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**INFLUENCE OF PARENTING STYLE ON SELF ESTEEM
AND SCHOOL ADJUSTMENT AMONG SECONDARY
SCHOOL STUDENTS IN AWGU EDUCATION ZONE OF
ENUGU STATE, NIGERIA**

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ABSTRACT

This study sought to examine the influence of parenting style on self-esteem and school adjustment among secondary school students in Awgu Education Zone of Enugu State Nigeria. Three research questions and two hypotheses (tested at $P < 0.05$) guided the study. The design of the study was survey research design. Sample was made up of four hundred senior secondary class two (SSII) students in Awgu Education Zone in Enugu State. Three instruments were used by the research to collect data. There were two questionnaires titled Parenting Styles Questionnaire (PSQ) used to collect data on students' perception of their parenting styles, school adjustment scale of students and students' self-esteem scale (SSES) used to assess the state of the students' self-esteem were the researcher-made instruments. The third instrument was the senior secondary school class I students' term and annual results and then senior school class II term results. The questionnaire was validated by

experts from faculty of Education, Enugu State University of Science and Technology. The internal consistency reliability measures of the Parenting Styles Questionnaire (PSQ), school adjustment and Students' Self-esteem Scale (SSES) were ascertained using Mean, standard deviation and z-test. In summary of the findings, the students with permissive parenting style had the highest self-esteem and the best school adjustment than their counterparts with authoritarian and neglectful parenting styles while the students with neglectful parenting style had the lowest self-esteem and the worst school adjustment than students with other parenting style.

INTRODUCTION

Education is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country. The role of secondary education is to lay the foundation for further education, and if good foundation is laid at this level, there is likely to be minor problems of subsequent levels Federal Republic of Nigeria (FRN, 2013). Regrettably, all over the country, there is a consensus of opinion about the poor school adjustment of students in Nigeria which has been a source of concern to government, educators, and parents (Adebule, 2004). Parents and government are in total agreement that their huge investment in education is not yielding the desired dividend.

Baumeister (2013) sees adjustment as the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. School adjustment can be viewed as comprising academic, social, and emotional adjustment in recent years, the adjustment of students in West African School Certificate Examination (WASCE) has been very poor According to the West African Examination Council Chief Examiner's reports for years 2012, 2013, 2015, 2016, and 2017 out of the May/June 2005, only 325, 754 representing 25. 54 percent of the entire candidates got credit in minimum of five subjects including English language and Mathematics. This was out of the 1,369,142 candidates that wrote the examination. In 2016, only 188, 442 got the mandatory minimum of five credits required for admission into the universities. In essence, therefore, only 17 percent of those who wrote the examination succeeded, while 83 percent failed in achieving credits in a minimum of five subjects including English language and mathematics.

Self-esteem is the acceptance or respect for, as well as the confidence and satisfaction that one has in herself as a person. (Carla, 2006) Carla further asserts that we begin to create our internal image in early childhood based on our interactions with others we receive first from our parents we also receive signals and messages from other areas such as our performance in school, sports and how likeable our childhood peers and friends make us feel.

Egbo (2013) opined that identity formation creates tension in the adolescents to the extent that some of them become confused about their personality. It is possible, therefore, that parents mishandling of their children with regards to the manner in which these parents assist and guide them may result in the student's development of unwholesome behaviors and even poor school adjustment. The foundation of what a person becomes in the society is laid in the home. Parents therefore have important roles to play in ensuring their children acquire the appropriate social, psychological, more and intellectual development especially through their parenting style.

Parenting style is just another term for raising children. It is the active molding of character, personality, talents, emotion. Uche and Benjamin (2009) perceived parenting style as a particular pattern of interaction or relationship that exists between parents and children which gradually molds the behavior of the children. Authoritative parenting style is adopted by parents who are both demanding of obedience and at the same time responsive to the needs of their children. Such parents are assertive but not punitive. Children of such parents are also believed to

be self-reliant, self-controlled, cheerful and friendly, co-operative, purposive and cope well with stress (Zeph, 2014) He further asserted that parents who employ the permissive style of parenting style can sometimes be referred to as indulgent parents Neglectful parenting style is characterized by lack of responsiveness to a child's needs.

They just provide the most basic of facilities but no room or opportunity for recreational and developmental activities. Neglectful parenting style can have long term effects on the emotional development of the child even into adulthood. As these parenting styles adopted by parents are different, the researcher perceives a possibility that these could have different influence on the children's self-esteem and even their school adjustment. It is against this background that the researcher seeks to carry out this investigation.

Statement of the Problem

The student's school adjustment has been so consistently poor that it has become a national issue to be discussed as revealed by statistical analysis of their results at the external examinations such as the senior school certificate and West African School Certificate Examinations. Parents are usually very worried especially considering their huge investment in their children's education. So what influence in does parenting style have on the self-esteem and school adjustment of students in Awgu Education zone? This is the reason behind this study.

Purpose of the Study

This study specifically sought to:

1. Examine the influence of Authoritarian parenting style on self-esteem and school adjustment of secondary school students in Awgu Education Zone.
2. Ascertain the influence of permissive parenting style on self-esteem and school adjustment of secondary school students in Awgu education Zone.

Research Questions

The following research questions guided the study:

1. What are the influence of Authoritarian parenting style on student self-esteem and school adjustment of students in secondary schools in Awgu Education Zone of Enugu State Nigeria?
2. What are the influence of permissive parenting styles on student's self-esteem and school adjustment among secondary school students in Awgu Education Zone Nigeria?
3. What are the influence of neglectful parenting style on the student's self-esteem and school adjustment of secondary school students in Awgu Education Zone Nigeria?

Research Hypotheses

The following null hypotheses were tested at .05 level of significance.

HO₁: Authoritarian parenting style do not significantly influence the self-esteem of secondary school students in Awgu Education zone of Enugu State of Nigeria due to gender.

HO₂: Permissive parenting style do not significantly influence the school adjustment of secondary school students in Awgu Education Zone of Enugu State due to gender.

Design of the Study

The design of the study is ex-post facto or casual comparative research design. This design allows the description of conditions as they exist in their natural condition or setting.

Area of the Study

The study was conducted in Awgu, a hilly environment/valley in Awgu Education Zone. The zone comprises of three local Government area which include Awgu, Aninri, Oji-River. The choice of this zone is because in Awgu Education zone, there is a conglomeration of parents from different background who adopt varying parenting style.

Population for the Study

The population for this study was all SS 11 students Awgu Education zone. The overall population is Two thousand nine hundred and ninety senior secondary schools class 11 students in the zone, of this total 2990 students from the zone.).

Sample and Sampling Techniques

Multi-stage stratified sampling techniques was used to get the sample. First, out of the 54 secondary schools in Awgu Education zone, eight (8) school were sampled purposely .it was purposive because only schools with senior secondary school two(SS2) classes that have up to seventy (70) students was sampled. second, in each of these schools two streams of the senior secondary school(SS2) classes was sampled. Third, from each of these schools, twenty-five (25) students were sampled from the ss2 stream which was sampled as inito. This brought the number of the students to fifty (50) from each school making a total of four hundred students for this study.

Instrument of Data Collection

Questionnaire instrument titled (SSEC). Designed by the researcher was used by the researcher to collect the data. The students parenting style has three clusters of seven (7) items each. The first cluster was determined the authoritarian parenting style, the second cluster was determined the permissive while the third cluster determined was the neglectful parenting style. The students' self-esteem scale (SSEC) has just one cluster which will ascertain the self-esteem of the students. The questionnaires were developed on a four-point scale: Strongly Agree, Agree, Disagree and Strongly Disagree.

Validation of the Instrument

Three research experts from Enugu University of science and Technology (ESUT), two of the experts are from the Department of Guidance and Counselling and one from the Measurement and Evaluation unit validated the instrument.

Method of Data Collection

The researcher administered 400 copies of the questionnaires personally with the help of four trained research assistants. 100% return of the questionnaire as recorded.

Method of Data Analysis

The Statistical tools that were used for data analyses for the study were Mean, Standard Deviation and z-test. Specifically, Mean statistics and standard deviation were used to answer the research questions while z-test statistics was used to test the hypotheses at 0.05 significant level.

DISCUSSION OF FINDINGS

Research Question 1: What is the influence of authoritarian parenting style on the self-esteem and school adjustment of students in secondary schools in Awgu Education Zone of Enugu state.

Table 1: Self Esteem mean ratings and standard deviations of students with authoritarian parenting style

S/N	Items	Male			Female			Overall		
		Mean	SD	Decision	Mean	SD	Decision	Mean	SD	Decision
1	I feel so much confident in my self	2.4	0.21	LE	2.4	0.17	LE	2.4	1.12	LE
2	I do not have much to be proud of	2.8	0.11	HE	2.6	0.04	HE	3.0	1.04	HE
3	I feel happy the way I am	2.2	0.01	LE	2.2	0.51	LE	2.4	1.11	LE
4	I wish I could have more respect for my self	2.0	0.09	LE	2.4	0.11	LE	2.2	1.33	LE
5	I believe I can take decision for myself	2.1	0.09	LE	2.2	0.12	LE	2.4	0.40	LE
6	I am depressed most times	2.0	0.41	LE	2.2	0.23	LE	2.4	0.12	LE
7	I believe command much respect from friends	2.6	0.11	HE	2.6	0.11	HE	2.8	0.31	HE
8	I am satisfied with myself on the whole	2.7	0.31	HE	2.7	0.51	HE	2.5	0.12	HE
9	I certainly feel people respect me	2.5	0.33	HE	2.6	0.50	HE	2.8	0.13	HE
10	I think I have a good sense of self worth	3.0	0.28	HE	3.1	0.06	HE	2.8	0.16	HE
11	I wish I could be like my friends	2.4	0.17	LE	2.3	1.11	LE	2.3	1.04	LE
12	I often times feel useless	2.4	0.04	LE	2.4	1.2	LE	2.4	1.02	LE
13	I take positive attitude towards myself	2.4	0.51	LE	2.4	0.21	LE	2.2	1.11	LE
14	I am not able to do things like others	2.7	0.11	HE	2.8	0.04	HE	3.1	0.45	HE
15	I always feel sad about my appearance	3.2	0.12	HE	3.2	0.07	HE	3.0	0.50	HE
16	I feel I have a number of good qualities	3.0	0.23	HE	3.2	0.63	HE	3.3	0.11	HE
17	I am always ashamed of my self	3.2	0.30	HE	3.2	0.31	HE	3.2	0.33	HE
18	I often think that I am an under achiever	3.1	0.16	HE	3.1	0.40	HE	3.4	0.13	HE
Grand		2.6	0.198	HE	2.7	0.36	HE	2.7	0.55	HE

Table 2: School adjustment mean ratings and standard deviations of students with authoritarian parenting style

S/N	Items	Male			Female			Overall		
		Mean	SD	Decision	Mean	SD	Decision	Mean	SD	Decision
1	I feel proud to be in the mist of other students	2.2	0.13	UA	2.4	0.09	UA	2.4	0.31	UA
2	I could feel free while am with other students	2.1	0.16	UA	2.4	0.41	UA	2.4	0.12	UA
3	I prove parents advice negative while I were with others students	2.3	1.04	UA	2.3	0.11	UA	2.2	0.13	UA
4	I prove parents advice positive while I were with others students	2.2	1.02	UA	2.2	0.31	UA	2.2	0.16	UA
5	My parents advice makes me to be an old man in the school	2.2	1.11	UA	2.4	0.33	UA	2.3	0.33	UA
6	I feel bad in the school about the indoor my parent keeps me at home	2.8	0.45	WA	2.5	0.28	WA	2.9	0.45	WA
7	I eat publicly or privately in the school to meet my parents advice	3.0	0.50	WA	3.0	0.45	WA	3.1	0.50	WA
8	I keep my parent advice no matter that it is no more an order of the day	2.7	0.11	WA	2.7	0.50	WA	2.8	0.11	WA
9	I prefer joint reading to private reading	2.7	0.33	WA	2.7	0.11	WA	2.7	0.33	WA
10	I challenge student bully against my parents advice	2.7	0.51	WA	3.0	0.33	WA	2.9	0.13	WA
11	I smoke in the school because my father smokes	2.4	0.11	UA	2.2	0.13	UA	2.4	0.16	UA
12	I have a good sense of self worth	2.4	0.12	UA	2.4	0.11	UA	2.4	0.33	UA
13	I command public respect	3.0	0.23	WA	3.1	0.40	WA	3.0	0.45	WA
14	I am a great achiever	3.0	0.11	WA	3.0	0.40	WA	3.0	0.50	WA
15	Others learn from my behavior	3.0	0.51	WA	2.8	0.40	WA	3.2	0.21	WA
16	I speak my mind no matter the environment I find myself in	3.1	1.11	WA	3.1	0.39	WA	3.1	0.22	WA
17	I improved my academic level in school	3.1	1.2	WA	2.5	0.28	WA	3.0	0.02	WA
18	I am selective choosing friends	2.5	0.21	WA	2.5	0.11	WA	2.6	0.1	WA

Grand	2.7	0.51	WA	2.6	0.29	WA	2.7	0.25	WA
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Research Question 2: What is the influence of permissive parenting style on self-esteem and school adjustment of secondary school students in Agwu Education Zone of Enugu state?

Table 3: Self Esteem mean ratings and standard deviations of students with permissive parenting style

S/N	Items	Male			Female			Overall		
		Mean	SD	Decision	Mean	SD	Decision	Mean	SD	Decision
1	I feel so much confident in my self	3.8	1.21	VHE	3.6	0.11	VHE	3.7	1.21	VHE
2	I do not have much to be proud of	3.7	1.00	VHE	3.6	0.41	VHE	3.8	1.20	VHE
3	I feel happy the way I am	3.5	0.11	VHE	3.8	0.50	VHE	3.7	0.41	VHE
4	I wish I could have more respect for my self	3.8	0.30	VHE	3.7	0.61	VHE	3.7	0.11	VHE
5	I believe I can take decision for myself	3.8	0.33	VHE	3.7	0.15	VHE	3.8	0.33	VHE
6	I am depressed most times	3.7	0.41	VHE	3.7	0.16	VHE	3.8	0.13	VHE
7	I believe command much respect from friends	3.5	0.21	VHE	3.0	1.02	HE	3.5	0.11	VHE
8	I am satisfied with myself on the whole	3.7	0.11	VHE	3.4	1.21	HE	3.6	0.14	VHE
9	I certainly feel people respect me	3.8	0.13	VHE	3.4	0.31	HE	3.7	0.71	VHE
10	I think I have a good sense of self worth	3.6	0.11	VHE	3.8	0.13	VHE	3.5	0.06	VHE
11	I wish I could be like my friends	3.6	1.01	VHE	3.8	0.23	VHE	3.5	0.51	VHE
12	I often times feel useless	3.6	1.21	VHE	3.2	0.71	HE	3.4	1.02	HE
13	I take positive attitude towards myself	3.4	1.10	HE	3.1	0.89	HE	3.5	1.33	VHE
14	I am not able to do things like others	3.0	1.30	HE	3.6	0.44	VHE	3.6	1.30	VHE
15	I always feel sad about my appearance	3.0	1.13	HE	3.8	0.21	VHE	3.7	0.90	VHE
16	I feel I have a number of good qualities	3.6	1.14	VHE	3.7	0.12	VHE	3.8	0.19	VHE
17	I am always ashamed of my self	3.7	1.04	VHE	3.6	0.32	VHE	3.7	0.22	VHE
18	I often think that I am an under achiever	3.0	1.00	HE	3.7	1.31	VHE	3.5	0.43	VHE
Grand		3.5	0.68	VHE	3.6	0.51	VHE	3.6	0.55	VHE

Table 4: School Adjustment mean ratings and standard deviations of students with permissive parenting style

S/N	Items	Male			Female			Overall		
		Mean	SD	Decision	Mean	SD	Decision	Mean	SD	Decision
1	I feel proud to be in the mist of other students	3.5	0.44	VHE	3.4	1.43	HE	3.3	0.41	HE
2	I could feel free while am with other students	3.5	1.31	VHE	3.6	1.52	VHE	3.5	0.52	VHE
3	I prove parents advice negative while I were with others students	3.5	0.90	VHE	3.6	1.02	VHE	3.6	0.66	VHE
4	I prove parents advice positive while I were with others students	3.6	0.72	VHE	3.5	0.66	VHE	3.6	1.25	VHE
5	My parents advice makes me to be an old man in the school	3.7	0.31	VHE	3.6	0.91	VHE	3.6	1.51	VHE
6	I feel bad in the school about the indoor my parent keeps me at home	3.7	0.13	VHE	3.8	0.18	VHE	3.7	0.61	VHE
7	I eat publicly or privately in the school to meet my parents advice	3.6	1.21	VHE	3.7	0.10	VHE	3.8	0.09	VHE
8	I keep my parent advice no matter that it is no more an order of the day	3.2	1.12	HE	3.7	0.31	VHE	3.8	1.17	VHE
9	I prefer joint reading to private reading	3.3	1.00	HE	3.7	0.44	VHE	3.7	0.16	VHE
10	I challenge student bully against my parents advice	3.4	0.24	HE	3.4	0.21	HE	3.6	0.52	VHE
11	I smoke in the school because my father smokes	3.8	0.66	VHE	3.5	0.11	VHE	3.6	0.33	VHE
12	I have a good sense of self worth	3.8	0.91	VHE	3.5	1.27	VHE	3.7	0.42	VHE
13	I command public respect	3.7	0.72	VHE	3.5	1.92	VHE	3.7	0.30	VHE
14	I am a great achiever	3.6	0.33	VHE	3.7	1.73	VHE	3.5	1.21	VHE
15	Others learn from my behavior	3.5	1.21	VHE	3.6	1.36	VHE	3.5	1.71	VHE
16	I speak my mind no matter the environment I find myself in	3.6	1.90	VHE	3.6	1.33	VHE	3.6	1.52	VHE
17	I improved my academic level in school	3.7	1.81	VHE	3.6	1.33	VHE	3.6	0.66	VHE
18	I am selective choosing friends	3.4	1.63	HE	3.6	1.37	VHE	3.7	0.39	VHE
Grand		3.6	0.94	VHE	3.6	0.92	VHE	3.6	0.76	VHE

Hypotheses 1: Authoritarian parenting style do not significantly influence the self-esteem and school adjustment of students in Awgu Education Zone of Enugu state due to gender.

Table 5: z-test analyses of self-esteem ratings of male and female students with authoritarian parenting style

Group	\bar{x}	SD	z-calculated	z-critical	Remark
Male	2.6	0.198	0.84	1.96	Not significant
Female	2.7	0.36			

Table 6: z-test analyses of school adjustment ratings of male and female students with authoritarian parenting style

Group	\bar{x}	SD	z-calculated	z-critical	Remark
Male	2.7	0.51	0.92	1.96	Not significant
Female	2.6	0.29			

Hypotheses 2: Permissive parenting style do not significantly influence the self-esteem and school adjustment of students in Awgu Education Zone of Enugu state due to gender.

Table 7: z-test analyses of self-esteem ratings of male and female students with permissive parenting style

Group	\bar{x}	SD	z-calculated	z-critical	Remark
Male	3.5	0.68	0.76	1.96	Not significant
Female	3.6	0.51			

Table 8: z-test analyses of school adjustment ratings of male and female students with permissive parenting style

Group	\bar{x}	SD	z-calculated	z-critical	Remark
Male	3.6	0.94	0.31	1.96	Not significant
Female	3.6	0.92			

Under research question one which sought to know the influence of authoritarian parenting style on the self-esteem and school adjustment of students in secondary schools in Awgu Education Zone of Enugu state, the result obtained showed that male students responded high Esteem in 10 items and low Esteem in 8 items while female students responded high esteem in 10 items and low esteem in 8 items.

In table 2, male students responded un-adjusted in 7 items and well-adjusted in 11 items while female student responded un-adjusted in 7 items and well-adjusted in 11 items. The result from table 1, the overall grand self-esteem mean rating was 2.7 indicating that students with authoritarian parenting style had high self-esteem. Similarly, in table 2, the overall grand school adjustment mean rating was 2.7 indicating that students with authoritarian parenting style were well adjusted in school.

The findings of this study is in line with the findings of Lee Yen Chiew (2011) whose study revealed that students from permissive families have higher self-esteem than students from authoritarian and neglectful families. The findings of the study further indicated that authoritarian parenting style influence the self-esteem of the students.

Under (H_{O1}), the z-calculated values (0.84 and 0.92) were less than the z-critical value (1.96). Hence, hypothesis one is not rejected as stated.

Under research question two which sought to know the influence of permissive parenting style on self-esteem and school adjustment of secondary school students in Agwu Education Zone of Enugu state, male students responded Very High Esteem in 14 items and High Esteem in 4 items while female students responded Very High esteem in 13 items and High Esteem in 5 items.

In table 4, male students responded Very High Esteem in 14 items and High Esteem in 4 items while female student responded Very high esteem in 15 items and High esteem in 2 items.

The result from table 3, showed that the overall grand self-esteem mean rating was 3.5 indicating that students with permissive parenting style had very high self-esteem. Similarly, in table 4, the overall grand school adjustment mean rating was 3.6 indicating that students with permissive parenting style where very well adjusted in school.

The result of the study agrees with similar observations by Zeph (2014). He observed that children of permissive parent who tend to be characterized by love, warmth, responsive have high self-esteem. In other words, parenting style that encourages co-operation, dialogue and communication with children enhances their self-esteem in school. The result of the study however, also negates the assertion by Zeph that children from authoritarian parents are likely to have low self-esteem due to the characteristics of their parenting style. The result of this study is also in line with the findings of Lee Yen Chiew (2011) whose study revealed that students from permissive families have higher self-esteem than students from authoritarian and neglectful families. The findings of the study further indicated that permissive parenting style do not influence the self-esteem of the students.

Under H_{O2} the z-calculated values (0.76 and 0.31) were less than the z-critical value (1.96). Hence, hypothesis two is not rejected as stated. This implies that the influence of permissive parenting style on the self-esteem and school adjustment of male and female students in Awgu Education Zone of Enugu state did not differ significantly.

This finding is indicated in the mean achievement score of the students from different parenting styles: authoritarian, permissive and neglectful. Students whose parents adopt permissive parenting style have the highest mean school, adjustment score of 64.224 with standard deviation of 0.333, followed by the students whose parents authoritarian parenting style with a mean score of 59.42 and standard deviation of 0.8331. Students whose parents adopt the neglectful parenting style have the least mean school adjustment score of 43.31 and standard deviation of 9.411. This result agrees with a similar observation by Abdul and Hamadalat (2010) that parenting styles adopted by parents had influence on the performances of the students.

Conclusions

These parenting styles: authoritarian, permissive and neglectful- influence students in Awgu Education Zone as perceived by students. Parenting styles significantly influence the students' self-esteem and school adjustment in school.

Recommendations

Based on the findings, discussions and conclusions of the study, the following recommendations were made

1. Government should organize a programme such as excursion and child centred teaching that will be aimed at boosting the self-esteem of the students.
2. Government should organize seminars and workshops for parents through the parents-teachers association forum.
3. Parents should maintain good communication during their child-rearing periods because good communication flourishes when there are gently spoken words, gestures, gracious looks, kindness, understanding and tenderness.
4. Parents students' forum should be encouraged in schools.
5. Teachers should be sensitized on the variations in the students' background (parenting style).

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