PSYCHO-SOCIAL AND ACADEMIC ADJUSTMENT OF CULTURALLY DIVERSE UNIVERSITY STUDENTS IN RELATION TO THEIR LOCUS OF CONTROL

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Declaration

I do hereby declare that the dissertation entitled **"PSYCHO-SOCIAL AND ACADEMIC ADJUSTMENT OF CULTURALLY DIVERSE UNIVERSITY STUDENTS IN RELATION TO THEIR LOCUS OF CONTROL"** submitted in partial fulfillment of the requirement for the award of the degree of M.Phil. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

Signature

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Certificate

This is to certify that Ms. Neha Thakur has completed her dissertation entitled "PSYCHO-SOCIAL AND ACADEMIC ADJUSTMENT OF CULTURALLY DIVERSE UNIVERSITY STUDENTS IN RELATION TO THEIR LOCUS OF CONTROL" under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.Phil. degree.

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Abstract

The present study was conducted to know the psycho-social and academic adjustment of culturally diverse university students in relation to their locus of control. Here Culturally Diverse university students refer to those students who come to universities for study with different cultural backgrounds like Hindu culture, Muslim culture, Sikh culture, Christian culture and Buddhist culture. It also includes those variations which are not able to be seen like educational background, experience in profession, and belief. The manner of seeing diversity in countries depends on the principles of people, and their outlook to take these variations. Psychosocial adjustment reflects whether a student is able to cope up effectively with the demands of new psychological and social environment of educational institution as well as with the stress created by these demands. Academic Adjustment means that adjustment when a student tries to make adjust himself or herself with the academic environment of host country's educational institution. For example adjustment with new teaching learning process, student teacher relationship, Relationship with peers. Locus of control is a psychological concept that refers to how strongly students believe that they have control over the situations and experiences that affect their lives. Locus of control is also typically refers to how students perceive the causes of their academic success or failure in education and their psychosocial adjustment. It measures the internal and external locus of control of reinforcement. Those people who are having internal locus of control their own actions are responsible for any praise or punishment. This type of locus of control includes individual control. On the other hand those people who are having external locus of control feels that whatever happens in their life it is all because of destiny or their fate. This type of locus of control includes chance control and powerful others. There is no role of their actions in any results. Descriptive survey method has been used in the present study to obtain the pertinent and precise information. The sample of the study was 300 culturally diverse university students who was selected from jalandhar, Patiala, Chandigarh and Amritsar district of Punjab. Study was conducted on Punjabi university, Lovely professional university, Chitkara university, Guru nanak dev university and rayatbhara university.75 students were selected from each university in which

25 students were from engineering, 25 students were from humanities and 25 students were from management department, Simple random sampling technique was used by the researcher for choosing the sample. Three scales were used by the researcher in order to collect data i.e psycho-social adjustment scale, academic adjustment scale and locus of control scale. Researcher constructed first two scales. Psycho-social adjustment scales was constructed by the investigator for knowing social and emotional adjustment under four dimension i.e self esteem, social support, emotional intelligence and perceived stress. The reliability of the scale was estimated through test retest method. The correlation of the scale has been found to be .89 which is significant at 0.01 level. Academic Adjustment scale was constructed by the researcher for knowing the academic adjustment problems of students under eight dimension i.e language, teaching and learning approaches, financial, social support, personal, educational background, expectations and culture. The reliability of the scale was found to be .81 which was significant at 0.01 level. The validity of both the scale was estimated by face and content validity. The scale of locus of control is a standardized scale given by sanjay vohra in 1992. The scale has three areas of locus of control on the basis of which student's locus of control were assessed. Those areas were powerful others, chance control and individual control . The reliability of the scale was estimated by split half method and test retest reliability. The test retest reliability coefficient was found to be 0.76 by calculating coefficient of correlation between two sets of scores of the same individual on the same scale after one week. Apart from the high reliability and predictive validity the present scale was also validated against the Rotters's Locus of control scale i.e the concurrent validity was established. The objectives of the study was to study the level of psychosocial adjustment and academic adjustment of culturally diverse university students, To study the locus of control of culturally diverse university students, To compare culturally diverse students with respect to their psycho-social adjustment and academic adjustment, to study the difference in the psycho-social and academic adjustment of culturally diverse students having different levels of locus of control, to study the relationship of locus of control with psycho-social adjustment and academic adjustment of culturally diverse students. The major hypothesis set by the researcher for the study were as: there is no significant difference in

psychosocial adjustment of culturally diverse university students, there is no significant difference in the academic adjustment of culturally diverse university students, there is no significant difference in the in the psychosocial adjustment of students having different levels of: Powerful others, Chance control, Individual Control, There is no significant difference in the in the academic adjustment of students having different levels of; Powerful others, Chance Control, Individual Control, There is no significant relationship between psychosocial adjustments and locus of control of culturally diverse university students with respect to; Powerful others, Chance control, Individual control. There is no significant relationship between academic adjustments and locus of control of culturally diverse university students with respect to; Powerful others, Chance control, Individual control. Percentage analysis has been done to check the level of psychosocial adjustment and academic adjustment of culturally diverse university students. Analysis of variance has been used to compare culturally diverse university students with respect to their psychosocial adjustment, academic adjustment and locus of control. Analysis of variance has been used to study the difference in the psychosocial adjustment and academic adjustment of students having different levels of locus of control. Pearson Correlation method has been used to study the relationship between locus of control and psychosocial adjustment, and between locus of control and academic adjustment of culturally diverse university students. The main findings of the study are as: There is no significant difference in psychosocial adjustment of culturally diverse university students is accepted, There is no significant difference in academic adjustment of culturally diverse university students is accepted, There is no difference in the psycho-social adjustment of culturally diverse students having different levels of powerful others locus of control is accepted. There is no difference in the psycho-social adjustment of culturally diverse students having different levels of chance locus of control is rejected. There is no difference in the psycho-social adjustment of culturally diverse students having different levels of individual locus of control is rejected. There is no difference in the academic adjustment of culturally diverse students having different levels of powerful others locus of control is rejected. There is no difference in the academic adjustment of culturally diverse students having different levels of chance locus of control is accepted. There is no difference in

the academic adjustment of culturally diverse students having different levels of individual control locus of control is rejected. There exists no significant relationship between psycho-social adjustment and locus of control with respect to powerful others" is accepted. There exists no significant relationship between psycho-social adjustment and locus of control with respect to Chance control" is rejected. There exists no significant relationship between psycho-social adjustment and locus of control with respect to individual control" is rejected. There exists no significant relationship between academic adjustment and locus of control with respect to powerful others" is accepted. There exists significant relationship between academic adjustment and locus of control with respect to chance control" is rejected. There exists no significant relationship between academic adjustment and locus of control with respect to individual control" is rejected. In the light of the scope, limitations and suggestions of the study the investigator recommends the following things: It is recommended to management of educational institution that necessary resources and services for students provided by university should be well explained to students so that students easily take advantage from them. By increasing excellence of student services like sports and amusement facilities with reasonable price can make the institution environment favorable for good social interaction.It is recommended to teachers that they should try to interact with students as much as they can because positive interaction between students and faculty increases the adjustment of culturally diverse students in new institution by decreasing psycho-social adjustment problems. It is recommended to curriculum planners that apart from academics they should organize social cultural activities in which some relevant information regarding socio-cultural issues of educational institution should be given to students for their smooth transition in new environment. It is recommended to researchers that they should not only focus on limited areas of adjustment problems of students in educational institution but also focus on overall adjustment problems of students in broader way. So that major adjustment problems would be highlighted and better solutions would be find out.

Keywords: Culturally diverse students, Psycho-social adjustment, Academic adjustment, Locus of control, University students

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LIST OF ABBREVIATIONS

Abbreviation	Full Form
LPU	Lovely Professional University
GNDU	Guru Nanak Dev University
LOC	Locus Of Control
P O	Powerful Others
C C	Chance Control
I C	Individual Control
HIN	Hindu
MUS	Muslim
SIK	Sikh
CHR	Christian
BUD	Buddhism
GOVT	Government
PVT	Private
PAS	Psycho-social Adjustment Scores
AAS	Academic Adjustment Scores
(%)	Percentage of students

CHAPTER-1

INTRODUCTION

Every year, huge number of students moves to different places for pursuing their higher studies. This number is increasing day by day as per educational institutions in various countries. After coming out from their home town or home country colleges, students face so many difficulties. It becomes very difficult for them to get adjusted in new environment easily which differs from their own cultural environment and this is termed as culture distress. It has been known that it is a general experience among international students that most international students experience culture distress to some degree. Certainly, there are so many authors who believe that culture distress is knowable in the adjustment cycle of a student as they faces with the new academic, cultural and social prospect and that they also obtain the skill in dealing with the academic system of foreign place. This is really a difficult decision for students when they decide to pursue their higher studies in abroad because they do so just because for making their future bright. Some students easily gets adjust in host country because they are mentally and emotionally strong but there are so many international students who find difficulty in adjustment and when they find these problems they decide to return to their home country.

Barker (1990) conducted a study on intercultural adjustment and communication. The study revealed that culture shock encounters by students contribute to the ups and downs of their psychological experiences during their first exposure with the new environment or culture. This first experience can also be described as a time of anxiety, stress and short-term fall in normal capacity to familiarize and cope with new environment. It is an emotional war which is faced by international students and it originates tensions and puzzlement that can be called as culture distress.

When students get enrolled in educational institution, they have to face so many problems regarding socially and emotionally adjustment because their background is completely different. To get well adjust in the university, students needs to have a attitude to appreciate reality, coordination with environment and continuously efforts to change the environment. So that it fulfill the needs of culturally diverse students. In the present study adjustment is a process through

which diverse students try to equalize their social, emotional, psychological and educational needs in well manner and when these needs don't get fulfill then it creates problem in adjustment for culturally diverse students. Major problems which are faced by diverse university students are academic related problems, psychosocial adjustment problems and problems regarding locus of control.

1.1 CULTURAL DIVERSITY

Diversity is huge number of variations among people taking into account their sex difference, age and traditions. It also includes those variations which are not able to be seen like educational background, experience in profession, and belief. The manner of seeing diversity in countries depends on the principles of people, and their outlook to take these variations. To get adjust in a new environment freshmen may face the situations who plays the role of stressors in their lives. There are number of stressors but mainly stressors are social stressor, physical stressor, cultural stressor and functional stressor. Stressors related to physical aspect are those that involve new situation, different climate, security difficulty and problems related stay. Stressors related to social aspect are those which occur when student finds problems in exchanging views and ideas with other people and finds problems in making friends, the problem of wistfulness and isolation and difficulty in relating himself with other students. Stressors related to culture are those stressors which consist of dissimilarity in rules and regulations, viewpoint, traditions, and the dressing sense and ethnic biasness. The last stressor is functional stressor which face by an individual at the time of doing work, communication problems due to language, transportation system and economical problems.

Colvin et al (2014) conducted a study on conceptualize culture, seeing diversity and experiencing interactions. In this study researchers investigated the cross-cultural communication familiarity of domestic first-year students in their earlier time at university. In this study qualitative analysis has been employed. The finding of the study revealed that there is a relationship between how a student defines traditions view differences and understand their first cross cultural communications in university campus. Traveling and living in a new or unknown culture can be amazingly exciting, but it can also present so many difficulties or challenges in front of individual. Some of the differences which have been identified in the new respective culture will be obvious: ways of communication, weather,

clothing, food, etc. Other differences, though, will not be obvious, and may not be notice at first. These differences can develop feelings of hesitation, anxiety and disappointment.

Littleford (2013) studied diversity in undergraduate university students. In this study, sample was nine hundred thirty two undergraduate students, in which eighty three percent was european women and sixty nine percent was americans women, who attempted an survey which was conducted online. In that survey they defined meaning of diversity, viewpoints towards involving contents regarding diversity in course curriculum, and their inspirations for getting knowledge about diversity problems. The findings of the study showed that student explained diversity specifically in the name of traditions, ethnicity and rarely integrated age, social and economic positions and all necessary capabilities. The results of the study also revealed the optimistic feelings of students about diversity and their preferences for the appointment of teachers so that they can introduce content regarding diversity in their respective courses and it is also recommended in the study that students should learn about diversity for becoming self assured, for good coordination with other students who belongs to different culture, for developing respect from inside for other country's culture, and for the overall development of their personally.

Researcher believes that cultural diversity among students strengthen the academic environment of university. It also helps in enhancing creativity and developing the level of knowledge among students. it has been rightly said that when students with diverse backgrounds, diverse values and beliefs learn together then it helps in developing exclusively new thinking. And it is fact that if we want to face the complex challenges of present and future then this new thinking of students will definitely play an important role.

It is difficult for culturally diverse students to adapt foreign environment because they all have diverse knowledge, they have different level of command over language, diverse learning styles. They all have to adjust with new teaching and assessment techniques. All these changes can create obstacles in the way of them. It might be difficult for some students to get adjust with all these things.

Al-Mubarak (2000) conducted study to know the problems of adjustment, methods of dealing of international students. It is also the objective of the study that

when student face these problems then what type of assistance they want to get from university. For the collection of data researcher used standardized questionnaire, checklist for identifying student problems. This was further revised by the researcher. International Student Problems Checklist was derived from the Yeung 1980 and Wong 1991 questionnaire. The total sample of the study was 261 students in which 100 were women, on the other side one hundred sixty one was men. The researcher constructed 10 hypothesis as well as 6 research question for this study. Findings of the study showed that culturally diverse students suffers from adaptation problems in some areas, i.e problems during conversation with others, socio-cultural, mentally problems, anxiety and accommodation. Significant differences were found on the basis of the counting of problems as a result among culturally diverse students, who belongs to different places regions. Students face highest number of problems in Africa in studies, cultural differences, money regarding, and accommodation. In asia students face number of problems in emotional and individual problems. Latin American students face many problems in language conversation than any other region's students. Better programmes should be started for minimizing these kinds of problems in institutions.

Denson and Zhang (2010) conducted a study who investigated whether experiences of student with diversity has any effect on the progress of some elected graduate characteristics or not and researcher also keen to explored whether there is any difference in the relationship between international and domestic students . The results of the study showed that there is a positive effect of diversity experiences of students on the ability of problem solving, coordination with others in work, and admiration and value for varieties of students belongs to different culture. The degree of this association still fluctuates between international and domestic studentsIt is not that easy for students to take decision about studying abroad. It is difficult decision because they have to sacrifice so many things when they decide that they have to study abroad. It is undoubtly costly to stay in foreign country but apart from this distance creates problems for them to get attached with their parents and friends. Some students are not able to go back to their home country even in vacations due to assignments or project work given by host country's university. If students do so then it shows their dedication towards their studies for bright future. Some students find difficulty in adjustment and decides to return their home country within few

months. When international students enrolled in new university then it become good opportunity for students to show the good features of their home country so that they can uplift the level of their country in front of foreign students. because they exchange their cultures which becomes good experience for all students whether they are international students or local students.

1.1.1 Elements of Cultural Diversity

There are some elements of cultural diversity on the basis of which we define cultural diversity. Those elements are ethnic diversity, racial diversity, cultural diversity and religious diversity. First element is ethnic diversity. This means a person who is connected with a particular subgroup that has a shared national original, cultural identity or race. Ethnicity and ethnic identity refer to the common cultural features that a group of people share including a common language, common customs and mores, a belief in a common genealogical descent and often (but not necessarily) ties with a specific territory. An ethnie is, according to Anthony D. Smith, a group that shares these common cultural traits but that is not necessarily self-conscious of its ethnic identity, and its being different from Others. An ethnie, in addition, does not raise claims for political autonomy as a nation does. For some historical sociologists and theorists of nationalism, ethnicity is the stage that historically precedes the birth of a nation. Second element is racial diversity which means difference in physical appearance. For example some are black, some are white, some are fatty and some are thin, third one is cultural diversity which means difference in traditional things, norms of society, customs, and language, Fourth element is religious diversity. In this difference in religions like hindu, muslim, Christian, Sikhism, Buddhism religions are included. On the basis of these above elements we can say these are the elements of cultural diversity on the basis of which we call cultural diverse students. In some researches we use ethnic and cultural diversity collectively which refer to different language, customs and traditions including codes of behavior, codes of dress, and value orientations. Similarly it is often hard to tell whether a given group is facing ethnic or racial prejudice (see for instance the case of the Roma that are seen as an ethnic minority but also as a group with special physical traits). Religious diversity, by contrast, is more often clearly distinguished from the other three forms as a different identity that may over-ride

ethnic affiliation. Indeed people of different ethnic backgrounds may share the same religion.

Harper and Yeung (2013) conducted study on views of educational institution assurance to diversity as a interpreter of college students' openness to diverse viewpoints. This study used multiple regression statistical technique for the analyses of longitudinal information just to determine student's frankness to diverse viewpoint related with their own and educational institution traits or features. The study revealed that students' frankness was completely related with the thought that the universities fulfill promise regarding diversity issues, taking diversity courses, and interacting with students of a different racial or ethnic group. It has been also identified in the study that among students frankness was positively observed by cultural diverse student's friend circle, emotion that the university holded up racial and sacred support set-up. The unique observer among white students was that when they got indulged with those students who were racially different in social functions.

Those students who are domestic sometimes also confront with problems or challenges when they have to deal with international or culturally diverse students. In this aspect language plays a major role as a hindrance in way of students. It create problem for them in maintaining smooth relationship with each other. This problem somewhere creates limit between them. And they avoid interacting with each other. For eradicating this thing, university authorities should develop collaboration between domestic and culturally diverse students by organizing programmes or projects so that these students interact with each other and share their culture with each other. It will be helpful in creating healthy relationships between cross cultural students and domestic students.

1.2 PSYCHO-SOCIAL ADJUSTMENT

The term psychosocial refers to one's psychological improvement through communication with its own social surroundings. The individual is not essentially fully conscious of this relationship with his /her surroundings. Psychologically this is a term that can be used to explain the unique internal processes that occur within the individual. The problems which happen in psychological working of any person are known as "psychological dysfunction" and can be known as "psychosocial morbidity". When there is a lack of progress in the psychosocial development of

individual then along with that other problems can be happen whose nature is emotional, cognitive and physical.

Psycho-social adjustment of international students is very important because it is positively related with the performance of students in academics. There are so many researchers who want to identify the psychosocial adjustment of international students for finding the ways to decrease their stress and increase their positivities regarding their studying in other countries. It is correctly to say that those students who got satisfied study experience will increase the reputation as well as enrollment for that particular institution or country from where they have completed their study.

Lucas (1976) conducted a study on aspects of student health psychological problems of students. The study revealed that worldwide, psychosocial problems other than psychiatric illness have been identified to occur among university students at particular times: in relation to entering university, to study stress, examinations, and personal and family life events. It has also been revealed in the study that psychosocial problems occur in a wide variety of settings and research has shown that they often negatively impact on students' mental health often leading to maladaptive negative or unhealthy coping mechanisms compromising student academic performance.

Omokhodion et al (2003) conducted study on psychosocial problems of clinical students in the University of Ibadan. The study found that mental health problems are the result of emotional, conduct/ behavioral, educational, social/interpersonal problems that are often prevalent among adolescents and the youth. These problems have special significance in the students' educational career and their overall mental health.

Duru (2008) conducted study on the predictive analysis of adjustment difficulties from loneliness, social support, and social connectedness. The main aim of the study was to investigate to which extent loneliness, social support and social connectedness affects student's adjustment in new academicals environment. For accomplishing the purpose researcher selected sample of four hundred four students who were studying in university. In these four hundred four students two hundred twelve was females and one hundred ninety two was males All students was sixteen to twenty seven years of age in which 47% was male students and fifty three percent was females. For data collection researcher used scale of loneliness, scale of social provision, and scale of social connectedness. The findings of the study revealed that

loneliness, social support and social connectedness are the main problems which students face during university adjustment. These all variables are interconnected with each other and all equally affect each other. These all creates hindrance in way of students to get adjust in new university environment.

Those people who have studied with culturally students found that some students are there who finds it easy to get adjust with new culture. There are number of factors who predict the psychosocial adjustment of culturally diverse students in university. There are number of dimension of psychosocial adjustment which is directly related with the psychosocial adjustment of international students like age, marital status, religion, previous experiences.

Buckley (2009) conducted study on the interventions which was implemented elementary schools for those students who are having or may have possibility of having behavior disorders. The study found that 1/3 students of college finds difficulty or gets fails in learning. They are suffering from psychosocial problems because of which they are unable to engage properly in the classroom or academicals activities.

Nutt, (2007) conducted a study on presidential address: implications of globalization for training in counseling psychology. It has been observed that western-oriented psychological instruments pay little attention to the social needs of minorities or members of collectivistic cultures which often leads to poor diagnosis for effective counseling Research has further shown that African collectivistic cultural issues concerning beliefs about psychosocial problems and treatments are different from the western individualistic cultures. This would mean that members of collectivistic culture like African university students may observe counseling services as unrelated to their needs and simply do not apply to them and thereby they may keep away from these services. Kennedy (1994) conducted a study to know students psychologically and personality adjustment at the time of transition to different culture and it was found in the study that if individual psychosocially adjusted in other culture then it means individual is positively having internal locus of control.

Halamandaris et al (1999) conducted a study to know psychosocial and academic adjustment of first year home students. The study revealed that if a person is positively get psychosocially adjust then it positively related with external locus of control.

Salami (2011) conducted study on Psychosocial Predictors of Adjustment Among First Year College of Education Students. The main aim of the study was to investigate to which extent psychosocial adjustment factors are responsible for adjustment of college students. For fulfilling the purpose researcher selected two hundred fifty students who was studying in first year of graduation as a sample of the study. The researcher constructed self made questionnaire for collecting data. After getting data researcher used regression as a statistical technique for data analysis and found that the main dimensions of psychosocial adjustment are self esteem, social support, emotional intelligence, stress. These are the main factors that signify psychosocial adjustment. Further it was discussed in the study that parents, teachers and counselors should help the students to get adjust in new environment by understanding their problems. It was also recommended in the study that institution should organize those programmes which will be helpful for culturally diverse students so that they easily get adjust in new learning environment.

Zhang and Goodson (2011) conducted study on predictors of international students' psychosocial adjustment to life in the United States: A systematic review. This study investigated all those symptoms who showed the psychosocial adjustment of culturally diverse students of graduates and post graduates classes in USA. For conducting this studies 64 published studies were studied by the researcher. The psychosocial adjustment of students was understood by knowing the psychological and socio cultural adjustment of students. As a result of the study it was found that main dimensions of psychosocial adjustment was distress, language barrier, support of family or friends, accommodation, self esteem, interaction with people. The study recommended suggestions for future research.

1.2.1 Dimensions of Psycho-social Adjustment

Adjustment problems of culturally diverse students are very vast. There are so many researchers who have given so many dimensions of psycho-social adjustment. Daniel (2002) conducted study on the psycho-social adjustment problems of students. The researcher found four categories of adjustment problems which are faced by students viz. Adjustment in academics, daily living style, social adjustment, personal adjustment. Lack of efficiency in understanding or learning language, lack of skills in learning things comes under academic adjustment problems, Problems in adjustment with the available food, weather, money problem,

and other health problems comes under daily life adjustment problems, lack of proficiency in adjustment in new social environment, lack of interacting skills in social atmosphere comes under social adjustment problems and psychological problems like mentally tensions, depression, loneliness, isolation, irritation or aggression comes under psychological adjustment problems. The combination of psychological and social adjustment problems make psycho-social adjustment problems.

Smith et al. (2010) constructed psycho-social and life style questionnaire. In this questionnaire was constructed under some dimensions. First was subjective wellbeing in which satisfaction from life, money problem, and depressive signal included. Second dimension was stress of lifestyle in which social interaction, religiosity, bad experiences included, third is personality in which type of personality ex. Introvert, extrovert, neurotism, aggression, included. Zhang (2011) conducted study on psychosocial predictors of adjustment among first year college of education students. The study revealed that self esteem, social support, emotional intelligence and perceived stress are the predictors of psycho-social adjustment.

Wu et al (2011) conducted a study on post graduate asian students for knowing their adjustment problems in the university of United Kingdom in the session of 2004-05. .Mostly students encounter problems in conversation with others due to language problem, expectations of students from teachers and vice versa and lack of taking participation in social activities. In this longitudinal study survey was done on the sample of 8 students of 5 different countries for getting knowledge about their familiarity in the university. Data was collected by conducting interviews. This study showed the satisfaction level and problems of students which was confronted by them during their stay. The result of the study showed that the students took full pleasure of their stay and they have no dissatisfaction regarding their academic achievement but asian students encountered so many cultural problems. The study recommended that students should better adjustment by sufficient hard work, by doing good academically task and should take part in social events with other culturally diverse university students.

Yusoff (2012) conducted a study on under graduate students for knowing their psychosocial adjustment, social support and self efficacy in Malaysian educational institutions. There was a great effect on Malaysian universities of its

society and economy. The objective of Malaysian ministry of education is to increase the enrollment rate of international students for increasing their economy and status. There are so many culturally diverse students who do a lot of efforts to get adjust in a new environment. International students need social support for facing the challenges of new culture so self-efficacy and social support plays an important role in international student's adjustment in new culture of Malaysia. The relationship of international students in university was identified between psychological adjustment, self-efficacy and social support by taking sample of the study which was 185 international students who were chosen from different countries or places for completing survey which was related with all the variables of the study. Self-efficacy scale, multidimensional scale and life satisfaction scale was used as a tool for data collection. The relationship was found between psychosocial adjustment, self efficacy and social support among culturally diverse students.

Yau et al (2012) conducted study on male and females for knowing their relationships in academically, socially and psychologically adjustments in university. The findings showed that the of female student's social adjustment positively affect their academic adjustment but social adjustment of male students have no influence on their academic achievement. The academic adjustment of female students is more affected by their psychological adjustment than male students. it has been also revealed that the social and psychological adjustment of male and female students are not significantly differs from each other.

Conley et al (2013) conducted a study on the seminar for encouraging college students to deal with stress and to get psychosocially adjusted. The study indicates hopeful opportunity for organizing those efforts which will help in encouraging students to get mentally and psychologically or emotionally adjust in the environment so that they would be able to manage stress in college in their growing period.

Narjes and Gill (2005) conducted study on Iranian International Students adjustment problems in Scotland. The aim of the study was to know the adjustment problems especially psychosocial adjustment of those students who belongs to Iran and studying in Scotland for accomplishing this objective the researcher conducted unstructured interview with students. For increasing the validity and reliability of data analysis researcher used both qualitative and quantitative approaches of

research. The sample of study was all those Iranian students who were staying in Scotland from 6 to 5 years. At the time of data collection researcher didn't involve those students who were studying in British academic environment since childhood. The researcher chose all postgraduate Iranian students as a population of study who were studying in Scotland. The results of the research study revealed that international students have to face so many adjustment problems when they move to foreign countries. It becomes very difficult for them to get adjust in new environment of new country. This study recommended that host institutions should provide better accommodations to their international students and other social and financial support should be given to them. It will help them to remove their adjustment obstacles in new culture.

1.3 ACADEMIC ADJUSTMENT

Those student who are culturally diverse, have to face so many academic adjustment problems. When they enrolled in any different educational institution, which is out of their country or state then they find it so difficult to adjust with the new educational policies of their new institute because sometimes their previous educational institute's rules regulation, teaching learning process or teaching strategies are completely different from their new institute. There are so many students in the classroom who belongs to different culture find it difficult to understand the language of teacher. They take so much time to understand the content taught by the teacher. Their expectation is completely different from the teacher of current institute because of different study habits. As a result they get low marks in classroom as compare to other students which develop lack of interest in studies among them. Because of different academic atmosphere they find too much difficulty for adjustment in new educational institute. This is the main responsibility of the university to create and preserve such a learning environment so that students could be able to learn better. University administrators should also keep in mind the demands of students. All students who studies in colleges or universities belong to different-different cultural and academic background that is why their Students hope from educational institution is different because of their different personal characterstics and different educational background. It also affects individual perception towards given atmosphere. There is a lot of variations in the university so all students have variations in outlook, they have different goals and objectives and

beliefs which they want to accomplish in their respective university. And this can be only done if the educational institution provides that kind of environment to their students which suits students needs.

Al-nabhan (2001) developed tool for measuring the level of satisfaction among students of Muta University and the study found that adaptation in educational institution might be a powerful indicator to know the status of students in studies at one side and the progress of their social relationship level of social relations development as well as accomplishing their personal aims on another side. It has been observed that number of educational scholars considered this phase for the exploration of the level of undergraduate students in their academics, social relationship and psychological problems or adjustment for finding their problems so that they become able to accomplish their goals.

Abadi (2000) conducted study on Satisfaction with Oklahoma State University among selected groups of international students. The aim of the study was to investigate to which level students are satisfied from academics, social support, and financial support in university of Oklahoma where they are pursuing their higher studies. For this aim the researcher constructed 6 research questions because the study was qualitative in nature. The researcher took the sample of thirty five students for collecting data of the study. All the students belonged to 10 different countries. For fulfilling the purpose of data collection researcher conducted semi structured interview with students. After analyzing the data it was found that sixty four percent students were satisfied with their academic performance, Fifty two percent students were satisfied with their financial status, Forty two percent students was there who was satisfied with their personal situations. Thirty six percent students was there who were satisfied with their social livelihood. After combining all the responses of students regarding these above areas it was concluded that fifty one percent students showed their satisfaction, Twenty nine percent students showed their assorted feelings. Some students was undecided regarding showing their satisfaction or unsatisfaction and other twenty percent students was there who showed their dissatisfaction in their overall experiences. After that sixty percent students accepted that their level of satisfaction will be increased with the duration of time.

There are so many phrases that can describe the academic adjustment of culturally diverse students to the new culture. Students development has four stages in a foreign culture. At each stage, three extents are involved in the student's

adjustment and these dimensions are affective, cognitive and behavioral responses. Socio-cultural adjustment is connected to skills that make them able to interact to the different culture and general behavioral competence. It can mean that a student can socially interact because of the following influences like knowledge about new culture, number of people they have to deal with, length of stay, cultural identity and cultural distance.

Smith and Renk (2007) conducted a study on the interpreter of stress of college students regarding their studies. This study also investigated the stress dealing strategies, effect of parents care and responsibility and socially support of these students. it has been revealed that so many culturally diverse students encounters with so many difficulties like study problems, intrapersonal and relationships with others. when they moves to other universities. Usually it is a common thing that when students transfer to another place then they have to encounters with some challenges of adjustment because of unknown surroundings. According to the above fact there are so many college students who are not able to adjust in the new environment in an accurate way for enhancing their learning. They don't have any idea in which manner student should live his student life, how should they do tasks related to their academics and how they should coordinate with the given study environment for better learning. Major problems of college adjustment are commonly related with academic achievement, mentally stress, stress regarding degree completion and relationship with others.

Awino et al (2008) conducted a case study on guarantee given by university of Botswana regarding their quality study and it has been found in the study that there are so many stressors present in university like congested lecture rooms, inadequate sources for doing study work and terminal system. Academic adjustment with university life is considered to be the major sign of success in university and students will be able face the problems if their academic, social and emotional needs gets fulfilled. If a student is able to get well adjust in new university environment then they will become good in making relationship with others which will play the role in enhancing their academic related success.

Novera (2004) conducted a study on Indonesian postgraduate students who are studying in Australia. The aim of the study was to know the experience of Indonesian students in Australia. The study studies the adjustment experiences of 25 Indonesian postgraduate students in which 8 The data was collected from 8 females

and 17 males. These students are pursuing their education in Australian universities. The researcher prepared a questionnaire for data collection. There are so many research studies who revealed that for culturally diverse students adjustment plays significant role in getting good marks. But if students get fail in adjustment to new culture then it creates hindrances in way of getting good marks. The findings of the study revealed that if students want to get adjust in new academicals environment then he or she should try to make good relationships with teachers and classmates. Major problems of Indonesian students are language barrier, educational resources and racism. The study suggests that universities or academic institutions should provide training to students so that they can be able to get adjust in new environment of other countries.

Academic adjustment problems related stress comes when an individual confronts a condition what they observe as out of control and not able to deal with it. The stressors who create academic problems among university students are so much coursework, rivalry with other students in academic matters, unsuccessful results, financial problems, bad coordination with teachers, friends and homely problems. Besides these above problems there is one more stressor i.e communication challenges which is face by international students in their day-to-day social interaction due to language problem. This can create problem in their progress in academic task of writing, reading, understanding lectures and participating in tutorials.

Baker (1997) conducted study on identify crisis and psychological depression among university youth. The study found that when students get enrolled in the university they have to face so many challenges and stress because every university life has its own requirements and those students who are unable to face the challenges then it can become the cause of academic problems. The most difficult problems who affect the student is psychosocial problems .That is why there is a need to guide students to get adjusted for ignoring these obstacles and for the achievement of aims.

Pascarella et al (1991) conducted a study on how college affects students. It has been said that those students who moves or get enrolled in new university environment are in need of academic adjustment. The level of competition increases at university level, and in congested classrooms students have to do lot of work

regarding assignment or classroom tasks, to get adjust with new instructional methods is also a difficult task, the degree and level of work gets increase than before. The need of new educational environment is that student does more and more hard work for changing their academic behavior and reorganizes their preferences.

Andrade (2006) conducted study on international students academic adjustment problems in english speaking universities and found that there are mainly five problems of international students. Language problem or difficulty is the main problem faced by international students. It has negative effect on students academic modification as well as social modification like nervousness, grief, stress, and isolation; they gets very less support as compare to domestic students. International students needs different kinds of of social support related to their real needs in different countries. There has been a regular progress in the process of adjustment. Oftenly universities have misunderstand personalities of international students and they have to deeply understand academic and psychological difficulties of students. Universities can improve their teaching strategies for fulfilling the educational needs of international students. Finally those international students who are having good learning strategies gets success in their studies and they enjoy their experiences in different country's universities.

Bedir (1997) conducted a study on 1st year students for attending the matter of social and academic combination and the findings revealed that college students of 1st year confronts so much problems during adjustment with varieties of teaching methods in the comparison of school teaching methods. Further on the same matter Adler et al (2008) who conducted study on college adjustment in university of Mihigan students and the study found that it is serious task to get adjust in new university environment for getting success in studies. So many researches revealed that those students gets failed in adjustment in new university environment also fails to get good marks in studies, and don't get success in life because of their poor adjustment. This is interesting that mostly students have social and study related problems because of hindrance in adjustment in new learning atmosphere. Moreover, research suggests that male students adjust in the new university environment better than their female classmates.

Burgess et al (2009) conducted a study on the influence of traditional background on the academic adaptation of 1st year college students. It has been found those students who gets failed to fulfill the demands of new environment or

can say that those students who fails to confront and helpless to cope up with the problems of new college adjustment has a bad impact on the academic achievement. It is generally recognized that the progress and capability of students in their academics is actually depend on some inside and outside causes. For example home environment, parents attitude, education related motivation, teaching methods, parents attitude towards their children's academic progress etc. If these factors are not encouraging then students from diverse culture can face so many problems in academics.

Janjua et al (2011) conducted study on the academic adjustment and learning experience of international students in Pakistan. In this study the researcher found that the major problem which is faced by the students is academic adjustment or adaptation. The study was qualitative in nature . It explored the academic problems of culturally diverse or international students who are pursuing their education in the university of Pakistan. The researcher collected data by applying case study method. Researcher collected data from students through essay writing and interviews were conducted with teachers who were teaching culturally diverse or international students. For fulfilling the purpose of the study researcher selected one hundred three culturally diverse students and ten teachers as a sample of the study. The results of the study revealed that international students or culturally diverse students exchange their teaching learning strategies so that they will be able to get adjust in new academic environment of new educational institution.

Cheung (2012) conducted a study on some adjustment factors of Chinese students who are studying in Hong Kong. This study specifically focused on student's academic adjustment, social adjustment, and adjustment with new traditions, adjustment with language and economic adjustment. This study was a mixed research in which researcher used quantitative as well as qualitative methods for conducting the study. The sample of the study was three hundred students, who were selected from 7 main universities of Hong Kong. For data collection survey questionnaire have been used and structured interviews carried out with Chinese students. Researcher selected sample by using snowball and purposive sampling techniques. The results of the study also indicates that whether students of china was satisfied with the quality of hong kong's education system, they were satisfied with the teaching methods of teachers of hong kong universities but still there are some students who encountered with so many adjustment problems like adjustment in

academics. economic adjustment, in maintaining social relationships adjustment, adjustment with new traditions etc. Findings of the study are constant with little differences and these differences were found between graduate and undergraduate students on the basis of their gender. The study recommended that further researches should take equal number of sample so that study can be impartial. Future researches should take a large number of students as a sample. Otherwise result of the study will be difficult to generalize on the population of interest. In further researches should try to find new difficult problems of Chinese students who are studying in Hong Kong universities because there is a huge requirement to highlight the problems of Chinese students regarding their adjustment in new environment of Hong Kong so that timely their problems can be resolved.

1.3.1 Dimensions of Academic Adjustment

Students face so many academic adjustment problems when they shift in new environment, there are so many researchers who have given number of studies in which so many dimensions have been discussed. Lin (1998) found that international students perceived so many adjustment problems in which he found the dimensions of academic adjustment i.e language problem, different education system, problems related to curriculum, problems of interaction with teachers and peers. Thoung (2013) conducted study on international students of Vietnam experience in university of new Zealand. the study found that those challenges who plays major role in the academic adjustment problems was teaching learning process, education system, academic assignment, evaluation system, relationship with teachers and peers. Four major categories of adjustment problems were also highlighted. First is daily life problems like adjustment with host country's food, living environment, health, weather adjustment, socio-cultural adjustment and personal psycho-logical adjustment like aggression, isolation, homesickness etc. Some authors said that teaching methods, independent learning, time table, language problem are some of the problems that the international students mostly face .

Zhang (2002) conducted study on the international students at Victoria university. The study found some dynamics or dimensions of academic adjustment experiences of international students. firstly language adjustment, cultural adjustment in which values, norms, attitude and hidden norms were included. After that students

expectation from the institution were included. After that educational background was included as a dynamic because on the basis of past experience students can be eligible for present experiences. Then personal adjustment of students also matters, It also includes social support in which family and friends support also included , after that financial status also a factor of better academic adjustment, Then teaching learning approaches also plays a significant role who shows the academic adjustment of student in educational institution.

Obi (2012) conducted study on Academic Adjustment Amongst First Year Undergraduate Students at Anambra State University, Uli, Nigeria. The study suggested that if a student is able to get well adjust in university then he can successfully complete his studies. This study investigated the academic adjustment of students who are undergraduate students of Anambara university. For this research researcher constructed two research questions and two null hypothesis. The researcher selected four hundred ninety eight students as a sample by7 using stratified random sampling technique The researcher used mean and t test as a statistical technique for data analysis. Researcher constructed questionnaire for data collection. The findings of the study revealed that first year undergraduate students is having well academic adjustment. It was also revealed in the study that students who got academic advices before joining any institution find it easy to get adjust in new academic environment as compare to those students who don't get any advices. It was also found that there is a difference between the academic adjustment of boys and girls. It was also found that there is a difference between those students who gets academic advices and those who don't get any academic advices. The study suggested that institutions should provide proper guidance and counseling to their students so that they get well adjust in their academic adjustment. There is a need of organizing academic intervention programme for those students who finds difficulty in academic adjustment.

Culturally diverse university students face so many problems in their academic adjustment in new university. For taking care of these diverse students, universities have to do so many efforts because they know that these culturally diverse students have to face majorly problems in getting adjust in new academic environment of host University. Usually when students having diverse culture join classes in new academic environment they show their own cultural behavior towards

teaching learning process. Their previous teaching learning process leads them to cultural shock when they face new teaching learning approaches in new academic system.

Mulzac (2012) conducted a study on the effect of student's ethnicity on their academic progress. The study revealed that the academic progress of those students who are less in numbers like Africans or americans and the academic progress of those students who are large in number like Caucasians are intensely unequal. There are so many factors who affect the progress of students in their academics like labeled hazard for example if they are girls then cannot perform good in academics., ethnic uniqueness, and their own confidence regarding their academics. For measuring the relationship between student's academic achievements, self concept and ethnic identity three scale were used. First was grade point average second was multigroup ethnic identity measurement and the last one is academic self concept scale. The sample was one hundred forty three students, The relationship was positive in academic self concept scale and grade point average. Mostly the female and the group of graduate students revealed that the relationship was appropriate between Academic self concept scale and grade point average. And the group of graduate students was the single group who indicated that the relationship between the multigroup ethnic identity measure and grade point average was appropriately significant. Moreover there was appropriate differences were found in the academic achievement of different racial groups and level of education according to their racial identities. But there were no differences in groups regarding their self concept. It is recommended that future research should encourage to investigate the relationship between other factors on traditionally, ethnically, socially diverse students.

The experience of culturally diverse or international students in their home country or state's academic environment indirectly affects their present academic environment. Some students take it in a positive manner and some students take it in a negative way. Those who take it in a positive way, try to do successful adjustment in new academic environment and those who fails in this adjustment gets disappointed and go back to their home country. In some ways these problems become challenge for educational institutions. So there is a need for universities to take deep understanding of the problems of their culturally diverse students. It will help in decreasing dropout rate also. It will be useful for institutions if they

understand student's previous teaching learning process background and use it in their present academic activities. By conducting the present study researcher wants to get the attention of universities authorities, teachers on the problems of international student's academic problems. So that some innovative steps could be taken in order to solve their problems and enhance their learning.

1.4 LOCUS OF CONTROL

Locus of control means to which extent students can control those events through which they get affect. Rotter was the person who coined the word locus of control. This term was given by him in the year of 1954 and after that this term became an important part of study of personality. Individual with a high internal lcus of control believe that events results primarily from their own behavior and actions. Those with a low internal locus of control believe that powerful others, fate, or chance primarily determine events. For knowing the locus of control among people rotter constructed the scale of internal and external locus of control. It measures the internal and external locus of control of reinforcement. Those people who are having internal locus of control their own actions are responsible for any praise or punishment. On the other hand those people who are having external locus of control feels that whatever happens in their life it is all because of destiny or their fate. There is no role of their actions in any results. If a individual scores very low score then it shows that the individual is having internal locus of control and if the individual is getting high scores then it means that individual is having external locus of control. People with internal locus of control think that the cause of any incident is just their own actions. Assume that after getting result of any test, the individual who is having internal locus of control will appreciate or blame himself or his own capabilities. On the other hand those students or individual who is having external locus of control will praise or blame other people or conditions like teacher or test itself.

Altman and Arabasich (1982) conducted study on a study of locus of control with adult students. The study investigated the association of locus of control with achievement and the association of locus of control with attrition with adult students in an advance program. For the study researcher selected sample of eighty six students from Canada's vocational centre. The researcher used rotter's locus of control scale for collection of data from selected sample. The researcher showed the result after 5 months and found that there is no major difference between the students

who are having internal and external locus of control in accordance to their age, level of intelligence, academic achievement. But there is difference in the internal and external locus of control in demonstration of insistence in the program.

Students who is having internal locus of control try to control those events which is harmful for them. They do efforts for that. For example in any difficult situation they will try to hide in safe place when they feel danger for their life. But on the other hand those students who are having external locus of control believe in philosophical behavior. These type of people will be having that kind of attitude in which people will say that whenever they find danger for their life they will say if the time of my death has been arrived then I cannot survive whether I try to hide myself anywhere. They never try to safe themselves. In this aspect having external locus of control is not good for health. But on other things external locus of control will be benefitted because people with internal locus of control easily get depressed with the situations. They blame themselves for everything. But if a person is having external locus of control then they are the one who believes that things will be change if they are not in favor.

Estrada (2006) conducted a study on the relationship between locus of control and personal emotional adjustment and social adjustment to college life in students with and without learning disabilities. The study examined locus of control among all those students who are having learning disabilities and all those who are not suffering from learning disabilities. The researcher used locus of control scale which was given by nowicki and Strickland. This scale measures internal and external locus of control. The researcher used another scale named student adaptation questionnaire for knowing the social and personal or emotional adjustment of students. The researcher selected sample of thirty one students who were having learning disabilities and 30 students who were not having learning disabilities. All these students were undergraduates. The findings of the study showed that there is a relationship between locus of control and social adjustment and personal adjustment. Those students who were having external locus of control have high adjustment scores as compare to other students. No difference was found in the locus of control of those students who are having problem of disability and those who are not having the problem of disability. It was also found that those students who are having

learning disabilities scored high in social adaptation as compare to those students who are not having problem of learning disabilities.

Demirkan (2006) conducted a study on self perception of interpersonal relations, conflict resolution approaches in locus of control and their effects on the structure of personality. The findings of the study showed that there is a lot of difference between individual's internal and external locus of control. Those people who are having internal locus of control tries to select all those activities in which they can show their maximum abilities. On the other side those people who are having external locus of control select all those activities in which they can show the likelihood in their life. When we talk about the responsibilities then those people who are having internal locus of control thinks that their own actions or decisions are responsible for everything and they also thinks that their fate does not play any role in any happening. Nothing can affect situations except their own actions or decisions. They never accept this thing that we cannot control over events. They think that they can control over their fate or destiny. They can do hard work to make situations favorable for themselves. On the other hand people having external locus of control think that things or events cannot be control. They are not accountable for anything. Whatever may be happens in life its all just because of willingness of destiny or fate. Whether we do hard work we cannot control incidents. Things will remain as it is pre decided by destiny.

Hume et al (2006) conducted a study on university student ethics: The differential explanatory effect of locus of control. Researchers of the study revealed that the ethical directions of students cannot be control by ethical instructions only. Individual's personal decisions and works are appropriately shape up by the versatility of individual. The study also investigated the sensitive power of locus of control in order to differentiate when the actions are similar or interrelated in nature. Moreover, the research investigated the level of difference which affects when students understands the thinking and activities themselves and when they understands the activities and thinking of others. The findings of the study revealed that there is a directly influence of locus of control on the ethical behavior of students even the actions are correlated. Apart from the above it has been revealed that locus of control does not affect the thoughts of students regarding unwanted or undesirable behavior of others.

Uguak et al (2007) conducted a study on the influence of casual elements of locus of control on academic achievement satisfaction and the study revealed that mostly students feels that the causes of their success is internal elements. It has been revealed that 96% of the respondents who were characterized as internal are satisfied with their performance in academics. Researcher used co relational analysis as a statistical technique for getting the result and after doing data analysis it has been found that student's locus of control is directly related with the satisfaction of student's achievement regarding their academics.

Shepherd et al (2009) conducted a study on the interrelationship of social anxiety with anxiety, depression, locus of control, ways of coping and ego strength among university students. The results of the study showed that these variables are related with each other. They are not predictors only. These variables arise so many issues regarding the mental health of students inside university. It also provides solutions for the problems of university students.

Chang et al (2009) conducted a study on effects of locus of control and learner-control on web-based language learning. In the study the researcher found that those students who have internal locus of control performs better in the exam and it has been also found that the self efficacy of people with internal locus of control is higher than those people who have external locus of control. It has been also proved that students who have internal locus of control scores high in learner control on web based learning. On the other hand those students who have external locus of control have low self efficacy and they scored low in learner control on web based learning. It has also been found that those students who have studied through web based learning shows good result in exam as compare to those students who studied through program based learning. Those students who studied through web based learning shows much better result in both studies as well as at the time of measurement of self efficacy.

Akin (2010) conducted study on Achievement Goals and Academic Locus of Control: Structural Equation Modeling. The main aim of the study was to investigate how academic locus of control is related with achievement aims of students. For fulfilling this purpose the researcher chose six hundred twenty seven students as a sample who was studying in the University of Turkey. From these students three

hundred seventy nine students were girls and two hundred forty eight students were boys. For data collection researcher used the scale of academic locus of control and scale of achievement goals orientation. Achievement goals. The researcher used correlation method as a statistical technique for data analysis through which researcher studied the relationship between academic locus of control and achievement aims or goals. The findings of the study showed that students with external academic locus of control are related with achievement goals and students with internal academic locus of control are not related with achievement goals. It was concluded that students with high locus of control have more chance to achieve their goals but those students who does not have high locus of control have less chance to achieve their goals.

Nodoushan et al (2012) conducted a study on the impact of locus of control on language achievement. In this study researcher did not find that the predictor of achievement is locus of control. The findings of the study showed that the predictors of locus of control interrelate with aptitude at high level. When student is facing childhood age since then he or she starts getting rewards, punishment or motivation from his own surroundings. These things play an important step in getting education. These things develop expectations regarding rewards or punishment among them according to their behavior. The study revealed that there are two types of locus of control i.e. internal and external locus of control in individual. It is also found that that thing which indicates rewards and punishment in individual's life is called Rotter's locus of control that showed this by internal and external locus of control. It was Gardner and Warren who said that locus of control means acceptability of individual's accountability for his or her own actions.

Bhatt et al (2013) conducted a study on effect of personal variables on locus of control of college students. The aim of the study was to investigate locus of control among college going students and researcher also wanted to know the difference between their locus of control among students with respect to their gender, residential area and stream of education. The researcher selected sample of two hundred forty students for conducting the research. In that selected sample one hundred twenty students was boys and one hundred twenty students was girls. All were belong to urban and rural area. Further researcher used locus of control scale given by Roma pal for the collection of data. The findings of the research study

revealed the relationship between boys and girls regarding locus of control. After that it has also been revealed that no relationship exists between urban students and rural students regarding locus of control. One more interesting result was found that locus of control was related with each other between science and commerce students but difference was found between science students and arts students regarding locus of control. The difference between commerce and arts students was also found regarding locus of control.

Arsalan et al (2014) conducted a study on meta cognition : as a predictors of one's academic locus of control and the findings of the study revealed that those students who have internal locus of control regarding academics has a positive relation with meta cognition and on the other side those students who have external locus of control regarding academics have a negative relation with meta cognition. It is concluded in this study that the meta cognition always affects the locus of control of students regarding their academics. It has been said that those students who have high internal locus of control regarding their academics are able to adopt Meta cognition and those students who have high external locus of control are less able to adopt meta cognition.

After observing all the reviews it can be said that locus of control has positively impact on the academic achievement and psychosocial adjustment of culturally diverse university students. Students who have internal locus of control have a tendency to get higher scores than other students and vice versa and those students who have external locus of control thinks whatever happens in their lives is just because of their destiny. Their decisions are not responsible for anything whether it is good or bad.

1.5 SIGNIFICANCE OF THE STUDY

There are huge numbers of culturally diverse students who are studying in different- different universities. They all are diverse from each other in so many aspects. There are so many students who are facing problem related to their academics, psychological and social adjustment because of their different educational and emotional social background. Every student has their own way of dealing with situations. All have their own locus of control because they belong to different cultures and backgrounds. It was useful to study to which extent students

have internal locus of control who revealed that to which extent students believes that they have control and mould the situations or direct their lives in whatever way they desire. It was also useful to study the external locus of control in culturally diverse students, who revealed that how many students feel that they don't have control on those situations which affects their daily life. The study of locus of control among culturally diverse university students was helpful in revealing the level of adjustment among them. This study also provided recommendations for increasing internal locus of control among culturally diverse students.

The study is important in a way that it discovered different means through which student help services might be stronger. If they stronger already then offered suggestions help the system about how they could be begin and implemented. The recognition of psycho-social and academic problem usually faced by students provides the whole situation about their adaptation in new environment. Many researchers have conducted studies on the psychosocial adjustment but they haven't focused on only psychosocial adjustment problems of culturally diverse students. Their studies focused on the variables like social adjustment, emotional adjustment, academic adjustment, university adjustment in educational institutions collectively. These researchers are Halamandaris and Power (1999), Kennedy (1994), Sam,(1998), Buckley, (2009), Lucas, (1976), Buckley, (2009). In the same way some researchers have been conducted on academic adjustment only. Those researchers who have conducted researches on academic problems are Beder (1997), Burgess et al (2009), Parker et al (2004) and those researches who have conducted on Locus of control is Shepherd et al (2009), Nodoushan et al(2012), Chang et al (2009), Adesina (2012), Bhatt et al (2013). Maximum researches have been conducted on various variables related to adjustment problems but there were no research that has been conducted by focusing on only these three variables i.e academic problems and psychosocial adjustment and locus of control collectively. That's why it seems necessary for the investigator to conduct study on these variables.

Discovery of academic problems would help teachers to understand and design appropriate teaching strategies so that students may be helped. Findings of psychosocially adjustment problems of students who are culturally diverse would help the university official authority to make some plan for minimizing these problems. This study would help the domestic students to cooperate with

international students and inter – state students to get them socially adjusted in a good way. It is hope that the study would provide close look to university officials and ministry of education to prepare preventing mechanisms before students join higher education institution.

Through broadcasting the research findings student may become familiar with their situation and are motivated to take more timely help and services provided by the university. In broader sense, in order to provide better stay to culturally diverse students there is need to understand their problems for fulfilling the needs and demands of culturally diverse university students. The study would help in decreasing the dropout rate of students.

This study would benefit students. Those students who belong to other states or countries would be able to adjust in the environment of university when their problems related to academics and social adjustment would be solved. It would be beneficial for guidance counseling officers. They would be able to better counsel the culturally diverse students according to their need. It would be benefit University administrators and teachers. They would understand the academic problems of students and would take appropriate steps by applying different-different teaching strategies. It would help other researchers to give some new ideas which would help them to eradicate these problems. It would help policy makers and educational officials at different levels to make norms for helping culturally diverse students.

1.6 STATEMENT OF THE PROBLEM

The present study intended to explore the adjustment problems of those students who belong to different culture. The researcher wanted to explore their problems which are related to academics because their academic background is completely different from the present system of their respective institution. Apart from it, because of transforming in new culture students have to face so many social and psychological problems. Researcher has made an attempt to explore the perception of students towards the causes of their success or failure in a new or unknown environment. Therefore the problem in hand has been entitled as **"PSYCHO-SOCIAL AND ACADEMIC ADJUSTMENT OF CULTURALLY DIVERSE UNIVERSITY STUDENTS IN RELATION TO THEIR LOCUS OF CONTROL"**.

OPERATIONAL DEFINITION

Psycho-social Adjustment reflects whether a student is able to cope up effectively with the demands of new psychological and social environment of educational institution as well as with the stress created by these demands. Psycho-social adjustment basically measures self esteem, emotional intelligence, social support and stress of individual in a given environment.

Academic Adjustment means that adjustment when a student tries to make adjust himself or herself with the academic environment of host country's educational institution. For example adjustment with new teaching learning process, student teacher relationship, Relationship with peers.

Locus of Control is a psychological concept that refers to how strongly students believe that they have control over the situations and experiences that affect their lives. Locus of control is also typically refers to how students perceive the causes of their academic success or failure in education and their psychosocial adjustment.

Culturally Diverse university students refer to those students who come to universities for study with different cultural backgrounds like Hindu culture, Muslim culture, Sikh culture, Christian culture and Buddhist culture.

1.7 OBJECTIVES

1. To study the level of psycho-social adjustment and academic adjustment of culturally diverse university students.
2. To study the locus of control of culturally diverse university students.
3. To compare culturally diverse university students with respect to their psycho-social adjustment and academic adjustment.
4. To study the difference in the psycho-social adjustment and academic adjustment of students having different levels of locus of control.
5. To study the relationship between locus of control and psycho-social adjustment.
6. To study the relationship between locus of control and academic adjustment.

1.8 RESEARCH QUESTION AND HYPOTHESES

1. There is no significant difference in psychosocial adjustment of culturally diverse university students.

2. There is no significant difference in the academic adjustment of culturally diverse university students.

3. There is no significant difference in the in the psychosocial adjustment of students having different levels of:
    (a) Powerful others
    (b) Chance control
    (c) Individual Control

4. There is no significant difference in the in the academic adjustment of students having different levels of;
    (a) Powerful others
    (b) Chance Control
    (c) Individual Control

5. There is no significant relationship between psychosocial adjustments and locus of control of culturally diverse university students with respect to;
    a) Powerful others
    b) Chance control
    c) Individual control

6. There is no significant relationship between academic adjustments and locus of control of culturally diverse university students with respect to;
    a) Powerful others
    b) Chance control
    c) Individual control

1.9 DELIMITATION OF THE STUDY

The study will be delimited to culturally diverse university students who are studying in Jalandhar, Chandigarh, Patiala and Amritsar district of Punjab.

CHAPTER -2

METHODOLOGY

The present chapter deals with the methodology of research which was used in this study. In this chapter researcher firstly described the research method. Secondly details about sample, sampling technique and sampling design have been reported. Thirdly description about tools has been given in which their reliability, validity, item analysis has been reported. Apart from this procedure of data collection and description about statistical technique which was used for analyze the data has also been given in this chapter.

2.1 RESEARCH METHOD

Keeping in view the nature, objectives and hypothesis of study descriptive survey method was used because nature of all the variables of this study was descriptive in nature and for doing this study researcher needed to collect data from culturally diverse students by conducting survey. It helped the researcher to draw valid general conclusion from the fact discovered.

2.2 SAMPLING: TECHNIQUE AND DESIGN

The study was conducted on culturally diverse students who are studying in different universities of Punjab. Researcher has used simple random sampling technique for selecting the sample of the study. Researcher selected 2 government and 2 private universities of Punjab by using lottery method and randomly selected culturally diverse students from different streams (Humanities, Management and Engineering).

Sample consisted 300 culturally diverse university students in which 75 students was from GNDU, 75 students was from LPU, 50 students was from Rayatbahra University, 25 students was from Chitkara University and 75 students was from Punjabi University. From 75 students, 25 students were selected from humanities, 25 students from management and 25 students from engineering stream. Sampling design is given ahead:

Fig.- 2.2- SAMPLING DESIGN

- **TOTAL SAMPLE OF 300 STUDENTS**
  - **75 G N D U**
    - 25students of Humanities
    - 25 students of Management
    - 25 students of Engineering
  - **75 L P U**
    - 25students of Humanities
    - 25 students of Management
    - 25 students of Engineering
  - **75 PUNJABI UNIVERSITY**
    - 25students of Humanities
    - 25 students of Management
    - 25 students of Engineering
  - **50 RAYATBAHRA UNIVERSITY**
    - 20 students of Humanities
    - 17 students of Management
    - 13 students of Engineering
  - **25 CHITKARA UNIV.**
    - 5 students of Humanities
    - 8 students of Management
    - 12 students of Engineering

2.3 TOOL

For this study researcher has collected data by using two self developed scale and one standardized scale.

1. Psycho-social Adjustment Scale constructed by investigator.

2. Academic Adjustment Scale constructed by investigator.

3. Locus of Control Scale (LOCS) by Sanjay Vohra (1992).

2.3.1 DESCRIPTION OF PSYCHO-SOCIAL ADJUSTMENT SCALE

The scale of Psycho-social Adjustment was constructed by the investigator under the supervision of supervisor. It is a five point's scale, which has total 40 items under 4 dimensions i.e. Self Esteem, Social Support, Emotional Intelligence, and Perceived Stress. The Investigator used this scale to explore the psychosocial adjustment of culturally diverse university students. All the 40 items were responded by putting a tick on the appropriate choice by the student. The scoring was done by giving forward rating 1-5 positive items and reverse 5-1 to negative items.

Psycho-social adjustment of students refers to the adjustment when students get adjust in the social and academic environment of institution, food, culture, customs, rules and regulations of the given environment. Researchers like Zhang (2011), Chang (2010), Polat (2003) conducted study on psychosocial adjustment of students. but scale was not fulfilling the requirement of present study. That was meant for local students. No tool was available on psychosocial adjustment of culturally diverse university students. That is why it was needed for researcher to construct the tool on psychosocial adjustment.

2.3.1.2 Construction of Psycho-social Adjustment Scale

The scale of psycho-social adjustment was constructed by the investigator for collecting data from culturally diverse university students. After discussing and taking the suggestion of guide researcher found the dimensions of psychosocial adjustment and on the basis of that 15 items were constructed under each dimension. On the advice of experts some questions were deleted, few were added and few were modified.

First Draft: In the first draft investigator prepared total 60 items under 4 dimensions i.e Self Esteem, Social Support, Emotional Intelligence, and Perceived Stress. Expert advised the investigator to frame items according to dimensions. He also advised researcher to frame items by keeping in mind the need of the variable.

Second Draft: In second draft investigator prepared 60 items covering all the above dimensions. Expert advised the investigator to construct items in such a way which shows that how culturally diverse students coped up with their problems to get psychosocially adjust in institution. He also advised to frame items in descriptive manner.

Third Draft: After rectifying the mistakes, third draft submitted to expert. That draft was having 60 items under 4 dimensions i.e . Each dimension was having 15 items. Expert advised to edit irrelevant space for answers in the questionnaire because it was making the questionnaire lengthy. At last third draft was finalized by the expert for pre tryout.

2.3.1.3 Item analysis of Psycho-social Adjustment Scale

The test was having total 60 items before modification. It was administered on 30 university students. Instructions were given to fill the scale. After collection of the data the responses for each item were tabulated. For preparing the final form out of the trial form, item analysis was done. After analyzing all the items all the ambiguous and repeated items were deleted and finally items in scale were reduced to 40 in number under 4 dimensions i.e Self Esteem, Social Support, Emotional Intelligence and Percieved stress.

TABLE 2.1 FINAL DRAFT OF PSYCHO-SOCIAL ADJUSTMENT SCALE

S.No.	Dimensions of Psycho-social Adjustment	No. of Items
1	Self Esteem	10
2	Social Support	10
3	Emotional Intelligence	10
4	Perceived Stress	10
	TOTAL	**40**

2.3.1.4 Validity of the Scale

Validity is an important character of good test. The face validity has been used for this scale. The scale was submitted to six experts in the field of education for finding out the face and content validity. The experts gave their views regarding different items. In the light of their views ambiguous and overlapping items were deleted and few items were modified.

2.3.1.5 Reliability of the Scale

Test retest method was applied to determine the reliability of the scale. It was administered on 30 university students. Instructions were given to fill the scale. To find out the reliability coefficient between two tests, test retest method was employed and value which was found to be was .89 which was significant at 0.01 level of significance.

2.3.1.6 Scoring

There are 40 items in this scale. Each statement has five alternatives answers always, mostly, sometimes, rarely, never. The respondent has to select any one option of each statement as per his/her degree of agreement towards a particular statement. The positive statements scored as 5,4,3,2,1 and negative statements are scored as 1,2,3,4,5. To find out the score of the respondent the weightages assigned to him/her on all items are added. This sum forms the total score of the respondent.

2.3.2 DESCRIPTION OF ACADEMIC ADJUSTMENT SCALE

The scale of Academic Adjustment scale was constructed by the investigator under the guidance of supervisor. It is a five point's scale, which has total 40 items under 8 dimensions i.e Language, Teaching and learning approaches, Financial, Social support, Personal, Educational Background, Expectation, Culture. The investigator used this scale to explore the academic adjustment of culturally diverse university students. All the items were responded by putting a tick on the appropriate choice by the student. The scoring was done by giving forward rating 1-5 positive items and reverse to negative items.

Academic adjustment of students refers to the adjustment in given academic environment of institution. When students get adjust with teaching learning process,

language, evaluation system and other educational aspects. There is some researchers like Zhang (2002), Januja (2011) passaporn (2011) who conducted research on academic adjustment of international students but tool was not available. That is why it was needed for researcher to construct the scale on academic adjustment for culturally diverse university students.

2.3.2.1 Construction of Academic Adjustment Scale

To make the study more authentic or reliable the scale was constructed by the investigator. After discussing and taking the suggestion of guide researcher found the dimensions of academic adjustment and on the advice of guide researcher constructed 8 items under each dimension. After that researcher constructed items under the given dimensions. By taking the advice of experts some questions were deleted, few were added and few were modified.

First Draft: In the first draft investigator prepared total 64 items under 8 dimensions i.e Language, Teaching and learning approaches, Financial, Social support, Personal, Educational Background, Expectation and Culture, then submitted to expert. He advised the investigator not to frame items in yes/no response. He also advised researcher to frame items by keeping in mind the need of the variable.

Second Draft: In second draft investigator prepared 64 items covering all the above dimensions. Expert advised the investigator that items should be constructed in such a way which shows that how culturally diverse students coped up with their problems to get academically adjust in the institution. He also advised to frame items in descriptive manner, use simple language and avoid repeated items.

Third Draft: After rectifying the mistakes, third draft submitted to expert. That draft was having 64 items under 8 dimensions. Expert advised to edit irrelevant space for answers in the questionnaire because it was making the questionnaire lengthy. At last third draft was finalized by the expert who is given ahead:

Table 2.2

FINAL DRAFT OF ACADEMIC ADJUSTMENT

S.NO.	DIMENSIONS OF ACADEMIC ADJUSTMENT	NO. OF ITEMS
1	Language	5
2	Teaching and learning approaches	5
3	Financial	5
4	Social Support	5
5	Personal	5
6	Educational Background	5
7	Expectations	5
8	Culture	5
	TOTAL	**40**

2.3.2.2 Item analysis of the Academic Adjustment Scale

It was administered on 30 university students. Instructions were given to fill the scale. After collection of the data the responses for each item were tabulated. For preparing the final form out of the trial form, item analysis was done. All the repeated and irrelevant items were deleted and finally items in scale were reduced to 40 in number.

2.3.2.3 Validity of the Scale

A test is valid only if its intended use in suitability connected with the intended ability. The scale was submitted to six experts in the field of education for finding out the face validity and content validity. The experts gave their views regarding different items. In the light of their views ambiguous and overlapping items were deleted and few items were modified.

2.3.2.4 Reliability of the Scale

Test retest method was used to determine the reliability of the scale. It was administered on 30 university students. Instructions were given to fill the scale. To find out the significance of each item correlation test retest method was employed and value which was found to be was .81

2.3.2.5 Scoring

There are 40 items in this scale. Each statement has five alternatives answers always, mostly, sometimes, rarely, never. The respondent has to select any one option of each statement as per his/her degree of agreement towards a particular statement. The positive statements scored as 5,4,3,2,1 and negative statements are scored as 1,2,3,4,5. To find out the score of the respondent the weightages assigned to him/her on all items are added. This sum forms the total score of the respondent.

2.3.3 DESCRIPTION OF LOCUS OF CONTROL SCALE

The scale was constructed by Sanjay Vohra. The scale is Likert Type and was revised in 1992. The scale is five points scale which has 24 statement, 8 each for P-powerful others, C-chance control and I- individual control. These statements are presented in random order.

Table No. 2.3

STATEMENTS OF LOCUS OF CONTROL SCALE.

S.No.	STATEMENTS	LOCUS OF CONTROL
1	3,8,11,13,15,17,20,22	For P-Powerful others
2	2,6,7,10,12,14,16,24	For C-Chance Control
3	1,4,5,9,18,19,21,23	For I- Individual Control

P = belief about control by powerful others. High score indicate the other people controls the outcome of an individual.

C = belief about chance control. High score indicate that chance or random events controls outcomes of an individual.

I = belief about individual control. High score indicate that the individual believe his outcomes are controlled by himself. It means that current situations and rewards are direct outcomes of his control.

2.3.3.1 Reliability of the Scale

The reliability of the scale was estimated by split half method and test retest reliability. First the split half method was employed. Here the scale was divided into two parts of 12 statements each. Each part containing 4 statements , each for P-powerful other, C- chance control, and I-individual control. The split half method reliability of the scale with N= 380 was found to be.72 for P, 0.79 for C and 0.65 for I using Spearman Brown. Further with odd even method, reliability coefficient was found to be 0.69 for P, 0.72 for C and 0.66 for I.

The test retest reliability was also calculated for the present scale with N= 200, retested after one week time. The test retest reliability coefficient was found to be 0.76 by calculating coefficient of correlation between two sets of scores of the same individual on the same scale after one week.

2.3.3.2 Validity of the Scale

Apart from the high reliability and predictive validity the present scale was also validated against the Rotters's Locus of control scale i.e the concurrent validity was established. This was done by giving both the scales one after another with very little time interval in between. Scores of the scales were then correlated with each other and the correlation coefficient was found out be 0.54 (with N= 220).

2.3.3.3 Administration and Scoring of the Scale

The test can be easily administered individually or in a group and takes only about 10 to 15 minutes for completion. The instructions are printed clearly on the front page of the test booklet. The examiner reads aloud the instructions. Before the subject start answering the examiner makes sure that the instructions have been understood clearly by the subject. If the subject does not understand the meaning of a word or term in the test booklet, the examiner is allowed to give a dictionary definition but no other assistance is allowed. The test is a five point Likert type scale which is to be hand scored with a stencil scoring key. Each answer scores 1,2,3,4, or 5 points. A transparent scoring stencil key is placed on the booklet and the answer appears as pencil or pen marks in the boxes on the given test booklet. Add these scores separately for all the three factors (P, C and I) and write the total in the space

provided at the back page of the test booklet . Instructions are to be read carefully printed on the scoring key stencil before using it.

2.4 PROCEDURE OF DATA COLLECTION

By keeping in mind the objective of study, the investigator visited to all five universities one by one. After getting approval from the higher authorities of respective universities researcher oriented them regarding the purpose of the study. The researcher has selected sample of 300 culturally diverse students from 5 different universities. The researcher selected 75 students from each university in which 25 students was from Management, 25 students from Humanities and 25 students from Engineering. General instruction had been given to them before administering scales. The investigator also ensured that the information given by them will be kept confidential and would be used only for the research purpose.

2.5 DATA ANALYSIS TECHNIQUE

1. Percentage analysis has been done to check the level of psychosocial adjustment and academic adjustment of culturally diverse university students.

2. Analysis of variance has been used to compare culturally diverse university students with respect to their psychosocial adjustment, academic adjustment and locus of control.

3. Analysis of variance has been used to study the difference in the psychosocial adjustment and academic adjustment of students having different levels of locus of control i.e powerful others, chance control and individual control.

4. Pearson Correlation method has been used to study the relationship between locus of control and psychosocial adjustment, and between locus of control and academic adjustment of culturally diverse university students.

CHAPTER – 3

ANALYSIS AND INTERPRETATION

The present chapter deals with the analysis and interpretation of the data according to the objectives and nature of the study. Firstly level of psycho-social and Academic adjustment of students has been reported. Secondly level of locus of control of students has been described with respect to different areas of locus of control viz: powerful others, chance control and individual control the locus of control. Thirdly psycho-social and academic adjustment of students belonging to different culture like Hindu, Muslim, Sikh, Christian and Buddhist has been compared by using analysis of variance and lastly relationship between psycho-social adjustment and locus of control and relationship between academic adjustment and locus of control was reported by using Pearson correlation. All the results have been interpreted in detail and in serial manner. This evaluation was determined for the purpose to which we relate the facts**.**

3.1 LEVEL OF PSYCHO-SOCIAL AND ACADEMIC ADJUSTMENT OF CULTURALLY DIVERSE STUDENTS

The analysis and interpretation of the level of psychosocial and academic adjustment of culturally diverse students has been studied under this heading. Firstly level of psycho-social adjustment of students belongs to Hindu, Muslim, Sikh, Christian and Buddhist culture has been explored with respect to gender, categories, culture and type of institution. Secondly level of academic adjustment of students belongs to Hindu, Muslim, Sikh, Christian and Buddhist culture has been explored with respect to gender, categories, culture and type of institution. Details pertaining to this analysis have been given separately for academic and psycho-social adjustment.

3.1.1 Level of Psycho-social Adjustment of Students

In order to study the level of psycho-social adjustment of culturally diverse students, data has been analyzed by using percentage. The level of the variable is divided into three parts high, average and low. These levels are has been identified with respect to gender social category, cultural diversity and type of institution. The details have been given in table 3.1.1.

Table 3.1.1

LEVEL OF PSYCHO-SOCIAL ADJUSTMENT OF STUDENTS

Groups / Level	GENDER		CATEGORY				CULTURE					INSTITUTION	
	M	F	SC	ST	GEN	OBC	HIN	MUS	SIK	CHR	BUD	GOVT	PVT
	PAS (%)	PAS (%)	PAS (%)	PAS (%)	PAS (%)	PAS (%)	PAS (%)	PAS (%)	PAS (%)	PAS (%)	PAS (%)	PAS (%)	PAS (%)
HIGH	160.94	158	160.27	179	155.81	151.1	152.63	154.22	148	171.12	150.44	150.29	162.62
	27.67	**20.56**	**21.64**	**37.50**	**23.02**	**30.35**	**23.44**	**19.67**	**40**	**33.33**	**24.39**	**22**	**26.66**
AVG.	135.99	133.49	134.55	128.61	134.07	135.83	135.5	134.16	131.33	135.54	130.28	135.12	132.43
	49.05	**46.80**	**51.54**	**12.5**	**48.20**	**46.42**	**51.03**	**57.37**	**20**	**35.41**	**41.46**	**58.66**	**37.33**
LOW	110.22	114.73	114.52	100	113.16	111.5	115.61	112	108	107	113.85	116.80	109.20
	23.27	**32.62**	**26.80**	**50**	**28.77**	**23.21**	**25.51**	**22.95**	**40**	**31.25**	**34.14**	**19.33**	**36**

It has been observed that 27.67% of male students have high level of psycho-social adjustment with average score (160.94), 49.05% of male have moderate level with average score (135.99) and 23.27% male students have low level of psychosocial adjustment with average score (110.22). On the other side 20.56% female students have high level with average score (20.56), 46.80% of female students have moderate level with average score (46.80) and 32.62% of female students have low level of psycho-social adjustment with average score(114.73). Data reveals that maximum male students have high psychosocial adjustment. Maximum male students have average level of psycho-social adjustment. It is also interpreted that maximum female students has low psycho-social adjustment.

On the basis of categories it has been found that 21.64% of SC students have high level with average score (21.64), 51.54% of SC students have moderate level with average score (51.54) and 26.80% of SC students have low level of psycho-social adjustment with average score (26.80). Data also shows that 37.5% students belongs to ST category have high level with average score (179), 12.5% of students have moderate level with average score (128.61) and 50% students have low level of psycho-social adjustment with average score(100). It also has been seen that 23.02% students belongs to Gen. category have high level with average score(155.81), 48.20% students have moderate level with average score (134.07) and 28.77% students have low level of psychos-social adjustment with average score (113.16). In the OBC category 30.35% students have high level with average score (151.1), 46.42% students have average level with average score (135.83) and 23.21% students have low level of psycho-social adjustment with average score (111.5). The table also shows that maximum percentage of students belongs to ST category have high psychosocial adjustment, SC category have average level of psycho-social adjustment. It has been also revealed that maximum percentage of students belongs to ST category have low level of psycho-social adjustment.

On the basis of culture data has been divided into five cultures i.e Hindu, Muslim, Sikh, Christianity and Buddhism, It has been found that 23.44% students belong to Hindu culture have high level with average score (152.63), 51.03% students have moderate level with average score (135.5) and 25.51% students have low level of psycho-social adjustment with average score (115.61). After that in Muslim culture 19.67% students have high level with average score (154.22),

57.37% students have moderate level with average score (134.16) and 22.95% students have low level of psycho-social adjustment with average score(112). In Sikh culture data shows that 40% students have high level with average score (148), 20% students have moderate level with average score (131.33) and 40% students have low level of psycho-social adjustment with average score (108). The table also shows that in Christian culture 33.33% students have high level with average score (171.12), 35.41% students have moderate level with average score (135.54) and 31.25% students have low level of psycho-social adjustment with average score(107). In Buddhism culture 24.39% students have high level, with average score (150.44) 41.46% students have moderate level with average score (130.28) and 34.14% students have low level of psycho-social adjustment with average score (113.85). So it have been interpreted that maximum percentage of Sikh culture students have high level of psycho-social adjustment, maximum percentage of Muslim culture students have average level of psycho-social adjustment and maximum percentage of Sikh students have low level of psycho-social adjustment.

On the basis of institution the present table shows that 22% students belong to government institution have high level with average score (150.29), 58.66% students have moderate level with average level (135.12) and 19.33% students have low level of psycho-social adjustment with average score (16.80). On the other side data shows that 26.66% students belong to private institutions have high level with average level (162.62), 37.33% students have moderate level with average level (132.43) and 36% students have low level of psycho-social adjustment with average level (109.20). After analyzing all the data it has been interpreted that those students who belong to private institution have high level of psycho-social adjustment. It is also interpreted that students belongs to government institutions have average level of psycho-social adjustment and maximum private institution students have low level of psycho-social adjustment.
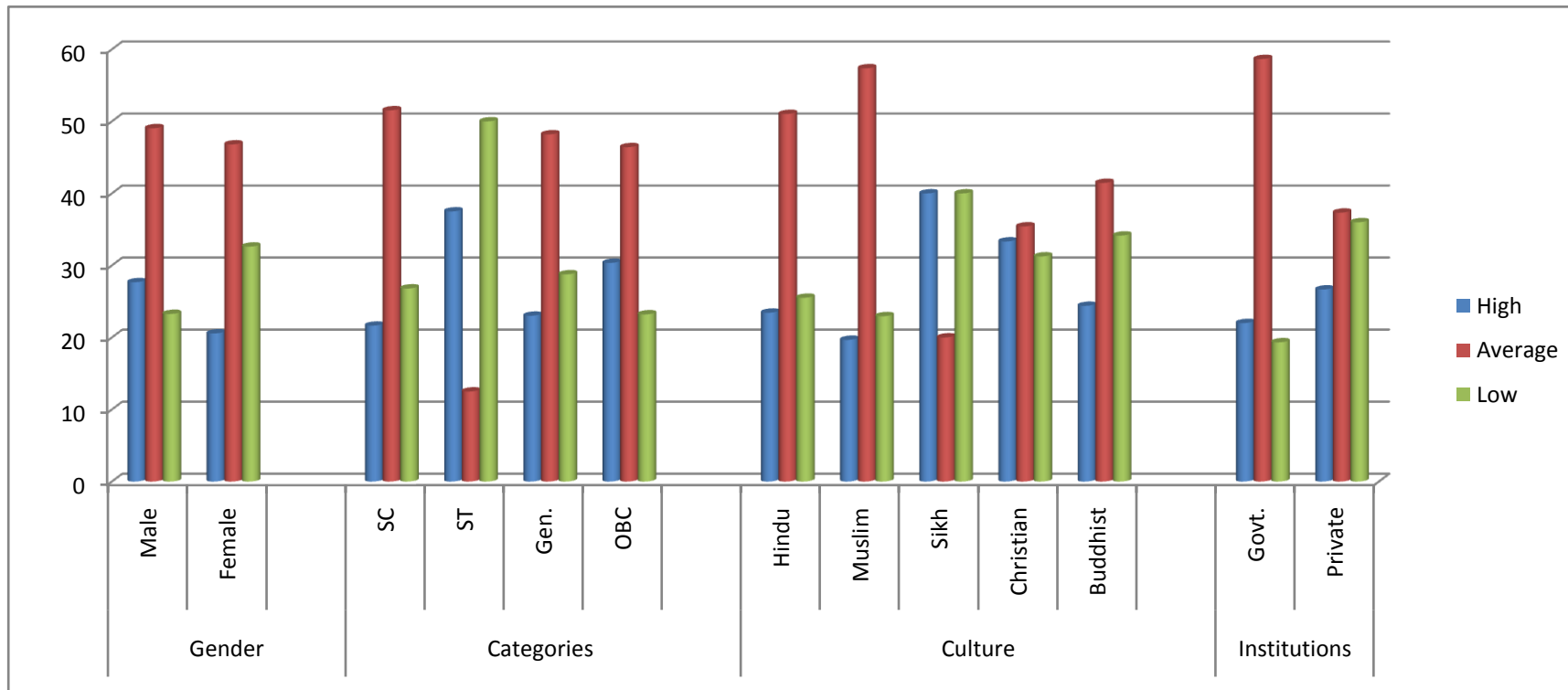
FIG.-3.1.1

LEVEL OF PSYCHO-SOCIAL ADJUSTMENT OF STUDENTS

From fig. 3.1.1 This is very much clear that male students have high level of psycho-social adjustment. Maximum male students have average level of psychosocial adjustment. Maximum female students have low level of psycho-social adjustment. It has been found that ST students have high level of psycho-social adjustment. After that maximum SC students have average and maximum ST students have low level of psycho-social adjustment. It has also seen that maximum Sikh students have high level, maximum muslim students have average level and maximum Sikh students have low level of psycho-social adjustment. It has also been found that maximum private institution students have high level, maximum govt. institution students have average and maximum Pvt. Institutions have low level of psycho-social adjustment.

3.1.2 Level of Academic Adjustment of Students

In order to study the level of academic adjustment of culturally diverse students, data was analyzed by using percentage. The level of the variable is divided into three parts high, average and low. These levels are has been identified with respect to gender, social category, cultural diversity and type of institution. The details have been given in Table-3.1.2

In table 3.1.2 it has been found that 23.89% of male students have high level with average score (153.64), 46.54% male have average with average score (134.89) and 29.55% male students have low level of academic adjustment with average score(113.42). On the other side 22.69% female students have high level with average score (156.89), 52.48% students have moderate level with average score (133.94) and 24.82% female students have low level of academic adjustment with average score (115.3). Data reveals that maximum female students have high level of academic adjustment. Maximum male students have average level of academic adjustment. It is also interpreted that maximum percentage of female students has low level of academic adjustment.

On the basis of categories it has been found that 22.68% SC students have high level with average score (155.76), 51.54% SC students have moderate level with average score (135.09) and 25.77% SC students have low level of academic adjustment (113.23). Data also shows that 37.5% students belongs to ST category have high level with average score (152.67), 12.5% students have moderate level

with average score(124.33) and 50% students have low level of academic adjustment with average score (111). The table also shows that 23.74% students belongs to Gen. category have high level with average score (153.76), 46.76% students have moderate level with average score (134.03) and 29.49% students have low level of academic adjustment with average score(116.73). In the OBC category 21.42% students have high level with average score (157.12), 57.14% students have moderate level with average score (137.68) students have low level of academic adjustment. After comparing all the categories data have been revealed that maximum students belong to ST category have high level of academic adjustment. The table also shows that maximum percentage of students belongs to OBC category have average level of academic adjustment. It has been also revealed that maximum percentage of students belongs to ST category have low level of academic adjustment.

On the basis of culture data has been divided into five cultures i.e Hindu, Muslim, Sikh, Christianity and Buddhism. The present data in the table shows that 20.68% students belong to Hindu culture have high level with average score (152.04) , 56.55% students have moderate level with average score(134.42) and 22.75% students have low level of academic adjustment with average score(115.3). After that in Muslim culture 18.03% students have high level with average score(158.14), 50.81% students have moderate level with average score(132.77) and 31.14% students have low level of academic adjustment with average score(112.75). In Sikh culture data shows that 20% students have high level with average score(145), 40% students have moderate level with average score(136) and 40% students have low level of academic adjustment with average scores(116). The table also shows that in Christian culture 37.5% students have high level with average score(158.87), 33.33% students have moderate level with average scores(136.90) and 29.16% students have low level of academic adjustment with average scores(110.5). In Buddhism culture 50% students have high level with average score (154.28), 28.33% students have average level with average score(134.44) and 21.66% students have low level of academic adjustment with average scores (115.28). So it has been interpreted that maximum percentage of Buddhist culture students have high level of academic adjustment, maximum percentage of Hindu culture students have average level of

3.1.2

LEVEL OF ACADEMIC ADJUSTMENT OF STUDENTS

Groups / Levels	GENDER		CATEGORIES				CULTURE					INSTITUTION	
	M	F	SC	ST	GEN.	OBC	HIN	MUS	SIK	CHR	BUD	GOVT.	PVT.
	AAS (%)	AAS (%)	AAS (%)	AAS (%)	AAS (%)	AAS (%)	AAS (%)	AAS (%)	AAS (%)	AAS (%)	AAS (%)	AAS (%)	AAS (%)
High	153.64	156.89	155.76	152.67	153.76	157.12	152.04	158.14	145	158.87	154.28	151.19	157
	23.89	22.69	22.68	37.5	23.74	21.42	20.68	18.03	20	37.5	50	19.33	27.33
Avg.	134.89	133.94	135.09	124.33	134.03	137.68	134.42	132.77	136	136.90	134.44	135.87	132.29
	46.54	52.48	51.54	12.5	46.76	57.14	56.55	50.81	40	33.33	28.33	64	34.66
Low	113.42	115.3	113.23	111	116.73	118.06	115.3	112.75	116	110.5	115.28	119.12	111.6
	29.55	24.82	25.77	50	29.49	21.42	22.75	31.14	40	29.16	21.66	16.66	38

academic adjustment and maximum percentage of Sikh students have low level of academic adjustment.

On the basis of institution the present table shows that 19.33% students belong to government institution have high level with average score (151.19), 64% students have average level with average score (135.87) and 16.66% students have low level of academic adjustment with average score (119.12). On the other side data shows that 27.33% students belong to private institutions have high level with average score(157), 34.66% students have average level with average score (132.29) and 38% students have low level of academic adjustment with average score (111.6). After analyzing all the data it has been interpreted that those students who belong to private institution have high level of academic adjustment. It is also interpreted that students belongs to government institutions have more average level of academic adjustment and maximum private institution students have low level of academic adjustment
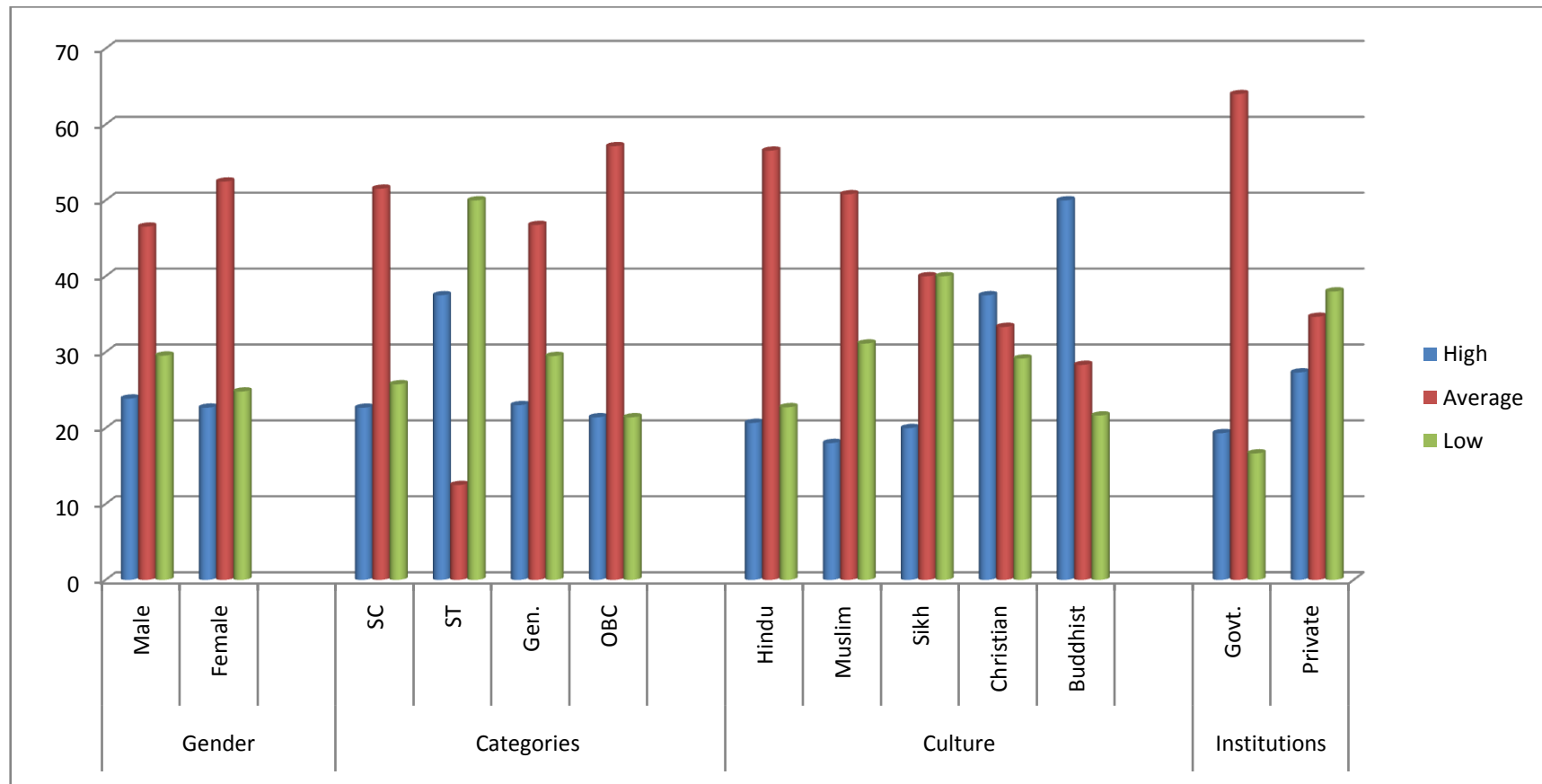
FIG. 3.1.2

LEVEL OF ACADEMIC ADJUSTMENT OF STUDENTS

From fig. 3.1.2, it has been observed that male students have high level of academic adjustment. Maximum female students have average level of academic adjustment. Maximum male students have low level of academic adjustment. It has been found that ST students have high level of academic adjustment and maximum OBC students have average level and ST students have low level of academic adjustment. It has also been seen that maximum Buddhist students have high level, maximum Hindu students have average level and maximum Sikh students have low level of academic adjustment. It has also been found that maximum private institution students have high level; maximum govt. institution students have average level and Maximum Private institution students have low level of academic adjustment. It may be concluded that male students have high level of psycho-social and academic adjustment than females. Yau et al (2012) revealed that psycho-social and academic adjustment of male students is better than female students. It has been also revealed that the social and psychological adjustment of male and female students are significantly differs from each other.

3.2 LOCUS OF CONTROL OF CULTURALLY DIVERSE STUDENTS

The analysis and interpretation of the level of the areas of locus of control i.e Powerful others, Chance Control and Individual control of culturally diverse students has been discussed in sequence. Firstly level of Powerful Others (locus of control) has been analyzed and interpreted along with table. After that Chance control (locus of control) has been analyzed and interpreted along with its table. At last Individual Control (locus of control) have been analyzed and interpreted along with its table.

In order to study the level of Powerful Others, Chance Control and Individual Control (locus of control) of culturally diverse students, data was analyzed by using percentage. Powerful others and Chance control are also known by external locus of control and Individual Control are known by Internal locus of control. All these three areas are divided into three levels high, average and low. These levels are has been identified with respect to gender, social category, cultural diversity and type of institution. The details have been given ahead:

3.2.1 Level of Powerful Others Locus of Control of Students

From table-3.2.1 It has been observed that 72.95 male students have high level of powerful others locus of control with average scores (26.35), 22.64 male students have moderate level with average scores(19.33) and 4.40% students have low level of external locus of control with average score(14.71) who believes that other people control their outcomes. On the other hand 74.46% female students have high level with average scores (26.53), 24.82% female students have average level with average score (19.97)and 0.70% female students have low level of external locus of control with average scores (15) who believes that their own actions are not responsible for their outcomes. They believe that external factors are responsible for their outcomes. It has been interpreted that maximum female students have high level of external locus of control and maximum female students have average level of external locus of control and at last it has been interpreted that maximum male students have low level of external locus of control who believes their outcomes are controlled by external factors or other people.

On the basis of categories it has been found that 73.19% SC students have high level of powerful others locus of control with average score (26.40), 24.74% SC students have moderate level with average score (19.62)and 2.06% SC students have low level of locus of control with average scores (15) who believes that other people or factors control their outcomes. 87.5% ST students have high level with average score (25.85) ,12.5% ST students have average level with average scores (19.16) of external locus of control. 70.50% Gen. Students have high level (26.60), 25.89% Gen. Students have average level with average scores (19.69) and 3.59% Gen. Students have low level of external locus of control with average scores (14.42). 80.35% OBC students have high level with average scores (26.22), 17.85% OBC students have average level with average scores(19.69) and 1.78% Gen. students have low level of external locus of control with average scores(14) On the basis of the above data it has been interpreted that maximum ST students have high level of external locus of control, who believes that their outcomes are controlled by powerful others. Their own actions are not responsible for anything. After that maximum Gen. Students have average level of external locus of control who believes that their results are controlled by other people and maximum Gen. Students have

Table – 3.2.1

LEVEL OF POWERFUL OTHERS LOCUS OF CONTROL OF STUDENTS

GROUPS LEVEL	GENDER		CATEGORIES				CULTURE					INSTITUTION	
	M	F	SC	ST	GEN.	OBC	HIN	MUS	SIK	CHR	BUD	GOVT	PVT
	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)
High Powerful Others	26.35	26.53	26.40	25.85	26.60	26.22	26.32	26.34	23.66	27.13	26.36	25.63	26.99
	72.95	**74.46**	**73.19**	**87.5**	**70.50**	**80.35**	**67.58**	**85.24**	**60**	**79.16**	**73.17**	**60**	**87.33**
Avg. Powerful Others	19.33	19.97	19.62	19	19.69	19.61	19.54	19.75	18.50	20.22	19.72	19.46	20.23
	22.64	**24.82**	**24.74**	**12.5**	**25.89**	**17.85**	**28.96**	**13.11**	**40**	**18.75**	**24.39**	**36**	**11.33**
Low Powerful Others	14.71	15	16	0	14.42	14	14.4	14	0	16	16	15.16	13.53
	4.40	**0.70**	**2.06**	**0**	**3.59**	**1.78**	**3.44**	**1.63**	**0**	**2.08**	**2.43**	**4**	**1.33**

low level of external locus of control who blames other people or factors for their outcomes.

On the basis of culture it has been found that 67.58% Hindu students have high level of powerful others locus of control with average scores (26.32), 28.96% Hindu students have moderate level with average scores (19.54) and 3.44 % students have low level of external locus of control with average score (14.4) . 85.24% Muslim students have high level with average score (26.34), 13.11 % Muslim students have average level with average scores (19.75) and 14% students have low level of external locus of control (1.63). 60% Sikh students have high level with average scores (23.66), 40% Sikh students have average level of external locus of control with average score (18.50). 79.16% Christian students have high level with average scores (27.13), 18.75% students have average level with average score (20.22) and 2.08% with average score (16). Christian students have low level of external locus of control. At last 73.17% Buddhist students have high level with average score (26.36), 24.39% students have average level with average scores with average scores (19.72) and 2.43% Buddhist students have low level of external locus of control with average scores (16) So it has been interpreted that maximum Muslim students have high level of external locus of control who believes that whatever happens in their lives, only external factors or events are responsible for this. After that maximum Sikh students have average level of external locus of control who believes that external factors control their outcomes and maximum students of Hindu culture have low level of external locus of control who blames external factors for their outcomes.

On the basis of institution it has been observed that 60% students of govt. institution have high level of powerful others locus of control with average (25.63), 36% students of have average level with average score(19.46) and 4% students have low level of external locus of control with average score (15.16). On the other hand 87.33% students of private institution have high level with average scores (26.99), 11.33% students have low level with average scores (20.23) and 1.33% students of private institution have low level of external locus of control with average scores(13.53). So it has been interpreted that maximum students of private institutions have high level, maximum students of govt. institution have average level

and maximum students of govt. institution have low level of external locus of control who believes that their outcomes are controlled by powerful others.

In fig. 3.2.1 it has been found that maximum female students have high level of powerful others locus of control. Maximum female students have average level of powerful others locus of control. Maximum males have low level of powerful others locus of control. Maximum ST Students have high level of powerful others locus of control. It has been seen that maximum Gen. Students have average level of Powerful others locus of control and maximum Gen. Students have low level of Powerful others locus of control. Maximum Muslim students have high level, maximum Sikh students have average and maximum Hindu students have low level of powerful others locus of control. It has also been seen that maximum private institution students have high level of Powerful others locus of control. Maximum government institution students have average level and maximum students of govt. institution have low level of powerful others locus of control who beliefs that they own actions are not responsible for their outcomes. They believe that other people control their outcomes. It has been concluded that maximum female students have high level of powerful others locus of control means external locus of control than males. Results pertaining to level of powerful others of culturally diverse have been supported by Zaidi and Mohsin (2013) explored that there is gender difference in the locus of control. The sample of the study was two hundred male and female students. Independent sample t-test was used for getting the results. The result of the study revealed that maximum female students have high level of external locus of control.
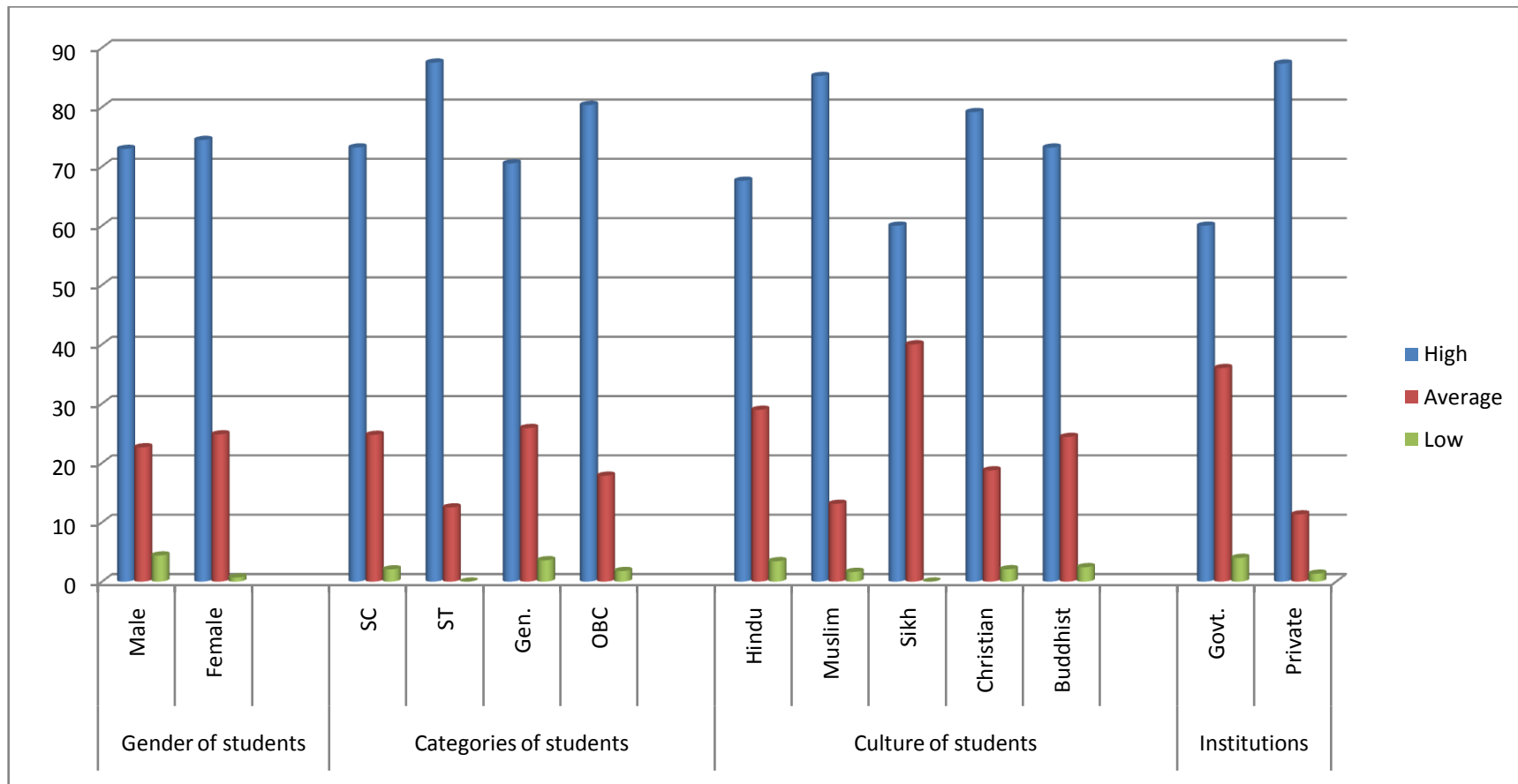
FIG.-3.2.1

LEVEL OF POWERFUL OTHERS LOCUS OF CONTROL OF STUDENTS

3.2.2 Level of Chance Locus of Control of Students

In table 3.2.2 it has been observed that 63.52% male students have high level of chance locus of control with average score (27.45), 29.55% male students have moderate level with average score (22.22) and 6.91% students have low level of chance locus of control with average scores (16.36). 60.99% female students have high level with average score (27.5), 36.17% female students have moderate level with average score (22.52) and 2.83% students have low level of chance locus of control with average score (18.51). On the basis of data it has been interpreted that maximum male students have high level of chance locus of control who believes that unordered, chance or random events control their outcomes. After that it has been interpreted that maximum female students have moderate level of external locus of control who believes that random events are responsible for their outcomes and maximum male students have low level of external locus of control who believes that unordered events control their outcomes.

On the basis of categories it has been found that 62.88% SC students have high level of chance locus of control with average score (27.26), 31.95% SC students have moderate level with average score (22.35) and 5.15 SC students have low level of chance locus of control with average score (16.61) who believes that other people or factors control their outcomes. 37.5% ST students have high level with average score (27), 37.5% ST students have moderate level of chance locus of control with average score (22) and 25% ST students have low level of chance locus of control with average score (15). 64.02% Gen. Students have high level with average score (27.41), 31.65% Gen. Students have moderate level with average score (22.61) and 4.31% Gen. Students have low level of chance locus of control with average score (17.33). 60.71% OBC students have high level with average score (28.17), 35.71% OBC students have moderate level with average score (22.15) and 3.57% Gen. students have low level of external locus of control with average score (18.5). On the basis of the above data it has been interpreted that maximum OBC students have high level of external locus of control who believes that their outcomes are controlled by random events. Their own actions are not responsible for anything. After that maximum ST. Students have average level of external locus of control who believes that their results are controlled by unordered events and maximum ST. Students have

Table- 3.2.2

LEVEL OF CHANCE LOCUS OF CONTROL OF STUDENTS

GROUPS LEVEL	GENDER		CATEGORIES				CULTURE					INSTITUTION	
	M	F	SC	ST	GEN	OBC	HIN	MUS	SIK	CHR	BUD	GOVT	PVT
	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)
High Chance Control	27.45 **63.52**	27.5 **60.99**	27.26 **62.88**	27 **37.5**	27.41 **64.02**	28.17 **60.71**	27.43 **56.55**	28.07 **63.93**	25.25 **80**	27.54 **68.75**	27.13 **70.73**	26.84 **56**	28.02 **68.66**
Avg. Chance Control	22.22 **29.55**	22.52 **36.17**	22.35 **31.95**	22 **37.5**	22.61 **31.65**	22.15 **35.71**	22.73 **35.86**	22.38 **34.42**	20 **20**	21.84 **27.08**	21.90 **26.82**	22.48 **38.66**	22.32 **26.66**
Low Chance Control	16.36 **6.91**	18.51 **2.83**	16.61 **5.15**	15 **25**	17.33 **4.31**	18.5 **3.57**	18 **7.58**	28.07 **1.63**	0 **0**	11 **4.16**	15 **2.43**	18.75 **5.33**	14.85 **4.66**

low level of external locus of control who blames random factors or events for their outcomes.

On the basis of culture it has been found that 56.55% Hindu students have high level of chance locus of control with average score (27.43), 35.86% Hindu students have moderate level with average score (22.73) and 7.58 % students have low level of chance locus of control with average score (18) . 63.93% Muslim students have high level with average score (28.07), 34.42 % Muslim students have moderate level with average score (22.38) and 1.63% students have low level of external locus of control with average score (28.07). 80% Sikh students have high level with average score (25.25), 20% Sikh students have moderate level of external locus of control with average score (20). 68.75% Christian students have high level with average score (27.54), 27.08% students have average level with average score (21.84) and 4.16% Christian students have low level of external locus of control with average score (11). At last 70.73% Buddhist students have high level with average score (27.13), 26.82% Buddhist students have moderate level with average score (21.90) and 2.43% students have low level of external locus of control with average score (15). On the basis of above data it has been interpreted that maximum Sikh students have high level of external locus of control who believes that their actions are controlled by random events. Maximum Hindu culture students have average level of external locus of control who believes that their actions are not responsible for their outcomes and maximum Hindu culture students have low level of external locus of control who believes that their results are dependent on random factor or events.

On the basis of institution it has been observed that 56% govt. institution students have high level of chance locus of control with average score (26.84), 38.66% students have moderate level with average score (22.48) and 5.33% students have low level of chance locus of control with average score (18.75). On the other hand 68.66% private institution students have high level of chance locus of control with average score (28.02), 26.66 have average level with average score (22.32) and 4.66% students have low level of external locus of control with average score (14.85). So from the above data it has been interpreted that maximum students of private institutions have high level of external locus of control who believes that their outcomes are controlled by random events. Maximum students of govt. institutions

have average level of external locus of control who believes that their own actions are not accountable for anything. They blame on random events which occurs anytime. At last maximum govt. institution students have low level of external locus of control who believes that unordered, chance and random events control their outcomes.

From fig. 3.2.2 it has been found that maximum male students have high level of Chance control over their outcomes. Maximum female students have average level of Chance control. Maximum males have low level of Chance control over outcomes. Maximum Gen. Students have high level of Chance control over outcomes. It has been seen that maximum ST. Students have average level of Chance control over outcomes and maximum ST. Students have low level of Chance control over outcomes. It has been showed that maximum Sikh students have high chance locus of control ,maximum Hindu students have average level and maximum Hindu students have low level of chance locus of control. It has also been seen that maximum private institution students have high level of Chance control over outcomes. Maximum government institution students have average level of Chance control over outcomes and maximum students of Govt. institution have low level of Chance control who beliefs that random events or factors controls their outcomes. This conclusion is supporting by the study conducted by Ghasemzadeh and Saadat (2011). They found that female students have high level of chance control as compare to males.
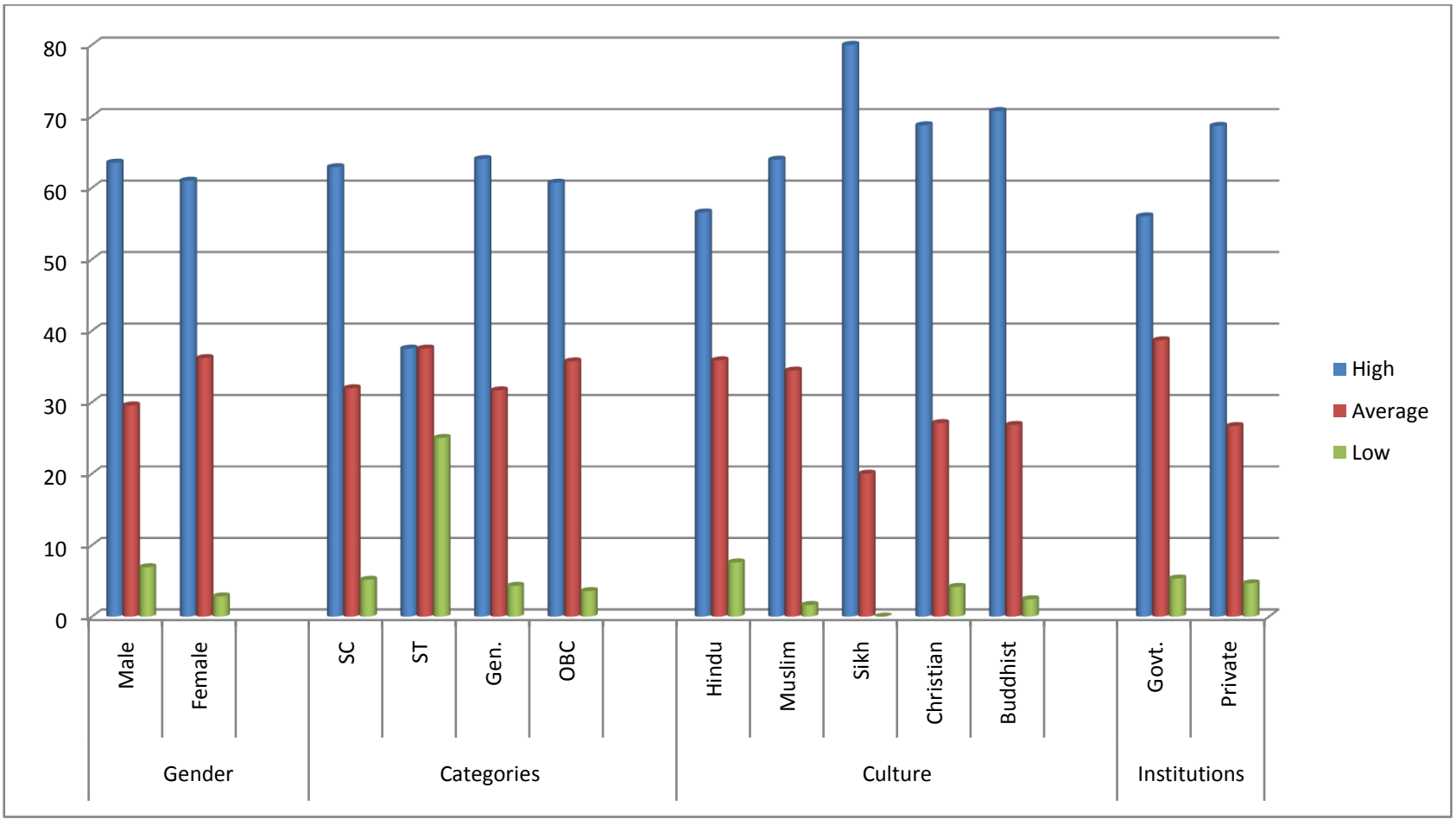
FIG.-3.2.2

LEVEL OF CHANCE LOCUS OF CONTROL OF STUDENTS

3.2.3 Level of Individual Locus of Control of Students

From table 3.2.3, it has been observed that 44.02% male students have high level of individual locus of control with average score (35.88), 27.67% male students have moderate level with average score (32.38) and 28.30% students have low level of internal locus of control with average score (27.24). 43.26% female students have high level with average score (35.70), 26.95% female students have moderate level with average score (32.30) and 29.78% students have low level of internal locus of control with average score (26.57). On the basis of data it has been interpreted that maximum male students have high level of internal locus of control who believes that their outcomes are controlled by them. After that it has been interpreted that maximum male students have average level of internal locus of control who believes that no external factor is responsible for their outcomes and maximum female students have low level of internal locus of control who believes that their own decisions controls their outcomes.

On the basis of categories it has been found that 43.29% SC students have high level of individual locus of control with average score (35.92), 31.95% SC students have moderate level with average score (32.40) and 24.74% SC students have low level of individual locus of control with average score (27.20) who believes that their own actions controls their outcomes. 37.5 ST students have high level with average score (36.33), 12.5 ST students have moderate level of external locus of control with average score (31) and 50% ST students have low level of internal locus of control with average score (26.5). 43.88% Gen. Students have high level with average score (35.59), 22.30% Gen. Students have moderate level with average score (32.32) and 33.81% Gen. Students have low level of internal locus of control with average score (27). 44.64% OBC students have high level with average score (36.04), 33.92% OBC students have average level with average score (32.36) and 21.42% OBC students have low level of internal locus of control with average score (26.16). On the basis of the above data it has been interpreted that maximum OBC students have high level of internal locus of control who believes that their outcomes are controlled by their own actions. External factors or events are not responsible for anything. After that maximum OBC students have average level of internal locus of control who believes that their current situations and their rewards are direct

Table-3.2.3

LEVEL OF INDIVIDUAL LOCUS OF CONTROL OF STUDENTS

GROUPS LEVEL	GENDER		CATEGORIES				CULTURE					INSTITUTION	
	M	F	SC	ST	GEN	OBC	HIN	MUS	SIK	CHR	BUD	GOVT	PVT
	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)	LOC (%)
High Individual Control	35.88 **44.02**	35.70 **43.26**	35.92 **43.29**	36.33 **37.5**	35.59 **43.88**	36.04 **44.64**	35.87 **49.65**	35.80 **42.62**	37 **60**	35.73 **39.58**	35.09 **26.82**	35.94 **66.66**	35.32 **20.66**
Avg. Individual Control	32.38 **27.67**	32.30 **26.95**	32.40 **31.95**	31 **12.5**	32.32 **22.30**	32.36 **33.92**	32.43 **27.58**	32.23 **27.86**	0 **0**	32.16 **25**	32.38 **31.70**	32.51 **22.66**	32.22 **32**
Low Individual Control	27.24 **28.30**	26.57 **29.78**	27.20 **24.74**	26.5 **50**	27 **33.81**	26.16 **21.42**	27.24 **22.75**	27 **29.50**	24.5 **40**	26.82 **35.41**	26.58 **41.46**	27.93 **10.66**	26.69 **47.33**

outcomes of things they control. Maximum ST. Students have low level of internal locus of control who blames themselves for any wrong happening in their lives.

On the basis of culture it has been found that 49.65% Hindu students have high level of individual locus of control with average score (35.87), 27.58% Hindu students have moderate level with average score (32.43) and 22.75 % students have low level of internal locus of control with average score (27.24). 42.62% Muslim students have high level with average score (35.80), 27.86 % Muslim students have moderate level with average score (32.23) and 29.50% students have low level of internal locus of control with average score (27). 60% Sikh students have high level with average score (37), 40% Sikh students have low level of internal locus of control with average score (24.5). 39.58% Christian students have high level with average score (35.73), 25% students have moderate level with average score (32.16) and 35.41% Christian students have low level of internal locus of control with average score (26.82). At last 26.82% Buddhist students have high level with average score (35.09), 31.70% Buddhist students have moderate level with average score (32.38) and 41.46 students have low level of external locus of control with average score (26.58). On the basis of above data it has been interpreted that maximum Hindu students have high level of internal locus of control who believes that their actions are responsible for their outcomes or results. Maximum Buddhist students have average level of external locus of control who believes that external factors are not responsible for their outcomes and maximum Buddhist students have low level of internal locus of control who believes that their results are controlled by them.

On the basis of institution it has been observed that 66.66% govt. institution students have high level of individual locus of control with average score (35.94), 22.66% students have moderate level with average score (32.51) and 10.66% students have low level of internal locus of control with average score (27.93). On the other hand 20.66% private institution students have high level of internal locus of control with average score (35.32), 32% have average level with average score (32.22) and 47.33% students have low level of internal locus of control with average score (26.69). So from the above data it has been interpreted that maximum students of govt. institutions have high level of internal locus of control who believes that their outcomes are controlled by themselves. Maximum students of private institutions have average level of internal locus of control who believes that their own actions are accountable for everything. They don't blame on random events which

occurs anytime. At last maximum private institution students have low level of internal locus of control who believes that they have their own control over outcomes.

From the fig.3.2.3, it has been found that maximum male students have high level of individual control over their outcomes. Maximum males students have average level of individual control. Maximum females have low level of individual control over outcomes. Maximum OBC students have high level of individual control over outcomes. It has been seen that maximum OBC students have average level of individual control over outcomes and maximum ST. students have low level of individual control over outcomes. It has been found that maximum Sikh students have high level of individual locus of control, maximum Buddhist culture students have average level and low level of individual locus of control. It has also been seen that maximum govt. institution students have high level of individual control over outcomes. Maximum private institution students have average level of Individual control over outcomes and maximum students of private institution have low level of individual control who beliefs that they own actions are responsible for their outcomes. It has been concluded that male students have high level of internal locus of control. Zaidi and Mohsin (2013) explored that there is gender difference in the locus of control. The sample of the study was two hundred male and female students. Independent sample t-test was used for getting the results. The result of the study revealed that maximum male students have high level of internal locus of control than females.
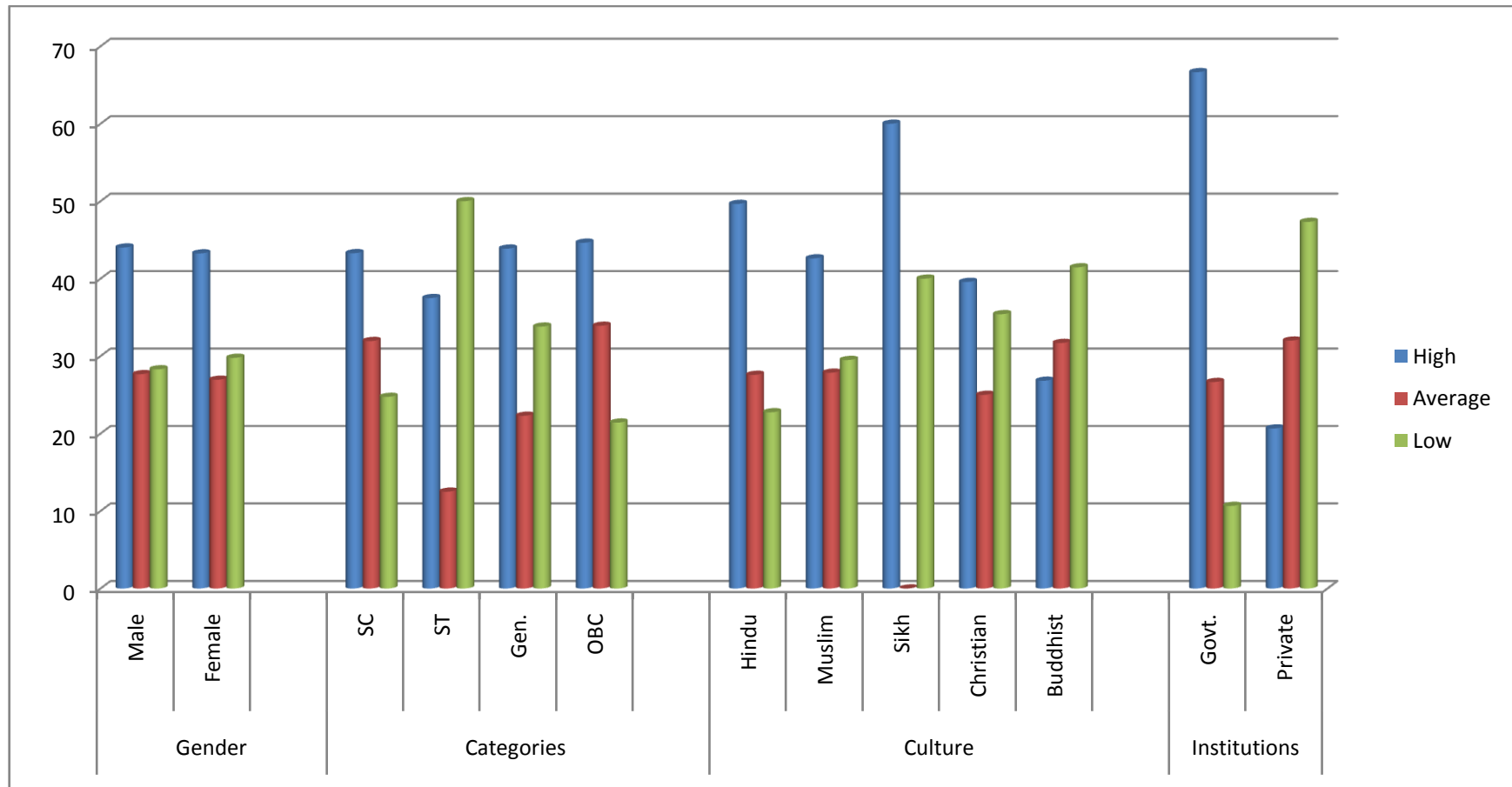
FIG.-3.2.3

LEVEL OF INDIVIDUAL LOCUS OF CONTROL OF STUDENTS

3.3 PSYCHO-SOCIAL ADJUSTMENT AND ACADEMIC ADJUSTMENT OF CULTURALLY DIVERSE STUDENTS

The analysis and interpretation of the comparison of psychosocial and academic adjustment of culturally diverse students has been given here. Firstly comparison in psycho-social adjustment of students belongs to Hindu, Muslim, Sikh, Christian and Buddhist culture has been reported. Secondly comparison in academic adjustment of students belongs to Hindu, Muslim, Sikh, Christian and Buddhist culture has been given.

3.3.1 Psycho-social Adjustment of Culturally Diverse Students

In order to compare the psychosocial adjustment of student with respect to their cultural diversity i.e Hindu, Muslim, Sikh, Christianity and Buddhism data has been analyzed by using analysis of variance as a statistical technique which is given ahead:

Table – 3.3.1.1

MEAN AND SD'S OF CULTURALLY DIVERSE STUDENTS WITH RESPECT TO PSYCHO-SOCIAL ADJUSTMENT

S.No.	Cultures	Mean	S.D
1	Hindu	134.18	12.351
2	Muslim	133.49	13.264
3	Sikh	130.00	17.564
4	Christian	137.98	22.258
5	Buddhist	131.90	13.134

Table -3.3.1.2

SUMMARY TABLE OF ANALYSIS OF VARIANCE

	SS	Df	MSS	F
Between Groups	1019.494	4	254.873	
Within Groups	63939.179	295	216.743	1.17
Total	64958.667	299		

The computed value of 'F' for comparing culturally diverse students irrespective to their psycho-social adjustment for df 4 and 295, came out to be 1.17 which is not significant at 0.05 (2.41) and 0.01 (3.38) levels of significance. Hence the hypothesis that "There is no significant difference in psychosocial adjustment of culturally diverse students, was accepted". It means there is not much difference in the Psycho-social adjustment scores of culturally diverse students belongs to different cultures.

However from the means table 3.3.1.1, the overall mean of Hindu culture students was 134.18, Muslim culture students were 133.49, Sikh culture students were 130, Christian culture students were 137.98 and Buddhist culture students were 131.90. The above result shows that there is not very high difference in the psycho-social adjustment of students belongs to different culture. Almost their scores are same. It may be interpreted that cultural background of students does not play much role in the psycho-social adjustment of students. Buckley (2009) found that 1/3 students of college finds difficulty or gets fails in learning. They are suffering from psychosocial adjustment problems because of which they are unable to engage properly in the classroom or academicals activities.

3.3.2 Academic Adjustment of Culturally Diverse Students

In order to compare the academic adjustment of student with respect to their cultural diversity i.e Hindu, Muslim, Sikh, Christianity and Buddhism data has been analyzed by using analysis of variance as a statistical technique which is given ahead:

Table 3.3.2.1

MEAN AND SD'S OF CULTURALLY DIVERSE STUDENTS WITH RESPECT TO ACADEMIC ADJUSTMENT

S.No.	Culture	Mean	S.D
1	Hindu	134. 07	11.92
2	Muslim	133.21	13.60
3	Sikh	132.00	13.60
4	Christian	136.16	16.63
5	Buddhist	133.90	13.47

Table – 3.3.2.2

SUMMARY TABLE ANALYSIS OF VARIANCE

	SS	Df	MS	F
Between Groups	274.96	4	68.74	.38
Within Groups	52578.67	295	178.23	
Total	52853.63	299		

The computed value of 'F' for comparing culturally diverse students irrespective to their academic adjustment for df 4 and 295, came out to be .38 which is not significant at 0.05 (2.41) and 0.01 (3.38) levels of significance. Hence the hypothesis that 'There is no significant difference in academic adjustment of culturally diverse university students, was accepted'. It means academic adjustment scores of culturally diverse students is not significantly different.

However from the means table 3.3.2.1, the overall mean of Hindu culture students was 134.07, Muslim culture students were 133.21, Sikh culture students were 132, Christian culture students were 136.16 and Buddhist culture students were 133.90. The above result shows that there is not very high difference in the academic adjustment of students belongs to different culture. Almost their scores are same. It may be interpreted that cultural background of students does not play much role in the academic adjustment of students.

3.4 PSYCHO-SOCIAL AND ACADEMIC ADJUSTMENT OF STUDENTS HAVING DIFFERENT LEVELS OF LOCUS OF CONTROL

The analysis and interpretation showing the difference in psychosocial and academic adjustment of students having different levels of locus of control with respect to powerful others, chance control and individual control has been given here. Firstly difference in the psycho-social adjustment of students with different levels of locus of control has been reported and after that difference in the academic adjustments of students having different levels of locus of control has been presented.

3.4.1.1 Psycho-social Adjustment of Students having levels of Powerful Others

Locus of Control

In order to study the difference in psycho-social adjustment of student with respect to different levels of powerful others locus of control data has been analyzed by using analysis of variance as a statistical technique which is given ahead:

Table 3.4.1.1 (a)

MEAN AND SD'S OF PSYCHO-SOCIAL ADJUSTMENT OF STUDENTS WITH RESPECT TO POWERFUL OTHERS (LOC)

	Mean	S.D
HIGH	133.33	15.78
AVERAGE	137.26	10.99
LOW	133.25	10.97

Table- 3.4.1.1 (b)

Summary Table of Analysis of Variance

	SS	Df	MSS	F
Between Groups	837.70	2	418.85	
Within Groups	64120.96	297	215.89	1.94
Total	64958.66	299		

The computed value of 'F' with df 2 and 297, came out to be 1.94 which is insignificant at 0.05 (3.03) as well as at 0.01 (4.68) level of significance. Therefore the hypothesis that 'There is no significant difference in the psycho-social adjustment of culturally diverse students having different levels of powerful others locus of control, was accepted'. It means there is not high difference in the psycho-social adjustment of students having powerful others locus of control .

However from the means table 3.4.1.1(a), the overall mean of high powerful others was 133.33, the overall mean of average powerful others was 137.26 and overall means of low powerful others was 133.25. The above result shows that there is not so high difference in the psycho-social adjustment of students having high, average and low powerful others LOC. Almost their scores are same. It may be interpreted that those students who are having high powerful others have higher psycho-social adjustment because they believe that external factors are responsible for the occurrence of any good or bad event in their lives.

Those who have average and low powerful others have average and low psychosocial adjustment because they less blame to external factors for any event in their lives. Neill (2005) found that external Locus of Control is related to decreased personal, social, and overall adjustment.

3.4.1.2 Psycho-social Adjustment of Students having Levels of Chance Locus of control

In order to study the difference in psycho-social adjustment of student with respect to different levels of chance control locus of control data has been analyzed by using analysis of variance as a statistical technique.

Table-3.4.1.2 (a)

MEAN AND SD'S OF PSYCHO-SOCIAL ADJUSTMENT OF STUDENTS WITH RESPECT TO CHANCE LOCUS OF CONTROL

	Mean	S.D
HIGH	136.03	15.55
AVERAGE	131.80	12.32
LOW	128.34	15.90

Table – 3.4.1.2 (b)

SUMMARY TABLE OF ANALYSIS OF VARIANCE

	SS	Df	MSS	F
Between Groups	1712.67	2	856.33	
Within Groups	63245.99	297	212.94	4.02*
Total	64958.61	299		
*Significant at 0.05 level of significance				

The computed value of 'F' with df 2 and 297, came out to be 4.02, which is higher than the table value (3.03) at 0.05 level of significance. Therefore the hypothesis that, "There is no significant difference in the psycho-social adjustment of culturally diverse students having different levels of chance locus of control", was rejected. It means there is a significant difference in the psycho-social adjustment of students having different levels of chance locus of control. The significance of difference has been made clear by applying

post hoc procedure; t-ratio for different pairs of comparison (High-Average, High-Low, Average-Low) ahead:

In table 3.4.1.2(c) The calculated value of 't' with df 283, came out to be 3.14, which is higher than the table value (2.60) at 0.01 level of significance. Hence, it may be interpreted that the students of high and average chance locus of control differ significantly in their psycho-social adjustment. Mean difference of 4.24 can be observed in the psycho-social adjustment of students having high and average chance locus of control, which is statistically significant. It has been clear from the means table-3.4.1.2 (a) that students who have high chance locus of control have higher psycho-social adjustment scores (136.03) than those having have average chance locus of control (131.80). This difference may be due to the reason that the students having high chance locus of control may have better psychosocial adjustment abilities that those having average chance locus of control.

Table- 3.4.1.2(c)

Mean difference, Standard Error of Difference between Means and 't' Ratio showing the difference in Psycho-social Adjustment scores with respect to Chance LOC

S.No.	Pairs of Comparison	Mean Difference	Standard Errors of the differences between Means	Df	t-Ratio
1	High- Average	4.24	1.82	283	3.14**
2	High- Low	7.70	3.92	200	3.89**
3	Average- Low	3.46	4.04	111	1.73
			**Significant at 0.01 level of significance		

The observed value of 't' for comparing the means of psycho-social adjustment scores of high and low level for df 200 came out to be 3.89, which is higher than the table value (2.60) and significant at 0.01 level of significance. Hence, it may be interpreted that the students having high and low chance locus of control differ significantly in their psycho-social adjustment scores. Here the mean difference of 7.70 can be observed as high in the psycho-social adjustment of students having high and low chance locus of control which is statistically significant. It has been clear from the means table 3.4.1.2(a) that students who have high chance locus of control have higher psycho-social adjustment scores (136.03) than those who have low chance locus of control (128.34). This difference

may be due to the reason that the students having high chance locus of control may have better adjustment abilities than those having low chance locus of control.

The computed value of 't' for comparing the means of psycho-social adjustment scores of students having average and low for df 111, came out to be 1.73, which is lower than the table value (1.98) even at 0.05 level of significance. Hence, it may be interpreted that students having average and low chance locus of control do not differ significantly in their psycho-social adjustment scores. However the mean difference of 3.46 can be observed in the psycho-social adjustment of students having average and low chance locus of control, which is not statistically significant. It has been clear from the means table 3.4.1.2(a) that students who have average chance locus of control have better psycho-social adjustment scores (131.80) than those who have low chance locus of control (128.34). This difference may be due to the reason that the students having average chance locus of control may have better adjustment abilities than those having low chance locus of control.

3.4.1.3 Psycho-social Adjustment of Students having Levels of Individual Locus of Control

In order to study the difference in psycho-social adjustment of student with respect to different levels of individual control locus of control data has been analyzed by using analysis of variance as a statistical technique.

Table- 3.4.1.3 (a)

MEAN AND SD'S OF PSYCHO-SOCIAL ADJUSTMENT OF STUDENTS WITH RESPECT TO INDIVIDUAL CONTROL

	Mean	S.D
HIGH	140.03	13.08
AVERAGE	133.88	13.75
LOW	125.62	13.69

Table – 3.4.1.3 (b)

Summary Table of Analysis of Variance

	SS	Df	MSS	F
Between Groups	11248.08	2	5624.07	
Within Groups	53710.57	297	180.84	31.09**
Total	64958.65	299		
			**Significant level at 0.01 level of significance	

The computed value of 'F' for finding difference in the psycho-social adjustment of culturally diverse students with respect to individual locus of control for df 2 and 297, came out to be 31.09 which is higher than the table value (4.71) at 0.01 level of significance. Therefore the hypothesis that "There is no significant difference in the psycho-social adjustment of culturally diverse students having different levels of individual locus of control" was rejected'. It means there is a difference in the psycho-social adjustment of students having different levels of individual locus of control. The significance of difference has been made clear by applying post hoc procedure; t-ratio for different pairs of comparison (High-Average, High-Low, Average-Low) ahead:

Table- 3.4.1.3(c)

Mean difference, Standard Error of difference between means and 't' Ratios showing difference in the Psycho-social Adjustment with respect to Individual LOC

S.No.	Pairs of Comparison	Mean Difference	Standard Errors of the differences between Means	Df	t-Ratio
1	High- Average	6.42	1.88	211	1.84
2	High- Low	14.67	1.86	215	10.76**
3	Average- Low	8.25	2.06	168	5.75**
				** Significant at 0.01 level of significance	

The calculated value of 't' for comparing the means of psychosocial adjustment scores of students having high and average individual locus of control , for df 211, came out to be 1.84, which is lower than the table value (1.97) even at 0.05 level of significance. Hence, it may be interpreted that the students of high and average individual locus of control do not differ significantly in their psycho-social adjustment scores. However, a mean difference of 6.42 can be observed in the psycho-social adjustment of students having high and average individual locus of control, which is not statistically significant. It has been clear from the means table-3.4.1.3(a) that students who have high individual locus of control have higher psycho-social adjustment scores (140.03) than those having have average individual locus of control (133.88). This difference may be due to the reason that the students having high individual locus of control may have better psychosocial adjustment abilities that those having average individual locus of control.

The observed value of 't' for comparing the means of psycho-social adjustment scores of high and low level for df 215 came out to be 10.76, which is higher than the table value (2.60) and significant at 0.01 level of significance. Hence, it may be interpreted that the students having high and low individual locus of control differ significantly in their psycho-social adjustment scores. Here the mean difference of 14.67 can be observed as very high in the psycho-social adjustment of students having high and low individual locus of control and significant at 0.01 level of significance. It has been clear from the means table 3.4.1.3(a) that students who have high individual locus of control have higher psycho-social adjustment scores (140.03) than those who have low individual locus of control (125.62). This difference may be due to the reason that the students having high individual locus of control may have better adjustment abilities than those having low individual locus of control.

The computed value of 't' for comparing the means of psycho-social adjustment scores of students having average and low for df 168, came out to be 5.75, which is higher than the table value (2.61) so it is significant at even 0.01 level of significance. Hence, it may be interpreted that students having average and lower individual locus of control differ significantly in their psycho-social adjustment scores. The mean difference of 8.25 is high in the psycho-social adjustment of students having average and low individual locus of control and significant at 0.01 level of significance. It has been clear from the means table 3.4.1.3(a) that students who have average individual locus of control have better psycho-social adjustment scores (133.88) than those who have low individual locus of control

(125.62). This difference may be due to the reason that the students having average individual locus of control may have better adjustment abilities than those having low individual locus of control. Neill's article (2005) studies examining the relationship between Locus of Control and personal adjustment have found an internal Locus of Control is related to positive personal adjustment.

3.4.2.1 Academic Adjustment of Students having Levels of Powerful Others Locus of Control

In order to study the difference in academic adjustment of student with respect to different levels of powerful others locus of control data has been analyzed by using analysis of variance as a statistical technique.

Table- 3.4.2.1 (a)

MEAN AND S.D'S OF ACADEMIC ADJUSTMENT OF STUDENTS WITH RESPECT TO POWERFUL OTHERS

	Mean	S.D
HIGH	132.95	13.946
AVERAGE	137.18	11.012
LOW	141.12	5.617

Table- 3.4.2.1 (b)

SUMMARY TABLE OF ANALYSIS OF VARIANCE

	SS	Df	MSS	F
Between Groups	1355.5	2	677.75	
Within Groups	51498.12	297	173.39	3.91*
Total	52853.62	299		
*Significant at 0.05 level of significance				

The computed value of 'F' with df 2 and 297, came out to be 3.91 which is higher than the table value (3.03) and significant at 0.05 level of significance. Therefore the hypothesis that 'There is no significant difference in the academic adjustment of culturally

diverse students having different levels of powerful others locus of control", was rejected. It means there was a difference in the academic adjustment of students having powerful others locus of control. The significance of difference has been made clear by applying post hoc procedure; t-ratio for different pairs of comparison (High-Average, High-Low, Average-Low) ahead:

Table- 3.4.2.1(c)

Mean differences, Standard Error of the difference between means and 't' Ratios showing the difference in the Academic Adjustment with respect to Powerful Others LOC

S.No.	Pairs of Comparison	Mean Difference	Standard Errors of the differences between Means	Df	t- Ratio
1	High- Average	4.22	1.79	290	3.15**
2	High- Low	8.16	4.73	227	3.75**
3	Average- Low	3.94	4.91	77	1.77
			**Significant at 0.01 level of significance		

In table 3.4.2.1(c) The calculated value of 't' for comparing the means of academic adjustment scores of students having high and average level of powerful others locus of control , for df 290, came out to be 3.15, which is much higher than the table value (2.60) and significant at 0.01 level of significance. Hence, it may be interpreted that students having high and average powerful others locus of control differ significantly in their academic adjustment scores. The mean difference of 4.22 is high in the academic adjustment of students having high and average powerful others locus of control and significant at 0.01 level of significance. It has been clear from the means table 3.4.2.1(a) that students who have high powerful others locus of control have better academic adjustment scores (132.95) than those who have average powerful others locus of control (137.18). This difference may be due to the reason that the students having high powerful others locus of control may have better adjustment abilities than those having average powerful others locus of control.

The observed value of 't' for comparing the means of academic adjustment scores of high and low powerful others locus of control for df 227 came out to be 3.75, which is higher than the table value (2.60) and significant even at 0.01 level of significance. Hence, it may be interpreted that students having high and low powerful others locus of control differ significantly in their academic adjustment scores. The mean difference of 8.166 is high in the academic adjustment of students having high and low powerful others locus of control and significant at 0.01 level of significance. It has been clear from the means table 3.4.2.1(a) that students who have high powerful others locus of control have better academic adjustment scores (132.95) than those who have low powerful others locus of control (141.12). This difference may be due to the reason that the students having high powerful others locus of control may have better adjustment abilities than those having low powerful others locus of control.

The computed value of 't' for comparing the means of academic adjustment scores of students having average and low for df 77, came out to be 1.77, which is much lower than the table value(2.00) so it is not significant even at 0.05 level of significance. Hence, it may be interpreted that students having average and low powerful others locus of control do not differ significantly in their academic adjustment scores. However, a mean difference of 3.94 can be observed in the academic adjustment of students having average and low powerful others locus of control, which is not statistically significant. It has been clear from the means table-3.4.2.1(a) that students who have average powerful others locus of control have higher academic adjustment scores (137.12) than those having have low powerful others locus of control (141.12). This difference may be due to the reason that the students having average powerful others locus of control may have better academic adjustment abilities that those having low powerful others locus of control.

3.4.2.2 Academic Adjustment of Students having Levels of Chance Locus of Control

In order to study the difference in academic adjustment of student with respect to different levels of chance control, data has been analyzed by using analysis of variance as a statistical technique.

Table-3.4.2.2-(a)

MEAN AND SD'S OF ACADEMIC ADJUSTMENT OF STUDENTS WITH RESPECT TO CHANCE CONTROL

	N	Mean	S.D
HIGH	187	135.29	13.72
AVERAGE	98	132.60	11.77
LOW	15	130.46	16.21
TOTAL	300	134.176	13.295

Table 3.4.2.2 (b)

SUMMARY TABLE OF ANALYSIS OF VARIANCE

	SS	Df	MSS	F
Between Groups	685.194	2	342.597	
Within Groups	52168.44	297	175.65	1.950
Total	52853.6	299		

The computed value of 'F' for finding difference in the academic adjustment of students with respect to chance locus of control for df 2 and 297, came out to be 1.950 which is insignificant even at 0.05 (3.03) level of significance. Therefore the hypothesis that 'There is no significant difference in the academic adjustment of culturally diverse students having different levels of chance locus of control, was accepted'. It means there was not much difference in the academic adjustment scores of those students having different levels of chance locus of control.

However from the means table 3.4.2.2 (a), the overall mean of high chance LOC was 135.29, the overall mean of average chance LOC was 132.60 and overall means of low chance LOC was 130.46. The above result shows that there is not so high difference in the academic adjustment of students having high, average and low chance LOC. It may be interpreted that those students who are having high chance LOC have higher academic

adjustment because they believe that their outcomes are controlled by random events and those who have low chance LOC have low academic adjustment because they less blame to random events or factors for their success and failure in their lives.

3.4.2.3 Academic Adjustment of Students having Levels of Individual Locus of Control

In order to study the difference in academic adjustment of student with respect to different levels of chance control, data has been analyzed by using analysis of variance as a statistical technique.

Table-3.4.2.3-(a)

MEAN AND S.D'S OF ACADEMIC ADJUSTMENT OF STUDENTS WITH RESPECT TO INDIVIDUAL LOC

	N	Mean	S.D
HIGH	130	138.66	11.749
AVERAGE	83	135.65	11.984
LOW	82	126.05	13.086
TOTAL	300	134.176	13.29

Table- 3.4.2.3 (b)

SUMMARY TABLE OF ANALYSIS OF VARIANCE

	SS	Df	MSS	F
Between Groups	8539.28	2	4269.64	28.62**
Within Groups	44314.35	297	149.20	
Total	52853.637	299		
Significant at 0.01 level of significance				

The computed value of 'F' with df 2 and 297, came out to be 28.62 which is significant at 0.01 level of significance. Therefore the hypothesis that "There is no significant difference in the academic adjustment of culturally diverse students having different levels of individual locus of control", was rejected. It means there is high difference in the academic adjustment scores of those students who are having different

levels of individual locus of control. The significance of difference has been made clear by applying post hoc procedure; t-ratio for different pairs of comparison (High-Average, High-Low, Average-Low) ahead:

Table- 3.4.2.3(c)

Mean differences, Standard Error of the Difference between Means and 't' Ratio showing the Difference in the Academic Adjustment with respect to Individual LOC

S.No.	Pairs of Comparison	Mean Difference	Standard Errors of the differences between Means	Df	t-Ratio
1	High- Average	3.01	1.71	211	1.75
2	High- Low	12.61	1.69	215	9.70**
3	Average- Low	9.59	1.87	168	7.01**
			Significant at 0.01 level of significance		

The calculated value of 't' for comparing the means of academic adjustment scores of students having high and average individual locus of control , for df 211, came out to be 1.75, which is much lower than the table value (1.97) and not significant even at 0.05 level of significance. Hence, it may be interpreted that the students of high and average individual locus of control do not differ significantly in their academic adjustment scores. However, a mean difference of 3.01 can be observed in the academic adjustment of students having high and average individual locus of control, which is not statistically significant. It has been clear from the means table-3.4.2.3 (a) that students who have high individual locus of control have higher academic adjustment scores (138.66) than those having have average individual locus of control (135.65). This difference may be due to the reason that the students having high individual locus of control may have better academic adjustment abilities that those having average individual locus of control.

The observed value of 't' for comparing the means of academic adjustment scores of high and low level for df 215 came out to be 9.70, which is higher than the table value (2.60) and significant at 0.01 level of significance. Hence, it may be interpreted that the students of high and low individual locus of control differ significantly in their academic adjustment scores. The mean difference can be observed 12.61 in the academic adjustment

of high and low individual locus of control, which is statistically significant. It has been clear from the means table 3.4.2.3(a) that students who have high individual locus of control have higher academic adjustment scores (138.66) than those having have low individual locus of control (126.05). This difference may be due to the reason that the students having high individual locus of control may have better academic adjustment abilities that those having low individual locus of control.

The computed value of 't' for comparing the means of academic adjustment scores of students having average and low for df 168, came out to be 7.01 , which is higher than the table value (2.60) so it is significant at even 0.01 level of significance. Hence, it may be interpreted that the students of average and low individual locus of control differ significantly in their academic adjustment scores. The mean difference can be observed 9.59 in the academic adjustment of average and low individual locus of control, which is statistically significant. It has been clear from the means table 3.4.2.3(a) that students who have average individual locus of control have high academic adjustment scores (135.65) than those having have low individual locus of control (126.05). This difference may be due to the reason that the students having average individual locus of control may have better academic adjustment abilities that those having low individual locus of control. Findley (1983) conducted study on locus of control and academic adjustment. The results of the study found that if individual is having internal LOC then his academic adjustment would be good.

3.5 RELATIONSHIP OF PSYCHO-SOCIAL AND ACADEMIC ADJUSTMENT WITH LOCUS OF CONTROL

The analysis and interpretation of the relationship psycho-social and academic adjustment with locus of control of students has been studied under this heading. Firstly relationship between psycho-social adjustment and locus of control of students has been explored and after that relationship between academic adjustment and locus of control of students has been explored. Details pertaining to this analysis have been given separately.

3.5.1 Relationship Between Psycho-social Adjustment and Locus of Control

In order to study the relationship between psycho-social adjustment and locus of control. i.e. Powerful others, Chance Control and Individual Control with the psycho-social adjustment of culturally diverse students, data has been analyzed by using Pearson correlation as a statistical technique.

Table- 3.5.1

PEARSON CORRELATION BETWEEN PSYCHO-SOCIAL ADJUSTMENT AND LOCUS OF CONTROL

LOCUS OF CONTROL			
	Powerful others	**Chance control**	**Individual control**
Psycho-social Adjustment	-0.07	0.13*	0.44**
		Significant at 0.05 and 0.01 level of significance	

It has been found that the "r" value of psycho-social adjustment and locus of control with respect to powerful others is -0.07, which is not significant even at 0.05(0.113) level of significance. Therefore the hypothesis that "There exists no significant relationship between psycho-social adjustment and locus of control with respect to powerful others" was accepted because psychosocial adjustment of students is negatively correlated with powerful others locus of control. Sheldon (2011) conducted study among New Zealand adults in Singapore. The results showed that there is a negative correlation between psychosocial adjustment and external locus of control. Respondents with an external locus of control had more difficulty communicating in everyday life and more difficulty living in a new culture.

The "r" value of psycho-social adjustment and locus of control with respect to chance control is 0.13 which is higher than the value of 'r' table 0.113 at 0.05 level of significance. Therefore the hypothesis that "There exists no significant relationship between psycho-social adjustment and locus of control with respect to Chance control" was rejected. So it may be concluded that psycho-social adjustment of students is correlated with their chance locus of control. It can be interpreted that student is having good psycho-social adjustment, because students thinks that if they are getting success or failure in psychological or social adjustment then its just because of random events who occurs unknowingly. They don't blame themselves for anything. Halamandaris et al (1999) conducted a study on Individual differences, social support, and coping with the examination stress: A study of the psychosocial and academic adjustment of first year home students. The study revealed that if a person is positively get psychosocially adjust then it positively related with external locus of control.

The 'r' value of psycho-social adjustment and locus of control with respect to individual others is 0.44. "There exists no significant relationship between psycho-social adjustment and locus of control with respect to individual control" was rejected because "r" value is 0.44 which is higher than the table value 0.148 at 0.01 level of significance. So it may be concluded that psycho-social adjustment of students is positively correlated with individual locus of control because students believe that their own actions are responsible for their good or bad adjustment in institution. Kennedy, (1994) found in their study that Positive psychosocial adjustment has been positively related to internal locus of control.

3.5.2 Relationship Between Academic Adjustment and Locus of Control

In order to study the relationship between academic adjustment and areas of locus of control viz. Powerful others, Chance Control and Individual Control with the academic adjustment of culturally diverse students, data has been analyzed by using Pearson correlation as a statistical technique.

Table- 3.5.2

PEARSON CORRELATION BETWEEN ACADEMIC ADJUSTMENT AND LOCUS OF CONTROL

LOCUS OF CONTROL			
	Powerful others	**Chance control**	**Individual control**
Academic Adjustment	-0.12	0.11*	0.41**
		Significant at 0.05 and 0.01 level of significance	

It is clearly evident that the "r" value of academic adjustment and locus of control with respect to powerful others is -0.12, which is less than the table value (0.113) even at 0.05 level of significance. Therefore the hypothesis that "There exists no significant relationship between academic adjustment and locus of control with respects to powerful others" was accepted. So it may be concluded that that academic adjustment of students is negatively correlated powerful others LOC because these students blames other factors for failure of psychosocial adjustment in new environment. Nelson and Courtney (2004) found that there is a negative correlation between perceived academic workload and individual external score.

The "r" value of academic adjustment and locus of control with respect to chance control is 0.11 which is significant at 0.05 (0.113) level of significance. Therefore the hypothesis that "There exists significant relationship between academic adjustment and locus of control with respect to chance control" was rejected. So it may be concluded that academic adjustment of students is positively correlated with chance locus of control because they have mental tendency that random events affects their outcomes. If they are getting fail in academic adjustment then it's just because of other external factors. Uguak et al (2007) conducted a study on the influence of casual elements of locus of control on academic achievement satisfaction and the study revealed that the majority of students point out the causes their success to internal elements that is 96% of the respondents who were characterized as internal. After doing co relational analysis the result of the study revealed that locus of control is significant and positively related to academic achievement satisfaction with fair strength.

The "r" value of academic adjustment and locus of control with respect to individual others is 0.41 which is significant at 0.01 (0.148) level of significance. Therefore the hypothesis that "There exists no significant relationship between academic adjustment and locus of control with respect to individual control" was rejected. So it may be concluded that academic adjustment of students is highly correlated with individual locus of control because if students fails in getting good marks then he does not blame teachers or any other external factors for his failure. He believes that his own actions are responsible for his outcome. Brockway and Njus (1999) found students with an internal LOC were more likely to successfully adjust to the academic demands and social conditions of college.

CHAPTER - 4

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

In the light of above discussions and interpretations, the main findings of the study are given below:

1. It has been concluded that maximum students have good psychosocial adjustment in which maximum male students have high and average level of psycho-social adjustment. It is also interpreted that maximum percentage of female students has low psycho-social adjustment.

2. It has been concluded that that maximum students belong to ST category that have high level of psycho-social adjustment, maximum percentage of SC students has average level of psycho-social adjustment and maximum percentage of students belongs to ST category have low level of psycho-social adjustment.

3. It has been concluded that maximum Sikh culture students have high level of psycho-social adjustment, maximum percentage of Muslim culture students have average level of psycho-social adjustment and maximum percentage of Sikh students have low level of psycho-social adjustment.

4. It has been concluded that maximum students of private institution have high level of psycho-social adjustment and students of government institutions have average level of psycho-social adjustment and maximum private institution students have low level of psycho-social adjustment.

5. It has been concluded that maximum students have high level of academic adjustment in which maximum male students have high level , female students have average level of academic adjustment. It is also interpreted that maximum percentage of male students has low level of academic adjustment.

6. It has been concluded that ST students have high level, OBC students has average level of academic adjustment. It has been also revealed that maximum percentage of ST students have low level of academic adjustment.

7. It has been concluded that Buddhist culture students have high level, Hindu culture students have average level and Sikh culture students have low level of academic adjustment .

8. It has been concluded that students of private institution have high level; Students of govt. institutions have average level and private institution students have low level of academic adjustment.

9. It has been that maximum female students have high level and average level of powerful others locus of control and maximum male students have low level of powerful others locus of control who believes their outcomes are controlled by external factors or other people.

10. It has been concluded that ST students have high level; Gen. Students have average level of powerful others locus of control, maximum Gen. Students have low level of powerful others locus of control who blames other people factors for their outcomes.

11. It has been concluded that maximum Muslim students have high level, Hindu students have average level of powerful others or external locus of control who believes that external factors control their outcomes and maximum students of Hindu culture have low level of external locus of control.

12. It has been concluded that maximum students of private institutions have high level, maximum students of govt. institution have average level and maximum students of govt. institution have low level of powerful others locus of control who believes that their outcomes are controlled by others.

13. It has been concluded that maximum male students have high level, maximum female students have average level and maximum male students have low level of external locus of control who believes that unordered events control their outcomes.

14. It has been concluded that maximum SC students have high level of chance control, maximum ST. Students have average level of chance control and maximum ST. Students have low level of chance control who blames random factors or events for their outcomes.

15. It has been concluded that maximum Sikh students have high level, Hindu culture students have average level and maximum Hindu culture students have low level of chance control who believes that their actions are controlled by random events.

16. It has been concluded that maximum students of private institutions have high level, students of govt. institutions have average level of chance control and maximum private institution students have low level of chance control who believes that unordered, chance and random events control their outcomes.

17. It has been concluded that maximum private institution students have high level, maximum government institution students have average level of Chance control and

maximum students of private institution have low level of Chance control. who blames destiny for their success and failures in life.

18. It has been concluded that maximum OBC students have high level of individual control maximum OBC students have average level and maximum ST. students have low level of individual control.

19. It has been concluded that maximum Hindu students have high level of individual control, maximum Buddhist students have average level and maximum Buddhist students have low level of individual control who believes that their results are controlled by themselves.

20. It has been concluded that maximum students of govt. institutions have high level, maximum students of private institutions have average level and maximum private institution students have low level of individual control who believes that they have their own control over outcomes.

21. After comparing psycho-social and academic adjustment of students with respect to their cultural diversity, it has been concluded that there is not much difference in the psycho-social and academic adjustment scores of culturally diverse students belongs to different cultures.

22. It has been concluded that there is no difference in the psycho-social adjustment of students having powerful others locus of control. It has also been concluded that there is a difference in the psycho-social adjustment of students having chance and individual locus of control.

23. It has also concluded that there is difference in the academic adjustment scores of culturally diverse students with respect to different levels of powerful others and individual locus of control except chance locus of control.

24. It has been concluded that psycho-social adjustment of students is positively correlated with chance and individual locus of control but negatively correlated with powerful others locus of control.

25. It has been concluded that academic adjustment of students is positively correlated with chance and individual locus of control but negatively correlated with powerful others locus of control.

4.2 RECOMMENDATIONS

On the basis of the results of the study following recommendations have been given by the researcher to the stakeholders:

1. It is recommended to management of educational institution that necessary resources and services for students provided by university should be well explained to students so that students easily take advantage from them. By increasing excellence of student services like sports and amusement facilities with reasonable price can make the institution environment favorable for good social interaction.

2. It is recommended to teachers that they should try to interact with students as much as they can because positive interaction between students and faculty increases the adjustment of culturally diverse students in new institution by decreasing psycho-social adjustment problems**.**

3. It is recommended to curriculum planners that apart from academics they should organize social cultural activities in which some relevant information regarding socio-cultural issues of educational institution should be given to students for their smooth transition in new environment.

4. It is recommended to researchers that they should not only focus on limited areas of adjustment problems of students in educational institution but also focus on overall adjustment problems of students in broader way. So that major adjustment problems would be highlighted and better solutions would be find out.

5. It is recommended to students that when they decide to migrate in new country or state, they should not take instant decision, in fact they should take proper guidance from counseling cell to know about their capability for accepting new changes of new environment and when they start living in new institution it is suggested that they should avoid hesitation and try to adapt in new environment in order to get psycho-socially and academically adjust.

6. It is recommended to parents that they should motivate and give support to their wards to interact socially as much as they can and take part in academic activities so that they become able to face future challenges of adjustment in new environment. It will help the student to get adjust in any educational institution.

7. It is recommended to non government organizations that seminars, symposiums should be organized on major issues of adjustment in higher education institutions so that culturally diverse students would be able to get good ways for getting adjust in new social and academic environment.

4.3 SUGGESTIONS

The following suggestions can be considered for further research investigation.

1. The same study can be done at national level for drawing generalization and to get more reliable results.

2. A comparative study could be undertaken between selected universities of two states. For example psycho-social adjustment and academic adjustment of culturally diverse students of LPU and Amity university.

3. Case Studies can be done on adjustment problems of multicultural students. It will help in getting deep understanding about challenges face by students belong to different culture.

4. The study could be conducted by taking one type of institution whether government or private institution. For example similar study can be done by focusing only private institutions. It will provide professionals with guidelines for creating culturally appropriate services and programs.

5. The variable Psycho-social and Academic Adjustment could be studied in relation to self efficacy, Family environment.

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