



शोधामृत

(कला, मानविकी और सामाजिक विज्ञान की अर्धवार्षिक, सहकर्मी समीक्षित, मूल्यांकित शोध पत्रिका)

ISSN : 3048-9296 (Online)

3049-2890 (Print)

IIFS Impact Factor-2.0

Vol.-2; issue-1 (Jan.-June) 2025

Page No- 119-127

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www.shodhaamrit.gyanvididha.com

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Impact of Adjustment and Locus of Control on Adolescents

Abstract : This study focuses more on examining how adolescents' locus of control and adjustment affect them. This study is significant from the perspective of teenagers. We frequently observe that college students deal with a range of issues and difficulties that force them to think critically and make informed decision. The locus of control, which influences a person's thinking, conduct, and leadership, is a crucial component of personality and governs decision-making. The locus of control is the foundation of the decision-making process. Students in the twenty-first century deal with a number of challenges that cause adjustment issues. The locus of control and adjustment issues facing today's generation are severe. Every student must adapt to their personal circumstances. There is a strong positive correlation between locus of control and adjustment, which may be a good indicator. It is suggested that improving college students' overall sense of locus of control is equally dependent on raising the degree of adjustment. Since adjustment can aid a student in resolving future issues, this study focuses on adjustment in college students. Accordingly, we can draw the conclusion that internal control is essential for maintaining mental well-being and for effectively adapting to one's surroundings. As a

result, this study aids in comprehending the lives and personalities of the college students.

Keywords: Adjustment, Locus of control and well-being.

INTRODUCTION : Education is a reflection of society and plays a vital role in human life. It is a tool of social change, as education leads from the darkness of social backwardness to the ray of social progress. Education is the only tool that brings out the best qualities of a human being and provides a balanced personality. The students of today are the citizens of tomorrow, and they are going to be the building blocks of the country, so it is very important to ensure that each block is equally strong. Complex problems in academic, personal-emotional, and social adjustment (SA) are common during the college transition. Adolescents must learn coping mechanisms and adjust to an unparalleled pace of social change, as well as numerous demands, temptations, and perceived obstacles. They must also respond to these demands while preserving their sense of self with unbroken boundaries and developing a sense of presence and focus in the adult world Nwankwo, et. al. (2012). Locus of control is a psychological concept that could be helpful in explaining why different people have varying capacities for acclimating to university life. Based on Rotter's social learning theory (Rotter 1954), locus of control is a psychological construct that describes a person's

propensity to attribute blame or control over events as well as their generalized belief that they have influence over reinforcements (Phares, 1976).

According to Ryan & Deci (2000) Prototype externalists don't believe that there is a plausible relationship between their actions and their results. These people usually think that unpredictable factors like luck or the actions of influential people determine the benefits and penalties they receive. Prototypical internalist believe that there is a real connection between their actions and their results. Outside forces such as grade evaluations, reward systems, or the perceptions of others frequently influence adolescents. However, interests, curiosity, and enduring ideals are often the internal motivators of adolescents. These internal motives can sustain passions, inventiveness, and prolonged efforts—all of which are well-functioning attitudes—even though they are not always supported or rewarded by outside sources. Self-determination theory examines the interaction between the external factors influencing individuals and the innate wants and motivations of people (Jeffery et. al. 2012).

ADJUSTMENT

Shaffer (1961) stated that "adjustment is the relationship that is established between the organism, environment, and personality." According to Good (1959), adjustment is the process of finding ways of behaving appropriately to the changes taking place in the environment.

According to Darwin's theory of evolution (1859), the concept of adjustment was biological in origin. The word adjustment means to adapt, to harmonize, and to fit in. Problem of adjustment is a major area for adolescents. After completing school, students go to senior institutions for further education, where life is full of changes. Since adolescence is an exciting stage of life filled with many major changes in preparation for an exciting and bright future, the adolescent has to strike a balance between the changes in his own personality and the changing socio-economic environment. The stage of adolescence is full of complexities due to various types of changes in personality. The conditions in the environment are constantly changing; hence, every individual needs to adjust him to the environment. Therefore, it is important for adjustment for man to maintain harmonious relations among the people who constitute the social environment (Crow and Crow, 1956).

After family and friends, the most important medium of socialization for adolescents is the university. The university is not only a place for students to acquire knowledge but also a place where favorable conditions are developed for learning life-skills, developing a balanced personality with less conflicts and frustrations, making good adjustment and facing the realities of life confidently. Hence, it is worthwhile to consider the aspects of adjustment here. Changes in roles, relationships,

academic obligations, and social pressures are all examples of specific forms of collegiate adjustment. When a need is identified and met, a series of adjustments takes place. Students who are leaving high school, going to college full-time, and living on campus typically undergo the most significant adjustment, according to Chickering and Schlossberg (1995). According to Oluwakemi, 2015, if students develop adjustment skills at their early stage, it increases academic performance. The researcher said that youth should have this skill because it is not only helpful for academic careers but also in professional careers, and it is a way to reduce stress.

LOCUS OF CONTROL

Locus of control was developed by Jullian B. Rotter in 1954. In Latin, locus means place, meaning where do we reside internally or externally in our thoughts and actions? A person's acceptance of the reasons behind their experiences and the elements they assign to successes or failures is known as their locus of control (Rotter 1966). It shows how firmly people think they have influence over events and circumstances that affect their life emotionally (Wallston et al., 1978). People utilize the psychological component known as locus of control to justify their actions. In the context of education, locus of control typically relates to how students perceive the factors that contribute to their academic achievement or lack thereof. There are typically two categories of

locus of control: internal and external. The notion that our own actions result in reinforcement is known as an internal locus of control. The view that other people's actions, fate, luck, etc., result in reinforcement is known as an external locus of control. An external locus of control connects either accomplishment or failure to task complexity and chance, whereas an internal locus of control credits success or failure to talent and effort. For example, a person with an internal locus of control is in charge of his own emotions, choices, and behaviors. An external locus of control person, on the other hand, holds other people, events, or uncontrollable chance accountable for his behavior.

Those with internal locus of control engage in problem-focused behavior and positive approach, whereas those with external locus of control engage in avoidance coping (Giannakos, 2002). Additionally, there is proof that it is impacted by early life events, such as how kids connect with their parents. The internal locus of control was more established in children whose parents supported their independence and taught them the relationship between acts and their results. Evidence suggests that LOC is a reaction to circumstances, at least in part. Certain educational and psychological treatments, such as outdoor education programs, have been shown to result in changes toward an internal locus of control (Swan, 2000; Hattie et al., 1997). Hassan (2014) research

study shows that high-achieving students should adopt an external strategy of control through which they will be able to achieve good academic performance; on the other hand, low-achieving students should adopt an internal strategy of control. The researcher also found in the result that males show a higher locus of control than females. Abel Olufemi Ogunmakin (2013) found in his study that can collect information from different universities, the results show that locus of control has a positive relationship between academic performance and academic achievement.

Relationship between Internal/external locus of control and adjustment

Internal and external are the two categories of locus of control. Those with an external locus of control can influence occurrences through luck, chance, and fate as well as self-confidence, whereas those with an internal locus of control can influence events both positively and negatively by taking into account their ego and concepts (Kutani, 2011).

Students with an internal locus of control tend to believe they can influence outcomes through their actions, which often leads to proactive problem-solving and better stress management. Such students take responsibility for their successes and failures, which enhances their personal growth and adaptability. They often exhibit higher levels of self-efficacy and self-confidence, which contributes to positive mental health and better adjustment in a variety of areas

(e.g., work, relationships). Those with an internal locus of control and positive adjustment have strong associations with academic success and emotional resilience, and students actively manage stress and adapt to changes, leading to a satisfying college experience. But sometimes internal control and poor adjustment can lead students to experience frustration if they cannot control certain aspects of their environment (e.g., systemic barriers or unexpected challenges).

Positive locus of control affects students' performance by making it easier for them to study subjects that they find challenging. The development of self-efficacy and self-reliance in both males and females can be achieved through training (Yunusa 2015). Researchers may discover a negative correlation between change and the university or company. The reason is that people are accustomed to the old system and are unwilling to adopt the new one. This is true for both staff and students.

Those students with an external locus of control may feel powerless or dependent on external forces, making it harder to adapt to challenges. They experience higher levels of stress, anxiety, and depression due to a perceived lack of control. Externals are more prone to learned helplessness, which can hinder their ability to make positive changes or cope effectively. External control and poor adjustment may lead students to engage in coping

behaviors such as skipping classes or withdrawing from social opportunities. However, recognizing uncontrollable factors such as unpredictable grading policies can sometimes reduce stress and improve emotional well-being, provided the student has a positive adjustment with an external locus of control.

Gangutai conducted a study in 2015 to find the relationship between intelligence, adjustment, and academic performance of tribal students at the secondary level in Marathwada. The research revealed that emotional adjustment, social adjustment, and academic adjustment of tribal students at the secondary level were unsatisfactory. The relationship between emotional adjustment, intelligence, and academic performance of tribal children at the secondary level was found to be high and of good quality. Gavit 2017 conducted a comparative study of LOC, insecurity, lifestyle, and psychological adjustment of tribal and non-tribal college students. The research findings show that the external LOC of tribal college students was higher than that of non-tribal college students, and no significant difference was observed between male and female college students in terms of self-esteem. No significant difference was found between arts, commerce, and science students in terms of self-perception. Positive correlations were found between LOC, psychological adjustment, insecurity, and lifestyle.

Bhure (2018) investigated how

students' attitudes, self-concept, adjustment skills, and emotional intelligence interacted with one another while they were in school. This study's primary goal was to examine the connections between students' attitudes, emotional intelligence, adjustment skills, and self-concept in both rural and urban locations. These results demonstrate that children in urban regions have higher emotional intelligence than those in rural areas. School children's attitudes and adjustment skills were found to be significantly correlated.

Upon reviewing the above research, it was found that no research has been done on the effect of adjustment and locus of control on college students. Therefore, it is very important to do research on this topic. Therefore, the researcher has chosen the presented research work.

Significance of the study

For college students to succeed, this research is crucial. We observe that college students face a variety of challenges, which compel them to reflect and make wise choices. The locus of control, which influences a person's thinking, conduct, and leadership, is a crucial component of personality and governs decision-making. Consequently, this study is helpful in understanding college students' personalities and lives. Internal locus of control and external locus of control are the two halves of control. A person can succeed in life by using one of these two kinds. On the

basis of locus of control, decisions are made. As a result, our research will assist individuals in making better choices. Students can improve their locus of control and make their lives more attractive if they are aware of the differences between internal and external locus of control.

The 21st century is a time of competitiveness, according to the researcher, who examined the many issues faced by college students. These days, students must deal with a variety of academic and professional issues. The most crucial aspect of a student's life is adjustment. Because the learner will not be able to succeed in life if they do not adjust to the circumstances. For a student to succeed in life, it is crucial that they are able to adjust to any circumstance.

The adjustment of junior college students is the subject of this study. As a result, it will assist them in overcoming any obstacles and adapting to any circumstance. In order to help junior college students adjust and lead successful lives, this study would be helpful. I have incorporated the locus of control and adjustment factors into my study. Academic success may be impacted by several factors. As a result, I will use this research to examine these variables. Students will benefit from this research by understanding how it relates to their lives and what they should do going forward. I'm hoping that this study may help.

In the realm of education, this

study is quite important. It is an effort to highlight the significant elements that influence students' academic performance during their time in college. Teachers are held accountable by the government and other higher authorities for kids' poor academic performance. Teachers are held accountable for this by parents as well as higher authorities. The study will reveal how and to what degree control and adjustment impact pupils' academic performance.

Objective:

This study focuses on the effect of adjustment and locus of control on college students and aim to explore the mechanism of action between adjustment and locus of control.

Discussion:

The purpose of the present study is to examine the influence of locus of control on college students' adjustment. Based on previous research, it can be said that during adolescence, a number of physical and cognitive changes occur. As personality is in the process of taking shape, adolescents also develop an internal or external locus of control along with other psychological characteristics. Students find ways to cope with these changes creatively and adapt to college (Hashimoto and Fukuhara 2004). Psychological functioning is an important factor in predicting psychosocial adjustment to college (Lease 2004, Miller et. al. 2007, Weinstein 2002, McArdle 2007, Hirschi 2009).

Gavit (2017) found that locus of

control had a significant impact on children and positive correlations were found between LOC, psychological adjustment, insecurity, and lifestyle. Bhure (2018) found that children's attitudes and adjustment skills were significantly correlated. Gangutai conducted a study in 2015 to find the relationship between intelligence, adjustment, and academic performance of tribal students at the secondary level in Marathwada. The research revealed that emotional adjustment, social adjustment, and academic adjustment of tribal students at the secondary level were unsatisfactory. The relationship between emotional adjustment, intelligence, and academic performance of tribal children at the secondary level was found to be high and of good quality.

Conclusion:

Locus of control and adjustment are substantially positively associated, which can be a favorable forecast. The results of the study show that locus of control and adjustments influence each other and are correlated. It is proposed that increasing the level of adjustment is equally important to enhancing college students' overall sense of locus of control. Hence, based on the obtained results, we can conclude that internal control helps a person to maintain good mental health and also plays a vital role in adjusting well to the surrounding environment.

Implications for College Students

1. Intervention:

- Skill Development Workshops: Teach time management, goal setting, and stress management.
- Counseling Services: Focus on fostering internal locus of control and adaptive coping mechanisms.
- Peer Mentorship Programs: Help students develop a sense of belonging and improve social adjustment.

2. Academic Support:

- Provide resources like tutoring, advising, and study groups to empower students.
- Encourage a growth mindset to strengthen internal locus of control.

3. Promoting Resilience: Activities such as mindfulness training, resilience-building exercises, and wellness programs can aid emotional adjustment.

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