Teenage martial arts groups: trainer's locus of control versus trainees self-control tests and analyses

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Abstract

Objective of the study was to rate and analyze effects of the trainer's locus of control on the trainees' behavioral self-control and personality progress.

Methods and structure of the study. We sampled for the study two coaches with the polar (external and internal) locus of control, plus their teenage trainees having 2-3-year training and competitive experiences under their management (n=20). The trainees' and trainers' self-control were tested by the V.I. Morosanova Behavioral Self-control Style test (BSCS) and the locus of control in the interpersonal and business relations and personal problem solving was rated by the A.K. Osnitsky locus of control test.

Conclusion. We found the trainer locus of control largely influential on the trainees' one; whilst the BSCS of the young athletes are likely to be sport-specific and dictated by the individual motivations. It should be emphasized, however, that the trainees of trainer with the internal locus of control tend to mimic his attitudes in solving business problems; whilst the trainees of trainer with external locus of control tend to rely on external control in solving their business problems.

A trainer's locus of control was found to influence some aspects of the trainees' self-control. Thus the group of trainer with internal locus of control was tested with better action programming qualities and more independent in the activity planning, behavioral control, goal attainment, progress rating, and interim/ final result rating domains. The group of trainers with external locus of control was tested with a better planning ability, individual goal setting and progress management skills.

Keywords: *trainer's activity, locus of control, self-control, personality of teenage martial artist.*

Background. Trainer's personality is commonly known to largely determine his/ her professional successes, with the efficient and respected trainers often providing a role model for the teenage trainees in many sports. The trainer's appealing personality, responsible behavior, healthy lifestyle and attitudes to other people and sport often facilitate the trainees' progress in socializing and athletic growth domains and personality development agenda [1, 4]. Teamwork in sports groups is potentially beneficial for a teenage personality progress, lifestyle and self-control. Self-control may be defined as the individual ability to plan own performance in the context of the individual progress mission and goals, with good self-control known to be pivotal for the performance assessment and correction purposes and contributing to the individual determination and success [2, 3].

Modern psychology interprets the locus of control as the individual's perception about the underlying main causes of events in life [3]. The trainer's locus of control vector would largely contribute to the trainees' personality progress in a direct correlation with the latter's self-control. This is particularly true for the teenage athletes with their age-specific growth imbalances and natural focuses on the reference group values with the trainer's role model. The trainer, depending on his/ her own locus of control, is highly influential on the teenage trainee's personality formation and self-control building process.

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Methods and structure of the study. We sampled for the study two coaches with the polar (external and internal) locus of control (see Table 1), plus their teenage trainees having 2-3-year training and competitive experiences under their management (n=20). The trainees' and trainers' self-control were tested by the V.I. Morosanova Behavioral Self-control Style (BSCS) test [2]; and the locus of control in the interpersonal and business relations and personal problem solving was rated by the A.K. Osnitsky locus of control test [3].

Table 1. Service data of the trainers

	Age	Service record	Trainees served	Average age of trainees	Active competitors
A	25	5	57	12	8
B	25	5	61	12	13

Results and discussion. The primary locus of control test data rated trainer A and B with internal and external locus of control, respectively. Given in Tables 2 and 3 are the trainees' Behavioral Self-control Style (BSCS) and locus of control test data.

The above test data show the trainees largely mimicking trainer A in the BSCS and locus of control domains. They also tend to manage their lives as required by the own plans being determined to mobilize their internal resources. The test data show the trainees being largely governed by the role model of their trainer.

The above test data also show the trainees largely mimicking trainer B (external locus of control) in the Behavioral Self-control Style and locus of control domains. They replicate him in the focus on external goals, being realistic in own resource rating, and demonstrating a focus on the business domain with a strive for independence.

We used the Fischer F-test to find the statistically significant intergroup differences in the trainees' Behavioral Self-control Style and locus of control test data versus the trainer's locus of control. On the whole, we found no statistically significant differences in the general self-control test. The teenagers' general self-control is likely to be sport-specific and dictated by the individual motivations. It should be noted, however, that the trainer A (internal locus of control) group is statistically significantly different from the trainer B group in the planning skills test ($p<0.05$) and personal problems solving skills test ($p<0.01$). The trainees of trainer B (external locus of control) were tested significantly different in the result rating ($p<0.05$), independence ($p <0.05$) and business solutions ($p<0.01$) tests.

Conclusion. We found the trainer locus of control largely influential on the trainees' one; whilst the Behavioral Self-control Style of the young athletes are likely to be sport-specific and dictated by the individual motivations. It should be emphasized,

Table 2. Trainees' Behavioral Self-control Style and locus of control test data: trainer A (internal locus of control) group

Group	BSCS test							Locus of control test		
	Planning	Result rating	Modeling	Flexibility	Programming	Independence	General self-control	Business solutions	HR solutions	Personal problem solving
Mean	6,28	6	5,71	5,85	6	4,28	29,28	11,71	8,71	5,14
б	1,39	1,1	1,28	1,4	1,31	1,28	1,7	3,8	6,8	9,22

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Group	BSCS test							Locus of control test		
	Planning	Result rating	Modeling	Flexibility	Programming	Independence	General self-control	Business solutions	HR solutions	Personal problem solving
Mean	6,14	4,71	4,57	6,57	5,42	4,84	26,57	3,28	1,57	3,28
б	0,64	1,5	1,4	1,3	1,92	1,9	1,9	5,00	7,65	3,33

however, that the trainees of trainer with the internal locus of control tend to mimic his attitudes in solving business problems; whilst the trainees of trainer with external locus of control tend to rely on external control in solving their business problems.

A trainer's locus of control was found to influence some aspects of the trainees' self-control. Thus the group of trainer with internal locus of control was tested with better action programming qualities and more independent in the activity planning, behavioral control, goal attainment, progress rating, and interim/ final result rating domains. The group of trainers with external locus of control was tested with a better planning ability, individual goal setting and progress management skills.

Furthermore, the trainees' orientation on the trainer's locus of control is specific in the following aspects. Trainees of trainer A (internal locus of control) were tested more focused on themselves, own personality progress agendas, not always prepared to act now, and this is the reason for their shortage of real accomplishments at present. For example, they are less determined to compete and less successful in competitions than their peers in the trainer B group. The trainer B (external locus of control) group was tested more focused on specific goals, more realistic and conservative in the own progress rating domain. Therefore, an ideal trainer should be well balanced in combining the external (beneficial at present) and internal (beneficial in the future) locus of control to help the trainees explore and mobilize the personal assets and resources to clearly visualize and implement their personal progress agendas.

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