

Social Factors, Locus of Control as Correlates of Scholastic Adjustment of Undergraduates in Rivers State Owned Universities

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Abstract:

This study examines the influence of social factors and locus of control on the scholastic adjustment of undergraduates in Rivers State-owned universities. Eight objectives, eight research questions and eight hypotheses guided the study. Descriptive research design was adopted in the study. The population of the study will comprise 53,649 undergraduates in the two Rivers State owned universities. The sample size consisted of 400 respondents obtained through the use of Taro Yamene sample determination table. The multi-stage sampling procedure was used in selecting the respondents for this study. Two self-structured questionnaires titled: 'Undergraduates' Social Factors and Locus of Control Questionnaire (USFLCQ) and Scholastic Adjustment Questionnaire (SAQ) were used to obtain primary data after validation and ascertaining the reliability coefficient of 0.89 for USFLCQ and 0.79 for SAQ. Simple linear regression analysis was used to answer the research questions 1-4 and test null hypotheses 1-4 at 0.05 level of significance and multiple regression to analyze research question 5 and hypotheses 5. The results revealed that parental involvement, cultural expectations, socio-economic status, availability of educational resources, internal locus of control, and external locus of control significantly influenced scholastic adjustment among undergraduates. However, peer group influence did not significantly impact scholastic adjustment. Additionally, locus of control did not significantly moderate the relationship between social factors and scholastic adjustment. Based on these findings, the study concluded that social factors and locus of control play crucial roles in shaping undergraduates' scholastic adjustment, with certain factors exerting stronger influence than others. It was recommended that Universities should implement resilience-building and stress management programs to help students with external locus of control develop coping mechanisms that enhance their academic adjustment.

Keywords: Scholastic Adjustment, Locus of Control, Parental Involvement, Peer Group

Introduction

Scholastic adjustment denotes students' capacity to effectively navigate and respond to the academic, emotional, temporal, and interpersonal demands of their educational environment. It is a multifaceted construct that reflects not only academic achievement but also emotional balance, time regulation, and the ability to form constructive peer relationships. This form of adjustment is fundamental to overall academic success and personal development, as it directly influences students' motivation, involvement, and resilience in facing academic pressures [1]. Research has consistently indicated that well-adjusted students tend to perform better, maintain higher self-esteem, and exhibit perseverance when confronted with academic setbacks [2]. Additionally, adequate scholastic adjustment is associated with reduced attrition rates and improved student retention in higher education institutions [3]. In contrast, insufficient adjustment may result in academic underperformance, emotional distress, and potential withdrawal from university [4].

A variety of factors are known to affect undergraduate students' ability to adjust scholastically. Among them, social determinants—such as parental involvement, peer interactions, socio-economic status, and cultural expectations—play a pivotal role in shaping students' academic coping mechanisms. For example, students who cultivate supportive peer relationships are generally more inclined to receive academic and emotional support, enhancing their educational outcomes. Likewise, parental encouragement and familial backing have been identified as significant contributors to academic motivation and adaptability [5], [6].

On the other hand, several impediments to scholastic adjustment arise from financial constraints, high academic loads, and adverse social pressures. Financial stress, in particular, can detract from students' cognitive focus, while overwhelming academic demands may induce burnout and deteriorate mental health. Moreover, negative social influences such as peer pressure or engagement in harmful behaviors further jeopardize academic adaptation [7], [8]. As such, recognizing the interplay between these social factors is critical for devising effective student support systems.

The concept of *locus of control*, originally articulated by Rotter, refers to the degree to which individuals believe they can control events that affect them [9]. In the academic setting, this belief system becomes essential to understanding student adjustment. An internal locus of control reflects a belief in personal agency and effort as the primary determinants of success, whereas an external locus implies that outcomes are governed by luck, fate, or external circumstances [10]. The extent of one's locus of control significantly correlates with scholastic adjustment and determines attitudes toward academic tasks, coping mechanisms, and overall performance.

Students with an internal locus of control are more likely to utilize proactive, problem-oriented strategies when confronted with academic challenges. They are inclined to seek academic assistance, participate in group studies, and consult faculty for guidance, thus increasing their likelihood of success [11]. Consequently, the dual domains of social factors and locus of control collectively shape the scholastic experience. While research has separately examined these domains, understanding their **interactive influence** provides a deeper insight into students' academic behaviors and responses.

Interactions between external conditions—such as family background, cultural pressures, peer environment—and locus of control can either facilitate or hinder adjustment. For instance, students with an internal locus of control may still be constrained by a lack of resources or social support, whereas those with an external locus may find it even more difficult to adapt in unsupportive environments [12]. This complexity is further reflected in the fact that students with strong self-agency and positive social support systems are often the ones who perform optimally. Conversely, those facing negative social conditions alongside a belief in external determinants often show poor adjustment and academic difficulties [13].

Socio-cultural disparities also influence these dynamics. Students from underprivileged backgrounds, despite having an internal locus of control, may still encounter adjustment barriers due to financial limitations. In contrast, students from affluent backgrounds may fail to capitalize on available resources if they possess an external locus of control [14], [15]. As such, this study seeks to analyze the combined impact of social factors and locus of control on academic adjustment among students in public universities in Rivers State, Nigeria. Unlike previous research that isolated these variables, this study aims to illuminate their joint effect on students' academic adaptation within the Nigerian context.

Statement of the Problem

Scholastic adjustment remains a critical challenge for undergraduates in Rivers State-owned universities. Despite numerous efforts by stakeholders such as educational institutions, government bodies, and counselors to support students in navigating the demands of academic life, many undergraduates continue to struggle with effectively adjusting to the scholastic pressures of university education. The inability to adjust academically often leads to poor academic performance, psychological stress, and even withdrawal from school, which undermines the broader goals of higher education in the state.

Various stakeholders have introduced initiatives aimed at improving scholastic adjustment, including academic advisor, student mentorship programs, financial aid schemes, and peer support systems. These interventions, while valuable, have often been fragmented and failed to address the underlying social and psychological factors that critically influence students' academic behaviors and attitudes. For instance, while peer support and financial aid have been highlighted as important, the role of parental involvement, socio-economic status, and cultural expectations in shaping academic success have not been adequately integrated into these interventions. Similarly, while efforts have been made to enhance students' motivation through counseling and workshops, little attention has been paid to understanding the role of students' locus of control whether they perceive academic outcomes as a result of their efforts or external forces in their overall scholastic adjustment.

What is still lacking, and what necessitates this empirical research, is an in-depth understanding of how both social factors and locus of control jointly influence the scholastic adjustment of undergraduates. While individual studies have explored social factors like parental involvement, peer influence, and socio-economic status, and others have examined locus of control as a predictor of academic success, there is a significant gap in understanding how these two variables interact to shape scholastic adjustment. Without empirical evidence on this combined influence, stakeholders are limited in their ability to design comprehensive interventions that address the nature of scholastic adjustment challenges. Thus, this study aims to fill this gap by investigating how social factors and locus of control correlate with the scholastic adjustment of undergraduates in Rivers State-owned universities, providing insights that could inform more effective policies and support systems for students at risk of poor academic adjustment.

Aim and Objectives of the Study

The main objective of the study is to examine the influence of social factors and locus of control on scholastic adjustment of undergraduates in Rivers State-owned universities. The specific objectives of the study will be to:

1. Determine the extent to which parental involvement influences scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.
2. Examine the extent to which peer group influences scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.
3. Determine the extent to which internal locus of control influences scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.
4. Determine the extent to which external locus of control influences scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.
5. Ascertain the joint influence of social factors and locus of control on scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Research Questions

The following questions will be answered in this study:

1. To what extent does parental involvement influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria?
2. To what extent does peer group influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria?
3. To what extent does internal locus of control influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.
4. To what extent does external locus of control influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.
5. What is the joint influence of social factors and locus of control on scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Research Hypotheses

The following hypotheses will guide this study:

1. Parental involvement does not significantly influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.
2. Peer group does not significantly influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.
3. Internal locus of control does not significantly influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.
4. External locus of control does not significantly influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.
5. Social factors and locus of control does not have significant joint influence on scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria

Methods

The study employed a descriptive research design with a focus on the causal-comparative (ex post facto) method to explore the effect of social factors and locus of control on the scholastic adjustment of undergraduates in Rivers State-owned universities. This design was deemed appropriate for assessing the impact of independent variables on a dependent variable without manipulating the variables directly. The causal-comparative approach was particularly relevant in determining how predictor variables influence an outcome variable through naturally occurring differences. The population for the research comprised 53,649 undergraduates from the two state-owned universities: 20,930 students from Ignatius Ajuru University of Education and 32,719 students from Rivers State University, as obtained from the Department of Academic Records in both institutions. The study sample included 398 respondents, calculated using the Taro Yamene sample determination formula, and was rounded up to 400 for convenience. A multi-stage sampling technique was adopted. Initially, purposive sampling was used to select the two universities. Bowley's proportional allocation method was then applied to distribute the sample proportionately between the universities, and simple random sampling was used to select individual respondents. Data collection involved two self-constructed instruments: the Undergraduates' Social Factors and Locus of Control Questionnaire (USFLCQ) and the Scholastic Adjustment Questionnaire (SAQ), both designed to align with the study's objectives. Each item was measured on a four-point Likert scale, ranging from Strongly Agree (4 points) to Strongly Disagree (1 point) for positive statements, with the scoring reversed for negative ones. Respondents marked their answers by ticking the most appropriate option. The instruments were reviewed by the research supervisor and two experts in Measurement and Evaluation from the Department of Educational Psychology, Guidance and Counseling at Ignatius Ajuru University of Education for face validation, ensuring the clarity, accuracy, and relevance of the items. Suggestions and corrections provided by the experts were incorporated into the final versions of the instruments. To determine reliability, the instruments were tested using Cronbach's alpha on responses from a pilot group of 30 undergraduates from the University of Port Harcourt who were not part of the main study. The reliability coefficients obtained were 0.89 for USFLCQ and 0.79 for SAQ, indicating a high level of reliability. The data collected were analyzed using simple linear regression to address research questions and test hypotheses 1 to 4 at a 0.05 significance level, while moderated multiple regression was applied to analyze the fifth research question and hypothesis.

Results and Discussion

Research Question 1: To what extent does parental involvement influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria?

Table 1. Extent of Influence of parental involvement on scholastic adjustment among undergraduates

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.860 ^a	.740	.739	.16681

The Table 1 above model summary table produced a correlation coefficient, 'R' of 0.860 which indicate a very high extent of positive relationship between parental involvement and scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria. The R^2 stood 0.740 which implied that about 74.0% of the variations in the scholastic adjustment are due to parental involvement. Hence, the extent to which parental involvement influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria is very high.

Research Question 2: To what extent does peer group influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria?

Table 2. Extent of Influence of peer group on Scholastic Adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.002 ^a	.000	-.003	.32685

Table 2 produced a correlation coefficient, 'R' of 0.0024 which indicate a no relationship between peer group influence and scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Research Question 3: To what extent does internal locus of control influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria?

Table 3. Extent of Influence of internal locus of control on Scholastic Adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	.794 ^a	.631	.630	.19860

Table 3 presented a correlation coefficient, 'R' of 0.794 which indicate a high positive relationship between internal locus of control and scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria. The R^2 stood 0.631 which implied that about 63.1% of the variations in the scholastic adjustment are due to internal locus of control. Hence, the extent to which internal locus of control influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria was high.

Research Question 4: To what extent does external locus of control influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria?

Table 4. Extent of Influence of External locus of control on Scholastic Adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
4	.176 ^a	.031	.029	.32172

Table 4 presented a correlation coefficient, 'R' of 0.176 which indicate a low positive relationship between external locus of control and scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria. The R^2 stood 0.031 which implied that about 3.1% of the variations in the scholastic adjustment are due to external locus of control. Hence, the extent to which external locus of control influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria was to a low extent.

Research Question 5: What is the joint influence of social factors and locus of control on scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria?

Table 5. Joint Influence of Social Factors and Locus of control on Scholastic Adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930 ^a	.865	.865	.11989
2	.931 ^b	.866	.865	.11981
3	.931 ^c	.867	.866	.11961

The results presented in Table 5 show the model summary for the hierarchical regression analysis examining the relationship between social factors, locus of control, and scholastic adjustment. In Model 1, social factors alone accounted for 86.5% ($R^2 = .865$) of the variance in scholastic adjustment, indicating a strong predictive relationship. When locus of control was introduced in Model 2, the explained variance increased marginally to 86.6% ($R^2 = .866$), suggesting that locus of control contributed only a small additional explanation to scholastic adjustment. In Model 3, the interaction term (Social Factors \times Locus of Control) was added, resulting in a further slight increase in explained variance to 86.7% ($R^2 = .867$). The minor changes in R^2 across models indicate that while social factors are a strong predictor, locus of control and its interaction with social factors do not significantly enhance the model's predictive power.

Hypothesis 1: Parental involvement does not significantly influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Table 6. ANOVA Table on Parental involvement and Scholastic adjustment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.468	1	29.468	1058.954	.000 ^b
	Residual	10.380	373	.028		
	Total	39.847	374			

The Table 6 ANOVA^a table produced F-value of $F(1, 373) = 29.468$, $p=0.000$ which shows that the regression model predicts the dependent variable significantly well. Thus, explained that there is no significant outlier (from the line of best fit) between the predictor (parental involvement) and scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Summarily, from the data so analysed in tables 4.9 and 4.10, the null hypothesis is rejected with $F(1, 373) = 26.752$; $t = 5.172$; $p=0.00 < 0.05$. Base on this, the null hypothesis is restated in the alternative form which states that Parental involvement significantly influences scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Hypothesis 2: Peer group does not significantly influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria,

Table 7. ANOVA Table on Peer group and Scholastic adjustment

Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	.000	1	.000	.001	.977 ^b
	Residual	39.847	373	.107		
	Total	39.847	374			

The Table 7 ANOVA^a table produced F-value of $F(1, 373) = .001$, $p=0.977$ which shows that the regression model does not significantly predict the dependent variable. Thus, explained that there is significant outlier (from the line of best fit) between the predictor (Peer group) and scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria. Summarily, from the data so analysed in tables 4.11 and 4.12, the null hypothesis was accepted with $F(1, 373) = 0.001$; $t = -0.029$; $p = 0.977 > 0.05$.

Hypothesis 3: Internal locus of control does not significantly influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Table 8. ANOVA Table on Internal locus of control and Scholastic adjustment

Model		Sum of Squares	df	Mean Square	F	Sig.
6	Regression	25.135	1	25.135	637.271	.000 ^b
	Residual	14.712	373	.039		
	Total	39.847	374			

The Table 8 ANOVA^a table produced F-value of $F(1, 373) = 637.271$, $p = 0.000$ which shows that the regression model predicts the dependent variable significantly well. Thus, explained that there is no significant outlier (from the line of best fit) between the predictor (Internal locus of control) and scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria. Summarily, from the data so analysed in tables 4.19 and 4.20, the null hypothesis is rejected with $F(1, 373) = 637.271$; $t = 22.534$; $p = 0.000 < 0.05$. Based on this, the null hypothesis is restated in the alternative form which states that internal locus of control significantly influences scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Hypothesis 4: External locus of control does not significantly influence scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Table 9. ANOVA Table on External locus of control and Scholastic adjustment

Model		Sum of Squares	df	Mean Square	F	Sig.
4	Regression	1.241	1	1.241	11.989	.001 ^b
	Residual	38.606	373	.104		
	Total	39.847	374			

The Table 9 ANOVA^a table produced F-value of $F(1, 373) = 11.989$, $p = 0.000$ which shows that the regression model predicts the dependent variable significantly well. Thus, explained that there is no significant outlier (from the line of best fit) between the predictor (External locus of control) and scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria. Summarily, from the data so analysed in tables 4.21 and 4.22, the null hypothesis is rejected with $F(1, 373) = 11.989$; $t = -3.463$; $p = 0.001 < 0.05$. Based on this, the null hypothesis is restated in the alternative form which states that external locus of control significantly influences scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Hypothesis 5: Social factor and locus of control does not have significant joint influence on scholastic adjustment among undergraduates in Rivers State-owned universities in Nigeria.

Table 10. ANOVA Table on Social factors, locus of control and Scholastic adjustment

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.486	1	34.486	2399.158	.000 ^b
	Residual	5.362	373	.014		
	Total	39.847	374			
2	Regression	34.507	2	17.254	1201.921	.000 ^c
	Residual	5.340	372	.014		
	Total	39.847	374			
3	Regression	34.540	3	11.513	804.815	.000 ^d
	Residual	5.307	371	.014		
	Total	39.847	374			

The Table 10 ANOVA results in Table 4.23 confirm that all three models significantly predict scholastic adjustment ($p < .001$). Model 1, which includes only social factors, is statistically significant with $F(1, 373) = 2399.158$, $p < .001$. Model 2, which incorporates locus of control, remains significant but shows a slight decrease in the F-value ($F(2, 372) = 1201.921$, $p < .001$), indicating that the additional predictor does not substantially improve the model. Similarly, Model 3, which includes the interaction term, is also significant ($F(3, 371) = 804.815$, $p < .001$), but the increase in explained variance is minimal. The results suggest that while the models are statistically significant, the inclusion of locus of control and the interaction term does not lead to a meaningful improvement in predictive power.

Overall, the findings indicate that while social factors strongly predict scholastic adjustment, locus of control does not have a significant direct or moderating effect on this relationship. The small changes in R^2 and the non-significance of the interaction term suggest that the influence of social factors on scholastic adjustment remains consistent, regardless of an individual's locus of control.

Discussion of Findings

The analysis from the current study illustrates that **parental involvement** plays a statistically significant role in the academic adjustment of undergraduates in state-owned universities in Rivers State, Nigeria, evidenced by $F(1, 373) = 29.468$, $p = 0.000$. This outcome highlights the importance of familial support systems, including socio-economic stability and parental education, in shaping students' capacity to handle academic responsibilities, social relationships, and institutional norms. Students from families that offer consistent encouragement and structural support tend to be better equipped for academic adaptation compared to those with minimal familial involvement [16].

This result supports earlier research emphasizing the critical role of family involvement in facilitating students' academic success. Alokun et al. identified a strong connection between parental support, emotional security, and academic resilience in undergraduates [17]. Similarly, Gubbels et al. concluded that students from financially privileged families benefit from enriched learning environments and academic resources, enhancing their scholastic adjustment [18].

Contrary to prevailing assumptions in academic literature, the present study found no statistically significant link between **peer group influence** and scholastic adjustment, with $F(1, 373) = 0.001$, $p = 0.977$. This suggests that peer interactions may not be a decisive factor in students' capacity to navigate academic life in this context. The lack of impact may stem from more dominant influences such as family background or institutional support mechanisms [16].

However, this finding diverges from prior studies which emphasized the substantial influence of peer groups on academic behavior. Ryan et al. demonstrated that supportive peer relationships enhance study habits, motivation, and adaptation to academic challenges [19]. In the same vein, Wentzel et al. argued that students who feel socially connected within peer networks show better emotional regulation and academic persistence [20].

The study further found a **significant relationship between internal locus of control** and scholastic adjustment, indicated by $F(1, 373) = 637.721$, $t = 22.534$, $p < 0.05$. This result implies that students who perceive their academic success as being within their own control tend to adjust better to university life. These students are typically more proactive, resilient, and self-regulated in their learning approaches. The concept of internal locus of control thus becomes instrumental in promoting academic resilience and accountability [16].

This aligns with Rotter et al.'s findings, which affirm that internal beliefs in personal agency foster academic discipline and persistence [21]. Likewise, Adeleke and Yusuf observed that students with an internal locus of control demonstrate better time management, intrinsic motivation, and overall academic discipline [22].

On the other hand, the study also revealed that **external locus of control** significantly affects academic adjustment ($F(1, 373) = 11.989$, $t = -3.463$, $p = 0.001$). Students who attribute academic outcomes to fate, luck, or external forces often experience difficulty coping with the academic demands of university life. They may lack motivation, self-direction, and problem-solving abilities—factors essential to successful adaptation [16].

These results are consistent with existing literature. For instance, Rotter et al. highlighted that individuals with external locus of control are less likely to engage in adaptive learning strategies, making them vulnerable to academic disengagement [21]. Schunk and Zimmerman also found that students with externalized control beliefs exhibit lower levels of academic self-regulation, contributing to decreased resilience and greater vulnerability to stress [23].

Furthermore, the study revealed that **locus of control does not significantly moderate** the relationship

between social factors and academic adjustment ($B = -0.005$, $t = -1.512$, $p = 0.131$). This suggests that the degree to which students attribute success to internal or external forces does not meaningfully change how social variables—such as family background, cultural norms, and economic status—influence their scholastic adjustment. Whether a student believes in self-determination or external control, the effects of social support systems remain consistent [16].

This result diverges from much of the theoretical discourse suggesting that internal locus of control enhances students' capacity to leverage social advantages, while external control beliefs may exacerbate the impact of social disadvantages. Rotter previously theorized that internalizers are more likely to benefit from supportive social environments, whereas externalizers may perceive such conditions as inaccessible or overwhelming [21]. The current findings challenge this premise, indicating that the impact of social determinants on scholastic adjustment may function independently of students' psychological control orientations.

Conclusion

The outcomes of this study highlight the notable impact of multiple social variables and locus of control on the academic adjustment of undergraduates in Rivers State-owned universities. Specifically, factors such as parental involvement, cultural norms, economic background, access to educational resources, internal locus of control, and external locus of control were all found to significantly influence students' capacity to manage academic challenges. Conversely, peer group influence did not emerge as a statistically significant predictor, implying that peer relationships may have a limited role in students' academic adjustment within this specific context. Additionally, the study found that locus of control did not significantly moderate the effect of social factors on academic adaptation. This suggests that students' belief in self-agency or external determinants does not alter the overall influence of social conditions. These findings not only question some established psychological theories regarding behavioral outcomes but also emphasize the importance of contextual socio-institutional frameworks in shaping students' academic integration.

Paraphrased Recommendations

1. **Family Engagement Initiatives:** It is recommended that universities and education policymakers develop structured programs aimed at educating parents on how to support their children's academic adaptation. These initiatives should include guidance on managing academic expectations, offering emotional support, and preparing financially for higher education.
2. **Peer Mentorship Programs:** Higher institutions should foster peer-led mentorship schemes, where academically proficient students provide guidance and encouragement to their colleagues, thereby promoting a supportive and cooperative learning environment.
3. **Workshops on Self-Efficacy:** Counseling units should regularly conduct workshops focused on enhancing students' sense of self-efficacy and goal-setting abilities. These activities can empower students to cultivate a strong internal locus of control and adopt proactive academic behaviors.
4. **Resilience and Stress Management Training:** Universities are advised to establish targeted interventions for students with an external locus of control by offering programs that build resilience and teach effective stress management techniques to improve their academic adaptation.
5. **Structural Focus in Interventions:** Given that locus of control does not significantly mediate the impact of social variables on scholastic adjustment, future strategies should prioritize alleviating structural and contextual barriers rather than attempting to shift students' control orientations.

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