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## Parenting influences and their implications on senior secondary school adolescents' socio-emotional Wellbeing in Port Harcourt City, Rivers State

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#### Abstract

This study examined parenting influences and their implications on senior secondary school adolescents' socio-emotional wellbeing in Port Harcourt City, Rivers State. The study adopted the survey research design. The population for the study was 8,332 public secondary school students in the 58 public secondary schools Port Harcourt City, Rivers State. The non-proportionate stratified random sampling technique was used to select 550 senior secondary school students for the study (275 males and 275 females). The instrument for data collection was a 65-item questionnaire titled 'Family Support and Socio-emotional Wellbeing Questionnaire (FSSWQ)'. The questionnaire was designed on a four-point scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) with scores 4, 3, 2, 1 respectively. Data were collected using the direct contact approach and the questionnaire return rate was 100%. Data obtained for this study were analyzed using mean scores and standard deviations. Some of the findings are that: the male and female senior secondary school students differed in their opinions on how parenting style supports adolescent socio-emotional wellbeing, and parental self-esteem supports adolescent socio-emotional wellbeing. Amongst the recommendations for the study are that parents should be sensitized on the effectiveness of parental educational support to adolescents' socio-emotional wellbeing, and parents should be supported through counselling on ways of developing self-esteem.

**Keywords:** Parenting style, parenting influences, adolescence, socio-emotional wellbeing, senior secondary school, port Harcourt city

#### Introduction

Family is one of the most important social institutions in human society. In the context of human society, a family denotes a specific group of persons who are related either by recognized birth, marriage or other relationship. It is also a group of persons related by or co-residence (that is living together in one household), or some combination of these (Rhodes, 2005) [30]. A primary responsibility of families is to maintain the well-being of its members, and for the good of the general society. Ideally, families would offer predictability, structure, and safety as members mature and participate in the community (Johnson & Staples, 2005) [22]. In most societies, it is within families' children acquire socialization for life outside the family. As a result, the family becomes the basic unit in society traditionally consisting of two parents rearing their children.

The family is a major player in molding children's future. As the first agent of socialization, the single most influential factor in the development of children is the family (McLoyd, 2000) [27]. Among family members parents, of course, play the most critical role. Adolescents whose adjustment to the process of maturation occurs in a healthy manner usually come from families where positive interaction is the norm (Kogan & Brody, 2010) [23]. Conversely, negative behavior in teenagers can often be linked to family dysfunction (McLoyd, 2000) [27]. While the family plays essential roles for the development of children, adolescents have occupied a large part of interests in children development and family studies over the years. Research, has shown that, because adolescence is a stage of critical significance to the adolescent and the family, concerns have been raised about how the family impacts on the development of the adolescent (Barbarin, 2003; Brian & Ide, 2009; Igweson & Babalola, 2016) [4, 7, 21].

For example, Igweson & Babalola (2016) <sup>[21]</sup> indicated that when a maladjusted adolescent leaves the family context and undergoes successful rehabilitation, a return to the home environment often triggers a re-occurrence of behavioral problems. Thus, the importance of therapeutic intervention in the family context in form of family support cannot be over-stressed.

Through an effective family support system, adolescents can achieve optimum wellbeing. Many prevention and treatment approaches that have demonstrated effectiveness in promoting adolescent emotional and social wellbeing are family-centered (Driscoll, Russell & Crockett, 2008) <sup>[13]</sup>. The effectiveness of family-centered approaches suggests the importance of family factors in contributing to and protecting against adolescent behavioral and emotional problems. Family-centered interventions are often implemented as support programs, and family support programs will be the focus of this study. Family support is the extent family circumstances, resources (human and material) and factors individually or collectively influence members' wellbeing. For example, parent-adolescent attachment, parental educational support, parental financial involvement, older family members' involvement, family relations, marital stability and parental self-esteem can influence adolescent wellbeing. Thiny (2008) <sup>[31]</sup> noted that family supports are essential for groups of persons in the home, but identified adolescents as requiring 'concentrated supported' to be successful and useful to themselves, their families and the society at large.

Although adolescence is a time when young people try to manage their lives on their own, they still depend on their families and caring adults for primary support, affection, and decision-making, as well as for help establishing their identities and learning about skills and values. Adolescence is a critical stage of life characterized by rapid biological, emotional, and social development of an individual. It is a period of explorations, when young people become very conscious of their world, and immediate environments. It is also a period of energy for physical, psychological, emotional and social development with the desire to create new social networks. It is during adolescence that every person develops the capabilities required for a productive, healthy, and satisfying life (Allen, Marsh, McFarland, McElhaney, Land & Jodl, 2002) <sup>[3]</sup>. In order to make a healthy transition into adulthood, adolescents need to have access to health education, including education on sexuality; quality health services, including sexual and reproductive (Allen *et al.*, 2002; Barbarin, 2003) <sup>[3, 4]</sup>; a supportive environment both at home and in communities and countries to help them grow and develop adequately the ideal emotional and social wellbeing that are necessary for a sustainable future.

Adolescents are constantly confronted with serious challenges emanating from inadequate or lack of family supports. Globally, the international community increasingly recognizes these vital needs of adolescents. Globally, young people are neglected by their families due to various factors thereby being subjected to serious developmental problems. According the World Health Organization (WHO, 2018) and United Nations Development Programme (UNDP, 2017), around 1 in 6 persons in the world is an adolescent: that is 1.2 billion people aged 10 to 19, and these people are faced with serious developmental problems. Most are healthy, but there is still significant death, illness and diseases among adolescents. Alcohol or tobacco use, lack of physical activity, unprotected sex and/or exposure to violence are some of the challenges that confront these young ones all over the world,

and in Port Harcourt, Rivers State, Nigeria, and can jeopardize not only their current health, but often their health for years to come (Rhodes, 2005) <sup>[30]</sup>. Promoting healthy practices during adolescence, and taking steps to better protect young people from health risks are critical for the prevention of health problems in adulthood, and for countries' future health and social infrastructure.

This research is aimed at assessing the influence parenting have on senior secondary school adolescence in Port Harcourt City, and the implications on their socio-emotional wellbeing.

### Objectives of the study

The general objective of the study is to assess parenting influences and their implications on senior secondary school adolescents' socio-emotional wellbeing in Port Harcourt city, Rivers State.

Specifically, the study:

1. Determined parental educational support influences on secondary school adolescents' socio-emotional wellbeing in port Harcourt city, rivers state;
2. Examined parental financial involvement influences on secondary school adolescents' socio-emotional in port Harcourt city, rivers state;
3. Determined parenting style influences on secondary school adolescents' socio-emotional wellbeing in port Harcourt city, rivers state;
4. Ascertained parental self-esteem influences on secondary school adolescents' socio-emotional wellbeing in port Harcourt city, rivers state.

### Materials and Methods

#### Study Design

The study adopted the survey research design. The survey design implies the collection of data from a defined population to describe opinion, status, benefits, and views of the population (Akuezi and Agu, 2003) <sup>[2]</sup>. It is unique for gathering information not available from other sources.

#### Study Area

The area of the study is Port Harcourt city which is the capital of Rivers State, and one of the largest cities in the Niger Delta region. It is made up of mainly two local government areas namely: Obio/Akpor and Port Harcourt Municipal, as well as outskirts of the city which include Oyigbo, Igbo Eche and some parts of Ikwerre. The area has an estimated population of about 2 million (World Bank Report, 2018). Port Harcourt is a cosmopolitan city. Majority of the inhabitants are settlers from other parts of Nigeria, mainly from the south-eastern parts of the country. Other tribes in the city include large Hausa communities, Yoruba and many others. As a metropolitan city, Port Harcourt is characterized by stiff competition for almost everything, including for socio-economic survival.

#### Population of the Study

The population for the study is comprised of 8,332 public secondary school students in the 58 public secondary schools in Port Harcourt City, Rivers State.

#### Sampling and Sampling procedure

##### Sampling size

The sample size of 550 participants was determined using Krejcie & Morgan (1970) <sup>[24]</sup> table for sample size determination for a given population as presented on Table 1.0.

**Table 1:** Sample determination 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

**Sampling procedure**

The sample for this study was 550 senior secondary school students. In selecting the sample size, first, the simple random sampling technique was used to select twenty (20) secondary schools from the 58 secondary schools in Port Harcourt City, Rivers State. Using the ballot system with each school written on a paper, the first school 20 schools picked participated in the study. Subsequently, the non-proportionate stratified random sampling technique was used to select 550 senior secondary school students for the study (275 males and 275 females). In taking the sample, the students and the schools were stratified into twenty groups/strata. Hence, out of the 20 strata of groups, 275 males and 275 females were randomly selected from the population. These sampling methods were adopted because they are devoid of bias as every school had equal chance of participating in the study.

**Data collection****Instrument for data collection**

The instrument for data collection was a questionnaire designed by the researchers and titled 'Family Support and Socio-emotional Wellbeing Questionnaire (FSSWQ). The questionnaire was designed on a four-point scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) with scores 4, 3, 2, 1 respectively. The questionnaire was

divided into two sections: Section 'A' contained questions on demographic data while Section 'B' contained 65 questions developed from the research questions.

**Administration of the instrument**

The data for this study were collected using the direct contact approach with the help of three research assistants who were instructed on how to administer the instrument. The researchers administered the questionnaire on the students directly; in some cases, the questions were explained to them. In the end, 550 copies distributed were retrieved, giving 100% return on the instrument.

**Data analysis techniques**

Data obtained for this study were analyzed using mean scores. Since the 4-point rating scale was used for the instruments, the decision rule was based on the midpoint for the scale of 2.50. Therefore, only mean scores of 2.50 and above were agreed with, while mean scores below 2.50 were regarded as disagreed with. In testing the hypotheses, where the calculated t-value is less than the critical value, the variable and null hypothesis were accepted. On the other hand, where the calculated t-value is greater than the critical t-value, the null hypothesis was rejected indicating a significant influence/difference of the variables tested.

**Results**

**Parental educational support influences on senior secondary school adolescents' socio-emotional wellbeing in Port Harcourt, Rivers State**

Table 2.0 presents the summary of mean and standard deviation of male and female senior secondary school students on parental educational support influences on senior secondary school adolescents' socio-emotional wellbeing in Rivers State. Based on the total mean scores, the results revealed that the respondents (male and female students)

agreed with the statements on 2-8 because they had total mean scores of  $\geq 2.50$ , while some of the respondents disagreed with statements on 1, 9-13 because they had mean scores lower than  $\bar{X}$  2.50. The results showed that the highest mean score was  $\bar{X}$  3.41 (statement 5) and while the lowest is  $\bar{X}$  2.25 (statement 11). The total mean scores ranged between  $\bar{X}$  2.30 and 3.39, while the standard deviation ranged between 0.766 and 1.124 respectively.

**Table 2:** Mean and Standard Deviation of Male and Female Senior Secondary School Students on parental educational support influences on senior secondary school adolescents' socio-emotional wellbeing

Statements Decision	Male n=275			Female n=275			Decision TM	TSD	
	$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision			
1. Quality communication with teacher and school support adolescent learning	2.40	.974	#	2.35	1.009	#	2.38	.991	#
2. Constant communication with teacher promotes adolescent interest in learning	2.97	.764	*	3.01	.769	*	2.99	.766	*
3. Parent's participant in school functions promote self-esteem	2.95	.948	*	2.93	.918	*	2.94	.932	*
4. Positive attitude towards education promotes academic determination	3.10	.897	*	3.08	.823	*	3.09	.860	*
5. Regular encouragement of adolescent education prevents feelings of inferiority complex	3.24	.805	*	3.20	.828	*	3.22	.816	*
6. Access to quality education helps adolescent development of personal skills	3.13	.807	*	3.19	.817	*	3.16	.812	*
7. Children feel loved when supported with their school work	3.23	.774	*	3.13	.803	*	3.18	.789	*
8. Assisting adolescents with their works give them self confidence	3.16	.863	*	3.17	.827	*	3.17	.845	*
9. Adolescent learn to help others when parent help	3.41	.701	*	3.36	.688	*	3.39	.694	*
10. An adolescent that goes to school learns social interactions skills	2.39	1.034	#	2.37	1.057	#	2.38	1.045	#
11. Quality education improves adolescent's crisis management	2.25	1.056	#	2.35	1.135	#	2.30	1.096	#
12. An adolescent who does not witness education disruptions avoids low self-esteem	2.38	1.092	#	2.54	1.061	#	2.46	1.079	#
13. Regular payment of adolescent's fees improve self-confidence	2.55	1.117	#	2.40	1.127	#	2.47	1.124	#

Key:  $\bar{X}$  =mean; SD=standard deviation; \*=agree; #=disagree; TM=total mean; TSD=total standard deviation  
Decision Rule:  $\geq 2.50$ =agreed;  $< 2.50$ =disagree

**Parental financial involvement influences on senior secondary school adolescents' socio-emotional wellbeing in Port Harcourt, Rivers State**

Table 3.0 shows the mean and standard deviation of male and female senior secondary school students on parental financial involvement influences on senior secondary school adolescents' socio-emotional wellbeing in Rivers State. Based on the total mean scores, the results revealed that the respondents (male and female students) agreed with the statements on 1, 2, 7-10 because they had total mean scores of

$\geq 2.50$ , while the respondents disagreed with statements on 3,4,5 and 6 because they had mean scores lower than  $\bar{X}$  2.50. The results showed that the highest mean score was  $\bar{X}$  3.24 (statement 7) while the lowest is  $\bar{X}$  2.01 (statement 4). The total mean scores ranged between  $\bar{X}$  2.03 and 3.26, while the standard deviation ranged between 0.761 and 1.155 respectively.

**Table 3:** Mean and Standard Deviation on of Male and Female Senior Secondary School Students on parental financial involvement influences adolescent socio-emotional wellbeing

Statements	Male n=275			Female n=275			TM	TSD	Decision
	$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision			
1. Parents use their financial resources to avoid dropout of school	2.50	1.138	*	2.56	1.174	*	2.53	1.155	*
2. Higher parents financial commitment reduces adolescents' behavioral problems	2.59	1.065	*	2.44	1.060	*	2.51	1.064	*
3. Adolescents whose parents provide their needs are less likely to steal	2.16	1.028	#	2.12	.985	#	2.14	1.006	#
4. Adolescents whose needs are met constantly are less likely to engage in sexual relationships	2.04	.988	#	2.01	.896	#	2.03	.942	#
5. Adolescents whose needs are met regularly are less to engage in substance abuse	2.17	.963	#	2.17	.972	#	2.17	.967	#
6. Adolescents whose needs are met regularly are less likely to experience depression	2.39	.1055	#	2.37	1.078	#	2.38	1.066	#
7. Adolescents who have regular access to money are prone to bad food habits	3.24	.745	*	3.28	.778	*	3.26	.761	*
8. Meeting adolescents' need reduces negative peer influence	2.88	.933	*	2.81	.899	*	2.85	.916	*
9. Meeting adolescents' material needs boost their enthusiasm to study	2.65	1.044	*	2.74	1.013	*	2.69	1.029	*
10. Parents financial involvement provides quality health for adolescents	2.95	.834	*	2.94	.844	*	2.95	.838	*

Key:  $\bar{X}$  =mean; SD=standard deviation; \*=agree; #=disagree; TM=total mean; TSD=total standard deviation Decision Rule:  $\geq 2.50$ =agreed;  $< 2.50$ =disagree.

**Parenting style influences on senior secondary school adolescents' socio-emotional wellbeing in Port Harcourt, Rivers State**

Table 4.0 above shows the summary of mean and standard deviation of male and female senior secondary school students on parenting style influences on senior secondary school adolescents' socio-emotional wellbeing in Rivers State. The table shows that the respondents (male and female students) agreed with the statements on 2-6, and 9-11 because they had total mean scores of  $\geq 2.50$ , while the respondents

disagreed with statements on 1, 7, 8 and 12 because they had mean scores lower than  $\bar{X}$  2.50 which was the cut-off mark. The results showed that the highest mean score was  $\bar{X}$  3.17 (statement 9) while the lowest is  $\bar{X}$  1.96 (statement 7). The total mean scores ranged between  $\bar{X}$  2.01 and 3.11, while the standard deviation ranged between .887 and 1.125

**Table 4:** Mean and Standard Deviation on of Male and Female Senior Secondary School Students on parenting style influences on senior secondary school adolescents' socio-emotional wellbeing in Rivers State

Statements	Male n=275			Female n=275			TM	TSD	Decision
	$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision			
1. Warm relationship promotes adolescents self-confidence	2.38	1.023	#	2.17	.972	#	2.27	1.002	#
2. Adolescents are more likely to develop honesty if their parents trust them	2.65	.990	*	2.63	.993	*	2.64	.991	*
3. Respecting adolescents views encourages them to be socially independent	2.84	1.015	*	2.76	.990	*	2.80	1.003	*



4. A parent who gets involved in what the adolescents does prevents deviancy	3.11	.902	*	3.09	.873	*	3.10	.887	*
5. Being democratic helps adolescents express themselves freely	2.59	1.121	*	2.44	1.127	*	2.51	1.125	*
6. A girl who is close to the mother avoids negative peer influence	2.51	.998	*	2.52	1.061	*	2.52	1.029	*
7. Encouraging adolescents help them not give up	2.06	.934	#	1.96	.883	#	2.01	.909	#
8. Not being too autocratic helps adolescents to be bold in public	2.20	.989	#	2.23	.942	#	2.22	.965	#
9. Engaging in free parent-child interactions promotes self-confidence	3.17	.913	*	3.06	.878	*	3.11	.896	*
10. Boys avoid negative peers influence if they are close to parents	2.57	1.056	*	2.51	1.163	*	2.54	1.110	*
11. Allowing adolescents to socialize with peers enables them build social bond	3.07	.856	*	3.13	.816	*	3.10	.836	*
12. Monitoring adolescents' interaction reduces risky behaviors	2.35	1.035	#	2.33	1.006		2.34	1.020	#

Key:  $\bar{X}$  =mean; SD=standard deviation; \*=agree; #=disagree; TM=total mean; TSD=total standard deviation  
 Decision Rule:  $\geq 2.50$ =agreed;  $< 2.50$ =disagree

**Parental self-esteem influences on senior secondary school adolescents' socio-emotional wellbeing in Rivers State**

Table 5.0 presents mean and standard deviation of male and female senior secondary school students on parental self-esteem influences adolescent socio-emotional wellbeing in Rivers State. Based on the total mean scores, the results revealed that the respondents (male and female students) agreed with the statements on 1-4 and 6-8 because they had total mean scores of  $\geq 2.50$ , while the respondents disagreed

with statement on 5 only because they had mean scores lower than  $\bar{X}$  2.50. The results showed that the highest mean score was  $\bar{X}$  3.25 (statement 1) while the lowest is  $\bar{X}$  2.46 (statement 5). The total mean scores ranged between  $\bar{X}$  2.46 and  $\bar{X}$  3.21, while the standard deviation ranged between .551 and .921 respectively.

**Table 5:** Mean and Standard Deviation on of Male and Female Senior Secondary School Students on parental self-esteem influences on senior secondary school adolescents' socio-emotional wellbeing in Rivers State

Statements	Male n=275			Female n=275			TM	TSD	Decision
	$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision			
1. Parents who do away with the past encourage adolescents to avoid distractions	3.25	.774	*	3.16	.855	*	3.21	.816	*
2. Parents who remain resilient encourage adolescents to work hard	3.03	.799	*	3.11	.799	*	3.07	.799	*
3. Parents who appreciate their little efforts encourage adolescents to believe in themselves	2.87	.917	*	2.96	.925	*	2.92	.921	*
4. Ability to leave the home without makeup encourages adolescents to have self-confidence	3.17	.544	*	3.08	.604	*	3.12	.576	*
5. Ability to take constructive criticism encourages adolescents to develop positive interactions	2.47	.784	#	2.46	.768	#	2.46	.775	#
6. Being bold to contribute opinions in conversation criticism gives adolescents boldness in any environment	3.02	.569	*	3.01	.533	*	3.02	.551	*
7. Being bold to confront any situation encourages									

adolescents' social interactions	3.03	.691	*	3.04	.627	*	3.03	.659	*
8. A parent who does not break down in the midst of disagreement supports the adolescents' ego development	3.11	.582	*	3.15	.559	*	3.13	.570	*

Key:  $\bar{X}$  =mean; SD=standard deviation; \*=agree; #=disagree; TM=total mean; TSD=total standard deviation  
Decision Rule:  $\geq 2.50$ =agreed;  $< 2.50$ =disagree

## Discussions

### Parental educational support influences on adolescent socio-emotional wellbeing

The research question on parental educational support influences on adolescent socio-emotional wellbeing, the findings revealed that the respondents (male and female students) agreed with the following statements (2-8) because they had total mean scores  $\geq 2.50$  based on the total mean scores: constant communication with teacher promotes adolescent interest in learning ( $\bar{X}$  2.99); parent's participant in school functions promotes self-esteem ( $\bar{X}$  2.94); positive attitude towards education promotes academic determination ( $\bar{X}$  3.09); regular encouragement of adolescent education prevents feelings of inferiority complex ( $\bar{X}$  3.22); access to quality education helps adolescent development of personal skills ( $\bar{X}$  3.16); children feel loved when supported with their school work ( $\bar{X}$  3.18); assisting adolescents with their works give them self-confidence ( $\bar{X}$  3.17), and that adolescents learn to help others when parent help ( $\bar{X}$  3.39). These findings are supported by the reports of Fatlore (2009) and Hamilton and Raymond (2010) [16] which noted that parents play significant roles in helping adolescents and other children develop appropriate wellbeing such as the ability to interact normally and ability to build an ideal 'self'. Adolescent social well-being is reflected in exhibition of good relationships, social stability and peace. Adolescents who are in solitary confinement for a long time get damaged psychologically which can include hallucinations, panic attacks, overt paranoia, diminished impulse control, hypersensitivity to external stimuli (Hankin, 2008) [17], difficulties with thinking, concentration and memory (Cheng & Chan, 2004) [8]. The results further revealed that the respondents disagreed with statements 1, 9-13 because they had mean scores below the cut-off mark of 2.50. The statements are: quality communication with teacher and school supports adolescent learning ( $\bar{X}$  2.38); an adolescent that goes to school learns social interactions skills ( $\bar{X}$  2.38); quality education improves adolescent's crisis management ( $\bar{X}$  2.30); an adolescent who does not witness education disruptions avoids low self-esteem ( $\bar{X}$  2.46); and regular payment of adolescent's fees improves self-confidence ( $\bar{X}$  2.47). These findings portray some levels of ignorance on the side of the respondents; it is arguable that the respondents may understand the questions, or the responses were influenced by personal experiences. However, the findings are in assonance with the reports of Lynch et al. (2007) [26] that the school provides the best atmosphere for social interactions and development. They went further to opine that supporting

a child to go to school will help the child grow into an ideal social individual.

### Parental financial involvement influences on adolescent socio-emotional wellbeing

The findings from the research question on parental financial involvement influences on adolescent socio-emotional wellbeing revealed that the respondents (male and female students) agreed with statements on 1, 2, 7-10 because they had total mean scores of  $\geq 2.50$ . The results are that: parents use their financial resources to avoid dropout of school ( $\bar{X}$  2.53); higher parents financial commitment reduces adolescents' behavioral problems ( $\bar{X}$  2.51); adolescents who have regular access to money are prone to bad food habits ( $\bar{X}$  3.26); meeting adolescents' need reduces negative peer influence ( $\bar{X}$  2.85); meeting adolescents' material needs boost their enthusiasm to study ( $\bar{X}$  2.69); parents' financial involvement provides quality health for adolescents ( $\bar{X}$  2.95).

The findings are in tandem with the reports of Adher and Snibber (2003) [1] which identified association between socioeconomic support and behavior problems in children which has been long established and well accepted; they noted that children who receive adequate financial supports exhibit higher levels of positive behaviours and well as emotional stability. Socioeconomic status in children is typically measured using data on family income, parental occupation, parental education, or a combination of these factors. Although assessments of subjective socioeconomic support share a robust relation to child behavioral symptoms, they also vary over time and context, are influenced by emotional styles and personality traits, or sense of personal control, and depend on how the individual evaluates social position (e.g., based on education, income, housing, or meeting one's potential) (Heijmans & Mill, 2012) [18]. As part of agreement with findings of this study, researchers have now begun to explore the hypothesis that relative deprivation, measured in terms of individual income (or a proxy for it) relative to one's reference group, may relate more closely to child behavioral symptoms than absolute difference in income (Elgar, 2013) [14]. Despite the sensitivity of relative deprivation to both socioeconomic status and the distribution of affluence in the reference group, currently no consensus exists about the appropriate formulation of relative deprivation and reference group characteristics.

Also, the respondents disagreed with statements on 3, 4, 5 and 6 because they had mean scores lower than  $\bar{X}$  2.50. The results are that adolescents whose parents provide their needs are less likely to steal ( $\bar{X}$  2.14); adolescents whose needs are met constantly are less likely to engage in sexual relationships

( $\bar{X}$  2.03); adolescents whose needs are met regularly are less likely to engage in substance abuse ( $\bar{X}$  2.17); adolescents whose needs are met regularly are less likely to experience depression ( $\bar{X}$  2.38). Behavioral problems in adolescents which are the results of poor social orientations or influences, are usually categorized into internalizing and externalizing problems. Bornovalova (2010) [6] opined that externalizing behavioral problems manifest outwardly as aggression, impulsivity, coercion, and noncompliance. Internalizing behavior problems are described as inward occurrences, displaying as an inhibited style described as withdrawn, lonely, depressed, and anxious. In addition, Dishion (2008) [12] noted that externalizing and internalizing problems underlie various health and social problems that are more likely to initiate clinical intervention.

### Parenting style influences on adolescent socio-emotional wellbeing

From the research question on how parenting style influences adolescent socio-emotional wellbeing in Rivers State. The table shows that the respondents (male and female students) agreed with the statements on 2-6, and 9-11 because they had total mean scores of  $\geq 2.50$ ; these include: adolescents are more likely to develop honesty if their parents trust them ( $\bar{X}$  2.64); respecting adolescents views encourages them to be socially independent ( $\bar{X}$  2.80); a parent who gets involved in what the adolescents does prevents deviancy ( $\bar{X}$  3.10); being democratic helps adolescents express themselves freely ( $\bar{X}$  2.51); a girl who is close to the mother avoids negative peer influence ( $\bar{X}$  2.52); engaging in free parent-child interactions promotes self-confidence ( $\bar{X}$  3.11); boys avoid negative peers influence if they are close to parents ( $\bar{X}$  2.54); allowing adolescents to socialize with peers enables them build social bond ( $\bar{X}$  3.10).

These results are in tandem with the reports of earlier researchers which stated that a supportive parenting style is significant for adolescents' socio-emotional and psychological wellbeing. These are the different types of ways or styles with which parents raise their children, most parenting styles are a made up of a mix of the parent's expectations, performance demands, attentiveness to rules, and level of warmth. Socio-emotional functioning relates to both one's social skills, or ability to competently meet the demands of one's social environment, and psychological well-being, which includes feelings of self-worth, mastery, and purpose. A specific style of parenting can make or mar an adolescent's development (Barbarin, 2003) [4].

The respondents disagreed with statements on 1, 7, 8 and 12 because they had mean scores lower than  $\bar{X}$  2.50 which was the cut-off mark. The statements include – warm relationship promotes adolescents self-confidence ( $\bar{X}$  2.27); encouraging adolescents help them not give up ( $\bar{X}$  2.01); not being too autocratic helps adolescents to be bold in public ( $\bar{X}$  2.22); monitoring adolescents' interaction reduces risky behaviors ( $\bar{X}$  2.34). The results could be propelled by the students' personal experiences and opinions. Nicolas (2008) [28] had

noted that adolescents who do not like their parent's style of parenting tend to disagree with even with the positive implications of such styles. However, Zimmerman's (2005) [34] report differs from these results. He noted that positive parenting practice was responsible for positive child development into adulthood.

There are associations between involved-vigilant parenting and positive outcomes such as higher academic achievement and psychological well-being among youth. In addition, researchers have found associations between relationships with natural mentors (i.e., supportive non-parental adults from youths' pre-existing social networks such as extended family, neighbors, or coaches) and more positive psychosocial outcomes among these youth (Zimmerman, 2005; Hurd, 2012) [20, 34]. Parental inductive reasoning refers to the practice of providing explanations about the purpose of parents' rules, routines, and punishments and the encouragement of self-reflection among their children (Le, 2008). Adolescents who are provided the opportunity to discuss their parents' viewpoints may be more likely to understand and internalize the norms and values of their parents, as well as use reason when faced with novel social situations.

### Parental self-esteem influences adolescent socio-emotional wellbeing

The research question on how parental self-esteem supports adolescent socio-emotional wellbeing in Rivers State, the results revealed that the respondents (male and female students) agreed with the statements on 1-4 and 6-8 because they had total mean scores of  $\geq 2.50$ , these include: parents who do away with the past encourage adolescents to avoid distractions ( $\bar{X}$  3.21); parents who remain resilient encourage adolescents to work hard ( $\bar{X}$  3.07); parents who appreciate their little efforts encourage adolescents to believe in themselves ( $\bar{X}$  2.92); ability to leave the home without makeup encourages adolescents to have self-confidence ( $\bar{X}$  3.12); being bold to contribute opinions in conversation criticism gives adolescents boldness in any environment ( $\bar{X}$  3.02); being bold to confront any situation encourages adolescents' social interactions ( $\bar{X}$  3.03); a parent who does not break down in the midst of disagreement supports the adolescents' ego development ( $\bar{X}$  3.13). However, the respondents disagreed with statement on 5 only because they had mean scores lower than  $\bar{X}$  2.50 which is: ability to take constructive criticism encourages adolescents to develop positive interactions ( $\bar{X}$  2.46).

These findings are supported by earlier studies by Cohen and Wills (2005) [9] and Decker (2007) [10]. These researchers noted that the personality of a parent – the way a parent carries him/herself, reacts to shocks, manages difficult situations, and personal perception about self – is reflected in how the child/children develop afterwards. Some parents are unable to manage difficult situations such economic pressure and emotional disruptions; children who witness a parent's inability to address little challenges may develop low self-esteem. Dingfelder, Jaffee and Mandell (2010) [11] averred that young adolescents mirror themselves in their parents; they take after them and believe in them. However, in the event of poor management of personal challenges, despair may creep into the development of the adolescent. The implication of



this is adolescents who may shiver or dependent on others for little things. Parents who are able face difficult circumstances and do not fret in the crowd develops the children's ability to stand in the crowd.

### Conclusion and Recommendation

This study has revealed that the absence of family support creates dangerous social and emotional problems for the adolescents. Worse still, many parents within the social terrain may lack the skills in managing their adolescents' emotional and social wellbeing. The study revealed that family supports promote the social and emotional development of adolescents. findings also showed that many of the adolescents disagreed with some of the notions raised in this study as family supports for their socio-emotional wellbeing. This study also showed that it is possible many of the adolescents did not experience or benefit from adequate family supports. This study also observed the possibility of many parents/families not playing adequate roles to promote adolescents' socio-emotional wellbeing.

Parents should be sensitized on the effectiveness of parental educational support to adolescents' socio-emotional wellbeing. Supportive parenting style that includes involvement of children and democratic styles of parenting should be encouraged at homes in order to enable adolescents express themselves; and for parents to know when they need help.

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