Psychological Indices of Psychological Well-Being of Refugees In Ijebu-Oru, Ogun State, Nigeria

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Abstract
This study investigated psychosocial indices of psychological well-being of refugees of Ogun State, Nigeria. The study adopted a descriptive research design of correlation type. A total of two hundred (The 200) refugees were selected from Refugee Camp in Ijebu Oru in Ogun State, Nigeria using the purposive sampling technique. Questionnaires consisting of socio-demographic characteristics section, and standardized scales were used to collect data on psychological well-being α = .83, locus of control α = .90, resilience α = .77 and emotional intelligence α = .90. Four research questions and three hypotheses were tested using Pearson product-moment correlation and Multiple regression analysis. The findings showed that locus of control ($\bar{x}$=3.39), resilience ($\bar{x}$=3.44) and emotional intelligence ($\bar{x}$=3.51) affect the psychological well-being (x=3.29) of refugees in Ogun State, Nigeria. More so, there was a significant relationship between psychosocial indices (Locus of control (r = .793, p < .05), Resilience (r = .737, p < .05), Emotional intelligence (r = .753, p < .05) and Socioeconomic status (r = .177, p < .05) on Psychological Well-being. It was found that there was a joint prediction of psychosocial indices (67.4%) on psychological well-being of refugees in Ijebu Oru, Ogun State, Nigeria. In order of magnitude, locus of control (β=0.454, p < 0.05),resilience (β=0.206, p < 0.05), emotional intelligence (β=0.206, p < 0.05) and socioeconomic status (β=.083, p<0.05) independently predicted psychological well-being of refugees in Ogun State, Nigeria.
It was recommended that refugees should be encouraged in the community and religious bodies on how to develop and maintain good psychological well-being and the community should provide support and show love to such children.

Keywords: Psychological well-being, Emotional intelligence, Resilience, Socioeconomic status, refugees

Introduction

Refugees are exposed to a range of health-related problems. During captivity, they experience physical violence, sexual exploitation, psychological abuse, poor living conditions and exposure to a wide range of diseases, which may have long-lasting consequences on their physical, reproductive and mental health. All these could negatively impact their psychological well-being.

The conceptualization of psychological well-being has been in a state of divergence ever since it was the first study. Some researchers have associated psychological well-being with the fulfilment of life potential and happiness, while others have associated well-being with the personal experience of individuals or with the result of accomplishing goals, as well as the feeling of pleasure from participating in fascinating activities. Psychological well-being refers to the extent to which people feel that they have meaningful control over their life and their activities. Nevertheless, psychological well-being problems have become increasingly common among university refugees nowadays, especially postgraduate refugees who are prone to psychological problems.

Psychological well-being is multidimensional and many different factors interact to determine the well-being of individuals. These factors include personal and environmental stressors and resources, coping styles as well as demographic variables such as race, gender and socioeconomic class. Refugees with high levels of psychological well-being developed fewer externalizing problems in the wake of stressful events than did those with low levels of psychological well-being. Psychological well-being refers to the extent to which people feel that they have meaningful control over their life and their activities. Nevertheless, psychological well-being problems have become increasingly common among university refugees nowadays, especially refugees who are prone to psychological problems. Researchers have shown that poor psychological well-being appears to be a very crucial and critical issue among refugees who are changing academic environments from a structured environment, Schwarzer, & Jerusalem, (2011).

Therefore, refugees often have to deal with challenges and problems that hinder the completion of their studies and other activities in their life. Moreover, they need to avoid any high stress which is becoming increasingly worrying, as it has been found that the number of psychological problems and their severity are on the rise among the refugees' population Olaewe (2003) cited in Regehr, Glancy, and Pitts. 2013. Hence, problems such as financial restrain, time constraints, which limit the time left to complete their assignment and research papers due to work, classes and family affect refugees' psychological well-being. Poor psychological well-being and mental state may affect the positive learning and task performance of the refugees. Moe (2012) describes psychological well-being as the cornerstone of mental health. Wright (2010) defines psychological well-being as "a subjective and global judgement that one is experiencing a good deal of positive and relatively little negative feelings or emotions". Psychological well-being is the ability of a person to "feel good and function effectively despite negative or painful emotions which are normally part of life".

Some psychosocial indices determine whether there will be psychological well-being or not in individuals. One of them is a locus of control. Moreover, Locus of control is another factor that may influence psychological well-being. Individuals with a high internal locus of control have been better adjusting to daily life problems (Karbalaei, Abdollahi, Momtaz, & Abu Talib, 2014). Locus of control refers to whether one believes that the outcome of an event is decided by one's actions or by chance (Rotter, 1966 cited in Anderson, 2010). One who believes an outcome is decided by his or her actions is described to be someone high in internal locus of control. An individual that attributes the outcome more to chance would be considered high in the external locus of control. Efforts to measure locus of control stem from the work of Rotter (1966 cited in (Anderson, 2010). Through this

scale, the participant is given two viewpoints from which to choose, and of those viewpoints, one gives credit towards the self, or internal locus of control, the other crediting outside forces or external locus of control. Stocks, 2012, in trying to measure locus of control as a determinant of subjective well-being made similar conclusions, concluding that high internal locus of control relates to more positive affect. These studies suggest that internal and external locus of control each have a unique relationship to psychological well-being.

Past studies have consistently found that locus of control is associated with psychological well-being, but the conclusions were all based upon Rotters uni-dimensional definition. Such studies include Garber (1980) who concluded that indicators of good psychological well-being came from participants reporting lower indices of stress and depression, linking it to a high internal locus of control. Grob (2000) reported that stress is often the result of feeling powerless in a given situation, which suggests it is linked to having an external locus of control. According to Emmons and Diener (1989), individuals who are low in self-esteem are more likely to believe outcomes are not under their influence and control, and Emmons (1986) concluded that different variables influence well-being if they affect a person's ability to achieve his or her goals. In an interesting divergence theory cross-cultural study, more individualistic cultures were shown to have high subjective well-being, attributing it to a high internal locus of control (Stocks, 2012). Klonowicz (2001), in trying to measure locus of control as a determinant of subjective well-being made similar conclusions, concluding that high internal locus of control relates to more positive affect. These studies suggest that internal and external locus of control each have a unique relationship to psychological well-being.

Another key psychosocial index of psychological well-being is resilience. Resilience is defined as the ability to overcome hardships and flourish in the face of them (Wagnild & Young, Ryff & Singer, 2003), to restore from stress events or maintain equilibrium under significant threats (Smith et al., 2008), and to bounce back from adversities adopting positive coping strategies (Masten et al., 1999). Recently, Fletcher and Sarkar (2013) reviewed and criticized the different approaches to the study of resilience, considering this construct as an adaptive response to different adversities, ranging from ongoing daily hassles to major life events, or on the side as the results deriving from the interactive influence of psychological characteristics within the context of the stress process. Referring to the attitudes and skills typically appreciable in resilient individuals, according to the Hurtes and Allen's contribution (2001) that we used as reference in Italian school-context (De Caroli & Sagone, 2014a), the following strength-oriented psychological dimensions emerged: 1) "the ability to read and interpret situations, people, and subtle nuances of both verbal and nonverbal communication" (insight); 2) "a balance between being true to oneself and accommodating to the concerns of others" (independence); 3) the ability to "generate options and alternatives to cope with the challenges of life" (creativity); 4) "the ability to laugh at oneself and to find joy in one's surroundings" (sense of humor); 5) "the desire and determination to take proactively charge of one's own life" (initiative); 6) the ability to "seek out and maintain fulfilling and healthy relationships with peers, family members, and other individuals" (supportive relationships); finally, 7) the need to "identify what is morally just and appropriate, independently from one's own desires" (values orientation).

According to the definition of this revised structure of resilience, highly resilient individuals try to figure out things they don't understand (engagement), to deal with the consequences of their actions and can change their behaviour to match them with the situation (adaptability), tend to avoid situations where they could get into trouble and learn from their mistakes (control), are likely to know when they are good at something (competence), and tend to look for the "lighter side" of tough situations and to manage stress with a sense of humour (sense of humour). As found in the relationship between resilience and well-being in middle and late refugees in Italian school-context (Sagone & De Caroli, 2014a), the more the refugees can choose contexts suitable to personal needs, to see themselves as growing and expanding, and to perceive themselves as self-satisfied, the more they feel highly resilient. Furthermore, as previously noted in the relationship between resilience and factors of creative personality (De Caroli & Sagone, 2014a), the more the refugees are engaged, adapted, and competent in front of adversity, the more they are likely to be curious, complexity-loving, willing to take the risk, and to use mental images; in addition, the refugees who practice their control on surroundings and use their sense of humour are likely to be curious and complexity-loving, and prone to take a risk. In addition, concerning the relationship among resilience, well-being, and coping strategies (Sagone & De Caroli, 2014b), analyzed in Italian university students, high levels of positive attitude (dispositional resilience) are correlated positively with the strategies of reinterpretation and problem solving, but negatively with avoidance coping; high levels of a positive attitude are positively correlated with almost all dimensions of psychological well-being; finally, almost all dimensions of psychological well-being are correlated negatively with avoidance strategy and positively with problem-solving coping. Lastly, as observed in the relationship among resilience, self-efficacy, and thinking styles (Sagone & De Caroli, 2013), refugees who experienced high levels of resilience consider themselves able to cope with novelty in various domains of life (especially, in scholastic context) and tend to use almost all thinking styles (according to the Sternberg and Wagner's model, 1992).

In this study, the third psychosocial index of psychological well-being is emotional intelligence. Also, Emotional Intelligence, as a psychological theory, was developed by Peter Salovey and John Mayer. "Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth." Mayer & Salovey,1997 cited in (Viejo, Gómez-López, and Ortega-Ruiz 2018). Managing emotions involves having the flexibleness to manage emotions effectively and appropriately. Harnessing feelings consist of utilizing emotion towards fully completely different

ends like drawing on the positive mood to facilitate power. Mayer, Salovey, and tenor (2004) cited on Arguedas and Jiménez, 2018 argued that emotional intelligence is best planned as a capability similar in nature to psychological feature intelligence. fully completely different theorists and researchers (Neubauer & Freudenthaler, 2005) cited in Wellenzohn, Proyer, and Ruch, 2018 posited that emotional intelligence also can be conceptualized as dispositional or attribute functioning. Even though the emotional intelligence literature has sometimes conferred ability and attribute functioning conceptualisations of emotional intelligence as reciprocally exclusive alternatives (e.g., Mayer, Salovey, & Caruso, 2000) cited in Wellenzohn, Proyer, and Ruch, 2018, they're going to be complementary dimensions of adaptative emotional functioning (Martins, Ramalho, & Marin, 2010). Higher levels of emotional intelligence, each measured as an attribute and as a capability, the square measure found to be related to varied positive outcomes, and considerably with indices of subjective well-being like positive have a bearing on and life satisfaction (Austin, Saklofske, & Egan, 2005; Mayer & Brackett, 2003; Brackett, Mayer, & Warner, 2004; Wing, Schutte, & Byrne, 2006). Extemera and Berrocal (2006) examined the relationship between emotional intelligence and other psychological, social and physical aspects, e.g. anxiety, depression, social and physical health, social adjustment and social functioning in university students, that claimed a significant negative relationship between emotional intelligence, depression and anxiety and positive relationship of emotional intelligence with social functioning and social role among university students. Tariq & Shazia,(2014) investigated Relationship between Emotional Intelligence and Psychological Well-Being among Pakistani Adolescents Results showed that Emotional intelligence is positively related to self-esteem and negatively related to depression among Pakistani adolescents (Tariq & Shazia, 2014).

The existing research in the area of psychological well-being has shown, gender differences for a positive relationship with others and personal growth, with women having higher scores than men for both the dimensions (Ryff 1989, Ryff & Keyes 1995). In another study, it was found that women not only score significantly higher than men on positive relations with others but also on purpose in life and personal growth, while men scored significantly higher than women on environmental mastery (Lindfors, et.al 2006). Socioeconomic status (SES) is an influential factor in individual well-being. As Pearlin (1989) rightly noted that the social structure and arrangements of people's lives and their repeated experiences from these social factors have a deep impact on one's well-being. Ryff and Singer (2008) also argued that well-being and human fulfilment are deeply influenced by the surrounding context of people's lives. Social factors such as, education, occupation, income, are the significant factors that have their impact on psychological well-being. Literature related to education and psychological well-being reveals that educational standards are strongly positively linked with psychological well-being, and association is especially pronounced for personal growth and purpose in life. In another study, it was found that individuals with higher education levels experience higher overall psychological well-being than lower-level education groups (Ryff & Singer 2008, Marmot, et.al 1998, Marmot, Ryff, Bumpass Shipley, and Marks 1997, Ryff, et.al 1999, Keyes, et.al 2002, Ryff 1989). Research related to income and psychological well-being, reveals that higher income levels predicts higher psychological well-being scores, and are strongly related to Purpose in Life (Clarke, et.al 2000). In general, socioeconomic factors can be a good indicator in determining one's psychological well-being (e.g. Ryff & Singer 2008). The current study focuses on exploring how different socioeconomic status groups vary in psychological well-being.

In the month of June 2004, about 2,000 Africa refugees at Oru camp were finally repatriated to their homes, some of them were very happy to return, but to others, they returned because their situation had become unbearable in their country of asylum; the problem some of them experienced was so acute that they decided they would be better off back home, despite the insecurity that they would undoubtedly face, since relocation marks the start of a tough restoration process. However, if the social life in the camp is worthwhile the upsurge of forced repatriation would be avoided. Thus to make life in the camp bearable, the policymakers, international organizations, and non-governmental organizations should implement the following recommendations to better the lots of the displaced people.

There is a myriad of inexhaustible driving factors of refugees across several countries. They include high poverty, unemployment, large total population, high demand for cheap labour, low life expectancy, bad governance, growing economic disparities between countries of the world, porous borders, conflict and civil unrest, etc. Psychologically well-being tends to be more creative, resilient, physically healthy and socially connected and they derive more meaning for the refugees. It can therefore be argued that a refugee with such characteristics will show high levels of self-acceptance, can develop close relationships with others, has self-determination, has a purpose in life, realize personal potential and can manage the environment and control complex activities. Somehow there are few arguments on which and which sides are more significant in determining the psychological well-being of refugees. Many refugees feel low about themselves and their lives which has been affecting them in their activities Nevertheless, having friends and other individuals, including family members to turn to in times of need or crisis, can give one a broader focus and positive self-image. Therefore, the behaviour of refugees can be difficult for third parties to understand, while victims can find it difficult to comprehend what has happened to them or to discuss it with or explain it to others. Victims may appear to those around them, even supporting them to be uncooperative, irritable, hostile, aggressive and ungrateful. The stigma attached to them as 'victims" has been shown to have a significant and ongoing impact on their lives, indicating in the trauma experienced by individual victims as well as the possibility of physical rejection by family and community. Despite the important roles which psychosocial indices like locus of control, resilience, emotional intelligence, gender and social-economic status play on psychological well-being, there is a paucity of research of this kind in the South-western region. This study, therefore, investigated psychosocial indices of psychological well-being of refugees of Ijebu Oru in Ogun State, Nigeria.

Hypotheses

The following hypothesis questions were asked and answered at a 0.05 level of significance:

1. There is no significant relationship between psychosocial indices (locus of control, resilience, emotional intelligence and socioeconomic status) and the psychological Well-being of refugees in Ogun State, Nigeria
2. There is no significant joint contribution of psychosocial indices (locus of control, resilience, emotional intelligence and socioeconomic status) on the psychological well-being of refugees in Ogun State, Nigeria.
3. There is no significant relative contribution of psychosocial indices (locus of control, resilience, emotional intelligence and socioeconomic status) on the psychological well-being of refugees in Ogun State, Nigeria.

Methodology

The study adopted the descriptive research design of correlation type. The design will be because the researcher will not manipulate any variables of interest that occurred before the beginning of the study. The design will enable the researcher to measure relationships among the variables.

The population for this study comprises refugees in Oru Ijebu, Ogun State, Nigeria. This study was carried out in the refugee camp at Ijebu-Oru, a town located in Ijebu-North Local Government of Ogun State (Nigeria). "The town is situated between latitude 60 48N and longitude 30 50E bounded in the East by Ijebu-Igbo, in the West by Ago-Iwoye, and in the North by Awa (Adebayo, 1987; Odugbemi,1987). Ijebu Oru Refugee camp was formerly a Teacher Training College which was later converted to suit the purpose of setting the refugees, it is about one-third of a kilometre from Oru town.

Structured questionnaires were used in data collection in the study. The questionnaires have proven psychometrically sound properties over the years. They are also widely used. The questionnaire consisted of six sections namely: sections A, B, C, D, E and F . Section A focused on socio-demographic information of the respondents.Section B is made up of Rotter Internal-External Locus of Control Scale, Julian Rotter (1966) with a reliability value of 0.90. Section C focussed Resilience with a reliability value of 0.71. Section D focused on Emotional Intelligence with an a value of 0 .87. Section E elicited responses on Socioeconomic Status (SES) of the respondents with an alpha value of 0.74. Section F measured the psychological well-being of the respondents with a reliability value of 0.83.

The researcher made a pre-arranged visit to the selected states where the participants of the study are clustered within the study area. Upon completion of the administrative protocol, the purpose of the study was explained to the management of the homes of the refugees. A date was then mutually agreed upon for the selection and distribution of questionnaires to consenting participants who were willing to participate in the study. Respondents were assured that there were no right or wrong answers and all information collected would be treated as confidential, to be used for only research purposes. Respondents were encouraged to ask clarification questions during the giving of instructions and completion of the instruments. Enough time was given for the respondents to finish. Three null hypotheses were tested at 0.05 significant level using Pearson Product Moment Correlation (PPMC) and Multiple regression.

Results

Ho1: There is no significant relationship between psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) and Psychological Well-being was tested by Pearson Product Moment Correlation and the results are as presented in Table 1:

Table 1: Inter-correlation matrix of independents and dependent variables

Variable	1	2	3	4	5
Psychological Well-being	1.000				
Locus of Control (p value)	.793** .000	1.000			
Resilience (p value)	.737** .000	.778** .000	1.000		
Emotional Intelligence (p value)	.753** .000	.805** .000	.855** .000	1.000	
Socioeconomic status (p value)	.177* .012	.161* .023	.025 .722	.076 .284	1.000
Mean	59.31	50.83	41.36	70.36	55.28
Standard Deviation	15.22	13.43	9.38	17.15	18.94

Table 1 showed that there was a significant relationship between psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) and Psychological Well-being. That is, locus of control (r = .79), resilience (r = .74), emotional intelligence (r = .75) and socioeconomic status (r = .18) had significant relationship with Psychological Well-being. Thus, the null hypothesis one was rejected, it implies that, there was a significant relationship between psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) and Psychological Well-being.

Ho2: There is no significant joint contribution of psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) on Psychological Well-being.

Table 2: Summary of regression on joint prediction of psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) on Psychological Well-being.

R=.825 R2=.681 Adj. R2=.674 Std. Error=8.68760						
Model	Sum of Squares	df	Mean Square	F	Sig. (p value)	Remark
Regression Residual Total	31419.640 14717.515 46137.155	4 195 199	7854.910 75.474	104.074	.000	Sig.

As indicated in table 2, it was found that the linear combination of the joint prediction of psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) on Psychological Well-being was significant (F (4/195) = 104.074, p < 0.05). The result yielded a coefficient of multiple regression of R=0.825 and multiple R-square of 0.681. The result also revealed that Adjusted R2=0.674; indicating that about 67.4% of the variance was accounted for by the independent variables. Null hypothesis two was rejected, this implied that the prediction of psychosocial indices (locus of control, resilience, emotional intelligence and socioeconomic status) used jointly has a contribution to psychological well-being.

Ho3: There is no significant relative contribution of psychosocial indices (locus of control, Resilience, Emotional intelligence and Socioeconomic status) on Psychological Well-being.

Table 3: Summary of regression on the relative contribution of psychosocial indices (locus of control, resilience, emotional intelligence and socioeconomic status) on psychological well-being.

Variable	Unstandardized coefficients		Standardized coefficients	t	Sig. (p-value)	Remark
	B	Std. Error	Beta (β)			
(Constant)	10.220	3.454 .083	-	2.959	.003	
Locus of control	.514	.134	.454	6.235	.000	Sig.
Resilience	.334	.077	.206	2.498	.013	Sig.
Emotional Intelligence	.182	.033	.206	2.379	.018	Sig.
Socioeconomic status	.067		.083	2.002	.047	Sig.

Table 3 showed personal factors, the unstandardized regression weight (ß), the standardized error of estimate (SEß), the standardized coefficient, the t-ratio and the level at which the t-ratio is significant. As indicated in the table, locus of control (ß=0.454, t= 6.235, p < 0.05) was tested significant on the Psychological Well-being follows by resilience (ß=0.206, t= 2.498, p < 0.05), emotional intelligence (ß=0.206, t= 2.379, p < 0.05), and socioeconomic status (ß=.083, t= 2.002, p<0.05) were significant. Null hypothesis three was rejected, this implied that there was a significant relative contribution of psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) on Psychological Well-being

Discussion of findings

Base on the research questions and hypothesis raised the results of findings to show that majority of the respondents indicated that locus of control affects the psychological well-being of refugees in Ogun State, Nigeria. The mean and standard deviation used corroborate this claim. This was shown with the weighted average mean and standard deviation score. The implication of this is that there is the effect of locus of control on the psychological well-being of refugees in Ogun State, Nigeria. The results of findings show that majority of the respondents indicated that resilience affects the psychological well-being of refugees in Ogun State, Nigeria. The mean and standard deviation used corroborate this claim. This was shown with the weighted average mean and standard deviation score. The implication of this is that there is the effect of resilience on the psychological well-being of refugees in Ogun State, Nigeria. The results of findings show that majority of the respondents indicated that emotional intelligence affects the psychological well-being of refugees in Ogun State, Nigeria. The mean and standard deviation used corroborate this claim. This was shown with the weighted average mean and standard deviation score. The implication of this is that there is the effect of emotional

intelligence on the psychological well-being of refugees in Ogun State, Nigeria. The results of findings show that majority of the respondents indicated low psychological well-being of refugees in Ogun State, Nigeria. The mean and standard deviation used corroborate this claim. This was shown with the weighted average mean and standard deviation score. The implication of this is that there is a low impact on the psychological well-being of refugees in Ogun State, Nigeria.

There was a significant relationship between psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) and Psychological Well-being. That is, locus of control, resilience, emotional intelligence and socioeconomic status has a significant relationship with Psychological Well-being. Null hypothesis one was rejected, it implies that there was a significant relationship between psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) and Psychological Well-being. It was found that the linear combination of the joint prediction of psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) on Psychological Well-being was significant. Null hypothesis two was rejected, this implied that the prediction of psychosocial indices (Locus of control, Resilience, Emotional intelligence and Socioeconomic status) used jointly has contributions to psychological well-being. Locus of control was tested significantly on the psychological well-being followed by resilience; emotional intelligence and socioeconomic status were significant. Null hypothesis three was rejected; this implied that there was a significant relative contribution of psychosocial indices (locus of control, resilience, emotional intelligence and socioeconomic status) on psychological well-being.

This is in line with the study of Linnenbrink and Pintrich (2002), it was found that locus of control is positively related to student cognitive engagement and their use of self-regulatory strategies as well as a general achievement as indexed by grades (Pintrich, 2000b; Pintrich & De Groot, 1990; Wolters, Yu, & Pintrich, 1996). Further evidence exists in the research literature that confirms Schunk's hypothesis that people who have a positive locus of control beliefs are more likely to choose to continue to take more difficult courses over the course of schooling (Eccles et al., 1998). Although several studies confirm the positive effect of locus of control on academic achievement, there also seems to be several other mediating influences or related variables that provide further explanation of this relationship. Given possible mediating influences, there exist contradictions in the literature regarding the exact nature of the relationship of locus of control with other related variables (e.g., goal orientation, motivation) in explaining positive academic outcomes, as well as its precise strength in predicting academic achievement, irrespective of these variables. According to Emmons and Diener (1989), individuals who are low in self-esteem are more likely to believe outcomes are not under their own influence and control, and Emmons (1986) concluded that different variables influence well-being if they affect a person's ability to achieve his or her goals. In an interesting divergence theory cross-cultural study, more individualistic cultures were shown to have high subjective well-being, attributing it to a high internal locus of control (Stocks, 2012). Klonowicz (2001), in trying to measure locus of control as a determinant of subjective well-being made similar conclusions, concluding that high internal locus of control relates to more positive affect. Sonstroem and Walker (1973) found individuals having a higher internal locus of control have a more favourable outlook towards manual activity. Internals were also noted to score significantly better on fitness and voluntarily participate in physical activities more than externals. Chassie and Bhagat (1980) found internals perform better, are well-adjusted in life and have greater task-role satisfaction compared to people having an external locus of control. Molinari and Khanna (1981) reported externality had a statistically significant positive relationship with depression as well as anxiety while internality had a statistically significant negative relationship with depression and anxiety. Gerrard, Reznikoff and Riklan (1982) observed a positive relationship between having an increased life satisfaction and internal locus of control. Parkes (1984) investigated the effectiveness of locus of control on coping processes and found that internals tends to be more adaptive than externals. Hauri (1991) conducted a study to explore the psychological and motivational factors that predicted successful performance and found that successful performance can be strongly influenced by an internal locus of control. Gerend (2004) observed that older females having a high internal locus of control were more comfortable while dealing with health threats and tended to perceive them as controllable. On the other hand, older women with a high external locus of control perceived health problems as unpreventable and uncontrollable. Gifford, Briceno-Perriott and Mianzo (2006) observed individuals having a high external locus of control obtain significantly fewer grades than the ones having a high internal locus of control. Moore (2007) reported that a sense of control and life satisfaction depends on an internal locus of control.

Garcia (2011) found that neuroticism, extraversion, conscientiousness, persistence, and self-directedness were strongly related to well-being. Concerning affective personality, Garcia (2006) found that adolescents classified as self-actualizers (with high positive affect and low negative affect) reported a greater PWB than adolescents classified as self-destructive ones (with low positive affect and high negative affect); in addition, self-actualizes expressed greater self-acceptance and environmental mastery than self-destructive, lowly affective (with low positive affect and low negative affect), and highly affective adolescents (with high positive affect and high negative affect); finally, Garcia and Siddiqui (2009) found that adolescents with high levels of well-being remembered more positive and fewer negative life events than those with low levels of well-being. In line with the main purpose of the current investigation, the analysis of literature underlined that the relationship between PWB and resilience is one of the most interesting topics in educational positive psychology in different domains of human development and according to the life-span perspective (Ryff, Singer, Love, & Essex, 1998). Ryff and Singer (2003) argued that resilient individuals were generally capable to maintain their physical and psychological health and could recover more quickly from stressful events.

A study by Keilmann et al (2007) on the psychological well-being of hearing-impaired students demonstrated low scores in dimensions of self-acceptance and positive relationship. On the other hand, Fellinger et al (2005) stated that no significant relationship was found between social relationships and psychological well-being among hearing-impaired students. Meanwhile, Palmer et al (2013) found that genetic excuse (parents status of hearing) did have a significant association with the students' psychological well-being. Mehmond and Gulzar (2014) examined the connection of emotional intelligence with adolescents' psychological well-being (depression and self-esteem). They found a significant positive relationship between variables of emotional intelligence and self-esteem but showed a negative association between emotional intelligence and depression. They concluded that emotionally intelligent people adopt flexible patterns of life, which allow a person to adopt attitudinal changes, which protect a person to feel failure, neglect and developing depression. Their study found that a stepwise structural chain exists between emotional intelligence and life success. Perez (2012) found a significant difference for purpose in life, autonomy, positive relations with others, spiritual experience, peer relationship and father relationship based on gender. But, no significant gender differences were found in the aspects of self-acceptance, positive affect, mother relationship, teacher relationship, personal growth, environmental mastery and negative affect among Filipino college students.

Meanwhile, Joanne and Ferlis (2014) found significant differences in the positive aspects of the relationship with others and autonomy based on gender. Furthermore, a study by Roothman, Kirsten and Wissing (2003) found no significant gender difference in a sense of coherence, satisfaction with life, affect balance, emotional intelligence, self-efficacy and the components of self-concept and fortitude. Emmen et al. (2013) found higher SES to be correlated with less acculturation stress and less psychological distress. We can thus summarize that a higher SES assessed using income and education is likely to have a positive influence on life satisfaction and psychological well-being, whereas a lower SES can be a risk factor and increases the risk for depression.

Conclusion

This research revealed that the majority of the respondents indicated that locus of control and resilience affected the psychological well-being of refugees in Ogun State, Nigeria. The conclusion is that locus of control and resilience are strong factors for the psychological well-being of refugees in Ogun State, Nigeria.

Recommendations

1. This study can serve as a baseline study for further investigation. It is recommended that further studies be conducted to further explore the psychosocial indices of psychological well-being of refugees in Ogun State, Nigeria. The following are recommendations are suggested that;
2. Refugees should be encouraged in the community and religious bodies on how to develop and maintain good psychological well-being and the community should provide support and show love to such children.
3. One-on-one counselling should be done for refugees who suffer or have low psychological well-being on how to increase and manage it. Seminars should behold for refugees for the enlightenment on psychological well-being to help to improve their activities.
4. The government would understand the fact that providing good psychological factors and social factors for refugees will lead to good psychological well-being, so government should help in introducing courses related to psychological well-being to the school curriculum.

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