

Manuscript info: Received April 15, 2020. Accepted May 23, 2020. Published June 20, 2020.

LOCUS OF CONTROL AND SOCIAL-DEMOGRAPHIC VARIABLES AS PREDICTORS OF EUDAIMONIC WELL-BEING AMONG VISUALLY IMPAIRED PERSONS

Henry Odhianoson Imhonde, PhD¹

Department of Psychology, Ambrose Alli University, Ekpoma, Edo State. Nigeria.

Prof. of Clinical Psychology

himhonde@aauekpoma.edu.ng odhianose@gmail.com

Gift Chinagozim Ohakwe, PhD²

Institute of Theology, Paul University, Awka, Anambra State, Nigeria.

giftohakwe62@gmail.com

Amarachi Uchechi Olubuogu³

Department of Psychology, Ambrose Alli University, Ekpoma, Edo State. Nigeria.

amarachi@aauekpoma.edu.ng janicegrace26@gmail.com

Abstract: The study investigated the predictive Influence of locus of control, and social demographic variables on eudaimonic well-being among visually impaired persons. Participants were randomly selected visually impaired persons (34 females, and 24 males) from the Special Unit of Idia College Benin City and the Special Unit of Ihogbe College, Benin City, Edo State. The instruments used were the locus of control scale by Rotter (1966), and Questionnaire for Eudaimonic Well-being by Waterman et. al. (2010). The results of this study indicated that the Locus of Control was not a significant predictor of eudaimonic well-being among visually impaired persons. Also, among the socio-demographic variables considered, only sex significantly predicted eudaimonic well-being. It is however recommended that visually impaired persons be allowed to do what they know how to do, and the need to incorporate them into sectors where they can function effectively as this will create a real sense of purpose and further promote their eudaimonic well-being.

Keywords: Locus of control, eudaimonic well-being, visually impaired persons.

INTRODUCTION

Visual impairment creates a bit of impediment between the individual and his or her environment in terms of day to day activities such as socializing, moving from place to place and discharging one's duty effectively. Many family members, friends, professionals and support groups in both formal and informal networks of visually impaired persons are mostly preoccupied with service for these persons, thus; paying less attention to issues of their mental, emotional, and psychological well-being. Psychological well-being is reflected not just by individual happiness but by personal fulfillment and self-actualization (Huppert et al., 2009).

The well-being of a person is an important aspect of that person's life, very little cannot be said about it. There are lots of scholarly articles on well-being but it is important to note that there are two aspects that make-up well-being as a concept- HEDONISM and EUDAIMONISM. Past dissent of the nature and pursuit of happiness and well-being resulted in the establishment of the two opposing philosophical traditions (Grinde, 2012). While reviewing related literature, we found out that there have been numerous intertwining of theories in psychological well-being literature, foremost of which is the understanding of two related but distinct factors- hedonic and eudaimonic well-being, these were sometimes referred to as happiness and purpose, or subjective and psychological well-being, or subjective and objective respectively. (Diener, Scollon, & Lucas.

2009; Ryan and Deci, 2001; Ryff, 1989; MacMahan & Estes, 2011). The hedonic perspective suggested that maximizing one's pleasurable moments was the pathway to well-being, whilst eudaimonic advocates argued that living a life of virtue and actualizing one's inherent potentials was the pathway to well-being (Dellefave, Massimini & Bassi, 2011). The study by MacMahan & Estes (2011) on Hedonic versus Eudaimonic well-being indicates that only the eudaimonic conceptions of well-being significantly predicted well-being; thus, conceptualizing well-being in eudaimonic terms may be relatively more important for positive psychological functioning. Psychological and physical well-being is moderated by perceived control (Brandstadter & Renner, 1990). Both Locus of Control and Psychological Well-being have been well studied but not in the context of the special population such as visually impaired persons. Unlike hedonic measures, the focus here is on good psychological functioning, elements of well-being such as autonomy, achieving goals, having of purpose in life, and interest in reaching one's truest potentials.

This study aims to address some gaps in our knowledge about eudaimonic well-being among visually impaired persons, specifically to find out if Locus of Control (Internal and External) and social demographic variables such as age, educational qualification, and sex predicts eudaimonic well-being among visually impaired individuals.

EUDAIMONIC WELL-BEING

Many theorists of well-being seem to give a sided view of well-being which is hedonism (it is based on the notion of increased pleasure and decreased pain that leads towards happiness). The focus of this study is on the eudaimonic aspect of well-being derived from Aristotle's philosophy of happiness and life satisfaction. Eudaimonic Well-being refers to the quality of life derived from the development of a person's best potentials and their implications in the fulfillment of personally expressive, self-concordant goals (Sheldon, 2002; Waterman, 1990, 2008). Eudaimonic Well-being emphasizes an individual's "sense of self-acceptance" (Ryan & Deci, 2001) which is a characteristic feature of self-actualization, optimal functioning, and maturity. Eudamonia is concerned with individual growth and the conscious nurturing of one's abilities and a great sense of true self. The motive for eudaimonic activity is the value of the activity itself, not the subjective experiences that accompany it. According to Aristotle, subjective feelings of happiness are not enough because it is not the ultimate target, in-fact, if made an end in itself, happiness would never be achieved. *"Those only are happy, I thought, who have their minds fixed on some object other than their happiness, on the happiness of others, on the improvement of mankind, even on some art or pursuit, followed not as a means but as itself an ideal end. Aiming thus at something"* (Aristotle, 1925). Given the words of Aristotle, it is important to note that some individuals experience happiness by manifesting their truest potentials. According to him, happiness should not just consist of satisfying appetites, or of making money, or even amusement and relaxation; reminding us that serious things are better than laughable things. Hence, we should rather achieve the best within us.

The prevailing conceptions of subjective well-being focused on assessments of feeling good, contentment, and life satisfaction (Andrews & Withey, 1961; Bradburn, 1969; Bryant & Veroff, 1982; Diener 1984). Riff in his work on Eudaimonic Well-being explained that the problem with this formulation of happiness (subjective well-being or hedonism) was that it suggested equivalence between hedonia and eudamonia, something that was deeply contrary to Aristotle's distinction between the satisfaction of right and wrong desires. It can be therefore said that Eudaimonic Well-being is concerned with the satisfaction that comes as a result of pursuing one's true and highest potential, this concept is strongly reliant on Maslow's ideas of self-actualization and Roger's concept of the fully-functioning person and their happiness. It is based on the premise that people feel happy if they experience life purpose, challenges, and growth. This approach adopts the Self Determination Theory to conceptualize happiness. (Keyes et. al. 2002., Deci & Ryan, 2000). Self Determination Theory suggests that happiness is related to fulfillment in the areas of autonomy and competence. From this perspective, by engaging in eudaimonic pursuits, happiness will occur as a by-product. Thus, life purpose and higher-order meaning are believed to produce happiness. It appears that the consensus is that happiness does not result from the pursuit of pleasure but from the development of an individual's strength and virtues which lies in the concept of positive psychology

(Vella-Brodrick, Park & Peterson, 2009). Eudaimonic well-being goes beyond the pleasure of happiness; it concerns life fulfillment and life satisfaction; finding meaning in what one does and acting with integrity.

LOCUS OF CONTROL (INTERNAL, EXTERNAL)

Locus of control is a personality construct developed by Julian B. Rotter in 1966, which refers to an individual's perception of the locus of events as determined internally by his or her behavior versus fate, luck or external factors. Locus of Control refers to whether one believes that the outcome of an event is decided by one's actions or by chance. (Rotter, 1966). If a person believes an outcome is determined by his or her actions, then this person has Internal Locus of Control, but if a person believes an outcome is based on chance and external factors, then this person is considered having External Locus of Control. Locus of control is a personality construct that explains the degree that individuals feel they have control over the events in their lives. Those with a dominant internal locus of control believe that they can influence consequences in their lives, or their actions affect their life outcomes, whereas those with a dominant external locus of control believe that outcomes are the result of fate or destiny outside of personal control. Internal or external locus of control comes into play when confronting challenges or difficulties in life, and there are degrees to which individuals may approach life. That is, individuals with higher internal LOC will take more responsibility for their lives, strive for achievement, and have a strong self-efficacy. The ability to be happy and contented with life is a central criterion of adaptation and positive mental health (Taylor & Brown, 1988). Locus of control is one of the most important skills that are considered as the main characteristics of individual adaptability indeed. An individual with LOC ability is one who can prioritize his/her emotions and thoughts (Sayyed, M. J. & Ali, Naseri. 2014).

REVIEW OF RELATED LITERATURE

A lot of scholarly work has been carried out to find out the association of psychological factors and psychological well-being with very little done on the aspect of eudaimonic well-being specifically as it relates to locus of control in the special population (visually impaired). Subjective well-being has established a wide net of associated variables indicative of successful functioning, including positive relationships with self-esteem, locus of control, authenticity and effective decision making styles as well as negative associations with worry, anxiety, and depression (Arrindell, Heesink, & Feij, 1999., Ayyash-Abdo & Allamudin, 2007); Cummins, 2002., Engin, 2006., Ho & Kodama, 2005., Neto, 1993., 1995., Paolini, Vanez, & Kelly, 2006). A study investigated the differences between adults with visual impairments and sighted adults with regard to locus of control (LOC) and self-esteem. One hundred and eight adults with visual impairments (blindness or low vision) and fifty-five sighted adults took part in this study. Sighted adults showed a higher score on the self-esteem scale than either the individuals with low vision or with blindness (Papadopoulos, Montgomery & Chronopoulou, 2013). An article examined the social networks of visually impaired and blind adolescents. Their subjective network included happiness, loneliness, and a number of individual characteristics. The study indicated that well-being depended more on subjective network than on individual characteristics (Kef, Hox & Habekoth, 2000). Results from some cross-cultural studies indicate that children with high subjective well-being reported less strain, higher personal control, resorted to higher problem-oriented coping and less emotional oriented coping strategies (Grob et. al., 1999). According to the study, stress is often caused because an individual perceives the situation as beyond his or her coping abilities with ongoing stress having a negative effect on subjective well-being. Another individual who has an internal locus of control sees the situation as within his or her control, thus finds this same situation stimulating, and copes better (Owusu-Ansah, 2008). Also, Diener, (2005) found out that perceived control, intentional activities are very significant drivers of physical and psychological well-being. Ezdiannie (2010) carried out a study to identify the level of psychological well-being of students in higher education; it was found that boys scored higher in psychological well-being than girls. Adeniyi and Onadiji (2016) examined the influence of psycho-demographic variables on the psychological well-being of undergraduates, it was found that sex significantly influenced psychological well-being, which is in

synonym with the findings of Steveson and Wolfers (2009) – that men are happier than women. Their studies also indicated that age did not significantly influence psychological well-being. Stocks, (2012) conducted a cross-cultural study that correlates subjective well-being with the locus of control, the results showed that more individualistic cultures indicated high subjective well-being, relating to a high internal locus of control. Klonowicz (2010) when determining reactivity and locus of control as determinants of subjective well-being, made a similar conclusion that internal control relates to subjective well-being. More so, internal locus of control has been linked with higher self-motivation and social maturity (Nelson & Mathias, 1995), lower incidences of stress and depression (Garber & Seligman, 1990). Schwartz and Austin, (1996) say that the belief of individuals about their sense of controllability over what happens to them in their life is a core element in understanding how they live in the world. People with high application of external locus of control are seen to suffer from higher levels of psychological distress, susceptibility to depression, along with poorer responsiveness to anti-depressants and higher rates of suicide (Mark, 1998). One of the main effects of locus of control on subjective well-being lies in how it affects coping strategies (Brandstadter & Baltes-Gotz, 1990). Waterman et. al., (2003)., Waterman, Schwartz, & Conti, (2008) labeled the subjective expressiveness of and also found eudaimonia to be associated with an array of variables indexing intrinsic motivation, including self-determination, a balance of challenges and skills, and the investment of considerable effort. Kulshretha and Sen, (2006) noted a significant correlation between locus of control and subjective well-being. This is to say that individuals with an external locus of control are significantly less happy than their internal counterparts. It is indicated that internals actively manipulates their environments, thus, acting to take control of events and to change dissatisfactory conditions in contrast to externals who feel powerless to control their successes or failures and thus are unable to remove themselves from dissatisfactory situations.

Sharma (2014) carried out a study to find out the effect of demographic variables on psychological well-being and quality of life and the results indicate that gender did not affect either psychological well-being and quality of life. Furthermore, according to World Health Organisation survey on social determinants of health and well-being among young people (2010), report indicated that gender influenced psychological well-being; in general, boys engage more in externalizing or expressive forms of health behavior such as ‘drinking or fighting’, while girls tend to deal with health issues in a more internalizing way, often manifesting as psychosomatic symptoms or mental health problems. It was further indicated that gender difference varies considerably cross-nationally. Gender difference in psychological and physical symptoms, for example, is stronger in countries with low gender development index score. Studies have shown that education is strongly associated with better physical health (Mearra et. al. 2008., Hummer and Lariscy, 2011) and improved mental health (Sironi, 2012., & Stewart-Brown et. al. 2015). Cutler and Lieras-Muney (2012) indicated that there is a strong positive relationship between education and health, but this does not establish a causal relationship. In a pilot study by Griffin (2014) on the locus of control and psychological well-being, the result of the study indicated that external locus of control is a significant predictor of self-esteem, depression, and stress. Dustin (2014) in his study- ‘Locus of Control and Psychological Well-being’ found out that internal locus of control has a unique association with psychological well-being. Also, Popova (2012) in his study on Locus of Control as a predictor of Health and Subjective well-being found that locus of control has important prognostic implications for health and subjective well-being. Strongest is the influence of control on health while locus of control slightly influences levels of happiness and life satisfaction. Individuals with an internal locus of control have been better in adjusting to daily life problems (Karbalai, Abdollahi, Morntaz & Abu-Talib, 2014). Locus of control was considered to be associated with adolescents’ psychological well-being and mental health (Karbalei, Abdollahi, Abu-Talib, Nor & Ismail, 2013). More so, Richa, Malhotra & Sushma- Suri (2017) found out that internal locus of control is a successful predictor of psychological well-being. Individuals who report internal locus of control are confident in tackling problems and are more likely to report higher levels of happiness. On the other hand, individuals with external LOC are more likely to blame others or

fate/destiny for lack of success and may report lower levels of well-being (in some exceptions, individuals with external LOC report being more 'laid back' which leads to more relaxed and happy lives. Educational, occupational status, income and wealth which are aspects of sociodemographic factors have been found to account for differences in reported levels of eudaimonic well-being (Ryff, 2019). In a study carried out on visually impaired persons by Harshitha, Abirami, and Mythili (2018), it was indicated that visually impaired persons, due to their disability in vision can hold on cognitively (analyze, listen and think deeply) to things, and work in a very effective manner regardless of their living environment and educational background. Well-being is an important construct, both as an outcome and as a factor that helps individuals realize their true potential.

With the literature reviewed above, two hypotheses were put forth-

❖ Locus of Control and demographic variables (age, sex, educational qualification) will significantly jointly predict eudaimonic well-being among visually impaired individuals.

❖ Visually Impaired individuals who report internal locus of control will report high eudaimonic well-being than those who report external locus of control.

MEASURES AND PROCEDURES

Participants

The present study consists of 62 visually impaired persons from the Special Unit of Idia College Benin City and the Special Unit of Ihogbe College, Benin City, Edo State. Their age ranged from 15 to 45 years. Among the total sample of 62, 34 (55%) were female and 28 (45%) were male. The participants were mainly in the educational setting – O Level (41.9%), OND/NCE (40.3%), B.Sc (17.7%). Only participants who were interested in participating were interviewed.

Instruments

This study adopted the use of structured questionnaires for data gathering. The questionnaires consisted of three (3) sections namely section A, B, C.

Section A measured demographic characteristics. The variables include sex, age, and educational qualification.

Section B measured locus of control using locus of control scale by Rotter (1966). The scale is a 29-item questionnaire including the six filler questions designed to disguise the purpose of the test, which were not scored. Each item gave the participants two options from which to choose, one indicating an attitude typical of external locus of control and the other indicating an attitude typical of internal locus of control. Participants were required to choose the option most closely aligned with their preferences, and in which they more strongly believed. One point was given for external answers only, thus, a higher score indicated a more external locus of control. Split-half internal consistency coefficients of the scale ranged from .65 to .79 among high school students and college students. Test-retest reliability coefficients ranged from .60 to .79 among college students (Rotter 1966).

Section C measured eudaimonic well-being using Questionnaire for Eudaimonic Well-being by Waterman, Schwartz, Zamboanga, Williams, Bede, Yeong Kim, and Brent (2010) which consists of 21 items covering the range of elements associated with eudaimonic well-being. The items are responded to on a 5 point Likert-type scale, with possible choices ranging from 0 (strongly disagree) to 4 (strongly agree). Fourteen of the items are written in an affirmative direction with high scores indicative of EWB, and 7 items are written in the negative direction, implying the absence of EWB, and are reverse scored. The Chronbach's alpha coefficient was 0.86

Procedure

We contacted the head of the institutions as well as the Head of the Special Unit and explained the aim of the study, and we were given the approval to carry out the stud. Participants were approached with the help of the head of the department and they participated based on informed consent. Participants were willing to participate and so, we got their full cooperation. Also, participants were offered token at the end of the interview as a way of appreciating their cooperation.

RESULTS

The hypotheses stated were analyzed using ttest for independent groups, and multiple regression analysis. The findings from the data analysis are hereby presented in tables 1.

Hypothesis One

The results in table 1 using the multiple regression analysis shows that only sex of participants contributed significantly to eudaimonic well-being among visually impaired individuals, $R = .451$, $R^2 = 20\%$, $F(3.632) = P < 0.05$

**Appendix
Table 1.**

Variables	R	R ²	Beta	F	t	Sig.	P
Locus of Control	.451	.203	-.219	3.632	-1.834	.072	>.05
Educational Qualification			.263		1.166	.248	>.05
Age							
Sex			.068		.305	.761	>.05
			.305		2.516	.015	<.05

Summary of multiple regression showing the predictive influence of Locus of Control and Socio-demographic variables (Educational Qualification, Age, and Sex) on Eudaimonic Well-being.

Hypothesis Two

Results in the table 2 show that there is no significant difference between visually impaired individuals who report internal locus of control and those who report external locus of control, $t = 1.303$, $df 60$, $P > 0.05$.

Table 2

Dependent Variable	Group	N	Mean	SD	DF	T	Sig.	P
Eudaimonic Well-being	Internal LOC	29	65.6897	5.02922	60	1.303	.197	>.05
	External LOC	33	63.7879	6.28370				

Independent t-test showing the mean difference of those who report internal locus of control and those who report external locus of control

DISCUSSION

This study examined locus of control and socio-demographic variables as predictors of eudaimonic well-being among visually impaired persons; statistical analysis revealed that locus of control did not significantly predict eudaimonic well-being of visually impaired persons, and even among the socio-demographic variables examined only sex of participants was found to be a significant predictor of eudaimonic well-being. This finding supports the findings of Adeniyi and Onadiji (2016) who found that sex significantly influenced psychological well-being and also in consonance with the finding of Ezdianne (2010), his results findings indicated that boys and girls differed significantly in terms of their psychological well-being. However, education was not found to be a significant predictor of eudaimonic well-being; the implication of this, however, is that apart from mere formal education, visually impaired persons find it fulfilling to be considered able. That is, they can work as much as others who do not have sight challenges do. Thus, they should also be empowered in unskilled works too such as crafts; this will also help to incorporate other visually impaired persons who are not high academic achievers. Furthermore, the locus of control did not

significantly predict eudaimonic well-being among visually impaired persons. This is contrary to most findings and could be because we did this study with a special population (visually impaired persons mostly in the educational setting. Some were students, teachers, and some were graduates). Also, their reporting eudaimonic well-being irrespective of their locus of control could be due to purposive engagement. These persons expressed joy in being active, they are happy that they too are doing what others who have a sense of vision are doing. The fact that they could cope as students, as graduates, and as teachers made them feel fulfilled. Moreso, Imhonde, Olubuogu, and Handayani, (2017) in a study on coping among visually impaired persons found that those (visually impaired) who had a better quality of life and social support coped well and better. Coping has a major impact on well-being; this could serve as a reason for eudaimonic well-being among visually impaired persons. Also, the literature reviewed was majorly on well-being as a whole and not specifically eudaimonic well-being.

Hypothesis two stated for this study was not confirmed as results of the analysis done indicated there is no significant difference between visually impaired persons who report internal locus of control and those who report external locus of control. This finding is not in line with the findings of the literature reviewed. Thus, this indicates that being able to participate in activities just like the normal population creates a sense of fulfillment and self-realization in visually impaired persons. Extra discussions took place at the end of the data collection. This allowed us to listen to participants' extra information which they willingly gave. It was gathered that most visually impaired were very willing to contribute significantly to society if given the opportunity, especially the enabling environment and resources. These persons are so determined and mostly do not consider sight loss an encumbrance to achieving their life purpose. However, this didn't mean they want to be overburdened or stressed beyond what their strength can carry, but are excited about realizing their true potentials.

“Most of us are totally blind but that does not mean we cannot do what people who can see do. You see, blind people are very determined. Like me now, I can teach computer and I love doing it. I have friends who are visually impaired that can make soaps, beads, air fresheners, and a lot of other things.....” (excerpt from one of the interviews)

CONCLUSION

Based on the findings of this study the following conclusions were drawn. Locus of control is not a significant determinant of eudaimonic well-being among visually impaired individuals and there is no statistically significant difference between visually impaired persons who report external locus of control and those who report internal locus of control. Also, among the socio-demographic variables considered, only sex significantly predict eudaimonic well-being.

LIMITATIONS

This study investigated the predictive influence of locus of control and socio-demographic variables on the eudaimonic well-being of visually impaired individuals. Despite the scientific means employed in this research, some limitations were still encountered. One potential limitation is the small sample size, and also the sample was drawn from the educational setting.

RECOMMENDATIONS

Based on research findings, it is recommended that opportunity be created for visually impaired persons to develop themselves in areas of interest and also resources for such activities should be provided. Also, there is the need for us to give visually impaired persons the chance and opportunity to do what they know how to do, incorporate them into sectors where they can function effectively as this will create a real sense of purpose and further promote their eudaimonic well-being.

References

- Adeniyi W. O, Onadiji (2016). Influence of Psycho-Demographic Variables on Psychological Well-Being of Undergraduates of Obafemi Awolowo University, Ile-Ife, Osun State. *European Scientific Journal*. Vol. 12, No 13 ISSN (print) 1857 - 7881
- Andrews, F.M. and S.B. Withey 1976, *Social Indicators of Well-Being: America's Perception of Life Quality*, (Plenum Press, New York, NY).
- Aristotle: 1925, *The Nicomachean Ethics* (Oxford University Press, New York, NY) D.
- Arrindell, W.A., Heesink, J., & Feij, J.A. (1999). The Satisfaction with Life Scale (SWLS): Appraisal with 1700 healthy young adults in The Netherlands. *Personality and Individual Differences*, 26, 815–826.
- Ayyash-Abdo, H., & Alamuddin, R. (2007). Predictors of subjective well-being among college youth in Lebanon. *Journal of Social Psychology*, 147, 265–284.
- Bradburn, N.M. 1969, *The Structure of Psychological Well-Being*, (Aldin, Chicago, IL).
- Brandtstadter, J. & Baltes-Gotz, B. (1990). Personal control over development and quality of life perspective in adulthood. In B. Baltes & M.M. Baltes (Eds.), *Successful aging: Perspectives from behavioral sciences*, New York: Cambridge University Press, pp. 197-224
- Brandtstadter, J. & Baltes-Gotz, B. (1990). Personal control over development and quality of life perspective in adulthood. In B. Baltes & M.M. Baltes (Eds.), *Successful aging: Perspectives from behavioral sciences*, New York: Cambridge University Press, pp. 197-224.
- Bryant, F.B. and Veroff, J. (1982). The structure of psychological well-being: A socio-historical analysis, *Journal of Personality and Social Psychology* 43, pp. 653–673.
- Cummins, R., Lau, A., Mellor, D. and Stokes, M. (2009) 'Encouraging Governments to Enhance the Happiness of Their Nation: Step 1: Understand Subjective Well-Being', *Social Researchers Indicator*, 91, pp 23-36.
- Cummins, R.A. (2002). Maintaining life satisfaction: The role of positive cognitive bias. *Journal of Happiness Studies*, 3, 37–69.
- Cutler, D.M. & Lleras-Muney, A. (2012): 'Education and Health: Insights from International Comparisons'. *Journal of Health Economics* 29 (1), 1 – 28.
- Delle Fave, A., Massimini, F., & Bassi, M. (2011b). Hedonism and eudaimonism in positive psychology In A. Delle Fave (Ed.), *Psychological Selection and Optimal Experience Across Cultures: Social Empowerment through Personal Growth* (Vol. 2, pp. 3-18). New York: Springer.
- Diener E., Emmons R.A., Larsen R.J. & Griffin, S. (1985). The satisfaction with life scale, *Journal of Personality Assessment*, 49, pp. 71-75.
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542-575.
- Diener, E. (2006). 'Guidelines for National Indicators of Well-being'; *Applied Research in Quality of Life*, vol. 1 pp 151 – 157.
- Diener, E. (1984). Subjective well-being, *Psychological Bulletin* 95, pp. 542–575.
- Engin, D.M. (2006). The relationships among coping with stress, life satisfaction, decision making styles and decision self-esteem: An investigation with Turkish university students. *Social Behavior and Personality*, 34, 1161–1170.
- Garber, J. & Seligman, M.E.P. (Eds.) (1980). *Human Helplessness: Theory and Applications*, New York, NY: Academic Press.
- Geeta, S. (2014). Effect of Demographic variables on Psychological Well-being and Quality of Life. *International Journal of Social Science and Humanities Research* ISSN 2348-3164 (online) Vol. 2, Issue 3, pp: (290-298).
- Griffin, D. P. (2014): "Locus of Control and Psychological Well-Being: Separating the Measurement of Internal and External Constructs -- A Pilot Study" ECU Libraries Research Award for Undergraduates. 2. <http://encompass.eku.edu/ugra/2014/2014/2> Retrieved 17th June, 2018.
- Grinde, B. (2012). *The Biology of Happiness*. New York: Springer. <http://dx.doi.org/10.1007/978-94-007-4393-9>

- Grob, A. (2000). Perceived control and subjective well-being across nations and across the lifespan. In E. Diener, & E. M. Suh (Eds.), *Culture and Subjective Well-Being*, Massachusetts: MIT Press, 319-339.
- Harshitha, S. Abirami, P. & Mythili, T. (2018). Locus of Control and Psychological Well-being in Visually and Auditorily Challenged Individuals. *International Journal of Advanced Educational Research*. Volume 3; Issue 1; Page No. 01-04
- Hummer, R. A. & Lariscy, J. T. (2011), Educational Attainment and Adult Mortality, in R. G. Rogers & E. M. Crimmins, eds, 'International Handbook of Adult Mortality', Springer Netherlands, pp. 241-261.
- Huppert, F.A., Marks, N., Clark, A., Siegrist, J., Stutzer, A., Vitterso, J. and Wahrendorf, M. (2009) 'Measuring Well-being Across Europe: Description of the ESS Well-being Module and Preliminary Findings', *Social Indicators Research*, No. 91, pp. 301-315.
- Imhonde H. O., Olubuogu, A. U., Lina Handayani, (2017): Personality, Social Support, and Quality of Life as Determinants of coping Behaviour Among Visually Impaired Individuals. *Journal of Education and Learning*. Vol. 11 (1) pp. 1 – 8
- Karbalei, S., Abdollahi, A., Abu, M., Nor, S., & Ismail, Z. (2013). Locus of Control, Problem-Solving Skills Appraisal as Predictors of Waste Prevention Behaviours. *Journal of Applied Psychology* 15 (2), 51 – 58.
- Karbalei, S., Momtaz, V., & Abu Talib, M. (2014). 'Locus of Control, Neuroticism, and Spirituality as Predictors of Waste-Prevention Behaviours'. *Ecopsychology*, 6 (4), 252 – 259. doi:10.10sq/eco.2014.0038
- Kef, S., Hox, J. J., & Habekoth, H. T. (2000). Social networks of visually impaired and blind adolescents, structure and effect on well-being. *Social Networks*. Vol. 22 (1) pp.73-91
- Keyes, C.L.M., Shmotkin, D., & Ryff, C.D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology*, 82, 1007–1022.
- Klonowicz, T. (2001). Discontented people: reactivity and locus of control as determinants of subjective well-being. *European Journal of Personality*, 15, 29-47.
- Kulshresta, U. & Sen, C. (2006). Subjective well-being in relation to emotional intelligence and locus of control among executives, *Journal of the Indian Academy of Applied Psychology*, 32, pp. 93-98.
- Malhotra, R., Suri, S. (2016). 'Locus of Control & Well-being Among College Students. *Indian Journal of Behavioural Science* 2455 – 2599. Vol. 1.
- McMahan, E. A., & Estes, D. (2011). Hedonic versus Eudaimonic Conceptions of Well-Being: Evidence of Differential Associations with Self-Reported Well-Being. *Social Indicators Research*, 103 (1). <http://dx.doi.org/10.1007/s11205-010-9698-0>
- Nelson, E.S. & Mathias, K.E. (1995). The relationships among college students locus of control, learning styles and self-prediction of grades, *Education Research and Perspectives*, 22, pp. 110-117.
- Neto, F. (1993). The Satisfaction with Life Scale: Psychometric properties in an adolescent sample. *Journal of Youth and Adolescence*, 22, 125–134.
- Neto, F. (1995). Predictors of satisfaction with life among second generation migrants. *Social Indicators Research*, 35, 93–116.
- Owusu-Ansah, F. (2008). 'Control of Perceptions and Control Appraisal: Relations to Measures of Subjective Well-being'
- Paolini, L., Yanez, A.P., & Kelly, W.E. (2006). An examination of worry and life satisfaction among college students. *Individual Differences Research*, 4, 331–339.
- Papadopoulos, K., Montgomery, A.J., & Chronopoulou, E. (2013). The impact of visual impairments in self-esteem and locus of control. *Research in Developmental Disabilities*, Vol.34 (12), pp.4565-4570.
- Popova, S. (2012). Locus of Control – Predictor of Health and Subjective Well-being. *European Medical, Health and Pharmaceutical Journal*. Volume 4.

Rotter, J.B. (1966). Generalized expectancies for internal vs. external control of reinforcement. *Psychological Monographs*, 80 (1, Whole No. 609).

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. doi:10.1037110003-066X.55.1.68

Ryan, R.M., & Deci, E.L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52, 141–166.

Ryff, C.D. (1989a). Happiness is everything, or is it? : Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069–1081.

Ryff, C.D. (1989b). Happiness is everything, or is it? Explorations on the meaning of psychological well-being, *Journal of Personality and Social Psychology*, 57.

Ryff, C.D. (2019). Entrepreneurship and eudaimonic well-being: Five venues for new science. *Journal of Business Venturing*. Vol. 34(4), pp. 646-663.

Sayed M. J. & Ali Naseri (2014). 'Comparison of the Locus of control in Ordinary and Blind People'. Available online at www.worldscientificnews.com

Shapiro, D. H., Schwartz, C. E. & Astin, J. A. (1996), 'Controlling ourselves, controlling our world. Psychology's role in understanding positive and negative consequences of seeking and gaining control.', *The American psychologist* 51(12), 1213{1230

Sheldon, K.M. (2002). The self-concordance model of healthy goal striving: When personal goals correctly represent the person. In E.L. Deci, & R.M. Ryan (Eds.), *Handbook of self-determination research* (pp. 65–86).

Sironi, M. (2012), 'Education and Mental Health in Europe', *International Journal of Mental Health* 41(3), 79{105.

Stevenson, B., Wolfers, J. (2008) Economic growth and subjective well-being: Reassessing the easterlin paradox. *Brookings Papers on Economic Activity*, 39(1), 1-102.

Stewart-Brown, S., Samaraweera, P. C., Taggart, F., Kandala, N. B. & Stranges, S. (2015), 'Socioeconomic gradients and mental health: Implications for public health', *British Journal of Psychiatry* 206(6), 461{465.

Stocks A , Kurt A., Lynton N. 2012. Locus of control and subjective well-being – a cross-cultural study

Stocks,A., Kurt A, & Nandani L. (2012). 'Locus of control and subjective well-being – a cross-cultural study'. *Problems and Perspectives in Management*, Volume 10, Issue 1.

Vella-Brodrick, D., Park, N., & Peterson, C. (2009). Three ways to be happy: Pleasure, engagement, and meaning—findings from Australian and US samples. *Social Indicators Research*, 90(2), 165-179. <http://dx.doi.org/10.1007/s11205-008-9251-6>

Waterman, A. S. (2004). Finding someone to be: Studies on the role of intrinsic motivation in identity formation. *Identity: An International Journal of Theory and Research*, 4(3), 209-228.

Waterman, A. S. (2007). Doing well: The relationship of identity status to three conceptions of well-being. *Identity: An International Journal of Theory and Research*, 7(4), 289-307. doi:10.1080/15283480701600769

Waterman, A. S., Schwartz, S. J., Zamboanga, B. L., Ravert, R. D., Williams, M. K., Agocha, V. B., .Donnellan, M. B. (2010). The Questionnaire for Eudaimonic Well-Being: Psychometric properties, demographic comparisons, and evidence of validity. *The Journal of Positive Psychology*, 5(1), 41-61. doi:10.1080/17439760903435208

Waterman, A.S., Schwartz, S.J., & Conti, R. (2008). The implications of two conceptions of happiness (hedonic enjoyment and eudaimonia) for the understanding of intrinsic motivation. *Journal of Happiness Studies*, 9, 41–79.

Waterman, A.S., Schwartz, S.J., Goldbacher, E., Green, H., Miller, C., & Philip, S. (2003). Predicting the subjective experience of intrinsic motivation: The roles of selfdetermination, the balance of challenges and skills, and self-realization values. *Personality and Social Psychology*

Waterman, Alan S., Schwartz, Seth J., Zamboanga, Byron L., Ravert, Russell D., Williams, Michelle K., Bede Agocha, V., Yeong Kim, Su and Brent Donnellan, M.(2010). 'The Questionnaire

for Eudaimonic Well-Being: Psychometric properties, demographic comparisons, and evidence of validity', *The Journal of Positive Psychology*, 5: 1,41 — 61 DOI: 10.1080/17439760903435208

World Health Organisation (WHO) (2010): Social determinants of health and well-being among young people. Health Behaviour in School-Aged Children (HBSC) Study: International Report from the 2010 Survey.