

Mediating Role of Parent-child Relationship on Psychosocial Adjustment among In-school Adolescents in Anambra State

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Abstract

The study investigated the mediating role of parent-child relationship on Psychosocial Adjustment among in-school adolescents in Anambra State. The purpose of the study was to find out the mediating role of parent-child relationship on in-school adolescents' psychosocial adjustments. Four research questions and four null hypotheses guided the study. Correlational Survey research design was adopted for the study. The population of the study comprised 19,478 senior secondary two (SS11) students in 268 secondary schools in the six education zones in Anambra State for the 2021/2022 academic session. The sample size of the study comprises 3,250 SS11 students sampled from the 19,478 SSII students in the 268 secondary schools in Anambra State. The sample was obtained using multi-stage sampling procedure. Two questionnaires titled "Parent-child relationship questionnaire (PCRQ) and Psychosocial adjustment questionnaire (PSOAQ) were used for data collection. The instruments were validated by three experts; two from the Department of Educational Foundations and the other in the Department of Guidance and Counseling, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instruments was established using Crombach's alpha method and the alpha coefficients indices of 0.81 and 0.78 respectively for PCRQ and PSOAQ. Data collected were analyzed using Linear-regression analysis. The findings showed that parent-child relationship plays a significant role on in-school adolescents' psychosocial adjustment. It was recommended among others that School Counselors should organize an intervention program on psychosocial dysfunction targeting in-school adolescents, their parents and community stakeholders with a special emphasis on the school setting and psychosocial adjustment of the students.

Keywords: Parent-child Relationship, Psychosocial adjustment, In-school Adolescents

Introduction:

In Nigeria, serious concern has been expressed by parents, teachers, school administrators, adolescents and the entire society on the psychosocial adjustment of the in-school adolescents. It is observable that the psychosocial

adjustments have been a reoccurring problem and has been discussed in many conferences, seminars, symposium and media. It is believed that in-school adolescents who are affected by psychosocial issues indulge in crimes like sexual harassment, bullying, cultism, examination malpractice, violence, misuse of drugs and alcohol addiction.

Research evidence suggests that a lot of factors have been attributed to psychosocial adjustment of in-school adolescents which include drug abuse, delinquents, immoral attitude, truants, aggressive and rebellion. Thus, in recent years, researchers' attention has turned to investigating the relationship between psychosocial adjustment of adolescent students and other variables like self-concept, peer group, family and cultural environment. However, literature available to the researcher shows no evidence that there has been such study on finding out if parent-child relationships have any impact on in-school adolescents' psychosocial adjustment.

According to Bowlby in Mcleod, (2009) Parent-child relationship refers to the unique and enduring bond between a caregiver and his or her child. It is an interaction that exists between the parents and the child which henceforth affects the child's emotional, moral, intelligence, self-concept, socialization, learning and psychosocial adjustment which could be either positively or negatively. The parent-child relationship consists of a combination of behaviours, feelings, and expectations that are unique to a particular parent and a particular child. Vigil (2000) described parent-child relationship as a caregiver interactive and communicative behaviour with the child. According to Vigil, these interactions vary with age of the child and are associated with positive infant responses. To Mcnergnery (2001), parent-child relationship is a process whereby fathers, mothers or guidance participates fully in assisting the child to learn and pursue their academic studies with success. According to Mcnergnery, parents' activities such as rewarding learning related behaviours, verbal encouragement and praise, provision of educational materials and assisting in-school adolescents to study at home can support the students educational endeavour and provide students with the ability to properly adjust psychosocially to various environment as well, motivate them to learn. In addition, Stephen and Ceci (2001) posited that parent-child relationship is the forces that lead to better academic achievement.

Further, a good parent-child relationship is one of the most important relationships in one's life. Parent-child relationship denotes the relationship between the child and the parents. The parents connote the centre of moral, emotional and social value of a child. No parents would tolerate immoral behaviour of its child, since it brings slur to the name and prestige of the parents (Prמוד, Rashmi and Raman, 2018). A peaceful, calm, discipline environment of the in-school adolescents may help or contribute to their proper development of emotions and social adjustment which could in-turn help the in-school adolescent in adjusting to different situations in life. Thus, the quality of the parent-child relationship is crucial and seemly may affect the success with which the in-school adolescent negotiates the major task of adolescence with the parents. It may also affect the extent to which the in-school adolescent becomes involved in the psychosocial adjustment behaviour that is generally associated with this stage of life and his ability to establish meaningful close relationship that is likely to last with family and peers. That is to say, parent-child relationship is important in shaping and molding the character and personality of a child. Good character molded in a child could result in commendable psychosocial adjustment of an in-school adolescent.

It is obvious that parents play the key role in the development of identity, a positive self-esteem, self-image, life satisfaction, social competence and other skills needed to deal with psychosocial and behavioural problems. Bowlby (1991), in Attachment theory states that the quality of parent-child relationship plays a vital role in psycho-emotional development of an individual. Since all infants interact with others, every human being develops attachment bonds even children who have been abused by parents or caregiver, generate a kind of attachment. Bakermans-Kraneburge, Van Ijzendoorn, and Juffer, (2003), posited that majority of children who are loved and cared for from birth, developed healthy and reciprocally nurturing relationship with caregivers, grow up to be happy and well adjusted. At the same time, children who grow up in neglectful or abusive

relationship with parents, who are overly intrusive and controlling, are at high risk for variety of diverse health and behavioural outcome (Barber, 2002). Bowlby (2008) ascertain that security attached children develop basic trust in their caregivers and seek the caregiver comfort and love when alarmed because they expect to receive protection and emotional support. Bowlby opined that, Children who trust their caregivers respond to their needs in a sensitive and timely manner are able to explore and learn freely because they can return to their “safe base” if they encounter unfamiliar things and events. The Institute of Medicine and National Research Council (2015) posited that, the serve and return interaction between caregiver and children, which continues throughout childhood is fundamental for growth-promoting relationships.

According to this research study, a consistent give and take with responsive caregivers provides the child with tailored experiences that are enriching and stimulating, forms an emotional connection between the caregiver and the child, build on the child interest and capacities, helps the child to develop a sense of self and stimulates the child’s intellectual, social, physical, psychosocial and behavioural growth.

In addition, Cambra, Fitzgerald, Bradley and Roggman, (2014) posited that communication exchange is very crucial in the development of every human being. According to Cambra et al, communication exchange between parents and children are considered fundamental for building healthy relationship between parents and parents as well between parents. Beginning in early childhood and continuing as children get older, positive oriented child may be facilitated through parents’ clear communication of expectations, encouragement, modeling of desired behaviour and positive reinforcement for positive behaviour (American Academy of Pediatrics, 2006).

In other words, to obtain a good parent-child relationship in adolescence, the following were recommended by the researcher; (a) parents should understand their child’s behaviour and

obtain basic information about the developmental changes of adolescence. (b) for parents to adapt to their child changing needs, parents should have the basic information about effective parenting during the adolescent years for example, research has determined that although authoritative parenting styles are effective both in childhood and in adolescence, there is an added dimension of psychological autonomy granting that is crucial in adolescence that is, the extent to which parents permit adolescents to develop their own opinions and beliefs. The opposite of psychological autonomy granting namely, psychological control can become intrusive or over protected (Sternberg, 2001). In addition, Baumrind, (1991) posited that for parents to understand how their adolescent children are changing, it is very important that they understand how they and their family are changing. However, a parent-child relationship has different components within itself and these components are; parental attachment, support, encouragement, monitoring, communication, involvement and investment. To understand the context of this study on parent-child relationship, it is important the researchers have it in mind that it is not on the basis of single parent household which would give varied information from the concept. According Strohschein and Mathew, (2015) an adolescents who receive parental support and encouragement are less likely to rebel against their parents. Where this type of relationship exists between the parent and the child, it creates an attachment bond that allows children to feel loved and cared for by their parents. The bond motivates the children and enables them to avoid any action they feel or know would disappoint their parents.

In this vein, Meadows (2007), opined that parental support protected adolescents against the likelihood of involvement in delinquent behaviours and experiencing depressive symptoms. In so doing, adolescents who feel cared for likely internalize parental values. As Baumrind (1967) put it, parental warmth and support provide the foundational bedrock for adolescents’ compliance with expectations because emotional attachment facilitates parents’ socialization attempts.

Conversely, low emotional attachment likely increases the odds of adolescents' non-compliance with parental views and expectations. Some studies for example Wright and Cullen (2001), distinguished parents' supportive behaviours and their expectations on support but to Benson, Buchler and Gerard (2008), both instrumental and expression indicator of support likely lead to adolescents feeling loved, which likely promotes emotional stability and encourages compliances.

A part from parental support, there is also parental control which refers to behavioural constraint (Buhi and Goodson, 2007). Parental control often manifest as supervising and monitoring of adolescents' behaviour in the context of clearly conveyed roles. Buhi and Goodson (2007), emphasized that parental control works by affecting whether interactions with negative peers influences likely occur and by limiting unsupervised time outside home or time spent in home alone. Compared with providing support, Smetana and Daddis (2002) posited that controlling behaviour is more complicated because effects are not consistently positive and adolescents often oppose control attempts leading to conflict, which may exacerbate the behaviour that parents are trying to manage. For example, parents' attempts to control adolescents' involvement in risky activities can lead to decreases in control. Meanwhile, adolescents' early association with delinquent peers can lead to increase conflict with parents. Therefore, rather than controlling adolescents' behaviour, parents may withdraw to decrease conflict, which amplifies the effect of adolescents' initial involvement with delinquent peers.

Sharing the same view, Ganic and Patterson (2006), opined that poor parenting in early adolescence predicted behaviours such as delinquency and substance use, and that poor parenting also mediate the impact of earlier involvement with peers on subsequent problem behaviours. While withdrawing from conflict may provide parents with relief from stress and abandoning, attempts to control adolescents' behaviour may lead to further problem. Again,

Strohschein and Mathew (2015), explained that, for in-school adolescent to refrain from taking part in deviant activities all together, their parents would have to be physically present. Hirschi (2002) sees physical surveillance as one of the key points to lessen the likelihood of delinquency among children. Although the word surveillance sounds borderline invasive, there are good intensions behind it. For example, Hirshi claims that when children want to engage in delinquency, it requires them to do so in a short amount of time. However, delinquency is not carried out in long term rather in a quick action. Since that is the case the opportunity to missed to partake in delinquency, chances are that the individual may commit to carry the action out in another time because once the opportunity is gone, it's gone. Based on this, Hershi suggested that if parents monitor their children regularly which include knowing of their children 'where-about' and who they are with, that would leave less room for adolescents to engage in delinquency behaviour.

Equally, Barnes, Hoffman, Welte, Farrell and Dintheff, (2006), posited that poor monitoring for example is associated with adolescents' involvement in delinquency activities including use of alcohol and illicit substances. Likewise, Buhi and Goodson (2007) asserted that poor monitoring is associated with adolescents' earlier sexual debut. In other words, among sexually experienced adolescents, poor monitoring is associated with greater sexual risk taking, less effective contraceptive use and inconsistent safe sex practices (Ikramullah, Manlove, Cui and Moore 2009; Landsford, Pettit, Bates and Dodges 2010). This is why Greene et al (2000) stated in both their cross-sectional and longitudinal study that parents' lack of adequate monitoring is correlated with and predicts adolescents' poorer well-being and greater likelihood of engaging in a range of risky behavioural typically reflecting sensation seeking.

Similarly, Parcel, Dufur and Zito (2010), posited that inadequate parental monitoring is also associated with poor academic outcomes and school behavioural problem for adolescents. Thus,

parent need to monitor peer involvement and track where and what adolescents are doing because these activities effectively can curtail the likelihood of adolescents' involvement in self-destructive and anti-social behavior. Nevertheless, parenting should be balance in a way that makes the child feel as though their parents are fair. Note that, if monitoring is overdone, the child will see it as an attack on them rather than as an act of care.

Finally, romantic attachment is likely a major component of parents' life history strategies (Del Giudice, 2009). Del Giudice, posited that, as romantic attachment style influences couples' stability, fidelity and long-term commitment, all conducive to parental investment, affectionate and parent-child relations. In harsh and unpredictable environmental conditions, parenting becomes harsh; parents tend to be less involved, less affectionate and more prone to neglect their children. Compared with parental care, however, maternal care is somewhat more resistant to the undermining effects on harsh environment.

Consequently, Jenifer, Wainright, Stephen, Russel and Patterson (2004) in a study concluded that regardless of family type, adolescent whose parents described closer relationship with them reported better school adjustment. At the same time, Ong Ai Choo (2013) on a study on parent's child-rearing behaviour and relationship to adolescents' psychosocial adjustment revealed that adolescent perceived parents parenting behaviours and relationship were significantly linked to all measures of their psychosocial adjustment.

Psychosocial adjustment is defined as the relative degree of harmony between an individual's needs and the requirements of the environment (Madariaga, 2014). Gate and Jeisild in Mangal, (2008) described Psychosocial adjustment of in-school adolescents as a continual process in which the students vary their behaviour to provide a more harmonious relationship with the school environment. It is a process of bringing individuals behaviour in conformity with the norms of the school setting (Agbakwuru and Agbakwuru, 2012). According to Agbakwuru and Agbakwuru, in-

school adolescents' psychosocial adjustment can as well be described as comprising academic, social and emotional adjustment which can be taken to mean the process adopted by students in maintaining a balance between their academics, social and emotional needs and the school environment. In-school adolescent psychosocial adjustment could be the ability to cope, to manage the emotions and behave in socially appropriate and responsible way to meet up family and school challenges and responsibilities (Richard in Adeyemo, 2005). Cramer, 2002; Renk, (2008) stated that psychosocial adjustment begins in the family with the parents. This may be influenced by the parents' subculture, their social and economic status, their occupation, level of education, their child-rearing practices, their religion, their aspirations for the child, their energy, their motivation, the number of children and their birth order in the living home; thus, in-school adolescents' relationship with parents may otherwise play a great role in the psychosocial adjustment which could be positively or negatively affected.

According to Rhoda (2020), in-school adolescents' psychosocial adjustment can be influenced by different factors such as peer pressure, school environment and relationship with parents in the family. Rhoda on a study suggested that peer pressure could be associated with adolescents' risk taking (like drug abuse, delinquency, immoral attitude, sexual behaviours and so forth). This is because it could be observed that behaviours are easily inculcated in the company of peers within the school environment and these behaviours could turn to be positive or negative. It could be positive when the in-school adolescents are pressured towards positive psychosocial adjustment then the interaction of various characteristics of the school can create a support that enables the adolescents not only to learn but also to be well psychologically adjusted. Hence, a negative school environment may interfere with learning and as well affect the psychosocial adjustment of these in-school adolescents.

In-school adolescents however, are teenagers between the age bracket 11-18years, those who are still in the secondary school environment and are under the help, guidance and control of a teacher for exploration of new skills and ideas. According to Arneeth, (2015), in-school adolescents are adolescents who are in the transition of physical and psychological human development that generally occur during the puberty to adulthood that are in the school environment. Wentzel, Battle, Russel and Looney (2010) asserted that in a school setting, students tend to act in a manner that describes unruly behaviour which if unattended to, could transcend into permanent nature of the student. However, these in-school adolescents perceive the school environment as a social environment where they can evolve various social interactions and behaviours irrespective of their parents' and teachers' advice which can otherwise endanger their psychosocial adjustment.

Consequently, the ways in-school adolescents psychosocially adjusted in the early adolescence stage can be dangerous in the quality of life the individual in-school adolescent lives. Such adjustment may lead in-school adolescent to life of violence, bullying, cultism, teenage pregnancies, examination malpractice, misuse of drugs and alcohol both in and outside school environment which may eventually affect their psychosocial adjustment. This psychosocial adjustment may equally have negative effect on the family and the entire nation in the long run. Unfortunately, it appears little attention has been paid on the role of parent-child relationship on psychosocial adjustment of the in-school adolescents in Nigeria especially in Anambra State. Hence, there is a need to determine if parent-child relationships have a significant role on psychosocial adjustment among in-school adolescents in Anambra State. Therefore, the focus of this study is on the mediating role of parent-child on psychosocial adjustment of in-school adolescents in Anambra State. The researcher however, intend to find out specifically if ;

1. Parental monitoring have a significant role

on psychosocial adjustment of in-school adolescents

2. Parental involvement have a significant role on psychosocial adjustment of in-school adolescents
3. Parental communication have a significant role on psychosocial adjustment of in-school adolescents
4. Parental support have a significant role on psychosocial adjustment of in-school adolescents

Research Questions:

1. What is the role of Parental monitoring on psychosocial adjustment of in-school adolescents
2. What is the role of Parental involvement on psychosocial adjustment of in-school adolescents
3. What is the role of Parental communication on psychosocial adjustment of in-school adolescents
4. What is the role of Parental support on psychosocial adjustment of in-school adolescents

Hypotheses:

1. Parental monitoring have no significant relationship with psychosocial adjustment of in-school adolescents
2. Parental involvement have no significant relationship with psychosocial adjustment of in-school adolescents
3. Parental communication have no significant relationship with psychosocial adjustment of in-school adolescents
4. Parental support have no significant relationship with psychosocial adjustment of in-school adolescents

Methods:

The correlation research design was adopted in carrying out the study. This type of research design seeks to establish the pattern of relationship that exists between two or more variables (Nworgu, 2015). The researcher adopted the design because the study was interested in

establishing the nature of relationship between parent-child and in-school adolescents psychosocial adjustment. The population of the study comprises 19,478 Senior Secondary Two (SS2) Students in Anambra State. 3,250 SS2 Students were sampled for the study. Multi stage random procedure was used in sampling the participants for the study. In the first stage three education zones were sample out of five education zones employing balloting. The researcher stratified 15 secondary schools among the 132 secondary schools in the three education zones. The 15 schools were stratified on the basis of the school type which gives 18 male schools, 22 female schools and 92 coeducational schools. From the male schools four schools were sampled, from the female schools four schools and from coeducational schools seven schools were sampled and all were sampled through simple random sampling techniques. From the four male schools, there were 672 students and they were all used for the study; from the female schools, there were 811 and they were all used while from the coeducational schools, a total of 1,767 students were sampled (912males; 855 females).

Two instruments titled “Parent-child relationship questionnaire and Psychosocial adjustment questionnaire were used for data collection. The questionnaire has “Psychosocial adjustment” 28 items and 15 for Parent-child relationship. The questionnaires were validated by three experts, one in department of Guidance and Counseling, two in the department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University Awka. The questionnaire have tested reliability index at 0.78 (PSOA) and 0.81 (PCR) respectively. Data were analyzed using multiple regression analyses for both questionnaire and hypotheses. The decision rule for the null hypothesis was that p-value higher than 0.05 was not rejected whereas the hypothesis with p-value lower than 0.05 was rejected.

Results:

The presentation was sequentially done starting with the answers to the research questions and testing the hypotheses.

Research Question 1: What is the role of parental monitoring on psychosocial adjustment of in-school adolescents?

Table 1: Pearson r on parental monitoring and psychosocial adjustment of in-school adolescents

| N | Correlation co-efficient (r) | r ² | Remarks |
|------|------------------------------|----------------|------------------------------|
| 3250 | 0.703 | 0.494 | Strong positive relationship |

Table 1 shows that there is a strong positive relationship of 0.703 existing between parenting monitoring and psychosocial adjustment of in-school adolescents.

Research Question 2: What is the role of Parental involvement on psychosocial adjustment of in-school adolescents?

Table 2: Pearson r on parental involvement and psychosocial adjustment of in-school adolescents

| N | Correlation co-efficient (r) | r ² | Remarks |
|------|------------------------------|----------------|------------------------------|
| 3250 | 0.707 | 0.499 | Strong positive relationship |

Table 2 showed that there is a strong positive relationship of 0.707 existing between involvement monitoring and psychosocial adjustment of in-school adolescents.

Research Question 3: What is the role of Parental communication on psychosocial adjustment of in-school adolescents?

Table 3: Pearson r on parental communication and psychosocial adjustment of in-school adolescents

| N | Correlation co-efficient (r) | r ² | Remarks |
|------|------------------------------|----------------|--------------------------------|
| 3250 | 0.492 | 0.627 | Moderate positive relationship |

Table 3 showed that there is a moderate positive relationship of 0.492 existing between parenting communication and psychosocial adjustment of in-school adolescents.

Research Question 4: What is the role of Parental support on psychosocial adjustment of in-school adolescents?

Table 4: Pearson r on parental support and psychosocial adjustment of in-school adolescents

| N | Correlation coefficient (r) | r ² | Remarks |
|------|-----------------------------|----------------|------------------------------|
| 3250 | 0.89 | 0.792 | Strong positive relationship |

Table 4 showed that there is a strong positive relationship of 0.703 existing between parenting support and psychosocial adjustment of in-school adolescents.

Test of Statistical Hypothesis

Hypothesis 1: Parental monitoring has no significant relationship with psychosocial adjustment of in-school adolescents

Table 5: Linear regression on parental monitoring and psychosocial adjustment of in-school adolescents

| N | Cal. R | Df | Cal. T | p-value | A | Remark |
|------|--------|------|--------|---------|------|-------------|
| 3250 | 0.703 | 3248 | 5.63 | 0.000 | 0.05 | Significant |

Table 5 indicated that at 0.05 level of significance and 1748 df, the calculated t 5.63 with p-value 0.000 which is less than 0.05 (r (3248) = 0.703, p < 0.05), the null hypothesis is rejected. This means that parental monitoring has a significant relationship with psychosocial adjustment of in-school adolescents

Hypothesis 2: Parental involvement has no significant relationship with psychosocial adjustment of in-school adolescents

Table 6: Linear regression on parental involvement and psychosocial adjustment of in-school adolescents

| N | Cal. R | Df | Cal. t | p-value | A | Remark |
|------|--------|------|--------|---------|------|-------------|
| 3250 | 0.707 | 3248 | 23.43 | 0.000 | 0.05 | Significant |

Table 6 indicated that at 0.05 level of significance and 3248 df, the calculated t 23.43 with p-value 0.00 which is less than 0.05 (r (3248) = 0.707, p < 0.05), the null hypothesis is rejected.

This means that parental involvement has a significant relationship with psychosocial adjustment of in-school adolescents

Hypothesis 3: Parental communication has no significant relationship with psychosocial adjustment of in-school adolescents

Table 7: Linear regression on parental communication and psychosocial adjustment of in-school adolescents

| N | Cal. R | Df | Cal. t | p-value | A | Remark |
|------|--------|------|--------|---------|------|-----------------|
| 3250 | 0.49 | 3248 | 9.66 | 0.12 | 0.05 | Not significant |

Table 7 indicated that at 0.05 level of significance and 3248 df, the calculated t 9.66 with p-value 0.12 which is greater than 0.05 (r (3248) = 0.49, p > 0.05), the null hypothesis is not rejected. This means that parental communication has no significant relationship with psychosocial adjustment of in-school adolescents

Hypothesis 4: Parental support has no significant relationship with psychosocial adjustment of in-school adolescents

Table 8: Linear regression on parental support and psychosocial adjustment of in-school adolescents

| N | Cal. R | Df | Cal. t | p-value | A | Remark |
|------|--------|------|--------|---------|------|-------------|
| 3250 | 0.89 | 3248 | 5.89 | 0.01 | 0.05 | Significant |

Table 8 indicates that at 0.05 level of significance and 1748 df, the calculated t 5.89 with p-value 0.01 which is less than 0.05 (r(3248) = 0.89, p < 0.05), the null hypothesis is rejected. This means that parental support has no significant relationship with psychosocial adjustment of in-school adolescents.

Discussion:

Table 1 shows that there is a strong positive relationship of 0.703 existing between parenting monitoring and psychosocial adjustment of in-school adolescents. And in testing the Ho in table 5, the study indicated that parental monitoring has a significant relationship with psychosocial adjustment of in-school adolescents. This is in line with the assertion of Buhi and Goodson, (2007)

which said that parental control often manifest as supervising and monitoring of adolescents' behaviour in the context of clearly conveyed roles. Buhi and Goodson (2007) strongly emphasized that parental control works by affecting whether interactions with negative peers influences likely occur and by limiting unsupervised time outside home or time spent in home alone. Compared with providing support, Smetana and Daddis (2002) posited that controlling behaviour is more complicated because effects are not consistently positive and adolescents often oppose control attempts leading to conflict, which may exacerbate the behaviour that parents are trying to manage.

The findings also support the assertion of Parcel, Dufur and Zito (2010) who posited that inadequate parental monitoring is often associated with poor academic outcomes and school behavioural problem for adolescents.

Equally, the findings agreed with Barnes, Hoffman, Welte, Farrell and Dintheff, (2006), who posited that poor monitoring for example is associated with adolescents' involvement in delinquency activities including use of alcohol and illicit substances. The study also support the findings by Buhi and Goodson (2007) who revealed that poor monitoring is associated with adolescents' earlier sexual debut. It also relates to the study of Ikramullah, Manlove, Cui and Moore 2009; Landsford, Pettit, Bates and Dodges 2010 which revealed that among sexually experienced adolescents, poor monitoring is associated with greater sexual risk taking, less effective contraceptive use and inconsistent safe sex practices.

From the above indication, it showed that parent should monitor peer involvement and track where and what their adolescents are doing because these activities effectively can curtail the likelihood of adolescents' involvement in self-destructive and anti-social behaviour. At the same vein, parenting should be balance in a way that makes the in-school adolescent feel as though their parents are fair. Note that, if monitoring is overdone, these adolescent students will see it as an attack on them rather than as an act of care.

Table 2 showed that there is a strong positive relationship of 0.707 existing between involvement and psychosocial adjustment of in-school adolescents. Again, the test on Ho in table 6 indicated that parental involvement has a significant relationship with psychosocial adjustment of in-school adolescents. The findings of this study agreed with the study conducted by Ganic and Patterson (2006), which revealed that poor parenting in early adolescence predicted behaviours such as delinquency and substance use, and that poor parenting also mediate the impact of earlier involvement with peers on subsequent problem behaviours. Again, the present study succinctly agreed with Strohschein and Mathew (2015) who in assertion explained that, for in-school adolescent to refrain from taking part in deviant activities all together, their parents would have to be physically present. It also corroborates with Hirschi (2002) who sees physical surveillance as one of the key points to lessen the likelihood of delinquency among children. For example, Hirshi claims that when children want to engage in delinquency, it requires them to do so in a short amount of time. Meanwhile delinquency is always carried out in a quick action and because of that, in-school adolescents attempt to utilize the opportunity to partake in delinquency. They don't want to miss chances because once the opportunity is gone, it's gone. Based on this, it is suggested that if parents monitor their children regularly which include knowing of their children "where-about" and who they are with, that would leave less room for adolescents to engage in delinquency behaviour and improve the psychosocial adjustment both in the school and society at large.

Table 3 showed that there is a moderate positive relationship of 0.492 existing between parenting communication and psychosocial adjustment of in-school adolescents. Likewise table 7 which shows the Ho test indicated that parental communication has no significant relationship with psychosocial adjustment of in-school adolescents. The findings of the present study disagreed with the assertion of Cambra, Fitzgerald, Bradley and Roggman, (2014) who

posited that communication exchange is very crucial in the development of every human being. According to Cambra et al, communication exchange between parents and children are considered fundamental for building healthy relationship between parents and parents as well between parents. The findings on the other hand agreed with the American Academy of Pediatrics, (2006) which stated that beginning in early childhood and continuing as children get older, positive child may be facilitated through parents' clear communication of expectations, encouragement, modeling of desired behaviour and positive reinforcement for positive behaviour.

Table 4 showed that there is a strong positive relationship of 0.703 existing between parenting support and psychosocial adjustment of in-school adolescents. Whereas the test on Ho on table 8 indicates that parental support has no significant relationship with psychosocial adjustment of in-school adolescents. The finding of this study succinctly agreed with the study conducted by Strohschein and Mathew, (2015) which revealed that an adolescents who receive parental support and encouragement are less likely to rebel against their parents. Where this type of relationship exists between the parent and the child, it creates an attachment bond that allows children to feel loved and cared for by their parents. The bond motivates the children and enables them to avoid any action they feel or know would disappoint their parents. The findings also support Meadows (2007), who opined that parental support protected adolescents against the likelihood of involvement in delinquent behaviours and experiencing depressive symptoms. In so doing, adolescents who feel cared for likely internalize parental values. As Baumrind (1967) put it, parental warmth and support provide the foundational bedrock for adolescents' compliance with expectations because emotional attachment facilitates parents' socialization attempts. The finding agreed with Benson, Buchler and Gerard (2008) whose studies revealed that both instrumental and expression indicator of support likely lead to adolescents feeling loved, which

likely promotes emotional stability and encourages compliances with others.

Conclusion:

It was concluded that poor parent-child relationship in early adolescence lead to behaviours such as delinquency and substance use, and that poor parent-child relationship also mediate the impact of earlier involvement with peers on subsequent problem behaviours. The study also claims that when children want to engage in delinquency, it requires them to do so in a short amount of time. It also concluded that if parents monitor their children regularly which include knowing of their children 'where-about' and who they are with, that would leave less room for adolescents to engage in delinquency behaviour and improve their psychosocial adjustment. Finally, the study emphasized on the need of communication exchange is very crucial in the development of every human being and concluded that communication exchange between parents and children are considered fundamental for building healthy relationship between parents and child as well between parents. Beginning in early childhood and continuing as children get older, positive child may be facilitated through parents' clear communication of expectations, encouragement, modeling of desired.

The researcher however made the following recommendations:

1. Secondary school principals together with the classroom teachers should effortless create enabling environment that would enhance psychosocial adjustment of their adolescent students.
2. Seminars, workshops and awareness should be created and organized by the school principals for the in-school adolescents against their psychosocial adjustment.
3. In-school adolescents should be made to understand that a cordial relationship with parents is a tool to improve their psychosocial adjustment outcome.
4. School Counselors should organize an intervention program on psychosocial

dysfunction targeting in-school adolescents, their parents and community stakeholders with a special emphasis on the school setting and psychosocial adjustment of the students.

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