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PARENT-CHILD RELATIONSHIP AND SELF-ESTEEM AS PREDICTORS OF IN-SCHOOL ADOLESCENTS PSYCHOSOCIAL ADJUSTMENT

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ABSTRACT

The study investigated Parent-child relationship and Self-esteem as predictors of Psychosocial Adjustment among in-school adolescents in Anambra State. The purpose of the study was to find out if parent-child relationship and self-esteem will jointly predict in-school adolescents' psychosocial adjustments. Three research questions and three null hypotheses guided the study. Correlational research design was adopted for the study. The population of the study comprised 126 secondary schools in the six education zones in Anambra State for the 2021/2022 academic session. The sample size of the study comprises 3,000 SS11 students sampled from the 19,478 SSII students in the 268 secondary schools in Anambra State. The sample was obtained using simple random sampling technique. Three sets of questionnaire titled "Parent-child relationship questionnaire (PCRQ), Self-esteem questionnaire (SEQ) 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 Counselling , 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 got were 0.88, 0.91 and 0.78 respectively for SEQ, PCRQ and PSOAQ. Data collected were analyzed using multiple regression analysis was used in testing the null hypothesis at 0.05 level of significance. The findings showed that parent-child relationship and self-esteem are joint significant predictors of in-school adolescents' psychosocial adjustment. It was recommended among others; that psychologists, parents, teachers and school counsellors should create enabling environment to address the issues of psychosocial adjustment

Keywords: Parent-child relationship; Self-esteem; Psychosocial Adjustment; In-school Adolescents.

Introduction

In Nigeria today, serious concern has been expressed by parents, teachers, school administrators, adolescents and the entire society about the psychosocial adjustment of the in-school adolescents. Several reasons have been adduced for the poor psychosocial adjustment of in-school adolescents such as poor academic achievement, psychological distress however no consensus has been reached as to the relationship of parent-child relationship and emotional intelligence on psychosocial adjustment among in-school adolescents. Psychosocial adjustment according to the researcher is a process by which individuals maintain a conducive environment in order to obtain a harmonious relationship with one another. According to Madariaga (2014), it is referred to as peoples capacity to adapt to the environment which implies that every individual has a sufficient mechanism to feel good, integrate, respond adequately to the demand of the environment and achieve his/her objectives.

According to the psychologists, psychosocial adjustment is defined as the relative degree of harmony between an individual's needs and the requirements of the environment. It refers to the psychosocial accommodation of a person on a life altering event or transition (Anderson, Keith and Novale, 2002). Psychosocial adjustment can occur in two forms; positive and negative psychosocial adjustment. Positive psychosocial adjustment entails individual acting and performing in accordance with the rules and regulations, needs and norms of the society whereas negative psychosocial adjustment entails individuals performing contrary to the societal rules and regulations. The negative psychosocial adjustment include bully, fight, consumption of illegal substances such as cocaine, marijuana and so forth, use of drugs and alcohols, cohabitation, inter marital sex among young adolescents, cheat and examination malpractices. It is obvious that transition from junior secondary school to senior secondary school of learning could bring change in the psychosocial adjustment of most in-school adolescent. This transition offers the in-school adolescents with learning experiences and opportunities for psychosocial adjustment even though it may be a source of strain and acute stressor. Psychosocial adjustments concerns the mental and social factors in a person's life such as, relationship, education, age, and employment that pertain to a person's life history (Pugh, 2002). According to Malinuskas, (2006) the psychosocial adjustment of in-school adolescent is very crucial for the peculiarities of the adolescents' value and needs.

Further, Psychosocial adjustment of in-school adolescents is described as a continual process in which the students vary their behaviour to provide a more harmonious relationship with the school environment (Gate and Jeisild in Mangal, 2008). It is a process of bringing in-school adolescents behaviour in conformity with the norms of the school setting (Agbakwuru and Agbakwuru, 2012). At secondary school, academic demands increases and new relations are established and at this time in-school adolescents are often not sure of their ability to cope with the demands. Most in-school adolescents find it difficult in handling the challenges face with this transition and often time these difficult

challenges could lead to decrease academic performance and increased psychological distress (Fredlander, Reid, Shupale and Cribbic 2007).

In-school adolescent psychosocial adjustment in other words could said to be the ability to cope, to manage the emotions and anatomy to behave in socially appropriate and responsible way to meet up school challenges and responsibilities Richard in Adeyemo, (2005). Thus, in-school adolescents are students between the age brackets 11-18 years. During the whole life of an in-school adolescent, value orientation and development of needs require particular traits where at some moments of an in-school adolescent life contribute to efficient psychosocial adjustment. Meanwhile, the group of adolescence is unique because it showed the flash of social, psychological and physiological activities of the in-school adolescent (Barkanskaite 2004). In addition, psychosocial adjustment would enable in-school adolescents' deal better with teacher-student relationship, pressure of peers, school life, academic challenges and temptation of alcohol, drugs and sex. It also helps in determining the aspect of in-school adolescents' psychosocial adjustment and complete well-being, both present and future, involves peer relationship (Domitrovich, Durlak, Staley and Weissberg, 2017).

Further, it is observable that a functioning, good parent-child relationship could be beneficial to the in-school adolescents than a dysfunctional one. A negative parent-child relationship can be a great contributor to an in-school adolescents neglects which could affect their psychosocial adjustment. This assertion is in line with the findings of Ong AI Choo (2013) who investigated on parent's child-rearing behaviour and relationship to adolescents' psychosocial adjustment using t-test identified statistical significant of parent-child relationship to adolescents'' psychosocial adjustment. It also relates the study of Jenifer, Wainright, Stephen, Russell and Patterson (2004) on their investigated on the association among family type, family and relationship variables and the psychosocial adjustment of adolescents. For instance, leaving the parents and being addicted to vices as well engage in delinquency possibly could be as a result of lack of cordial relationship with the parents which eventually may affect the psychosocial adjustment of these in-school adolescents.

Further, the in-school adolescent parents constitute the caregiver, biological and adopted parents. A parent is simply a person that sees to the upkeep of a child and one who provide the child with physical, emotional and high esteem for psychosocial adjustment (Ryan and Adam, 2010). Parent-child relationship on the other hand is the relationship that exists between the child and the parents. This relationship can manifest between the child and his peers. However, it is obvious that not all in-school adolescents enjoy positive social interaction with their parents and peers. Peers' rejection situations however, remain a reality in most classrooms and are considered a risk condition for developing psychosocial adjustment problems at this stage and in later stages of life. In-school adolescents who are involve in rejection situations often shows a less adaptive psychosocial profile, in terms of life satisfaction, as well as depressive

symptomatology, among other aspect of maladjustment (Buck, 2014). This is similar to the study conducted by Meadows (2007) who states that parental- support protected adolescents against the likelihood of involving in delinquent behaviours and experiencing depressive symptoms. It also correspond with the opinion of Ganic and Patterson (2006) who contend that poor parenting in early adolescence positively predict behaviors such as delinquent and substance use and that the poor parenting also mediate the impact of earlier involvement with peers on substance problem behaviour and could at the same time lead to low self-esteem to in-school adolescents. However, in-school adolescents with low self-esteem often are incompetence and may eventually find it more difficult to adapt and may likewise continue to be more vulnerable to psychosocial adjustment dysfunction.

Self-esteem thus, could simply means the way an individual thinks and feels about him or herself and how well he or she does things that are important to him or herself. It refers to a persons' overall sense of his or her value or worth (Benjac, Hall, Petride and Mavroveli, 2016). It can be considered as a sort of measure of how much a person values, approves of, appreciates; prizes or likes him or herself (Adler and Stewart, 2004). Self-esteem can be experienced by children at different stages of development. The development of self-esteem in in-school adolescent is heavily influenced by parental behaviours and the school environment. A cordial parent-child relationship lead to factors such as encouragement, words for accomplishment, success and failure could be among the factors in the development of self-esteem among in-school adolescents. The school environment influences the adolescent student self-esteem through the attitude fostered towards competition and diversity, and their interest in academic, sports and arts (Renk, Eddy, Dishon and Reid, 2012).

Similarly, other factors that could contribute to self-esteem are genetics, personalities, life experiences, thoughts, age, health, comparing self to others, social circumstances and reactions to others (Rosenberg, 1995). There are three major types of self-esteem and they are; inflated self-esteem, high self-esteem and low self-esteem (Gloria, 2015). According to Paul (2013), in-school adolescents who have inflated self-esteem tend to think of themselves as better than other people and are always ready to underestimate others. They always want to be ahead and most times do not mind hurting others to achieve the success they desired, thinking that will bring them happiness. These adolescents do not have the ability to listen to others rather they constantly blame others and always ready to brag to hide their incompetence and at the same time they always have great fear of rejection and failure in otherwise feel the need to camouflage (Buck, 2014).

Those who have high self-esteem could have an easier time handling conflict, resisting negative pressures and making friends. They always have positive and pleasant feelings with others and enjoy social interaction with their peers. They laugh and smile more and have a general optimistic view of the world and their life. Likewise, those with low self-esteem may have difficulties in dealing with problems, may be overly critical and may become passive,

withdrawn and depressed. They may hesitate to try new things, may speak negatively about themselves, may easily be frustrated and could often see temporary problems as permanent conditions. These adolescent students may be pessimistic about themselves. At the same time, those who fail to develop high self-esteem and competence may eventually find it more difficult to adapt and may likewise continue to be more vulnerable to negative psychosocial adjustment.

Abdallah and Omar (2021) in a study showed there was statistically significant positive correlation between psychosocial adjustment and self-esteem whereas Nwabuike and Nwankwo (2020) in a study revealed that secondary school adolescent's self-concept has a significant correlation with their social adjustment. Virgil and Marion (2012) on their part contend that unstable self-esteem moderates the association between self-esteem and psychosocial adjustment. María, Pérez-Fuentes, María, José, Nieves, and Mahia (2019) on a study also investigated that the significant associations between parenting practices, life satisfaction, and self-esteem, and the role of parenting practices in adolescent adjustment contend that adolescents with high levels of affect and communication, self-disclosure, and a sense of humor related to their parents, as well as low levels of psychological control, explained the life satisfaction of the adolescents.

Further, the apparent situation on ground noted that, many in-school adolescents' have been hindered from attaining the level in psychosocial adjustment due to some negative factors emanating from home which includes; lack of cordial parent-child relationship and poor self-esteem as observed by Akomolafe and Olorufemi, (2011) When certain negative factors are engraved in an adolescent student's life from home, it becomes obvious that the adolescent student will be demoralized and eventually driven towards improper 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 how parent-child relationship and self-esteem can predict psychosocial adjustment of the in-school adolescents in Nigeria. Therefore, this study tends to determine the predictive power of parent-child relationship and self-esteem on psychosocial adjustment among in-school adolescents in Anambra State.

Research Questions

Three research questions and three questions guided the study the research questions are as followed

1. To what extent does parent-child relationship predicts in-school adolescents psychosocial adjustment

2. To what extent does self-esteem predicts in-school adolescents psychosocial adjustment
3. To what extent does parent-child relationship and self-esteem jointly predict in-school adolescents psychosocial adjustment

Hypotheses

Three null hypotheses were formulated for the study. They are;

1. Parent-child-relationship will not be a significant predictor of in-school adolescents psychosocial adjustment
2. Self-esteem will not be a significant predictor of in-school adolescents psychosocial adjustment
3. Parent-child relationship and Self-esteem will not be joint significant predictors of in-school adolescents psychosocial adjustment

Research Method

The researchers adopted correlation survey research design for this study. A correlation design according to Nworgu (2015) seek to identify the relationship that exist between two or more variables. The study area was strictly on three Eduction zones in Anambra State (Awka, Onitsha and Ogidi Education Zones). The population comprised SS11 students according to the data collected from PPSC 2021/2022 academic session. The researcher randomly sampled 15 schools with the total number of 3000 SSII students for the study. Three instruments tiltled Parent-child Relationship Questionnaire (PCRQ), Self-esteem questionnaire (SEQ) and Psychosocial Adjustment Questionnaire (PSOAQ) were used for the study, the instruments were validated by three experts, one in educational psychology, one in measurement and evaluation and one in guidance and counseling all in the faculty of education Nnamdi Azikiwe University, Awka. The reliability of the instruments were tested using Cronbach's alpha coefficient which yielded 0.88 and 0.76 and these considered the instruments reliable for use. Data were collected through direct delivery techniques which enabled the researcher to retrieve 100% of the instrument. The collected data was analyzed using multiple regression analysis was used in testing the null hypothesis at 0.05 level of significance. The analyzed data was presented on the table below.

Presentation and Discussion of Results

Research Question 1: To what extent does parent-child relationship predicts in-school adolescents' psychosocial adjustment in Anambra State?

Null Hypothesis 1: Parent-child relationship is not a significant predictor of in-school adolescents' psychosocial adjustment in Anambra State.

Table 1: Regression analysis on parent-child relationship as a predictor of in-school adolescents' psychosocial adjustment in Anambra State

R	R Square	Adjusted R Square	Beta	df	Cal. t	P<0.05	Remark
0.493	0.243	0.243	0.493	2982	30.974	0.000	S

Table 1 shows that parent-child relationship had Beta of 0.493. This indicates that parent-child relationship contributed 49.3 percent of in-school adolescents' psychosocial adjustment in Anambra State.

Also at 1df numerator, 2982df denominator and 0.05 level of significant, the calculated t30.97 with P.value 0.000 which is less than the 0.05, the first null hypothesis is not accepted. Therefore, parent-child relationship is a significant predictor of in-school adolescents' psychosocial adjustment in Anambra State.

Research Question 2: To what extent does self-esteem predicts in-school adolescents' psychosocial adjustment in Anambra State?

Null Hypothesis 2: Self-esteem is not a significant predictor of in-school adolescents' psychosocial adjustment in Anambra State.

Table 2: Regression analysis on self-esteem as a predictor of in-school adolescents' psychosocial adjustment in Anambra State

R	R Square	Adjusted R Square	Beta	df	Cal. t	P<0.05	Remark
0.466	0.217	0.217	0.466	2982	28.782	0.000	S

In table 2 it was observed that self-esteem had Beta of 0.466. This indicates that self-esteem contributed 46.6 percent of in-school adolescents' psychosocial adjustment in Anambra State.

Furthermore, at 1df numerator, 2982df denominator and 0.05 level of significant, the calculated t28.78 with P.value 0.000 which is less than the 0.05, the third null hypothesis is not accepted. Therefore, self-esteem is a significant predictor of in-school adolescents' psychosocial adjustment in Anambra State.

Research Question 3: To what extent does parent-child relationship and self-esteem predict in-school adolescents' psychosocial adjustment in Anambra State?

Null Hypothesis 3: Parent-child relationship and Self-esteem are not joint significant predictors of in-school adolescents' psychosocial adjustment in Anambra State.

Table 3: Summary of regression analysis on parent-child relationship and self-esteem as predictors of in-school adolescents' psychosocial adjustment

N	R	R^2	%	Df	Cal. F	p-value	**α**	Remark
2985	0.506	0.256	25.6	2983	512.62	0.000	0.05	Significant

Table 3 reveals that parent-child relationship and self-esteem jointly had R^2 adjusted of 0.256. This indicates that parent-child relationship and self-esteem jointly have a predictive power of 25.6 percent for in-school adolescents' psychological adjustment in Anambra State. More so, at 2df numerator and 2983df denominator and 0.05 level of significance, the calculated F value 512.62 with Pvalue 0.000 which is less than 0.05. Therefore, parent-child relationship and self-esteem are significant predictors of in-school adolescents' psychosocial adjustment in Anambra State.

Conclusion

The study has established that parent-child relationship and self-esteem are joint predictors of in-school adolescents' psychosocial adjustment.

Implications of the study

There are implications for this study. One of them is the consequences of parent-child relationship and self-esteem towards in-school adolescents' psychosocial adjustment. Generally adolescents are in the school to inculcate knowledge which the psychosocial adjustment trajectories of the society are to be anchored. Therefore, the far reaching consequences to the society do not only include use of illicit drugs addiction and others. It is capable of shrinking the fortunes of individuals in the short run and also capable of adding negative impact to the schools and to the young adolescents in the society.

Recommendations

1. School counsellors 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.
2. Parents should help their adolescent children to develop high self-esteem since it has been found that in-school adolescents who have low self-esteem mostly get involved in risky psychosocial adjustment.
3. Parents, teachers and school counselors should help them to develop high self-esteem as it has been observed that in-school adolescents who have low self-esteem mostly get involved in risky and psychosocial adjustment.
4. It is also recommended that in-school adolescents should be given strong encouragement to avoid inflated self-esteem, unstable low self-esteem and unstable high self-esteem which may deteriorate their psychosocial adjustment.
5. It recommends that the school administrators should enjoined to

organize programmes that emphasize on the development of self-esteem, self-confidence, coherence and optimism.

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