Research Paper

Self Esteem and Locus of Control Among Middle Adolescence

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ABSTRACT

Self-esteem refers to the extent to which a person values, approves or appreciates himself or herself. Self-esteem was defined as "an individual's positive or negative evaluation of himself or herself" (Smith, Mackie, & Claypool, 2014). Locus of Control (LOC) refers to an individual's personal belief that the events which occur in his or her life are either as a result of personal control and effort, or outside forces such as fate and luck. Adolescent is a stage in individual growth and development which has been notorious throughout the centuries as one of great emotional upset with wide fluctuations in behavior. The study was conducted using self-esteem and locus of control among adolescents. The tools used for the study was Rosenberg Self-Esteem Scale developed by Morris Rosenberg (1956) A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self and Julian Rotter (1966) Internal and External Locus of Control Scale which has 45 items, The maximum score an individual can get is 34 and the minimum is zero. (Out of 45 items, 11 are fillers). The average score obtained by a person is 9. The sample size used for the study was school going students between the age group of 14 to 17 from different parts of Delhi, Bangalore, Hyderabad and Jaipur through Google forms. The results from the study indicated that there was no significant relationship between self-esteem and locus of control. Participant was analysed by Karl Pearson's coefficient of correlation. From the data, it is evident that there is no significant correlation between self-esteem and domains of locus of control. It implies that the change in self-esteem will not cause any change in locus of control. Further implications of the study are discussed in detail.

Keywords: *Self- Esteem, Locus of Control, Middle Adolescence*

Adolescence is the time in a young person's life when they transition from childhood into young adulthood and experience physical, behavioral, cognitive, emotional, and social developmental changes. The UNICEF defines adolescence as the period of human development lasting between the ages of ten to nineteen years. Pesterson (1988) said that adolescence is a phase of life beginning in biology and ending in society. Whereas Learner and Spainer (1980) defined adolescence as the period within the life span when most of a person's biological, cognitive, psychological and social characteristics are changing from what is typically considered child-like to what is considered adult-like.

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Middle adolescence is one of the three stages of adolescence which ages between 14 to 17 years. Adolescent's achievement motivation focuses on adolescents' beliefs, values, and goals- these characteristics changes during early and middle adolescence which lead to decline in their motivation during this period. Middle adolescence is characterized by growth in emotional autonomy and increasing detachment from family. Influence of media, new values in selection of leaders, friends, social acceptance, body conscious, identity crisis etc. With other factors positive self-esteem and locus of control plays an important role as it allows them to try new things, take healthy risks and solve problems. In turn, their learning and development will be productive and will set them up for a healthy and positive future.

Self-esteem

Positive psychology trends are based on an understanding of the self, stemming from self-esteem. Self-esteem refers to the extent to which a person values, approves or appreciates himself or herself. Self-esteem was defined as "an individual's positive or negative evaluation of himself or herself" (Smith, Mackie, & Claypool, 2014). According to Rosenberg (1965), self-esteem is defined as an attitude, favorable or unfavorable, that people have about themselves. Branden (1969) defines self-esteem as "feeling deserving of happiness when coping with the obstacles of life".

According to Maslow (1987), a satisfaction of self-esteem needs generates feelings and attitudes of self-confidence, self-worth, capacity and the feeling of being useful and necessary in the world. The frustration of these needs leads to feelings and attitudes of inferiority, ineptness, Weakness, passivity, and dependency. Self-esteem is either Global or Specific. Global Self-Esteem is an Individual's overall perception of self. Specific Self-Esteem is a subjective evaluation of self. (Leary & Baumeister, 2000)

From the numerous readings it has been summarized that high self-esteem correlates highly with self-reported happiness which may arise from a feeling of competence, confidence, goal-directedness, and self-efficacy which may lead to scoring well in exams.

Locus of Control

Locus of Control (LOC) refers to an individual's personal belief that the events which occur in his or her life are either as a result of personal control and effort, or outside forces such as fate and luck. Adolescent is a stage in individual growth and development which has been notorious throughout the centuries as one of great emotional upset with wide fluctuations in behavior.

A person is said to have internal LOC when he has the perception that events that happen in his life are under his control. That is, he believes that his own personal efforts, behaviors, or skills will influence and determine outcomes, and he takes responsibility for his actions, while it becomes external when an individual believes that his actions or events that happen to him are as a result of external causes. That is the events are due to powers beyond his control. Earlier studies have shown that locus of control can explain an individual's motivation, decisions, actions, and personal goals. More specifically, individuals who have relatively higher locus of control tend to exhibit greater initiative, motivation, and productivity, and hence tend to be generally more successful (Linz and Semykina, 2007). Locus of control is a dimension of personality and it is defined as a perception that the causalities of the relationship between an individual's behaviors and their results are directed at a number of objects.

In another definition, locus of control is regarded as an outcome associated with the repetition of positive or negative consequences of behavior in relation to future expectations, and it has two components such as internal and external locus of control. Locus of control is associated with academic achievement, faith, life satisfaction and etc. In this view, the academic locus of control which has same characteristics of locus of control can be defined as a control for the academic achievement and performance of the individual. While internal academic locus of control is focused on individual's own capacity in any success, external academic locus of control focused on teachers, friends or other sources. Based on these statements, both locus of control and academic locus of control can be said to be different reflections of our thinking.

Rotter asserted that locus of control is learnt. As one develops and gains experience, a person learns to differentiate between events that are a consequence of his or her behavior and events that are controlled by external forces. Student counselling centers could offer prevention programs that sensitize students and empower them psychologically to modify their locus of control where appropriate. Such programs should take into account the difference between personal and systemic circumstances to avoid depressing a student who is facing stressors that are beyond his or her control.

Adolescents with an internal locus of control will experience less difficulty by developing their professional knowledge and skills, taking their own responsibilities despite the pressures of the family and their environment. As a matter of fact, indecision is reduced in individuals who have improved their level of information about self and their occupations and have improved decision-making skills. Similarly, individuals with external locus of control who are in the direction of social reality are expected to experience different inconsistencies from different environments.

REVIEW OF LITERATURE

M. Minev, B. Petrova, K. Mineva, M. Petkova, R. Strebkova (2018) published a study titled "Self-esteem in adolescents". The aim of this study is to analyze the correlation between academic achievement and self-esteem among teenagers. Forty 14- year-old students (20 boys and 20 girls) with excellent, very good and good results in school were examined. Methods: Self-Esteem Scale (RSE). The study results show that girls have significantly more negative attitudes towards themselves comparing with boys. These results support the need for further research to explore how individual and contextual factors affect the development of self-esteem over the school years. They found achieving and maintaining a high and stable self-esteem is a special type of challenge for adolescents at that age.

Z Hyseni Duraku, K Kelmendi (2018) - Taylor & Francis published a research paper titled "adolescents". The purpose of this paper was to examine the correlates of psychological distress among adolescents living in Kosovo. A sample of 200 adolescents were assessed using a variety of measures, including psychological distress, sleep behaviors, and self-esteem. The research findings indicate significant correlations between electronic use, bedtime fears/worries and insomnia, and higher levels of psychological distress among the study sample. The research results show positive correlations between self-esteem and lower levels of psychological distress. Furthermore, higher self-esteem was related to lower levels of psychological distress, which was consistent with prior research findings conducted within the field. Lower self-esteem has been considered an indicator of increasing levels of psychological distress, whereas higher self-esteem has been considered a protective factor (Mann et al.,2004; Orth et al., (2009).

L Tian, L Liu, N Shan (2018) –conducted a study on titled "Parent–child relationships and resilience among Chinese adolescents: the mediating role of self-esteem": This study primarily aimed to examine whether self-esteem serves as a mediator in the associations between parent–child relationships, including parental support and parent–child conflict, and resilience among adolescents. 304 Chinese adolescents were surveyed with questionnaires and structural equation modeling was adopted to test the mediational hypothesis. The findings of the present study suggest that adolescent resilience promotion programs should focus on adolescent parental support and self-esteem, particularly the improvement of parental support in a family context. After a comprehensive literature review, this study is among the first to indicate the mediating role of self-esteem in the relationship between parent–child relationship, both support and conflict, and resilience. It is also important for adolescents to boost self-esteem training, cultivation, development, and promotion.

V Soto-Sanz, JA Pigueras, MT Perez-Vazque (2019) – conducted a study titled "Self-esteem and suicidal behaviour in youth: A meta-analysis of longitudinal studies. "This study stems from a broader systematic review carried out up to January 2017. The present study constitutes a meta-analysis of the literature with the aim of estimating the magnitude of the effect of the relationship between self-esteem and attempted suicide amongst adolescents and young adults between the ages of 12 and 26 years. The search strategy was conducted following the PRISMA recommendations for systematic review and the MOOSE (Meta-Analysis of Observational Studies in Epidemiology) guide (Stroup et al., 2000). This study adds new scientific knowledge about the association between low self-esteem and future suicide attempts among adolescents and young adults. There is a significant association between self-esteem and suicidal behavior. in this study, low self-esteem has been treated as a risk factor. Self-esteem as a buffering or risk factor is similar in that high levels of this factor may provide protection against a negative outcome, while low levels may confer risk (Chioqueta & Stiles, 2007; Johnson et al., 2011). This studies with different methods and populations were included, which, in our opinion, could have resulted in a higher heterogeneity however, the evidence on its validity is still limited (Hartling et al., 2013).

D Kesavayuth, KM Ko, V Zikos - Economic Modelling, 2018 – published a research on titled "Locus of control and financial risk attitudes "In this study, we focus on one specific non cognitive skill, namely locus of control, which represents the extent to which an individual believes that life events are outcomes of his/her own actions. The observed difference in risk attitudes between the young and the old is found among females but not males. Based on the earlier findings, we hypothesize that an individual's locus of control is positively related to his/her financial risk attitude. In other words, we expect that individuals with a higher locus of control are more willing to take financial risks simply because they believe that, through their own actions, they are more in control of future outcomes compared to those with a lower locus of control. We examine systematically the longitudinal relationship between locus of control and financial risk attitudes. The analysis reveals that locus of control is positively related to the risk attitudes of older individuals who also differ significantly from younger individuals.

Overall, our results provide new empirical evidence on financial risk attitudes, suggesting that at least for certain groups of individuals, locus of control may matter for a person's willingness to take risks.

T Khumalo, IE Plattner - South African Journal of Psychiatry, (2019) conducted a research on titled "The relationship between locus of control and depression". The Research

has consistently revealed a positive association between external locus of control and depression.: A sample of 272 students was surveyed through a self-administered questionnaire, which included the Levenson's multidimensional locus of control scale, the Beck Depression Inventory-II and demographic questions. The study results draw attention to locus of control as one of the cognitive variables associated with depression. The study aimed at exploring the relationship between locus of control and depression among undergraduate students in Botswana. The results draw attention to locus of control as one of the cognitive variables that play a significant role in depression. The results suggest that students who display internal locus of control are less likely to be depressed, whereas students who display external locus of control are more likely to present with depressive symptoms. Further research is needed to determine how locus of control can be addressed successfully in the treatment and prevention of depression within university contexts.

E Harman - Universal Journal of Educational Research, (2018) conducted a study on the relationship between Career Decision-making and Locus of Control conducted research on total of 509 students, 282 females and 227 males from 14-17 years of age. This study examined whether the difficulties of decision-making of high school students in accordance with their locus of control differed. The results show that the total scores of the students with external locus of control on career decision-making difficulty scale and the average scores on sub-scales of lack of information and inconsistent information were found to be higher than the students with internal locus of control. It can be argued that individuals with external locus of control experience more difficulties due to lack of information or inconsistency of the necessary information in career decision-making process. However, the study was limited to the students in general high school education. A study of the vocational high school could be more useful in that it may provide comparative information.

MA Karama, KM Nelson (2018). This study investigated the mediation effect of locus of control and achievement motivation between academic stress and life satisfaction. The findings of their study showed locus of control to be a significant moderator between affiliation motive congruence and life satisfaction. In addition, locus of control and life satisfaction were positively correlated for high/low and low/high incongruent individuals. A total of 307 students (176 men and 131 women) recruited from a Hispanic Serving Institution in South Texas participated in the study. Their mean age was 21.3 years (SD = 4.9; range: 18–49). Fourth, qualitative studies would provide incredible insight into how internal locus of control influences life satisfaction and academic stress. In the study In-depth interviews were taken with college students which generates insight into those factors that influence college students' life satisfaction. However, in this study it has been found that Life satisfaction was negatively correlated with locus of control and academic stress and positively correlated with achievement motivation. As expected, academic stress was positively correlated with locus of control.

Significance

Middle adolescence is a crucial phase in one's life. It is a transition phase in physical and mental development which is generally limited to the period from puberty to legal maturity. Significantly, this is the phase in which a youth uprising occurs, a time of irritability, severe mood swings, and rapidly changing emotions. Obedience to parental orders is replaced by adherence to peer standards and loyalty. It is also a time of multiple transitions involving education, training, employment and unemployment, as well as the development from one state of life to another. This stage is a shorter period but has a long-term impact on one's life. This stage is a significant period in terms of changes and physical and mental effects in 14 to

17 years. It has been the popular topic for the researchers and scientists for many years. There have been many studies done on marital adjustment, social support, depression and suicidal ideation. Half of all mental health disorders in adulthood start by age 14, but most cases are undetected and untreated.

- Early onset of substance use is associated with higher risks of developing dependence and other problems during adult life, and people of younger ages are disproportionately affected by substance use compared with people of older ages.
- Depression is one of the leading causes of illness and disability among adolescents, and suicide is the second leading cause of death in people aged 15–19 years
- Drinking alcohol among adolescents is a major concern in many countries. It can reduce self-control and increase risky behaviours, such as unsafe sex or dangerous driving. It is an underlying cause of injuries (including those due to road traffic accidents), violence and premature deaths

This life phase has high priority importance because it gives many life keys in time that determine the direction for the future: social, economic, biological and demographic events. Middle adolescence is characterized by growth in emotional autonomy and increasing detachment from family. Influence of media, new values in selection of leaders, friends, social acceptance, body conscious, identity crisis etc. With other factors positive self-esteem and locus of control plays an important role as it allows them to try new things, take healthy risks and solve problems. In turn, their learning and development will be productive and will set them up for a healthy and positive future.

A satisfaction of self-esteem needs generates feelings and attitudes of self-confidence, self-worth, capacity and the feeling of being useful and necessary in the world. Studies have shown that locus of control can explain an individual's motivation, decisions, actions, and personal goals.

The purpose of this study is to examine what are the factors and dimensions which play an important role in development of self-esteem and locus of control in an individual and how it has been related to personality, academics & home stresses, mental illness, depression, education, sex role attitude, happiness and success in life. The present study is designed to investigate the actors which affect self-esteem and locus of control among middle adolescence. This study is helpful to find out the problems faced by middle adolescence and that with stable self-esteem and locus of control indicate that adolescence would be less stressful and the factors associated which leads to anxiety among middle adolescence.

METHODOLOGY

Statement of the Problem
The aim of the present study is to study the relationship between self-esteem and locus of control among middle adolescence.

Research Design
The study is done using correlational design which explores the relationship between self-esteem and locus of control among middle adolescence using statistical analyses. This is a quantitative study which emphasizes on the statistical analysis of data collected through standardized questionnaires.

Research Questions

- Is there a significant relationship between self-esteem and locus of control among middle adolescence?
- Is there any significant difference in the levels of self-esteem among boys and girls?
- Is there any significant difference in the levels of locus of control between boys and girls?

Objective of the Study

- To study the relationship between self-esteem and locus of control among middle adolescence.
- To study the significant difference in self-esteem among boys and girls.
- To study the significant difference in locus of control between boys and girls.

Hypothesis

H0: There is no significant relationship between self-esteem and locus of control among adolescence.

H0: There is no significant difference in self-esteem between boys and girls.

H0: There is no significant difference in locus of control between boys and girls.

Variables

- Independent variables: Age, Gender
- Dependent variables: self – esteem and locus of control

Universe of the Study

The universe of the study included middle adolescence across different states in India between the age group of 14 to 17

Geographical Area

For the present study, the sample is collected from the college going students from different parts of Delhi, Bangalore, Hyderabad and Jaipur through Google forms.

Sample Distribution

The study is conducted on school going students between the age group of 14 to 17 to assess the relationship between self-esteem and locus of control.

Inclusion criteria

- Individuals aged between 14 to 17 years.
- School going students.
- Both boys and girls were selected.

Exclusion criteria

- Illiterates
- Individuals below 14 and above 17 years were excluded.
- Gender categories other than male and female were excluded.
- Patients with any psychological disorder like anxiety, depression, etc. were excluded.

Sampling Method and Procedure

The researcher used a quantitative questionnaire method to collect data. The target population included school going students who are within the age group of 14-17 years. The researcher used convenient sampling and snow ball sampling techniques to collect the data. A total of 120 samples including both males and females were chosen for conducting the study in which 58 data was from male and 62 data from female.

Tools Used for the Study

Rosenberg Self-Esteem Scale developed by Morris Rosenberg (1956) A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. It was designed to represent a continuum of self-worth, with statements that are endorsed by individuals with low self-esteem to statements that are endorsed only by persons with high self-esteem.The scale can also be modified to measure state self-esteem by asking the respondents to reflect on their current feelings.

Julian Rotter (1966) proposed the concept of locus of control, another cognitive factor that affects learning and personality development. Distinct from self-efficacy, which involves our belief in our own abilities, **locus of control** refers to our beliefs about the power we have over our lives. In Rotter's view, people possess either an internal or an external locus of control. Those of us with an **internal locus of control** ("internals") tend to believe that most of our outcomes are the direct result of our efforts. Those of us with an **external locus of control** ("externals") tend to believe that our outcomes are outside of our control. Externals see their lives as being controlled by other people, luck, or chance.

1) A score of one is assigned to every answer that corresponds to the answer in the scoring key.
2) The maximum score an individual can get is 34 and the minimum is zero. (Out of 45 items, 11 are fillers). The average score obtained by a person is 9.

Psychometrics:

Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as "no information provided." It should be noted that this is not necessarily an indication of a lack of reliability or validity within a particular scale/instrument, but rather a lack of rigorous testing, for various reasons, by the developers or other researchers.

Reliability: A correlation of at least .80 is suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument.

Internal Consistency: Ranges from .77 to .88. Inter-rater reliability: No information provided Test-Retest: Ranges from .82 to .85.

Validity: The extent to which a measure captures what it is intended to measure. Construct Validity: Correlated -.64 with anxiety, -.54 with depression, and -.43 with anomie.

Procedure of the Study

In this study, respondents were informed that participation is voluntary, and that the information provided by them in the questionnaire will be confidential. Consent forms were

provided to all the participants. They were requested to answer the questions with complete honesty and were supposed to be as reliable as possible.

Prior consent was taken and all the ethical consideration were taken care. The data was collected and the statistical analysis was done. The results were interpreted and analyzed from which a conclusion was drawn. The hypothesis is accepted or rejected.

Statistical Techniques

The raw scores of the student assessment is coded and recorded in MS Excel spreadsheet; and transferred to SPSS [Statistical Package for Social Sciences]. Data is being checked for missing values and outliers, and such cases are discarded. Parametric statistical techniques is used in data analysis. SPSS v.25 to assess:

- Mean and SD
- Correlation Coefficient: The Pearson 'r' correlation coefficient to assess the relationship.
- Independent Sample t test: The differences between males and females in the given variables.

Ethical Considerations

- The consent of the subject is taken before starting of the test.
- Feelings of the subject is not harmed at any instance.
- The subject has their own decision of withdrawing from the study whenever they want.
- The respondents were informed about the purpose of the study.
- Confidentiality is maintained throughout the study.
- Data collected was used only for the purpose of this study and publication

RESULTS & DISCUSSION

Keeping in view the objectives of the study and their corresponding hypotheses, the data was statistically processed using appropriate design and technique. Hence, after the data has been collected this must be processed an analyzed to draw proper inference.

Thus, the analysis of data means studying the tabulated material in order to determine inherent factors or meanings. It involves breaking down the existing complex factors into simpler parts and putting the parts together in new arrangement for the purpose of interpretation.

Interpretation is the most important step in the total research process. It calls for a critical examination of the results of one's analysis in the light of all limitations of data gathered. Thus, analysis and interpretations of data help researchers to attack the related problems with appropriate statistical techniques to avoid the unnecessary labour. For SELF ESTEEM AND LOCUS OF CONTROL AMONG MIDDLE ADOLESENCE, the data analysis and interpretation was calculated as follows:

Hypotheses

H_{01}: There is no significant relationship between self-esteem and locus of control among adolescence.

Table 1. Mean and Standard Deviation of self-esteem and locus of control among adolescence

N-120		
Variables	**Mean**	**SD**
self-esteem	13.92	5.44
locus of control	11.17	3.19

The table 1 shows the Mean and Standard Deviation of self-esteem was 13.92 and 5.44 respectively. The Mean and Standard Deviation of locus of control was 11.17 and 3.19 respectively. Self-esteem has higher Mean and Standard Deviation than locus of control..
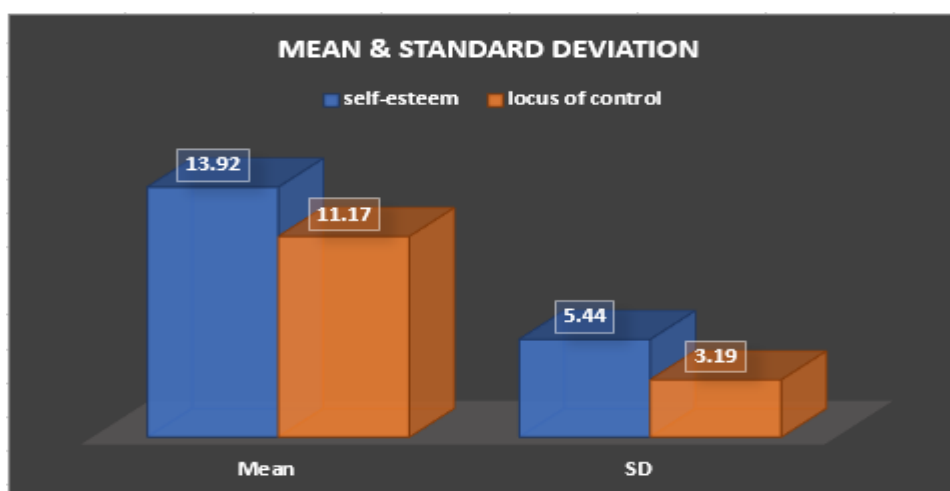

Table 2. Correlation between Self-esteem and locus of control among adolescence

Variables	**N**	**Mean**	**SD**	**r**	**p**
self-esteem	120	13.92	5.44	.274**	0.01
locus of control		11.17	3.19		

***Note**: *p<0.05, **p<0.01*

The table 2 shows the correlation was calculated for the two variables i.e., Self-esteem and locus of control among adolescence. The Pearson correlation results showed the Sig. value was (*r*=.274, *p*<0.01 level) indicates the correlation was significant at 0.01 level, and had low positive correlation. Thus, the results were statistically significant. Therefore, the null hypothesis was rejected.

H^{02}: There is no significant difference in self-esteem between boys and girls.

Table 3. Significant difference in Self-esteem among adolescence

Variable	**N**	**Gender**	**Mean**	**SD**	**SEM**	**df**	**t**	**p**
Self-esteem	55	Males	12.94	5.12	.691	118	1.84	.06
	65	Females	14.75	5.59	.694			

An analysis of the above table indicated that there were 55 males and 65 females taking the total to 120 students, who were a part of this study. The mean scores of the males on self-esteem were 12.94 and that of females 14.75 there was no difference of mean scores among males and females on self-esteem. In terms of the standard deviation, the males had 5.12 while females had 5.59 suggesting that the scores of males and females were spread same

across the mean. In order to test the obtained mean difference for their statistical significance, the scores were subjected to (t=1.84, p>0.6) which was not statistically significant at both the levels. Thus, the obtained results were not significant. H^{02}There is no significant difference in self-esteem between boys and girls. Finally, the null hypothesis was accepted.

H^{03}: There is no significant difference in locus of control between boys and girls.

Variable	N	Gender	Mean	SD	SEM	df	t	p
Locus of control	55	Males	10.41	2.90	.391	118	2.46	.01
	65	Females	11.81	3.31	.411			

An analysis of the above table indicated that there were 55 males and 65 females taking the total to 120 students, who were a part of this study. The mean scores of the males on locus of control were 10.41 and that of females 11.81 there was a difference of mean scores among females and males whereas females scored better on locus of control compared to their male's counterpart. In terms of the standard deviation, the males had 2.90 while females had 3.31 suggesting that the scores of females were spread more across the mean compared to males. In order to test the obtained mean difference for their statistical significance, the scores were subjected to (t=2.46, p>0.1) which was statistically significant at 0.01 levels. Thus, the obtained results were significant. H^{02}There is no significant difference in locus of control between boys and girls. Finally, the null hypothesis was rejected.

DISCUSSION

The relationship between self-esteem and locus of control of the participant was analyzed by Karl Pearson's coefficient of correlation. From the data, it is evident that there is no significant correlation between self-esteem and domains of locus of control. It implies that the change in self-esteem will not cause any change in locus of control. Inter correlation bet the findings of self-esteem and locus of control is aimed to understand any relationship between these 2 variables. The result of the study showed that there is no significant relationship between self-esteem and locus of control. That means self-esteem does not have any effect on locus of control. This study may shed light on the areas of self-esteem and locus of control. It states that change in self-esteem will not cause any change in locus of control. Locus of control may change according to various environmental conditions, but self-esteem will not influence by it. As there is no significant relationship between these two variables it does not help to enhance their self-esteem.

Summary

This life phase has high priority importance because it gives many life keys in time that determine the direction for the future: social, economic, biological and demographic events.

Middle adolescence is characterized by growth in emotional autonomy and increasing detachment from family. Influence of media, new values in selection of leaders, friends, social acceptance, body conscious, identity crisis etc. With other factors positive self-esteem and locus of control plays an important role as it allows them to try new things, take healthy risks and solve problems. In turn, their learning and development will be productive and will set them up for a healthy and positive future.

This study aims to investigate the relationship between self – esteem and locus of control among adolescents. A sample of 120 students, were studied. Purposive sampling method were used among students in the age group of higher secondary school. The sample further

sub- divided into two groups namely male and female, consist of 60 members each. The students studying in various Schools in Bangalore, Jaipur and Delhi who were administrated by psychological measures like locus of control (Julian. Rotter, 1966) and Self–esteem Scale (Rosenberg, 1965). The statistical tools like, Correlation and t-test were used. The data collected will be analyzed with the help of SPSS. The result of the study showed that there is no significant relationship between self-esteem and locus of control. That means self-esteem does not have any effect on locus of control. Self-esteem is composed of 5 domains including social, academic, family, body and global scales. The present research has focused on surveying student's self-esteem based on these 5 domains. One of the factors associated with self-esteem is locus of control. In social cognitive theory, the human perception of their ability to achieve the goals has special importance (perceived self-efficacy) special attention has been paid. Albert Bandura was one of the original founders of Social Cognitive Theory. According to social cognitive theory, cognitive, social, and behavioral factors play an important role in learning. Individual factors (cognitive) Bandura emphasized in recent years and self-efficacy, the belief that a person based on its dominant position and bring beneficial results.

The researchers hold the notion that self-esteem is regarded among the determining factors in human behavior. It can therefore affect the type of individual's locus of control.

Locus of control: Quality of life is a subjective concept for sense of goodness and satisfaction of life experiences that encapsulates positive and negative aspects of the individuals. Research evidence suggest that individuals with high self-esteem have more desirable quality of life and those with lower self-esteems tend to have more problems in adaptation to life process, which can in turn affect their quality of life and their level of life satisfaction. Effects of self-esteem and academic performance on adolescent decision-making: an examination of early sexual intercourse and illegal substance use.

Children who lack such success are more likely to have an external locus of control. Children with high self-esteem are more likely to succeed in school, and children with low self-esteem are less likely to fulfill their potential for scholastic success. According to Bernard Weiner locus of control ma' relate to 1hether attributions are made to stable or unstable causes. Weiner has linked locus of control to motivation with internal and external locus of control determining ability, effort, chance and task difficulty. In generalizing on the implications for research on locus of control, Lefcourt (1982) stated that the way individuals judged causality made a difference in the way life experiences were approached. If the individual believed events were controllable, he or she would try to actively exert an influence on them. If the individual believed events were not controllable, her or his response would be different and would include withdrawal or apathy. A pioneer in locus of control research, Julian Rotter (1966), stated that an individual who has an external locus of control believes reinforcement is unpredictable and not dependent upon his or her own actions but dependent on fate, luck, or powerful others. On the other hand, an individual who believes that reinforcement resulted from her or his own characteristics and behavior has an internal locus of control. According to Rotter, such belief about the relationship between consequences and behavior affects many choices which people make in a variety of situations. Liem (2015) conducted research that, the role of social achievement and academic goals which include (effort and achievement) and (peer interaction & loneliness) and its effect on one's social functioning.

Major Findings
1. There is significant correlation between the two measures. The table suggests the correlation of Self-esteem and locus of control is r=-.274, (**p<0.01). It indicates that the correlation was significant at 0.01 level, and had low positive correlation. Thus, the results were statistically significant.
2. There is no-significant difference in self-esteem between boys and girls. The mean scores of the male on self-esteem were 12.94 and that of females 14.75. There was no significant difference in self-esteem between boys and girls. (t=1.84, df=118, p=.06). This finding supports our hypotheses that there is no significant difference in Self-esteem among adolescence.
3. There is significant difference in locus of control between boys and girls (t=2.46, df=118 p<0.01). The results indicate that there was a difference of mean scores among female and males whereas females scored better on locus of control compared to their male counterpart.

CONCLUSION

As a stage of development, middle adolescence is important because of the development tasks encountered and because it sets the stage for adulthood. There were 55 males and 65 females taking the total to 120 students, who were a part of this study. grade 9 to 11. The study is done using correlational design which explores the relationship between self-esteem and locus of control among middle adolescence using statistical analyses. This is a quantitative study which emphasizes on the statistical analysis of data collected through standardized questionnaires. There is no significant difference in self-esteem and locus of control between boys and girls. Parents, educators and others involved with adolescences can better meet the needs of this population, if they understand the factors that promote healthier development.

This research contributes to our knowledge of middle adolescence development during school years and provides information that will help better target future research. In short, in this golden phase of our lives, our families, our teachers, and the whole community have a moral responsibility to expand our communication, expand our perspective, and guide them in the right direction for a bright and prosperous future.

Implication
- Middle adolescence is a crucial phase in one's life. It is a transition phase in physical and mental development which is generally limited to the period from puberty to legal maturity. Significantly, this is the phase in which a youth uprising occurs, a time of irritability, severe mood swings, and rapidly changing emotions. Obedience to parental orders is replaced by adherence to peer standards and loyalty. It is also a time of multiple transitions involving education, training, employment, and unemployment, as well as the development from one state of life to another. This stage is a shorter period but has a long-term impact on one's life. This stage is a significant period in terms of changes and physical and mental effects in 14 to 17 years. It has been the popular topic for the researchers and scientists for many years. There have been many studies done on marital adjustment, social support, depression and suicidal ideation. Half of all mental health disorders in adulthood start by age 14, but most cases are undetected and untreated.
- Early onset of substance use is associated with higher risks of developing dependence and other problems during adult life, and people of younger ages are disproportionately affected by substance use compared with people of older ages.

- Depression is one of the leading causes of illness and disability among adolescents, and suicide is the second leading cause of death in people aged 15–19 years
- Drinking alcohol among adolescents is a major concern in many countries. It can reduce self-control and increase risky behaviours, such as unsafe sex or dangerous driving. It is an underlying cause of injuries (including those due to road traffic accidents), violence and premature deaths

This life phase has high priority importance because it gives many life keys in time that determine the direction for the future: social, economic, biological and demographic events. Middle adolescence is characterized by growth in emotional autonomy and increasing detachment from family. Influence of media, new values in selection of leaders, friends, social acceptance, body conscious, identity crisis etc. With other factors positive self-esteem and locus of control plays an important role as it allows them to try new things, take healthy risks and solve problems. In turn, their learning and development will be productive and will set them up for a healthy and positive future.

A satisfaction of self-esteem needs generates feelings and attitudes of self-confidence, self-worth, capacity and the feeling of being useful and necessary in the world. Studies have shown that locus of control can explain an individual's motivation, decisions, actions, and personal goals.

The purpose of this study is to examine what are the factors and dimensions which play an important role in development of self-esteem and locus of control in an individual and how it has been related to personality, academics & home stresses, mental illness, depression, education, sex role attitude, happiness and success in life.

The present study is designed to investigate the factors which affect self-esteem and locus of control among middle adolescence. This study is helpful to find out the problems faced by middle adolescence and that with stable self-esteem and locus of control indicate that adolescence would be less stressful and the factors associated which leads to anxiety among middle adolescence.

Delimitations
- The study was confined to Jaipur, Delhi & Bangalore only.
- The study was delimited to 120 population.
- The study was delimited to of age group 14 to 17 only.
- The study was further limited to school going middle adolescence

Suggestions For Further Research Study
The aim of this study was to find out the relationship of self-esteem and locus of control among middle adolescents. The results showed that there is no significant relationship between self-esteem and locus of control. Further research may include other salient factors. Moreover, this is a study confined to only 3 districts and therefore it is important to compare the conditions of these district with those of the other districts. A mixed method (with both quantitative and qualitative research) study is also strongly recommended for further study. A study using larger samples can produce a better result. By using many demographic variables, this study may become more effective. Hope that more researchers in the future will be motivated to apply these approaches to the understanding of the new and exciting field of self-esteem and locus of control,

1. This type of research can also be extended to all the states of India, so that a clear picture about the population may emerge.
2. Increase in the sample size and variability in sample inclusion criteria may be helpful in increasing the reliability of research.
3. Studies may also be extended to rural areas to give better understanding.
4. A more detailed study into the problems of middle adolescence may also be undertaken.

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Conflict of Interest

The author(s) declared no conflict of interest.