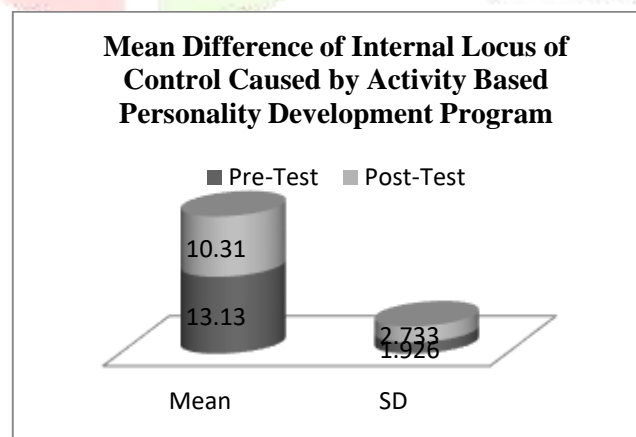
VI. RESULTS

The present investigation was conducted to know the effect of Activity Based Personality Development Program in the improvement of Internal Locus of Control of High School students with the 8th to 10th class. The change from External Locus of Control to Internal Locus of Control is studied through “Locus of Control Rotter J.B. (1966)” (29 paired statements). The Assessment tool was used in the form of Hindi version (Sharma & Sharma, 2016). A paired t-test was applied to measure the significant difference between the said means. Means were calculated for pre-test (n=100) and post-test (n=100).

Table: Total Sample t-test for Internal Locus of Control

	Mean	SD	t (N=200)
Pre Test	13.13	1.926	9.401
Post Test	10.31	2.733	

The table shows the significant impact of Activity Based Personality Development Program on Internal Locus of Control as the t value has turned down to be significant at $\alpha=0.01$ level ($t=9.401$, $pc.01$). This reveals that there is a sharp decrement in External Locus of Control resulting the augmentation in the Internal Locus of Control, of post-test ($\bar{x}=10.31$) from that of pre-test ($\bar{x}=13.13$).



VII. CONCLUSION

In this investigation, Activity Based Personality Development Program was designed carefully to conceive most of the demanded factors of modern learning, with least expenses on learning material. Although this is initial effort and need so many

amendments to enhance the quality of education in the personality development. Statistical calculation paired t-test was used to get refined result. There was extremely significant difference in the pre-test and post-test of the investigation. That reveals the fact that appropriate counseling of students can change the behavior and may augment the internal locus of control. The student will be more efficient to have decision of life instead of affected by outer environment without judging right and wrong consequences.

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