

Parenting Practices and Secondary School Students' Social Adjustment in Delta State, Nigeria

Charles Omonefe Emore¹; Anna Onoyase²; Grace Akpochofo²

¹Department of Guidance and Counselling, Delta State University, Abraka.

²Professor, Department of Guidance and Counselling, Delta State University, Abraka.

Corresponding Author: Charles Omonefe Emore

Publication Date: 2025/07/29

Abstract: This study examined the influence of parenting practices on the social adjustment of secondary school students in Delta State, with a focus on how variations in parenting practices and students' gender contribute to patterns of adolescent adjustment. Employing a descriptive survey research design, the study addressed three research questions to assess the direction of the relationship between the variables. A sample of 370 Senior Secondary Students from the three Senatorial Districts of the state was utilized using a multi-stage sampling technique. Data were gathered using two research instruments, one adapted and the other self-constructed for the study. Data were analyzed using SPSS, and Pearson's product-moment correlation coefficient and multiple regression were utilized to assess the relationship. The study's findings reveal a very weak and negative relationship between parenting practices and students' social adjustment, suggesting that the relationship is not statistically significant. The result also reveals that students' social adjustment does not significantly differ based on the parenting practices they are exposed to as the model summary shows a very weak correlation ($R = 0.061$) and an extremely low explained variance ($R^2 = 0.004$) with the ANOVA result confirming that the regression model is not statistically significant ($F(4,365) = 0.340, p = 0.851$). In addition, the findings revealed a significant composite effect of parenting practices and gender on social adjustment ($F(7, 361) = 2.361, p = .023$), accounting for 4.4% of the variance ($R^2 = 0.044$) in students' social adjustment. However, the individual effect of gender alone ($F = 0.052, p = 0.821$) was not statistically significant, indicating that male and female students did not differ significantly in their levels of social adjustment when considered independently. The study's findings posit that parenting practices, though playing a crucial role in shaping these students' adjustment, cannot be the sole determinant of students' social adjustment; other contextual or psycho-social factors may also be at play. The study concludes that parenting practices have a statistically significant but limited influence on students' social adjustment. It recommends that targeted interventions by parents, educators, counsellors, school-based mental health professionals, and policy makers be aimed at fostering supportive home environments that enhance adolescents' social competence and emotional well-being.

Keywords: Parenting Practices, Social Adjustment, Secondary School Students, Adolescent Development, Gender.

How to Cite: Charles Omonefe Emore; Anna Onoyase; Grace Akpochofo (2025) Parenting Practices and Secondary School Students' Social Adjustment in Delta State, Nigeria. *International Journal of Innovative Science and Research Technology*, 10(7), 2230-2237. <https://doi.org/10.38124/ijisrt/25jul1196>

I. INTRODUCTION

The adolescent's life is very impactful. It is characteristically ecstatic and enthusiastic, filled with cravings that control how well they can adapt to their social environment, a situation that is very inundating. This period (adolescence) is geared towards identity formation, being distinguished by a variety of physical, intellectual, emotional, psychological, and social fluctuations. It is a time of social adaptability and acceptability achievable through proper skills and cues development acquisition through

communications and interactions with their peers and the wider world, but ultimately flowing from the nature of their family dynamics (Emore, 2025)

A dynamic (family) that is at odds with their ethos and role take-ups, viewing them still as children, not affording them the independence they craved for. Within this family ecosystem, their strengths and vulnerabilities are highlighted as they bear on their social adaptation, with their vulnerability being of great concern (Lorence et al., 2019). These strengths and vulnerabilities come with numerous

liabilities that are characteristic of their developmental state, where the formation of heterogeneous relationships (Jaureguizar et al., 2018) begins and is strengthened by peer interactions that shape their attitudes, values, and sentiments, which are at variance with those of adults.

For the secondary school students, this is highlighted in their self-perception and concept, self-esteem, peer interactions, identity development, academic expectations, social orientation, and security. Adapting to acquire acceptance, balance, peace, and harmony becomes a dire necessity. Social adjustment is those efforts employed at coping with needs, standards, and value systems, so as to gain acceptance leading to an overall personal well-being and satisfaction without impinging negatively on others, the environment, and other predicting factors (Emore, 2025). Simply put, it is an individual's reaction to those demands and pressures being compelled by the social environment for acceptance as well as for having a sense of satisfaction that is influenced, as Kales (2014) posited, "one's social maturity."

Among the myriad influencing factors of students' social adjustment, parenting practices are particularly striking. Parents, as primary agents in the family dynamics, play a pivotal role. They are unique and priceless socializing agents and are very crucial (Kurock et al., 2022). The nature of parent-child relationships and involvement significantly affects the development of social competencies with the right skills and cues, emotional security, and behaviour. Parenting practices are specific and concrete socializing tactics and guides employed by parents in raising their children, which encompass discipline, communication, warmth, monitoring, support, and responsiveness. These students' lives could be enhanced by the quality and quantity of involvement in these practices, which are often inundating and challenging. In the Nigerian context, parenting is hinged on cultural norms and socioeconomic conditions.

Darling and Steinberg (2017), Jaureguizar et al. (2018), Lorence et al. (2019), Morin (2019), Garcia et al. (2020), Xu and Yan (2022), and Ren et al. (2023) all agreed with the four sociological approaches as elucidated by Baumrind (1991), with the quality and quantity of involvement, whether low, high or non-existent in their application of responsiveness and demandingness as paramount as it breeds cohesion, support, emotional security, receptivity, acceptance, satisfaction, harmony and well-being. Authoritative parenting practice, marked by responsiveness and firm control, is a child-centred approach that holds high expectations of maturity, which accounts for it being nurturing. It builds confidence as it employs set rules and uses consequences (discipline) with cogent explanations given for such (Arnett, 2013). It takes into cognizance the child's view by endorsing their feelings, while insisting that adults are eventually in control. It builds confidence through appropriate regulations, gives room for exploration, thereby making the child independent and self-reliant, although limits are set in place (Berger, 2011). This practice has consistently been associated with positive

outcomes such as high self-esteem, social competence, academic success, and fewer behavioural problems (Baumrind, 1991; Im-Bolter et al., 2013).

In contrast, authoritarian parenting practice is characterised by rigidity and lack of emotional warmth, marked with strict compliance to rules without objection or exception, with no explanation given for such directives. Punishment is common when compliance is not met, and there is no provision for negotiation. There is no room for error, and one is expected to behave exceptionally even with little direction. It is associated with increased anxiety, low social competence, low self-esteem, social withdrawal, low emotional intelligence, and behavioural problems (Onder & Gulay, 2009; Williams, 2014; Kafetsios, 2015; Morin, 2019). Permissive/indulgent practice is marked with high responsiveness but low in demandingness. Discipline is off their plate since they have relatively low expectations of maturity and self-control from their wards. Their preference of friendship with their children other than taking up the role of parenting, and being lenient to their life styles by not exacting much effort in discouraging poor choices, bad behaviour or according them with adequate guidance or direction, is a form of seeking some form of validation from their children, a compensation for what was missed during their childhood (Rosenthal, 2014). It may lead to impulsive behaviour and poor peer relationships, low self-control, and self-reliance (Jaureguizar, 2018).

The neglectful parenting, involving low responsiveness and demandingness as well as communication (Power, 2013), is linked with the most detrimental outcomes, including delinquency and poor emotional regulation. It lacks awareness of their children's state of affairs, even though they sometimes satisfy their basic needs. They are more detached, oblivious of their developmental growth pattern, providing little or no direction in their nurturance. Their children have excess freedom since fewer rules are given, with no interest in whether they are being kept or not. This practice is susceptible to impulsivity, substance abuse, depression, anxiety, low self-esteem, and child-to-parent violence (Olivia et al., 2008; Gamez-Guadix et al., 2012).

Parenting practices (the quality and quantity of involvement, receptivity, responsiveness, and demandingness) have been recognized as a crucial factor influencing the psychological and social adjustment (Miller et al., 2002; Berger, 2011; Kerr et al., 2012; Sbicigo & Dell'Aglio, 2012; Idan & Margalit, 2014; Fosco et al., 2016; Xia et al., 2016; Buela et al., 2017; Darling & Steinberg, 2017; Inaja et al., 2017; Kurock et al., 2022). A proper grasp of how these practices interact can provide valuable insights into the complexities of these students' psychological growth, receptivity, and social adaptation.

In Nigeria, the role of parenting remains central in promoting students' social adjustment and well-being, resting on cultural norms and socioeconomic conditions that are volatile and stressful (Odujinrin, 2016). Studies (Adekeye et al., 2020; Ukoha, 2019) have begun inquiry into

how socio-cultural factors influence parental practices and their consequences. However, more empirical evidence is needed to substantiate these findings. Consequently, this study explores the extent to which parenting practices predict social adjustment among secondary school students in Delta State, Nigeria. It also investigated the degree of sex differences in predicting the influences of parenting practices on these students' social adjustment.

A. Statement of the Problem

As concerned counsellors and individuals, the astronomical increase in maladaptive tendencies in recent times among secondary school students, evident in aggressiveness, withdrawal, truancy, substance use and addictions, cultism, teenage pregnancies, bullying, low self-esteem, and poor peer relationships, is alarming. It calls for great concern. While not downplaying the influences of environmental and school-related factors, the overriding effects of poor parenting practices as a potential contributing factor cannot be ignored. As crucial as it is, it remains under-examined. Many students are raised in households characterised by inconsistent or inappropriate parenting styles that may hinder healthy social development. Despite existing research on parenting and academic achievement, limited attention has been given to the specific relationship between parenting practices and students' social adjustment in the Nigerian context. This study intends to fill this gap by scrutinising how different parenting practices impact the social adjustment of secondary school students.

B. Aim of the Study

This study aims to examine how the varied parenting practices impact the social adjustment of secondary school students in Delta State, Nigeria. Specifically, it investigates the following:

- The types of parenting practices experienced by secondary school students.
- Assessment of the level of social adjustment among secondary school students exposed to different parenting practices.
- Examines the relationship between parenting practices and secondary school students' social adjustment.
- Determines which parenting practice best predicts secondary school students' social adjustment

C. Null Hypotheses

The following null hypotheses were tested at a 0.05 level of significance:

- Ho1 There is a significant relationship between parenting practices and the social adjustment of secondary school students
- Ho2 There is a significant difference in the social adjustment of secondary school students based on the parenting practice they are exposed to.
- Ho3 There is a significant difference in social adjustment based on sex among secondary school students exposed to different parenting practices.

D. Limitation of the Study

The study has some limitations. It relied only on self-reported data that may have introduced response bias, particularly when students were asked to evaluate their parents' behaviour or their social adjustment, which may not fully reflect actual parental behaviour and how well they understood the questions being raised. The correlational design employed may have limited the study since it limits the ability to make causal inferences. Also, the cultural context in which the study was done may have affected the generalizability of the findings to other regions or populations. Parenting norms, gender roles, and expectations for social behaviour vary across societies and may impact how they experience and respond to their environment.

II. MATERIALS AND METHODS

A. Research Design

The study design involves a two-method approach, a quantitative and qualitative method, the use of questionnaires to obtain data from the study population, and the use of SPSS for data analysis.

In addition, the study adopted a descriptive survey research design that was deemed appropriate because of its suitability for investigating relationships between variables in a natural setting without interference. It allows researchers to assess the strength and nature of involvement without manipulations and interference. Since experiences are constantly evolving, it affects the choice of design since there is a need to distinguish the path of both variables and how they affect each other in making better informed decisions or interventions.

B. Population and Sample

The study population comprises all senior secondary school students in some selected public secondary schools in Delta State. This choice was necessitated because they are in a critical developmental stage where parenting practices have a substantial effect on social behaviour and adaptation.

A sample size of 370 students was utilized using a multi-stage sampling technique. Schools were randomly selected from six local government areas, with two from each of the three Senatorial Districts in the state. Three secondary schools were randomly selected in each of the six local government areas, amounting to eighteen secondary schools that were covered. Finally, simple random sampling was employed to select the students who participated in the study.

C. Instrument for Data Collection

A structured questionnaire consisting of two sections was used for data collection. Section A comprises the Parenting Practices Scale, which assesses the different parenting styles students perceived in their home dynamics. It was adapted from Gafoor and Kurukkan (2014), Construction and Validation of Scale of Parenting Style, a 5-point Likert scale with 38 items that was reworded and the format changed to a 4-point Likert scale to suit the researcher's environment, and 22 items were retained.

Validation of the questionnaire was done through various methods, including factor analysis established through a pilot study involving 50 students outside the main sample. It also demonstrated high internal consistency with a Cronbach's alpha coefficient of 0.80, indicating good reliability.

The social adjustment scale in section B measured students' level of social adjustment in terms of peer relationships, school engagement, emotional regulation, and general behavioural adaptations. The questionnaire was self-constructed relying on experience as a former head of school, as well as ideas from related literature, with 40 items, of which only 22 items were retained after being factor analysed. Responses were rated on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree

(1). Validity through factor analysis was obtained, confirming its ability to measure what it was meant to, with a Cronbach's alpha coefficient of 0.83, indicating good reliability.

D. Data Analysis

The data collected were analysed using the Statistical Package for the Social Sciences (SPSS). Pearson's product-moment correlation coefficient and regression were used in testing the hypotheses.

III. RESULTS AND DISCUSSION

A. Hypothesis 1: There is a Significant Relationship Between Parenting Practices and the Social Adjustment of Secondary School Students.

Table 1: Relationship Between Parenting Practices and Social Adjustment

		Social Adjustment	Parenting Practices
Social Adjustment	Pearson Correlation	1	-.011
	Sig. (2-tailed)		.836
	N	370	370
Parenting Practices	Pearson Correlation	-.011	1
	Sig. (2-tailed)	.836	
	N	370	370

H₀₁ posits that there is a significant relationship between parenting practices and the social adjustment of secondary school students. However, the data in Table 1 do not support this hypothesis. The Pearson correlation coefficient between parenting practices and social adjustment is $r = -0.011$, which indicates a very weak and negative relationship. Additionally, the significance value ($p = 0.836$) is much greater than the conventional threshold of 0.05, suggesting that the relationship is not statistically significant. With a sample size of 370, this result implies that parenting practices, as measured in this study, do not have a meaningful influence on secondary school students' social adjustment. Therefore, the null hypothesis that there is a significant relationship between the two variables is retained.

The finding reveals that there is no statistically significant relationship between parenting practices and secondary school students' social adjustment. The Pearson product-moment correlation analysis generated a correlation coefficient of $r = -0.011$ with a p-value of 0.836, suggesting a very weak and statistically non-significant relationship, given that the p-value is greater than the conventional significance level of 0.05. The implication is that, irrespective of the parenting practice being exposed to, students' social adjustments were not impacted significantly. This slight correlation seems to support the perception that parenting practices alone (despite its cruciality in adolescence development) do not shape their development, for a variety of factors including individual temperament, peer involvement, social orientation, school dynamics, sociocultural context, do interact (Steinberg, 2014; Santrock, 2018; Rutter, 2007; Wentzel, 2017).

These findings highlight some divergence from numerous earlier postulations that emphasised the prominence of parenting on these students' development. Baumrind (1991) and Im-Bolter et al. (2013), for instance, had posited that authoritative parenting practice has consistently been associated with positive outcomes such as high self-esteem, social competence, academic success, pro-social behaviour, and fewer behavioural problems. Similarly, Darling and Steinberg (1993, 2017), Miller et al. (2002), Berger (2011), Kerr et al. (2012), Sbicigo and Dell'Aglio (2012), Idan and Margalit (2014), Fosco et al. (2016), Xia et al. (2016), Buella et al. (2017), Inaja et al. (2017) and Kurock et al (2022) maintained that parenting practices (the quality and quantity of involvement, receptivity, responsiveness and demandingness) play a crucial influencing function in students' psychological and psychosocial outcomes, especially in social orientations and security adaptations.

However, this seeming lack of a significant relationship in this study might be ascribed to the participants developmental stage, where they seek and crave for autonomy and identity, thereby parental influence become moderated by other dynamics like environmental, psychological, peer interactions, interpersonal and intrapersonal relations, school climate, that begin to wield tougher effects on their behaviour and social economy and orientations (Steinberg, 2001; Brown & Larson, 2009). Additionally, cultural and contextual variables with societal expectations from parents (Dwairy et al., 2006) as well as cultural norms and socioeconomic conditions that are volatile and stressful (Odujinrin, 2016) could account for such divergences.

B. Hypothesis 2: There is a Significant Difference in the Social Adjustment of Students Based on the Parenting Practice they are Exposed to.

Table 2: Difference in Social Adjustment of Students Based on the Parenting Practice they are Exposed to

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.061 ^a	.004	-.007	1137.04853	.004	.340	4	365	.851
a. Predictors: (Constant), Neglectful Parenting Practices, Indulgent/Permissive Parenting Practices, Authoritarian Parenting Practices, Authoritative Parenting Practices									

ANOVA ^a						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1						
Regression	1758147.647	4	439536.912	.340	.851 ^b	
Residual	471900969.120	365	1292879.367			
Total	473659116.768	369				
a. Dependent Variable: Social Adjustment						
b. Predictors: (Constant), Neglectful Parenting Practices, Indulgent/Permissive Parenting Practices, Authoritarian Parenting Practices, Authoritative Parenting Practices						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	69.229	565.077		.123	.903
	Authoritarian Parenting Practices	-3.016	24.425	-.007	-.123	.902
	Authoritative Parenting Practices	-1.443	17.778	-.005	-.081	.935
	Indulgent/Permissive Parenting Practices	24.431	25.644	.050	.953	.341
	Neglectful Parenting Practices	-14.030	22.624	-.035	-.620	.536
a. Dependent Variable: Social Adjustment						

Ho2 states that there is a significant difference in the social adjustment of secondary school students based on the parenting practices they are exposed to. However, the results from Table 2 do not support this hypothesis. The Model Summary shows a very weak correlation ($R = 0.061$) and an extremely low explained variance ($R^2 = 0.004$), indicating that the four parenting styles combined explain less than 1% of the variation in secondary school students' social adjustment. The ANOVA result confirms that the regression model is not statistically significant ($F(4,365) = 0.340$, $p = 0.851$), implying that there is no meaningful difference in social adjustment across parenting practices. Moreover, the coefficients table reveals that none of the individual parenting styles Authoritarian, Authoritative, Indulgent/Permissive, or Neglectful has a significant effect on social adjustment, as all p-values are well above 0.05. In conclusion, the findings indicate that students' social adjustment does not significantly differ based on the parenting practices they are exposed to, and the null hypothesis is therefore retained.

The study examined whether parental practices significantly predict differences in the social adjustment of secondary school students. The null hypothesis: "that there is a significant difference in students' social adjustment based on the type of parenting practices they are exposed to, and are retained. The null hypothesis was retained because the regression analysis uncovered a very weak correlation between parenting practices and social adjustment ($R = 0.061$) and an extremely low explained variance ($R^2 = 0.004$), insinuating that parenting practices account for only 0.4% of the variance in students' social adjustment, which is less than 1%.

Additionally, the overall regression model was not statistically significant ($F(4, 365) = 0.340$, $p = 0.851$), implying that the set of parenting practice variables did not significantly predict social adjustment among the students sampled. These outcomes are suggestive, indicating that the home dynamics in this context, where these practices are adopted, do not significantly explain the variation in social adjustment outcomes among students. The near-zero R^2

value suggests that there are likely other, more robust predictors than these parenting practices that tell how well students adjust socially. This finding within the specific sociocultural setting of the sample and at least in the adolescent phase challenges and contrasted at the same time earlier established literature that underscores repeatedly the significant and robust role of parenting in shaping social behaviours and competences (Baumrind, 1991; Im-Bolter et al., 2013), with authoritative practices fostering greater emotional regulation, cooperation, and peer acceptance (Steinberg, 2001).

A probable explanation/insight could be as a result of the craving and growing autonomy characteristic of

adolescence that may weaken the direct influence of parenting, and they are progressively swayed by external social agents, including peers, teachers, media, and the school environment as they mature (Brown & Larson, 2009). Additionally, cultural norms and contextual factors, as well as current socioeconomic conditions that are very volatile and stressful (Dwairy et al., 2006; Odujinrin, 2016), cannot be neglected.

C. Hypothesis 3: There is a Significant Difference in Social Adjustment Based on Sex Among Students Exposed to Different Parenting Practices.

Table 3: Difference in Social Adjustment Based on Sex Among Students Exposed to Different Parenting Practices

Tests of Between-Subjects Effects					
Dependent Variable: Social Adjustment					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	762.469 ^a	7	108.924	2.361	.023
Intercept	395645.998	1	395645.998	8575.824	.000
Sex	2.378	1	2.378	.052	.821
Parenting Practices	354.609	3	118.203	2.562	.055
Sex * Parenting Practices	183.804	3	61.268	1.328	.265
Error	16654.750	361	46.135		
Total	1311482.000	369			
Corrected Total	17417.220	368			

a. R Squared = .044 (Adjusted R Squared = .025)

Ho3 stated that there is a significant difference in social adjustment based on sex among students exposed to different parenting practices. The results in Table 3 reveal that the overall model is statistically significant ($F(7,361) = 2.361$, $p = 0.023$), indicating that the combined factors of sex, parenting practices, and their interaction explain a small but significant portion of the variance in social adjustment ($R^2 = 0.044$ or 4.4%). However, when examining individual effects, sex alone does not have a significant impact on social adjustment ($F = 0.052$, $p = 0.821$), and the interaction between sex and parenting practices is also not significant ($F = 1.328$, $p = 0.265$). While parenting practices themselves are marginally significant ($F = 2.562$, $p = 0.055$), they do not cross the conventional 0.05 significance level. Therefore, the hypothesis is not supported; thus, there is no significant difference in social adjustment based on sex among students exposed to different parenting practices.

The finding reveals that the overall model was statistically significant ($F(7, 361) = 2.361$, $p = 0.023$) with a small but meaningful portion (4.4%) of variation in students' social adjustment ($R^2 = 0.044$) being explained by the combination of gender, parenting practices, and their interaction. Nevertheless, none of the individual predictors or interactions were statistically significant on their own. That is to say, sex alone does not significantly influence social adjustment ($F = 0.052$, $p = 0.821$), and the interaction between sex and parenting wasn't statistically significant ($F = 1.382$, $p = 0.265$); as such, we can infer that there is a small but statistically significant combined effect.

Curiously, parenting practices alone approached marginal significance ($F = 2.562$, $p = 0.055$) but did not reach the conventional alpha level of 0.05, thus insinuating a trend-level relationship between parenting style and social adjustment that may necessitate extra scrutiny with a larger sample or more sensitive measurement tools. Inferring from the foregoing, while the joint outcome of sex and parenting practices has a statistically obvious influence on social adjustment, gender alone is not a controlling factor, and there is no significant relation between gender and parenting. Realistically, based on the context of this current sample, students' gender does not appear to implicitly moderate the link between parenting practices and social adjustment outcomes.

This position supports some prior inquiries like Steinberg (2001), insinuating that during adolescence, sex differences may shrink in social adjustment as mutual hormonal challenges and school ecosystems become more persuasive than sex-based roles alone. Also, it validates the viewpoints of Darling & Steinberg (1993) that parenting is a complex and multidimensional influence with varied impact based on other contextual and individual-level variables.

IV. CONCLUSION

The findings of this study reveals that among senior secondary school students in Delta State, the sample set investigated, the parenting practices they are exposed to do not statistically influence their social adjustment, nor does

their gender. These are evident in the very weak and statistically non-significant correlation being put forth, and as such, such practices are not impactful enough to influence their social adjustment. This finding thus highlights the necessity of adopting a broader outlook when tackling adolescents' social adjustment. While upholding the crucial role of parenting in adolescent development, the finding has exposed that their direct impact may diminish and lose its predictive strength as these students grow older and are being influenced by other external realities that control their social outcomes. It also reveals the limited role of gender as a standalone predictor of social adjustment.

The results of these findings are noteworthy and hold numerous implications for parents, educators, counsellors, school-based mental health professionals, and policy makers. Interventions aimed at improving these students' social adaptability should extend beyond the home dynamics. Conscious and conscientious recognition of peer dynamics, school ecosystems, and societal pressures should be looked into, as such programmes that focus on peer mentoring, socio-emotional learning initiatives, school ecosystem improvement, and extracurricular involvement may be impactful.

➤ *Funding Statement*

No external funds were acquired for this work.

➤ *Data Accessibility*

The datasets supporting this article were uploaded as part of the Main Material.

➤ *Competing Interests*

We have no competing interests.

ACKNOWLEDGMENT

To all the authors whose works were cited in this study, to Fr. (Prof.) Jeptha Obiunu, Victor Nkedishu and Charles Mbonu who painstakingly went through the draft of this study, I say thank you, I truly appreciate your efforts.

REFERENCES

- [1]. Emore, C. O. (2025). Social media usage, social environment, parenting styles, and social adjustment among secondary school students in Delta State. Unpublished Ph.D. thesis, Delta State University, Abraka.
- [2]. Lorence, B., Hidalgo, V. Perez-Padilla, J. & Menendez, S. (2019). The Role of parenting styles on behaviour problem profiles of adolescents. *International Journal of Environmental Research and Public Health*, 16(15): 2767.
- [3]. Jaureguizar, J., Bernara, E. Bully, P. & Garaigordobil, M. (2018). Perceived parenting and adolescents' adjustment. In *Psicologia: Reflexão e Crítica*, 31, 8.
- [4]. Kales, M.Z. (2014). A study of the adjustment patterns of high school students of Sunderbani Tehsil of Distt Rajouri (J&K). *Scholarly research journal for interdisciplinary studies. II(XV)*: 2231 – 2243.
- [5]. Kurock, R., Gruchel, N., Bonanati, S. & Buhl, H.M. (2022). Family climate and social adaptation of adolescents in community samples: A systematic review. *Adolescent Research Review* 7, 551–563.
- [6]. Darling, N., & Steinberg, L. (2017). Parenting style as context: An integrative model. *Interpersonal development* (pp. 161–170). Routledge.
- [7]. Morin, A. (2019). 4 types of parenting styles and their effects on kids. What's your parenting style? [verywellfamily.com/types-of-parenting-styles](https://www.verywellfamily.com/types-of-parenting-styles)
- [8]. Garcia, O. F., Fuentes, M. C., Gracia, E., Serra, E., & Garcia, F. (2020). Parenting warmth and strictness across three generations: Parenting styles and psychosocial adjustment. *International Journal of Environmental Research and Public Health*, 17(20), 7487.
- [9]. Xu, C. & Yan, W. (2022). Negative parenting styles and social adjustment of university students: A moderated chain mediation model. *Curr Psychol*, 42, 27719 – 27732.
- [10]. Ren, Y., Wu, X., Zou, S. & Wang, X. (2023). The integral contributions of parental involvement and parenting style to adolescent adjustments: a regression mixture analysis. *Curr Psychol*.
- [11]. Arnett, J. (2013). Adolescence and emerging adulthood: A cultural approach. United States of America (pp.182-188). Pearson
- [12]. Berger, K.S. (2011). The developing person through the life span (8th ed.), 273 - 278. Worth Publishers.
- [13]. Baumrind, D. (1991). The influence of parenting styles on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56 - 95.
- [14]. Im-Bolter, N., Zadeh, Z. Y. & Ling, D. (2013). Early parenting beliefs and academic achievement: The mediating role of language. *Early Child Development and Care*, 183, 1811–1826.
- [15]. Onder, A. & Gulay, H. (2009). Reliability and validity of parenting styles and dimensions questionnaire. *Procedia Soc Behav Sci.*, 1(1): 508–514.
- [16]. Williams, L. (2014). The 4 types of parenting styles. lqwilliams2.hubpages.com/hub/The-3-Types-of-Parenting-Styles
- [17]. Kafetsios, K. (2015). Attachment and emotional intelligence abilities across the life course. *Personality and Individual Differences*, 129-145.
- [18]. Rosenthal, M. (2014). "Knowing yourself and your children". www.drma.com
- [19]. Power, T. G. (2013). Parenting dimensions and styles: A brief history and recommendations for future research. *Child Obes.*, 9(1), 14-21.
- [20]. Oliva, A., Parra, A. & Arranz, E. (2008). Estilos relacionales parentales y ajuste del adolescente [parenting styles and adolescent adjustment]. *Infancia y Aprendizaje: Journal for the Study of Education and Development*, 31, 93–106.
- [21]. Gámez-Guadix, M., Jaureguizar, J., Almendros, C. & Carrobes, J. A. (2012). Estilos de socialización familiar y violencia de hijos a padres en población española [parenting styles and child to parent

- violence in Spanish population]. *Psicología Conductual/Behavioral Psychology*, 20, 585 – 602.
- [22]. Miller, I. W., Ryan, C. E., Keitner, G. I., Bishop, D. S., & Epstein, N. B. (2000). The McMaster approach to families: Theory, assessment, treatment, and research. *Journal of Family Therapy*, 22(2), 168 – 189.
- [23]. Kerr, M., Stattin, H. & Özdemir, M. (2012). Perceived parenting style and adolescent adjustment: Revisiting directions of effects and the role of parental knowledge. *Developmental psychology*, 48(6).
- [24]. Sbicio, J. B. & Dell'Aglio, D. D. (2012). Family environment and psychological adaptation in adolescents. *Psicologia: Reflexão e Crítica*, 25(3), 615 – 622.
- [25]. Inaja, A. E., Anake, P. M. & Okoi, N. O. (2017). Parenting styles, adolescent behaviour and social adjustment in Northern Cross River State. *International Journal of Research in Social Sciences*, 7 (12).
- [26]. Fosco, G. M., Van Ryzin, M. J., Xia, M., & Feinberg, M. E. (2016). Trajectories of adolescent hostile-aggressive behaviour and family climate: Longitudinal implications for young adult romantic relationship competence. *Developmental Psychology*, 52(7), 1139–1150.
- [27]. Xia, M., Fosco, G. M., Lippold, M. A., & Feinberg, M. E. (2018). A developmental perspective on young adult romantic relationships: Examining family and individual factors in adolescence. *Journal of Youth and Adolescence*, 47(7), 1499 – 1516.
- [28]. Buelga, S., Martínez-Ferrer, B., & Cava, M.J. (2017). Differences in family climate and family communication among cyber bullies, cyber victims, and cyber bully-victims in adolescents. *Computers in Human Behaviour*, 76, 164–173.
- [29]. Odujinrin, O.M. (2016). Socio-economic factors and mental health in Nigeria. *Afr J Psychiatry*. 19(2):200-10.
- [30]. Adekeye, O. A., Adeusi, S.O., Chenube, O. O., Ahmadu, F.O., & Sholarin, M.A. (2020). Parenting styles and students' adjustment in secondary schools: Implications for counselling. *Journal of Educational and Social Research*, 10(4), 1-9.
- [31]. Ukoha, E.R. (2019). Parenting styles and social adjustment of secondary school students in Ebonyi State, Nigeria. *British Journal of Education*, 7(3), 32 - 41
- [32]. Steinber, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Boston: Houghton Mifflin Harcourt.
- [33]. Santrock, J.W. (2018). *Adolescence* (17th ed.). McGraw-Hill Education.
- [34]. Rutter, M. (2007). Resilience, competence, and coping. *Child Abuse & Neglect*, 31(3), 205 - 209.
- [35]. Wentzel, K.R. (2017). Peer relationships, motivation, and academic performance at school. In A. J. Elliot, C.S. Dweck, & D.S. Yeager (Eds.), *Handbook of competence and motivation* (2nd ed., pp. 586-603). The Guilford Press.
- [36]. Steinberg, L. (2001). We know some things: Parent–adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, 11(1), 1–19.
- [37]. Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Contextual influences on adolescent development* (3rd ed., Vol. 2, pp. 74–103). Wiley.
- [38]. Dwairy, M., Achoui, M., Abouserie, R., & Farah, A. (2006). Parenting styles in Arab: A first cross-regional research study. *Journal of Cross-Cultural Psychology*, 37(3), 230–247.
- [39]. Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113(3), 487–496.
- [40]. Idan, O. & Margalit, M. (2014). Socio-emotional self-perceptions, family climate and hopeful thinking among students with learning disabilities and typically achieving students from the same classes. *Journal of Learning Disabilities*, 47(2), 136 - 152.