The Influence of Self-efficacy, Locus of Control and Single-Parenting on Psychological Well-being of Adolescents in Senior Secondary School in Ibadan, Oyo State

By

N. M. Ofole

and

Y. A. Ojo

Abstract

This study examined the influenceof self-efficacy, locus of control and single-parenting on psychological well-being of adolescents. Three hundred and twenty respondents (males=101;females=219) between the age range of 12-18 yearsfrom secondary schools in IbadanNorth Local Government Area of Oyo state responded to four self-report questionnaires.The study employed correlation design.Pearson Product Moment Correlation and Multiple regression were used to analyse the three research questions raised in the study.The result revealed that psychological well-being of adolescents has significant positive relationship with self-efficacy (r =0.426, P< 0.05), locus of control (r =0.259, P< 0.05) and single-parenting (r =0.363, P< 0.05). The independent variables when combined together accounted for 49.2% of the variance in the prediction of adolescents' psychological well-being.Self-efficacy was most potent variable in the prediction of adolescents' psychological well-being (ß=0.311, t =5.466) followed by single-parenting(ß =0.239,t =4.468) while locus of control did not account for variability in the dependent variable.Based on the finding of the study, it was suggested that behaviour therapist should improve the psychological status of adolescents by boosting their self-efficacy and reorienting them to internal locus of control.

Introduction

The 21st century is often said to be characterized by 'stress and anxiety'. This is due to the fact that aschanges occur rapidly on daily basis, every individual struggles to be an outstanding achiever which is the expectation of the modern world. Thus, stress which interrupts the body psychological balance is often experienced as a result of daily hassles to achieve the desired goals and make ends meet which have great impact on the overall psychological well-being of individuals.World Health Organization as cited in Currie, Zanotti, Morgan, Currie, Looze, Roberts, Samdal, Smith and Barnekow (2010) reported that approximately one in five young people under the age of 18 experiences some form of developmental, emotional or behavioural problem, and one in eight experiences a mental disorder and that by 2020 psychological problems associated with mental disorder would be 15% of the global burden of disease.

It is well documented that there is increased levels of psychological disturbance among adolescents in high school (Bewick, Koutsopoulou, Miles, Slaa and Barkham, 2010). In a study carried out in Germany on students' health-related quality of life by Kurré, Scholl, Bullinger and Petersen-Ewert (2011), participants reported significantly decreased in mental health score compared to the norm population who were between 21-30 years. Furthermore, Taragar (2009) reported that 69.00 %of their respondents experienced high level of stress; 15.60 % experienced moderate level; while only 15.40 % of the respondents experienced low level of stress. Similarly, studies (Boot, Donders, Vonkand Meijman, 2009; Stock,

Mikolajczyk, Bilir, Petkeviciene, Naydenova and Dudziak, 2011) reported that students have more health complaints than their out of school counterparts and in most cases, do not seek help for these problems. Kumaraswamy (2013) corroborated this when noted that in anyresearch carried among students at any given time, there will be 10 to 20 % of the population suffering from psychological problems (such as stress, anxiety and depression), muscular tension, inability to concentrate and a variety of physiological reactions. It is estimated that 90% of ill health are caused by stress.Chao (2012) confirmed thatstressors could throw students off track, causing a decrease in the level of their psychological well-being.

Burris, Brechting, Salsman and Carlson (2009) assert that years students spend in school are often one of the most stressful periods. Undoubtedly, adolescents amidst other segment of population are more prone and vulnerable to psychological ill-health. Adolescence is a developmental stage of life which has many challenges especially for today's teenagers**.** It is marked with constant tension between developing competencies for adult roles and responsibilities, adapting to new environment, achieving new milestones and striving for independence (Ofole, 2015; Falaye,2014).

Deci and Ryan (2008) conceptualized psychological well-being as combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life. Psychological well-being is the ability to fulfill goals (Foresight Mental Capital and Wellbeing Project, 2008). On the other hand, Keyes (2006) conceptualized psychological well-being asa feeling of satisfaction and happiness with one's activities and also the ability to meet the demands involved in one's daily life. Ogunsanwo and Ayodele (2014) observe that psychological well-being is a multi-dimensional concept, which describes positive and negative emotions, worries and stress, life-satisfaction and optimism. The three components of psychological well-being are life satisfaction, positive effect and negative effect. Life satisfaction is the cognitive evaluation of one's life, while positive and negative affect are the emotional experiences of a person's life**.**

Adolescents' psychological well-being is characterized by feeling good with respect to positive emotions, confidence, environmental mastery, personal growth, contentment, happiness, self-acceptance being socially engaged,having a goal in life and satisfying social relations (Ryff, 1989). It is reported that adolescents who exhibit strength in each of these areas would be in a state of good psychological well-being, while adolescents who struggle in these areas will be in a state of low psychological well-being. Conclusively, individuals with high psychological well-being are happy, capable, well-supported and satisfied with life(Huppert, 2009). There is also evidence that psychological well being predict longevity, physical health, quality of life and prosocial behaviour such as volunteering (Freidli, 2009). Psychological well-being is alsoan indispensable factor that aids an individual to develop and maximize his or her enormous potentials. Issues concerning adolescents psychological well being is of urgent concern to all and sundry including researchers because poor psychological health can have effect on the wider health and development of adolescents as well as its association with several health and social outcomes such as higher alcohol, tobacco and illicit substances use, adolescent pregnancy, school dropout and delinquent behaviours. The importance of adolescents in nation cannot be overemphasized. The adolescents are the building blocks of every developed nation. The

development of any country thus lies on the shoulder of how healthy the adolescents are.This justifies why it is a well researched field of study. For instance, previous researchers have linked adolescents' psychologicalwell-being to; self-esteem (Karatas and Tagay, 2012); Academic stress (Glozah, 2013); social support (Glozah, 2013); emotional intelligence (Ugoani, John, Meg and Ewuzie 2013; Onyedibe, Onyekwelu andUgwu, 2015); coping skills (Onyedibe, Onyekwelu and Ugwu, 2015).

These researches have largely focused on adults in developed countries (Bhagchandani, 2016; Kim, 2016; Glozah, 2013; Glozah, 2013; Karatas andTagay, 2012) and very few in Nigeria (Martins, Ibironke and Uba, 2015; Onyedibe, Onyekwelu and Ugwu, 2015) . There has been little research on the self-reported (i.e., subjective) psychological wellbeing of young persons, particularly adolescents (Ugoani, John, Meg and Ewuzie 2013). Similarly, there has been minuscule research, which focuses comparisons of subjective wellbeing among different adolescent groups (e.g., gender, age, ethnicity, parental education, economic status and physical activity etc.). There is paucity of researches that have examined how psychological variables (self-efficacy and locus of control) and parental marital status could be associated with the psychological well being of in-school adolescents. It becomes therefore, imperative to investigate the influence of self-efficacy, locus of control and single-parenting could predict the psychological wellbeing of adolescents in senior secondary school in Ibadan North Local Government, Oyo state. The outcome of this study will undoubtedly provide a framework for developing more effective interventions to enhance adolescents' psychological well-being. For any genuine approach for ensuring psychological well-being of adolescents, an exploration into individual factors and correlates them with other predictors of psychological well-being becomes expedient. In addition, the findings will guide policy making and act as a spring board for further studies in this area.

Preliminary evidence suggest that self-efficacy could predict psychological wellbeing given that self efficacy guides the actions of individuals and make them to believe that they have the ability to organize and execute a required course of action to achieve desired goals (Bandura, 1997) and this belief affects the individual's choice of activities, effort, and persistence (Pajares, 1996; Sherer et al., 1982). As noted by Bandura (1989), individuals who possess low self-efficacy for accomplishing a specific task will tend to avoid it, while those who believe they are capable will be more likely to realize this task. For this reason, it appeared necessary to study the influence self efficacy has on psychological well-being of adolescents. Salami and Ogundokun (2009) submitted that unless individuals believe that their actions can produce the results they desire, they have little incentive to act or to persevere in the face of the difficultiesthat inevitably ensue. General self-efficacy aims at a broad and stable sense of personal competence to deal effectively with a variety of stressful situations. There is mixed result concerning the relationship between self-efficacy and psychological well being. For example some researchers argue that psychological well –being is an exogenous variable which contains cognitive and affective evaluations and judgments of individuals regarding various areas of life of an individual and not ability specific variable (Diener, Lucas, and Oishi, 2002). On the other hand, others were of the opinionthat

self-efficacy is related to psychological wellbeing since it helps individuals deal with a social reality that requires constant confrontation with difficulties, obstacles, and impediments. These beliefs determine how people feel, think, motivate themselves, and behave (Bandura, 1994).

According to the scientific community, locus of control by Rotter (1966) is another concept which carries promise in explaining variances in adolescents' psychological well-being (Garber and Seligman, 1980).Locus of control is defined as the degree to which individual believes that their behaviours are controlled by external or internal factors. It is people belief and tendency to attribute successes or failures to either internal or external causes (Rotter, 1966). Researchers argue that locus of control affects coping strategies (Brandtstadter and Baltes-Gotz, 1990). External locus of control is correlated with higher levels of stress (Garber & Seligman, 1980). Grob (2000) notes that stress is often caused when the adolescent perceives the situation asbeyond his or her coping abilities while adolescent with an internal locus of control who believes that the situation is within his or her control, may find the same situation stimulating (Owusu-Ansah, 2008). Kulshrestha and Sen (2006) have noted significant negative correlation between locus of control and psychological well-being, which is to say that adolescent with an external locus of control are significantly less happy than their internal counterparts. It is noted that internals actively manipulate their environments, thus acting to take control of events and to change dissatisfactory conditions (Karbalaei, Abdollahi, Momtaz and Abu Talib (2014). In contrast, externals feel powerless to control their successes or failures and, thus, are unable to remove themselves from dissatisfactory situations (Kulshresta and Sen, 2006).

There is controversy concerning the role of locus of control on an individual's psychological wellbeing. For instance, Mobarakeh, Juhari, Yaacob and Redzuan (2015) reported a positive relationship between locus of control and psychological well being using Iranian adolescents in age range of 13-16 years. The findings supported Karatas and Tagay (2012) result using Turkey students. Inversely, other studies such as Alexandra and Kurt (2012) and Griffin (2014) found no significant correlation between psychological well-being and locus of control. They argue that apart from locus of control there are other things which could affect an individual's psychological wellbeing such as access to education, good standard of living amongst others.

The role of single parenting on the psychological well being of adolescents is inconclusive, however,family is said to be a majorsource of psychological support during adolescence.Family members' levels of engagement with each other and satisfaction with relationships between parents are all important to adolescents' development (Ackerman, Kashy, Donnellan, Neppl, Lorenz and Conger,2013). Parents who live together are likely to have high levels of marital satisfaction and are more likely to demonstrate good parenting practices, such as warmth, responsiveness, and affection, which in turn can positively affect adolescent well-being (Santrock, 2013).According to Hazan and Shaver (1994), components contributing to cognitive and emotional evaluation of life satisfaction in the family are best regarded as parental proximity, availability or responsiveness in terms of the amount of time parents are available to their children including the care and provision of nurturance, safety, security and other needs of the children.

Wright (1994) observed that family status is tending from the traditional nuclear family with two parents and their

children towards single-parent family (Sylvester, 2010). Single-parenting is a situation in which one of the two individuals (mother or father) involved in the conception of the child becomes solely responsible for the upbringing of the child. That is,when either of the parents decides to raise a child or children out of wedlock. This may be due to divorce, separation or death of any of the spouses. It is well documented thatchildren from single-parent home experience a wide range of poor psychological well-being including fear, sadness and yearning, worry, rejection, conflicting loyalties, suicidal thoughts and anger (Bojuwoye and Sylvester, 2014). Moreover, a major national survey of 20,000 adolescents found that adolescent offspring of divorced parents did worse than their peers raised in intact families on measures of satisfaction with life such as happiness, sense of personal control, trust, and friendship (Bojuwoye and Sylvester, 2014). Also, a National Survey of Children found that living with a single parent was associated with a higher incidence of several mental health problems in children: depression; withdrawal from friends and family; and aggressive, or impulsive or hyperactive behaviour; and either withdrawing from participation in the classroom or being disruptive there. Pryor and Rodgers (2001) asserts that adolescents from separated parents have poor social adjustment, association with antisocial peers, premarital sex, teenage pregnancy, lack of coping skills and substance use. Many studies have shown that the family determines the behaviour of adolescents and academic performance (Bojuwoye and Sylvester,2014; VanWel, Linssen and Abma, 2000). However, there is scarce information on how single parenting could influence the psychological well being of adolescents. This study will therefore fill an identified research gap.

This study is anchored on positive psychology framework by Seligman (1998) which focuses on investigating and promoting realistic ways to foster the well-being and optimal functioning in individuals and communities. The theory is concerned on understanding the nature of happiness, well-being, strength of character, optimism, and fulfillment (Seligman and Csikszentmihalyi, 2000). It emphasizes that happiness (psychological well-being) promotes success across all facets of human functioning. Positive psychology theory is applicable in this study because it aims at identifying factors that could increase and sustain adolescents' well-being. Moreover, the theory supports the promotion of healthy development and well-being of adolescents (Cherubini, 2009).

Purpose of the Study

The main purpose of this study is to explore the relationship among self-efficacy, locus of control, single parenting andpsychological well-being of senior secondary school adolescents in Ibadan North Local Government Area, Oyo state. Specifically, the study proffered answers to the following research questions:

1. What pattern of relationship exists between the independent variables (self-efficacy, locus of control and single-parenting) and the dependent variable (adolescents' psychological well-being)?
2. To what extent does self-efficacy, locus of control and single-parenting jointly account foradolescents' psychological well-being?
3. What is the relative contribution of self-efficacy, locus of control and single-parenting on the

psychological well-being of the adolescents?

Methodology

This study adopted the correlational research design to find therelationship between theindependent variables (self-efficacy, locus of control, single-parenting and adolescents) and the dependent variable **(**psychological well-being**)**.The sample consists 320 students (male=101; female= 219) with age range of 12-18 years and mean age of 13.5years. Simple random sampling technique was used to draw the sample out ofsenior secondary school students in Ibadan North Local Government Area of Oyo state. In each of the thirteen selected schools, 30 students who were in the senior secondary classes were randomly drawn to participate in the study.The researchers obtained permission from the principals of the ten schools used for the study. Thereafter, thepurpose of the study was explained to the students and the questionnaire was administered by the researchers and two trained research assistants. In each of the schools, administration and collection of questionnaire was done on the same day. However, out of the three hundred and ninety questionnaires distributed, three hundred and twenty were retrieved, thereby the return rate was 82%.

Instrumentation

The following four standardized instruments were used for data collection.

a. Psychological Well-being Scale

The psychological well-being of the participants was measured using Carol Ryff (1989) Psychological Well-being Scale. The scale is of six dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. It has 42 items ranging from strongly agree to strongly disagree. Typical items on the scale include: *"When I look at the story of my life, I am pleased with how things have turned out". "Maintaining close relationships have been difficult and frustrating for me". "When I compare myself to friends and acquaintances, it makes me feel good about who I am".* For the purpose of this study, the reliability coefficient obtained after test-retest using Pearson Correlation was 0.73.

b. The General Perceived Self-Efficacy Scale

The self-efficacy of the adolescents was measured with the English version of the General Perceived Self-Efficacy Scale Revised by Schwarzer and Jerusalem (2000). It consists of 10 items measuring individuals general self- efficacy with a response format ranging from; Not all true =1, hardly true =2, moderately true =3, exactly true = 4. Typical items on the questionnaire are: *"I can handle whatever comes my way". "If someone opposes me, I can find the means and ways to get what I want."* It was trial-ested for the purpose of this research using Pearson correlation and reliabilitycoefficient of r=0.65 was obtained.

c. Locus of control scale

The Locus of Control Scale developed by Rotter (1966) was used to assess the participants' locus of control. It is a self-report scale which comprises 29 items with a response format ranging from: Strongly Agree=1, Agree=2, Undecided=3, Disagree=4, strongly disagree=5. The scale consists of internal and external worded statements. Items found on the scale include: *"I am responsible for managing improvement". "Many of the unhappy things in people's lives are partly due to bad luck". "What happens to me is my own doing".* The scale was adapted for the purpose of this research because the 29 items would be too many for secondary school students to respond to along with other three scales. Hence, five internal and five external worded statements were selected making a total of ten items.

The internal consistency was estimated by Cronbach's alpha. Separate scores were recorded for internal (α = 0.82) and external locus of control (α = 0.77).

d. Single-Parenting Scale

The Single-Parenting Questionnaire was developed by Stolberg and Ullman(2008). It assesses five dimensions of single-parenting which are: problem solving skills, parental warmth, discipline procedures, parent rules, enthusiasm for parenting and parent support systems**.**Example of item on the scale is*: "Does your mother or father share warm and affectionate relationship with you"?*The item scoring ranges from strongly agree to strongly disagree: Strongly Agree=5, Agree=4, Undecided=3, Disagree=2 and Strongly Disagree=1. The scale was trial- tested and has areliability coefficient of 0.83 using the Guttmann analytical method.

Methods of Data Analysis

Pearson product moment correlationwas used to establish the relationship between the variables. Multiple regressionwas also used to establish the joint and relative contribution of the independent variables to the prediction of the dependent variable. The research questions were tested at 0.05 level of significance.

Results

The result of research question one which is sought to find the relationship between the independent variables (self-efficacy, locus of control, single-parenting) and the dependent variable (adolescents' psychological well-being) is presented in Table 1.

Table 1: Correlation Matrix showing relationship among self-efficacy, locus of control and single-parenting and adolescents' psychological well-being.(N=320)

Variables				
Adolescents' Psychological well-being	1.00			
Self-efficacy	.426**	1.00		
Locus of control	.259**	.267**	1.00	
Single-parenting	.363**	.173*	.313*	1.00
Mean	2.1156	1.7406	1.7137	2.0375
Standard deviation	.46414	.61198	.59932	.72191

*****Correlation is significant at the 0.05 level (2-tailed)***

Table 1 shows that there was a significant positive relationship between self-efficacy (r=0.426,P < 0.05), locus of control (r =0.259, P < 0.05) and single-parenting (r =0.363,P < 0.05) on psychological well-being of adolescents.This implies that the participants' self-efficacy, locus of control and single- parenting predicts their psychological well-being.

Research Question 2: To what extent does self-efficacy, locus of control and single-parenting jointly account for adolescents' psychological well-being? The result is indicated in Table 2.

Table 2: Multiple Regression Analysis on Adolescents' Psychological Well-being

Multiple R(adjusted)=.708 Multiple R^2(adjusted)=.492 Standard error of estimate = 13.10				
Analysis of variance				
	Sum of square (SS)	DF	Mean square	F
Regression	36991.548	3	9247.887	
Residual	36872.538	316	171.500	53.923
Total	73864.086	319		

Table 2 reveals that the independent variables (self-efficacy, locus of control and single-parenting) have significant joint contribution to the prediction of the dependent variable (adolescents' psychological well-being). The combination of self-efficacy, locus of control and single-parenting accounted for 49.2% of the total variance on the adolescents' psychological well-being(adjusted R^2=.492).The analysis of variance of the multiple regression yielded an F-ratio value which was found to be significant at 0.05 alpha level, F(3,316)=53.923,P < 0.05). This indicates that self-efficacy; locus of control and single-parenting when combined could influence the psychological well-being of adolescents.

Research Question 3: What is the relative contribution of self-efficacy, locus of control and single-parenting on the psychological well-being of the adolescents? The result is revealed in Table 3.

Table 3:Relative contribution of self-efficacy, locus of control and single-parenting on adolescents' psychological well-being

Model		Unstandardized Coefficients		Standardized Coefficients	T	P	Remarks
		B	Std. Error	Beta			
	Constant	.569	.184		3.083	.002	P<0.05
	Self-efficacy	.484	.089	.311	5.466	.000	P<0.05
	Locus of control	-.028	.067	-.024	-.419	.675	P<0.05
	Single parenting	.288	.064	.239	4.468	.000	P<0.05

Table 3 indicates the relative contributions of each of the independent variables (self-efficacy, locus of control and single-parenting) to the prediction of dependent variable (adolescents' psychological well-being). In terms of magnitude of the contribution: self-efficacy was most potent in the prediction of adolescents' psychological well-being (ß=0.311, t =5.466) followed by single-parenting(ß =0.239, t =4.468) while locus of control did not predict the psychological well-being of the adolescents.

Discussion

The result of research question one shows that there was significant relationship between the independent variables (self-efficacy, locus of control and single parenting) on psychological well-being of adolescents. This corroborates the findings of Santos, Magramo, Oguan and Paat (2014) who found a positive and direct relationship between self-efficacy and well-being of the respondents in their study. The possible explanation could be because self-efficacy beliefs provide the foundation for personal awareness, well-being, and personalaccomplishment in all areas of life. Karbalaei, Abdollahi, Momtaz and Abu-Talib (2014) argued

that individuals with high internal locus of control have been better adjustment to daily life problems.This is probablebecause they attribute whatever happens to them to factors within themselves. Hazan and Shaver (1994) assert that components contributing to cognitive and emotional evaluation of life satisfaction in the family are best regarded as parental proximity, availability or responsiveness in terms of the amount of time parents are available to their children including the care and provision of nurturance, safety, security and other needs of the children. However, adolescents from single-parenting home may not experiencethese family supportive environments.

The result of research question two presented on Table 2 show the joint contribution of the independent variables (self-efficacy, locus of control and single-parenting)on the dependent variable (adolescents' psychological well-being). Result reveals that self-efficacy, locus of control and single-parenting have joint contribution on adolescents' psychological well-being. This supported the earlier findings of Suresh, Jayachander and Joshi (2013) that some psychological factors when combined together influence the psychological well-being of adolescents. General self-efficacy aims at a broad and stable sense of personal competence to deal effectively with a variety of stressful situations. Moreover, Internal locus of control is the belief of an individual that whatever happens to them is within their control (personal factors) while external locus of control is the belief of an individual that whatever happens to them is beyond their control (environmental factors).Family members' levels of engagement with each other and satisfaction with relationships between parents are all important for children's well-being (Ackerman, Kashy, Donnellan, Neppl, Lorenz and Conger, 2013). For instance, parents with high levels of marital satisfaction are more likely to demonstrate good parenting practices, such as warmth, responsiveness, and affection, which in turn can positively affect adolescent well-being which is unlike a single-parenting practice (Santrock, 2013).The probable reason for this discovery is that self-efficacy, locus of control and single-parenting are psychological and social factors and many researchers have noted that psychological and social factors mediate adolescents' sense of well being thereby shaping and having impact on the individual.

The third research question determinedthe relative contribution of self-efficacy, locus of control and single-parenting on adolescents' psychological well-being.Self-efficacy contributed most to the prediction of adolescents' psychological well-being, followed by single-parentingwhile locus of control did not.The finding in this study is consistent with the result in the work of Caroli and Sagone (2014). They discovered a predictive relationship between general self-efficacy and subjective well-being. Moreover, Siddiqui (2015) reported a strong correlation between self-efficacy and psychological well-being. Low self-efficacy is related to more symptoms of anxiety and depression while high level of self-efficacy contributes to high levels of life satisfaction and higher functioning in everyday activities (Kashdan and Roberts, 2004).

The result also shows that single-parenting is the second major predictor of adolescents' psychological well-being. This supported the earlier findings of Bojuwoye and Sylvester (2014). In their study,adolescent boys who were living with single parents reported experiences to be characterized by negative

emotionality and display of at-risk behaviour tendencies. They reported dissatisfaction with their family status, financial resources, social support and their family living environment which results to their generally poor subjective well-being. Pryor and Rodgers (2001) submitted that adolescents from separated parents have poor social adjustment, association with antisocial peers, premarital sex, teenage pregnancy, lack of coping skills and substance use. The finding that locus of control did not predict and has a negative relationship with psychological well-being is consistent with the findings of Mobarakeh, Juhari, Yaacob and Redzuan (2015) and Karatas and Tagay (2012) who reported a negative relationship between subjective well-being and locus of control.

Counselling Implications

The finding in this study provides information that could be applied in the field of counselling psychology. It is evident from the result that self-efficacy and single-parentingare predictors of psychological well-being of adolescents. Counselling and developmental psychologists couldequip adolescents with appropriate abilities, skills, and knowledgewhich could enhance their psychological well-being. Also, marital counselling may be rendered to parents so as to assist them to be able to resist divorces and any form of separation which could affect the psychological well-being of adolescents.

Recommendations

1. Counselling and developmental psychologists should organize seminars and workshops to boost the self-efficacy of adolescents. Such seminars should also be tailored to the needs and should addresses factors that make them feel that they do not have the ability to live a well adjusted life.
2. Family members should provide a positive support system within which adolescents will be able to explore their changing identity so as to promote their well-being.
3. Parentsshould learn to resolve conflicts to avoid divorce and live together so as to enhance the psychological well-being of their children.

Conclusion

The result obtained from this study have provided empirical evidence to suggest that the psychological well-being of adolescents has significant positive relationship with their self-efficacy, locus of control as well as the source of their upbringing (single parenting). The study results are invaluable in addressing the psychological well being of adolescents. The outcome has implications for counselling interventions, policy making in adolescent health promotion endeaviour. From a broad perspective, the promotion of adolescent psychological well-being is a desirable social and political objective. Psychological wellbeing of adolescents' means being content with life andunderstanding an abundance of positive emotions while its absenceis linked with psychopathology.

References

Ackerman, R.A., Kashy, D.A., Donnellan, M.B., Neppl, T., Lorenz, F.O. and Conger, R.D. (2013). The Interpersonal Legacy of a positive family climate in Adolescence. *Psychological Science*,10:243-250.

Ansari W. and Stock C. (2010). Is the health and wellbeing of university students associated with their academic performance? Cross sectional findings from the United Kingdom. *International Journal of Environmental Res Public Health*, 7: 509–527.

Arnold, L.S. and Ann, J.U. (2008).Assessing Dimensions of Single Parenting: The Single Parenting Questionnaire.*Journal of Divorce*,35:31-45.Retrieved from http:// dx.doi.org/10.1300/J279v08n02_03 on 13th October, 2015

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology,* 52: 1-26.

Bewick, B., Koutsopoulou, G., Miles, J., Slaa, E., and Barkham, M. (2010).Changes in undergraduate students' psychological well-being as they progress through University.*Studies in Higher Education*, 35(6): 633-645.

Bhagchandani, R.K. (2016). Effect of Loneliness on the Psychological Well-Being of College Students.*International Journal of Social Science and Humanity,* 7(1)*:* 60-64 .

Bojuwoye, O. and Sylvester, F. (2014).Subjective Well-Being of Adolescent Boys Living in Single-MotherHouseholds in a Cape Town Suburb, South Africa.*Mediterranean Journal of Social Sciences,* 5 (23) : 2017-2025.

Boot, C.R, Donders, N.C, Vonk, P., and Meijman, F.J. (2009). Development of a student health questionnaire: The necessity of a symbosis of science and practice. *Global Health Promotion,* 16: 35-44

Burris, J. L., Brechting, E. H., Salsman, J., and Carlson, C. R. (2009). Factors associated with the psychological well-being and distress of university students. *Journal of American College Health,* 57(5) : 536-544.

Caroli, A. and Sagone, C. (2014).Self-efficacy and well-being among Adolescents in Italy.*Journal of Psychology*, 6(2): 213-218.

Chao, R. (2012). Managing Perceived Stress Among College Students: The Roles of Social Support and Dysfunctional Coping. *Journal of College Counselling,* 15(1): 5-21.

Cherubini, J. (2009). Positive Psychology and Quality Physical Education.*Journal of Physical Education, Recreation & Dance*, 80 (7): 42–47.

Currie, C., Zanotti, C., Morgan, A., Currie, D., Looze, M.D., Roberts, C., Samdal O., Smith, O.R.F., and Barnekow, V. (2010). Social Determinants of health and well-being among young people, health behaviour in school-aged children (HSBC) study. Available:http://www.euro.who.int/__data/assets/pdf_file/0007/167281/E96444_part1.pdf.

Deci, E.L. and Ryan, R.M. (2008). Facilitating Optimal Motivation and Psychological Well-Being Across Life's Domains. *University of Rochester Canadian Psychology*, 49(1): 14–23.

Falaye, A.O. (2014). Human Life Span Development: A Basic Text in Development Psychology, Ibadan: Educational Research and Study Group.

Foresight Mental Capital and Wellbeing Project (2008).Final Project report. London: The Government Office forScience. Available: http://www.foresight.gov.uk/Mental%20Capital/Mental_capital_&_wellbeing_Exec_Sum.pdf.

Friedli, L. (2009) *Mental health, resilience and inequalities* WHO Europe London. Copenhagen http://www.euro.who.int/document/e92227.pdf.

Glozah, F.N. (2013). Effects of Academic Stress and Perceived Social Support on the Psychological Wellbeing of Adolescents in Ghana. *Open Journal of Medical Psychology*, 2: 143-150.

Grob, A., Sabatier, C., Botchera, L. and Macek, P. (1999).A cross-national

model of subjective well-being in adolescence. In Alsaker, F.D., Flammer, A. (Eds.), Adolescent experience: European and American adolescents in the 1990s.New Jersy: Lawrence Erlbaum.

Hazan, C. and Shaver, P. R. (1994).Attachment as an organizational framework for research on close relationships.*Psychological Inquiry*, 5: 1-22.

Huppert, F.A (2009). Psychological Well-being.Evidence regarding its causes and consequences.*Applied Psychology: Health and Well-being,* 1:137-164 .

Karatas, Z. and Tagay, O. (2012). Self Esteem, Locus of Control and Multidimensional Perfectionism as the Predictors of Subjective Well Being. *International Education Studies,* 5(6):131-137.

Karbalaei, S., Abdollahi, A., Momtaz, V. and Abu T. M. (2014).Locus of Control, Neuroticism, and Spirituality as Predictors of Waste-Prevention Behaviours. *Ecopsychology*, 6(4): 252–259.

Kashdan, T. B. and Roberts, J. E. (2004).Social anxiety's impact on affect, curiosity, and social self-efficacy during a high self-focus social threat situation. *Cognitive Therapyand Research,* 28: 119–14

Keyes, C.L.M (2006). Mental health in youth: Is America's youth flourishing? *American Journal of Orthopsychiatry,* 76 (3): 395-402

Kim, H.H (2016). The impact of online social networking on adolescent psychological well-being (WB): A population-level analysis of Korean school-aged children, International Journal of Adolescence and Youth, DOI:10.1080/02673843.2016.1197135.

Kumaraswamy, N. (2013). Academic Stress, Anxiety and Depression among College Students- A Brief Review.*International Review of Social Sciences and Humanities,* 5(1):135-143.

Kurre' J., Scholl J., Bullinger M. and Petersen-Ewert C. (2011). Integration and health-related quality of life undergraduate medical students with migration backgrounds - results of a survey. *Psychosocial Medicine,* 8: 32-51.

Martins, S., Ibironke, O. and Uba D. (2015).Personality factors, Dispositional optimism and Single-parenting as predictors of Psychological well-being among Undergraduates.*World Journal of Pharmacy and Pharmaceutical Sciences*, 4(7): 196-212**.**

Mikolajczyk, R.T., Maxwell, A.E., Ansari, W., Naydenova, V., Stock, C. and Ilieva S.(2008). Prevalence of depressive symptoms in university students from Germany, Denmark, Poland and Bulgaria.*Social Psychiatry Epidemiology*, 43:105–12.

Mobarakeh, M.R.V., Juhari, R., Yaacob, S.N., and Redzuan, M.(2015). Locus of control and psychological well-being among Iranian adolescent migrants in Kuala-Lumpur, Malaysia.*American International Journal of Research in Humanities, Arts and Social Sciences*, 10(3): 310-313.

Ofole, N.M. (2015). Antecedents of Risky Sexual Practices among Adolescents in Military Secondary Schools in Oyo State, Nigeria. *Ife PsychologIA*23 (2):1-12. Nigeria

Ogunsanwo, M.A. and Ayodele, K.O. (2014). Psychological Wellbeing, Perceived Emotional Intelligence and Locus of Control Predicting Adolescents' Sexual Health Risk Behaviour: Lesson from Nigeria. *American International Journal of Research in Humanities, Arts and Social Sciences,*19 (1): 12-18.

Onyedibe, M.C., Onyekwelu, C.A. and Ugwu, L.L. (2015). An Evaluation of the Relationship Between Coping, Emotional Intelligence and

Psychological Well-being among Nigerian Undergraduates. *International Journal of English Language Literature and Humanities,* 2(10): 1-18.

Park, K.H. and Hah, Y.S. (2007).Depression, self-efficacy, life satisfaction and coping behaviours of university students. *The Korean Journal of Stress Research*, 15 : 17-25.

Pryor, J. and Rodgers, B. (2001). Children in Changing Families. Oxford:Blackwell.

Rath, N. and Rastogi, R.(2007).Meaning in Life and Psychological Well-Being in Pre-Adolescents and Adolescents.*Journal of the Indian Academy of Applied Psychology,* 33(1): 31-38.

Rotter, J.B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied,* 80: 1-28.

Ryff, C. D. (1989). "Beyond Ponce De Leon and Life Satisfaction: New Directions in the Quest of Successful Aging." *International Journal of Development,* 12: 35-55.

Santos, M.C.J., Magramo, C.S.,Oguan, F., and Paat, J.N.J. (2014).Establishing the relationship between general self-efficacy and Subjective Well-being among College students.*Asian Journal of Management Sciences and Education*, 3(2):1-12.

Santrock, J. (2013). Essentials of Life-Span Development. McGraw-Hill Education, 3rd Edition.

Schwazer, R. and Jerusalem, M. (1995).Generalized Scales in Weinman, J., Wright,S. and Jolinston, M.(Eds). Measures in Health Psychology: A users Portfolio: Causal and Control Beliefs(PP.35-37). Windsor, UK: NFER-NELSON.

Seligman, M.E.P. and Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist,* 55: 5–14.

Seligman, M.E.P (1998). Learned optimism (2nd ed.). New York: Pocket Books

Siddiqui, S. (2015).Impact of Self-Efficacy on Psychological Well-Being among Undergraduate Students.*The International Journal of Indian Psychology*, 2 (3):5-16.

Stock, C., Mikolajczyk, R.T., Bilir, N., Petkeviciene, J., Naydenova, V. and Dudziak, U. (2008). Gender differences in health complaints among students: Results from a survey in seven countries. *Journal of Public Health*, 16 : 353–60.

Suresh, A., Jayachander, D.M. and Joshi, S. (2013). Psychological Determinants of Well-being Among Adolescents. *Asia Pacific Journal of Research,* I (11): 120-134.

Sylvester, T. (2010).At risk youth: The experiences of adolescent boys with absent fathers.Master's degree dissertation. Stellenbosch University, South Africa.

Taragar, S. (2009).Stressors among the students of high school. *Nitte University Journal Of Health Science*, 4(1): 34-39

Ugoani, A., John, N., Meg, N. and Ewuzie, A. (2013)."Imperatives of Emotional Intelligence on Psychological Wellbeing among Adolescents."*American Journal of Applied Psychology,* 1(3): 44-48.

UNICEF (2012).Adolescence.A Time that Matters. In: The State of the World's Children. Washington DC: The United Nations Children's Fund; New York, pp. 75–77.

VanWel, F., Linssen, H., and Abma, R. (2000).The parental bond and the well-being of adolescents and young adults.*Journal of Youth and Adolescence, 29:* 307-318.

World Health Organization (2010). Physical Inactivity: A Global Public Health Problem Availablefrom:http://www.who.int/dietphysicalactivity/factsheet_inactivity/en/index.html

Wright, R. (1994). Rite of Passage. New York: Harper Collins.