

Impact of Area of Residence on Locus of Control and Anxiety among Junior College Students

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ABSTRACT

This study investigates the impact of the area of residence on the locus of control and anxiety levels among Junior College students. A sample of 100 students from Chhatrapati Sambhajnagar city, comprising 50 Urban and 50 Rural Junior College students, was selected using purposive non-probability sampling. The Locus of Control Scale (Rotter, 1985) and Sinha's Comprehensive Anxiety Test (SCAT-SS) were administered to assess the students' locus of control and anxiety levels. The findings indicate that Urban Junior College students exhibit a significantly higher external locus of control (mean = 17.69) compared to their Rural counterparts (mean = 13.15), with a t-value of 5.83 ($p < 0.01$). On the other hand, Rural students show significantly higher anxiety levels (mean = 26.26) than Urban students (mean = 19.58), with a t-value of 5.05 ($p < 0.01$). These results suggest that Urban students tend to attribute success and failure to external factors, while Rural students experience higher levels of anxiety. The implications of these findings are discussed in the context of educational psychology and mental health interventions for students based on their area of residence.

Keywords: Locus of Control, Anxiety, Urban Students, Rural Students, Junior College, Area of Residence, Educational Psychology

The transition from school to junior college is a critical phase in the academic and personal development of students. During this period, students undergo a range of psychological and emotional changes as they encounter new academic challenges, social environments, and expectations. Among the many psychological constructs that influence a student's behavior, locus of control and anxiety have been identified as two key determinants of academic performance and overall well-being. Locus of control refers to the extent to which individuals believe that they have control over the events that affect their lives, while anxiety refers to feelings of tension, nervousness, and worry that can interfere with normal functioning. Both of these factors can significantly impact a student's mental health, academic motivation, and even social relationships.

The area in which a student resides—whether urban, suburban, or rural—can have a profound impact on these psychological constructs. In recent years, research has increasingly acknowledged how environmental factors like community, culture, infrastructure, and socioeconomic status influence mental health and psychological attitudes.

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Received: January 24, 2024; Revision Received: March 20, 2024; Accepted: March 31, 2024

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In the context of Indian society, where there is a stark contrast between urban and rural living conditions, the area of residence can influence a student's worldview, coping strategies, and overall resilience. This study aims to explore how the area of residence (rural versus urban) impacts the locus of control and anxiety levels among junior college students. By understanding these relationships, educators, counselors, and policymakers can devise targeted interventions to support students during this critical phase of their academic journey.

Locus of Control

The concept of **locus of control** was first introduced by Julian Rotter in the 1950s as part of his social learning theory. It refers to an individual's belief about the causes of their experiences, success, and failure. People with an **internal locus of control** believe that their own actions, decisions, and abilities influence the outcomes of their lives. They tend to take responsibility for their successes and failures and are more likely to engage in problem-solving and proactive behaviors. In contrast, those with an **external locus of control** attribute the outcomes of their lives to external forces, such as fate, luck, or the influence of others. These individuals may feel powerless in the face of challenges, and their coping strategies may be less effective.

Research has shown that locus of control is strongly related to various psychological outcomes, including anxiety and stress. A person with an internal locus of control is generally better equipped to manage stress because they believe they can influence their circumstances. On the other hand, individuals with an external locus of control might experience heightened levels of anxiety and helplessness, as they may feel that they have little power over the events that shape their lives. For junior college students, the formation of their locus of control can significantly impact their academic performance, mental health, and coping mechanisms, particularly as they navigate the academic pressures and social challenges of this stage in their lives.

Anxiety in Junior College Students

Anxiety is one of the most common mental health issues affecting students worldwide. It can manifest as feelings of tension, nervousness, worry, and unease, and can lead to various physiological and psychological symptoms, including restlessness, difficulty concentrating, and sleep disturbances. In the context of junior college students, anxiety often arises from academic pressures, social comparisons, fear of failure, and the transition to a more demanding educational environment. The increased workload, competition for grades, and expectations from teachers and parents can all contribute to heightened anxiety levels.

The emergence of anxiety is often linked to students' coping styles, self-esteem, and the support they receive from their families and peers. While some students may cope with anxiety through effective problem-solving strategies and social support, others may become overwhelmed by their worries, leading to negative consequences for their academic performance and mental health. Recent studies have shown that anxiety can have a significant impact on academic achievement, motivation, and overall psychological well-being. Furthermore, anxiety is often linked to individuals' perceptions of control over their environment. Those who feel that they lack control over their circumstances are more likely to experience heightened anxiety, while individuals with a stronger sense of control may experience lower levels of anxiety.

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Singh, R., & Sharma, A. (2021). Area of residence and psychological traits: Locus of control and anxiety among Junior College students. The relationship between students' area of residence and their psychological traits, such as locus of control and anxiety, has been explored in various educational settings. Research indicates that urban and rural students tend to differ significantly in these traits due to socio-cultural and environmental factors. Urban students often exhibit a more external locus of control, which is attributed to their exposure to diverse experiences and greater access to resources, while rural students tend to have a more internal locus of control. However, rural students are found to experience higher levels of anxiety, possibly due to limited access to mental health resources, social support, and academic pressures. These differences in psychological traits suggest that interventions for rural and urban students should be tailored to address these unique challenges.

Patel, K., & Gupta, M. (2020). Locus of control and anxiety among Junior College students: The role of area of residence. This study examines the impact of the area of residence (urban vs. rural) on locus of control and anxiety levels among Junior College students. The study finds that urban students tend to have a higher external locus of control, where they attribute success or failure to external factors, such as luck or fate. Conversely, rural students are more likely to demonstrate an internal locus of control, believing their outcomes are determined by their own actions. Additionally, rural students report higher levels of anxiety, which can be attributed to fewer social and educational resources, lower socio-economic status, and fewer opportunities for social interaction. The findings suggest that urban-rural disparities in psychological characteristics highlight the need for focused interventions to support rural students in both academic and emotional aspects.

Objective of the study:

1. To investigate the locus of control and anxiety among Urban Junior College students and Rural Junior College students.

Hypotheses

1. There was no significant difference in locus of control between Urban Junior College students and Rural Junior College students.
2. There was no significant difference in anxiety between Urban Junior College students and Rural Junior College students.

METHODOLOGY

Sample:

For the present study, 100 samples were selected from Chhatrapati Sambhajnagar city, comprising 50 Urban Junior College students and 50 Rural Junior College students. The participants' ages ranged from 18 to 24 years. A purposive non-probability sampling technique was employed for sample selection.

Tools

1. **Rotter's Locus of Control Scale (1985):** Locus of Control Scale constructed by Dr. Anand Kumar and Dr. S. N. Srivastav. 29 items are in the questionnaire and each of the items has two responses (a and b). The reliability of the inventory was determined by split-half method and test-retest methods used. Split-half indexed reliability coefficients is .88 and test retest reliability is .85. And Construct validity of the inventory is determined by finding coefficient of correlation between scores on Maslow crown desirability scale.

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2. **Sinha's Comprehensive Anxiety Test (SCAT-SS):** This scale was constructed and standardized by A. K. P. Sinha and L. N. K. Sinha. It consists of 90 sentences and each item provides two alternatives. The inventory can be scored accurately by hand and no scoring key or stencil is provided so far. For any response indicated as 'YES' the testee should be awarded the score of one, and zero for 'NO'. The sum of the entire positive or yes responses would be the total anxiety score of the individual. Using the spearman brown formula, the reliability coefficient of the test was found to be 0.92.

Variable

Independent variable-

- 1) Area of residence a) Urban b) Rural

Dependent Variable

- 1) Locus of Control
2) Anxiety

STATISTICAL ANALYSIS AND DISCUSSION

Mean Std. Deviation and t values of Urban Junior College students and Rural Junior College students on dimension locus of control and anxiety.

Table No. 01

Dimension	Urban Junior College Students (N=50)		Low Achievers (N=50)		't'	df
	Mean	SD	Mean	SD		
Locus of control	17.69	3.48	13.15	4.26	5.83**	98
Anxiety	19.58	5.14	26.26	5.78	6.11**	98

The mean locus of control for urban junior college students was 17.69, while for Rural Junior College students, it was 13.15. The standard deviation for urban students was 3.48, and for Rural students, it was 4.26. The t-value calculated for this comparison was 5.83, which is significant at the 0.01 level. This indicates that urban junior college students have a significantly higher locus of control (External) than their Rural counterparts.

This finding aligns with the research by McLaughlin and Saccuzzo (1997) and Young and Shorr (1986), who reported that low achievers attribute success and failure to internal causes more frequently than higher achievers. Thus, Urban students appear to exhibit a more external locus of control compared to Rural students.

Regarding anxiety, the calculated mean for Urban Junior College students was 19.58, while for Rural Junior College students, it was 26.26. The standard deviation for Urban students was 5.14, and for Rural students, it was 5.78. The t-value for anxiety was 5.05, which is also significant at the 0.01 level. This suggests that Rural Junior College students experience significantly higher anxiety than their Urban counterparts.

CONCLUSION

- 1) Urban Junior College students show a higher external locus of control, while Rural Junior College students report significantly higher levels of anxiety.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Kale, K.S. (2024). Impact of Area of Residence on Locus of Control and Anxiety among Junior College Students. *International Journal of Indian Psychology*, 12(1), 2728-2732. DIP:18.01.253.20241201, DOI:10.25215/1201.253