



# **Self Esteem and Locus Of Control As Predictors of Psychological Wellbeing of Senior Secondary School Adolescents in Anambra State**

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## **ABSTRACT**

The study investigated self-esteem and locus of control as predictors of psychological well-being of senior secondary school adolescents in Anambra State. Specifically, the study sought to: Ascertain the predictive value of self-esteem on psychological well-being of senior secondary school adolescents in Anambra State. Find out the predictive value of locus of control on psychological well-being of senior secondary school adolescents in Anambra State. Determine the predictive value of self-esteem on psychological well-being of male and female secondary school adolescents in Anambra State. Find out the predictive value of locus of control on psychological well-being of male and female senior secondary school adolescents Anambra State and to ascertain the predictive value of self-esteem and locus of control on psychological well-being of senior secondary school adolescents in Anambra State. Correlation research design was employed for the study. The population of the study comprised 20,889 senior secondary two (SS2) students (M= 9,411 and F=11,478) from public secondary schools in Anambra State. The sample for this study comprised 763 SS 2 students made up of 396 males and 367 females drawn using multistage sampling procedures. The researcher adapted three set of instruments namely; Self Esteem Evaluating Rating Scale (SEERS) developed by Gopal (2016), Locus of Control of Behaviour Scale (LCBS) developed by Craig, Franklin and Andrews (1984) and Psychological well-being Scale (PWS) developed by Ryff (1989) for data collection. Data analysis was done using multiple regression analysis. The findings of the study revealed among others that self esteem is a strong predictor of psychological well-being of senior secondary school adolescents, while locus of control is a moderate predictor of psychological well-being of male and female senior secondary school adolescents in Anambra State. It was also found out that self-esteem and locus of control are jointly significant predictors of psychological well-being of senior secondary school adolescents in Anambra State. Based on the findings, it was recommended among others that Post Primary School Service Commission should train and post qualified guidance consellers to secondary schools to help senior secondary school students strengthen their self-esteem and locus of control for enhancing their psychological well-being. Limitations as well as suggestion for further studies were highlighted.

**Keywords:** Self Esteem, Locus of Control, Psychological Wellbeing, Adolescents, Anambra State

## **INTRODUCTION**

Nigerian society has been evolving and experiencing great changes in every aspect of life and development. These changes have brought about continuous transformation from the traditionally accepted way of life especially among the adolescents. These changes may also have brought about some of its stressful situations to which adolescents have to adapt and cope with. According to Edobor and Ebiye (2017), adolescent is described as a developmental transition phase between childhood and adulthood that includes biological, cognitive, and socio-emotional changes. Adolescents with high psychological well being tend to have a positive social experience while to others that lacks psychological well being, it could be a night mare. This is based on the fact that adolescents without psychological well being could exhibit symptoms of relationship troubles or difficulty making friends,

negative moods such as feeling sad, anxious, ashamed or angry, low motivation, poor body image, earlier sexual activity, drinking alcohol and/or taking drugs to feel better as a result of their inability to relate well with self and others in their environment (Nwankwo, Balogun, Chukwudi & Ibeme, 2012).

There is tendency for adolescents in school to exhibit undesirable behaviour such as disobedience, fighting, noise making, absenteeism, cultism, drug abuse, premarital sex, lateness to school and teenage pregnancy among others. To buttress this, Chingtham (2015) stressed that during this period, adolescents exhibit some delinquent acts such as begging, truancy, vagrancy, obscenity, loitering, pilfering, drinking, gambling in order to satisfy one need or the other. At this junction one is poised to ask, what is the reason for the change in the intensity of school Adolescent maladaptive behaviours? As was observed by Mankandam (2017), adolescents want to consider themselves as adult while at same time dependent on their parents for decision making, during this period, individual personality is influenced by the involvement of different people like parents, teachers, and peers. Thus, this stage is considered very crucial for personality development. To develop a good personality; the psychological well being of the individual is very consequential which in turn help in the development of self esteem and locus of control. Research revealed that around 50% of mental health disorder of adults begin at the adolescence years, one third of adolescents deaths are suicides triggered as a result of poor psychological well being imbalance (Johan, 2018).

According to Davies, (2019), psychological well being is very essential for the total well being of man throughout life, it is the experience of good health, happiness and prosperity which includes having good mental health, high life satisfaction, a sense of meaning or purpose and ability to manage stress. It is something desired by everyone because it includes so many positive things such as feeling happy, healthy, socially connected and purposeful. Davies further stated that psychological wellbeing emerges from thoughts, actions and experiences, most of which one has control over, she maintain that when one thinks positive he or she tends to have greater emotional well being, when one has meaningful relationship, he or she will have a better social well being and when one loses his or her job, he will have low workplace well being. Adolescents with high self-esteem have the following characteristics, they are capable of influencing positively the opinion and behaviour of others, they tackle new situations positively and confidently, they have a high level of tolerance towards frustration, accept early responsibilities, asses corrected situations, communicate positive feelings about themselves and succeed in having good self-control and the belief that the things they are undergoing are the result of their own behaviour and action (locus of control). Studies by Abdul, (2015) have shown that adolescents' self-esteem is largely defined by their locus of control.

Locus of control is defined as a person's tendency to see events as being controlled internally or externally (Shojaee,2014). It is an individual's personal belief that events which occur in his life or her life are either as a result of personal control and efforts or outside forces such as fate and luck (Friday, Callister, Kenechukwu, Godwim& Augustine, 2018).

In a situation where there is poor psychological well being, it will result to hardship and misery both to the adolescent, the family and the school environment. The causes of poor psychological well-being among adolescents have been attributed to so many factors such as childhood abuse, trauma, neglect, loneliness, discrimination and stigma, social disadvantage, bereavement, severe or long term stress among others. An attempt to find solution to the challenges of poor psychological well being, factors such as self-esteem and locus of control has been identified. Psychological well-being associated with self esteem and locus of control is not a new phenomena. However, In spite of the attention bestowed upon the, self-esteem, locus of control and psychological well being in most foreign and local studies, there is need to conduct study in Anambra State, Nigeria because most of the studies in the area of the study dealt with only one side, either the self-esteem, locus of control or psychological well-being. This prompted the study on self-esteem and locus of control as predictors of psychological well-being of senior secondary school adolescents in Anambra State.

### **Statement of Problem**

The adverse effects of poor psychological well being is becoming alarming among the secondary school adolescents in Anambra state. Often times this group of adolescents are seen to engage in clandestine activities such as cultism, drug use and abuse, smoking, drinking, disobedient to school authorities to parents and guardians, bickering, brawling and keeping late nights. Girls among them in seeking care and attention from opposite sex engage in premature sexual engagements, unintended pregnancy and abortion among others. As a result, these adolescents are pushed early into depression,

anxiety, low mood, self comparison, emotional neglect and feeling of inadequacy. Most times it follows one to adulthood. Many at times adolescents tend to engage in these maladaptive behaviours probably due to peer negative influence.

Several government bodies have through campaign and orientation programmes tried to create awareness to adolescents in state public schools to sensitize them on negative implication of cultism, use of drugs, premarital sex, unplanned pregnancy and other maladaptive behaviours that greatly affects adolescents academic, emotional and psychological well being. Anambra state office of youth and social development had once held a sensitization programme with the theme “curbing the menace of drug abuse and cultism in schools. The State Government have also tried to the improve the behaviour of secondary school adolescents by establishing guidance and counseling departments in Anambra State Public schools so as to prevent and also modify the negative behaviours of these young adolescents as a result of poor psychological well being using various counseling techniques.

Regardless of these efforts, negative behaviours as a result of poor psychological well being of school adolescents continues to rear it face. Moreover, few researchers have investigated the relationship between self esteem, locus of control and psychological well being. No research known to the researcher have investigated self esteem and locus of control as predictor of psychological well being of senior school adolescents in Anambra State and that is the gap the study wishes to fill. Therefore, the problem of this study is to find out whether self esteem and locus of control will significantly predict psychological well being of senior secondary school adolescents in Anambra State.

## REVIEW OF LITERATURE

### Conceptual Framework

#### Concept of Self Esteem

Different authors have defined self esteem in different ways. According to Noronha, Monteiro and Pinto (2018), self-esteem is self-assessment, perception or evaluation which can be positive or negative, pleasant or unpleasant. To them, the term self-esteem means “reverence for self.” The “self” pertains to the values, beliefs, and attitudes that we hold about ourselves. Having a strong will and self-confidence, decision-making power and originality, creativity, sanity and mental health which is directly related to self-esteem and sense of self-worth. They further referred self esteem to an individual’s sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. According to Minev, Petrova, Mineva, Petkova, Strebkova (2018), self-esteem is an overall evaluation of the person’s value, expressed in a positive or negative orientation towards himself. Its development starts from birth and is constantly changing under the influence of experience. Hosgi, Ayumi, Chikako, Noguchi and Watanbe (2012) defined self esteem as the awareness of the absolute value of one’s own personality or dignity, the satisfaction or dissatisfaction with oneself.

Ackerman (2019) viewed self-esteem as a person’s overall sense of his or her [value](#) or worth. It can be considered a sort of measure of how much a person “values, approves of, appreciates, prizes, or likes him or herself”. Self esteem refers to ones affective or evaluative appraisal of the self. In other words, it reflects the extent to which a person likes or dislikes the self or the extent to which a person thinks positively or negatively of oneself. It encompasses belief such as when somebody tells himself or herself “I am competent or I am worthy”. Ackerman further maintained that, self esteem encompasses emotions such as triumph, despair, pride and shame. Self esteem has a prominent effect on one’s mental health as well as personal balance.

Self-esteem is confidence in one’s traits, strengths, attributes and worth. Duraku and Linda (2018) defined self-esteem as the way in which we appreciate ourselves; the way we recognize our strengths, qualities, and attributes. A mechanism of support in order to maintain equitable interpersonal relationships and prevent depression, an essential step for success, the subjective way in which we see ourselves but which does not always represent objective reality or what others think of us. The balanced measure of valuing ourselves: self-esteem that is too low is undesirable while an unrealistically high level causes others to avoid us.

Self-esteem is the sense of self-respect and personal value. Berne, Patricia, Savary and Louis (2014), self-esteem is the capacity to see oneself as valuable and competent, loving and lovable, having certain unique talents and a worthwhile personality to share in relationships with others. Far from being conceited or self-centered, it means having a realistic awareness of oneself and of one’s rights. They maintained that self esteem mean to honor one’s uniqueness and spiritually to accept one’s life as

a gift from God because adolescents with healthy self-esteem are usually self-confident, they are able to build healthy relationships, see themselves as successful and act towards others in non-threatening ways.

The evaluative and affective elements are present in all definitions and theories of self-esteem. Abdel-Khalek (2016), postulated that self-esteem is the self-evaluation and descriptive conceptualization that individuals make and maintain with regard to themselves. Evelyn (2018) posited self esteem to be the extent to which adolescents believe themselves to be capable, significant, successful and worthy. Erol and Orth (2011) stated that self esteem is a larger part of adolescent's understanding of self and as such likely to fluctuate as it is susceptible to internal and external influences during adolescence and youth.

Mohammad (2011) gave definition of self esteem in six categories,

1. Global self-esteem is referred to as the overall aggregated opinion of oneself at any one time on a scale between negative and positive.
2. Domain specific self esteem relates to one's self-esteem in regard of a particular area, such as sport.
3. Trait self-esteem is described as an individual's accumulated lifelong perception of social inclusion and exclusion.
4. State self-esteem is a perception of changes in one's level of social inclusion, given a particular setting.
5. Stable self esteem which is compared to unstable and narcissistic self-esteem, with the latter two eliciting stronger emotional reactions to ego threats
6. True or authentic: high self-esteem that is stable

In the context of this study self esteem is seen as a way of thinking, feeling and acting that implies that you accept, respect and believe in yourself. It refers to a person's overall sense of his or her [value](#) or worth. It is considered as a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself". Self esteem refers to one's affective or evaluative appraisal of the self.

### **Psychological Well-being**

According to Dodge, Daly, Huyton and Sanders (2012), the concept of psychological well being is an undeniable complex concept. They defined psychological well being under three key areas, the idea of a set point for wellbeing: the inevitability of equilibrium/ homeostasis; and the fluctuating state between challenges and resources consequently proposed the new definition of psychological wellbeing. Hence they defined psychological wellbeing as the balance point between an individual's resource pool and the challenges faced. According to Burns (2016), psychological well being refers to inter and intra individual levels of positive functioning that can include one's relatedness with others and self-referent attitudes that include one's sense of mastery and personal growth.

Psychological well being according to Center for disease control (CDC) (2018), is the presence of emotions (E.g. contentment, happiness), the absence of negative emotions (E.g. depression, anxiety), and satisfaction with life, fulfillment and positive functioning. They further described it as judging life positively and feeling good. For the public health purposes CDC viewed Psychological wellbeing as physical wellbeing (E.g., feeling very healthy and full of energy).

Psychological wellbeing includes the capacity to realize our abilities to live a life with purpose and meaning, to make a positive contribution to our communities, form positive relationships with others and feel connected and supported. They further explain that psychological well being refers to the capacity to experience peace of mind, contentment, happiness and joy, cope with life's ups and down and be confident and resilient, take responsibility for oneself and for other as appropriate. It is more than the absence of mental disorder, it represent the positive side of mental health and can be achieved by people with a diagnosis of mental disorder. (Aked, Marks, Cordon & Thompson, 2010). Psychological wellbeing refers to the simple notion of a person's welfare, happiness, advantages, interests, utility of life, (Burriss Brechting, Salsman & Carlson, 2009).

### **Theoretical Framework**

#### **Multidimensional Well-Being Theory by Martin Seligman (2011)**

Multidimensional theory is a positive psychology approach to psychological wellbeing. The fundamental aspect of multidimensional theory is that psychological wellbeing is a multi-varied and dynamic phenomenon upon which social scientist need to better understand how different aspects of

people's wellbeing are tied together and how these ties differ between individuals at one point in time and within individuals over time. He is of the belief that psychological wellbeing has several measurable elements, each of them, a real thing contributing to the PWB but not defining PWB. He further posits that wellbeing is best characterized as a profile of indicators across multiple domains rather than a simple factor.

Multidimensional understanding of psychological wellbeing provides both theoretical and practical insights in the application of positive psychology at different levels of human organizations. On the theoretical side, psychological wellbeing is an abstract construct that includes both feeling good and functioning well. Thus, psychological wellbeing cannot be defined by a single measure but by various aspects that are readily measured. On the practical side, multidimensional wellbeing metrics identify groups with specified strength and weaknesses in education overall grade points average, indicating a student overall achievement but obscures the individual academic areas where students struggle, for instance, report cards break down grades across subject areas, highlighting weak areas but assessment provide teachers and school counselors with specific information about domains in which students thrive or struggle. The theory maintains that while some students may need to dial up their sense of meaning, others might need to increase their positive emotions or improve relations. However, Seligman is of the view that people around the world pursue good life and they do it in varied of ways. One person might seek wealth and fame while another might seek authentic relationship and positive change in the community. Good life is represented by high levels of well being or flourishing, yet at any given point in time, less than 20% of people are living good life. This aggregate level of sub-optimal function is unfortunate because on the whole, well being affords a host of beneficial outcomes for individuals eg. (Better health, stronger relationship), and society (eg, greater work productivity, more pro-social behaviour among others) understanding the factors that move a person closer to flourishing is an obvious next step towards helping more of the people to the good life. According to the theory, what exactly promotes good health? In an attempt to find answers to this question, Seligman developed five aspects of dimensions that people around the world pursue because they find them naturally rewarding (ie. intrinsically rewarding) positive emotions, Engagement, Relationships, Meaning and Achievement know as PERMA. These five dimensions distinguished Seligman's theories from other multidimensional theories because it includes both eudemonic (eg. living a purposeful life) and hedonic (living a life rich in joy and pleasure) compounds and includes unique components (Engagement, achievement) that are less included in other well being theories.

**P- Positive Emotions:** These are good things we feel such as happiness, hope and joy. Experiencing positive emotions is a primary goal of individuals around the world and it is a key indicator of psychological being. They are positively related to life satisfaction, resilience, mindfulness, social reward, work outcomes, and physical health.

**E- Engagement:** Engagement is the second important indicator of psychological wellbeing. It is the act of becoming legally absorbed, interested or focused in life activities. The theory posits that participating in any absorbing activity that is highly challenging and requires a highly level of skill, leads to a loss of self consciousness and facing the activity squarely. Engagement is positively related to other indicators of wellbeing including life satisfaction, satisfaction in academic work and leisure and increase in positive effect after the engagement experience.

**R- Relationships:** This is the act of feeling valued by others and having close, mutually satisfying relationships. The theory posits that human beings have a biologically anchored, innate propensity to form affectionate relationships throughout their lives beginning at a very early age. Likewise, close relationships represent fundamental human needs, relationships with friends are positively associated with self esteem. Thus, perceived increases in friendship quality are related to increase in psychological wellbeing.

**M- Meaning:** The fourth indicator of PWB is meaning having a sense of purpose derived from something viewed as larger than the self. People pursue meaning because it makes life worth living and gives them a sense of fulfillment. Meaning is associated with other indicator of well being throughout the adult life span and relates to greater life Satisfaction, higher rates of happiness and fewer psychological problems.

**A-Achievement:** Seligman posits achievement as a persistent or determined drive to master or accomplish something for one's own sake. Thus, achievement as an indicator of psychological wellbeing should be operationalized by examining people's desire to accomplish something (e.g. persevering altitude).

Seligman multidimensional theory is related to the study because for an adolescent to be classified as having good psychologically wellbeing, he or she must have attained the five aspects of multidimensional theory. For instance, an adolescent who is emotionally, socially and physically happy will have a favorable environment that will facilitate learning and other academic performance. Furthermore a college student who socializes more frequently and have stronger social relationships will tend to be happier, relaxed and focused than students without any relationships. Withdrawn altitudes tend to affect adolescent's self esteem and locus of control. Perseverance as a result of striving for achievement predicts educational attainment and other accomplishment beyond that of intelligent quotient and conscientiousness. Perseverance is also positively related to grade point average, life satisfaction and full participation in extracurricular activities as well less involvement in maladaptive behaviour and bad peer influence.

### **Empirical Review**

Uma and Manikandan (2017) carried out a study on the role of self-esteem, locus of control and coping in predicting the psychological well being of adolescents in Bangalore, Karnataka, India. The study was guided by two research questions and two hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 2,345 students from Bangalore, India. Sample size of 146 PU college students were drawn using simple random sampling technique. Four research instruments were used for data collection and they were Brief self esteem inventory, Locus of control scale, Psychological Well Being Scale, Brief COPE scale along with personal data sheet. The data was analyzed using Pearson Product Moment correlation and regression analysis. The findings of the study revealed among others that self-esteem and locus of control is strong predictor the psychological well being of adolescents.

Okwaraji, Agunwa and Eze (2016), investigated the relationship between life satisfaction, self esteem and depression in Adolescents in Lagos State. The study was guided by four research questions and three hypotheses. Correlation research design was adopted for the study. The population of the study was 13,000 students. The sample of the study comprised of 220 adolescents selected through stratified sampling technique. Three instruments were used for data collection -Satisfaction with life scale (SWLS), Self Esteem Scale (SES) and Beck Depression Inventory (BDI-2).The instruments were validated and the reliability established using Cronbach Alpha. The data were analyzed Pearson Product Moment coefficient. The study found that there is a low level of life satisfaction and self-esteem with varying degrees of depression among the adolescents. The above study is related to the present study as it appears to support the main issue already raised in the study on self-esteem. The above study differs from the present studies in sense that the former explore life satisfaction, self -esteem and depression among adolescents in Lagos state Nigeria, while the present study dealt with self-esteem, locus of control as predictors of psychological well-being of adolescents in Anambra State Nigeria.

Amalu (2017) investigated family environment and self esteem as predictors of psychological adjustment of secondary school adolescents from divorced home in Cross River State. Two hypotheses guided the study. The study adopted a Correlation research design. The population of the study was 8700 senior secondary school adolescents in Cross River state. The sampling of the study comprised of 128 SS 2 students selected using simple and stratified random sampling technique. The instruments used for data collection were Rosenberg (1965) Self Esteem Scale, Self-Structured Family Environment Scale and Psychological Adjustment Scales. Multiple regression was used in the data analyses. The findings of the study revealed that family environment significantly predict psychological adjustment of secondary school students. Also the study found that self esteem significantly predicts psychological adjustment of students. The study recommended that families should reduce conflict and increase cohesion as this may have positive effect on the psychological adjustment of adolescents. The above study is related to the present study in the sense that both studies made use of correlation research design and regression analysis for data analysis. Both studies are also concerned with self-esteem which is the main thrust of the study. The studies differ in the sense that the former was on family environment and self esteem as predictors of psychological adjustment of school adolescents while the present study aimed to determine self esteem and locus of control as predictors of psychological wellbeing of school adolescents in Anambra State.

Okwaraji, Nduanya, Obiechina, Onyebueke and Okorie (2018) carried out a study on locus of control, self esteem and depression of school going adolescents. Two hypotheses guided the study. The study



adopted a descriptive research design. The population of the study comprised of 720 secondary school adolescents. The sample of the study consisted of 80 students made up of 40 boys and 40 girls drawn using simple random sampling. Instruments used for data collection were Rotter's locus of control scale, Rosenberg Self Esteem Scale and Becks Depression Inventory. Data for the study was analyzed with the use of percentages and Pearson's chi squared test. The result of the study revealed high levels of internal locus of control, self esteem and absence of depression, especially among the rural school adolescents. They recommended regular adolescents counseling in rural communities with a view to identify those with low self esteem, external locus of control and depressive symptoms so that adequate measures will be put in place to help uplift their positive self image and improve their mental health profile. The study is related to present study as it appears to support the main issues of self esteem and locus of control. Both studies differ in the use of research design while the former adopted descriptive research design the present study adopted correlation research design.

Ibeawuchi and Irulo (2017) conducted a study on the relationship between self esteem, locus of control and academic underachievement among secondary school adolescents in Rivers state, Nigeria. Three research questions and three hypotheses guided the study. Correlation research design was adopted for the study. The population of the study consisted of 2,301 secondary school two (SS II) adolescent in 245 senior secondary schools in Rivers State. The sample comprised of 240 senior school II students drawn from the population with the use of purposive sampling technique. Instruments used for data collection were Basic Education Certificate Examination result BECE (2005) and Batere Progressive Matrices (1977) (BPM), a Self Esteem Scale (SES) and Locus of Control (LOCS) all developed by the researcher. Data was analyzed with the use of Pearson Product Moment Correlation. The result of the study showed that self esteem, internal locus of control and external locus of control were not significantly related to student's academic underachievement.

Eswari, Kaur, Singh, Kavitha and Murthu (2018) studied the relationship between personality traits and self esteem among university students in Malaysia. Three research questions and three hypotheses guided the study. The study adopted a correlation research design. The population of the study was 8,800 university students in Malaysia. The sample consisted of 515 university students selected through purposive sampling technique. Big Five Personality Factor Scale developed by Goldberg (1999) and Cooper Smith's Self Esteem Scale were used as instruments for data collection. Data were analyzed with the use of Pearson Product Moment Correlation. The study found that extraversion, agreeableness and conscientiousness personality traits were significant positive predictors of self esteem. It also found that female students scored higher on neurotism and conscientiousness when compared with male students. The study showed that personality traits influence an individual's life in every domain. The study is related to the present study in the sense that both studies examined self esteem which is the main issue of the present study. The study differ from the present study in the method of sampling technique, while the former used purposive sampling technique to draw 515 university students, the present study uses simple random technique and stratified sampling technique to draw 1,456 secondary school adolescents.

Hassan, Saied, Elewa (2018), investigated the relationship between locus of control and suicide commit attitude among Adolescents with suicide attempt in Ain Shams University Hospital, Egypt. One research question guided the study. The study adopted a co-relational research design. The population of the study was all poisoning cases admitted in center for treatment of poison in Shams University Teaching Hospital Ain. The sample of the study was 150 adolescents with suicide attempt drawn from the population through convenient sampling technique. The instrument for data collection were Beck's Suicide Intent Scale developed by Beck (1974), Structured Interview Questionnaire developed by the researchers, Locus of Control Scale developed by Hady and Allah (2001), Behaviours Associated with Suicide Attempt Scale developed by Mohammed (2017).The data were analyzed with the use of regression analysis. The findings of the study showed that majority of the adolescents who want to commit suicide suffer from psychological abuse. Thus, there was a high significant correlation between intent to suicide and suicide behaviour, intent to suicide and locus of control, Locus of control and suicide behaviour among adolescents with suicide attempt .The study recommended that Social group therapy with the religious leader and psychiatric specialist should be available at the center of poisoning treatment.

Harshitha, Abirami and Mythili (2018) carried out a study on locus of control and psychological well-being in visually and auditorily challenged individuals. Two research questions guided the study and one hypothesis was tested at 0.05 level of significance. Ex-post facto research design was employed

for the study. The population of the study consisted of all the visually challenged and auditory challenged persons in the city of Chennai. Purposive sampling technique was used to draw 100 respondents made up of 50 visually challenged and 50 auditory challenged persons. Rotter's Internal-External Locus of Control Scale (Rotter, 1966) and General Health Questionnaire (GHQ-12) (Goldberg, 1972) were used for data collection. Pearson's Product Moment Correlation and t-test were used to analyze the data. The finding of the study revealed among others that significant relationship was not found between Locus of control and psychological well-being. It was also showed that low relationship was found between Locus of Control and Psychological well-being. The review study is related to the present study as both dealt with Locus of Control and Psychological well being. The two studies however differ in geographical locations, research design and method of data analysis. The reviewed study was carried out in the city of Chennai, used ex-post facto research design and Pearson's product moment correlation and t-test for data analysis, while the current study was carried out in Anambra State and used correlational research design and simple regression for data analysis.

## METHODOLOGY

### Research Design

Correlation research design was adopted for the study. According Nworgu (2015), correlation studies indicates the direction and magnitude of relationship between variables of the study. The design is appropriate since the study seeks to collect data from the respondents in order to establish the direction and magnitude of self esteem and locus of control and to ascertain the predictive ability of self esteem and locus of control on psychological well being of senior school adolescents.

The study was carried out in Anambra State. Anambra state is one of the five states in South East geopolitical zone of Nigeria. It occupies a land area of 4416 square kilometers. The state is bounded in the North by Kogi State, West by Delta state, East by Enugu State and south by Imo State. The State is divided into three senatorial districts (Anambra North, Anambra South and Anambra Central) and 21 local government councils for administrative convenience. The residents in Anambra State are variously artisans, traders, industrialists, farmers, businessmen/women and civil servants. Anambra State has six educational zones namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. There are 262 public secondary schools. The State Post Primary Service Commission Awka centrally controls the schools. Anambra state was chosen by the researcher as a result of high rate of maladaptive /abuse behaviours such as cultism, drug use and other violent behaviours prevalent among senior secondary school adolescents in Anambra state. The population of the study comprised 20,889 senior secondary two (SS2) students (M= 9,411 and F=11,478) from public secondary schools in Anambra State. (Source: Anambra State Post Primary School Service Commission Awka, March, 2020). The population distribution of SS 2 students according to Education zone is attached as Appendix A on page 114. The sample for this study comprised 763 SS 2 students made up of 396 males and 367 females drawn using multistage sampling procedures. Proportionate random sampling technique was used to draw 20% percent of schools in each education zone. As a result of this procedure, 10 schools were sampled from Aguata Zone, 12 schools from Awka zone, 10 schools from Nnewi Zone, 8 schools from Ogidi zone, 6 schools for Onitsha education zone and 6 schools from Otuocha education zone.

Stratified random sampling technique which takes cognizance of gender of respondents was used to draw 20 percent of students in the sampled schools in the six education zones. This yielded sample size of 127 students (60 males and 67 females) for Aguata education zone, 172 students (81 males and 91 females) for Awka education zone, 107 students (55 males and 52 females) for Nnewi education zone, 131 students (74 males and 57 females) for Ogidi education zone, 178 students (101 males and 77 females) for Onitsha education zone and 48 students (25 males and 23 females) for Otuocha education zone respectively. A total of 763 students which represented 20% percent of the sampled schools with 3,801 students was drawn for the study. This is in line with Mkpa cited in Nwune, Nwogbo and Nwankwo (2016) who advocated that when a population runs into several thousands, a sample of 5 to 20 percent is adequate. Twenty percent (20%) is within the range of Mkpa's suggestion and that percentage is what the researcher conveniently managed. The summary of the sampling is shown in Appendix B on page 115



**Method of Data Analysis**

Regression analysis was used to analyze the data collected. Muijs in Cohen, Manion and Morrison (2007) suggested that for assessing the goodness of fit of regression model, using regression coefficient (R). The decision rules for the research questions is as follow For regression coefficient;

0-0.1–weak predictor.

0.1 -0.3 modest predictor.

0.3 -0.5 moderate predictor.

>0.5=strong predictor.

However, negative R indicates negative predictor/relationship. For decision on the hypotheses, if p-value is equal to or less than significant value of .05, the null hypothesis was rejected, but if p-value is greater than significant value of .05, the null hypotheses was not rejected.

**PRESENTATION OF DATA**

In this chapter the data collected were presented and analyzed. The results were presented according to the research questions and hypotheses.

**Research Question 1:** *What is the predictive value of self esteem on psychological well-being of senior secondary school adolescents in Anambra State?*

**Table 1: Regression Coefficient on Self Esteem and Psychological Well-Being of Secondary School Adolescents**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.563	.317	.316	2.826	Strong

As shown in Table 1, correlation coefficient between self esteem and psychological well-being of school adolescents is .563 with a coefficient of determination of .317. This shows that 31.7% variation in school adolescents’ psychological well-being can be attributed to self esteem. The regression Coefficient r of .563 indicated that self esteem is a strong predictor of psychological well-being of senior secondary school adolescents in Anambra State.

**Research Question 2:** *What is the predictive value of locus of control on psychological well-being of senior secondary school adolescents in Anambra State?*

**Table 2: Regression Coefficient r on Locus of Control and Psychological Well-Being of Secondary School Adolescents**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.467	.218	.217	3.024	Moderate

Result on Table 2, revealed that correlation coefficient between locus and psychological well-being of school adolescents is .467 with a coefficient of determination of .218. This shows that 21.8% variation in school adolescents’ psychological well-being can be attributed to locus of control. The regression Coefficient r of .467 indicated that locus of control is a moderate predictor of psychological well-being of senior secondary school adolescents in Anambra State.

**Research Question 3:** *What is the predictive value of self esteem on psychological well-being of male and female senior secondary school adolescents in Anambra State?*

**Table 3: Regression Coefficient r on Self Esteem and Psychological Well-Being of Male and Female Secondary School Adolescents**

Gender	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Male	1	.517	.267	.265	3.107	Strong
Female	1	.484	.234	.232	2.719	Moderate

As shown on Table 3, the correlation coefficient between self esteem and psychological well-being of male and female school adolescents are .517 and .484 with coefficient of determination of .267 and

.234 respectively. This shows that 26.7% and 23.4% change in male and female school adolescents' psychological well-being is explained by self esteem. The regression Coefficient  $r$  of .517 of male students indicated that self esteem is a strong predictor of psychological well-being of male senior secondary school adolescents, while the regression Coefficient  $r$  of .484 for female students indicated that self esteem is a moderate predictor of psychological well-being of female senior secondary school adolescents in Anambra State.

**Research Question 4:** *What is the predictive value of locus of control on psychological well-being of male and female senior secondary school adolescents in Anambra State?*

**Table 4: Regression Coefficient  $r$  on Locus of Control and Psychological Well-Being of Male and Female Secondary School Adolescents**

Gender	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Male	1	.425	.181	.179	3.285	Moderate
Female	1	.494	.244	.242	2.701	Moderate

As shown on Table 4, the correlation coefficient between locus of control and psychological well-being of male and female school adolescents are .425 and .494 with coefficient of determination of .181 and .244 respectively. This shows that 18.1% and 24.4% change in male and female school adolescents' psychological well-being is explained by locus of control. The regression Coefficient  $r$  of .425 and .494 for male and female students respectively indicated that locus of control is a moderate predictor of psychological well-being of male and female senior secondary school adolescents in Anambra State.

**Research Question 5:** *What is the predictive value of self-esteem, and locus of control jointly on psychological well being of senior secondary school adolescents in Anambra State?*

**Table 5: Regression Coefficient  $r$  on Self Esteem, Locus of Control and Psychological Well-Being of Secondary School Adolescents**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.569	.324	.322	2.812	Strong

Result on Table 5, revealed that correlation coefficient between self esteem, locus and psychological well-being of school adolescents is .569 with a coefficient of determination of .324. This shows that 32.4% variation in school adolescents' psychological well-being can be attributed to locus of control. The regression Coefficient  $r$  of .569 indicated that self-esteem and locus of control are jointly strong predictor of psychological well-being of senior secondary school adolescents in Anambra State.

**Hypothesis One:** Self-esteem is not a significant predictor of psychological well-being of senior secondary school adolescents in Anambra State.

**Table 6: Test of Significance of Simple Regression Analysis with Self Esteem as Predictor of Psychological Well-being of Secondary School Adolescents**

Predictor	R	R <sup>2</sup>	F	P-value	Remark
Self Esteem	.563	.317	346.610	.000	*S

\*Significant

As shown on Table 6, the simple regression coefficient (R) is .563 while the R<sup>2</sup> is .317 showing that self esteem makes 31.7% contribution to the variance in secondary school adolescents' psychological well-being. The  $F(1/749) = 346.610$  and the  $p$ -value of .000 is less than .05. Therefore, since the  $p$ -value is less than the stipulated.05 level of significance, the null hypothesis was rejected. Therefore, self-esteem is a significant predictor of psychological well-being of senior secondary school adolescents in Anambra State.

**Hypothesis Two:** Locus of control is not a significant predictor of psychological well-being of senior secondary school adolescents in Anambra State.

**Table 7: Test of Significance of Simple Regression Analysis with Locus of Control as Predictor of Psychological Well-being of Secondary School Adolescents**

Predictor	R	R <sup>2</sup>	F	P-value	Remark
Locus of Control	.467	.218	207.924	.000	*S

\*Significant

Result on Table 7, showed that the simple regression coefficient (R) is .467 while the R<sup>2</sup> is .218 showing that locus of control makes 21.8% contribution to the variance in secondary school adolescents' psychological well-being. The  $F(1/749) = 207.924$  and the  $p$ -value of .000 is less than .05. Therefore, since the  $p$ -value is less than the stipulated.05 level of significance, the null hypothesis was rejected. Therefore, locus of control is a significant predictor of psychological well-being of senior secondary school adolescents in Anambra State.

**Hypothesis Three:** Self-esteem is not a significant predictor of Male and Female psychological well-being of senior secondary school adolescents in Anambra State.

**Table 8: Test of Significance of Simple Regression Analysis with Self Esteem as Predictor of Psychological Well-being of Male and Female Secondary School Adolescents**

Gender	Predictor	R	R <sup>2</sup>	F	P-value	Remark
Male	Self Esteem	.517	.267	141.163	.000	*S
Female	Self Esteem	.484	.234	109.434	.000	*S

\*Significant

Result on Table 8, showed that the simple regression coefficient (R) of male students is .517 while the R<sup>2</sup> is .267 showing that 26.7% change in male secondary school adolescents' psychological well-being is explained by self esteem, while the simple regression coefficient (R) of female students is .484 while the R<sup>2</sup> is .234 showing that 23.4% change in female secondary school adolescents' psychological well-being is explained by self esteem. The  $F(1/389) = 141.163$  and  $F(1/360) = 109.434$  for male and female secondary school adolescents' respectively and the  $p$ -value of .000 is less than .05. Therefore, since the  $p$ -value is less than the stipulated.05 level of significance, the null hypothesis was rejected. Therefore, self-esteem is a significant predictor of psychological well-being of male and female senior secondary school adolescents in Anambra State.

**Hypothesis Four:** Locus of control is not a significant predictor of Male and Female psychological well-being of senior secondary school adolescents in Anambra State.

**Table 9: Test of Significance of Simple Regression Analysis with Locus of Control as Predictor of Psychological Well-being of Male and Female Secondary School Adolescents**

Gender	Predictor	R	R <sup>2</sup>	F	P-value	Remark
Male	Self Esteem	.425	.181	85.510	.000	*S
Female	Self Esteem	.494	.244	115.753	.000	*S

\*Significant

As shown on Table 9, the simple regression coefficient (R) of male students is .425 while the R<sup>2</sup> is .181 showing that 18.1% change in male secondary school adolescents' psychological well-being is explained by locus of control, while the simple regression coefficient (R) of female students is .494 while the R<sup>2</sup> is .244 showing that 24.4% change in female secondary school adolescents' psychological well-being is explained by locus of control. The  $F(1/389) = 85.510$  and  $F(1/360) = 115.753$  for male and female secondary school adolescents' respectively and the  $p$ -value (0.00) < .05; since the  $p$ -value is less than the stipulated.05 level of significance, the null hypothesis was rejected. Therefore, locus of control is a significant predictor of psychological well-being of male and female senior secondary school adolescents in Anambra State.

**Hypothesis Five:** Self-esteem and locus of control is not significant predictor of psychological well-being of senior secondary school adolescents in Anambra State.

**Table 10: Test of Significance of Simple Regression Analysis with Self Esteem and Locus of Control as Predictor of Psychological Well-being of Secondary School Adolescents**

Predictor	R	R <sup>2</sup>	F	P-value	Remark
Self Esteem and Locus of Control	.569	.324	178.958	.000	*S

\*Significant

As shown on Table 10, the simple regression coefficient (R) is .569 while the R<sup>2</sup> is .324 showing that self esteem and locus of control makes 32.4% contribution to the variance in secondary school adolescents' psychological well-being. The  $F(1/749) = 178.958$  and the  $p$ -value of .000 is less than .05. Therefore, since the  $p$ -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, self-esteem and locus of control are jointly significant predictor of psychological well-being of senior secondary school adolescents in Anambra State.

### CONCLUSION AND RECOMMENDATIONS

The study investigated self-esteem and locus of control as predictors of psychological well-being of senior secondary school adolescents in Anambra State. The study was guided by the following research questions:

1. What is the predictive value of self esteem on the psychological well-being of senior secondary school adolescents in Anambra State?
2. What is the predictive value of locus of control on the psychological well- being of senior secondary school adolescents in Anambra State?
3. What is the predictive value of self-esteem on the psychological well-being of male and female senior secondary school adolescents in Anambra State?
4. What is the predictive value of locus of control on the psychological well-being of male and female senior secondary school adolescents Anambra State?
5. What is the predictive value of self-esteem, and locus of control jointly on the psychological well being of senior secondary school adolescents in Anambra State?

#### Educational Implications of the Study

There are numerous implications of the findings of the study to school administrators, school counsellors, teachers, students, government and society. The findings of the study have far-reaching implication for the school administrators. It is the duty of school administrators to create conducive school climate that install a sense of pride and belonging in students to promote self-esteem and locus of control. The implication of the study is that it will stimulate school guidance counsellors to understand the basic developmental needs of students, identify students' with low self-esteem and locus of control and also provide appropriate interventions to reduce and address the problems.

The implication to teachers is that it provides information for them to apply classroom strategies that are responsive to the emotional and social behaviour of male and female secondary school adolescents to develop good self-esteem and locus of control which promote their psychological well-being. The study strengthens the capacity of government to provide training and professional development for teachers and counsellors on strategies and approaches for managing students' behaviour to develop positive self-esteem and locus of control. The implication of this study to students is that will stimulates them to build healthy sense of self-esteem and locus of control that are necessary for them to develop social skills and become more resilient and utilize their potentials in and outside the classroom. The findings of the study also have implication for the society that is beneficiary of the products of secondary schools. Some students after their secondary education are pushed into the society for the rest of their life. If the students develop positive self-esteem and locus of control, it will be of a great benefit to the society and vice versa. The society through this work could be more interested in monitoring the behaviour of students and helping them develop positive self-esteem and locus of control.

### CONCLUSION

Based on the findings of the study, it is concluded that self-esteem and locus of control are predictors of psychological well-being of senior secondary school adolescents in Anambra State. Students with

self-esteem and locus of control are bound to have high predicting psychological well-being and vice versa. Self-esteem, locus of control and psychological well-being significant relationship is noticeable across male and female senior secondary school adolescents. Male and female senior secondary school adolescents with high self-esteem and locus of control enjoy greater socialization and happiness which reduce depression and unfavourable psychological conditions. Therefore, self-esteem and locus of control which no doubt has played a lot of roles in predicting psychological well-being deserve maximum support of all education stakeholders.

## RECOMMENDATIONS

Based on the findings, it was recommended among others that

1. Post Primary School Service Commission should train and post qualified guidance counsellors to secondary schools to help senior secondary school students overcome their problems and strengthen their self-esteem and locus of control for enhancing their psychological well-being.
2. School principals should set out a week in every academic session for enlightenment of students on various ways to develop positive views about themselves to build high self-esteem and locus of control that contribute to their psychological well-being.
3. Ministry of Education should support functional guidance and counselling services by providing and making funds available to research and improve rendering professional assistance to students with low self-esteem and locus of control.
4. School principals should initiate an in-serve course programmes related to self-esteem and locus of control for school guidance counsellors to acquire more skills and be empowered to solve the problems of low self-esteem among male and female students.

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