

# **Locus of Control, Emotional Maturity and Well-Being of Trainees in Mizoram State Sport Academies**

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Dated 1<sup>st</sup> January, 2018

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**CERTIFICATE**

This is to certify that the present research work titled, “Locus of Control, Emotional Maturity and Well-Being of Trainees in Mizoram State Sport Academies” is the original research work carried out by Ms. Rebecca Vanlalruati under my supervision. The work done is being submitted for the award of the degree of Master of Philosophy in Psychology of Mizoram University.

This is to further certify that the research conducted by Rebecca Vanlalruati has not been submitted in support of an application to this or any other University or an Institute of Learning.

(Dr. ZOENGPARI)

Supervisor

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1<sup>st</sup> January, 2018

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## **DECLARATION**

I, Rebecca Vanlalruati, hereby declare that the dissertation entitled, “Locus of Control, Emotional Maturity and Well-Being of Trainees in Mizoram State Sport Academies” is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University or Institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Psychology.

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## Chapter – I

# **INTRODUCTION**

Since time immemorial personality has always been the most popular area of interest for the practitioners of sport psychology. Alderman (1974) identified several aspects of personality that are most frequently associated and commonly seen in sports participants. Sociability, dominance, extraversion, self-concept, conventionality, mental toughness and emotional stability were many of such attributes observed.

Research literature on personality structure in the field of sports psychology has found a common trend, where study has been most popularly conducted between athletes and non-athletes. (Slusher, 1964; Cooper, 1969; Sperling, 1970). Majority of the investigations have indicated that athletes differ from non-athlete on a number of personality traits.

Investigators have further reported that athletes could be differentiated from non-athletes with respect to their self-control (Bird, 1970), extraversion (Peterson et al, 1967), locus of control (Mckelvie & Hushand, 1980), death anxiety, self-esteem, and mental health (Kumar, et al, 1985).

Studies have also shown that emotions, both positive and negative emotions such as excitement, anxiety, anger, fear, happiness, sadness, shame, embarrassment and enjoyment were experienced during sports participation (Jackson & Csikszentmihalyi, 1999; Jones, Taylor, Tanaka-Oulevey & Daubert, 2005; Le Roux, 2006). These emotions, both positive and negative could have an effect on sport performance either for the better or for worst.

Hanin and Syrjä (cited in Jones et al., 2005) in their study found that individual athletes (junior ice-hockey players in this instance) had identified positive

as well as negative emotions which they associated with their performance. Thus it can be said that emotions can help strengthen sport performance, on the other hand can be harmful for the performance

Psychology is a field which involves the scientific study of mental activity and behavior; it also refers to applying of such knowledge to various aspects of human functioning, which includes the treatment of mental health problems and issues that arises in day to day life (Fox, 1991). Psychology consists of many sub-fields of study and applications that are concerned with areas such as sports, health, media, law etc.

Sport is a field which involves emotion, competition, cooperation, achievement, and play; it provides a rich area for psychological research. People involved in sport, competitive sport in particular, often expose themselves to physical, mental and emotional stress in their attempt to acquire skills that require severe dedication and mastery.

Because of innate human psycho-personal need and basic social right, sport is a process that has been recognized by competition, performance and institutionalization of rules and regulation. Thus we can say that those whose performance is required, and upon whom the rules are administered; can be considered the sport persons (Nisar, 2015).

Brown and Mahoney (1977) defined sport psychology as "the application of psychological principles to sports and physical activity, at all levels of skill improvement". Sport psychology has also been defined as a "Field encompassing scholarly, educational and practical activities associated with understanding and

influencing of selected behaviors of people involved in athletics and exercise" (Singer, 1973).

Sport scientists and researchers have amassed an incredible amount of knowledge about the applied psychological aspects of sport and exercise (Williams, 2001). The psychological preparation of the sportsperson is one of the most important aspects of the total preparation of the sportsperson for better performance. Alderman (1974) while emphasizing on the psychological factors stated "one essential point which must be stressed is that regardless of how much ability, skill or fitness level a person possesses for a particular task of sport, the success or the quality of his performance will in the final analysis probably depend on his particular psychological make-up". Recently the interest to know whether there is a relationship between personality characteristics and athletic performance has become increasingly popular among researchers.

A large number of research workers have done their studies on the structure and dynamics of personality with an objective to find, if any, differences in the personality trait, general well-being, mental health, emotional arousal, temperament etc. A whole lot of results from such studies have shown intriguing answers. According to Alderman (1974) the athletes have been found, to be more "sociable, dominant, extravert, confident, conventional, mentally tough and emotionally stable" when compared to the non-athletes. The athletes' involvement in athletic activities has been considered to have influence on such differences, directly or indirectly.

The major portion of the research literature on personality structure in the field of sports psychology is related with the comparison between athletes and non-athletes

(Slusher, 1964, Cooper, 1969, Sperling, 1970). Majority of the investigations have indicated that athletes differ from non-athlete on a number of personality traits.

Several approaches have been suggested for a better understanding among which trait theory takes the center stage as it revealed the role of the interplay of genes and environment in the shaping of individual behavior. This formed two schools of thought - One whose objective is to identify a range of traits that are central to personality. They were called the Multi trait theorists. On the opposite spectrum was the Single trait theory whose focus is on one aspect of the total personality and attempt to explain how that specific personality trait influences behavior. One of such theories which will be studied in the present study as well is Rotter's (1966) Locus of Control.

Locus of control: Locus of control is defined as a generalized expectancy of internal or external control reinforcement (Rotter, 1966). Soon after it was developed by Julian B. Rotter in 1954, it instantly became an important subject for the study of personality. The individual who believes that reinforcement is attributable to his/her own ability or efforts is considered to have higher internal locus of control. Whereas the individual who believes that reinforcement is attributable to fate, chance, or some powerful external force has an external locus of control. As the environment around the players change, the players can either attribute success and failure to things; the players have control over, or to force outside players' influence

With Rotter's (1966) Social Learning Theory, Locus of control has become a popular area of research. Most of the studies of Locus of control have been done on college student's samples, few on children, geriatrics and clinical groups as well

(Lefcourt, 1976). Reviews on locus of control (Lefcourt, 1981-1982) have shed light on the promotion for use of specific area to which locus of control has been used as measures for obtaining higher magnitudes of behavior predictions. How an individual attribute personal outcomes, whether to himself or to external sources, differs from one person to another (Rotter, 1966). Individuals who believe that they themselves are responsible for events in their life and that what happens to them is the result of their own decisions are called internals. As such they believe in internal locus of control. On the other hand persons who believe in external locus of control- attribute events and outcomes to external sources such as luck, chance, fate etc. However it has been found that this locus of control construct differs significantly between subjects on a variety of performance tasks (Rotter, 1966).

Research has shown that individuals with external locus of control are more susceptible to stress and prone to clinical depression (Maltby, Day & Macaskill, 2007). Rotter (1966) noted that internals exhibit two essential characteristics - high achievement motivation and low outer-directedness. This was the basis of the locus of control scale proposed by Rotter in 1966; although this was actually based on Rotter's belief that locus of control is a uni-dimensional construct.

The question of whether people from different cultures vary in locus of control has long been of interest to social psychologists. Japanese people tend to be more external in locus of control orientation than people in the U.S., whereas differences in locus of control between different countries within Europe, and between the U.S. and Europe, tend to be small (Berry, Poortinga, Segall & Dasen, 1992). As Berry et al. (1992) pointed out, different ethnic groups within the United States have been

compared on locus of control, with blacks in the U.S. being more external than whites, even when socio-economic status is controlled (Dyal, 1984; Berry et al., 1992). Berry et al. (1992) also point out how research on other ethnic minorities in the U.S., such as Hispanics, has been ambiguous. More on cross cultural variations in locus of control can be found in Shiraev and Levy (2004).

Gary, D E. (1978) examined the sex difference in the dimensions of Internal versus External controls using the J.B Rotter's (1966) Locus of Control Scale on male female college students. The findings contrast with others, that sex difference for factor structure was observed. The confounding effects of the I-E scale was brought into focus by viewing causality from 4 elements frame work, as suggested by attribution theorists, as opposed to the 2 element causal model assumed by Rotter.

McKelvie and Husband (1980) in their attempt to study trait anxiety in competitive sports and locus of control studied 92 athletes (members of university and college teams) and 93 non-athletes (a representative sample of the university population). No differences between the groups were found on either test, and scores on the tests did not correlate for either group.

Hauri (1991) investigated psychological and motivational factors that predict successful performance. This study used a probit analysis to determine the predictors of successful completion of 285 riders. The strongest predictor of successful completion was distance ridden during the training period. The second strongest predictor was Internal Locus Of Control as measured by Rotter's I-E scale. The third predictor was whether or not the individual had established completion as a personal

goal, or number of times of person had ridden per week during training did not predict successful completion.

A study done on adults in a U.S. population found no significant differences in locus of control. But it was observed that there may be gender based differences on certain specified categories of variables to assess locus of control—for example, they cite evidence that for questions related to academic achievement men showed internal locus of control (Strickland & Haley, 1980; Schultz & Schultz, 2005). The question of whether people from different cultures vary in locus of control has long been of interest to social psychologists. Japanese people tend to be more external in locus of control orientation than people in the U.S., whereas differences in locus of control between different countries within Europe, and between the U.S. and Europe, tend to be small (Berry, Poortinga, Segall & Dasen, 1992). Different ethnic groups within the United States have been compared on locus of control, and showed that the blacks in the U.S. were more external than whites, even when socio-economic status was controlled (Dyal, 1984; Berry et al., 1992). Berry et al. (1992) also point out how research on other ethnic minorities in the U.S., such as Hispanics, has been ambiguous. More on cross-cultural variations in locus of control can be found in Shiraev and Levy (2004). The research in this area indicates how locus of control has been a useful concept for researchers in cross-cultural psychology.

McAuley (1985) in his research on the area of competitive sport found that female intercollegiate gymnasts who perceived their performance to be a success and also performed exceptionally as well in the competitions, made more internal, stable,



and controllable attributions than those who scored lower and perceived their performance as less successful.

Emotional Maturity: People who are emotionally adept, that is, those who are aware of their own feelings and are able to manage them, at the same time are sensitive and capable of dealing with other people's feelings- are at an advantage in any domain of life, whether be in any kind of relationships or in situations that require political and organizational mind-set (Goleman, 1995). The world of sport is not immune from this fact. Emotions are involved in healthy living, in leadership, in self-expression, and in the development of values (Frost, 1971). Studies indicated that both positive and negative emotions such as excitement, anger, fear, happiness, sadness, embarrassment and joy or enjoyment were experienced during sport participation (Jackson & Csikszentmihalyi, 1999; Jones, Taylor, Tanaka-Oulevey & Daubert, 2005). These positive and negative emotions could have positive or negative effects on sport performance. Hanin and Syrjä (Jones et al., 2005) found that individual athletes (junior ice-hockey players in this instance) had identified positive as well as negative emotions which they associated with their performance. Emotions can thus be either helpful or harmful to sport performance.

Sport performance may be affected by emotions in various ways. The effect of emotions on sport performance has been viewed through research to have an influence on intensity (representing the degree in which emotions are experienced and revealed), motivation, confidence and focus of athletes (Jones et al., 2005; Manzo et al., 2005; Stratton et al., 2005; Walker et al., 2005; Wilson et al., 2005). The research indicated that confidence, expressed in emotional terms, is usually associated with

success in sport: success can be the cause of positive emotions; where positive emotions could lead to having more confidence, which in turn could lead to more successful performance. Fear and anger are some of the most commonly associated negative emotions in sports. Such emotions could lead to distraction and inability to concentrate causing bad performance in the actual field. Worrying is also an emotion that can lead to poor performance in sport (Jackson & Csikszentmihalyi, 1999). Hanin (Jones et al., 2005) further found that „optimal and, on the opposite side, dysfunctional emotions can have either a positive or a negative effect on motivation towards or away from a (sport) goal depending on the person and situation. Robazza (2006) regards emotions as an inherent part of sport competitions. He also views emotions to play a role in various human responses relating to sport such as decision-making, motor responses, learning, intention and social behaviour.

One of the most desired characteristic that is essential in a sport-person is mental toughness. A number of writings have been done on mental toughness, its importance on the athletes and on sport performance (Clough, Earle & Sewell, 2002; Kremer & Moran, 2008; Moran, 2004; Weinberg & Gould, 2007; Zinsser, Bunker & Williams, 2006). It was commonly associated with drive, facing challenges and pressing through, perseverance, resistance, ability to cope with stress, self-control, etc.

According to Moran (2004), mental toughness entails the ability to perform by effectively coping with pressure or setbacks and past failures, exercising control over situations and/or emotions, and persisting regardless of the circumstances. It is also regarded as mental resilience or hardiness, which includes rebounding from failure (Jarvis, 2006).

Loehr (cited in Clough et al., 2002) defined mental toughness as “the ability to constantly perform to the upper range of your talent and skill regardless of competitive circumstances”. A mentally tough athlete has a very steadfast and strong belief in him- or herself to control performance outcome without being profoundly affected by competition difficulties (Moran, 2004).

According to Walter D. Smitson (1974), “Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. Berger (1988) stated that the positive experience of sports activity helps boost emotional health.

According to Crow and Crow (1974), “An emotion is an affective experience that accompanies generalized inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behavior”. According to Charles E. Skinner (1949), an emotionally mature person is one who is able to cover his feelings, can suffer in silence, bide his time in spite of an unfortunate circumstance. He is not subject to swings in mood, he is emotionally stable. Even when he does express his emotions, it is with maturity and decency. According to Fred Mc. Kinney (1960), “The characteristics of an emotionally matured person are heterosexuality, appreciation of attitude and behavior of other, tendency to adopt the attitudes and habits of others and capacity to delay his own responses”.

In a study of towards an optimum personality through sports, Nangia (1989) found that role of sports in promoting psychological well-being may be taken to include self-esteem, persistence, emotional maturity, achievement motivation, delay of gratification, self-assertiveness, adjustment patterns and coping skills.

Social and emotional adjustments are considered to be the constant sources of inspiration to a player to adjust himself to the changing conditions that competitions presents and to regulate his emotions to contribute to team's success. A well-adjusted individual can meet his needs with the resources available at his command to contribute to team's success. Studies reveal that well-adjusted athletes can do best and maintain their emotional stability and health as compared to their unsuccessful and non-athlete counterparts (Scymonn, 1956; Cooper, 1969; Kane, 1968; Ogilvie, 1968; Buck, 1971; Sharma,1984; Maxiener, 1983; Morgan and Johnson, 1978).

Sport is a field where physical fitness alone does not suffice. It is a remarkable setting in which the psychophysical capabilities are put to test under highly demanding conditions. The competitive athletic activity tests both mind and the body of the individual. The success in athletic activities implies the development of specific physical qualities and psychological attributes. According to Coleman (1944), "The most outstanding make of emotional maturity is the ability to bear tension", hence it is a very important aspect in the field of sports where the participants are constantly under pressure.

Madden & Kirby (1995) investigated a sample of 84 men and 49 women which consisted of players engaged in regular, organized competitive grade basketball. The Stressful Situations in Basketball Questionnaire was administered on the participants who provided measures on 5 types of stress in competitive basketball. The results showed that men reported more stress than female players on the "Team performance" scale. Whether this difference is due to a perception of women that they have less influence over the performance of the team or whether it is due to men

having a higher stake in the results of competition is not known and so further research is required.

In a study of sports and its contribution in the emotional health it was found that increasing activity or participation in sports helps improve the mental health of the youth (Nangia, 1987). Another study was done by Nangia (1988) where it was found that sport provides a vehicle for maintaining the mental health and well-being of the millions of spectators who get substitute gratification from identifying themselves with individual players and team.

Psychological wellbeing: Well-being is the harmonious satisfaction of a person's desires and his goals (Chekola, 1975). Psychological well-being is a person's evaluative reaction to his or her life-either in terms of life satisfaction 'cognitive evaluation' or affect 'ongoing emotional reactions' (Diener and Diener, 1995). Morgan (1988) did a research on the elderly population to find out the effect of physical activity and psychological wellbeing. The study found that sport has a strong impact on the mental health of an individual.

Nangia (1989) in a study of mental health issues in sports suggested that sports persons were reacting to stress in a variety of ways, amongst which frequently observed were depression, burn out and psychosomatic illness. A great deal of empirical evidence demonstrate that mental health results in better performance on motor tasks as well as on cognitive tasks. Dishman (1986) suggested that mental health plays important role for self-help behaviours including exercise and physical activity. Nangia (1988) in a study on contribution of sports in promoting mental health and well-being found that sport provides a vehicle for maintaining the mental

health and well-being of the millions of spectators who get substitute gratification from identifying themselves with individual players and team.

Another area associated with positive mental health is the relationship between exercise and restful sleep. The findings on a research done in this arena support the view that engaging in an acute bout of exercise leads to falling asleep faster, sleeping longer, and a more restful sleep than when we don't exercise. (Kubitz et al., 1996).

Alderman (1974) is of the opinion that the level of emotionality in athletes to a considerable extent is "rooted at the constitutional, neural levels i.e. the inhibitory or excitability of the autonomic nervous system. This genetically and constitutional basis is reflected in the everyday behavior of the individual. In the case of neuroticism, this appears as high emotionality or emotional instability". Emotional instability is characterized by "a low" tolerance of frustration immaturity, instability, high excitability, evasiveness, worried ness, and neurotic fatigability'. On the other hand, emotional stability in athletes is characterized by "maturity, stability, quiet realism□ the absence of neurotic fatigue".

Nangia (1989) reported difference in adjustment of male and female athletes and non-athletes and individual and team game players .Booth (1958) has determined in his study that differences in personality traits as measured by MMPI do "exist between athletes and non- athletes and between participants in individual and in team sports.

Peterson, Wecker and Trousdale (1967) administered 16 pf to 88 female athletes participating in individual sports in swimming, diving, riding, fencing, canoeing, gymnastics and track and field and were compared with 59 team sport

athletes. The two differed on 7-16 factors. The athletes from individual sport were more dominant and aggressive, adventurous, sensitive, imaginative, radical, self-sufficient, resourceful and less sophisticated, than the team sport group. The athletes from individual group were more introverted and both groups were characterized by emotional stability. These female athletes were found to be more intelligent, conscientious, preserving and aggressive than female non-athletes with same educational background.

Henry (1970) found that at the higher level performance team sport athletes tended to be stable-extroverts and individual sports athletes while retaining necessary resilience and urgency tended to be more introvert and anxious.

Kumar, Pathak and Thakur (1985) conducted a study to ascertain differentiated personality correlates of Locus of control in individual, team and non-athletes. 50 individual, 50 team and 50 non-athletes undergraduate male of Uttar Pradesh constituted sample of the study. Their age was 18-25 years with a mean age of 22.66 years. Hindi adaptation of Rotter's Locus of Control scale was administered to them individually. Non athlete's scores on Locus of Control scale than the individual and team athletes. Team athletes were found to be more internally controlled than the individual athletes or non-athletes.

## Chapter – II

# **STATEMENT OF THE PROBLEM**



An individual sport refers to a sport in which participants competes with an individual to accomplish an ultimate goal which is usually to win whereas a team sport is an activity in which a group of individuals, on the same team, work together to accomplish an ultimate goal (Das, 2014). The team athlete operationally means any individual taking part in any team event (Namita, 1993). A trainee is a person undergoing training for a particular job or profession. (Trainee, n. d.). The trainees under study for the present research will be limited to those under training from the sport academies of Mizoram.

According to the Association for the Advancement of Applied Sport psychology (AAASP): Sport psychology is: “(a) the study of the psychological and mental factors that influence and are influenced by participation and performance in sport, exercise, and physical activity, and (b) the application of the knowledge gained through this study to everyday setting, sport psychology professionals are interested in how participation in sport, exercise, and physical activity may enhance personal development and well- being throughout the life span” (LeUnes and Nation, 2002).

Early participation in sport is considered to be a widely crucial mechanism for building character, encouraging sportsmanship, and promoting healthy physical, psychological and social development. On the other hand, sport participation may also be viewed as a a pressure field where the need to win, to perform better, to impress and obey the parents, teachers and coaches may lead to a series of emotionally and mentally stressful experience. Whether the later view is accepted to be more relevant or not is subjective and may vary from one circumstance to another. In the previous years; a number of attentions have been paid to the relationships of personality of

personality variable and psychological factor with athletic performance. Several studies of measurement of personality, character of athletes and players are necessary if we want to secure the information needed by sports psychologists and coaches and it is acceptable that physical abilities of an individual are related to this physical structure as the atmosphere where these abilities are exhibited constitute an ideal setting for the development of desirable personality characteristics like sociability, emotional stability, confidence, cooperativeness, personal adjustment and extraversion. These merits or qualities are very essential to increase the athletic ability of the players and sportsmen.

Psychological knowledge can be used to improve the development, performance and satisfaction of athletes. Within the constraints of his or her abilities an athlete's performance is significantly related to his or her psychological functioning. In order to understand the 'psychological functioning' of athlete in various games and sports and under varied competitive situations recent researcher have begun to focus on psychological skills. Not all of these things can be satisfactorily handled. But internally created or magnified pressures can. It is often not a matter of trying to get rid of the feelings created but understanding and controlling them.

The Northeast has been the cradle of Indian football since decades, but in recent years Mizoram has emerged as the single most dominant state in the country. Mizoram with a population of about 11 lakhs has become the biggest exporter of footballers, with approximately 85 Mizos plying their trade across the country. Fifty-eight of them are in the 10-team I-League alone, accounting for nearly 25 percent of

the total players in the country's top division. In 2014, Mizoram won the Santosh Trophy and recently the Aizawl FC bought home the I-League championship trophy. These are just few amongst the many successes Mizoram has achieved in the football scenario (Vasavda, 2017). Also, Mizoram so far has produced outstanding sportspersons in individual sports, especially in Boxing discipline, Karate, taekwondo as well as in many other individual sports bringing home medals from national and international level competitions.

The present study is an attempt to explore and highlight the aspects of personality and wellbeing of sports persons and seek to understand the characteristics and to discuss implications for therapeutic intervention in the light of the results obtained. Out of the vast expanse of psychological variables associated with athletic performance, only three extremely crucial ones were selected for the study. They are locus of control, emotional maturity and psychological well-being. The overall consideration would not only help satisfy to achieve the theoretical and methodological considerations but would provide foundations for behavioral intervention programs and further extended studies. For this purpose, the present study was designed with the following objectives.

**Objectives of the study:**

Based on the theoretical foundation pertaining to the research problem, the following objectives were framed for the present study:

1. To examine the role and the levels of the selected psychological measures i.e. Locus of control, emotional maturity and psychological well-being, in the samples under study.
2. To compare the locus of control between individual sports trainees and control group.
3. To explore the level of emotional maturity among individual sports trainees and control group.
4. To highlight the psychological well-being between individual sports trainees and control group
5. To compare the locus of control between team sports trainees and control group.
6. To explore the level of emotional maturity among team sports trainees and control group.
7. To highlight the psychological well-being between team sports trainees and control group.

**Hypotheses:**

1. It is expected that there will be significant differences between individual sports trainees, team sports trainees and control group on the selected psychological measures i.e. Locus of control, emotional maturity and psychological well-being.
2. It is expected that individual sports trainees will show higher internal locus of control orientation in comparison to control group.

3. It is expected that individual sports trainees will show higher emotional maturity than control group.
4. It is expected that individual sports trainees will show better psychological well-being than control group.
5. It is expected that team sports trainees will show higher internal locus of control orientation in comparison to control group.
6. It is expected that team sports trainees will show higher emotional maturity than control group.
7. It is expected that team sports trainees will show better psychological wellbeing than control group.

## Chapter – III

# **METHODOLOGY**

**Samples:** Following purposive sampling procedure, 50 trainees from Sports Authority of India (S.A.I) Training Centre were selected to represent individual sports trainees, 50 Mizo football players in training at football academies in Mizoram were selected to represent team sports trainees, and 50 participants for control group were selected for the present study. The control group were selected to match the trainees based on the demographic profile.

**Inclusion criteria for the groups:**

**Individual Sports trainees Group**

- Participants should be trainees from Sports Authority of India Training Centre (S.A.I)
- The training duration of the academy should be limited to one year.
- Age: 13-20 years
- Gender: Male

**Team Sports trainees Group**

- Participants should be trainees from football academies, namely, Aizawl FC Academy; Regional Sports Training Centre, Football Academy Saidan Kolasib Sports & Youth Service Department, and SYS Football Academy, Lunglei.
- The training duration of the academy should be limited to one year.
- Age: 13-20 years
- Gender: Male

## Control Group

- Participants should not be under any kind of professional training in sports
- Age: 13- 20 years
- Gender: Male

**Design of the study:** The study employed single factor design comprising of three groups, where Group 1 consist of 50 participants from S.A.I training centre representing individual sports trainees, Group 2 consist of 50 participants from football academies representing team sports trainees, and Group 3 consist of 50 non-sport trainees representing the control group. The age group of the participants were limited to 13- 20 years based on the classification of Sports Authority of India.

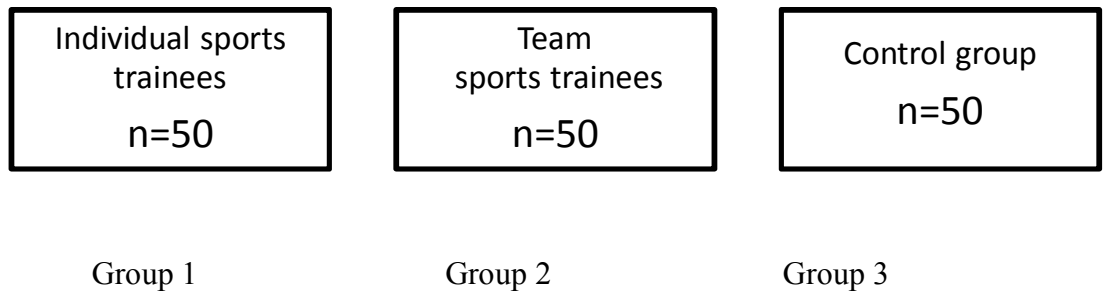


Figure 1:- The sample characteristic table of the proposed study.



**Procedure:**

- ▶ The primary data for the study was collected in face to face interactions between the participants and the researcher in an optimum environmental setting after informed consent from all participants and formation of a good rapport.
- ▶ The researcher took care to see that the respondents provided honest and independent answers to the questions presented.
- ▶ The anonymity, confidentiality and ethics as cited/formulated by APA, 2003 (American Psychiatric Association) was followed.

**Statistical Analyses:**

For the analysis of data, suitable statistical techniques were adopted for the present study:

- ▶ Descriptive Statistics -The Mean , SEM,SD, Kurtosis, and Skewness and reliability were employed to check the reliability and normal distribution of scores
- ▶ ANOVA was applied to find out if there were any significant differences between individual sports trainees, team sports trainees and Control group on the selected psychological measures i.e. Locus of control, emotional maturity and psychological well-being. Post-hoc test was applied to find out the direction and degree of difference

- ▶ Pearson's Coefficient of Correlation was used to assess the relationship between Locus of control, emotional maturity and psychological well-being

### **Psychological Tools:**

**1) Rotter's Locus of control Scale (Rotter, 1966):** J. B. Rotter's Internal External Locus of Control Scale is a measure of personal belief. It consists of 29 items. The force choice that is inclusive of 6 filler items, intended to make more ambiguous, for the purpose of the test. Rotter's I-E Locus of Control questionnaire helps to identify how certain important events in our society affect different people. Each item consists of pair of alternatives, lettered A or B. The individual has to select one statement from each pair, which they strongly believe in or can relate to.

**2) Emotional Maturity Scale (Singh and Bhargava, 1984):** It is a standardized scale constructed by Dr.Yashvir Singh and Dr. Mahesh Bhargava. The tool has 48 items under 5 areas. A) Emotional Stability, b) Emotional Progression, c) Social Adjustment, d) Personality Integration, e) Independence. The items were scored on a five point scale with the following options:

a)Very much – (1)    b)Much- (2)    c)Undecided- (3)    d) Probably- (4)    e)Never- (5)

No specific age group was mentioned for this scale, however past studies have been found to use this scale with adolescents and secondary school students (Kumar, 2014; Shafeeq and Thaqib, 2015).

**3) General Health Questionnaire-12 (GHQ-12; Goldberg, D., 1992):** The General Health Questionnaire-12 (GHQ-12) is a 12- item self-report measure of psychological well-being. The scale asks whether the respondent has experienced a particular symptom or behaviour recently. Each item is rated on a four-point Likert-type scale with scores of 0-1-2-3 for response choices of 'less than usual' respectively; the scores may range from 0 to 36 with lower scores indicating psychological well-being and vice versa for high scores.

## Chapter – IV

# **RESULTS AND DISCUSSION**

Firstly, the descriptive statistics were computed including the mean, standard deviation, skewness, kurtosis, reliability, linearity of the Scales/Sub Scales in checking the normal distribution of scores for checking data structure to decide appropriate statistics on selected psychological measures such as: i) Locus of control ii) Emotional Maturity Scale iii) General Health Questionnaire

Secondly, Pearson's Bivariate Correlation on scales /subscales of the behavioral measures for the whole samples were calculated to indicate significant relationship of variables for further analysis in predicting cause and effect among variables.

Finally, ANOVA was employed to illustrate the independent and interaction effect of the independent variables on selected dependent variables for the whole samples.

Further, Post hoc- test was employed to study the direction and significance of differences between the three groups

#### Psychometric properties of the behavioral measures:

The parametric statistical analyses of Descriptive Statistics, Cronbach Alpha, normality, linearity, and homogeneity were checked with an objective to justify the appropriate statistical treatment for further analyses of the raw data; to work out any requirement of appropriate transformation of the raw data; missing responses, outliers and those responses outside the sampling frame as well as deviated responses from the distributed data which were excluded for statistical analyses were performed for simple and clear presentation of the results, and the descriptive statistics of the Scales/Subscales of the behavioural measures are presented in Table 1-. The results

(Table–1) highlighted the Mean, Standard Deviation, Standard Error, Skewness and Kurtosis of the scales/subscales of: i) Locus of Control (Rotter, 1966); ii) Emotional Maturity Scale (Singh and Bhargava, 1984) which has 5 subscales: Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration, and Lack of Independence; and iii) General Health Questionnaire (GHQ-12; Goldberg, D., 1992): for the whole sample. The mean score for Locus of Control was found to be 8.82, for Emotional Unstability the mean score was 28.08, for Emotional Regression the mean score was 26.66, for Social Maladjustment the mean score was 25.35, the mean score for Personality Disintegration was found to be 25.15, for Lack of Independence the mean score was 21.83; and for General Health Questionnaire the mean score was found to be 16.89. The analysis of the skewness and kurtosis of the variables showed that the variables were normally distributed; therefore, parametric statistical method was employed.

The reliability of the scales i) Locus of Control (Rotter, 1966); ii) Emotional Maturity Scale (Singh and Bhargava, 1984) which has 5 subscales: Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration, and Lack of Independence; and iii) General Health Questionnaire (GHQ-12; Goldberg, D., 1992) were ascertained by the Cronbach's Alpha for each of the scales to ensure the psychometric adequacy of the scales. Inter-items correlation less than 0.1 were excluded from Locus of Control scale and the reliability was 0.52. Reservation about this scale was made as satisfactory reliability was not found. Lack of frame of reference was assumed to have caused such result. For Emotional Maturity Scale the reliability was found to be 0.89 and the Cronbach's alpha for the 4 subscales was also estimated. Thus, the Cronbach's alpha for the subscale Emotional

Unstability was 0.90, Emotional Regression was 0.89, Social Maladjustment was 0.89, Personality Disintegration was 0.89 and Lack of Independence was 0.89. For General Health Questionnaire the reliability was found to be 0.69. The results revealed that total coefficient of correlation and reliability coefficient of the scales emerged to be satisfactory over the levels of analysis for the whole sample.

Table 1

*The Mean, SEM, SD, Skewness and Kurtosis for the measured variables of the scales and subscales of locus of control, Emotional Maturity scale and General Health Questionnaire between GROUP 1, GROUP 2 AND GROUP 3*

	<b>LOCUS OF CONTROL</b>	<b>EMOTIONAL UNSTABILITY</b>	<b>EMOTIONAL REGRESSION</b>	<b>SOCIAL MALADJUSTMENT</b>	<b>PERSONALITY DISINTEGRATION</b>	<b>LACK OF INDEPENDENCE</b>	<b>GHQ</b>
M	8.82	28.08	26.66	25.35	25.15	21.83	16.89
SEM	.209	.608	.510	.472	.526	.363	.341
SD	2.565	7.442	6.251	5.778	6.441	4.443	4.173
Skewness	.229	-.192	-.173	-.108	-.002	.158	.234
Kurtosis	-.362	-.581	-.255	-.300	-.433	-.384	-.294

Note. M= Mean. SEM= Standard Error of Measurement. SD= Standard Deviation.

Table 2

*Reliability co-efficient of the scales and sub-scales*

<b>SCALES/ SUBSCALES</b>	<b>CRONBACH'S ALPHA</b>
Locus of Control	.52
Emotional Maturity	.89
Emotional Unstability (EU)	.90
Emotional Regression (ER)	.89
Social Maladjustment (SM)	.89
Personality Disintegration (PD)	.89
Lack of Independence (LI)	.89
General Health Questionnaire (GHQ)	.69

Correlation between Locus of Control, Emotional Maturity and Well-being

Correlation analysis has also been conducted in order to find out the relationship between Locus of Control, Emotional Maturity and Well-being, the results of which are shown in table 3.

Locus of Control has been found to have a significant positive correlation with Social Maladjustment (0.175,  $p < .05$ ).

Emotional Unstability has been found to have significant positive correlation with Emotional Regression (0.543,  $p < .01$ ), Social Maladjustment (0.481,  $p < .01$ ), Personality disintegration (0.573,  $p < .01$ ) and Lack of Independence (0.376,  $p < .01$ ). It has also been found to have significant negative correlation with General Health Questionnaire. (0.407,  $p < .01$ )



Emotional Regression has been found to have significant positive correlation with Social Maladjustment (0.524,  $p < .01$ ), Personality disintegration (0.595,  $p < .01$ ) and Lack of Independence (0.480,  $p < .01$ ). It has also been found to have significant negative correlation with General Health Questionnaire. (0.282,  $p < .01$ )

Social Maladjustment has been found to have significant positive correlation with Emotional regression (0.524,  $p < .01$ ), Emotional Unstability (0.481,  $p < .01$ ), Personality Disintegration (0.595,  $p < .01$ ) and Lack of Independence (0.480,  $p < .01$ ). It has also been found to have significant negative correlation with General Health Questionnaire. (0.282,  $p < .01$ )

Significant positive correlation was found between Personality Disintegration and Emotional Unstability (0.573  $p < 0.01$ ), Emotional regression (0.595,  $p < .01$ ) Social Maladjustment (0.623,  $p < .01$ ), and Lack of Independence (0.432,  $p < .01$ ). It has also been found to have significant negative correlation with General Health Questionnaire. (0.293,  $p < .01$ ).

Lack of Independence has been found to have significant positive correlation with Emotional Unstability (0.376  $p < 0.01$ ), Emotional regression (0.480,  $p < .01$ ) Social Maladjustment (0.500,  $p < .01$ ), and Personality Disintegration (0.432,  $p < .01$ ). It has also been found to have significant negative correlation with General Health Questionnaire. (0.222,  $p < .01$ ).

General Health Questionnaire has been found to have significant negative relationship with Emotional Unstability (0.407  $p < 0.01$ ) Emotional Regression (0.282  $p < 0.01$ ), Social Maladjustment (0.239,  $p < .01$ ) Personality Disintegration (0.293,  $p < .01$ ), and Lack of Independence (0.222,  $p < .01$ )

Table-3

*Pearson Correlation for the measured variables of locus of control, Emotional Maturity scale and General Health Questionnaire*

Dependent Variables	LOC	EU	ER	SM	PD	LI	GHQ
LOC	1	.138	.040	.175*	.097	.112	-.008
EU		1	.543**	.481**	.573**	.376**	-.407**
ER			1	.524**	.595**	.480**	-.282**
SM				1	.623**	.500**	-.239**
PD					1	.432**	-.293**
LI						1	-.222**
GHQ							1

Note. LOC= Locus of Control; EU= Emotional Unstability; ER= Emotional Regression; SM= Social Maladjustment; PD= Personality Disintegration; LI= Lack of Independence; GHQ= General Health Questionnaire.

\*p<.05, \*\* p < .01

Comparing differences between individual sports trainees and team sports trainees and normal group

Homogeneity of variances for the Scales was first analyzed using Levene's test and the results shown in Table 4. The results of Table 4 show that 'F' values are significant (above 0.05) for all the scales.

The ANOVA was computed to find out if significant differences exist between Individual sports trainee, team sports trainees and control group on the selected psychological measures i.e. Locus of control, Emotional Maturity and Psychological Well-Being shown in table 5. Significant differences have been found between the groups in the subscale Emotional Unstability and Social Maladjustment ( $p < .05$ ) of Emotional Maturity with the effect size of 55% and 41% respectively. However, significant difference was not found in Locus of Control, the subscales of Emotional Maturity – Emotional Regression, Personality Disintegration and Lack of Independence, and General Health Questionnaire.

Researches have shown that athletes were different from non-athletes on a number of personality traits (Slusher, 1964, Cooper, 1969, Sperling, 1970), such as self-control (Bird, 1970), extraversion (Peterson et al, 1967 ), locus of control (Mckelvie and Hushand, 1980), death anxiety, self-esteem, and mental health (Kumar, et al, 1985). However in the present study significant differences were not found between the respective groups in locus of control and psychological well-being. Such trends have also been shown in other researches where no significant differences were found between the athletes and non-athletes in various personality structures as well as in psychological well-being (McKelvie S J, & Husband D E, 1980).

Table 4  
*Test of Homogeneity of Variances.*

	Levene Statistic	Sig.
LOC	.292	.747
EU	.918	.402
ER	1.077	.343
SM	.397	.673
PD	1.495	.228
LI	1.413	.247
EMS	1.891	.155
GHQ	.567	.568

Note. LOC= Locus of Control. EU= Emotional Unstability ER= Emotional Regression, SM= Social Maladjustment, PD= Personality Disintegration, LI= Lack Of Independence. EMS= Emotional Maturity Scale. GHQ= General Health Questionnaire

Table 5  
*ANOVA for Individual sports Trainees, Team sports trainees and Control Group on Locus of control, Emotional Maturity Scale with subscales Emotional instability, Emotional Regression, Social Maladjustment, Personality Disintegration and lack of Independence; And General Health Questionnaire*

	Sum of Squares	Mean Square	F	Sig.	Eta Squared
LOC	3.160	1.580	.238	.789	.003
EMS	2851.453	1425.727	2.554	.081	.034
EU	454.440	227.220	4.284	.016	.055
ER	39.960	19.980	.508	.603	.007
SM	205.053	102.527	3.160	.045	.041
PD	75.213	37.607	.905	.407	.012
LI	54.493	27.247	1.387	.253	.019
GHQ	29.373	14.687	.841	.433	.011

Note. LOC= Locus of Control. EMS= Emotional Maturity Scale EU= Emotional Unstability, ER= Emotional Regression, SM= Social Maladjustment, PD= Personality Disintegration, LI= Lack Of Independence.. GHQ= General Health Questionnaire

Table 6

*Post-Hoc test on Emotional Unstability and Social Maladjustment for the groups*

Variable	IND/TEAM/ CONTROL (I)	IND/TEAM/ CONTROL (J)	Mean Difference (I-J)	Std. Error	Sig.
Emotional Unstability	1	2	2.280	1.457	.264
		3	-1.980	1.457	.365
	2	1	-2.280	1.457	.264
		3	-4.260*	1.457	.011
	3	1	1.980	1.457	.365
		2	4.260*	1.457	.011
Social Maladjustment	1	2	1.100	1.139	.600
		3	-1.740	1.139	.281
	2	1	-1.100	1.139	.600
		3	-2.840*	1.139	.036
	3	1	1.740	1.139	.281
		2	2.840*	1.139	.036

Note. EU= Emotional Unstability, SM= Social Maladjustment. 1= Individual trainees, 2= Team trainees, 3= Control group.

\* The mean difference is significant at the 0.05 level.

Post-hoc analysis was further employed to study the direction and significance of differences between the three groups i.e., Individual sports trainees, team sports trainees and control group based on the psychological measures has also been done and shown in Table 6. Results have shown that there is no significant difference between Individual sports trainees and Team sports trainees on Emotional Unstability

and Social Maladjustment. However, significant difference was found between Team sports trainees and Control group on Emotional Unstability and Social Maladjustment ( $p < .05$ ). Similar trends have been reported by Singh and Singh (2011) where significant difference in emotional maturity was found between sports persons and non-sportspersons.

Table-7 illustrates the mean scores for the subscales Emotional Unstability and Social Maladjustment between individual sports trainees, team sports trainees and control group to in the present study. The mean score for individual sports trainees on Emotional Unstability was 28.18, for team sports trainees the mean score was 25.90 and 30.16 for control group. The mean score for individual sports trainees on Social Maladjustment was 25.14, for team sport trainees the mean score was 24.04 and 26.88 for control group Both Emotional Unstability and Social Maladjustment was observed to be higher among Control group as compared to individual sports trainees and team sports trainees. The result shows that the participants in the control group who were not under any form of training in sports were more emotionally unstable and socially maladjusted than the participants who were under training in sports. This trend is supported by studies where sports and related physical activities have been observed to be instrumental in the development of communication skills, social perspective-taking, emotional understanding, and an enhanced capacity for caring. Such results are supported by studies where those who are good at play tend to be popular with their peers .Review on literatures have supported the present result where it has been revealed that sportspersons are more likely to be better on emotional stability as sports and related physical activities enable the individual to become more emotionally stable with having to face failures and defeat in sporting spirits. Also research on the

adjustments of athletes have also been shown to be consistent with the present result where it have been found that athletes were better adjusted with much fewer problems in a number of adjustment aspects such as social, emotional and total adjustment (Gautam, 1988;Rubin, Bukowski, Parker, 1992).

Table 7

*Descriptive statistics for the subscales Emotional Unstability and Social adjustment between individual sports trainees, team sports trainees and control group*

		N	M	SD	SEM
EU TT	Individual	50	28.18	7.663	1.084
	Team	50	25.90	7.410	1.048
	Control	50	30.16	6.744	.954
	Total	150	28.08	7.442	.608
SM TT	Individual	50	25.14	6.227	.881
	Team	50	24.04	5.249	.742
	Control	50	26.88	5.568	.787
	Total	150	25.35	5.778	.472

\*Note. EU= Emotional Unstability, SM= Social Maladjustment. M= Mean. SEM= Standard Error of Measurement. SD= Standard Deviation.

## Chapter – V

# **SUMMARY AND CONCLUSION**



Sport is one of the most prevalent activities of today's world. Its prevalence can be seen by the enormous amount of primary and secondary involvement in it by people of all gender, age and social background. Sport has become an accepted tool to help "build character", involving behaviors such as leadership, self-discipline, loyalty, courage, cooperation etc. Such claims have been supported by researches and statements; one of such is Patterson and Hallberg's statement "Through athletic participation students gain many qualities for effective citizenry."

The relationship of personality to participation in sport and physical activity has been one of the most popular research areas in sport psychology. Locus of control, emotional maturity and psychological well-being have been an interesting research topic and has been shown to have relationships with sports in various positive and negative ways (Jones et al., 2005; Manzo et al., 2005; Stratton et al., 2005; Walker et al., 1974 ; Alderman, 1974; Kumar, Pathak and Thakur, 1977; Nangia, 1989). The present study aims to investigate on personality structures, namely Locus of control and Emotional Maturity as well as their Psychological Well-Being.

Following purposive sampling procedure, 50 trainees from Sports Authority of India (S.A.I) Training Centre were selected to represent individual sports trainees, 50 Mizo football players in training at football academies in Mizoram were selected to represent team sports trainees, and 50 participants for control group were selected for the present study. The control group were selected to match the trainees based on the demographic profile.

The study employed single factor design comprising of three groups, where Group 1 consist of 50 participants from S.A.I training centre representing individual sports trainees, Group 2 consist of 50 participants from football academies representing team sports trainees, and Group 3 consist of 50 non-sport trainees representing the control group. The age group of the participants were limited to 13-20 years based on the classification of Sports Authority of India.

The quantitative primary data collected was processed with the help of computer and analyzed with statistical packages. Statistical Package for the Social Sciences (SPSS) were employed in conjunction with Microsoft Office Excel (2013). The psychometric adequacy of all the behavioral measures is ascertained. The data are then presented with Descriptive statistics (Mean, SD, Skewness and Kurtosis). The inferential statistics principally include ANOVA and multiple regression with careful check of their assumptions. Results were as follows:

The parametric statistical analyses of Descriptive Statistics, Cronbach Alpha and Split Half Reliability, normality, linearity and homogeneity were checked with an objective to justify the appropriate statistical treatment for further analyses of the raw data; to work out any requirement of appropriate transformation of the raw data; missing responses, outliers and those responses outside the sampling frame as well as deviated responses from the distributed data which were excluded for statistical analyses were performed for simple and clear presentation of the results.

### Hypothesis 1

It was expected that there will be significant differences between individual sports trainees, team sports trainees and control group on the selected psychological measures i.e. Locus of control, Emotional Maturity and Psychological Well-Being.

The results showed no significant differences between individual sports trainees, team sports trainees and control group on the psychological measures i.e. Locus of control, Emotional Maturity and Psychological Well-Being.

### Hypothesis 2

It was expected that individual sports trainees will show higher internal locus of control orientation in comparison to control group. There was no significant difference between individual sports and control group on the psychological measures locus of control, hence hypothesis 2 was rejected.

### Hypothesis 3

It was expected that individual sports trainees will show higher emotional maturity than control group. There was no significant difference between individual sports and control group on the sub-variables of Emotional Maturity i.e., Emotional Regression, Personality Disintegration, Lack of Independence and Emotional Maturity (Total).

### Hypothesis 4

It was expected that individual sports trainees will show better psychological well-being than control group. There was no significant difference between individual sports trainees and control group on the psychological well-being, hence hypothesis 4 was rejected.

### Hypothesis 5

It was expected that team sports trainees will show higher internal locus of control orientation in comparison control group. There was no significant difference between team group and control group on locus of control; hence, hypothesis 5 was rejected. The results are consistent with study done by McKelvie S J, & Husband D E. (1980) where no differences were found between the athletes and non-athletes on Locus of Control

### Hypothesis 6

It was expected that team sports trainees will show higher emotional maturity than control group. However, significant difference was found between team group and control group on the subscales of emotional maturity scale, namely Emotional instability and social maladjustment. Team groups showed lower score than control group on the subscales emotional instability and social maladjustment. The results are consistent with research done by Gautam (1988) whose results revealed that athletes were better adjusted and had lesser number of problems in social, emotional and total adjustment

In the case of the emotional stability the sportspersons seemed to be better on this trait as compared to non-sportspersons. As sports involve constant experiences with wins and loses, it enables the sports-person to be more emotionally prepared, maintain composure and face such circumstances in a true sportsmanship quality (Singh, 2013).

### Hypothesis 7

It was expected that team sports trainees will show better psychological well-being than control group. There was no significant difference between team sports trainees and control group on psychological well-being, hence hypothesis 7 was rejected

The study was conducted in three locations i.e Aizawl, Lunglei and Kolasib and the results of One -way ANOVA revealed significant differences between the different locations on Locus of Control and Emotional Maturity scale wherein Locus of control was highest in Aizawl, i.e they tend to lean towards external locus of control and emotional immaturity was highest in Lunglei.

The aim of the present study was to examine the role and levels of the psychological measures i.e. Locus of control, Emotional Maturity (with the subscales, namely, Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence), and Psychological Well-Being on the individual sports trainees, team sports trainees and control group. Summarizing from the above findings we can say that no significant differences were found among individual sports trainees, team sports trainees and control group on locus of control, the sub-variables of Emotional Maturity i.e., Emotional Regression, Personality Disintegration, Lack of Independence and Emotional Maturity (Total); and psychological well-being.

Significant differences, however, was found between the team sports trainees and control group in the subscale Emotional Unstability and Social Maladjustment, with the control group scoring the highest in both the subscales. Review on literatures

have supported this result where it has been revealed that sportspersons are more likely to be better on emotional stability as sports and related physical activities enable the individual to become more emotionally stable with having to face failures and defeat in sporting spirits. Also athletes were better adjusted with lesser problems in a number of adjustment aspects such as social, emotional and total adjustment (Gautam, 1988). Additionally, significant differences were found between the different locations on Locus of Control and Emotional Maturity scale wherein Locus of control was highest in Aizawl, i.e they tend to lean towards external locus of control and emotional immaturity was highest in Lunglei.

Research literature on personality structure in the field of sports psychology has found a common trend, where study has been most popularly conducted between athletes and non-athletes. (Slusher, 1964; Cooper, 1969; Sperling, 1970). Majority of the investigations have indicated that athletes differ from non-athlete on a number of personality traits. And many other investigators have also reported that athletes could be differentiated from non- athletes with respect to their self-control (Bird, 1970), extraversion (Peterson et al., 1967 ), locus of control (Mckelvie and Hushand, 1980), death anxiety, self-esteem, and mental health (Kumar, et al., 1985).

The aim of the present study was to examine the role and levels of the psychological measures i.e. Locus of control, Emotional Maturity (with the subscales, namely, Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration, Lack of Independence), and Psychological Well-Being on the individual sports trainees, team sports trainees and control group. The present endeavor is the first study in the arena of sports and psychology in Mizoram. Sports

play a very important role in Mizo society and today sports as a profession has gained momentum. The present study is an attempt to explore sports and the role of psychology to serve as a baseline for further in-depth studies on sports and sports persons in Mizoram to better understand and propose / develop intervention strategies for overall development of sports in Mizoram.

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# **APPENDICES**

**APPENDIX-I**

**DEMOGRAPHIC PROFILE**

**Name** : \_\_\_\_\_

**Age** : \_\_\_\_\_ (in years)                      **Sex:** Male / Female

**Marital Status:** Single / Married / Divorced

**Educational Qualification:** Below HLSC / HLSC to HSSLC / Graduate & Above

**Occupation** : \_\_\_\_\_ **Personal Income:** \_\_\_\_\_

**Present Address:** \_\_\_\_\_

## APPENDIX-II

### ROTTER'S LOCUS OF CONTROL

For each question select the statement that you agree with the most

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 to 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 is 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 I 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-III

#### EMOTIONAL MATURITY SCALE

<b>Instructions: In the following pages are given forty eight questions about yourself. Five modes of responses are provided, such as VM: Very much; M: Much; UD: Undecided; P: Probably and N: Never. Read each question carefully and mark tick (√) in ANY ONE of the five alternative response modes</b>		<b>Very Much</b>	<b>Much</b>	<b>Undecided</b>	<b>Probably</b>	<b>Never</b>
1	Are you involved in mental boderations?					
2	Do you get frightened about the coming situations?					
3	Do you stop in the middle of any work before reaching the goal?					
4	Do you take the help of other person/s to complete your personal work?					
5	Is there any difference between your desires and objectives?					
6	Do you feel within yourself that you are short-tempered?					
7	Do you feel that you are very stubborn?					
8	Do you feel jealous of other people?					
9	Do you get wild due to anger?					
10	Do you get lost in imagination and day-dream?					
11	If you fail to achieve your goal, do you feel inferior?					
12	Do you experience a sense of discomfort and lack of peace of mind?					
13	Do you teasing against each others?					
14	Do you try to put the blame on others for your lapses?					
15	When you do not agree with others, do you start quarrelling with them?					
16	Do you feel yourself as exhausted?					
17	Is your behavior more aggressive than your friends and others?					
18	Do you get lost in wool gathering (in the world of imagination)?					
19	Do you feel that you are self-centred?					
20	Do you feel that you are dissatisfied with yourself?					
21	Do you have a strained companionship with your friends colleagues?					
22	Do you hate others?					
23	Do you praise yourself?					
24	Do you avoid joining in social gatherings?					

25	Do you spend much of your time for your own sake?					
26	Do you lie?					
27	Do you bluff?					
28	Do you like very much to be alone?					
29	Are you proud by nature?					
30	Do you shirk from work?					
31	Even though you know some work, do you pretend as if you do not know it?					
32	Even if you do not know about some work, do you pose as if you know it?					
33	Having known that you are at fault, instead of accepting it, do you try to establish that you are right?					
34	Do you suffer from any kind of fear?					
35	Do you lose your mental balance (poise)					
36	Are you in the habit of stealing of any kind?					
37	Do you indulge freely without bothering about moral codes of conduct?					
38	Are you pessimistic towards life?					
39	Do you have a weak will? (self-will or determination)					
40	Are you intolerant about the views of others?					
41	Do people consider you as undependable?					
42	Do people disagree with your views?					
43	Would you like to be a follower?					
44	Do you disagree with the opinions of your group?					
45	Do people think of you as an irresponsible person?					
46	Don't you evince interest in other's work?					
47	Do people hesitate to take your help in any work?					
48	Do you give more importance to your work than other's work?					

## APPENDIX-IV

### GENERAL HEALTH QUESTIONNAIRE 12 (MIZO TRANSLATION)

<b>KAIHHRUAINA:</b> He questionnaire hi tun kar 4 ralta chungang a ni a. Chhanna pali awm thei atang hian I dinhmun sawifiah ber nia I hriat I thai bial dawn nia. Chhanna dik ber a awm chuang lo. Chuvangin zawhna pakhatah hun hmang rei lutuk suh ang che. Thil kal tawh ni lovin tun hnai, kar li kal taa I awmdan chungchang a ni tih hre reng chungin zawhna zawng zawng te hi khawngaihtakin I chhang dawn nia,		<b>Hetiang hi ka nei fo (often)</b>	<b>A chang chang in ka nei thin (sometimes)</b>	<b>Ka nei ve zeuh zeuh(seldom)</b>	<b>Ka nei ngailo hrim hrim (Never)</b>
1	Rilru sawrbing theina. Able to concentrate	0	1	2	3
2	Thil ngaihtuah nasat lutuk avanga mutthilh theihloh Loss of sleep over worry	0	1	2	3
3	Tangkaina nei nia inhriatna Playing useful part	0	1	2	3
4	Thutlukna siam thei Capable of making decisions	0	1	2	3
5	I nun in nekchep riau che a inhriatna Felt constantly under strain	0	1	2	3
6	Harsatna neih te sutkian theihloh Could not overcome difficulties	0	1	2	3
7	Nitina thil tih thin te nuam tihna Able to enjoy day-to-day activities	0	1	2	3
8	Harsatna hmachhawn theihna Able to face problems	0	1	2	3
9	Hlim lohna nei Feeling unhappy or depressed	0	1	2	3
10	Mahni inrintawkna tlahniam Losing self-confidence	0	1	2	3
11	Tangkaina nei miah lo anga inhriatna Feeling worthless	0	1	2	3
12	Thil reng reng a lawmna neih Feeling reasonably happy	0	1	2	3