

**SELF-ESTEEM, ANXIETY, LOCUS OF CONTROL AND ACADEMIC
PERFORMANCE AMONG UNIVERSITY STUDENTS**

A Thesis submitted

In the partial fulfillment of the requirement for the degree of

MASTER OF ARTS

IN

PSYCHOLOGY

(COUNSELING)



THAPAR INSTITUTE
OF ENGINEERING & TECHNOLOGY
(Deemed to be University)

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PATIALA

June, 2018

CERTIFICATE

This is to certify that the thesis entitled “**Self-Esteem, Anxiety, Locus of Control and Academic Performance among university students**” is being submitted in partial fulfillment of requirements for the award of degree of **Master of Arts in Psychology**, submitted in **the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala** is a bonafide work carried out under the supervision of **Dr. (Mrs.) Surinder Kaur**, Visiting Professor, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and that no part of this project has been submitted for the award of any other degree.

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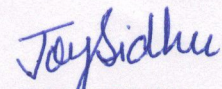
CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, "**Self-esteem, Anxiety, Locus of Control and Academic Performance among university students**" in partial fulfillment of the requirement for the award of Degree of **Master of Arts in Psychology**, submitted in **the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology**, Patiala, is an authentic record of my own work carried out under the supervision and guidance of **Dr. (Mrs.) Surinder Kaur**, Visiting Professor, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researcher's work which are duly listed in the reference section.

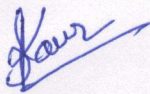
The matter embodied in this thesis has not formed the basis for the award of any other degree of this or any other university.

Date: June, 2018

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ABSTRACT

The study was conducted to investigate the relationship on self-esteem, anxiety, locus of control and academic performance among university students. The sample consisted of 120 students (60 males and 60 females). Pearson correlation and t-test were used to analyze the data. The results of the study revealed that there exists a positive relation between self-esteem and academic performance ($r=0.78$). Negative correlation was found between anxiety (State/Trait) and academic performance ($r=-0.41$; $r=-0.56$). No significant relation was found between locus of control and academic performance ($r=0.08$). Gender differences were found on self-esteem and anxiety but no differences in gender were found for locus of control and academic performance.

Keywords: Self-esteem; State Anxiety; Trait Anxiety; Locus of Control; Academic Performance.

CHAPTER 1

INTRODUCTION

The purpose of the study is to find out the relationship and gender differences that exist between student's academic performance and their self-esteem, anxiety level and locus of control.

Self-esteem, Anxiety and Locus of Control are important concepts that play a major role in predicting student's academic performance (success/failure). The understanding of above-mentioned variables is considered important as it helps us to know where the student may be lacking, hence we can design the treatment plan accordingly to help better their academic performance.

1.1 Self-esteem

Self-esteem is an intricate concept and has a number of definitions and techniques of measurement. There are a number of factors that play an important role in affecting the self-esteem of an individual. The term 'Self-esteem' is used these days a lot be it in family, school or therapy. Research studies suggests that by putting in required efforts to increase the self-esteem of an individual it can have a favorable result in most aspects of life, though this is quite controversial as a lot of research also suggests that it is not only high self-esteem that leads to positive outcomes in life (example: good academic performance) but at times these positive outcomes in individuals life contribute in increasing the self-esteem of a person.

According to Rosenberg (1965) self-esteem refers to the sum total of a person's thoughts and feelings towards himself/herself.

Rosenberg et al., (1995) described self-esteem of a person under two categories: Global Self-esteem: It refers to the general self-esteem be it a positive or a negative

attitude that an individual has towards themselves. Specific Self-esteem: It refers to the self-esteem pertaining to a particular domain of life. Some people can have high self-esteem pertaining to one area of life and low with respect to another.

Measurement of self-esteem is considered to be quite complex as there exist a number of measures and it is considered to be subjective and can be manipulated by the individuals easily. Rosenberg Self-esteem Scale (RSES; 1965) is the most widely used scale to measure self-esteem and is considered to be quite reliable.

People with low self-esteem tend to show lack of confidence and low self worth. They develop negative opinions about themselves. On the other hand are people with high self-esteem who are found to be more happy and content with them, pertaining to most areas of life. People with low self-esteem have been found to develop depression, anxiety and panic related problems.

A study by Crocker and Luthanen (2009) among college students found that every individual has their own definition of self-esteem; some students spent time studying as they get their self-esteem from academics and some spent time improving their appearance like dressing as that improves their self-esteem.

Morvitz and Motta (1992) studied how environment affects the self-esteem of students and it was found that, students with low grades that have lesser interactions with there high achieving peers had lesser chances of having low self-esteem.

In a study conducted by Guay, Bolvin and Hodge (1999) it was found that students who have faced rejection by their peers tend to have low academic score. Guay et al. further elaborated that rejection by peers can lead to low self concept and increases loneliness, thereby further decreasing self-esteem of students.

1.2 Anxiety

Anxiety is defined as the psychological or the physiological state of a person. Anxiety leads to tension, worry or even fear if stress is present. Anxiety has a number of components such as affective, behavioral or cognitive. Research studies in U.S.A. show that nearly 40 million people suffer from some kind of anxiety disorder. When anxiety crosses normal level it leads to impairment in functioning and low levels of performance.

Severe form of anxiety causes problem for students in academic performance as it leads to not only low grades but may cause their minds to go blank, their hands shake and they may even fall sick. Ideal level of stress can lead to good grades and better learning but in extreme cases it can have a negative effect on a students academic carrier.

Anxiety has been found to exist at three levels: Mild level of anxiety has been found to healthy. Relative and Severe level of anxiety has been found to be unhealthy. Panic level of anxiety has been found to be the unhealthiest and severe form of anxiety

1.3 Locus of control

Locus of control has been developed by Rotter's in 1923. According to him it is the belief of people to the extent to which the outcomes of their life are determined by external/internal factors.

Rotter's in his theory of Locus of Control discriminates between two types of personalities that are externals and internals. Internals believe that their own behavior is responsible for the outcomes in life. Whereas externals believe that their life outcomes are determined fate, luck, god and chance.

Rotter (1966) developed the Locus of control scale to measure the extent to which individuals control their life outcomes. Locus of control was the second concept in

our study. Rotter's Internal and External Locus of Control (LOC) scale was used to measure the locus of control expectancy i.e. the belief that individuals have in themselves to how much extent they control the events in their life. The scale consists of 29 items out of which 6 are filler items.

Rotter (1966) found a link between behaviors and reinforces. If the link exists then the reinforces will effect the behavior of an individual otherwise no learning will take place. External locus of control people feel they are not adequately rewarded and less motivated as compared to people with internal locus of control who have high motivation.

People having external locus of control feel that their failures are due to luck or fate and adequate planning or research will have no affect on their outcomes.

1.4 Academic performance

Academic performance refers to the success or failure attained in studies and till what level has the person attained education. According to Rosenberg et al., (1989) grades or school marks are dependable sources of academic success.

Wentzel& Caldwell (1997) found that individuals who have good peer relations in school tend to do well academically and show interest in school activities. An important thing to be noted is that there is a difference between students who do well academically are motivated by hard work and determination than students who do it show off to their peers, family and teachers.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Studies on Self-esteem

A study by Crocker and Luthanen (2009) among college students found that every individual has their own definition of self-esteem; some students spent time studying as they get their self-esteem from academics and some spent time getting ready or working out as they derived their self-esteem from appearance.

Morvitz and Motta (1992) studied how environment affects the self-esteem of students and it was found that, students with low grades that have lesser interactions with there high achieving peers had lesser chances of having low self-esteem.

In a study conducted by Guay, Bolvin and Hodge (1999) it was found that students who have faced rejection by their peers tend to have low academic score. Guay et al. further elaborated that rejection by peers can lead to low self concept and increases loneliness, thereby further decreasing self-esteem of students.

Students with higher levels of self-esteem attribute their academic success to internal factors rather than external. Rosenberg (1965) found that students having high self-esteem do well academically and put in more efforts as compared to those who attribute their success to fate and luck.

Tuckman and Sexton (1989) found that self-esteem is a major contributor in the academic carrier of the student.

Abdullah (2000) found that students with muted self-esteem show low grades in school and thrive less in life to achieve success.

Bandura et al. (2003),found that the students who showed low self-efficacy and self-esteem were more at risk of quitting their studies and obtaining low grades.

2.2 Studies on Locus of Control

Nunn, Montgomery, & Nunn, (1986) found that there exists a relationship between locus of control and academic performance as well as how actively students participated in school activities.

Locus of control is a very widely used concept in psychology. It has been found that internals tend to better in most aspects of life, as they believe in their own abilities as compared to externals.(Leone and Burns; 2000)

Anderson et al. (2005) found no gender differences on locus of control. However, gender differences were found that on academic performances in which girls outdid boys in English and Science. Researchers found that anxious students find it harder to concentrate and focus their attention on a single thing and as a result due to lack of preparation their grades and academics suffer.

2.3 Studies on Anxiety

Jon G and Carlos (2012) found that past factors (lack of preparation for a course, course load) play a major role in affecting a student's academic carrier. Mazzone, Scoto and Passaniti (2007) found that anxiety could lead to cognitive impairment thereby leading to low grades. Mayya et al., (2004) found that it is usual for students to achieve poorly in their academics if they experience anxiety and stress most of the times during examination. Sansiry et al., (2006) found that students who score high on anxiety (state-trait) tend to show cognitive anxiety, which affects academic performance adversely.

Hamzah (2007) found that students obtain low grades in their end semester examination when they are highly anxious. Soler (1995) found that students who were satisfied with them and had low levels of anxiety tend to do better academically.

Research Gap: Researchers have not studied the collective affects of self-esteem, locus of control plus anxiety and how it adds to academic achievement. It is important to study these variables together and not in isolation as it will provide better understanding to teachers, family, students, researchers and alike how academic performance is affected by these variables and what they can do in order to improve it.

CHAPTER 3

MOTIVATION, OBJECTIVES, AND HYPOTHESES OF THE STUDY

3.1 Motivation behind the study

As a student I have noticed an association between self-esteem, anxiety, locus of control and academic performance. If we boost the self-esteem of a student I feel the student will do better academically and will have less chances of being anxious. Increasing self-esteem will also make them self-confident and they will participate and start believing that their actions and behavior determine their outcomes and they have control over the outcomes of their life.

3.2 Objective

To investigate the relation among self-esteem, anxiety, locus of control and academic performance among university students.

To study gender differences on self-esteem, locus of control, anxiety and academic performance.

3.3 Hypotheses

H1_a: There is a positive relation between self-esteem and academic performance.

H1_b : There is a negative relation between anxiety and academic performance.

H1_c: There is a positive relation between locus of control and academic performance.

H2_a: Males will have high self-esteem as compared to female students.

H2_b : Females will have high anxiety as compared to males.

H2_c: Males will have better locus of control compared to females.

H2_d: Females will have better academic performance.

CHAPTER 4

METHOD

4.1 Sample

The sample consisted of 120 students in total. They were divided in two groups : 60 males and 60 females. The research was done on college students and due consent was taken from the students before administering the questionnaires.

4.2 Sampling technique

The sampling technique used was Purposive Sampling.

4.3 Design

"Self-esteem", "anxiety", "locus of control" and " gender" are the independent variables.

"Academic Performance" is the dependent variable.

4.4 Tools Used

According to Rosenberg (1965) the best and widely used measure of self-esteem is Rosenberg Self-esteem Scale (RSES) as it is considered to be reliable and best measure for all age groups. It is a ten-item likert type scale which has five positive statements and five negative statements, individuals are asked to mark from strongly agree to strongly disagree pertaining to their present feelings at that time.

Anxiety was measured by using Spielberg's State Trait Anxiety Inventory. It consists of 40 items (20 items for S-Anxiety and T-Anxiety). It is a self-report measure that takes into account the present and general feelings of students.

Locus of control was the second concept in our study. Rotter's Internal and External Locus of Control (LOC) scale was used to measure the locus of control expectancy i.e. the belief that individuals have in themselves to how much extent they control the events in their life. The scale consists of 29 items out of which 6 are filler items.

Academic Performance was stated through Grade Point Average (GPA) as reported by students.

4.5 Procedure:

The study was designed to see the relationship between self-esteem, anxiety, locus of control and academic performance among university students. Before asking the students to fill out the questionnaires they were asked to sign a consent form and the particulars of the participants were also noted down. After which they were comfortably seated and then presented with the self-esteem, anxiety and locus of control questionnaires, respectively. Paper and Pencil method of administration was used.

First the Rosenberg Self-Esteem Scale (RSES) was given to the participants. It consists of 10 statements (five positive and five negative) on a likert type scale ranging from strongly agree to strongly disagree which measures the current feelings of the participants about themselves at that moment. The score ranges from 0-30, a high score indicates high self-esteem.

State-Trait Anxiety Inventory (STAI) was presented to the students after they had filled out the self-esteem questionnaire. It consists of 40 items and measures two

subscales (State and Trait) within, 20 items for the S-Anxiety and 20 for T-Anxiety. S- Anxiety measures the feelings of the participants at that particular moment and T-Anxiety measures the feelings in general. Items scores are added to obtain raw score for each sub scale. The score is between the range 20-80, high score indicates high anxiety.

Rotter's Locus of Control is the third questionnaire that is presented to the students. It consists of 29 items out of which 6 are filler items and the remaining 23 are scoring items. The subject is asked to select an alternative (a or b) for each statement. The score is generated between 0-23, score above 13 shows that the participant has an external locus of control otherwise having internal locus of control.

Academic Performance for each student was noted down through self-reported grades or the grade point average (GPA).

CHAPTER 5

RESULTS

The data analysis was done in excel using Pearson's Correlation for the relationship between the variables and t-test was used to find out gender differences among variables. The following results were obtained :

H1_a: There is a positive relation between self-esteem and academic performance. To verify this hypothesis subjects were tested on Rosenberg Self-esteem scale and their Grade point average was noted.. The results of the finding show high positive correlation between the two variables, significant at 0.001level.

Table 1

Pearson's Correlation between self-esteem and academic achievement

VARIABLE	SELF-ESTEEM	P VALUE
ACADEMIC PERFORMANCE	$r = 0.78$.001

H2_a: Males will have high self-esteem in relation to female students. To verify the hypothesis t-test was done. The findings of the study revealed that males and females significantly differed on self-esteem. The t-test came out to be 5.65, which was found to be highly significant at .001 levels. Thus, males were found to have a better self-esteem as compared to females

Table 2:
Mean, SD & t-test of males and females on self-esteem

SELF-ESTEEM	MEAN	SD	t-TEST	P VALUE
MALE (N=60)	69.43	15.37	5.65	.001
FEMALE (N=60)	51.78	14.93		

H_{1b} : There is a negative relation between anxiety (State/Trait) and academic performance. To verify this hypothesis subjects were tested on State-Trait Anxiety Inventory (STAI) and their Grade point average was noted. The results of the finding show moderate negative correlation between the two variables, significant at 0.001level.

Table 3:
Pearson's Correlation between anxiety (State) and academic performance

VARIABLE	ANXIETY	P VALUE
ACADEMIC PERFORMANCE	r = -0.41	.001

Table 3.1:

Pearson's Correlation between anxiety (Trait) and academic performance

VARIABLE	ANXIETY	P VALUE
ACADEMIC PERFORMANCE	$r = -0.56$.001

H_{2b} : Females will have high anxiety (State/Trait) as compared to males. The results of males and females on anxiety level were analyzed and it was found that anxiety among females was more. The t-test came out to be 4.08 and 3.27, which was found to be significant at 0.001 levels.

Table 4:

Mean, SD & t-test of males and females on anxiety (State)

ANXIETY	MEAN	SD	t-TEST	P VALUE
MALE (N=60)	50.42	15.31	4.08	.001
FEMALE (N=60)	63.87	16.51		

Table 4.1:

Mean, SD & t-test of males and females on anxiety (Trait)

ANXIETY	MEAN	SD	t-TEST	P VALUE
MALE (N=60)	43.81	13.67	3.27	.001
FEMALE (N=60)	51.29	14.26		

H1_c: There is a positive relation between locus of control and academic performance. To verify this hypothesis subjects were tested on Rotter's Locus of Control Scale and their Grade point average (GPA) was noted.. The results of the finding show no correlation, and are not significant at 0.5 level.

Table 5:

Pearson's Correlation between locus of control and academic performance

VARIABLE	LOCUS OF CONTROL	P VALUE
ACADEMIC PERFORMANCE	r = 0.08	0.37

H2_c: Males will have better locus of control compared to females. Results found no gender differences among males and females on locus of control. The t-test came out to be 1.28, which was found to be not significant at 0.5 levels.

Table 6:

Mean, SD & t-test of males and females on locus of control

LOCUS OF CONTROL	MEAN	SD	t-TEST	P VALUE
MALE (N=60)	12.90	5.13	1.28	0.20
FEMALE (N=60)	14.10	5.11		

H_{2d}: Females will have better academic performance. Analysis was done using t-statistic and the findings of the result showed that the t-value came out to be 3.62, which was found to be highly significant at 0.001 level. Thus, gender differences were found on academic performance in which females were found to better than males.

Table 7:

Mean, SD & t-test of males and females on academic performance

ACADEMIC PERFORMANCE	MEAN	SD	t-TEST	P VALUE
MALE (N=60)	6.63	1.36	3.62	.001
FEMALE (N=60)	7.33	1.52		

CHAPTER 6

DISCUSSION

The study was done to investigate the relation among self-esteem, anxiety, locus of control and academic performance among university students. The sample consisted of 120 students (60 males and 60 females) of Thapar Institute of Engineering and Technology, Patiala. After due consent was taken from the participants they were asked to fill out the following questionnaires: Rosenberg Self-esteem Scale, State-Trait Anxiety Inventory (STAI) and Rotter's Locus of Control Scale. Academic performance was noted through self-reported grades (GPA). Scoring was done; the results were compiled and then discussed.

The study reveals that there is high positive correlation ($r=0.78$) between self-esteem and academic performance among university students. A study by Crocker and Luthanen (2009) among college students found that low level of self-esteem is associated with low grades. In a study conducted by Zimmerman (2010) he found that among a number of factors influencing academic performance, self-esteem was found to be an important factor. They were found to have a positive relationship.

The study further found there exists moderate negative correlation ($r= -0.41$; $r=-0.56$) between anxiety (State/Trait) and academic performance among college students. Thus, elevated level of anxiety is linked with low grades. Thus, we accept our second hypothesis. Our study is congruent with a number of studies; Hamzah (2007) found that students who obtain low grades in their end semester examination were found to be highly anxious. Scoto and Passaniti found that cognitive anxiety leads to low level of grades among college students.

Further study showed that there exists extremely weak correlation ($r=0.08$) between locus of control and academic performance. Our result was found to be consistent with a few studies; one such study examined the relation between locus of control, academic performance and self-efficacy, in that no relation was found between locus of control and academic performance. (Anderson, Hattie and Hamilton; 2005)

The other part of the study focused on the gender differences among the variables. The results showed that males and females significantly differed on self-esteem; the mean for males and females came out to be 69.43 and 51.78, respectively. The t-test came out to be 5.65, which was found to be highly significant at .001 levels. Thus, males were found to have a better self-esteem as compared to females. The result was found to be consistent with a number of studies. One such study by Bleidorn (2015) was carried out on a sample of 985,000 males and females between the age group 16-45 from 48 countries and the results showed that males reported high levels of self-esteem as compared to females.

Further the results of males and females on anxiety level were analyzed and it was found that females were more anxious as compared to males. The mean of males and females on anxiety levels (State) came out to be 50.42 and 63.87, respectively. The mean of males and females on Anxiety (Trait) came out to be 43.81 and 51.29, respectively. The t-test came out to be 4.08 and 3.27, which was found to be significant at 0.001 levels. Thus, gender differences exist on anxiety and are supported by the following study. In a study conducted by Devine, Fawcett and Dowker, 2012 found that females are more likely to develop anxiety as compared to males. Breslau et al., 1997 found that anxiety tends to have incidence rate among women as compared to males.

Further results show found no gender differences among males and females on locus of control. The mean came out to be 12.90 and 14.10 for males and females, respectively. The t-test came out to be 1.28, which was found to be not significant at 0.5 levels. Our findings were to be consistent with a number of studies; Jeanne Saunders and Trina Williams (2004) conducted study on self-esteem and gender differences, the results of the study showed males had high self-esteem as compared to females but no gender differences were found in academic performance among males and females. The last hypothesis stated that females would have better academic performance. Analysis was done using t-statistic and the findings of the result showed that the t-value came out to be 3.62, which was found to be highly significant at 0.001 level. Thus, gender differences were found on academic performance in which females were found to better than males.

6.1 Conclusion

Results from our study show that there exists a positive relation between self-esteem and academic performance. Negative correlation was found between anxiety and academic performance. No significant relation was found between locus of control and academic performance. Gender differences were found on self-esteem and anxiety but no differences in gender were found for academic performance.

6.2 Implications

The above study was conducted to investigate the relationship between self-esteem, anxiety, locus of control and academic performance. The study conducted is important because I feel that it could help future researchers, teachers, peers and parents identify various factors like the ones studied above which have a vital role in contributing to the academic performance of students in school, colleges and

universities. They can work on enhancing factors like self-esteem to boost the academic performance of students. Various interventions could be planned accordingly to help better the academic carrier of students.

6.3 Limitations

Major limitations in the current study could be a result of limited research environment as it was limited to the university. The sample may not be representative of population as a whole. There could be biases in response as questionnaires are based on self-report measures.

6.4 Future Research

The above study can be used for future research in the following ways; it could be used to develop innovative ideas by which we can enhance the factors that affect the self-esteem of individuals which will eventually lead to better academic performance. The research can be carried out on a large sample; the sample used in the above study is quite small. In future more longitudinal studies can be carried to yield more concrete results.

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Appendix A: Consent Form

I am a student of MA Psychology of School of Humanities & Social Sciences of Thapar Institute of Engineering and Technology, doing a research project on self-esteem, anxiety, locus of control and academic performance among university students. We need your cooperation for the conduct of this study by way of filling up this questionnaire.

We assure you that the information given by you would be used only for academic purposes and will be kept strictly confidential. If you wish to have the feed back about your performance we will provide you. You can contact me in the following phone number.

Thanking you for your cooperation and time.

Signature of the researcher & phone number

I, _____ hereby give the consent to participate in this research.

Signature of the Participant

Date _____

Appendix B: Rosenberg Self-esteem Scale

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle *SA*; if you agree with the statement, circle *A*; if you disagree, circle *D*; and, if you strongly disagree, circle *SD*.

1. On the whole, I am satisfied with myself.	SA A D SD
2. * At times, I think I am no good at all.	SA A D SD
3. I feel that I have a number of good qualities	SA A D SD
4. I am able to do things as well as most other people	SA A D SD
5. * I feel I do not have much to be proud of	SA A D SD
6. * I certainly feel useless at times	SA A D SD
7. I feel that I'm a person of worth, at least equal to others	SA A D SD
8. * I wish I could have more respect for myself	SA A D SD
9. * All in all, I am inclined to feel that I'm a failure.	SA A D SD
10. I take a positive attitude toward myself	SA A D SD

Appendix-C State-Trait Anxiety Inventory (STAI)

Name.....Date.....Age..... Sex:.....

DIRECTIONS: A number of statements which people have used to describe them are given below. Read each statement and then write the number in the blank at the end of the statement that indicates how you feel right now, that is, at this moment. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best

STAI form X-1

S. No.	Not at all	Some What	Moderately so	Very much so
1.	1	2	3	4
2.	1	2	3	4
3.	1	2	3	4
4.	1	2	3	4
5.	1	2	3	4
6.	1	2	3	4
7.	1	2	3	4
8.	1	2	3	4
9.	1	2	3	4
10.	1	2	3	4
11.	1	2	3	4
12.	1	2	3	4
13.	1	2	3	4
14.	1	2	3	4
15.	1	2	3	4
16.	1	2	3	4
17.	1	2	3	4
18.	1	2	3	4
19.	1	2	3	4
20.	1	2	3	4

Appendix-C State-Trait Anxiety Inventory (STAI)

Name.....

DIRECTONS: A number of statements which people have used to describe them are given below. Read each statement and then write the number in the blank at the end of the statement that indicates how you generally feel. There is no right or wrong answer. Do not spend too much time on any one statement but give the answer, which seems to describe how you generally feel.

STAI form Y-2

S. No.	Almost Never	Some - time	Often	Almost Always
21. I feel pleasant	1	2	3	4
22. I feel nervous and restless	1	2	3	4
23. I feel satisfied with myself	1	2	3	4
24. I wish I could be as happy as others seem to be	1	2	3	4
25. I feel like a failure	1	2	3	4
26. I feel rested	1	2	3	4
27. I am calm, cool, and collected	1	2	3	4
28. I feel that difficulties are piling up so that I cannot overcome them	1	2	3	4
29. I worry too much over something that really doesn't matter	1	2	3	4
30. I am happy	1	2	3	4
31. I have disturbing thoughts	1	2	3	4
32. I lack self confidence	1	2	3	4
33. I feel secure	1	2	3	4
34. I make decision easily	1	2	3	4
35. I feel inadequate	1	2	3	4
36. I am content	1	2	3	4
37. Some unimportant thoughts runs through my mind and bothers me	1	2	3	4
38. I take disappointments so keenly that I can't put them out of my mind	1	2	3	4
39. I am a steady person	1	2	3	4
40. I get in a state of tension or turmoil as I think over my recent concerns and interests	1	2	3	4

Appendix-D 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 in 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 good ones balance the bad things that happen to us.

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.