

Self Esteem and Locus of Control as Correlates of Adolescents Well Functioning

Dr. Barnabas E. Nwankwo

Department of Psychology, Caritas University, Amorji-Nike, Enugu, Nigeria

E-mail: banniewankwo@yahoo.com

Prof. Shyngle K. Balogun

Department of Psychology, University of Ibadan, Ibadan, Nigeria.

Tobias O. Chukwudi

Department of Psychology, Caritas University, Amorji-Nike, Enugu, Nigeria

Nancy C. Ibeme

Department of Psychology, Caritas University, Amorji-Nike, Enugu, Nigeria

Abstract

This study investigated the relationship between self esteem and locus of control among well functioning adolescents in the South Eastern Nigeria. Participants within the age range of 15-19 years were selected from two Secondary Schools in Enugu metropolis, Enugu State, Nigeria. The result showed that a significant positive relationship exist between high self-esteem and internal locus of control among well functioning adolescents ($r = .46, p < 0.01$). Findings were discussed in relation to literature reviewed and recommendations were made.

Keywords: Self esteem, Locus of Control, Well functioning adolescents.

Introduction

The Nigerian society has been experiencing dramatic changes in every facet of life and development (terms of politics, economy, social, psychological, and technological). These changes have brought a drift from the traditionally accepted way of life especially among the youth. These changes may also have brought some stressful situations to which individuals most especially youths have to adapt and cope with (Ibeagha, Balogun, Adejuwon, 2004). For example two youths of the same age and sex are exposed to the same stressful experience; one crumbles while the other remains emotionally healthy and well functioning. What are the personality correlates of such well functioning adolescents? Psychology as a field has operated within a disease model (Seligman & Csikszentmihalyi, 2000) which highlights the prevalence of mental illnesses (such as depression, personality disorder, or anxiety attacks) and other maladaptive behaviours (such as drug use, premarital sex, or delinquent acts). However, there is need to focus on personal coping and well-functioning abilities (Damon 2004; Moore & Gleib, 2005). Adolescents often exhibit maladaptive and risky behaviours such as drug use and abuse, premarital sex, and other delinquent acts (Callalian et al., 2003; Stein et al., 2003; Elkins et al., 2004; Millian et al., 2004).. However, there are adolescents that excel in school; youths who manifest positive family and peer relationships; and have minimal participation in risky behaviours. The purpose of the present study is to investigate well-functioning adolescents and to identify personality variables that correlate with their positive developmental outcomes and healthy life choices.

Adolescence has been described as a phase of life beginning in biology and ending in society (Peterson, 1988). Indeed, adolescent may be defined as the period within the life span when most of a person's biological, cognitive, psychological and social characteristics are changing from what is typically considered child-like to what is considered adult-like (Lerner and Spainer, 1980). For adolescents, this period is a dramatic challenge, one requiring adjustment to changes in the self, in the family, and in the peer group. In contemporary society, adolescent experience institutional changes as well. Among young adolescents, there is a change in school setting, typically involving a transition from elementary school to either junior high school or middle school; and in late adolescence there is a transition from high school to the worlds of work, University or childrearing.

Adolescence is a time of excitement and of anxiety, of happiness and of troubles, of discovery and of bewilderment, and of breaks with the past and yet of links with the future (Eya, 1995). Adolescence can be a confusing time; for the adolescent experiencing this phase of life; for the parents who are nurturing the adolescent during his or her progression through this period; for adults charged with enhancing the development of youth during this period of life, and with disturbing, historically unprecedented frequency – for adolescents who themselves find themselves in the role of parents. When we searched the literature it became clear that the vast majority of adolescent researches reported on the causes and correlates of problem behaviors (Shagle and Barber, 1995; Small and Luster, 1994; Pick and Palos, 1995).

Most research on adolescents focuses on specific problem behaviors, whereas few studies examine the avoidance of multiple forms of risk taking or the determinants of positive development (Moore and Gleib, 1995). Positive youth development approach helps in enhancing adolescent development, and for helping youth reach their full potential. This approach recognizes that all adolescents have strengths and the children and youth will develop in positive ways when these strengths are aligned with resources for healthy development in the various settings in which adolescent, live and interact.

Research indicates that the more exposure adolescents have to positive resources and experiences and where synergy between multiple settings can be established – the more likely it is that they will develop, positively. Therefore, physical and institutional resources present

in the social environment (for example, family support) are just as essential for promoting positive youth development as are individual assets (such as skills, talents, self-esteem and resiliency). These resources provide adolescents with routines and structure, as well as opportunities for learning, recreation, and engagement with individuals and their communities.

Developmental scientists have suggested that positive youth development encompasses psychological, behavioral and social characteristics that reflect competence, confidence, connection, character and caring compassion. A child or adolescent who develops each of these five features is considered to be thriving. Moreover, developmental scientists believe that these thriving youth develop a sixth one which is contribution to self, family, community, and civil society. These contributions or competence can be viewed in specific areas, including social, academic, cognitive, health and vocational. Social competence refers to interpersonal skills (such as conflict resolution). Cognitive competence refers to cognitive abilities (e.g. decision making). Academic competence refers to school performance as shown, in part by school grades, attendance, and test scores. Health competence involves using nutrition, exercise, and rest to keep oneself fit. Vocational competence involves work habits and explorations of career choices. Moreover, these adolescents exhibit an internal sense of overall positive self worth and self efficacy. They have positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, relationship. Well functioning adolescents' exhibit respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong (morality) and integrity. They also have a sense of sympathy and empathy for others.

Who we are is largely defined by the experiences we have had and how we understand those experiences (McLean, 2007). There is growing evidence in the psychological literature that the narratives of one's own personal experience are critical for identity and well-being. Individuals who are able to create more coherent and emotionally expressive narratives about stressful events subsequently show lower levels of depression, and anxiety (Fraitaroh, 2000); adolescents who tell life narratives that are more redemptive, focusing on how good things emerged from bad, show higher levels of emotional well-being and higher levels of generativist, connecting in positive ways to the next generation (Mc Adams, 2001).

Importantly, families that share stories, about parents and grandparents, about triumphs and failures, provide powerful models for children. Children understand who they are in the world not only through their individual experiences but through the filters of family stories that provide a sense of identity through historical time (Fivush, 1999). Although this idea resonates in the social science literature, there is surprisingly little empirical research examining how knowledge of family stories is related to child outcome.

Several studies show that self-esteem influences academic performance (Clifford, 1964). Research has shown that self-esteem is a better predictor of academic success than measured intelligence (Clifford, 1964). Research aside, common sense dictates that our thoughts influence our feelings and behaviors. Our behaviour consequently influences our performance. Life is essentially a self-fulfilling prophecy. Common sense also dictates that a student who has self-doubt and lacks self acceptance is unlikely to attain academic excellence.

How can a student establish challenging goals if he or she lacks a sense of self-competence or self efficacy? How can a student concentrate fully on studies if he or she lacks self approval? Indeed, research does show that underachievers are generally less confident and less ambitious (Goldberg, 1960), less self accepting (Shaw and Alves, 1963), and lack sense of personal worth (Durr and Schmatz, 1964).

Research also shows that feeling worthless can be depressing (Battle, 1990) and depression generally inhibits performance. As stated by Mark R. Leary and Deborah L.

Downs (1999). "People who feel worthy, able and competent are more likely to achieve their goals than those who feel worthless, impotent and incompetent". Research also shows that academic achievement influences the level of self-esteem. Successful academic performance enhances self-esteem (Moore, 1996). Similarly, poor academic performance tends to erode students' level of self-esteem (Gibby and Gibby, 1967).

Furthermore, Locus of control which is a personality construct refers to an individual's perception of the locus of events as determined internally by his or her own behaviour versus fate, luck or external circumstances. It is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation) (Zimbardo, 1985).

In general, it seems to be psychologically healthy to perceive that an individual has control over those things which he/she is capable of influencing.

Theoretical Background

Adolescents are faced with challenges and opportunities hitherto unimaginable by their parents and grand parents. Adolescents experience demands for coping skills and adaptations to an unprecedented rate of social change and are best by multiple pressures, temptations, and perceived barriers to which they are compelled to respond and simultaneously to maintain a sense of self with intact boundaries and an emerging sense of presence and focus in the adult environment.

Adolescents are centrally concerned with motivation – how to move themselves or others to act. Everywhere, parents, teachers, coaches and managers struggle with how to motivate those that they mentor and individuals struggle to find energy, mobilize effort and persist at the tasks of life and work. Adolescents are often moved by external factors such as reward systems, grades evaluations or the opinions they fear others might have of them. Nevertheless, adolescents frequently are motivated from within by interests, curiosity, and abiding values. These intrinsic motivations are not necessarily externally rewarded or supported but nonetheless they can sustain passions, creativity and sustained efforts which are well functioning attitudes. The interplay between the extrinsic forces acting on persons and the intrinsic motives and needs inherent in human nature is the territory of self-determination theory (SDT). (Ryan and Deci 2000).

The theory assumes that people are active organisms, with evolved tendencies toward growing mastering ambient challenges, and integrating new experiences into a coherent sense of self. These natural developmental tendencies do not however, operate automatically, but instead require ongoing social nutrients and supports. That is, the social context can either support or thwart the natural tendencies toward active engagement and psychological growth or it can catalyze lack of integration, defense and fulfillment of need substitutes. Therefore, it is the dialectic between the active organism and the social contest that is the bass for social determination theory's predictions about behaviour, experience and development. Within the self determination theory, the nutrients for healthy development and functioning are specified using the concept of basic psychological needs for autonomy, competence and relatedness. The extent to which these needs are steadily satisfied, the individuals will develop and function effectively and experience wellness, but the extent to which these are thwarted, people will experience ill-being and non optimal functioning (Deci and Ryan 1985).

According to the self esteem theory, everyone has an intrinsic 'value' that they feel they are worth and as human beings we constantly strive to improve or increase that value. It is related to the ego and those with "low self esteem" are said to be suffering from an inferiority complex". In practical terms, people with better self-esteem generally feel worthy of a good life and all that entails while those with low self –esteem feel they are of less value. Low self esteem or possessing an inferiority complex is often attributed to self defeating

behaviors. The reason being that accomplishing the task that someone intends or attempts will give the person a feeling of better self-esteem, which will conflict with the low self-esteem the person feels about himself subconsciously. He therefore sabotages his success to keep himself where he is comfortable in this case self esteem.

One simple but yet interesting way to determine if one has good or poor self-esteem is to observe how one reacts when faced with someone in a troubling or ignorant situation. A person with poor self esteem will feel the urge to put down or condescend to the person. In extreme cases of very low self esteem, the person might even try and push the person down further by ridiculing or preying on him and victimizing him. This is in contrast to how a person with good self-esteem would act. A person with high self-esteem when faced with a person showing ignorance or confusion or trouble will try and help the person. An individual with high self –esteem might even take the person under his wings for a short time to educate or enlighten him of the mistakes being made (<http://www.articlebase.com/health-articles/what-is-selfesteem-theory-853611.html>).

According to the attribution theory, the major highlight is on how individuals interpret events and how this relates to their thinking and behaviour. Heider (1958) was the first to propose a psychological theory of attribution but Weiner and Colleagues (e.g. Jones et al, 1972; Weiner, 1974, 1986) developed a theoretical framework that has a major research paradigm of social psychology. Weiner focused his attribution theory on achievement (Weiner, 1974). He identified ability, effort task difficulty, and luck as the most important factors affecting attributions for achievement. Attributions are classified along three causal dimensions: Locus of control, stability and controllability. This theory is closely, associated with the concept of motivation. There is a strong relationship between self-concept and achievement. Weiner stated that “causal attributions determine affective reactions to success and failure. For example, one is not likely to experience pride in success or feelings of competence, when receiving an ‘A’ from a teacher who gives only that grade, or when defeating a tennis player who always loses.... On the other hand, an ‘A’ from a teacher who gives few high grades or a victory over a highly rated tennis player following a great deal of practice generated great positive effect” (Weiner 1980. Pg 362).

Adolescents with higher ratings of self-esteem and with higher school achievement tend to attribute success to internal stable, uncontrollable factors such as ability while low esteem adolescents will contribute their failure to either external, unstable, controllable factors such effort or external, uncontrollable factors such as task difficulty. Attribution theory explains the difference in motivation between well functioning and non-functioning adolescents.

According to this theory, well functioning adolescents will approach rather than avoid tasks relating to succeeding because they believe success is due to high ability and effort which they are confident of. Thus, failure doesn’t affect their self esteem but success builds pride and confidence., On the other hand low or non-functioning adolescents avoid success-related chores because they tend to (a) doubt their ability and /or (b) assume success is related to luck or to “who you know” or to other factors beyond their control. Thus, even when successful, it isn’t as rewarding to the low functioning adolescent because he/she doesn’t feel responsible that is, it doesn’t increase his/her pride and confidence.

Kearney (1991) reviews, that the onset of adolescence – the period of transition between childhood and adulthood is usually accompanied by dramatic and often difficult changes in the life of a young person. Biological, cognitive, social and environmental factors all contribute to influence an adolescent’s personal development and self-esteem. Studies have shown that adolescent girls tend to have lower self-esteem and more negative assessment of their physical characteristics and intellectual abilities than boys have.

Furthermore, in all these challenges, some adolescents have undoubtedly shown some positive developmental outcomes and healthy life choices. It is also necessary to know that so many factors have been reviewed to have contributed to these positive developmental outcomes.

Douglas, Scott and William (2005), have reviewed that some familial influences have contributed to their positive developmental outcomes and healthy life choices. A family system perspective was used to conceptualize their review. More than 300 teenagers were surveyed about family influences on adolescent outcomes. The result indicated that teens religiosity, parental warmth, parental monitoring, and a low occurrence of stressful life events were related to teen depression, participation in risky behaviors, and parental-teen conflict.

In another study by Daniel (2002), the association between family functioning and adolescent adjustment was examined, using 1,519 Chinese adolescents. The results showed that family functioning was significantly related to measures of adolescent psychological well-being (existential well-being, life satisfaction, self-esteem, sense of mastery, general psychiatric mobility), school adjustment (perceived academic performance, satisfaction with academic performance, and school conduct), and problem behaviour (delinquent and substance abuse behaviour). Family functioning was generally more strongly related to measures of adolescent adjustment for adolescents with economic disadvantage than for adolescents without economic disadvantage.

Suniya (1991) pointed out some factors that allow adolescents to maintain socially competent behaviors. 144 students were examined. Stress was operationalized by scores on a negative life events scale, and definitions of social competence were based on peer ratings, teacher ratings, and school grades. Moderator variables examined included intelligence, internal locus of control, social skills, ego development, and positive life events. Following theoretical models by Garmezy and Rutter, distinctions were made between compensatory factors (which are directly related to competence) and protective vulnerability factors (which interact with stress in influencing competence). Ego development was found to be compensatory against stress. Internality and social skills proved to be protective factors, while intelligence and positive events were involved in vulnerability processes.

Thomas – Brantley (1988) investigated the relationship between self –esteem and academic achievement in a group of 150 high, medium, and low achievers at a large Midwestern public high school. The study disclosed a positive correlation between self-esteem and academic achievement, and also revealed secondary achievements, gender and race.

Jennifer, Sanel, Laura and Kamini (2004) reviewed that self esteem can be important in terms of how one thinks, feels and responds to stressful life events. Results showed a relationship between low self esteem and feelings of depression and hopelessness in adolescence. Besides a positive correlation between self-esteem and academic achievement, the report notes that the study found no significant differences between males and females or between races, with respect to self -esteem.

Jennifer and Brenda (2004) investigated the associations between self-esteem, family challenge, and indication of adolescent achievement: high school grades and extracurricular involvement. Research on self-esteem and on family challenge has linked both of these factors to achievement in adolescents, but studies have not simultaneously examined the effects of these factors on achievement. The study finds that family challenge and self-esteem are correlated with one another, and examines the effects of each of these factors on achievement while controlling on the other factor. Controlling on self-esteem, family challenge was positively associated with grades in school, was marginally associated with extracurricular participation. Controlling on family challenge, self-esteem was not found to be predictive of grades or extracurricular involvement in longitudinal analysis, but some

evidence was found for a relationship in the opposite direction, with grades in 10th grade predicting self-esteem in 12th grade. Results also suggest differences in academic achievement and extracurricular participating by race / identity, implications of these finding for the role of family challenge and self-esteem in the positive development of adolescents.

Methods

Participants

A total of 150 questionnaires were distributed to the students of Command Secondary School and City College Enugu (80 females and 70 males). A total of 150 senior secondary 3 students (80 females and 70 males) were randomly selected using random sampling. The participants were drawn from two private Secondary Schools in Enugu metropolis. Command Secondary School and City College Enugu Using simple random sampling technique, 75 were selected from Command Secondary School (42 females and 32 males) and 75 from City College (40 females and 35 males). The sample was selected randomly using simple random sampling of 10th case. The participants were within the ages of 15-19years with a mean age of 17years.

Measures

Three instruments were used by the researcher in this study. The first instrument was the Personal Functioning inventory (PFI). This instrument was administered to the participants in order to separate the well-functioning students from those that are not well-functioning. This is necessary, because the study is for only well-functioning students. The second is Self –Esteem Scale (SES), while the third is Locus of Control Scale (LCS). The questionnaire consisted of three sections.

Section A comprised of demographic information like gender, age and ethnicity. Section B comprised of a 30 item questionnaire by P.M. Kohn, C. O’ Brien – Wood, D.I. Pickening and T.L Decicco (2003), and revalidated by Umeh (2004). It is most widely instrument used in measuring adaptiveness, coping strategies, adaptation to specific stressors and styles of dealing with personal problems. It has a Likert response format. Items were scored as follows: Strongly agree (1), Agree (2), Undecided (3) Disagree (4) and Strongly disagree (5). Scores could range between a high score of 150 and a low score of 30, indicating that the participants is well functioning and a low score indicates maladaptive functioning. Umeh (2004) reported a Crombach Alpha reliability of 0.91 and 0.8 validity coefficient. The responses given by the participants were summed up across items to obtain a total score of each. Section C comprised of a 15 item Self esteem questionnaire by Adanijo and Oyefoso (1985). It is a most widely used instrument in measuring high and low self esteem. It has a Likert response format. The responses given by the participants were summed up across items to obtain a total score of each. Items were scored as follows: Strongly agree (1), Agree (2), Undecided (3), Disagree (4) and strongly disagree (5). Scores could range from a high score of 75, indicating high self esteem, to a low score of 15 indicating low self esteem. For this sample, the mean score is 59.42. The split half reliability is 0.76 and Crombach alpha of 0.72.

Section D comprised of a 17 item questionnaire by Craig, Franklin and Andrew (1984). It is a most widely used instrument in measuring internal and external personal dispositions. It has a Likert response format. The responses given by the participants were summed up across items to obtain a total score of each.

Items were scored as follows:

Strongly Agree (1), Agree (2), undecided (3), Disagree (4) and strongly disagree (5). Scores could range from a high score of 85 indicating external loans of control, to a low score

of 17 indicating internal locus of control. For this sample the mean score is 57.33, with a reliability of 0.79 and a split half reliability of 0.73 (Ibeagha, et al.,2004).

Procedure

A total of 150 copies of Personal Functioning Inventory were administered to select well functioning adolescents of Command Secondary School and City College Enugu for the research. 120 adolescents were found to be well functioning and using simple random sampling technique; only 100 were selected and administered the Self-Esteem and Locus of control scales. Finally, only 98 copies of both inventories were correctly filled and used for data analysis. Based on two independent variables observed and measured in a linear relationship, correlational research design was adopted, while Pearson product moment coefficient statistics was used for data analysis.

The table A, below showed the number of questionnaires administered the percentages and number of copies properly completed/returned in each school.

Table A.

SN	Name of School	Number Administered To each School to select well functioning adolescents	Actual number found to be well functioning	Number randomly selected and administered questionnaire to	Number properly filled and returned	Percentage of Return %
1.	Command Secondary School Enugu	75	62	52	51	98.7%
2.	City College Enugu	75	58	48	47	97.9%

Results

Table 1

Descriptive Statistics on the relationship between high self esteem and internal locus of control among well functioning adolescents.

	Mean	Std. Deviation	N
High Self Esteem	70.15	4.32	20
Internal Locus of Control	69.60	7.82	20

Table 2

Summary of Pearson product moment coefficient on the relationship between high self esteem and internal locus of control among well functioning adolescents.

Model	R	R Square	Adjusted R Square	Standard Error	P
1	.46	.22	.20	3.92	.01

From table 1 and 2 above, it is found that there is a significant positive relationship between high self esteem and internal locus of control ($r = .46$, $p < 0.01$, $N = 20$). Thus, the hypothesis which stated that there will be a significant positive relationship between high self-esteem and internal locus of control among adolescents was accepted. This means that a significant positive relationship exist between high self-esteem and internal locus of control.

Table 3

Descriptive Statistics on the relationship between low self esteem and external locus of control among well functioning adolescents.

	Mean	Std. Deviation	N
Low Self Esteem	50.53	3.41	19
External Locus of Control	49.10	4.86	19

Table 4

Summary of Pearson product moment coefficient on the relationship between low self esteem and external locus of control among well functioning adolescents.

Model	R	R Square	Adjusted R re	Standard	P
1	.58	.33	.32	4.91	.05

From tables 3 and 4 above, it is found that there is a significant positive relationship between low self esteem and external locus of control ($r = .58$, $p < 0.05$, $N = 19$). Thus, the second hypothesis which stated that there will be a significant positive relationship between low self-esteem and external locus of control among well functioning adolescents was accepted. This means that a significant positive relationship exist between low self-esteem and external locus of control.

Table 5

Summary of Pearson product moment coefficient on the relationship between high self esteem and external locus of control among well functioning adolescents.

Model	R	R Square	Adjusted R Square	Standard Error	P
1	.21	.04	.04	7.93	NS

From tables 5 above, it is found that there is a no significant positive relationship between high self esteem and external locus of control ($r = .21$, $p > 0.05$, $N = 34$). This means that there is no significant positive relationship between high self-esteem and external locus of control.

Table 6

Summary of Pearson product moment coefficient on the relationship between low self esteem and internal locus of control among well functioning adolescents.

Model	R	R Square	Adjusted R Square	Standard Error	P
1	.01	.000	-.043	6.45	NS

From table 6 above, it is found that there is a no significant positive relationship between low self esteem and internal locus of control ($r = .01$, $p > 0.05$, $N = 25$). This means that no significant positive relationship exist between low self-esteem and internal locus of control.

Discussion

Obviously the hypothesis 1 tested in this study yielded significant outcome. The hypothesis which stated that “There will be a significant positive relationship between high self-esteem and internal locus of control” was accepted. This means that a significant positive relationship exist between high self-esteem and internal locus of control among well functioning adolescents. From the findings of the study, it is observed that well functioning adolescents with high self esteem tend to have internal locus of control while those with low self esteem have external locus of control (See Tables 1 - 4). As participants score on self-esteem is moving upwards, indicating high self-esteem, their score on locus of control continue to move upward as well, indicating internal locus of control. Baumeister et al. (1989) who posited that people high on their level of self esteem are motivated by a concern for self enhancement, that is, they are interested in enhancing their prestige and public image, also want others to think well of them and praise them when they do something well like scoring good grades. The results also support the findings of Seligman (1990) who found that well functioning and resilient children are adaptable, high on self esteem and tend to be good students. Such students feel that they are competent. It follows that the participants in the Nigerian setting have academic success as the most important factor to actualize self enhancement despite the risk factors that may hinder the attainment of such success. They are able to adapt and adjust in order to keep going for progress and the achievement of the ultimate goal in view (Ibeagha P. N et al, 2004).

The second hypothesis which stated that there will be no significant positive relationship between low self esteem and external locus of control was supported. Rutter (1954, 1966) in his concept of generalized expectancies proposed that in a new situation we base our expectancies of what will happen on general beliefs about our ability to influence events. People are also placed along a continuum of what has been called generalized locus of control, that is, at one end of this trait dimension we find people with an extreme internal orientation and at the other end, people with an extreme external orientation. Now the well functioning adolescents that perform well in any academic environment usually have internal locus of control, that is, they generally believe that what happens to them is the result of their own actions. Those students strictly adhere to certain rules of their won such as “I think I can do it” in any given situation and they make sure that this actually came to pass. The result also supports the findings of Penick and Jepsen (1992), Stipek et al. (1992), who reported that resilient and well functioning children have personal attributes such as flexibility, problem-solving skills, a strong sense of future and the ability to look at things from alternative ways. The factors boost their morale and serve as encouragement for their belief in themselves and their ability to cope properly. For instance, a girl who believes that she is ugly will always think that males who look at her do that as mockery. She can never belief that anything good about her will come out of public opinion. With this type of perception, if unfortunately a man refused to marry her as a result of her bad behaviours, such a person will find it difficult to believe that the failure of the marriage is her factor. Instead she will blame her God for making her ugly. In such a situation, it will be very difficult for such individual to change that undesirable behaviour. On the contrary, if the girl beliefs that beauty is not the only positive virtue a woman could posses, she will definitely look inward and observe other good qualities in her such as intelligence, good interpersonal relationship etc. She will also believe that people will also see these good virtues in her and admire her on the bases of that. With this type of perception (high-self-esteem) such individual will never blame God if she encounters similar experience. Instead she will look at her self as the cause (internal locus).

In line with the findings of this study, Mandy (1999) reported that those with high self-esteem and internal locus tend to perform well academically. This is because they attribute the cause of their failure/success to themselves. Findley & Cooper (1983) reported a high correlates of internal locus of control with high academic achievement whereas, those

with external locus may not strive to achieve because they believe that failure is their destiny. Moreso, Purkey (1970) reported a positive correlation between high self-esteem and academic achievement. Argan, Peter, Sandra and Herman (2009) also reported the importance of self-esteem in academic achievement, social functioning and psychopathology among adolescents.

Findings of this study have obvious implications. First and foremost, the present study exposed the relationship between self-esteem and locus of control. The present study may also be regarded as therapy. This is because with the findings of this study, adolescents have learnt the negative impact of lack of confidence in themselves as well as projecting their failure to luck or other environmental factors. With the findings of this study, stake holders in secondary education will promote self-confidence among adolescents. This will help boost their self-esteem. There is need for parents no matter their level of education and socioeconomic status to foster internal locus of control by having their children participate in activities which are meaningful and related to their lives and which they have control over the outcome. Parents and caregivers should be responsive to the needs of their children and wards in whichever way they can, as these go a long way to ensure the success of the youths later in life. A social support policy should be developed by the government.

Conclusion

From the findings of this study one could say that a significant positive relationship exist between self-esteem and locus of controls with high self-esteem correlating with internal locus of control and low self-esteem correlating with external locus of control.

References

- Arjan, E. R., Peter M., Sandra, M., & Herma, P.S. (2006). Changing Self-esteem in Children and Adolescents. Neithelands. *Journal of Psychology*, 62(1): 26-33.
- Bandura, A. (1986). Social Foundations of thought and action: A social Cognitive Theory. *Englewood cliffs*, NJ: Prentice –Hall.
- Bandura, A. (1991a). Self-efficacy Mechanism in Physiological activation and Health–Promoting Behaviour. In J. Madden iv(ed). *Neurobiology of Leaving, emotion and affect*. New York: Raven.229-270.
- Basgall, C. R, & Snyder, G. (1988). Relationship between Material Church Attendance and Adolescent Mental Health and Social Function. *American Psychiatric Association*, 50, 799-805.
- Battle, A. (1990). Selective Recall of Positive and Negative Feedback; Self-control behaviours – *Journal of Abnormal Psychology*, 86, 379-388.
- Burger, G. (1992). *Learning theory and personality Dynamics*. Ronald Press. New York.
- Callaham, S.V. (2003). *Learning Theory and behaviour*. Wiley. New York.
- Clifford, S. A (1964). Cause of Termination and Self-efficacy Expectations as Related to Unemployment Status. *Unpublished doctoral dissertation*, the University of Toledo, Toledo, OH.
- Craig, A. R., Franklin, J.A., & Andrews, G. (1984). A Scale to Measure Locus of control of behaviour. *British Journal of Medical Psychology*, 57, 173-180.
- Damon, L. R. (2004). Self-blame, Self-esteem, and adjustment of adolescents. *Journal of Personality and Social Psychology*, 57, 1059 – 1068.
- Daniel, N. (1997). Self-report Measures of Family Functioning: Extensions of a factorial Analysis. *The Family Process Institute* 33(2): 203-216.
- Daniel, S.L. (2002). The development of social comparism motivation among Preschoolers: Evidence of a Stepwise Progression. *Merrill- Palmer Quarterly of Behaviour and Development*, 28; 413-425.
- Deci, E.L, & Ryan, R.M (1985). *Intrinsic Motivation and Self-determination in Human behaviour*, plennm :New York:
- Deci, E.L, & Ryan. R.M. (2000). The “What” and “Why” of Goal pursuits: Human needs and the Self-determination of behaviour. *Psychological Inquiry*, 11, 227 – 268.
- Douglas, A. A., Scott. S. H., & William H.M. (2005). Family predictors of Well-Functioning Midwestern Adolescents. *Great Plants Research*, 15: 267-78.
- Downs, G.W (1979). Toward a Theory of Innovation. *Administration and Society*, 10: 379-408.

- Durr, S. & Schmatz, F. (1964). The Role of Homework and Skill acquisition in the Outcome of group Cognitive therapy. *Behaviour therapy*, 21; 281-292.
- Elkins, N. S., (2004). The Myth of Adolescent Culture. *American Sociological Review*, 20; 680-684.
- Eya, R.N. (1995). Stress in children and adolescents. In B.N. Ezeilo (Ed.), *Family Stress Management* (pp.63-86). Enugu: ABIC publishers.
- Findley, S. & Cooper V. (1983). Academic Locus of control: A relevant Variable at tertiary level. *Higher Education Journal*,5,(8)251-257.
- Firush, N. (1999). Self-esteem and Social Support Mediators of Stress on mental health following a natural disaster. *Western Journal of Nursing Research*, 9:58-86.
- Fraitaroh, E. (2000). The Chinese view of Modeling. *Human Development*, 18: 333-352.
- Gibby, & Gibby, (1967). The Relation of Self-esteem and Assertiveness to Willingness to Engage in Activities. *Psychology of women quarterly*, 12; 91-98.
- Goldbery, E. (1960). *The Structure of Science*. , Brace and World. New york: Harcourt.
- Gordon, F. (1977). Social Network and Recovery: One year after impatient treatment. *Journal of substance Abuse treatment*, 8; 143-152.
- Heider, F. (1958). *The Psychology of Interpersonal Relation* : Wiley. New York
- Ibeagha, P. N., Balogun, S. K., & Adejuwon, G.A., (2004). Resiliency of Inner-city Oruba University Undergraduates in South Western Nigeria. *Kamla-Raj Studies of Tribes and Tribals*, 2 (2); 125-129.
- Jennifer. E, & Brenda. F.(2004). Self-directed Contact Desensitization. *Journal of consulting and clinical psychology* ,45 ,730 – 738.
- Jennifer, M.C., Sanel, P., Lanra, F, & Kamini, M. (2004). The Relation of Age ,Gender, Ethnicity and Risk behaviours to Self – esteem among Students in Nonmainstream School . *Adolescence*, fall.
- Jones .E. E., Kannouse, H., Kelly, R.E., Nirbett, S., & Weiner, B. E. (1972). *Attribution; Perceiving the Causes of Behaviour*. Morristown, NJ : general learning press.
- Joseph, P. A, & Moore, C. (1998). Attachment and Adolescent Psychosocial Functioning. *Child development* , 69 (5) = 1406-1419.
- Kearney, C.A. (1999). Gender Differences and Self-esteem . *J Gend specif med*, 2 (3) : 46-52..
- Koenig, A., Clements .E., & Alloy, J. (1992). *Mind and Emotion-* New York ;Wiley.

- Kohn, P.M., O'Brien Wood, C., Pickering, D.I., & Decicco, T.L. (2003) .The Personal Functioning Inventory = A reliable and valid measure of adaptation in coping. *Canadian Journal of Behavioural Science*,35 (2), 111- 123.
- Learner, M.R, & Spainer, S.C. (1980). Self – efficacy, Social anxiety and Inhibition in interpersonal encounters . *journal of social and clinical psychology*.18(12) 200-209.
- Mandy, (1999). Locus of control and its impact on Education. *Advanced social psychology spring*.
- Mark .E., Leary .F., Debora .A., & Down .C. (1999). Benefit of Behavioural Psychotherapy, *Annual series of European research in behaviour*.
- McAdams, G. (2001). Perceived Competence as a Moderator of the Relationship Between Role clarity and Job performance. *A test of two hypotheses. Organizational behaviour and human performance* 34,379 –386.
- Mclean, B. G. (2007). Predicting the Performance of Dental hygienic behaviours. An examination of the fishbein and ajzan model and self efficacy expectations. *Journal of appeared social psychology*. 18, 114 – 128.
- Millian, W. (2004). Long term follow up of Behavioural Self – control Training *Journal of Studies on Alcohol*, 53,249 –261.
- Moore, R. (1966). Cue exposure with Coping Skills treatment for Adolescents. A Preliminary Investigation . *Journal of Consulting and Clinical Psychology* , 61, 1011 –1019.
- Moore, F. (2004) .The Over justification effect. A developmental test of Self – perception interpretation. *Journal of Personality and Social Psychology*, 40, 809 –821.
- Moore, G. & Glei, M. (1995). Comparative Validity of two Measures of Self – efficacy in predicting Academic goals and Performance. *Educational and Psychological Measurement* , 54,516 –529.
- Nowicki, C. & Round, F. (1971). Self – rated Health . A Predictor of Morality among the elderly . *American Journal of Public health* , 72, 800 – 808.
- Pesterson, F. (1988). The Relation between group Collusiveness and Performance .An Intergration . *psychological bulletin* , 115,210 –227.
- Pick, N. & Palos, J. (1995). Relation of Self – esteem beliefs to Academic Outcome. A meta – analytic Investigation . *journal of Counseling psychology*, 38,30 –38.
- Purkey, W.W. (1970). *Self concept and Social achievement* . prentice – hall , inc – 91.
- Ryan, R.M. & Deci, E.L.(2000). Self – determination theory and The facilitation of Intrinsic Motivation , Social development and Well being. *American psychologist*, 55, 68 –78.

- Seligman, M. E. P. & Csikszentmihalyi, M. (2000). Positive Psychology: An introduction. *American Psychologist*, 55, 5-14.
- Schwarzer, R. (1992). *Self –efficacy: Thought control of action* Washington, DC.Hemisphere
- Shagle, S. & Barber, B. (1999). Development and Validation of the Computer Self –esteem education. *Psychological Measurement*, 49, 893 – 899.
- Shaw, E. & Alves, F. (1963). Bouncing back in the World Series. *Bulletin of the Psychodynamic Society*, 29,131 –132.
- Small, S. & Luster, T. (1994). Adolescent sexual activity. An ecological , risk – factor approach . *Journal of marriage and Family*, 56 – 181 –92 .
- Stein, B., Cox, L., Kataoka, S., Rhodes, H., & Vestal, K. (2003). Prevalence of Child and Adolescent exposure to Community Violence. *Clinical child and family psychology Review*, 6. 47 – 264.
- Suniya S. L. & Edward .2.(1992). Intelligence and Social competence among high rate adolescents .*Development and Psychopathology*, 4. 287 – 299.
- Towbes, E. (1989).Effects of externally Mediated goal setting on Intrinsic motivation. A Laboratory experiment. *Journal of Applied Psychology*, 65, 202 –210.
- Umeh, C. S. (2004).The Impact of Personality characteristics on Students, adjustment on Campus. Unpublished ph .D. *Research monograph, Department of psychology* , University of Lagos .
- Weiner, B. (1974). *Achievement motivation and Attribution theory* .Morristown NJ. General learning press.
- Weiner, B. (1980).*Human motivation* – NY – Holt , Rinehart and wiriston
- Weiner, B. (1986). *An Attributional theory of Motivation and Emotion*. New York: Springer-verlag.
- Zimbardo, E. (1985). *Achievement Motivation; Conceptions of ability. Subjective experience, Task choice, and Performance*. *Psychological Review*, 91,328-346.