

Thesis
LB
2322
.A9x
T-560

MARITAL STATUS, LOCUS OF CONTROL, AND ADJUSTMENT TO COLLEGE

JOELLE S. WHITE

STATEMENT OF PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a Master's degree at Austin Peay State University, I agree that the library shall make it available to borrowers under rules of the library. Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgement of the source is made.

Permission for extensive quotation from or reproduction of this thesis may be granted by my major professor, or in her absence, by the Head of Interlibrary Services when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this thesis for financial gain shall not be allowed without my written permission.

Signature Joel White

Date November 20, 1998

Marital Status, Locus of Control, and Adjustment to College

A Thesis

Presented for the

Master of Arts Degree

Austin Peay State University

Joelle S. White

December 1998

DEDICATION

This thesis is dedicated to my daughter,
Jonah Shiloh, who is truly my guiding light.
You are an inspiration in every way possible.

ACKNOWLEDGEMENTS

I would like to thank my major professor, Dr. LuAnnette Butler, for her guidance throughout my graduate studies. I would also like to thank the other committee members, Dr. Janice Martin and Dr. Charles Grah, for their assistance and patience. Last, but most certainly not least, I must thank my beautiful daughter, Jonah, for her unconditional love and acceptance.

ABSTRACT

The current study attempted to identify any existing relationships among student marital status, locus of control and adjustment to college during the first semester. Rotter's (1966) Internal-External Locus of Control Scale was utilized, as well as Baker and Syrik's (1989) Student Adaptation to College Questionnaire (SACQ). The subjects consisted of single and married students. None of the subjects had any prior college experience. The subjects were recruited from undergraduate psychology classes and, at their instructor's discretion, given extra credit for participation. Students' adjustment to college was measured with the SACQ five weeks after the beginning of the semester. The scores from the Student Adaptation to College Questionnaires were compared with each subject's marital status and locus of control. It was hypothesized that more married students would exhibit an internal locus of control when compared to single students. It was further hypothesized that married students would report better adjustment to the college environment compared to single students.

The results suggested that married and single students possess external locus of control qualities. However, it appeared that married students exhibited less external qualities than single students. Also, married students appeared to be better adjusted to the college environment in comparison to single students.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
II. LITERATURE REVIEW	4
Locus of Control	6
Married and Single Students	8
Purpose of the Study	10
III. METHODS	10
Participants	10
Procedures	10
Measures	11
Analysis	12
IV. RESULTS	13
V. DISCUSSION	15
LIST OF REFERENCES	20
VITA	24

Limitations

Although the married student participants were shown to possess less external locus of control qualities than the single participants, both groups exhibited more external qualities than that of the average sample. Rotter (1966) stated that the average score of participants on the Locus of Control Inventory was between ten and twelve. The married participants in the current study as a group averaged 14.63 on the Locus of Control Inventory. There are several possible explanations for this discrepancy.

There were several highly external scores within both groups of participants. In fact, a score of twenty-three, the highest possible score, was reported twice. Therefore, although the scores of both participant groups averaged high, these extreme scores may have caused the group averages to appear more external as a whole. However, no scores were so extreme that they were considered statistical outliers (Levines test of variance = $F = .107, p > .74$).

An explanation for the escalated scores may be related to the sample used in the study. The sample of participants used in the current study was somewhat limited. The sample size was small (61) and from one localized geographic region. As with any small localized area, the occupants may possess certain ideas and/or beliefs and may have experiences unlike that of other geographic regions. Therefore, a measure of adjustment in a separate geographic location may prove to be substantially different than that of the current study.

Also, within the geographic location in which participants were recruited is an Army base. Many spouses of military personnel attend the university at which the study

CHAPTER I

INTRODUCTION

Entering college for the first time has been a focus of research because of the personal upheaval which often results from such a transition (Robbins, Lese, & Herrick, 1993). Entering college can be a highly stressful time for some students. Upon arriving on the college campus, many freshmen find the new social rules and interactions stressful. Students find that after entering college many of the familiar sources of support previously used in such transitions are no longer available. While the novel college situation is considered by many to use students' existing adaptive and coping mechanisms (Rice, Sherman, and Presto (1991) found that individuals possessing an internal locus of control when compared to individuals possessing an external locus of control were found to have higher adjustment scores on the Student Adaptation to College Questionnaire (SACQ), an instrument which measures self-reported adjustment to the college environment (Baker & Syrik, 1989). This data demonstrates a relationship between locus of control and adjustment to college. The advantage married students and students possessing an internal locus of control have over single students and individuals possessing an external locus of control warrants a closer examination to determine whether married college marks their first move away from home and, consequently, away from family and friends who would normally assist in adjustment to the college environment (Robbins, Lese, & Herrick, 1993). Thus, it would appear that married students have a clear advantage over single students in the adjustment to college.

Married students may have an advantage over single students in regard to coping with the college environment. Married students' spouses serve as a coping resource. This source of support may aid students in the transition to the college environment. Single students are often left with no such stable resource. For many single students, enrollment in college marks their first move away from home and, consequently, away from family and friends who would normally assist in adjustment to the college environment (Robbins, Lese, & Herrick, 1993). Thus, it would appear that married students have a clear advantage over single students in the adjustment to college.

Rotter (1966) defines locus of control as the way in which an individual perceives and behaves within the environment. An individual with an internal locus of control views the world as interactive. He or she believes that his or her behavior plays a part in determining outcomes. For instance, results of an examination are determined by the amount of studying done in preparation for taking the examination. An individual with an external locus of control perceives outcomes as determined by fate or luck. Therefore, an exam grade may be attributed to chance. The behavior and thought patterns seen in individuals possessing an internal and external locus of control are important in predicting who may be at risk for developing adjustment problems on college campuses.

Mooney, Sherman, and Presto (1991) found that individuals possessing an internal locus of control when compared to individuals possessing an external locus of control were more likely to have higher adjustment scores on the Student Adaptation to College Questionnaire (SACQ), an instrument which measures self-reported adjustment to the college environment (Baker & Syrik, 1989). This data demonstrates a relationship between locus of control and adjustment to college. The advantage married students and students possessing an internal locus of control have over single students and individuals possessing an external locus of control warrants a closer examination to determine whether married students are more likely to possess an internal locus of control. Further, the adjustment of college freshmen must be examined to determine if married students possessing an internal locus of control experience less difficulty adjusting to the college environment.

Hypothesis

The hypothesis of the current study states that there is a significant relationship ($\alpha = .05$) between marital status, locus of control and adjustment to college.

Specifically, it is hypothesized that married, in comparison to single students, will exhibit more internal locus of control qualities and report better adjustment to the college environment.

CHAPTER II

LITERATURE REVIEW

The process of adjusting to college has been widely researched in relation to the student's attachment to his or her parents and the process of separation-individuation (Rice, et al., 1995; McClanahan & Holmbeck, 1992; Holmbeck & Wandrei, 1993). The methods of coping and problem solving and the amount of control of the environment felt by the student have been noted as important factors in the adjustment to college (Baker & Syrik, 1984; Holahan, Valentinar & Moos, 1995; Holmbeck & Wandrei, 1993; McClanahan & Holmbeck, 1992; Robbins, et al., 1993).

Baker and Syrik (1984) conducted research which focused on the measurement of adjustment to college. Coping responses were emphasized as vital in the process of adjusting to college. These researchers administered a 52 item Likert-type scale to three freshman classes once a semester for three consecutive years. The scale assessed four aspects of the transition to college which the authors considered representative of the adjustment process: 1) academic adjustment, 2) social adjustment, 3) personal-emotional adjustment, and 4) general adjustment (institutional and/or goal commitment). Each student was asked to rate statements which referred to each of the four aspects measured and to circle the degree on a continuum ranging from "Doesn't apply to me at all" to "Applies very closely to me" in reference to how the three aspects measured related to them. Results indicated that an overall lower score was related to attrition, or lack of enrollment, withdrawal, or leave of absence. No significant correlations were found

between the social adjustment subscale and freshman grade point average. The authors also found that the higher the reported score on the academic adjustment subscale, the greater the likelihood that the student was elected into an academic honor society. The age and prior college experience of the students used in the study is not known and may have influenced the adjustment process of the participants. Older students may have accumulated knowledge and experiences which could aid them in the transition to the college environment. In comparison, for many younger students the move to college may be the first time away from home. Such factors must be accounted for when researching the transition to the college environment.

Baker and Syrik's (1984) scale is significant in the research of adjustment to college because deficits or maladaptive coping mechanisms may be identified, such as a lack of goal commitment. By identifying such deficits, it may be possible to intervene early enough so that the damage to the student's adjustment is not irreversible. However, identifying deficits which may lead to maladjustment is only a starting point in that the specific behaviors and/or beliefs associated with maladjustment, such as lack of motivation, absence of goals, withdrawal from social activities, development of somatic symptoms, difficulty sleeping and decreased academic performance need to be identified in order to properly aid in the adjustment process (Schwitzer, Robbins, & McGovern, 1993). Certain coping strategies have been identified as beneficial in adjusting to the college environment. Examining the role and importance of coping mechanisms is vital in the study of adjustment to college because such mechanisms may aid in identifying students who may have difficulties with the transition to college, thus allowing for early intervention.

Holahan, Valentinar, and Moos (1995) examined the relationship among parental support, coping strategies, and psychological adjustment in college freshman. Measures of parental support and adaptive coping were taken from 241 eighteen-year-old freshman. Three measures of perceived support were evaluated: maternal support, paternal support, and marital conflict (Moos & Moos, 1994). Four aspects of coping were assessed: Positive Reappraisal, Problem-Solving, Cognitive Avoidance, and Emotional Discharge (Moos, 1993). Psychological adjustment was measured using a Well-Being scale taken from Harter's (1986) General Self-Worth Scale and Weinberger's (1989) Happiness Scale. The amount of distress each student was experiencing was assessed using Weinberger's (1989) Depression Scale and Spielberger's (1973) Children's State-Trait Anxiety Scale. The study was based on the premise that approach coping is associated with better outcomes. Further, students with more family support were expected to rely more on approach coping resulting in better outcomes in the adjustment to college. The authors found that students with a high level of parental support showed higher levels of Well-Being and lower levels of Distress than the students who reported low levels of parental support. Holahan, Valentinar, and Moos' (1995) research further support the importance of the use and type of coping mechanisms in the adjustment to college. Whereas both approach coping and avoidance coping were used by the students in the study, approach coping resulted in more beneficial outcomes.

Approach coping is related to the notion of internal locus of control in that individuals feel that they are in control of outcomes, such as test scores, and that the environment is typically responsive to their behavior (Rotter, 1966). Approach coping

associated with individuals possessing an internal locus of control is in sharp comparison to individuals possessing an external locus of control who believe that outcomes are dependent upon fate and luck. Thus, individuals exhibiting an internal locus of control may have a quicker adjustment to college when compared to individuals possessing an external locus of control.

In support of the notion of an existing relationship between locus of control and adjustment to college, Mooney, Sherman, and Presto (1991) examined the roles of academic locus of control, self-esteem, and adjustment to college. Instruments used to assess perceived distance from home, locus of control, self-esteem, and adjustment to college were the Academic Locus of Control (ALC) (Trice, 1985), Coopersmith Self-Esteem Inventory (SEI) (Coopersmith, 1967), and The Student Adaptation to College Questionnaire (SACQ) (Baker & Syrik, 1989). It was found that a linear relationship between academic locus of control (ALC) and college adjustment existed. Specifically, individuals possessing an internal locus of control were found to have higher adjustment scores than individuals possessing an external locus of control. Although the sample used to compile this data was somewhat limited, 88 single females, the results support the premise that locus of control is related to adjustment to college.

Martin and Dixon (1989) examined the effects of attendance at freshman orientation and locus of control on adjustment to college. The subjects were traditional, defined by the authors as first time college students within the 18 year-old age group. Data from the Freshman Transition Questionnaire (FTQ) (Baker & Syrik, 1984) and Rotter's Internal-External (IE) Locus of Control Scale (Rotter, 1966) was collected during the eighth, ninth,

and tenth weeks of the fall semester. It was found that although orientation attendance had no effect on the adjustment to college, students classified as internals scored significantly higher when compared to students classified as externals on the FTQ, demonstrating a higher level of adjustment.

One study in which success in adjusting to college was attributed to maturity was a study by Busselen and Busselen (1975). Single and married undergraduates were examined in an effort to determine if there were differences between the groups and their adjustment to college. In reference to academic and social adjustment, married students were found to adjust more quickly than single undergraduates. The authors conclude that this difference may be due to a higher level of emotional and social maturity on the part of married students. Also, the authors concluded that this difference may be due to the married students having a more adaptable personality than students who postponed marriage.

The fact that married students have been shown to have a quicker adjustment academically and socially should be explored for further possible relationships between attributes of the students and adjustment to college. Although there is support for a difference among single and married students, research has not considered the spouse as a readily available source of support. When compared to single students who have moved from home and are initially alone in the new college environment, such a constant source of support should be taken into consideration when assessing adjustment to college.

Another possible explanation for the better adjustment of married students is that the characteristics of responsibility and goal orientation seen in married students may not be the direct result of marriage (Busselen & Busselen, 1975). Rather, these characteristics may

be the result of an internal locus of control. The higher adjustment of married individuals possessing an internal locus of control when compared to single individuals possessing an external locus of control may be due to the personality characteristics associated with the internal locus of control profile: higher academic achievement, use of problem-solving approaches and utilization of effective coping strategies.

A greater mixture of internal and external locus of control may exist within the single undergraduate population. The slower and more difficult academic and social adjustment of single undergraduates may be explained by the fact that pursuing a college education has become the normal path for many American adolescents rather than a choice that results from a specific goal. College has become a time for exploration in finding out what may be a possible career. Those who eventually drop-out may feel as if fate determines their destiny. Such individuals may not put forth as much effort in attempting to succeed compared to an individual who possesses an internal locus of control.

The current study examined the relationship between marital status and personality attributes in college freshmen which may have promoted the transition to the college environment. Specifically, students' locus of control, internal or external as determined by Rotter's (1966) Internal-External Locus of Control Inventory, will be examined in relation to marital status in an effort to determine if the availability of a spouse as a coping resource and/or certain personality attributes, such as a belief in one's abilities in determining outcomes or a belief in fate or luck in determining outcomes, influence the adjustment to college.

Participants completed the demographic questionnaire, the Student Adaptation to College Questionnaire (SACQ) (Baker & Syrık, 1989), and Rotter's (1966)

CHAPTER III

METHODS

Participants

Participants were recruited from undergraduate psychology courses. None had prior college experience, with the time of the study occurring during their first semester in college. Because of the diverse student population at Austin Peay State University, participants varied in relation to race, socio-economic background and geographical origin. Participants received extra credit for participation in the study.

Procedures

Each student who volunteered for the study was screened five weeks after the beginning of the semester by the principal investigator to determine prior college experience. Those with prior experience were not included in the study. Participants accepted into the study were given confidential identification numbers which had no relation to the participant's name or social security number in order to ensure confidentiality. Each participant was advised as to his or her rights to confidentiality, any possible harms or benefits which might be the result of the study, and the ability to withdraw from the study at any time.

Participants were recruited from undergraduate psychology and freshmen adjustment courses. Participants completed the demographic questionnaire, the Student Adaptation to College Questionnaire (SACQ) (Baker & Syrik, 1989), and Rotter's (1966)

Internal-External Locus of Control Inventory at the time they were recruited. After completion, the scores from the married undergraduates and single undergraduates from the SACQ and the Locus of Control Inventory were compared to determine if there were any significant relationships among the three variables (Rotter, 1966; Baker & Syrik, 1989).

Measures

The demographic questionnaire consisted of questions pertaining to the participant's marital status, level of education, gender, major area of study, and age.

Rotter's (1966) Internal-External Locus of Control Inventory consists of 23 forced-choice items and six filler items which measure the degree to which an individual possesses an internal or external locus of control. Internal items are paired with external items with one point being given for each external item. Scores may range from 0 (highly internal) to 23 (highly external). The internal reliability has an estimated range of .65 to .79 (Rotter, 1966).

The Student Adaptation to College Questionnaire (SACQ) assesses students' adjustment to college life (Baker & Syrik, 1989). The basic assumption behind the SACQ is that "adjustment to college is multifaceted and makes various demands on students which require different coping responses." The SACQ consists of 67 items which comprise one scale and four subscales. The academic adjustment subscale measures the students' motivation for success and satisfaction with academic efforts. The social adjustment subscale measures the amount and success of involvement and coping with being away from home. The personal-emotional adjustment subscale measures students' psychological

distress and related somatic symptoms. The goal commitment-institutional attachment subscale assesses the amount the student is satisfied with college in general and with the college he or she is attending in particular. The score for each subscale is the sum of all items within that subscale. The score for the scale as a whole is the sum of all 67 items. Coefficient alphas for the SACQ range from .93 to .95. For the subscales, the coefficient alphas are as follows: academic adjustment, .84 to .88, social adjustment, .90 to .92, personal-emotional adjustment, .78 to .85, and goal commitment-institutional attachment, .85 to .91 (Baker & Syrik, 1989).

Analysis

Two t-tests were conducted to determine if there were any significant relationships among marital status, locus of control, and adjustment to college. Raw scores from the Internal-External Locus of Control Inventory (Rotter, 1966) and marital status (single or married) were analyzed as well as standard scores from the SACQ (Baker & Syrik, 1989) and married status (single or married). The t-tests were necessary to determine if there were any interactions between the constructs evaluated.

CHAPTER IV

RESULTS

Results revealed 34 single respondents and 27 married respondents. Ages ranged from 18 to 42 years with 67% being female and 33% being male. All volunteers were recruited from a liberal arts university in Middle Tennessee. Extra credit for participation was given at the discretion of participants' professors.

The current research hypothesized that married students would tend as a group to have more internal locus of control characteristics than unmarried students. Results of a t-test conducted support the hypothesis. Married students scored significantly higher than single students on the Locus of Control Inventory (Rotter, 1966) suggesting a more internal locus of control. Married students' scores ($\underline{M} = 14.63$, $\underline{SD} = 3.02$) were shown to be significantly different from single students' scores ($\underline{M} = 17.29$, $\underline{SD} = 2.95$), $t(61) = 3.47$, $p < .001$.

It was also hypothesized that married students would be better adjusted to college life than single students. Scores of married students were higher on the Student Adaptation to College Questionnaire (SACQ) (Baker & Syrik, 1989) than scores of single students suggesting better overall adjustment to the college environment. Married students' scores ($\underline{M} = 407.67$, $\underline{SD} = 87.56$) were significantly higher than single students' scores ($\underline{M} = 337.62$, $\underline{SD} = 51.36$), $t(61) = 3.90$, $p < .000$.

Since married students scores were are more internal than single students and married students scores suggest they are better adjusted to the college environment, it was

hypothesized that there is a significant relationship between locus of control as measured by Rotter's (1966) Locus of Control Inventory and adjustment to college as measured by the Student Adaptation to College Questionnaire (Baker & Syrik, 1989). A Pearson correlation was conducted to further determine the existence and direction of any relationship between locus of control and adjustment to college. A significant positive relationship was found between locus of control and college adjustment ($r = .75$, $p < .001$). The results supported the hypothesis that there is a significant positive relationship between internal locus of control characteristics and adjustment to college.

CHAPTER IV

DISCUSSION

The results of the current study suggested that married college students tend to possess a less external locus of control than single students and more internal locus of control qualities. The results of the current study also suggested that when compared to single students, married students were more likely to self-report better adjustment to the college environment. It should be noted that the SACQ does not measure success in college but, rather, an individual's perceived success in adapting to the college environment. Although previous studies have attributed the ability of married college students to adjust to the college environment and succeed in their college goals to maturity (Busselen and Busselen, 1975), the results of the current study suggested that the achievements of married college students were also related to a more internal locus of control. The beliefs and characteristics of individuals with more internal locus of control characteristics may be what enables them to be successful in meeting their college goals. They were more likely to take responsibility for their education, rather than expecting the school or professor to make learning easy for them. The current research findings suggested that although married students did seem to self-report being better adjusted to college life than single students, this adjustment was related to many complex issues including the attributes associated with an internal locus of control.

took place. Spouses of military personnel are often placed into new and somewhat difficult circumstances. Such individuals are often forced to be separated from their spouses for an extended period of time because of their spouse's duty. Also, spouses of military personnel are often faced with more cross country moves than many of us within a life time. These circumstances may make these individuals feel as though their control of future outcomes is limited, resulting in a more external locus of control inventory score. However, in order to attend college an individual must feel as though he or she has some control, although limited, of the future. This may explain the elevated scores of some of the married participants.

Another explanation for the higher than average externality of the scores was that unlike single students who may have moved away from family and friends in order to attend college, resulting in a lack of a support outlet as well as individuals whose spouses are away on duty, some married students have a spouse who is typically available to offer support and assistance when needed. This source of support may give certain married students an advantage over single students in the adjustment to the college environment.

Married students in general tend to be older than single students. Older individuals in comparison to younger individuals may have experienced more diverse situations, such as more transitions relating to working environments and/or community environments. Thus, older students may have more coping skills relating to adapting to new situations than younger students (Ryckman & Malikiosi, 1975). This knowledge may aid older students in adapting to the college environment because they may draw on

their previous experiences in adjusting to new situations when encountering the college environment.

The measure of adjustment to college (SACQ) used in the current study measured an individual's perception of his or her adjustment to the college environment, not his or her success in college. Thus, the results of the current study cannot be used to demonstrate that married students and students with internal locus of control characteristics are more successful in college. Rather, the results implied that married students tend to possess more internal locus of control characteristics when compared to single students and married students perceived themselves as being better adjusted to the college environment.

Future Research

A comparison of college students and individuals who are not attending college in terms of locus of control would be beneficial in order to determine if college students, as a group, tend to be more internal than the general population. Also, a closer examination at married individuals and single students within the general population would be advantageous to determine if married individuals tend to possess more internal locus of control qualities.

It would be interesting to determine if married people actually are more successful at college than single students. It may be beneficial to look at the attrition rate of married students and single students, each group's grade point average, and which type of student

completes their college courses earlier. An examination of the success of students in college may further support, or refute, the current study's hypotheses stating that married students do appear to possess more internal locus of control characteristics and perceive themselves as better adjusted to college life when compared to single students.

LIST OF REFERENCES

REFERENCES

- Baker, R. W., & Syrik, B. (1984). Measuring adjustment to college. Journal of Counseling Psychology, 31(2), 179-189.
- Baker, R. W., & Syrik, B. (1989). Exploratory intervention with a scale measuring adjustment to college. Journal of Counseling Psychology, 33(1), 31-38.
- Busselen, H. J., & Busselen, C. K. (1975). Adjustment differences between married and single undergraduate university students: An historical perspective. Family Coordinator, 24(3), 281-287.
- Coopersmith, S. (1967). Antecedents of self-esteem. San Francisco: Freeman.
- Harter, S. (1986). Self-perception profile for adolescents. Department of Psychology, University of Denver: Denver, CO.
- Holahan, C. J., Valentinar, D. P., & Moos, R. H. (1995). Parental support, coping strategies, and psychological adjustment: An integrative model with later adolescents. Journal of Youth and Adolescents, 24, 633-648.
- Holmbeck, G. N., & Wandrei, M. L. (1993). Individual and relational predictors of adjustment in first-year college students. Journal of Counseling Psychology, 40(1), 73-78.
- Martin, N. K., & Dixon, P. N. (1989). The effects of freshman orientation and locus of control on adjustment to college. Journal of College Students Development, 30, 362-367.

- McClanahan, G., Holmbeck, G. N. (1992). Separation-individuation, family functioning and psychological adjustment in college students: A construct validity study of the separation-individuation test of adolescence. Journal of Personality Assessment, 59(3), 468-485.
- Mooney, S. P., Sherman, M. F., & Presto, C. T. (1991). Academic locus of control, self-esteem, and perceived distance from home as predictors of college adjustment. Journal of Counseling and Development, 69, 445-448.
- Moos, R. H. (1993). Coping Responses Inventory-Youth Form Manual. Psychological Assessment Resources, Odessa, FL.
- Moos, R. H., & Moos, B. S. (1994). Life Stressors and Social Resources Inventory-Youth Form Manual. Psychological Assessment Resources, Odessa, FL.
- Rice, K. G., FitzGerald, D. R., Whaley, T. J., Gibbs, C. L. (1995). Cross-sectional and longitudinal examination of attachment, separation-individuation and college student adjustment. Journal of Counseling and Development, 73, 463-474.
- Robbins, S. B., Lese, K. P., Herrick, S. M. (1993). Interactions between goal instability and social support on college freshman adjustment. Journal of Counseling and Development, 71, 343-347.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. Journal of Consulting and Clinical Psychology, 43, 57-67.

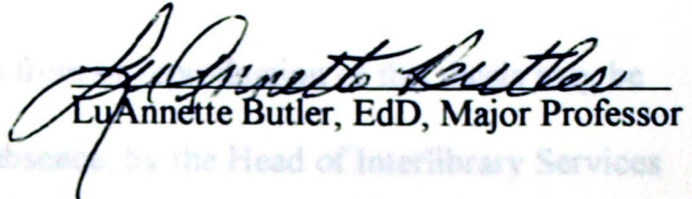
- Ryckman, R. M., & Malikiosi, M. X. (1975). Relationship between locus of control And chronological age. Psychological Reports, 36, 655-658.
- Spielberger, C. D (1973). Children's State Trait Anxiety Inventory. Pal Alto, CA. Consulting Psychologist's Press.
- Schwitzer, A. M., Robbins, S. B. & McGovern, T. V. (1993). Influences of goal instability and social support on college adjustment. Journal of College Student Development, 34, 21-25.
- Trice, A. D. (1985). An academic locus of control, scale for college students. Perceptual Motor Skills, 61, 1043-1046.
- Weinberger, D. (1989). Socio-Emotional Adjustment in Older Children and Adults I: Psychometric Properties of the Weinberger Adjustment Inventory. Department of Psychology, Stanford, CA.

VITA

Joelle S. White was born in Knoxville, Tennessee on November 8, 1973. She graduated from Rutledge High School in Rutledge, Tennessee in May, 1992. In August 1992, she entered the University of Tennessee. She graduated from the University of Tennessee in May 1996 with a degree in Academic Psychology and a Minor degree in Anthropology. Joelle entered graduate school at Austin Peay State University in August 1996. She will receive a Master of Arts degree in Clinical Psychology in December 1998.

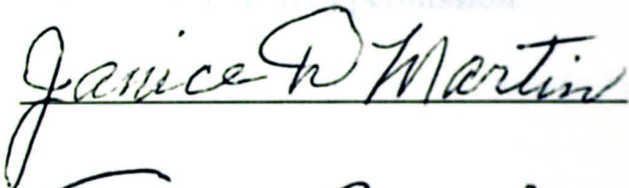
To the Graduate Council:

I am submitting a thesis written by Joelle S. White entitled "Marital Status, Locus of Control, and Adjustment to College," I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Clinical Psychology.

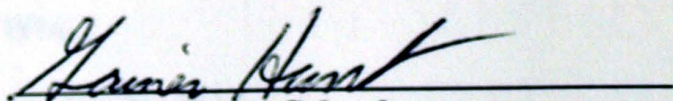

LuAnnette Butler, EdD, Major Professor

We have read this thesis

And recommend its acceptance:






Dean, Graduate School