

**Internal locus of control, self – esteem and life satisfaction among secondary school
students in Katakwi District**

By

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Declaration

I hereby declare that this Dissertation entitled "Internal Locus of Control, Self – Esteem and Life Satisfaction among Secondary School Students in Katakwi District" is my original work and to the best of my knowledge, it has never been published or submitted to any other university or institution for any award.

Okeju John

Signature

Date23/01/2023.....

Approval

This is to certify that this Dissertation entitled "*Internal Locus of Control, Self – Esteem and Life Satisfaction among Secondary School Students in Katakwi District*" has been submitted with our approval as University supervisors.

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Dedication

I dedicate this research to my late Farther, Mr. Edyangu Raphael and My Mother, Mrs Edyangu Margret, beloved senior sister Ms. Hellen Oluca Edyangu and all my family members for supporting me in all aspects up to this level. Thank you so much for being there for me.

May God bless you.

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To God be the Glory.

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Abstract

This study examined the relationship between internal locus of control, self-esteem and life satisfaction among secondary schools in Katakwi District. It examined the relationships between: internal locus of control and self-esteem; self-esteem and life satisfaction; internal locus of control and life satisfaction. The study took on a quantitative survey design and used a sample of 306 respondents drawn from four secondary schools. Pearson Product Moment Correlation Coefficient was used to test the study hypotheses and the findings revealed a positive significant relationship between internal locus of control and students' self-esteem ($r_s = 0.56, n=306, p = .00 \leq .01$), a positive significant relationship between internal locus of control and student's life satisfaction ($r_s = 0.83, n=306, p = .00 \leq .01$) and positive significant relationship between self-esteem and life satisfaction ($r_s = 0.59, n=306, p = .00 \leq .01$). Based on the findings the researcher concludes that there is a positive significant relationship between internal locus of control, self-esteem and life satisfaction. It is therefore recommended that:- studies on larger sample sizes be utilised, future research be carried out in various academic institutions and in the districts of similar nature, application studies that increase student self-esteem be conducted.

Chapter one

Introduction

Background

Self-esteem is the most prominent factor in students. It is commonly addressed during the school period and is shaped by individuals' relationships with others, experiences and accomplishments in life (Patel et al., 2018). It should be noted that in any education system, there are various factors interacting to achieve success in learning and improvement of the students (Alaslani & Alandejani, 2020). Each department of this system should be planned such that the desirable return and goal is obtained, because confrontation of one part of the system with the difficulties might decline the efficiency of the other parts (Byrne & Flood, 2008).

The construct of locus of control was initially derived from Rotter (1954) Social Learning Theory, which refers to learning based on previous reinforcements through which individuals form their specific and general expectations. Basically, the individual assumes that external locus of control (powerful others, luck, chance) and/or internal locus of control (own personality, knowledge, attitude, status) determinants are responsible for what has happened, achieved or failed in his or her life (Shubina, 2017). Consequently, locus of control is contemplated as socially learned and self-developed life attitude (Shubina, 2017). Subsequently, internal locus of control is characterized as a belief that events are dependent on one's own permanent traits or behavior (Rotter, 1990, Zimbardo, 1985).

Andenoro et al., (2017) posits that an internal locus of control is necessary for enhancing responsibility in the student. The mastery orientation of internally controlled persons encourages them to seek help. This help seeking attitude promotes cooperation with fellow students,

teachers, and the students involved will freely associate in clubs that enable positive coping with student stressors (Karabenick, 2004; Meece et al., 2006).

Self-esteem on the other hand has long been considered an essential component of good mental health and has drawn many researchers' attention in recent years. Self-esteem is composed of person's self-assessment and a combination of their self- concept of characteristics and abilities (Flouri et al. 2006 & Osborn, 1997). Self-esteem is an intra-personal life skill (Maryam et al, 2011). When one is growing up, their successes (and failures) and how they are treated by the members of their immediate family, by the teachers, coaches, religious authorities, and by the peers, all contributed to the creation of basic self-esteem (Yaratan & Yucesoylu, 2010).

One of the most important indices of the mental health is the degree of life satisfaction (Lombardo et al. 2018). The main aim of the life satisfaction is related to the personal attitude (Hall, 2014) and public evaluation towards life (Dasgupa, 2000) and some other life aspects and educational experiences. Life satisfaction means overall general happiness of individual's life and this may depend on the sense of well-being about individual life outcomes and achievements (Hart, 1999). One will be satisfied with life if they experience positive emotions and relationships having a sense of purpose.

Soleimani et al. (2012) investigated the relationship between internal locus of control and self- esteem among university students and found a significant positive relationship between internal locus of control and self-esteem.

Self-esteem and life satisfaction indicate one's global evaluation yet the direction of this evaluation is different (Civitci & Civitci, 2009). Self-esteem reflects an individual's perception of self-whereas, life satisfaction involves the individual's evaluation of one's life as a whole

including different areas of life such as school, family and friends as well as oneself. Self-esteem acts as a booster to life satisfaction. The higher the self-esteem, the more satisfaction in life is positively correlated with confrontation, emotional expression, self-disclosure and life satisfaction (Arsan et al. 2010).

Research has also documented that low self-esteem puts a child at risk of developing depression (Nabayunga, 2013). Individuals with high self-esteem tend to feel more confident and achieve more in academics than those with low self-esteem (Winnie 2018, Mak). Ramathan quotes from the research of Gallup Organization that a number of people in Uganda are happy but dissatisfied with their lives (Sunrise Published on January 4, 2014). In spite of the agreement of influence of self-esteem on life satisfaction, many questions remain unanswered. It is against this background that the researcher will explore whether internal locus of control and self-esteem are related to student's life satisfaction.

Problem statement

Research has indicated that life satisfaction is a predictor of positive outcomes in many areas of life, including education. It has been observed that students with higher life satisfaction tend to have academic progress compared to students with low level of satisfaction (Huebner et al., 2011).

The stresses of life that students face can at times be overwhelming, and that in turn may affect the student's quality of life and satisfaction with life. The demands that school places on students, along with their other life demands, are what could possibly diminish a person's life satisfaction. These multiple roles that students participate in make it difficult for individuals to accomplish their goals and be happy or satisfied doing it. It is important to look at what factors in

student's lives are affecting their happiness and life satisfaction and perhaps it will be possible to see what is impacting the student's life satisfaction level.

Studies in the past have related external locus of control to life satisfaction such as Davis, (2013) and rarely has the focus been on the internal locus of control dimension. Whereas self-esteem and locus of control feature in many studies conducted by Awan and Rehman (2017), Shubina (2017), there is scarcity of studies where these attributes have been related to life satisfaction, and moreover among secondary school students in the rural setting, hence the need to conduct such a study in this particular region.

Purpose of the study

The purpose of the study was to examine the relationship between Internal Locus of Control, Self-Esteem and Life Satisfaction among students in secondary schools in Katakwi District.

Objectives

The following were the specific objectives of the study:

1. To examine the relationship between internal locus of control and self-esteem.
2. To investigate the relationship between internal locus of control and life satisfaction.
3. To investigate the relationship between self-esteem and life satisfaction.
4. To examine the mediating role of self-esteem on the relationship between internal locus of control and life satisfaction.

Scope of the study

The scope of the study entailed the following:

Geographical scope

The study was carried out in Katakwi District which is located in the Eastern part of Uganda. It was carried out in the following sub-counties of; Kapujan, Toroma, Ngariam and Usuk. These sub counties in Katakwi District have high dropout and illiteracy rates characterized by early marriages and teenage pregnancies. This is as a result of detachment from their teachers, peers and family members. The surroundings of a place and what takes place there normally have an influence on the people that live around.

Content scope

In terms of content, the study examines the internal locus of control, self-esteem (as the independent and mediating variable respectively) and students' life satisfaction (as the dependent variable) in secondary schools in Katakwi district. Internal locus of control is conceptualized as; internal and external locus of control, self-esteem is conceptualised as; high or low self-esteem and student's life satisfaction is conceptualized as well-being, cognitive and universal reasoning. Emotional well-being is not the absence of emotions, but it is the ability to understand the value of emotions and use them to move one's life forward in positive directions (Ojha & Kumar, 2017).

Time scope

The data was collected between April and May 2022 from secondary school students who had spent at least two years in secondary school. The analysis of data took place in July, 2022 and the study was completed in September, 2022. The study had a time perspective too in terms of respondents' possession of the necessary technical knowledge, skills, ability and motivation to

participate in the study. The students were required to have spent in secondary school at least two years because it is after such time that Internal locus of Control, Self-Esteem and Life Satisfaction have been formed, built and linked to human developmental implications of adolescence and environment, that is, social and academic.

Significance of the study

This study may make a number of contributions to various stake holders in education sector and particularly in the Ugandan context as far as locus of control, self-esteem and life satisfaction are concerned.

Theoretically this study may shade light on how to improve learner's achievement and its findings clarify to future researchers, policy analysts, policy planners and policy implementers the relationship between importance of internal locus of control and self-esteem in respect to student's life satisfaction and this could help them in their endeavors.

Practically the findings and methodology may guide the policy makers in formulating policies that would help stakeholders to work together and improve the internal locus of control, teaching and learning processes. Educators (teachers) and specialists may also use a variety of strategies to encourage students to believe they have more control over their education and academic achievement, including techniques known as "attribution training" which plays an important role for students to sustain the usefulness of learning performance.

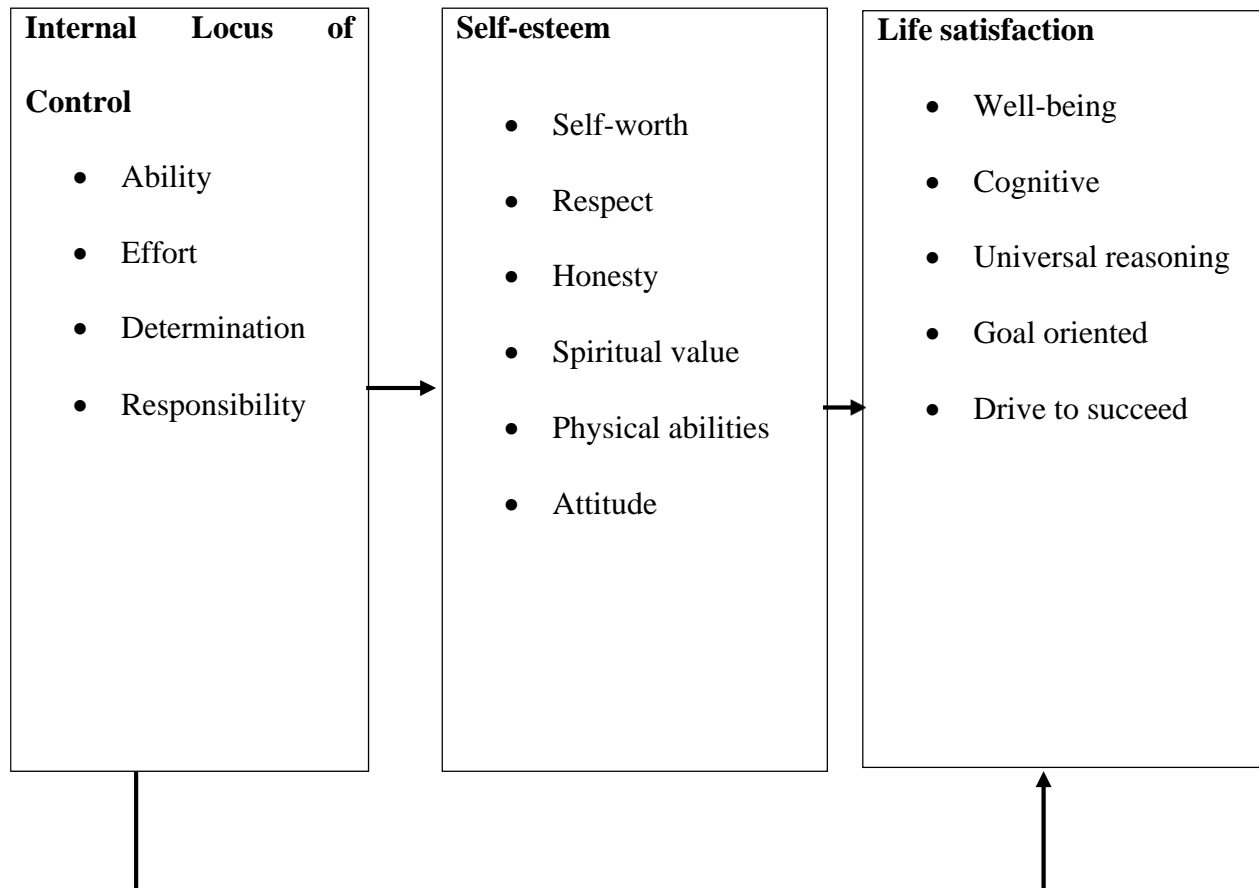
Students in Ugandan schools may benefit from the study because when policies regarding life satisfaction are made, they shall be the immediate beneficiaries since this are matters that directly affect them. The teachers will also be able to handle student's concerns in relation to these particular variables which enhances learning.

This study might help the student researchers to be aware and knowledgeable of the social needs of the adolescents in secondary schools. It would help them to be a better analyst and it can be a help as a future reference for more studies in the future. It is important because it helps one to gain knowledge of the society one lives in so as to find the solutions to different social problems. It focuses on the fact that if one can find the root cause of any problem, a more effective solution to it can be found.

Educators, counselors, and administrators in the secondary school setting are expected to produce innovative strategies that facilitate transition to higher education or vocational settings after acquiring information on internal locus of control, self-esteem and life satisfaction of students. This information can be used to design interventions focusing on negative social, emotional and academic attitudes.

Conceptual framework

The conceptual framework describes the variables of the study, how they are interrelated.



With the increased level of internal locus of control and the increased internal skills of adapting to the societal situations, education in particular, people will come to this belief that they hold control of their own lives while placing a value on their abilities and skills.

Students who perceive that they can control their life events on their own experience satisfaction in their life which leads to development of a positive, healthier and happier life. Emphasis on the points of strength should be made to achieve life satisfaction.

Individuals with higher self-esteem and life satisfaction believe in their decision-making abilities, consider themselves successful and think that their decisions will turn out well.

From this framework, dimensions of internal locus of control and self-esteem will be examined in relation to students' life satisfaction. Individuals' belief to have control over their life affects their self-evaluation which in turn predicts their evaluation of life. When people believe in themselves, they may perceive persistence in what they do and feel pride in themselves thus their attitude towards themselves will be positive, which in turn enhances their life satisfaction.

Chapter two

Literature Review

Introduction

There have been many studies on the considerable knowledge gaps on the subject in Uganda and available literature was reviewed on internal locus of control, self-esteem and students' life satisfaction. It is in this light that this study was carried out to explore the influence of internal locus of control and self-esteem on students' life satisfaction in secondary schools in Katakwi District.

Internal Locus of Control

Internal locus of control is a concept that describes the natural tendency of the people to attribute the life events. Locus of control is a psychological construct, which originates from Social Learning Theory, which attempts to integrate concepts from both the behavioral and cognitive schools of learning theory (Rinehart, 1995). Locus of control relates to people's attitudes, emotions, health, and motivation, as well as behavior in organisations and educational institutions (Spector & Fox, 2005). People who have an ability to manipulate and control their life outcomes are considered as internals and possess internal locus of control. There is a significant positive relationship among internal locus of control, motivation and achievement. This research with a focus on studying the locus of control for the students has appraised internal locus of control. Individuals with internal locus of control believe that they themselves are in charge of their own lives and activities while having their output reliant upon their own personal performance (Flory, 2006). In 1974, Levenson in his study on personality reported that people differ in the way they view unpredictable life from those having faith in authority and implication of persons or other locus in life.

Internal locus of control forms during childhood and stabilizes during adolescence; and it depends on various experiences the individual goes through including culture, religion, societal influence, sex, age, and training (Türker & İnel, 2012). Rotter (1966) hypothesized that an individual develops a generalised expectancy of control when reinforcement is perceived as contingent on his or her behavior. Behaviors that result in reinforcement serve to strengthen an individual's perception of control (Gifford et al., 2006). It is therefore important to identify students' locus of control to advance remediation in their academic attitudes where necessary (Anastasi, 1990).

Students' future expectations and emotional reactions are influenced by their causal attributions, which in turn influence their current academic achievement outcomes (Weiner, 1986). One of the causal dimensions, which greatly influence the students' academic performance level, is locus of control. Researchers declare that there is a significant relationship between internal locus of control and academic improvement. Those with the internal locus of control are more successful in comparison with those with the external locus of control. However, there is more possibility of dropout for those with the external locus of control (Aremu, 2009).

Self-esteem

Self-esteem concept according to Drew (1996) is a psychological construct which refers to what an individual think about oneself. Measures of self-esteem include self-confidence, sense of self-worth, self-respect, self-regard, self-assurance and pride as aspects of personal description (Drew, 1996). According to (Bandura, 1997), self-esteem is the belief in one's capabilities to organize and execute courses of action required to produce given attainments. One's self-esteem develops and evolves throughout life as an image of oneself is built through the experiences with

different people and activities. Experiences during childhood play a particular large role in the shaping of basic self-esteem (Yaratan & Yucesoylu, 2010).

Self-concept is a dynamic structure which is extremely important in early adulthood and adolescence, and it develops in a process, which continues lifelong. In this process, self-concept is affected by parents' disciplinary approach and affection, by the peers with the pressure of exhibiting proper attitude, by school life with success and failure and many other events (Monica & Alfred, 2013). On the other hand, it may affect mental and physical health, the relationships with others, academic success and the selection of profession. If everything goes all right, various elements/components are blended with each other and a comprehensive self-concept is formed (Gander & Gardiner, 2004). Positive self-esteem is defined as person wholly recognising him/herself as an individual, appreciating and trusting in him/herself (Salmivalli, Kaukiainen & Lagerspetz, 1999), and it is regarded as a phenomenon resistant to change once it is formed at the end of normal developmental process (Fertman & Chubb, 1992).

Furthermore, self-esteem has been defined as a global feeling of adequacy or self-worth as a person, or generalised feelings of self-respect, goodness, and self-acceptance (Harter, 2012, Rosenberg, 1979). This global, personal estimation of worthiness is classified as the evaluative component of the self and is separate from collective or racial self-esteem (Harter, 2012). Owing to significance of internalised locus of control of the students in the system of education, meaning that the position taken gives rise to sense of self-belief and capability of thinking, research, scientific production as well as academic achievement in the country; hence, it is necessary that strides be made to identify this position taken for locus of control and measures for internalisation of such psychological component (Smith, et al. 1998). Since student's self-esteem plays an important role in producing self-belief and capability to think, research,

scientific production and educational achievement, it's essential to step forward to evaluate and increase this psychological component.

Life satisfaction

Life satisfaction a positive evaluation of the conditions of your life, a judgment that at least on balance, it measures up favorably against your standards or expectations (Murat & Temel, 2019). State that life satisfaction is subjective assessment of the quality of one's life as a whole. Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive effect, and negative effect (Diener et al., 2002). Life satisfaction is characterised, in agreement with the cognitive theory, as "individual's cognitive judgment about comparisons based on the compatibility of their own living conditions with the standards" (Diener et al. 2002).

Life satisfaction is believed to have antecedents in the work domain, family domain, and personality traits (Katariina, 2009). Ruut (2014) has best summarized Life Satisfaction; "Life satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as-a-whole." Diener et al. (1999) also included the following under life satisfaction: desire to change one's life; satisfaction with past; satisfaction with future; and significant other's views of one's life." Life-satisfaction is one of the pointers of 'apparent' quality of life along with other indicators of mental and physical health. It is referred as an assessment of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievement (Cribb, 2000). It is assumed that the less the incongruity between the individual's desires and achievements, the more life satisfaction he/she has (Diener et al. 2003).

The Affective theory, on the contrary feels life satisfaction to be an individual's conscious experience as to the dominance of their positive emotions over their negative emotions. In recent research conducted, life satisfaction was assessed as the degree of the positive emotions experienced (Frish, 2006).

Internal Locus of Control and Self-esteem

Harter (2012) cited several previous studies indicating that there was a strong relationship between internal locus of control and self-esteem, that children with high self-esteem believed they were more responsible for successful outcomes than children who failed, and that a favorable self-concept and responsibility for success, but not for failure, were significantly related. She found in one of her earlier studies that the less children were aware of what controlled their failures and successes in school, the lower their self-perceived competence. Harter (2012) suggested that attention needs to be paid to the relationship between children's assessment of personal responsibility for success and for failure. As elementary and junior high students developed, the tendency to attribute internal causes for failure decreased. However, these students did not blame others more than themselves for their failures. This pattern, Harter declared, may be an adaptation strategy used in the academic domain to protect their self-esteem because many events leading to failure may, in fact, be beyond their control. Songross et al. (2009) concluded that there is a positive relationship between mental health and internal locus of control. Upper socio-economic class and urban students tend to perceive the outcomes as internal locus of control and are more satisfied in their life and possess positive self-esteem than lower class and rural students (Kraus & Park, 2014), so there is need to establish these findings with the rural students.

Additionally, Alizadeh (2004) claimed that there is a positive significant correlation between self-esteem and internal locus of control but there is not a significant relationship between self-esteem and external locus of control. Subsequently, individuals with high self-esteem are presumed to be psychologically happy and healthy (Branden 1994), while individuals with low self-esteem are believed to be psychologically distressed and perhaps even depressed (Dat et al., 2019)

High self-esteem demonstrates strong association with internal locus of control or in other words, the highly confident individual perceives that own outcomes are determined by own actions (Whisman, Kwon, 1993). Additionally, person with high confidence level and control over own life is associated with the ability to adjust to repeated psychosocial stress, while individuals with low confidence create a relationship with continuous high cortisol stress responses (Dat et al., 2019). Shubina (2017) posits that self-esteem demonstrates strong association with internal locus of control. Maryam et al. (2012) states that the increase in level of internal locus of control leads to the increase in internal skills of adapting to the social situations, education in particular, people will come to this belief that they hold control of their own lives while placing a value on their abilities and skills. Internal locus of control is related to rather high self-esteem; self-esteem is a powerful and important psychological factor in mental health and well-being; the feeling of being empowered is associated with significant achievements and high self-esteem; and strong and appropriate self-esteem is correlated with more internal locus of control (Shubina, 2018). However, none of these studies was conducted in the context of Ugandan secondary schools and in a rural setting but in the developed countries with different cultural dimensions and therefore it was not sufficient material to draw conclusion in the African setting of varying socio-economic status and cultural diversity. This study was to establish facts

on internal locus of control and how they correlate with self-esteem in the African setting of varying socio-economic status and cultural diversity and how it was applicable in Katakwi District secondary schools.

Internal Locus of Control and Life Satisfaction

The life satisfaction of adolescents from their life can lead to the development of their economic, social, political and cultural affairs in this regard. The increase of tensions and behavioral problems, disappointment, anxiety, depression are the main negative symptoms regarding to the life satisfaction (Kekkonen, 2020). This also reduces the temperament of cooperation socially destroying the social honesty. The concept of life satisfaction has also been defined as the domination of positive emotions to the negative feelings (Özer 2003). The life satisfaction of individuals can be influenced from the happiness in daily life, meaning ascribed to the life, positive individual identity, adaptation to reaching the objectives, feeling physically better, economic status, and social relationships (Ülker et al., 2013). Chen et al., (2015) postulated that an adolescent's life satisfaction would consist of three main components: achievement, family and leisure. Recent research has focused on the developmental mechanisms underpinning life satisfaction. According to the model proposed by Evans (1994), the development of life satisfaction is directly or indirectly affected by personality and environmental factors, and concurrently mediated by several cognitive and behavioural traits. If life satisfaction is getting higher, the mental health of people will become increased in this path.

The locus of control is a variable that has pointed to the result of an action due to a person's perception. People with internal control believe that they are the main constructor of their life issues. It should be mentioned that internal locus of control of people is based on the personal experiences and learning during the growth process. The most important issue is that

the control resource of people is roughly based on their perception of the life. Thus, it can be revised or changed. If students either attribute their successes or failures to having a bad day, unfair grading procedures on their teacher's part, or even God's will, they can be said to have a more external locus of control. These students might say, "It doesn't matter how hard I study. The teacher just doesn't like me, so I know I won't get a good grade." These students generally don't learn from previous experience. Since they attribute both their successes and failures to luck or chance, they tend to lack persistence and not have very high levels of expectation (Rotter, 1954).

Kelly (2000) believes that the internal locus of control is a strong predictor in relation to the public health and adolescence life satisfaction. One of the most important indices of the mental health is subjected to the degree of life satisfaction. The main aim of the life satisfaction is related to the personal attitude and public evaluation towards the life and some other life aspects and educational experience. In addition, there is a significant positive relationship between the hardworking and life satisfaction as well as hope and life satisfaction. Also, life satisfaction is a predictor for representing the educational function.

It has been hypothesized that the person has internal locus of control in first case and external locus of control in second case (Küçükkaragöz et al., 2013). Those believing in internal locus of control can better benefit from their experiences, need longer times for difficult decisions, better tolerate the delays of satisfaction (Dağ, 1991), behave more willingly to alter the environmental conditions, pay more importance to success and failures (Basım & Şeşen, 2007; Akbolat et al., 2011), are successful, influent, entrepreneur, and self-confident persons having high self-respect, who are active in social events and spending more time in intellectual and academic activities.

Locus of control measured using the Dispositional Control Scale (Snyder et al., 1991) provide evidence for this assumption by showing that internal locus of control is a predictor of life satisfaction (Park et al., 2004; Peterson et al., 2007), even when controlling for optimism (Alarcon et al., 2013; Bailey et al., 2007). Many of these studies show direct relationships between internal locus of control (O'Sullivan, 2011). It is also believed that the students' locus of control beliefs influences their life satisfaction, as well as their perceptions and behaviors. Moreover, the locus of control is also an expectation, which is also defined as persons' belief about if they can control their lives or not. It affects how individuals behave in many domains. From this aspect, it has significant importance for persons' behaviors about their lives (Yeşilyaprak, 1988). However, the study was conducted in developed countries with different cultural dimensions and therefore it was not sufficient material to draw conclusion in the African setting of varying socio-economic status and cultural diversity. This study was conducted to establish whether facts on internal locus of control correlates with self-esteem to affect students' life satisfaction and how it is applicable in Katakwi District secondary schools.

Self-Esteem and Life Satisfaction

Life satisfaction is a general evaluation of life quality in terms of measures or specific fields such as satisfaction from family, friends and academic experience. It is regarded as the most comprehensive evaluations of an individual from his/her own life situations (Zullig et al. 2005). A research conducted by Baumeister (2003) concluded that when things happen pleasantly in our lives, due to it self-esteem increases, if things do not occur appropriately then reduce the level of self-esteem. In the context of this view point, self-esteem is a consequence than a reason of social management.

Recently, a controversy was arisen related to the importance of self-esteem to inspire life satisfaction. In the context of recent study, it depends on an individual how he or she feels about self. If he or she thinks positive, it promotes high self-esteem among adolescents. It states that positive self-worth directs life satisfaction. Researchers explored that the tendency to compare upward reduce life satisfaction and happiness in early young age and people lose the ability to control life events (Smith, 2004). For instance, a child compared in the class with those students who have ability of hardworking and high grades than himself. This inspiration is given by teachers and parents to a child. Effiom & Bassey, (2018) have approved this statement because due to it, the level of self-esteem and life satisfaction reduces. Positive self-esteem enhances the level of happiness and life satisfaction (Smith, 2000). Subjective well-being in school consists of school satisfaction and the experience of more frequent positive emotions than negative emotions in school. The literature on subjective well-being in schools has mostly focused on the cognitive component, namely school satisfaction. In the United States, students who were high on school satisfaction also scored significantly higher on measures of general life satisfaction, hope, and internal locus of control (Huebner & Gilman, 2006).

Self-esteem is a strong predictor of life satisfaction across cultures (Diener & Diener, 2009). When people gain a sense of self-worth, it indicates that they have good mental adjustment. For example, empirical studies have demonstrated that life satisfaction can be affected by self-esteem through the influence of allocentrism (Bettencourt & Dorr, 1997) and strength use (Douglass & Duffy, 2014). Furthermore, a sense of self-worth can be maintained and enhanced through both individual-level characteristics and group-level roles in relationship with significant others (Du et al., 2012). Individuals achieve a high level of personal self-esteem when they perceive themselves as good people and believe their own strengths (Tafarodi &

Swann, 2001). With a relational self-identity, one can gain a high level of relational self-esteem if one is valuable to their significant others (i.e., family, friends) or feel proud of them (Du et al. 2012).

Findings and results from research describe that life satisfaction and self-esteem are positively correlated with internal locus of control and there is a positive correlation between life satisfaction and self-esteem among secondary students (Awan, 2013). This study was conducted to establish whether facts underpinning self-esteem enhance adolescents' perception of acceptance which is instrumental in the child's self-satisfaction. In my own observation from most schools, there is little submission, acceptance and communication in homes which affects adolescent students' self-esteem.

Internal locus of control, self-esteem and life satisfaction.

The cognitive process of locus consists of three core constructs: goals – the mental targets that direct human behavior, pathways – the routes to the desired goals, and agency – the perceived ability to achieve goals through pathways (Rand & Cheavens, 2009). Psychological well-being is one of those variables that has been proposed to be an important correlate of locus of control (Rand & Cheavens, 2009; Snyder, 2002). Numerous studies that investigate internal locus of control provide evidence for this assumption by showing that internal locus of control is a predictor of life satisfaction (Park et al., 2004; Peterson et al., 2007), even when controlling for optimism. Many of these studies show direct relationships between internal locus of control and life satisfaction. The beneficial effect of internal locus of control on life satisfaction can be experienced among both young and older adults (Cotton et al., 2009), and also in different cultural/ethnic groups (Wong & Lim, 2009). And the causal nature of this relationship is

supported by research involving locus of control training/intervention programs that result in increased life satisfaction (Proyer, Ruch, & Buschor, 2013).

Studies that explore the variables that mediate the relationship between internal locus of control and life satisfaction can help clarify the psychological mechanisms that allow internal locus of control to increase life satisfaction. Both internal locus of control and self-esteem are related to goal-directed thought, and built on valued activities and accomplishments. More important, the goal pursuit process directed by internal locus of control elicits positive or negative evaluations of one's self-efficacy related to the goal (Snyder, 2002), but also more generalised evaluations and emotions about one's self. Depending on the evaluation result, people can maintain or enhance a sense of self-worth, which will in turn affect the satisfaction with life.

Self-esteem is a strong predictor of life satisfaction across cultures (Diener & Diener, 2009). When people can gain a sense of self-worth, it indicates that they have good mental adjustment. For example, empirical studies have demonstrated that life satisfaction can be affected by self-esteem through the influence of allocentrism (Bettencourt & Dorr, 1997) and strength use (Douglass & Duffy, 2014). Furthermore, a sense of self-worth can be maintained and enhanced through both individual-level characteristics and group-level roles in relationship with significant others (Du, King, & Chi, 2012). Individuals achieve a high level of personal self-esteem when they perceive themselves as good people and believe their own strengths (Tafarodi & Swann, 2001). With a relational self-identity, people can gain a high level of relational self-esteem if they are valuable to their significant others (i.e., family, friends) or feel proud of them (Du et al., 2012). In summary, I propose that as part of the self-evaluation processes involved in goal pursuit, internal locus of control should be associated with an

enhanced sense of self-worth, and in turn, be associated with life satisfaction. It was predicted that internal locus of control would be positively associated with self-esteem and life satisfaction, self-esteem would mediate the associations of life satisfaction with internal locus of control.

In sum, this research contributes to the literature by demonstrating the mediating role of self-esteem in the relationship between internal locus of control and life satisfaction. The different pathways linking distinct internal locus of control dimensions and aspects of self-esteem to life satisfaction are not only of theoretical interest, but are also practically significant as they indicate further opportunities for improving the general well-being of individuals.

Hypotheses

1. There is a significant relationship between internal locus of control and self-esteem.
2. There is a significant relationship between internal locus of control and life satisfaction.
3. There is a significant relationship between self-esteem and life satisfaction among secondary students.
4. Self-esteem significantly mediates the relationship between internal locus of control and life satisfaction.

Chapter Three

Methodology

Introduction

This chapter presents the methods that were used to conduct the study in relation to the research design, study population, sample size and selection procedure, sampling technique, data collection methods, data collection instruments, validity and reliability of instruments, procedure for data collection, data analysis strategy and ethical consideration.

Research design

The researcher adopted a quantitative research method (Leedy & Ormrod 2010) and under this design, a correlation design was the best. The design was useful at identifying relationships between study variables (Jang,1980). Correlational research design explained the relationship between internal locus of control, self-esteem and life satisfaction through analysing data that was collected. It was also good in describing the magnitude of the problem and appropriate in generalizability (Amin, 2005). The design was helpful at quickening the collection of primary data over a short period of time (Michelle, 2014). Surveys which have unique characteristics of large numbers of respondents and non-predetermined responses and, questionnaires (Davidsson & Wilkund, 2000) were used in this research. The whole purpose of using correlations in this research was to determine how variables were connected and related.

Population

The population were students of Kapujan Community SS, Toroma Peas SS, Ngariam Seed School and Usuk SS totaling to 1,500 aged 10-20 years. The population was determined using administrative records at school. Most of the students at this level were adolescents and the research variables showed up at this point. The adolescent students had technical knowledge,

skill and ability to identify some of the changes in their lives and how these changes affected them.

Sample size and selection

The respondents were only students from the four schools. A sample of 306 students was selected using simple random sampling mainly used in quantitative research since every member of the population had equal chance of participating in the interview process and it produced results that were representing the whole population. The sample was selected from the population of about 1,500 who were targeted by the study. The sample size was determined basing on Krejcie & Morgan's (1970) table for determining sample size. Simple random sampling was easy to administer compared to other random sampling techniques and its selection often spread throughout the population which gave relevant data for analysis (Frerichs, 2008). The lottery method was applied to get the respondents. The names of the respondents of the population were listed and the numbers attached to the names written on paper, folded and put in container then thoroughly mixed. Individuals then picked and the names were included in the list of participants.

Sampling techniques

Purposive sampling technique was used in selecting the district, schools and class. These particular schools and classes had specific characteristics that were needed in the sample. Purposive sampling was a strategy in which particular persons or events were selected deliberately in order to provide important information that could not be obtained from other choices (Maxwell, 1996). The main goal of purposive sampling was to focus on particular characteristics of a population that were of interest, which enabled to answer research questions. Purposive sampling technique enabled the researcher to squeeze a lot of information out of the data that was collected and it selected cases with a specific purpose in mind. This allowed the

researcher to describe the major impact the findings had on the population. Simple random technique and purposive sampling was used in selecting the respondents and used small population to make generalisations about the larger group. This was done by defining the population, deciding on sample size, randomly selecting the sample and collecting data from the sample.

The district and educational level of respondents having characteristics in common that were of interest to the researcher and with the required knowledge and information were selected who would provide the best information in reference to the items in the questionnaire. These 4 schools were selected using simple random sampling technique, whereby the names of the 12 secondary schools from four sub-counties were written on pieces of paper, names of rural schools were placed in one container and names of area trade center schools were placed in another container and two schools were selected from each container to get the four schools. The reason why names of rural schools and area trade center schools were separately selected was because the environment where the school is located might influence secondary school student' attitudes towards school. And so, selecting two schools from rural areas and two schools from the trade centre areas would enable the researcher to get information of secondary students in schools located in rural areas and area trade center setting. These participants were selected using simple random sampling technique, lottery method was applied to get the respondents.

Instruments

The study employed self-administered questionnaire because they were cheap, convenient, quick method and embarrassing questions were answered more willingly since the researcher was not present. My research used Rotter's (1966)'s Internal Locus of Control Scale five-point Likert scale, Rosenberg (1965)'s Self-Esteem five-point Likert scale and Diener et al.(1985)'s Life Satisfaction five-point Likert Scale.

Measures

The demographic characteristics of the respondents analyzed included the following; gender, age group, religion and education level of the respondent. These demographic factors influence life satisfaction both directly and indirectly through psychosocial factors such as physical activity level, satisfaction with leisure activities, social contacts, perceived health and physical illness as they provide abroad understanding of the population. This enabled to build rapport with the respondent by asking substantive questions of interest earlier in the questionnaire and allowed the researcher to know how closely the sample resembled the target population. Internal locus of control items include; controlling one's environment, control of self, ability to influence others and motivation and achievement Rotter (1966), Measures of self-esteem include self-confidence, sense of self-worth, self-respect, self-regard, self-assurance, spiritual values and pride as aspects of personal description (Drew, 1996) while the measures for life satisfaction are family, friends, school, living environment and self (Huebner, 1991).

(1966) Internal Locus of Control Scale. It is a Likert type scale with 5-point response format. It contains 10 items. The questionnaire is a 5-point rating scale ranging from strongly agree (5) to very strongly agree (1). Gender, religion and educational level are important in

decision-making, communication, stakeholder engagement and preferences for the uptake of interventions.

Rosenberg Self-Esteem Scale. This scale was developed by Rosenberg (1965) and it is most widely used scale for self-esteem to assess positive or negative pattern about oneself. The scale is a ten- item Likert scale with items answered on a 5-point scale from strongly agree (5) to strongly disagree (1). Scoring is done as it strongly agree (5), Agree (4), Not sure (3), Disagree (2) strongly disagree (1) and items number 2, 5, 6, 8, 9 are reversed scored on this scale. Sum of the scores indicate self-esteem of a person.

Satisfaction with Life Scale. Satisfaction with life scale was developed by Diener, Emmons, & Griffin, (1985). A 5-item scale was designed to measure global mental assessment of one's life satisfaction which is not appropriate to measure of either positive or negative effect. Participants report how much they agree or disagree with each of 6 items by using a 5-point scale that range from 5 strongly agree to 1 strongly disagree.

Data collection method

For purposes of this study, a survey was an appropriate data collection strategy. This method enabled the researcher to collect a large amount of data with ease.

Procedure

Upon approval of the research proposal topic and after proving that the research instruments were valid, a questionnaire was adopted and discussed with the supervisor to make sure it was valid for data collection. The elements in the questionnaire that were not relevant for the research were deleted and others re-adjusted to fit the research. The researcher obtained a letter of introduction from the College of Humanities and Social Sciences, Makerere University to help him seek permission to conduct the study. With permission, the researcher went to the

area of study and collected data from the respondents. The letter acted as evidence of what the research was about in order to avoid any bias from the respondents. Respondents were approached through their institutions and provided a booklet of measurement scale after taking their consent. The researcher gave full instructions to participants to read carefully the questionnaire and respond honestly with full attention. Only those respondents who were present at the time of collection of data were considered. Data was then collected and organized for analysis.

Quality control

Validity

The questionnaire was validated by the supervisors to ensure clarity of the items and to remove any ambiguity and adopted for use. The purpose of the validation was to obtain feedback and find out if the items were relevant to measure the study variables before the instrument was committed to collect the actual data needed for the study.

Reliability

Reliability was calculated to establish the acceptable Cronbach's alpha value of .70 and above (Amin, 2005). Testing for reliability was important as it referred to the consistency across the parts of a measuring instrument (Huck, 2007). Cronbach's alpha established internal-consistency as a measure of the extent to which item responses obtained at the same time correlate with each other. The reliability statistics on the multi-item constructs were computed with the help of SPSS to obtain reliability coefficient.

Table 1: Reliability statistics

Variable	Items	Alpha
Internal locus of control	10	.89
Self-esteem	10	.71
Life satisfaction	6	.85

The average Cronbach (α) values were high enough as compared to the threshold value of .60 (Hair, Anderson, Tatham & Black, 2006) which implied that at the initial stage, the multi-item constructs were reliable measures to undertake the study.

The table above shows that the instrument used to measure internal locus of control was 89% reliable to measure the intended variable. The table also shows that the instrument for measuring self-esteem was 71% reliable for measuring what it intends to measure. The tool for measuring life satisfaction was 85% reliable for its intended objective.

Data management

I used the following measurement scales in my study. Demographic data; Gender was scored as Male = 1, Female = 2; Religion was scored as Catholic = 1, Protestant = 2, Muslim = 3, Others = 4; Education level scored as, Senior three = 1, Senior four = 2.

Data analysis

The data obtained was checked for completeness and then entered into the computer for storage and further processing. The SPSS package was used to edit the data and get rid of obvious errors. Coding was done using SPSS version 23. Data was analysed using Pearson Product Moment Correlation Coefficient (PPMCC) for hypotheses 1,2 and 3 to give a measure of the strength of a direct linear correlation between variables. The Pearson correlation coefficient,

r , can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. A value greater than 0 indicates a positive association; that is, as the value of one variable increases, so does the value of the other variable. A value less than 0 indicates a negative association; that is, as the value of one variable increases, the value of the other variable decreases. Hypothesis 4 was tested using Sobel (1982) three step mediation analysis that included:-

Running simple linear regression analysis for the effect of the independent variable (internal locus of control) on the mediator (self-esteem). This step computed both unstandardized regression coefficient and the standard error.

Running multiple linear regression analysis for the effect of the independent (internal locus of control) and mediating (self-esteem) variables on the dependent variable (life satisfaction). This step computed both unstandardized regression coefficient and the standard error.

Using Sobel test computer calculator to calculate the test statistic, standard error, and the level of significance (p value).

Ethical considerations

Before embarking on field research, the research proposal to this study had gone through approval and authorization for field research granted by the Dean to the School of Psychology, Makerere University. On the basis of this authorization, the researcher sought for permission to collect data from the respondents from the relevant authorities in Katakwi district and the schools. The researcher formally asked respondents for their consent to participate in the study, which each denied or granted through ticking and signing on the self-administered questionnaire request letter. Before, collecting data, the objectives of the study were clearly explained to the

respondents who were assured of confidentiality and that the information provided would only be used for academic purposes. Confidentiality is ensured by keeping respondents' identity anonymous.

Chapter Four

Presentation and Interpretation of Findings

Introduction

This chapter presents findings from data analysis in two sections. Section 1 presents results in demographic information while section 2 presents inferential statistics results of the following hypotheses:

Hypotheses

1. There is a significant relationship between internal locus of control and self-esteem.
2. There is a significant relationship between internal locus of control and life satisfaction.
3. There is a significant relationship between self-esteem and life satisfaction among secondary students.
4. Self-esteem significantly mediates the relationship between internal locus of control and life satisfaction.

Descriptive Statistics for demographic information

Information about the demographic characteristics of the sample being studied is described in this section. The demographic characteristics of the respondents analyzed include; age group, gender, religion and educational of the respondent. These demographic characteristics are presented to enable the reader understand the sample characteristics of the respondents in this study objectives. The distribution of respondents by their gender is presented in Table 2.

Table 2.**Distribution of respondents by Gender**

	Frequency	Percent
Male	121	39.50
Female	185	60.50
Total	306	100.00

From Table 2, majority 185(60.50%) of the respondents were females as compared to the minority 121(39.50%) of them who were males.

The respondents' distribution by religion was computed and presented on Table 3.

Table 3:**Distribution of respondents by religion**

Religion	Frequency	Percent
Catholic	228	74.50
Protestant	54	17.60
Muslim	20	6.50
Others	4	1.30
Total	306	100.00

From Table 3, majority 228(74.50%) of the respondents were Catholic as compared to the minority 4(1.30%) of them who belonged to others.

The respondents' distribution by educational level was computed and presented on Table 4.

Table 4:
Distribution of respondents by educational level

Class	Frequency	Percent
Senior Three	167	54.60
Senior Four	139	45.40
Total	306	100.00

Table 4 shows that the majority 167(54.60%) of the respondents were in senior three compared to minority 139(45.40%) who were in senior four.

The respondents' distribution by secondary schools was computed and presented on Table 5.

Table 5:
Distribution of respondents by secondary schools

School	Frequency	Percent
Kapujan C.S.S	85	27.80
Toroma Peas SS	73	23.90
Ngariam Seed SS	44	14.40
Usuk SS	104	34.00
Total	306	100.00

Table 5 shows that the majority 104 (34.00%) of the respondents were from Usuk Secondary School, followed by Kapujan Community Secondary School which contributed 85 (27.80%) of the respondents, followed by Toroma Peas Secondary School which contributed 73 (23.90%) of the respondents, while Ngariam Seed Secondary School contributed the least 44 (14.40%) of the respondents for this study.

The distribution of respondents according to their age was represented in table 6.

Table 6

Distribution of respondents by age group

	Frequency	Percent
10-14	5	1.60
15-18	279	91.20
19 and above	22	7.20
Total	306	100.00

The majority of the participants 279(91.20%) were aged 15-18 years compared to the minority age of 10-14 constituting a total of 5(1.60%). There were 22(7.20%) respondents aged above 19 years.

Table 7*Frequency counts for Internal Locus of Control.*

SN	Items	D		N. S		A		Mean	Std Deviation
		N	%	N	%	N	%		
1.	Success depends on my effort	214	69.90	13	4.20	79	25.90	2.10	1.40
2.	What I have depends on the effort that I make to get it.	210	68.60	9	2.90	87	28.40	2.20	1.40
3.	My future depends on what I do.	211	69.00	22	7.20	73	23.90	2.20	1.30
4.	My life depends on myself.	217	70.90	13	4.20	76	24.80	2.10	1.40
5.	My success is the consequence of my effort.	229	74.80	13	4.20	64	20.90	2.00	1.40
6.	Effort is necessary to reach a goal.	208	68.00	21	6.90	77	25.20	2.20	1.40
7.	I can solve problems if I try hard enough.	207	67.60	21	6.90	78	25.50	2.20	1.40
8.	When I fail, I assume that the mistake could be mine.	201	65.70	28	9.20	77	25.20	2.30	1.30
9.	My mistakes are my faults.	183	59.80	25	8.20	98	32.00	2.40	1.40
10.	Examination marks depend on what you have studied.	230	75.20	20	6.50	56	18.30	2.00	1.30

Key: D- represents dis agree, N.S- represents not sure and A- represents agree.

Based on the result in table 7, majority of the population reported that examination marks do not depend on what you have studied (75.20%), my success is not the consequence of my effort (74.80%), minority of the respondents were not sure whether what they have depends on the effort that they make to get it or on luck (2.90%). Results continue to indicate that majority of the respondents reported that life does not depend on themselves (70.90%) whereas minority (4.20%) were not sure whether success is the consequence of own effort, life depends on self and success depends on personal effort.

In particular, a look at the mean response for all items show the average scores ranging from 2.00 to 2.40 if rounded off to the nearest whole numbers give 2 which is positive implying that respondents' level of internal locus of control was low.

Table 8*Frequency counts for Self-Esteem.*

SN	Items							Mean	Std Deviation
		D		N. S		A			
		N	%	N	%	N	%		
1.	On the whole, I am satisfied with myself.	151	49.30	43	14.10	112	36.60	2.70	1.40
2.	At times I think I am no good at all. (REVERSED)	97	31.70	31	10.10	178	58.20	3.50	1.30
3.	I feel that I have a number of good qualities.	199	65.00	29	9.50	78	25.50	2.30	1.30
4.	I am able to do things as well as most other people.	130	42.50	39	12.70	137	44.80	3.00	1.40
5.	I feel I do not have much to be proud of. (REVERSED)	80	26.10	34	11.10	192	62.70	3.60	1.30
6.	I certainly feel useless at times. (REVERSED)	116	37.90	33	10.80	157	51.30	3.40	1.40
7.	I feel that I'm a person of worth, at least on an equal plane with others.	145	47.40	28	9.20	133	43.50	2.90	1.40
8.	I wish I could have more respect for myself. (REVERSED)	161	52.60	27	8.80	118	38.60	2.90	1.40
9.	All in all, I am inclined to feel that I am a failure. (REVERSED)	142	46.40	60	19.60	104	34.00	2.90	1.30
10.	I take a positive attitude toward myself.	150	49.00	46	15.00	110	35.90	2.80	1.30

Key: *D- represents dis agree, N.S- represents not sure and A- represents agree.*

Based on the result in table 8, majority of the population reported that they do not have a number of good qualities (65.00%) and 62.70% reported that they do not have much to be proud of, minority of the respondents were not sure whether they had enough respect (8.80%). High

mean scores implied that students tended to agree with the statement. On the other hand, low average scores signified that general, students disagreed with the statement. The negative items on this scale, that is B2, B5, B6, B8 and B9 were reverse coded to be in alignment with positive items. Mean response for all items show that respondents had moderately high self-esteem.

Table 9

Frequency counts for Life Satisfaction.

SN	Items	D		N. S		A		Mean	Std Deviation
		N	%	N	%	N	%		
1.	My life is going well.	214	69.90	11	3.60	81	26.50	2.10	1.50
2.	The conditions of my life are excellent.	201	65.70	16	5.20	89	29.10	2.30	1.40
3.	So far, I have gotten the important things I want in life.	210	68.60	24	7.80	72	23.50	2.20	1.30
4.	I would like to change many things in my life.	204	66.70	19	6.20	83	27.10	2.20	1.40
5.	I am satisfied with my life.	228	74.50	13	4.20	65	21.20	2.00	1.40
6.	My life is better than most kids	201	65.70	16	5.20	89	29.10	2.30	1.40

Key: *D- represents dis agree, N.S- represents not sure and A- represents agree.*

Based on the result in table 9, majority of the population are not satisfied with life (74.50%), reported that life is not going on well (69.90%) while minority of the respondents

were not sure whether life is going on well (3.60%). Majority (68.60%) indicated that they have so far not got the important things they want in life. Mean response for all items show the average scores ranging from 2.00 to 2.30 if rounded off to the nearest whole numbers give 2.00 which is positive implying that respondents were not satisfied with life.

Inferential Statistics

This section presents descriptive statistics results. The results were interpreted and presented according to each hypothesis obtained from the statistical tests. Pearson Product Moment Correlation Coefficient was used to establish relationships because continuous data was correlated with categorical data (non-parametric data).

Table 10

Correlation between Internal Locus of Control, Self-esteem and life satisfaction.

		Self-esteem	Life satisfaction
Internal locus of control	r_s	.56**	.83**
	P	.00	.00
	N	306	306
Self-esteem	r_s		.59**
	P		.00
	N		306

** . Correlation is significant at the 0.01 level (2-tailed).

H1 There is a significant relationship between internal locus of control and self-esteem.

From Table 10, there was a moderate, significant positive correlation between the two variables ($r_s = .56$, $n=306$, $p = 0.00 \leq .01$) with low levels of internal locus of control and average

levels of self-esteem. The statistical findings imply that there is positive and significant relationship between internal locus of control and self-esteem. This means that internal locus of control influences students' self-esteem. As internal locus of control increases, self-esteem also increase, to a statistically significant extent.

H2 There is a significant relationship between internal locus of control and life satisfaction.

Table 10, there is a very strong significant positive correlation between internal locus of control and life satisfaction ($r_s = 0.83$, $n=306$, $p = .00 \leq .01$) suggesting a significant positive relationship between internal locus of control and life satisfaction. It meant that internal locus of control influenced life satisfaction. The students were found to have low levels of internal locus of control and low levels of life satisfaction. As internal locus of control increases, life satisfaction also increases to a significant extent.

H3 There is a significant relationship between self-esteem and life satisfaction among secondary students.

In reference to table 10, the relationship between self-esteem and life satisfaction investigated shows a moderate, significant positive correlation between the two variables ($r_s = 0.59$, $n=306$, $p = .00 \leq .01$), with high levels of perceived control associated with lower levels of perceived stress. As self-esteem increases, life satisfaction also increases to a significant extent.

Table 11

Mediation role of Self-esteem on the relationship between Internal Locus of Control and Life Satisfaction

Results of the regression

Dependent variable		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
Model 1	Total Life Satisfaction					
	(Constant)	1.35	.49		2.75	.00
	Total Internal Locus of Control	.54	.02	.83	26.30	.00
Model 2	Total Self-Esteem					
	(Constant)	26.06	.35		73.36	.00
	Total Internal Locus of Control	.18	.02	.56	11.79	.00
Model 3	Total Life Satisfaction					
	(Constant)	-9.00	2.04		-4.42	.00
	Total Self-Esteem	.40	.08	.19	5.22	.00

Total Internal	.47	.02	.72	19.78	.00
Locus of Control					

Sobel test was utilized to examine if self-esteem mediated the relationship between internal locus of control and life satisfaction. First, results of simple linear regression show that internal locus of control was a statistically significant predictor of life satisfaction ($\beta = .54$, beta = .83, $t = 26.30$, $p \leq .01$). Next, when the mediator, self-esteem, was entered in the regression analysis, internal locus of control remained a significant predictor of life satisfaction ($\beta = .47$, beta = .73, $t = 19.78$). On the other hand, the mediator, self-esteem, emerged as a significant predictor of life satisfaction ($\beta = .40$, beta = .19, $t = 5.22$). To further investigate the mediator, the Sobel test was utilized to examine if self-esteem significantly mediated the relationship between internal locus of control and life satisfaction. The results confirmed that self-esteem significantly fully mediates the relationship between internal locus of control and life satisfaction ($Z = 4.78$, $p < .01$) because it explains the relationship between dependent (life satisfaction) and independent (internal locus of control) variables in the absence of the mediating variable. Because the computed Z score (4.78) falls outside the z critical values of ± 2.58 , it indicates a statistically significant result at alpha .01.

Chapter Five

Discussions, Conclusion and Recommendations

Introduction

The study focused on establishing the relationships between internal locus of control, self-esteem and life satisfaction. This chapter presents discussions about results of inferential data analysis in relation to the objectives of the study which provided the basis for conclusions, recommendations and suggestions on areas for further research.

The objectives that guided the discussions in this sub-section were as follows; to examine the relationship between internal locus of control and self-esteem, to investigate the relationship between internal locus of control and life satisfaction, to investigate the relationship between self-esteem and life satisfaction and to examine the role of self-esteem as a mediating factor between internal locus of control and life satisfaction.

The relationship between internal locus of control and self-esteem

The first objective of the study aimed at examining the relationship between internal locus of control and self-esteem. The corresponding hypothesis stated that there is a significant relationship between internal locus of control and self-esteem. The study established that there was a significant relationship between internal locus of control and students' self-esteem (*Table 10*), therefore, the alternative hypothesis was retained. This means that students who had low internal locus of control also had a low self-esteem. This research is in disagreement with some

of the previous researchers like Aniljose & Reshma (2021), who stated that there is no significant correlation between self-esteem and domains of locus of control when level of significance is 0.05 and it does not help to enhance their self-esteem, belief, internal motivation, recognition of their abilities and knowing their weakness. It implies that the change in self-esteem will not cause any change in locus of control.

Chrisantus (2013) conducted a study on relationship between self-esteem and locus of control among well-functioning adolescents. Finding showed that a significant positive relationship exists between high self-esteem and internal locus of control. Psycho-sociological evidence show that lack of achievement motivation and low self-esteem, creates in students lack of interest to strive for high academic performances, and zeal to contribute positively and efficiently to national development (Aniljose & Reshma, 2021). The growing research literature suggesting that Self-esteem was a significant predictor of locus of control also, internal locus of control increased as self-esteem increased which is in agreement with the recent study. Students may also not be aware of the importance of self-esteem and locus of control for their life and for performance.

This study finding was also in agreement with some studies conducted in other contexts. For instance, it agreed with Bruce (2009) who indicated a persistent, significant relationship between self-concept and many aspects of human behavior. People with higher self-esteem tend to be more confident in their abilities resulting in higher aspirations and greater chance of success in achievement situations. It was also consistent with Andrea (2020) who found that, students' senses of self-worth affect their motivation in school; and students who feel good about themselves set relatively high and reasonably achievable goals for themselves but those students with lower self-esteem may set goals that are either unrealistically high or extremely low.

According to Deshpande and Chhabriya (2014), affection or support from parents is a key builder of adolescent's self-esteem.

This study finding was also consistent with Andrea (2020) who noted that, students' senses of self-worth affect their motivation in school. Students who were encouraged to feel good about themselves by their parents set relatively high self-esteem goals for themselves but those students with lower self-esteem may set goals that were extremely low about their self-esteem. The findings from this study indicate that this hypothesis was retained and supported.

Rotter (1990) advocated that this perception of personal control could be best conceptualized as the extent to which an individual develops the expectancy that one's behavior is associated with either external or internal reinforcements. Consequently, he argued that individuals with an internal locus of control were more likely to believe that they had control in most situations or influence on their own behavioral outcomes. On a contrary, Rotter advocated that individuals who are possessing an external locus of control tended to believe that situations were controlled by external factors. Contrariwise, high self-esteem demonstrates strong association with internal locus of control, or in other words, the highly confident individual perceives that own outcomes are determined by own actions (Erin, 2022).

The relationship between internal locus of control and life satisfaction

The second objective aimed at investigating the relationship between internal locus of control and life satisfaction. Hypothesis two stated that "there is a significant relationship between internal locus of control and life satisfaction. The study established that there was a significant relationship between internal locus of control and students' life satisfaction (*Table 10*), therefore, the alternative hypothesis was retained. These results showed that there was a positive significance between internal locus of control and life satisfaction. Gohari et.al (2014)

posits that there is a positive significant relationship between the internal locus of control and life satisfaction statistically. Kelly (2000) believes that the internal locus of control is a strong predictor of public health and adolescence life satisfaction. Hence, based on the carried-out studies it can be concluded that when the degree of self -evaluation of a person is getting higher in relation to their fluency on the life and environmental issues, the life satisfaction will also become better potentially in this case.

Researchers have found out that the educational progression of students depends on the internal locus of control and there is a positive relationship between the internal locus of control and students' educational progression. One of the most important indices of the mental health is subjected to the degree of life satisfaction. The main aim of the life satisfaction is related to the personal attitude and public evaluation towards the life and some other life aspects and educational experience.

The results of studies indicate that internal locus of control has more positive reflections on general life satisfaction and physical and psychological health of individual (Schultz & Schultz, 2007). One of the factors affecting the life satisfaction is the socioeconomic status. Paolini et al. (2006), in their study, have found a significant relationship between the financial concerns and life satisfaction. Özgür et al. (2010) have determined that the life satisfaction of students defining their economic status to be "bad" had lower levels of life satisfaction. Moller (1996) has reported that the life satisfaction of university students was significantly related with the level of income. Çeçen (2007) has reported that students having higher level of emotional loneliness had lower level of life satisfaction, while Young et al. (1995) have reported that they have found positive relationship between attitudes of parents and life satisfaction among the adolescents. In our study, the life satisfaction of those defining their intra-family relationships to

be good was found to be high, Erin (2022) have found that those with internal locus of control were more effective in establishing connection and achieving their goals. This is supported by Spector (1988) who noted that the persons with internal locus of control could achieve their goals more easily. Doğan (2006) reported that the wellbeing level of students supported by their families was higher.

Basım & Şeşen (2007) reported that individuals with internal locus of control exhibit more innovative attitudes and turn onto opportunities by taking more risk. Erin (2022) has reported that individuals with internal locus of control were those conceiving themselves to be more effective, self-confident, and independent, who have positive sense of self.

In schools where this research was conducted, there are high levels of poverty where the majority of the impoverished people do not have the means to create increased meaning in their lives, leading to low levels of satisfaction. This is showed by mode of service delivery, housing, on-going learning and growth, recreation, meaningful leisure utilization and social welfare aspects in the communities surrounding the school. Majority of the respondents reported that conditions of their lives were not excellent and had not gotten the important things they needed in life. This could explain why most students have low levels of internal locus of control and low levels of life satisfaction.

The relationship between self-esteem and life satisfaction

The third objective aimed at investigating the relationship between self-esteem and life satisfaction. Hypothesis three stated that “There is a significant relationship between self-esteem and life satisfaction among secondary students”. The study established that there was a significant relationship between self-esteem and students’ life satisfaction (*Table 10*), therefore, the alternative hypothesis was retained. These results showed that there is a positive significance

between self-esteem and life satisfaction. Self-esteem is a booster for life satisfaction. Higher self-esteem indicates the more satisfaction in life. Self-esteem is positively correlated with emotional expression, self-disclosure and life satisfaction (Arslan et al., 2010). Self-esteem and life satisfaction are related with individual's positive feelings. It is expected that individuals who have high self-esteem also have a high life satisfaction and those with low self-esteem also show low satisfaction with life (Cecen 2008; Chen et al., 2006). Self-esteem has been found to be an important factor for retaining psychological health and well-being as well as positive functioning during adolescent (Orth et al., 2011). Courtney (2018), suggests that major personality traits like self-esteem, personal control are major determinants of life satisfaction.

This is supported by the views of Suldo and Huebner (2006) that parental support to their teenage children also contributes to a high level of life satisfaction. Ash and Huebner (2001) argue based on their study that adolescents have low levels of life satisfaction if they had a bad experience with family. Research by Milevsky et al. (2007) and Pérez-Fuentes et al. (2019) explored the relationship between parenting and the life satisfaction of young people, it has been emphasized that parental support is one of the most significant predictors of life satisfaction. However, the school must also be considered as a factor contributing to this as an element of adolescent's life satisfaction. Learning in school should be an important element to create a prosperous youth.

Baumeister (2003) strongly believes a person needs to achieve to allow self-esteem levels to rise, such as winning a contest. From this view self-esteem does not just appear to be the outcome but possibly the cause of life's major successes and failures. Self-esteem may be the product of achievement with happiness and life satisfaction being the products of self-esteem.

The role of self-esteem as a mediating factor on the relationship between internal locus of control and life satisfaction.

The fourth objective aimed at examining the role of self-esteem as a mediating factor between internal locus of control and life satisfaction. Hypotheses four stated that “Self-esteem significantly mediates the relationship between internal locus of control and life satisfaction”.

Findings by Rehman (2017) propose that internal locus of control is significantly positive relationship with self-esteem and life satisfaction among university students.

Shubina (2018), in her study recognized that internal locus of control is related to high self-esteem, self-esteem is a powerful and important psychological factor in mental health and well-being; the feeling of being empowered is associated with significant achievements and high self-esteem; and strong and appropriate self-esteem is correlated with more internal locus of control. Life satisfaction may not be achieved without a high but appropriate level of self-acceptance and self-confidence. Furthermore, Surbin & Nidhi (2021) deduced that the most iterative criterion for a positive well-being is individual’s feeling of self-esteem or self-acceptance. High self-esteem demonstrates strong association with internal locus of control, the highly confident individual perceives that own outcomes are determined by own actions (Dat, 2019). Additionally, a person with high confidence level and control over own life is associated with the ability to adjust to repeated psychological stress, while individuals with low confidence create a relationship with continuous high cortisol stress response. In this study, the results confirmed that self-esteem significantly mediates the relationship between internal locus of control and life satisfaction

Conclusions

The study was geared to establish whether there is a relationship between internal locus of control, self-esteem and life satisfaction among secondary school students. The study found out that there was a positive significant relationship between internal locus of control and self-esteem, internal locus of control and life satisfaction and a positive significant relationship between self-esteem and life satisfaction. This implies that students with low internal locus of control experienced low self-esteem. It was revealed that many respondents are not satisfied with themselves. This is due to limited community support and self-motivation to perform duties. The positive significant relationship between self-esteem and life satisfaction among students implied that students fail to persevere at school due to prevailing conditions surrounding the learning environment. Parents and friends also influence student' attitudes on various issues, and this means that students may be able to make healthy choices that enable them to reach their goals. Therefore, intervention strategies need to be developed that build confidence, motivate and increase internal skills of adapting to the societal situations, education in particular that will drive people to a belief that they hold control of their own lives while placing a value on their abilities and skills as this will stimulate ability to succeed and take appropriate academic growth.

Recommendations from the findings

The teachers and teacher candidates should be provided with education improving the positive characteristics such as purposefulness, positive sense of self, idealism, and internal locus of control and facilitate individuals' personal intellectual development which skills will be imparted to students.

It is be recommended to establish counseling centers that may help teachers with improving their life satisfaction and internal locus of control in order to educate individuals with healthy personality characteristics and establishing ethical sensitivity. Counseling centers help individuals develop social-solving skills which increases self-esteem and life satisfaction of the students.

Findings suggest that hope intervention programs that strengthen and target cognitions related to significant others, like family members, as co-agents in goal pursuit, as these may also serve as sources of personal and relational self-esteem. Demonstrating social support by showing personal interest in every individual student.

Suggestions for Further Research

By carrying out the study on larger sample sizes examining their life satisfactions and internal locus of control may be utilized in further studies.

Future researchers are offered to conduct similar research in comparison with various academic institutions in the districts of a similar nature including those with different training system.

The applications studies that make students increase their self-esteem, that enable them to take life controls in hand and that will increase their life satisfaction can be performed in their educational lives.

It is suggested that an investigation be carried out to establish the relationship between parents, teachers, and secondary school student' attitudes towards school in order to find out how parents and teachers may help students to mold their attitudes towards school.

An investigation could be carried out to establish the relationship between socio-economic factors and secondary school students' attitudes towards school in order to find out how the socio-economic background of someone influences his or her academic attitude. This could help further to explain the attitudes that secondary school students have towards education.

A qualitative study should be carried out to explore the factors responsible for life satisfaction among secondary school students.

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Attachment

Appendix I

Questionnaire for the students

Dear respondent, this questionnaire seeks to examine the relationship between; **Internal Locus of Control, Self-Esteem and Life Satisfaction among secondary school students in Katakwi District**. Kindly sacrifice some time and fill in this questionnaire. All information provided will be for purely academic purposes and will be treated with the utmost confidentiality.

SECTION A: PERSONAL DATA

Section A: Socio-Demographic Characteristics of the Respondent (please tick the right information)

1. Age group of the respondent

- a) 10 – 14 years
- b) 15 – 18 years
- c) 19 and above

Gender a. Male b. Female

2. Religion

Catholic

Protestant.....

Muslim.....

Others.....

3. Class

Senior three

Senior four

4. Name of school.....

Age, gender, religion and educational level are important in decision-making, communication, stakeholder engagement and preferences for the uptake of interventions. This enables to build rapport with the respondent by asking substantive questions of interest earlier in the questionnaire and to allow researchers to know how closely the sample resembles the target population.

SECTION B: INTERNAL LOCUS OF CONTROL (Rotter's 1966) (Adapted)

Please respond honestly by indicating to what degree you agree with each of the following statements by ticking one of the five alternatives below.

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

1.	Success depends on my effort	1	2	3	4	5
2.	What I have depends on the effort that I make to get it.	1	2	3	4	5
3.	My future depends on what I do.	1	2	3	4	5
4.	My life depends on myself.	1	2	3	4	5
5.	My success is the consequence of my effort.	1	2	3	4	5
6.	Effort is necessary to reach a goal.	1	2	3	4	5
7.	I can solve problems if I try hard enough.	1	2	3	4	5
8.	When I fail, I assume that the mistake could be mine.	1	2	3	4	5
9.	My mistakes are my faults.	1	2	3	4	5

10.	Examination marks depend on what you have studied.	1	2	3	4	5
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SECTION C: SELF-ESTEEM (Rosenburg, 1965) (Adapted)

Please respond honestly by indicating to what degree you agree with each of the following statements by ticking one of the five alternatives below.

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

1.	On the whole, I am satisfied with myself.	1	2	3	4	5
2.	At times I think I am no good at all.	1	2	3	4	5
3.	I feel that I have a number of good qualities.	1	2	3	4	5
4.	I am able to do things as well as most other people.	1	2	3	4	5
5.	I feel I do not have much to be proud of.	1	2	3	4	5
6.	I certainly feel useless at times.	1	2	3	4	5
7.	I feel that I'm a person of worth, at least on an equal plane with others.	1	2	3	4	5
8.	I wish I could have more respect for myself.	1	2	3	4	5

9.	All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
10	I take a positive attitude toward myself.	1	2	3	4	5

SECTION D: LIFE SATISFACTION (Diener et al, 1985) (**Adapted**)

Please respond honestly by indicating to what degree you agree with each of the following statements by ticking one of the five alternatives below.

Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

1.	My life is going well.	1	2	3	4	5
2.	The conditions of my life are excellent.	1	2	3	4	5
3.	So far, I have gotten the important things I want in life.	1	2	3	4	5
4.	I would like to change many things in my life.	1	2	3	4	5
5.	I am satisfied with my life.	1	2	3	4	5
6.	My life is better than most kids	1	2	3	4	5

Thank you for your time and cooperation

Krejcie & Morgan table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970