
Locus Of Control, Adversity Intelligence As Correlates Of Scholastic Adjustment Among Undergraduate Students In Rivers State Universities

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Abstract

The study investigated locus of control, adversity intelligence as correlates of scholastic adjustment among undergraduate students in Rivers State universities. The study descriptive and correlational research designs. Three research questions and two null hypotheses guided the study. The population of the study was 14,700 first-and second-year students. A sample size of 500 students was used for the study drawn through stratified ranson sampling procedure. A self-structured questionnaire titled: "Locus of Control, Adversity Intelligence and Scholastic Adjustment Scale" (LCAISAS) was used for data collection. The instrument was validated by two experts in Educational Psychology, Guidance and Counselling. The reliability of the instrument was determined using test-retest procedure. A reliability value of 0.87 was produced by using the Pearson Product Moment Correlation Statistic to correlate the instrument's beginning and end scores. Mean and standard deviation was used to answer research question 1, while simple regression was used to answer research 2 and 3 and test the null hypotheses at 05 level of significance. The findings revealed that there is relationship among the variables studied: internal locus of control, external locus of control and scholastic adjustment among undergraduates in Rivers State. Based on the findings of the study it was recommended among others, that programmes that will help students with internal locus of control build skills to adjust to school environment should be organized by school counsellors during year one orientation and during other semesters.

Keywords: Locus of control, adversity intelligence, scholastic adjustment

Introduction

Having knowledge, truth, happiness, and the ability to face life with confidence is essential, and nations, particularly emerging ones, rely on education to equip their people to handle the demands of rapid progress. Because education promotes holistic growth, it places a premium on helping students hone their cognitive, emotional, and psychomotor capacities (Emeke, 2011; Labo-Popoola, 2013). Obemeata (2014) explained that education is essential for economic growth and the only way for a person to get specialized knowledge and abilities. In order to alleviate poverty and

inequality, education is essential since it gives pupils the tools they need to become self-sufficient. More than half of parents believe that investing in their children's education is the best decision anyone can make. They believe that a good education will help their children become independent and have a rewarding career. This finding is supported by a new global consumer research study commissioned by HSBC, which was published in the Value of Education report (2014). Put simply, in today's highly competitive and more international job market, education plays a crucial enabling role.

Any nation's wealth lies in its youth, and students in particular. One of the most significant roles of colleges is to foster competent and efficient workers. It is often believed that universities exist primarily to provide students with a well-structured education that would equip them with a strong foundation in science, research, and culture. One side of the coin is the fact that countries lose valuable human and financial capital when their educational programs are poorly designed and fail to meet their stated objectives.

Bieda et al (2019) explained that students' academic performance declines when they are dissatisfied, regardless of the quality of their schools and professors. Students come to school not just to absorb information, but also to develop social skills and the ability to work in a group (Panayiotou et al , 2019). Friendships they form with other students often influence their performance in class. Alsubaie et al (2019) opined that a student's social circle is a key factor in their learning curve satisfaction and completion. Students have benefited in many ways from these groups, including finding solutions to academic problems, taking part in extracurricular activities, and supporting one another during good times and bad.

In the realm of higher education, the journey of undergraduate students is a complex and transformative one, characterized by various challenges and opportunities. As they navigate their academic paths, numerous factors come into play that can significantly influence their scholastic achievement and overall adjustment within the university environment. Among these factors, three critical elements warrant particular attention: locus of control, adversity intelligence, and scholastic adjustment (DiNapoli, 2023).

The concept of scholastic adjustment can be viewed differently, for example; Yadak (2017) defined scholastic adjustment as the final result of a dynamic constructive connection between the learner and the school environment, which enhances the scientific and personal development of the learner. Scholastic adjustment is usually expressed as a measure of educational hard work, happiness, approval and compliance with the school standards and completion of tasks in time, thus scholastic adjustment is students' adjustment to scholarly needs and expectations (Ibekwe, 2021). Students must frequently study more earnestly and harder, and pay attention to class more. Classes are bigger, educators have contrasting teaching styles, and the pace is quicker, perusing assignments are lengthier, principles are higher, and the opposition is progressively intense. Students have to learn to manage and adapt, and this involves integrating school, and home in attainment of academic goals (Abdullah et al , 2017). Students who cannot cope with scholastic demand often end up performing poorly (Ibekwe, 2021). This may be as a result of violent or conducive environment which automatically affect the emotional state of the child mostly as the child transit from

childhood to adulthood

Scholastic adjustment pertains to how well students adapt to the demands of the academic environment and engage with the various aspects of university life, workplace, relationship with others and so on. Scholastic adjustment encompasses academic achievement, emotional well-being, social integration, and overall satisfaction with the university experience. A student who is able to adjust to his/her studies demand will be able to have excellent academic achievement. Scholastic adjustment will also allow students to easily manage their emotional well-being, this is because students are faced with many psychological challenges that triggers some emotions in them such as anger, hatred and the likes and when not well manage such a student might be at risk of losing his/her admission (Van Rooij et al , 2018). Scholastic adjustment aid social integration, a child who is able to adjust in his/her new school environment will find it easier to make study friends and also contribute meaningfully in group discussions/assignments. University life is not a bed of roses but the ability of student to adjust scholastically will enable him/he to be satisfied with his/her experience. Successful scholastic adjustment is crucial for academic performance, retention, and personal development during the undergraduate years (Malau-Aduli et al , 2021).

In personality psychology, the term "locus of control" describes how much power an individual feels they have over their own life and the circumstances around them. A person's "locus" may be seen as either internal, where they feel they have control over their life, or external, where they believe that other elements, such as their environment, affect their choices and life situations. The idea that one's actions, efforts, or long-term traits, such as their ability, determine the outcomes is central to an internal locus of control. Those who hold the view that their own activities are the primary cause of the outcomes in their lives are said to have an internal locus of control. For instance, if an individual with an internal locus of control scores poorly on an exam, he would likely attribute it to his own lack of preparation. If he did well on an exam, he would say it was because he studied enough. The opposite is true with an external locus of control, which pertains to the conviction that one's actions are not directly responsible for one's outcomes but rather are the product of other forces such as chance, task difficulty, or other people's actions (Hans, 2014). In the test-performance example, a person who places a high value on external control may blame the test's tough questions for their bad results. If he did well on it, he might attribute his success to chance or his teacher's leniency. Various psychological aspects, including students' locus of control, hope, life quality, and life satisfaction, have been the subject of previous research on the topic of students' academic success. Where a person believes he or she has the most influence over past events is where locus of control ultimately leads.

Locus of control is a popular personality concept among psychologists due to its importance in shaping future behavior, namely academic success, especially among students. When it comes to academic success, locus of control is significantly correlated with a number of other factors. Students' perceptions of the factors that contribute to their academic achievements or shortcomings are often referred to as locus of control. A person is considered to have an internal locus of control if they think that things like effort and aptitude are the reasons behind their triumphs and failures (Cetin, 2016). Conversely, an external locus of control is shown by an

individual who attributes his or her achievements and setbacks to forces outside their control, such as chance or destiny. A student with an "internal locus of control" views his or her academic achievements and setbacks as directly related to the time and energy they devote to their studies. Typically, students who hold what is known as an "external locus of control" tend to attribute their achievements or shortcomings to forces outside their control, such as chance, destiny, injustice, bias, or even incompetent or biased educators. Students' intrinsic motivation, perseverance, and performance in the classroom are believed to be significantly impacted by whether they have an internal or external locus of control (Coleman & Deleire, 2013). "Externals" are more prone to think that working hard is "pointless" because someone or something else is unjustly treating them or holding them back, but "internals" are more inclined to work hard so that they may learn, advance, and succeed. Some students may feel that their efforts would go unnoticed or that their achievements will go unrewarded if they have an external locus of control (Abukabar & Abdulkadir, 2018).

The intelligence of each individual differs from one another, but several bits of intelligence are owned by each individual, one of which is adversity intelligence (Igbo et al., 2016). Adversity itself means misfortune, but if the word adversity is combined with the word intelligence, the meaning of adversity is certainly different (Stoltz & Weihenmayer, 2016). Adversity intelligence is the intelligence possessed by a person, where this intelligence refers to how someone can overcome the difficulties they face, control emotions, and this adversity intelligence also means how a person's ability to overcome obstacles and turn these obstacles into opportunities (Aprilia, 2019).

There has been rising cases on undergraduate students who are committing suicide which cannot all be cited, for instance a case of a level 300 level student of Unizik (Nnamdi Azikiwe University) who was alleged to have committed suicide because of the inability to cope with studies (Sahara Reporters, Dec 2, 2022). Likewise a student of FUTA (Federal University of Akure) was reported to have committed suicides because of depression arising from financial difficulties (Premium Times, Jan 23, 2023). These cases and many more might have been possible to overcome if the students had been exposed to variables such as locus of control, adversity intelligence and scholastic adjustment, which might enhance their ability to persevere and visit counsellors on how to overcome their predicaments. This study can have us gain valuable insights into some of the factors that contribute to scholastic adjustment, academic success, and psychological well-being of undergraduate students. Additionally, identifying potential correlations between locus of control, adversity intelligence and scholastic adjustment, can pave the way for targeted interventions and support systems that facilitate students' growth, adjustment and achievement throughout their university journey. Consequent to these issues, the researcher, therefore, intends to investigate the relationship between locus of control, adversity intelligence and scholastic adjustment of universities undergraduates in Rivers State and to recommend appropriate measures to help address the deficiencies identified.

Statement of the Problem

Poor scholastic adjustment is a matter of worry for all governments when pupils' academic performance and scholastic adjustment do not align with the government's objective for enhanced education standards. From what we have seen, some students are very good at adjusting to new educational demands and getting good scores, while

others do not seem to care much about doing so and end up doing poorly. Students' levels of adjustment, performance, and achievement might vary greatly, even when they are taught the same topic by the same teacher. So it becomes a challenge as to the reason for poor scholastic adjustment among university students who attend same institutions, are in same lecture hall, undergo same course, and taught by same lecturers but are still finding it difficult to adjust to new changes in the educational system. Though scholastic adjustment and its predictors have been widely researched however, the extent to which locus of control, adversity adjustment relates to scholastic adjustment of undergraduates remains unclear. The problem of this study therefore, determine find out the, relationship between locus of control, adversity intelligence and scholastic adjustment of universities undergraduates in Rivers State

Aim and Objectives of the Study

The aim of this study was to investigate the relationship between locus of control, adversity intelligence and scholastic adjustment of universities undergraduates in Rivers State. Specifically, the study sought to:

1. Determine the factors that contribute to scholastic adjustment level of undergraduate students in Rivers State Universities
2. Examine the relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State Universities
3. Find out the relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State Universities

Research Questions

The following research questions were answered in this study:

1. What are the factors that contribute to the scholastic adjustment level of undergraduate students in Rivers State Universities?
2. What is the relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State Universities?
3. What is the relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State Universities?

Hypotheses

The following hypotheses were formulated to guide this study:

1. There is no significant relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State Universities
2. There is no significant relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State Universities

Methodology

The study descriptive and correlational research designs. The population of the study was 14,700 first and second year students. A sample size of 500 students from Rivers State University and Ignatius Ajuru University of Education was used for the study drawn through stratified random sampling procedure. A self-structured questionnaire titled: "Locus of Control, Adversity Intelligence and Scholastic Adjustment Scale" (LCAISAS) was used for data collection. The instrument was validated by two experts in Educational Psychology, Guidance and Counselling. The reliability of the instrument was determined using test-retest procedure. A reliability value of 0.87 was produced by using the Pearson Product Moment Correlation Statistic to correlate the instrument's beginning and end scores. Mean and standard deviation was used to

answer research question 1, while simple regression was used to answer research 2 and 3 and test the null hypotheses at 05 level of significance

Results

Research Question One: What are the factors that contribute to the scholastic adjustment level of undergraduate students in Rivers State?

Table 1: Mean and Standard Deviation on factors that contribute to the scholastic adjustment level of undergraduate students in Rivers State

S/N	Items	SA	A	D	SD	N	Mean	SD	CM	Remark
1	Students who take responsibilities over their life happenings find it easy to adjust to academic demands	187	298	10	5	500	3.33	0.57	2.50	Agree
2	Students with intelligence on how to deal with challenges find it easy to adjust scholastically	205	270	17	8	500	3.34	0.62	2.50	Agree
3	Blaming others for challenges encountered make one to easily overcome educational demands	27	81	201	182	500	1.91	0.86	2.50	Disagree
4	Students with low adversity intelligence does not adjust effectively to school demands	101	277	98	24	500	2.91	0.76	2.50	Agree
5	It takes money alone to adjust effectively as an undergraduate	58	99	161	182	500	2.01	1.01	2.50	Disagree
6	Students adjustment is dependent on the ability of students to make used of their intellect	105	282	44	69	500	2.85	0.91	2.50	Agree
7	High intelligence does not connotes effective scholastic adjustment	77	111	151	161	500	2.21	1.06	2.50	Disagree
8	Parents-child relationship helps students to adjust effectively when faced with educational challenges	132	256	64	48	500	2.94	0.88	2.50	Agree
9	Scholastic adjustment is enhanced by students ability to overcome challenging situation	107	277	65	51	500	2.88	0.86	2.50	Agree
10	I adjust to scholastic demands because of the assistance of others	81	289	61	69	500	2.76	0.88	2.50	Agree
Grand Mean/SD							2.71	0.84		Agree

Table 1 shows the results of the analysis carried out to determine the factors that contribute to the scholastic adjustment level of undergraduate students in Rivers State. It showed that majority of the mean obtained from various attributes measured were greater than the criterion reference mean of 2.50 and were agreed to. This indicates that the respondents agreed that the factors that contribute to the scholastic adjustment level of undergraduate students in Rivers State include the following: taking responsibilities, intelligence, parents-child relationship, ability to overcome challenging situation and assistance from others while blaming others for challenges encountered, saying that it takes money alone to adjust effectively and high intelligence does not connotes effective scholastic adjustment were not agreed to.

Research Question Two: What is the relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State?

Hypothesis One: There is no significant relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State.

Table 2: Model Summary of Regression Analysis on the Relationship between Internal Locus of Control and Scholastic Adjustment of Undergraduate Students in Rivers State

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
	0.772	0.745	0.745	0.18139

ANOVA Associated with Regression Summary on the Significant relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	281.141	1	281.141	8544.954	.000 ^b
	Residual	16.385	498	.033		
	Total	297.526	499			

Table 2 shows the result of the analysis of the research question carried out to determine the relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State. The table shows an R-value of 0.772, R² value of 0.745, an Adjusted R² value of 0.745. The result above shows that there was a high relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State, implying that internal locus of control helps to promote effective scholastic adjustment among undergraduate students.

Table 2 showed the result of the regression analysis carried out to determine if there is a significant relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State. The table shows an R-value of 0.772, R² value of 0.745, Adjusted R² value of 0.745, and a P-value of 0.000. This result was significant as the p-value of 0.000 is less than the 0.05 level of significance. Table 2 shows the result of the ANOVA analysis testing carried out to determine the relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State; the significance showed F(1, 498) = 8544.954, p < 0.000. Hence, the null hypothesis is rejected. The result is that there was a significant relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State.

Research Question Three: What is the relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State?

Hypothesis Two: There is no significant relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State.

Table 3: Model Summary of Regression Analysis on the Relationship between External Locus of Control and Scholastic Adjustment of Undergraduate Students in Rivers State

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
	0.487	0.475	0.475	0.12190

ANOVA Associated with Regression Summary on the Significant between external locus of control and scholastic adjustment of undergraduate students in Rivers State

Model	Sum of Squares	df	Mean Square	F	Sig
1 Regression	290 126	1	290 126	19524 621	000 ^b
Residual	7 400	498	015		
Total	297 526	499			

Table 3 shows the result of the analysis of the research question carried out to determine the relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State. The table shows an R-value of 0.487, R² value of 0.475, an Adjusted R² value of 0.475. The result above shows that there was a moderate relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State, implying that external locus of control moderately helps to promote scholastic adjustment among undergraduate students.

Table 3 shows the result of the regression analysis carried out to determine if there is no significant relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State. The table shows an R-value of 0.487, R² value of 0.475, Adjusted R² value of 0.475 and P-value of 0.000. This result is significant as the p-value of 0.000 is less than the 0.05 level of significance. Table 3 shows the result of the ANOVA analysis testing carried out to determine the relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State, the significance showed F(1, 498) = 19524.621, p < 0.000. Hence, the null hypothesis is rejected. The result is that there was a significant relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State.

Summary of the Findings

1. The factors that contribute to the scholastic adjustment level of undergraduate students in Rivers State include the following: taking responsibilities, intelligence, parents-child relationship, ability to overcome challenging situation and assistance from others.
2. There is a high relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State and there is a significant relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State.
3. There is a high relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State, and there is a significant relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State.

Discussion of Findings

The findings of the research question one presented in table 1 shows that the factors that contribute to the scholastic adjustment level of undergraduate students in Rivers State include the following: taking responsibilities, intelligence, parents-child relationship, ability to overcome challenging situation and assistance from others.

This finding agrees with the findings of Muhammad et al (2016) who found that intelligence and locus of control was very significant, more proactive and efficient on the education curve and academic performance of the students at tertiary level. This could be because the respondents observed that when students take responsibilities for their academic life, make good use of their intelligence and also received assistance from others will makes students to effectively scholastic adjustment

The findings of research question two presented in table 2, shows that there is high relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State and the null hypothesis was rejected, which implies that there is significant relationship between internal locus of control and scholastic adjustment of undergraduate students in Rivers State. This finding is in agreement with the findings Daniel et al (2022) who found that there is a significant relationship between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement. It also agrees with the findings of Abubakar and Abdulkadir (2018) whose findings shows that there was a positive relationship between internal locus of control and academic. It also agrees with Senler (2016) who found influence of locus of control on student academic adjustment and performance. This results could be because internal locus of control assist student to overcome academic challenging situation without waiting for others to help one overcome their challenges or results to drug abuse or other unethical means

The findings of research question three presented in table 3, shows that there is high relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State and the null hypothesis which states that there is no significant relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State was rejected, implying that there is significant relationship between external locus of control and scholastic adjustment of undergraduate students in Rivers State. This finding agrees with the findings of Nwanneka and Josephine (2021) who found that there exists a significant negative correlation between locus of control and academic achievement. It also agrees with the findings of Abubakar and Abdulkadir (2018) whose findings shows that there was a positive but low relationship between external locus of control and academic performance. This result could be that the respondents observed that external locus of control do not help students to adjust effectively to scholastic demands

Conclusion

Based on the findings of the study, the researcher concluded that there was significant relationship between locus of control, adversity intelligence and scholastic adjustment of universities undergraduates in Rivers State. This implies that locus of control and adversity intelligence helps undergraduate to effectively adjust scholastically in their academic process in the universities

Recommendations

Based on the results of the study, the researcher made the following recommendations:

1. Guidance programmes that will enlighten undergraduates on the ability to take responsibilities for themselves, build good relationship with others and develop

- skills to overcome challenging situations should be carried out by the school counsellors
2. Programmes that will help students with internal locus of control build skills to adjust to school environment should be organized by school counsellors during year one orientation and during other semester
 3. Students with external locus of control should be counsel using rational emotive therapy to not pour the outcome of their life of situations on others as it will make it difficult for them to overcome any challenging situation
 4. Every students should be help to develop skills in adversity intelligence as this help in overcoming challenging situation in the academic process

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