

## **Family Variables, School Type and Emotional Adjustment among Secondary School Students in Calabar Education Zone of Cross River State, Nigeria**

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**Abstract:** *This study examined family variables, school type and emotional adjustment of secondary school students in Calabar Education Zone. To achieve this purpose, the theory of social learning by Albert Bandura, self-determination theory by Ryan and Deci, Emotional intelligence theory by Konstantin and theory of adolescent planned behavior by Ajzen were used. Also four research questions and four hypotheses were formulated. Empirical literature review was done according to the sub-variables of the study. The study adopted the ex-post facto research design, while the stratified and simple random sampling techniques were used to select a sample of 883 students which was 18.2% of the total population of 4842 secondary school students in the study area. A questionnaire titled 'Family Variables, School type and Emotional Adjustment Scale (FVSTEAS) was used for data collection. The instrument was validated by experts in the area of Educational Psychology and Measurement and Evaluation. The reliability of the instrument was established using the Cronbach alpha reliability technique. The coefficient of the subscales showed that the instrument was reliable with reliability estimate result ranging from 0.75-0.80. The data collected were analysed using the One –Way Analysis of Variance(ANOVA).The result showed that there is a significant influence of family structure, family communication, parenting styles and school types on emotional adjustment of secondary school students. Based on this, it was recommended that parents should stick together in order to develop a good home social relationship in their children. Parents should be democratic in their parenting in order not to create an atmosphere that will trigger emotional maladjustment among their children. Parents should ensure that all communication gaps between them and their children are closed so as to relate well with their children and calm most emotional needs that may result if that communication link is absent. School heads should promote a conducive atmosphere that will help cater to the emotional needs of the children.*

**Keywords:** *emotional adjustment, family structure, parenting style, school type, family communication.*

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### **I. Introduction**

#### **1.1 Background to the Study**

Education is indisputably critical to the development of human society. It affords humans the opportunity to acquire the necessary knowledge, skills, and values with which to face life challenges. In view of the importance of education, societies design schools to facilitate the interaction of the learners with the teacher, the instructional materials as well as curricular contents, and with each other. Therefore, school attendance equips children with the basic tools needed to interact effectively with other people socially, academically, as well as emotionally. Education, essentially, is a prerequisite for the personal development of learners as they are nurtured to become adults, who possess life skills, attitudes and knowledge for productive community membership, leadership, and parenting as well as guardianship roles.

Consequently, the school environment is expected to be a positive and conducive environment for building behavioural changes. It should be a safe haven for everyone within its environment. However, since learners come from diverse and unique home environments and backgrounds, one would find different groups of students who differ in their characteristics, manifesting different forms of adjustment, emotionally, socially and so on. The changes manifested by students in the course of leaving home and attending school can be either life-changing or life-threatening. These changes set in as they gradually recognize their roles in the society and try to negotiate a balance between their dreams and reality, thoughts and actions, predictions and outcomes, conjectures and experience, and between expectations and commitments. Therefore, besides the impartation of skills, education provides students with opportunities for emotional adjustment.

According to Good and Hillary (2009), adjustment is the process of finding and adopting modes of behaviour suitable either to the environment or to the changes in the environment. It is the process by which an organism maintains a balance between its needs and the circumstances that influence the satisfaction of those

needs. Therefore, adjustment influences the achievement and personality development of the student in school. One area that the child must adjust is in the area of his emotions given that the school is different from the home and the type of care and concern that may be provided could be completely different.

Emotional adjustment, according to Sharma and Saini (2014), is the maintenance of emotional equilibrium in the face of internal and external stressors. Cognitive processes of acceptance and adaptation facilitate this balance. The ability to adjust to the challenges of the environment is often beneficial to the individual's social, scholastic and emotional wellbeing. An emotionally adjusted individual is attentive to both positive and negative feelings and develops the ability to cope with social relationships, rejections as well as personal confidence.

More so, adolescence is an important developmental stage, characterized by marked biological and physiological changes. Behaviourally, adolescence is associated with volatile emotions and boundary-testing behaviour as individuals explore and assert personal identity, learn to navigate peer relationships, and transition to independence. The strongest stereotypes of adolescence are portrayed in countless television shows and movies, the emergence of sexual interest and behaviour, and decision-making dilemmas.

Student behaviour in the classroom can be a major challenge for any teaching professional. Understanding child and adolescent behaviour in the classroom is a vital guide for pre-service and in-service teachers, providing the tools to respond effectively and ethically to child and adolescent behaviour is of a major concern. Adolescents who form a positive affiliation or social bond with their school are more likely than adolescents who fail to establish this social bond to engage in a variety of pro-social behaviours and achieve their potential academically and less likely to engage in problem behaviours such as fighting, bullying, truancy, vandalism and substance abuse use.

Unfortunately, there has been a growing rate of emotional maladjustment exhibited by students. This has become a major concern amongst stakeholders in the education sector, parents, caregivers and government. The prevalence of emotional maladjustment among secondary school students is disheartening. This could stem from the struggles to navigate the turbulent adolescent period. Suddenly, the teenagers find themselves surrounded by challenges and uncertainties that may make decision making difficult and could eventually make them distraught and upset in their social setup. This can manifest in anxiety, post-traumatic stress disorder, aggressive behaviours, rebellion against set down rules and regulations in schools. Also, emotional maladjustment could manifest in defiant behaviours such as vandalism, gangsters, drug abuse, bullying, restiveness, and other antisocial behaviours. Often, such behaviours are meant to impress their peers and covet their approvals.

The emotional stability of adolescents has come into question. Public concern over adolescents' mental health is high, in part, because of rising rates of suicide and the unprecedented lethality of violent incidents involving adolescents (Centers for Disease Control and Prevention, CDC, 2005; Koop & Lundberg 1992). The public seems to share the assumption that schools are influential to adolescents' emotional development (Rose & Gallup 1999). Tragedies of violence and suicide are often anecdotally linked to the characteristics of schools that foster alienation, exclusion, and anarchy. Consequently, schools are being evaluated, not only for their students' intellectual accomplishments but also for their ability to promote sound social and psychological dispositions.

In addition, emotional maladjustment could manifest in cultism. In October 2016, some Senior Secondary School students of Akpet Secondary School, Biase LGA, began converging in the school farm during recess to form a cult group. In their attempt to recruit more students to fill the gap of the graduating SS3 pupils, one of them broke the oath of secrecy and reported to the school authorities. The school had all the SS3 who were implicated, expelled and stopped from sitting for the West African Examinations Council (WAEC) examinations that year.

Another evidence of students' maladjustment could be theft. For instance, in Community Secondary School, Akpet 1, also in Biase LGA, some students carefully planned and stole corn from the school farm each day for several weeks. However, they ran out of luck and were apprehended by a teacher who had spotted something strange within the wheels of the students' bicycles.

Several other criminal activities have been reported among students. Some have resulted in the loss of lives, maiming, and termination of education. Besides, such activities render the school environment unhealthy for learning, thus, hindering students' academic achievement. These violent activities all militate against the realization of goals and objectives of education.

Research has revealed the importance of the family in the development of an individual. Individuals develop through the process of learning, imitation, and observation. Children's personalities are formed from what they see and perceive at home. By observing their parents and caregivers, children form cognitive structures, which they store in their memory over time. Later in life, these structures precipitate behaviours expressed when faced with various challenges. If parents, for instance, communicate effectively with their children, both by words and example, they will invariably impart in the children virtues of love, compassion and dignity. Such virtues will, in the long-term, help these children to develop self-respect, self-esteem and create a belief in noble motives and purposes.

Child-rearing practices, therefore, play an important role in the personality and emotional adjustment of the child. Healthy child-rearing practices of parents can create an environment of love and discipline that favourably dispose the children to overcome the problems of adolescence. Inappropriate child-rearing practices and unhealthy relationship at home often lead students to make poor choices. From mirroring what they see at home to starting out well behind their peers, children from troubled home backgrounds are at a disadvantage. They often display maladjustment tendencies like self-loathing and critical behaviour. Other negative effects that are characteristics of such students are low performance in school work both in their academics and social life, low self-esteem, depression, and violent behaviour, they often fail to thrive and usually have problems abiding with laws and constituted authority.

When a healthy relationship with parents in family prevails, the adolescent feels secure, well – adjusted and think himself accepted within his immediate environment and much later in life, remains well – adjusted and feels that society accepts him. Although family constitutes the child’s first and most enduring social environments, its influence on the development of the child’s emotional adjustment and social competences have received relatively limited research attention, So a pressing need was felt to understand these using independent variables made up of four sub-variables, namely family structure (categorized as intact, separated and deceased), parenting style, (which could be autocratic, democratic and Permissive), family Communication (which could be either intimate, moderate and hostile)and, also school type , while the dependent variable, students’ emotional adjustment was considered as at school, at home and in the society.

According to Shaku (2001), school type connotes the academic social classification nexus that distinguishes schools into private and public ownership. He described public schools as schools owned by the government. In such schools, the government appoints, posts, and transfers teachers. In addition, public schools get their financing from local, state and federal government funds. In private schools, on the other hand, the proprietor or the principal has the right to appoint and recruit teachers. They rely on tuition payments and funds from non-public sources such as religious organizations, endowments, grants and charitable donations while the mission school or missionary school is a religious school originally developed and run by Christian missionaries. The public schools are controlled by the government while private schools are solely controlled and managed by the individual owners. Experience further shows that certain types of schools tend to be the fertile grounds for certain behavioural abnormalities to manifest. Students’ unrest, violence, cultism, deviancy and other misbehaviours seem more prevalent in some schools than in others. It is, therefore, possible for the type of school to be a factor in students’ emotional maladjustment. Perhaps there are variables within a particular school environment that predispose students to be emotionally maladjusted. This study, therefore, investigated, in addition to family variables, how the type of school could relate to the emotional adjustment of secondary school students in the study area.

## **1.2 Statement of the Problem**

The prevalence of secondary school students’ emotional maladjustment in recent times in Calabar Education Zone of Cross River State, Nigeria has been observed to be alarming. Emotional maladjustment manifests in different forms of behavioural disorders. Such disorders include learning and conduct disorders, depression, anxiety and delinquent acts, disobedience, lying, stealing, cheating, dishonesty, disrespect to elders, drug abuse, examination malpractice and falsification of school reports, to mention just few which as observed has resulted in the expulsion of some students and their career terminated and many school properties that would have enhanced learning destroyed by students by way of rioting and other unwholesome behaviours which reflect poor school emotional adjustment. Students have been implicated in cases of assault with weapons, gangsterism, murder, rape, and even armed robbery. It takes place in small schools, large schools, single sex, co-educational schools, traditional and progressive schools, at home and in the community. This has become a burden for parents, government, schools, counsellors, and even non-governmental associations, which have tried unsuccessfully to curb its debilitating effects on the attainment of set goals, learning outcomes and development.

Attempts have been made to curb students’ emotional maladaptive adjustment and its attendant effect on school performance and achievement. Governments, NGOs, and other social organizations have at different times made efforts to contain maladaptive behaviour among students. The government in Cross River State for example has put in place some strategies to curb maladjusted behaviour in schools among students by deploying Peace Corps officials to secondary schools, but the outcome is yet to be fruitful.

In addition to efforts made by government, studies have been carried out to ascertain how factors such as teacher factor, peer group, school facilities, age of students, administrative styles, socio-economic status of parents and others could explain the high level of emotional maladjustment among secondary school students and why they still persist. Yet, the problems still persist.

The present study is another attempt to seek solution to the problem of emotional maladjustment among students by investigating the role which family variables such as family structure, parenting style, family communication and school type play in the emotional adjustment of secondary school students in Calabar educational zone, it is against this backdrop that this research was carried out. The question this research work

seeks to answer is could family variables and/or school type be responsible for the emotional adjustment of secondary school students in Calabar Education Zone of Cross River State, Nigeria?

### **1.3 Research Questions**

The following research questions were raised to guide the study

1. How does family structure influence the emotional adjustment of students?
2. To what extent does parenting style influence the emotional adjustment of students?
3. What is the influence of family communication on emotional adjustment of students?
4. How does school type influence the emotional adjustment of students?

### **1.4 Statement of Hypotheses**

The following hypotheses which are stated in the null form were formulated to guide the study.

1. There is no significant influence of family structure on the emotional adjustment of students
2. Parenting style does not significantly influence the emotional adjustment of students
3. There is no significant influence of family communication on the emotional adjustment of students
4. There is no significant influence of school type on the emotional adjustment of students.

## **II. Literature Review**

### **2.1 Theoretical Framework**

This study is anchored on three major theories such as:

#### **2.1.1 Social Learning Theory by Albert Bandura (1977)**

The Social Learning theory was postulated by Albert Bandura (1977). The theory states that behaviour is largely acquired through imitation and observational learning. The theory explains that people learn from one another via observation, imitation, and modelling, this coded information serves as a guide for modelling. The theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory and motivation. Bandura identified four conditions that are necessary before an individual can successfully model the behaviour of someone else (Bandura, 1977). He named them "the process of observational recovery." The processes are:

- (1) Attention process, during which the learner perceives the model.
- (2) Retention process, where the learner remembers the model
- (3) Motor reproduction process, during which the learner translates what has been learnt into behaviour and
- (4) Motivational process, during which the learner puts what has been observed into action.

This theory is relevant to this present study in that children psychological behaviour such as depression, anxiety disorder, learning, and conduct disorders, are often modelled from the family through observations. Children tend to observe and model the behaviours of their parents or the behaviours of other siblings in their families. The growing child in the family observing the peculiar parenting and communicating styles of his or her family picks up such behaviour that would determine, eventually, his or her adjustment patterns. Emotional maladjustment will arise if the child has negative perception of parenting and communication styles at home.

If the structure of the family promotes negative tendencies and conditions, children from such homes usually end up becoming emotionally maladjusted, moody most of the time, unfriendly, withdrawn and anxious. If aggression is the prevalent condition in a particular family, children from such family become aggressive in the course of their development. If stealing, fighting, truancy is modelled; such children tend to adjust emotionally and socially towards such characteristics. Similarly, as love and respect are learned, the children could also develop self-precepts such as self-efficiency, perception, self-esteem and internal locus of control. These they acquire early in life as they deal with a wide range of experiences, tasks and situation regarding the relationship with parents and significant others.

#### **2.1.2 Self-determination theory by Ryan and Deci (2000)**

Richard Ryan and Edward Deci propounded the Self-Determination Theory (SDT) in 2000. This theory posits that humans have an inherent motivation to behave in a specifically defined way based on their internal motivation. The theory posits that although external forces dictate the behaviour of an individual, most of the actions and inaction of individuals are determined by internal factors. In addition, humans have a natural tendency to assimilate or internalize environmental values and practices. This implies that humans have the tendency to endorse extrinsic motivators that are valued within their milieu. Self-determination theorists focus on the social conditions across life domains (e.g., school, work, sport, and relationships) that promote or thwart humans' intrinsic motivation and internalization of extrinsic motivation (Ryan, Deci & Grolnick, 2000).

The Self-Determination Theory (SDT) posits that one's motivation is contingent on the capacity of the environment to promote or discourage three innate, psychological needs: (a) autonomy, (b) competence, and (c) relatedness. The need for competence is similar to the need for mastery and understanding of the environment. Humans have an innate need to seek control of outcomes and experience mastery of any given situation. Humans also need to feel and be competent in their interactions with others and feel connected to the larger context of a situation. Engaging in challenging tasks fulfils the need to feel competent, which encourages intrinsic motivation.

The need for relatedness is the universal need to interact, to be connected to and to experience caring for others. This can be satisfied by sharing thoughts and feelings with others, feeling accepted and receiving confirmation from others. The need for autonomy refers to the need for a sense of control, with interactions in the environment. Autonomy also refers to being self-governed and taking responsibility for the choices one makes. The need for autonomy is not the need to be detached, selfish or submissive to others.

The three needs of competence, autonomy and relatedness interact and form one's self-determination. By implication, people need to decide how to act in their environment. If the needs of the individuals are not met, there is every tendency that the individual will adjust negatively to the demands of the environment and this explains why many individuals, especially the adolescents, have different problems. Where parental style fails to promote autonomy and competence for instance frustration could arise in individual which could reflect in maladaptive behaviour. Also, most students often develop mood swings and anger, especially when they fail to have mastery of a particular content or activities that they may have practised for a long time. Moreover, when the adolescent is not given the opportunity to live independently of the parents' decision, they try to ensure that they push their way through; and when this is not achieved, they get depressed. In addition, the need for relatedness is very important as the individual tries to get closer to his peers as well try to gain their acceptance. Where this need is not met, the adolescents may display emotionally aberrant behaviours such as feeling rejected, and, therefore, withdrawing into their shells, and being moody.

This theory is quite relevant to this study because of its highlight on the interaction process in the home among family members and the school, enabling the child to exhibit his innate characteristics in the course of the interaction thereby providing the parents and teachers the opportunity of pruning the child's behaviour to enhance emotional adjustment.

### **2.1.3 Emotional intelligence theory by Konstantin Vasily Petrides (2001)**

This theory of emotion was developed by Konstantin Vasily Petrides in 2001, and it encompasses behavioural dispositions and self-perceived abilities and is measured through self-report. The theory is a theoretical distinction between the ability based theory of emotion and the trait based theory.

Emotional theory was structured along four scopes, namely: well-being, self-control, emotionality and sociability. These four factors gave rise to 15 different sub-factors, which include: adaptability, assertiveness, emotion perception, emotion expression, emotion management, emotion regulation, impulsiveness, relationship, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness, and trait optimism (Petrides, 2001).

The relevance of this theory to the study explicates emotion as a trait that tend to explain the intellectual manipulations of people regarding attribute, mannerism and characteristics towards performance, including the behaviour of students at home and school. These traits are behaviour dispositions such as adaptability, assertiveness, emotion expression, impulsiveness, self-motivation among others. These traits manifested in individual positively and negatively to exert influence on the well-being, emotionality and sociability among adolescents. Hence, students who exhibit or demonstrate these traits positively may exhibit behavioural traits that would encourage self-control in their interaction with people at home, society and school. Thus, these experiences possibly may cause students to have difficulty in exercising their self-awareness, self-regulation, self-motivation, social skills and empathy towards their emotional well-being, optimism, relationships and happiness in school.

### **2.1.4 Theory of Adolescent planned behaviour by Ajzen (1991)**

This theory of adolescent behaviour was propounded by Ajzen in 1991. This theory states that an adolescent's intention to engage in a behaviour at any specific time and place is driven by three dimensions of behavioural intentions. These intentions are:

- a. Individual's attitude towards behaviour
- b. Subjective norms and
- c. Perceived behavioural control

The upthrust of this theory is that no behaviour is demonstrated automatically or unconsciously without prior knowledge or plan. It implies that whatever behaviour is demonstrated now, was whatever behaviour that had been planned or like earlier and was being suspended or was allowed to linger to be manifested at the

appropriate time. Significantly, at any given time, behaviour planned earlier must be made manifest and so the adolescent (boy and girl) is inexcusable (Ajaz, 1991).

The theory of adolescent planned behaviour holds that no matter how people arrive at their behavioural normative and control beliefs, their attitude towards the behaviour, their subjective norms and their perception of behavioural control follow automatically and consistently from their beliefs and it is only in this sense that behaviour is said to be seasoned and planned. Hence, whether intention predicts behaviour or not, behaviour depends in part on factors beyond the individual's control, so the strength of the intention-behaviour relation is moderated by actual control over the behaviour. Low intention behaviour relation therefore denotes a warning sign indicating the closeness of the limit of the reasoned action.

The theory is significant to this study as it addresses emotional adjustment of students in school, home and society externally imposed by their family background and their school type. This implies that school, home and societal emotional adjustment of the students depends to a large extent on their family structure, parenting styles, family communication and their school type.

## **2.2 Empirical Review**

This segment presented a review of related literature on the variables of this study. Attention is therefore focused on this study's main variables presented under the following sub-headings:

### **2.2.1 Family structure and emotional adjustment of students**

Family background is the bedrock of children's psychological development, social relations, moral advancement, and socio-economic attainments. This shows that the home has a great influence on the child's psychological, emotional, social and economic state. Family structure suggests whether a family is intact or broken. A broken family in the context of this research work is a family that has split or separated for various reasons such as death of a parent, separation, divorce or abandonment that may lead to children being raised by single parents, stepparents or relatives. On the other hand, an intact family refers to a family in which both biological parents are present and living together in the home. The intactness of a family may not necessarily mean that it functions well or that the children are being well catered for, as all manners of normal conflicts and problems as well as life threatening issues do occur in intact families as well. Structural analysis of families is important because family is the most important and informal socializing agent that molds the child in society and the future of the child depends upon it. It helps children to recognize and achieve important societal goals. By implication, family setting and background play important role in strengthening or upsetting student's academic performance.

Olaitan (2017) studied the impact of family structure on the academic performance of secondary school students in Yewa Local Government Area of Ogun State, Nigeria. The intention of the study was to investigate the extent to which family structure, specifically; single parent families and two parent families affect the academic performance of secondary school students. Two hundred and twenty students of the public secondary schools in Yewa Local Government Area of Ogun State, Nigeria were involved in the study. The Multidimensional Life Satisfaction Scale (MSLSS), which was designed by Suldo and Huebner (2006), was used to gather information from the students and it was conducted in a classroom environment during school period. After collecting information from the students, their scores in Mathematics and English Language (which are compulsory subjects in all secondary schools) of the second term of 2014/2015 academic session were obtained from their class teachers with the permission of the principals of the schools. The scores were then converted to Z-scores in order to ensure their reliability and validity since they were collected from different schools. Results show a significant difference in the academic performance of students from single parent families and those from two parent families. In other words, the academic performance of children from two parent families is better than those from single parent families. The implications of the findings were that parental separation should be avoided.

The effects of family structures on the academic performance of Nigerian University students was studied by Uwaifo (2012). The study examined the effect of family structure on the academic performance of University students in Nigeria. The sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma, Edo State. The adapted form of "Guidance and Counseling Achievement Grade Form" was used for data collection and the data collected were subjected to statistical analysis using the t-test statistical method. The three null hypotheses formulated were tested at .05 level of significance. The results showed that significant differences existed between the academic performance of students from single-parent family and those from two-parent family structures. The results also indicated significant differences in academic performance of male and female students compared on two types of family structures. On the basis of these findings, it was recommended that school counsellors should be employed in all schools and that they should provide necessary assistance to students especially those from single-parent family to enable them overcome their emotional concerns.

Similarly, Uwaifo (2008) studied the effects of family structure and parenthood on the academic performance of Nigerian university students. The study examined the effects of family structure and parenthood on the academic performance of Nigerian university students. The sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma, Edo State. The adapted form of "Guidance and Counseling Achievement Grade Form" was used for data collection and the data collected were subjected to statistical analysis using the t-test statistical method. The three null hypotheses formulated were tested at .05 level of significance. The results showed that significant differences existed between the academic performance of students from single-parent family and those from two-parent family structures. The results also indicated significant differences in academic performance of male and female students compared on two types of family structures. On the basis of these findings, it was recommended that school counsellors should be employed in all schools and that they should provide necessary assistance to students especially those from single-parent family to enable them overcome their emotional concerns.

Ella, Odok and Ella (2015) studied the influence of family size and family type on academic performance of students in Government in Calabar Municipality, Cross River State, Nigeria. They observed that there has been continuous outcry from stakeholders against poor performances of students in Senior Secondary School Examinations in Nigeria. The study investigated the influence of family size and family type on students' academic performance in Government, in Calabar Municipality of Cross River State. To achieve the purpose of this study, two null hypotheses were formulated and tested at 0.05 level of significance. The simple random sampling technique was adopted in selecting the six (6) public secondary schools and two hundred (200) SS2 students used for the study. The survey research design was adopted for the study. A self-constructed questionnaire and a students' achievement test in Government were the instruments used for data collection. The instruments were face-validated by three experts in Test and measurement before they were administered. The test re-retest method was adopted in testing the reliability of the students' achievement test items. The reliability co-efficient was 0.728 and this was considered high enough for use in the study. Data collected was analysed using One-way Analysis of Variance (ANOVA). The result revealed a significant influence of family size and family type on academic performance of secondary school students in Government in Calabar Municipality, Cross River State, Nigeria. Based on these findings, it was recommended that: parents should be adequately sensitized on how best they can assist their children irrespective of the size and type of family among others.

The family is the basic unit of the society and, as such, its central role includes procreation and socialization of individuals. Family structure refers to the pattern in which a family is constituted. The family structure could be intact or single parent as the case may be. Parson (1994) put it thus, "human behaviours are not born but are rather made through early childhood socializing experiences with either both parents or one of the parents." He reiterated that the types of personalities individuals develop are partly due to the different experiences they have acquired in the different family structures. He observed that the structure of the family and the relationship between its members could exert a positive or negative influence on the lives of the children. In general, studies have suggested that differences in the social behaviour of children from single and two-parent families could be related to changes in the economic circumstances of families and to variations in the quality of parent-child interactions in the various family structures.

Eisenberg, Spinrad and Morris (2002) conducted a study on the impact of family context, deviant attitudes and emotional distress on adolescent drug use. The study utilized 143 respondents from Caddian High school, Washington, DC. Observational technique and descriptive analysis used revealed that majority of children with behavioural challenges come from the home with lack of parental union and lack of parental cohesion. The study concluded that parents are assumed to function as role models for the child's behavioural adjustment to life. If parents are not well adjusted, the children will have poor models to imitate. This, therefore, leads children to manifestations of deviant activities similar to that of their parents.

According to Douglas (2004), children from divorced families, particularly those handled by female parents are highly involved in negative sexual behaviours. The researcher reasoned that most female parents are very liberal in the way they handle their children and, as such, the children have a lot of freedom to behave as they like. Eventually, such children get involved in deviant behaviours like stealing, fighting, truancy and aggression. They find it very difficult to adjust socially and emotionally. On the contrary, children from monogamous families (that is intact family with one mother and father) who consistently receive care from both parents are less prone to antisocial activities than children from divorced families who receive less care.

It takes the commitment of two individuals who entered into marriage and stay married to raise social and emotionally adjusted children as their mutual commitment will be extended to their children (Parker, 2003). In a study conducted by Akanbi, Gbadebo, Adesola, Olawole-Isaac, Sowumi and Godwin (2017) using analytical techniques such as univariate, bivariate and chi-square test to establish how intact and divorced families differ in their influence on adolescents sexual behaviours. The findings of their study revealed that, intact family (at  $p=0.00$ ) had a significant influence on adolescent sexual behaviour. Also, (at  $p=0.000$ ) it was observed that the divorced family has a significant effect on adolescent sexual behaviour. The researchers recommended urgent strong counsel for folks in Nigerian society at large to shun divorce and value marriages

thereby having more intact homes which will curtail to a large extent immoral sexual behaviour among the adolescents.

In another study, Singh, Kusha and Laitonjam (2017) investigated the impact of family structure on the social and emotional maturity of adolescents in India. The study was designed to find out if the type of the family has any significant impact on the social and emotional maturity of senior school adolescents of Pantnagar (India) and to derive the relationship between social and emotional maturity. The study utilized, 277 randomly selected adolescents studying in class xi. The self-designed socio-demographic questionnaire was used to study the socio-demographic characteristics of respondents in the study. The social and emotional maturity of the respondents was assessed through Rao's social maturity scale and emotional maturity scale, respectively. Results revealed that respondents from joint families were more personally, interpersonally and socially adequate and thus, socially mature than those from nuclear families. Moreover, they were significantly higher on emotional stability, emotional progression, social maturity than those from the nuclear family. Social maturity and emotional maturity was found to be significantly positively correlated across types of family.

Olayemi (2014) carried out a study a comparative analysis of children raised by grandparents and single parentage on household structure and students' academic performance. The study examined house hold structure and students' academic performance with a major focus on the comparative analysis of children raised by grandparents and single parentage in Lagos State Senior Secondary schools. The general awareness of the importance of the home environment on student's academic performance necessitates an investigation into the family structure as it affects the students' academic outcome. The research design was a fusion of questionnaire technique with field observation and oral interview. The population for this study consisted of all the students and teachers in the senior secondary schools in addition to market women in selected markets in Ojo local Government area of Lagos State. Based on this, ten (10) senior secondary schools were purposefully sampled comprising of ten 10 students from separate single parents' home and ten (10) students raised by their grandparents, a total of two hundred students. Also, fifty (50) teachers and ten 10 market women were sampled. Three research questions and three hypotheses were advanced and tested in the study. Three types of questionnaires were used, titled questionnaire on parenthood for students (QPS), questionnaire on parenthood for teachers (QPT), and questionnaire for market women (QPMW). These instruments were validated and found reliable at  $r=0.88$ . The study revealed that no significant difference existed between the academic performance of students from single parents and those from two parent families ( $t$  cal.2760.05). However, significant difference existed in the means of the academic performance of male students from single parent and male students from two parent family ( $df=(3,28)$ , 83.74,  $p<.05$ ) and female students from single parent and female students from two parent families. Also, there is difference between the academic performance students raised by grandparents and students from single parent families ( $df=(3,28)$ , 31.54,  $p<.05$ ). From the findings and conclusion of this study, sufficient evidence was provided such as government initiating educative and enlightenment programme on how to improve and sustain intact parenthood through the mass media and that fund to the assistance of victims of single parenthood.

Azape (2010) studied family structure and emotional adjustment of students in secondary schools in Melbourne, Australia. The survey research design was adopted for the study. The entire population (census) of final year students in the study area was used as the study sample. Four research questions and hypotheses were used for the study with a 16-item questionnaire aimed at eliciting information from the respondent based on their personal perceptions. The Pearson Product Moment Correlation analysis was used to analyse the generated data. The results obtained showed that family structure has a significant relationship with students' emotional adjustments in secondary schools in the study area. He concluded that family structure contributes to the emotional adjustment of student generally. The study recommended among others that parents should adhere to a particular family structure so as to improve the emotional adjustment of students in secondary schools. This study relates to the present study as it consists of the indicators of family variables that aided the emotional adjustment of students in schools. This implies that the stronger the family structure, the higher the emotional adjustment of students in schools.

In a similar way, Shabu (2011) carried out a study on family structure and secondary school students' emotional adjustment in New York. The ex-post facto design was used for the study. Four hundred students were selected for the study via the stratified random sampling technique. Three research questions and three hypotheses were used in the study. A 12-item questionnaire was used to elicit information from the study respondents based on family structure and emotional adjustments of the students in secondary schools. The multiple regression analysis was used to analyse the generated data. The study revealed that family structure significantly influenced the level of students' emotional adjustment in secondary schools in the study area. the study concluded that students' family structure significantly influences their emotional adjustment pattern. The study recommended, among others, that family structure should be considered by parents to allow their children to adopt a suitable mode of emotional adjustment in schools. This implies that students' emotional adjustment is a product of a combination of family variables. The higher the occurrence of the family variables, the higher the level of students' emotional adjustment in schools.



In the same direction, Gor (2012) conducted a study on the impact of family structure and students' emotional adjustment in secondary schools in Benue State, Nigeria. The ex post facto design was adopted for the study. A population of 700 students was used. Using the stratified random sampling technique, a sample of 200 was drawn for the study. The respondents were interviewed. Then, a 16-item questionnaire was used in eliciting information from the respondents on the platform of family structure and students, emotional adjustment in secondary schools. The one-way analysis of variance (ANOVA) was used to analyse the data. The result obtained show that the family structure of students has a significant impact on their emotional adjustment pattern. It was, therefore, concluded that family structure significantly influences the emotional adjustment of students in the study area. The study has a link to the present study as it conveys the principles of family variable via its structural perspectives. This implies that conducive family structure gives rise to a good emotional adjustment of students. Thus, the pattern of family structure determines the mode of emotional adjustment of students generally.

### **2.2.2 Parenting style and emotional adjustment of students**

The relationship between a student and his or her parents has been noted to have an influential impact on not only the student performance in school but also in his/her general wellbeing. Baldwin, McIntyre, and Hardaway (2007) informed that the task of parenting practices is one of the important variables widely investigated in the field of human development. It has been shown that there is a relationship between the ways parents bring up their children and academic achievement. Authoritative parents are characterised by effectiveness and are supportive of their children, encourage their children to do well academically and explain the need for education in order to become a successful adult. Thus, the child under the authoritative style of parenting performs well in school-related activities. The authoritative parents also recognize when their child is improving or learning new material and show satisfaction when it is done through hard work. Moreover, these parents are not angered by their children's mistakes; instead they want the children to know that mistakes are part of the learning experience.

Attaway and Bry (2004) sought to examine parental rearing style on junior secondary student's performance in school. Two hypotheses were formulated and tested at 0.05 level of significant, a sample of 102 students drawn from three categories of parents exposed to democratic, autocratic and permissive child rearing style. A 31- item validated questionnaire was administered to the respondents. The statistical analyses used were, Pearson's Product Moment Correlation and multiple regression analysis. The findings revealed that authoritarian parents are strict, do not encourage interpersonal dialogue and exercise total control over their children's behaviour according to a rigid set of standards. They demand ample obedience, and in the process do not show much warmth toward their children. Research studies by Carbonaro (2005) show that child rearing practices have a significant effect on the child's academic achievement and to what extent are children influenced by the way the parent raises them. In other previous researches, they continue to ask if we inherit personality. Childrearing style is a major factor that affects personality development and not genes. The way a parent treats his/her child highly influences the drives the child develops which later on become responsible for his entire behaviour and personality trait.

According to Latif and Maunganidze (2001), authoritarian parent is probably the worst type of childrearing. This is the parent who easily qualifies as generally and non-verbally hostile to children and majors in controlling them. He or she is fond of lecturing the family and is very high on rules. He or she enjoys making the children feel small and therefore lowers their self-esteem. He or she is usually low in experiencing and expressing love and affection. He or she tends to have a negative effect on the child in later life. This type of parent makes such statements as, I said no, and that is it, or do it because I say so. I do not have to tell you the reasons. The neglectful parent is usually low on both rules and love and affection as cited by Maunganidze and Latif (2001). The neglectful parent usually lacks honor for the children and makes them feel unwanted, angry and left out. The language of the permissive parent includes statements like, "Leave me alone", "I am busy", "Can't you see I am tired or "I am working for the family, which will leave the child confused. According to Johnson, Crosnoe and Elder (2001) the absence of effective child rearing practices in early children's development proved to be accounted in children's future academic life. In contrast, other studies have found no differential effects of child rearing practices on children's academic achievement. Chao (2001) have shown that parents, through their childrearing styles built critical foundations for various aspects of children's development and achievement. Jacobs and Harvey (2005) indicated that childrearing style is one of the significant contributors to student's academic achievement in school. Spera (2005) asserted that child-rearing styles stresses on the reply parents provide to their children and the method which parents used to demand obedience from their children.

Baumrind (2005) categorized types of childrearing style based on two dimensions which are responsiveness and demanding. According to Baumrind, responsiveness refers to the degree that parents promote self-assertion and individuality by showing care and acceptance to children's desires. Care and acceptance includes kindness, support for individuality, and logical contact. Demanding according to Baumrind

(2005) refers to demands that parents make on children to be included into society. The demands are imposed through monitoring and controlling of children's behaviours, as well as communicating the demands directly to the children.

Yusuf, Agbonna and Yusuf (2015) carried out a study on the influence of parenting styles on Junior Secondary school students' performance in Social Studies in Ilorin Emirate. The purpose of the study was to investigate the influence of parenting styles on junior secondary school students' performance in Ilorin Emirate, Nigeria. The study used questionnaire to collect data on parenting styles and students' performance. The data on junior school certificate and parenting styles were analyzed using frequency count, percentages and chi-square to answer the research questions and test the hypotheses raised in the study. The results showed that the parenting styles adopted had influence on the performance of the students. In addition, it was observed that students from authoritative parenting had better performance than students from other parenting styles. It was recommended among others that parents should adopt authoritative parenting style to enhance optimal performance of the students. In addition, the school should create structures and strengthen the existing ones that would provide parent training intervention.

Parenting styles and adolescents' behaviour in Central Educational Zone of Cross River State, Nigeria was studied by Mbua and Adigeb (2015). In this study, they were interested in investigating parenting styles and its influences on adolescents' behaviour. Null hypothesis was formulated to guide the study. Review of literature was carried on accordingly. A sample of 627 respondents was selected for the study. The selection was done through the stratified and simple random sampling techniques. Questionnaire was the main instrument for data collection. One-way analysis of variance (ANOVA) was adopted. The hypothesis was tested under a 0.05 level of significance. The result of the analysis revealed that parenting styles significantly influence adolescents' behaviour. Recommendations were made based on the result; that parents and adolescents should maintain cordial relationship and interaction to guide against behaviour misconduct and family conflict, leading to depression, anxiety, aggression and worries on the growing person.

Kaufmann and Gesten (2010) conducted a study on the relationship between parenting style and children's adjustment. They examined the relationship between authoritative and authoritarian parenting styles and socio-emotional adjustment in elementary school children as reported from the parents' perspective. Mothers of first through fifth grades provided information about parenting style as well as children's competencies and problem behaviours. Teachers provided ratings of children's adjustment for a subset of the participants. Results indicated that authoritative parenting was associated negatively with parents and teacher-rated maladaptive behaviour, and positively with indicators of healthy adjustment. Correlations between authoritarian parenting and adjustment were either small or non-significant. Regression analysis indicated that authoritative parenting was more predictive of children competence maladaptation (22% versus 10% variance). The effects of parenting style on adjustment were not moderated by demographic variables, such as the child's gender, grade level, ethnicity, and family income.

Similarly, Yawe (2011) carried out a study on parenting styles and self-concept on emotional adjustment of Nigerian secondary school students in Ikpoba Local Government Area of Edo State, Nigeria. The study investigated parenting styles and self-concepts. It was with the view of seeing how parenting styles influence the emotional adjustment of adolescents in Nigeria. The researcher used the questionnaire to collect relevant data from students. The respondents were senior and junior secondary school students in Ikpoba Local Government Area of Edo State. The sample made up of six secondary schools with about one hundred and eight boys and girls (108) responded to the questionnaires on the variables under investigation. The study showed that parenting styles significantly influence the self-concept and emotional adjustments of students.,

In one study, Likita (2012) studied parenting styles and psychosocial adjustment of gifted and normal adolescents in Dalian University of technology, Kokushikan. The study examined the parental styles and psychosocial adjustment of adolescents and the relationship between gifted adolescents compared to normal adolescents. The four Likert-like scales parental authority questionnaire, child attitude towards parents, Rosenberg self-esteem scale, and the depression, anxiety and stress scales were administered to 118 gifted and 115 normal adolescents in Amol City. The results indicated that parents of gifted adolescents tend to be more authoritative and less authoritarian than parents of normal adolescents. The attitudes of gifted adolescents towards their parents were more positive than those of normal adolescents. The gifted adolescents displayed a higher self-concept and fewer psychological reactions (depression, anxiety and stress) than the normal adolescents. The authoritative parenting style correlates positively with the psychological adjustment of both gifted and normal adolescents, while the authoritarian parenting style impacts negatively on the psychosocial adjustment of the gifted adolescents but not that of the normal adolescents. The study results indicate that the authoritarian parenting style is a crucial factor that influences the well-being of gifted children and may affect their mental health.

Similarly, Shalini and Acharya (2013) conducted a study on perceived paternal parenting style on the emotional intelligence of adolescents. Sex differences in perceived paternal parenting style were also explored. The participants comprising of 773 pre University College students ranging in age between 16-18 years were

administered Buri's parenting style questionnaire and emotional intelligence inventory. The results indicated fathers' authoritative and authoritarian parenting style significantly correlated with the emotional intelligence of the children. Fathers' were perceived to be more authoritative towards girls than towards the boys. The findings suggest greater involvement of fathers and adopting an authoritative approach in bringing up emotionally intelligent adolescents.

The study has a positive link with the present study as they all consider the concepts of parenting style as the predictor of emotional status. This implies that emotional adjustment as conceived in the reviewed study is also a product of parenting styles. This is an indication that the type of parenting style adopted by parents is a prerequisite for the state of emotional adjustment of students among peers in secondary schools. This shows that students with coherent parenting styles have a better chance of Gum (2015) carried out a study on parenting style and students' emotional adjustment in secondary schools in Makurdi Metropolis of Benue State, Nigeria. A survey research design was adopted for the study. A sample of 400 secondary school students was selected via the stratified random sampling technique. Three research questions were posed to guide the study. A 16-item questionnaire was used in eliciting information from the respondents on their parenting style and emotional adjustment in schools. The Pearson product moment correlation analysis was used to analyse the generated data. The result obtained showed a significant relationship between students parenting style and emotional adjustment in schools in the study area. It was concluded that the parenting style of students has a significant relationship on their level of emotional adjustment. It was recommended, among others, that parents should have greater involvement in their children's emotional adjustment by helping them to develop a required emotional balance using their parenting style approach. Parents that adopt an authoritative and authoritarian parenting style are most encouraged to move the pace of their children emotional adjustment forward.

Influence of parental disciplinary styles on students' truant behaviour in senior secondary schools in Kano State, Nigeria was carried out by Musa (2016). The general purpose of the study was aimed at investigating the influence of parental disciplinary styles on students' truant behavior in Senior Secondary Schools in Kano State. In the study 4 objectives, 4 research questions and 4 null hypotheses were formulated to guide the study. Review of related literature and empirical study was stated in line to the study. The design adopted was survey design. Total population was 62,346 comprised class SSII Senior Secondary Schools and their parents. Random and purposive sampling technique was used to select sample from the target population. Structured questionnaire was developed for data collection. The bio-data information of the respondents was analysed by the use of simple percentage. Pearson Product Moment Correlation Statistical test was used to ascertain relationship between the variables at 0.05 level of significance in null hypothesis 1,2 and 3. ANOVA statistical test was used to determine the difference among the variables at 0.05 level of significance in null hypothesis 4. Findings revealed that parent's use of authoritarian and permissive disciplinary styles influence students' truant behaviour with mean attendance (2.60 > 2.5) for absence in school and (2.39 > 2.5) absence in school. Also the two hypotheses were not retained with calculated value greater than the table value (.253 > .195) and (.511 > .195) respectively. Parental use of democratic disciplinary style influences students' regular school attendance with mean attendance (3.21 > 2.5) for present in school and the hypothesis was not retained with calculated value greater than table value (.204 > .195). Significant difference found existed in the students' school attendance whose parents adopted either authoritarian with mean attendance of 2.60 against democratic with mean attendance of 3.21 and permissive with 2.39 mean attendance. Therefore, it was concluded that, use of parental authoritarian and permissive disciplinary styles tend to motivate negative behaviour and the use of democratic disciplinary style tend to motivate positive behaviour. Researcher recommended among others that, parents should draw their adolescents more closer to them, by the adoption of democratic disciplinary style so that, they can understand and handle their problems.

### **2.2.3 Family communication and emotional adjustment of students**

Family communication refers to the way verbal and non-verbal information is exchanged between family members (Miller & Keitner, (2003). Communication involves the ability to pay attention to what others are thinking and feeling. In other words, an important part of communication is not just talking, but listening to what others have to say. Communication within the family is extremely important because it enables members to express their needs, wants, and concerns to each other. Open and honest communication creates an atmosphere that allows family members to express their differences as well as love and admiration for one another. It is through communication that family members are able to resolve the unavoidable problems that arise in all families (Miller, & Keitner, 2003).

In the same vein, Markman (2001) opined that effective communication is almost always found in strong, healthy families, poor communication is usually found in unhealthy family relationships. Marriage and family therapists often report that poor communication is a common complaint of families who are having difficulties. Poor communication is unclear and indirect. It can lead to numerous family problems, including excessive family conflict, ineffective problem solving, lack of intimacy, and weak emotional bonding.

Researchers have discovered a strong link between communication patterns and satisfaction with family relationships.

Therefore, communication can be divided into two different areas: instrumental and affective. Instrumental communication is the exchange of factual information that enables individuals to fulfil common family functions. Affective communication is the way individual family members share their emotions with one another (e.g., sadness, anger, joy). Some families function extremely well with instrumental communication, yet have great difficulty with affective communication. Healthy families are able to communicate well in both areas (Gottmann, 2004).

Family communication scholars focus on the messages and discourses by which members define, develop, and enact families and on the specific processes by which family communication is performed across different family types and contexts. Although scholars across disciplines may study communication variables relevant to family processes, most examine communication from a message transmission model with communication as an antecedent variable. Family communication scholars view communication as the primary, constitutive social process by which family relationships are formed and enacted. Central to family communication scholarship is the recognition that families are discourse-dependent, meaning that all families form and negotiate expectations and identities through interaction (Uke, 2015)

From this perspective, all families are discourse-dependent. However, families that depart from cultural norms, for example, Stepfamilies; gay, lesbian, bisexual, transgender, and queer (GLBTQ) families; or multi-ethnic families, are even more dependent on discourse to define themselves as a family and to legitimise their family form to those outside the family. At its core, family communication scholarship enlightens the discourses and processes by which families talk themselves into being, that is, how families are maintained, changed, and challenged through interaction. Some of the theories used to guide the research are imported from the broader study of interpersonal communication, some from allied disciplines, and some developed within family communication. Although a preponderance of the research has come from the post-positivist paradigm, family communication has been home to interpretive scholarship and, of late, to critical scholars as well (Deke, 2015).

Shande (2011) studied family communication and emotional adjustment of secondary school students in Lagos State, Nigeria. The survey research design was adopted for the study. A sample of 400 secondary school students, selected via the quota sampling approach, was used for the study. Three research questions were raised and three research hypotheses were used to elicit information from the study respondents. The one-way analysis of variance (ANOVA) was used to analyse the data generated. The study revealed that family communication has a significant influence on the emotional adjustment of students in secondary schools in the study area. It was concluded that students' emotional adjustment is a product of some family variables like communication.

In another study, Shija (2012) considered the impact of family communication on students' academic performance in secondary schools in Benue State, Nigeria. A survey design was adopted for the study. A sample of 2600 secondary school students was used as respondents in the study. Three research questions were raised and hypotheses formulated to guide the study. A 16-item questionnaire was used to elicit information from respondents. Multiple regression analysis was used to analyse the data generated. The result of the study revealed that family communication significantly influences students' academic performance in secondary schools in the study area, the result also revealed that the better the communication, in terms of quality, the more and better influence it had on students' academic performance.

Furthermore, Kume (2013) studied family communication and social adjustment of students in universities in North-central Nigeria. The survey research design was adopted for the study. A sample of 1600 students was selected using the stratified random sampling technique. Four research questions were raised and transformed to research hypotheses to guide the study. A 24-item questionnaire was used to elicit information from the respondents. The one-way analysis of variance (ANOVA) was used to analyse the data generated. The study findings revealed that family communication significantly influences students' social adjustment in universities in the study area. It was concluded that students' social adjustment is obtainable via a combination of family communication variables which anchored the operation of social adjustment among students in the universities. It was recommended, among others, that parents should improve on their mode of family communication so as to promote students' social adjustment via co-existence among peers and students in schools.

Fefa (2014) similarly, conducted a study on family communication and students' moral adjustment in universities in Benue State, Nigeria. A survey research design was adopted for the study. A sample of 400 students was used for the study via the quota sampling technique approach. Three research questions were raised and three research hypotheses formulated to guide the study. A 12-item questionnaire was used for the study to elicit information from the respondents on the basis of family communication and students' moral adjustment in universities. The multiple regression analysis was used to analyse the generated data in the study. The result of the analysis revealed that family communication has a significant influence on students' moral adjustment. This moral adjustment manifests in compliance with moral instructions in universities. The researcher recommended

that parents should improve their mode of communication to students while in schools so as to build their moral adjustment platform to cope with the stresses they meet in schools.

In addition, Akaa (2015) carried out a study on family communication and students' moral adjustments in secondary schools in Benin City, Edo State, Nigeria. The study adopted a survey design approach. The stratified random sampling technique was used to select a sample of 400 students for the study. Four research questions and hypotheses were formulated to guide the study. A 12-item questionnaire was used to generate data for the study. The simple regression analysis was used to analyse the generated data. The study findings revealed that family communication significantly influences students' moral adjustment in secondary schools positively. This implies that students' moral adjustment is dependent on parent decision via family communication. It was concluded that students' moral adjustment is a product of a combination of family communication variables which aid the operation of the students in schools. It was recommended, among others, that parents should improve on their communication styles to upgrade their family communication among children and to make them keep abreast the norms of moral operations while in schools. This study relates to the present study as it considers moral adjustment using family communication. This shows that if parents play their role in family communications they will not miss the track of operation but work within the ideal and expected norms of the society.

Humbe (2015) studied family communication and students' psychosocial adjustment in secondary schools. The ex-post facto research design was adopted for the study. A sample of 200 respondents was used to respond to the questions raised in the study. Interview questions were raised in the study to elicit information from the respondents on the study subjects. The Pearson Product Moment Correlation analysis was used to analyse the data generated. The findings indicated that family communication significantly relates to students' psychosocial adjustment in secondary schools in the study area. The study findings further indicated that students' psychosocial adjustment depends largely on the family communication pattern that operates between children and parents. It was concluded that parents have a way of improving their children's psychosocial adjustment using the apparatus of family communication. Therefore, parents are significantly involved in the preparation of their wards to suit the acceptable psychosocial norms via possible adjustment using family communication variables. The study is relevant to the present study as the terms of family communication variable is considered. It is generally accepted that students tend to operate in the direction of their parents' use of verbal and non-verbal family communication approaches. This shows that the psychosocial adjustment of students can hardly occur without the efforts of parents via family communication variables.

#### **2.2.4 School type and students' emotional adjustment**

Parsons (1994) outlined what has become the accepted functionalist view on education. Writing in the late 1950s, he argued that after primary socialization within the family, the school takes over as the next socializing agency preparing the child for the future adult role. School is an essential institution. It serves as a connecting point for society and family. Parsons believes that schools help children to develop themselves for future adult roles and that educational systems help children to utilize their potentials optimally. Schools help children to get to know their skills, talents, uniqueness so that when they turn into adults they choose the jobs which are well suited accordingly to them.

According to Shaku (2001), school type connotes the academic social classification nexus that distinguishes schools into private and public ownership. He described public schools as schools owned by the government. In such schools, the government appoints, posts, and transfers teachers. In addition, public schools get their financing from local, state and federal government funds. In private schools, on the other hand, the proprietor or the principal has the right to appoint and recruit teachers. They rely on tuition payments and funds from non-public sources such as religious organizations, endowments, grants and charitable donations. In sum, the public schools are controlled by the government while private schools are solely controlled and managed by the individual owners.

Generally, a review on school types which includes private, public and mission secondary schools' comparison is always an issue which needs urgent attention. In support of this assertion, in a study of the background of the children in three secondary schools in Western Nigeria, Bernard (2005) found that the selectivity index for secondary schools was 6.5 percent for students of professionals, executives and administrators, while for farmers, peasants and traders it was only 6.5 percent. In other words, when it comes to secondary school selection and placement of students for admission which is based on academic performance, children of professionals, executives and administrators are found to have an advantage over children of farmers, peasants, traders and others.

Studies have also pointed to a significant public school disadvantage, of fewer financial resources than private schools. Many public schools abound with comparatively inadequate or inappropriate trained and less experienced teachers, poorly equipped laboratories/classrooms for instruction and inadequate access to computers and other learning facilities (Khatti, Kiley & Kane, 2007).

A child attends either a public or private school. The school setting affects his learning either positively or negatively. Ezearu (2003), Lynd and Lynd (2009), and Hallingshea (2009) found that there is a strong correlation between students' social class and educational performance. This is because families do not attach the same amount of importance to the teaching/learning process of their children in schools. Some well-placed families motivate their children by exposing them to electronic media, which increases the learners' idea about people and situations outside school hours. This helps in no small way in the learners' knowledge of the current socio-political and economic issues. Khattri, Nidhi, Riley and Kane (2007) were of the opinion that background characteristics of the students and their families can also impact what the educational system can accomplish, while in turn these backgrounds characteristics are shaped by broader community pattern. Roscingno and Crouley (2012) left little doubt on their score of study. These researchers found that public secondary schools are disadvantaged and are wanting of school resources which are conducive to educational success. They are disadvantaged by low human capital and core economic opportunity and this affects the quality of learning the students get. Parents are unable to support their children's education in private secondary schools. This unfortunate state of affairs is reinforced by public schools' lack of resources.

Young (2008) employed multi-level modelling to examine private and public schools' differences in teacher effectiveness in science and science-related areas. Young found a negative effect on public secondary schools only. This finding confirmed the fact that the effectiveness of teachers in public schools is lower than the effectiveness of teachers in private schools. It is against this background that this study is undertaken to investigate the influence of school type on teachers teaching effectiveness in social studies in Junior Secondary Certificate Examination (JSCE).

Archibong (2015) conducted a study to determine the effects of school type and academic performances of students in secondary school. The study determines the level of performance in social studies by students at the junior secondary certificate examination (JSCE). This paper examined the difference in academic achievement of students in both private and public secondary schools in AkwaIbom State. Research questions were formulated to guide the study. The sample size was 940 respondents drawn from both private and public schools. The ex-post facto design was used for this study and t-test analysis was adopted to analyse the data. The findings of this study revealed that students in private secondary schools performed better in social studies than those in public schools. Based on the result, it was concluded that school type determines the academic performances of students in secondary school generally.

Yemi (2011) conducted a study on school type and students' emotional adjustment in secondary schools in Kwara state, Nigeria. The study investigated the impact of school type on students' emotional adjustment using survey research design. A sample of 2000 secondary schools' students via stratified random sampling technique as the study sample. Three research questionnaires were raised to guide the study with three hypotheses. An 18-item questionnaire was used to elicit information from the respondents. Independent t-test was used to analyse the generated data in the study. The result obtained showed a significant difference in the school type and student emotional adjustment in the study area. The result further buttresses the fact that students in private school are observed to be highly adjusted emotionally than students from public schools. This implies that the control mechanism of discipline in private schools is higher than that of public schools. It was concluded that student emotional adjustment differs in terms of school types.

In a similar study carried out by Mui (2012) to investigate the impact of school type on students' emotional adjustment in secondary schools in Taraba state, Nigeria, an ex-post facto research design was adopted for the study. A sample of 2200 students was derived from the population of the study. The respondents were interviewed with a 16 items questionnaire aimed at eliciting information from the respondents on the basis of school type and students' emotional adjustment. Independent t-test statistics was used to analyse the generated data in the study. The results obtained showed that a significant difference existed in the area of school type and emotional adjustment of the students. The implication of the results is that students from private schools are more influenced by the level of discipline found in their schools. This means that they are more adjusted emotionally as compared to their counterparts from public schools. The results further revealed that the status of discipline available in public schools under study is not adequate to have any significant impact on students' emotional adjustment. It was concluded that students' emotional adjustment significantly differs in terms of school types. The study has a link to the present study as it conveys the same variable under study to investigate the impact of school type on students' emotional adjustment in secondary schools. This implies the school type has a role to play in the area of emotional adjustment of the student in secondary schools generally.

Zaka (2015) studied school type and students' emotional adjustment: a comparative analysis between public and private schools in Kaduna state, Nigeria. The design adopted for the study was ex-post facto. A 14-item questionnaire was used to elicit information from the respondents on the subject matter. It was further noticed from the result that there exists no significant difference among the school types in context. The result showed no significant difference between public and private schools. This implies that the emotional adjustment of students does not depend on the nature and category of the school attended. The study observed that school type has no significant impact on the emotional adjustment of students in secondary schools in the study area. It

was recommended among others that; parents should improve on their family types with their children so as to enable them to adjust emotionally in the faces of external pressures while in schools.

### **III. Research Methodology**

#### **3.1 Research Design**

The ex post facto design was adopted for this study. The study adopted this design because it investigated a cause-and-effect relationship that could possibly exist between the three main variables under investigation. This is done by observing the existing conditions of the problem, obtaining data on the present status of the subjects in relation to the variables and analysing the data to establish the possible cause and effect relationship between the independent variables and dependent variable. Thus, in this study, there was no control and/or manipulation of the independent variables by the researcher because it has already occurred. The sub-independent variables are family structure, family communication, parenting style and school type.

#### **3.2 Area of Study**

The study area was Calabar education zone. Calabar education zone is one of the three education zones in Cross River State. It is made up of 7 Local Government Areas (CRSG, 2007). These Local Governments are: Biase, Akamkpa, Odukpani, Calabar South, Calabar Municipality, Akpabuyo, and Bakassi. It is bounded in the North by Yakurr Local Government Area, in the South by AkwaIbom State, in the East by Abi Local Government Area to the East and the Republic of Cameroon to the West. It has the largest forest area in the state and a very fertile land. Southern education zone covers an area of 19,636.6 square kilometers and lies between Latitude 4°28' and 6°3' North of the equator and Longitude 7°50' and 9°28' East of the Greenwich Meridian along the dense tropical rainforest belt of Nigeria. It has a population of 1,213,432 (2006 census figures) and a population density of 137 people per square kilometer. Southern Senatorial District has vast forest reserves containing valuable trees such as Mahogany, Abura, Opepe and Walnut. About 80 percent of the state's workers are engaged in agriculture. Yams, corn, cassava and rice are some of the major food crops grown. The main minerals in southern senatorial district are limestone, oil and gas, clay, barite, quartzite. The researcher decided to use this area because he is conversant with and he works in the area.

Educationally, the zone has many nursery, primary and secondary schools. Apart from the state-owned secondary schools in the zone, there are schools for the disabled as well as privately owned secondary schools. The zone has six public tertiary institutions namely: the University of Calabar, Cross River University of Technology (a multi-campus university), School of Health Technology, School of Nursing, Cross River State College of Education, Awi and a private University, Arthur Jarvis at Akpabuyo Local Government Area.

In spite of its early contact with the missionaries and their educational provision, measuring up with the fact that they had an early contact with civilization and westernization, the zone cannot be said to have made remarkable advances in educational development. Today, the state where the zone belongs is rated as one of the educationally disadvantaged states with records of serious manifestations of maladaptive behaviour amongst its students' across the different levels of education. The rate of emotional maladjustment (rebellion and depression) observed among adolescents and adults in the area is on the increase. This has become very disturbing and has been militating against the effective functioning of schools. This therefore, informed the choice of the zone for the study.

#### **3.3 Population of the Study**

The population of this study comprised 4842 senior secondary II students in public and private secondary schools in Calabar Education Zone of Cross River State, Nigeria. There are a total of 84 public secondary schools and 105 private secondary schools as recorded by the Secondary School Education Board (SSEB, 2018). A further distribution of the population shows that there are 2626 males and 2216 are female students. This population is made up of students who are at the adolescence stage with ages ranging between 14 to 18 years and were readily available for the study. These were students in Senior Secondary two classes. They were considered matured enough to take certain decisions on their own without seeking the opinion of others. The population of the study is as presented in Table 1.

**TABLE 1**

Population distribution of SS II students by Sex, School Type and Local Government Area in Calabar Education Zone of Cross River State

S/N	LGA	No. of Schools			Sex		Total
		Public	Private	Mission	Male	Female	
	Akpabuyo	19	14	1	435	299	734
1.	Akamkpa	6	6	0	118	96	214
2.	Bakassi	3	0		95	52	147
3.	Biase	18	11	1	327	271	598
4.	CalabarMun.	16	41	0	715	568	1283
5.	Calabar South	7	30	1	656	642	1298
6.	Odukpani	15	4	0	280	288	568
<b>Total</b>		<b>84</b>	<b>10232626</b>	<b>2216</b>	<b>4842</b>		

**Source:** Planning, Research and Statistics Department Secondary Education Board, Calabar, 2018.

### 3.4 Sampling Technique

The stratified random sampling technique was adopted for the study. The stratified sampling was applied because the area was divided into strata and the researcher was poised to selecting a sample that was representative. First, the area was divided into seven strata according to the number of local education authorities in the area. Thus, each local education authority became a stratum. Biase Local government was strata 1, Akampka strata 2, Odukpani Strata 3, Calabar Municipality, strata 4, Calabar South, strata 5, Akpabuyo Strata 6 and Bakassi strata 7, Thirty percent (30%) of the total number of schools was applied in each LGA to determine the number of schools to be used for the study since the researcher may not be able to use all the schools.

To ensure each school from the population has an equal opportunity of being selected, the simple random technique was used to select the public and private schools where all the names of the schools were written and the researcher blindly chose 34 schools from the container with replacement. The census sampling technique was used however to select the (4) mission schools in the study area. Thus, a sample of 16 public schools, 18 private schools and 3 mission schools were selected across the total number of schools present for the study.

To select the respondents in each school, 18% of the total population of the students in the study area was used. Students were randomly picked using hat and throw method. This way 282 public school students, 298 private school and 303 mission school students were selected. This is because the sample to be investigated is very small and the study focus on particular characteristics of the population that are of interest which is best fitted to answer the research questions. This gives a sample size of 883 students representing 18% of the total population.

### 3.5 Sample

A sample of 883 students of which 477 were male students while 406 were female students was drawn from 16, 18 and 3 public, private and mission schools respectively. The distribution is shown in Table 2.

### 3.6 Instrumentation

The instrument that was used in gathering data for this study was the Students' Family Variables and Emotional Adjustment Questionnaire (SFVEAQ). The questionnaire was made up of three sections, A, B and C. Section A was designed to elicit information on students' bio-data and some of the family parameters under consideration such as family structure and school type. Section B was based on items purported to test parenting style and family communication. Section C elicited response on the principal dependent variable, emotional adjustment of students in terms of school, home and the society. The items were developed based on the researcher's knowledge of the construct and review of extensive literature.

Section B had 24 items divided into 3 sub-sections. 15 items measured Parenting style of which items 1-5 of the parenting style sub-class measured authoritative style of parenting, items 6-10 measured the democratic style of parenting style, while items 11-15 measured the permissive style of parenting. 9 items measured family communication, of which items 1-3 measured intimate family communication, items 4-6 measured moderate family communication, and items 7-9 measures hostile family communication respectively.

Emotional adjustment being the dependent variable had 24 items which were divided into 3 sub-sections of 8 items, each 8 sub-sections measured emotional adjustment of students at school, emotional adjustment at home and subsequently emotional adjustment in the society in that order. The instrument was a four-point rating scale structured in the pattern of Strongly agree, (SA), Agree (A), Disagree (D), and Strongly disagree, (SD). Items in the questionnaire was sourced from the literature reviewed, the researcher's interaction with students, and general discussions with parents and teachers.



**3.6.1 Validity of the Instrument**

One type of validity was established for the instrument of this study. This was face validity. To ascertain the validity of this instrument, the instrument was presented to three educational psychologists, two measurement and evaluation experts and the researcher’s supervisor for scrutiny and modification. Their suggestions and comments were noted and acknowledged and corrections were made. Items were scrutinized to establish their suitability in eliciting the type of responses required. Ambiguous and vague items were dropped or modified where possible. Only items considered good enough to measure the variables of the study were used.

**3.6.2 Reliability of the Instrument**

To estimate and establish the reliability of the instrument, it was trial tested to be used for this study. Data collected were analysed using the Cronbach Alpha method. This was done through the administration of the instrument to a small sample of 40 students who were not part of the actual sample used for the study. After the researcher administered and retrieved the instrument from the respondents once and their responses were scored and analysed using the Statistical Package for Social Sciences (SPSS), computer software version 20.0. The result obtained from the statistical analysis of data collected revealed Cronbach Coefficients Alpha ranging between 0.7 and 0.83 for the different sub-sections as presented in Table 3.

**3.7 Procedure for Data Collection**

The researcher collected a letter of introduction from the Department of Educational Foundations, University of Calabar which she presented to the principals of the various schools used for the study. This allowed the researcher the opportunity to administer the instrument to the sample used for the study. The instrument was personally administered to the sample by the researcher with the help of two teachers from each of the schools visited. The administration and the collection of the questionnaire were done on the same day.

**3.8 Procedure for Data Preparation/Scoring**

Section A of the instrument sought to elicit information on personal data. While intact families were coded 1, broken families coded 2. Families of five persons was coded 3, and medium families of between 5 and 10 persons was coded 4, and 5 for large families above 10 persons. Section B was scored 1, 2, 3 and 4 for SA, A, D and SD in that order for positively structured items and reversed for negatively worded items.

**TABLE 2**

Sample distribution of SS II students by Sex, School Type and Local Govt Area in Calabar Education Zone of Cross River State.

S/N	LGA	No. of Schools			Sex		Total
		Public	Private	Mission	Male	Female	
1.	Akpabuyo	3	2	1	76	71	147
2.	Akamkpa	1	1	0		21	17
3.	Bakassi	0	1	0	7	9	16
4.	Biase	3	4	1	44	75	119
5.	CalabarMun.	4	7	0	107	132	239
6.	Calabar South	2	5	1	84	101	185
7.	Odukpani	3	1	0	65	74	139
Total		16	18	3	477	406	883

**TABLE 3**

Cronbach Alpha test of the reliability of the research instrument (n=40)

S/N	Variables	No. Of Items	$\bar{X}$	SD	$\infty$
Parenting styles					
A.	Democratic	5	17.27	3.11	.79
B.	Autocratic	5	16.02	4.20	.70
C.	Permissive	5	17.51	3.87	.77
Family communication					
A.	Intimate	3	10.62	3.66	.73
B.	Moderate	3	9.22	4.89	.81
C.	Hostile	3	9.72	3.44	.76
Emotional Adjustment					
A.	School	8	26.88	8.01	.73

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B.	Home	8	29.10	10.21	.83
C.	Society	8	24.57	8.39	.81

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### 3.9 Procedure for data analysis

The method of data analysis hinged on the hypotheses. Therefore, each hypothesis of the study is re-stated here, the variables identified and appropriate statistical analysis technique for testing is presented:

i) Hypothesis one

There is no significant influence of family structure on emotional adjustment of students

Independent variable: Family Structure (Intact, deceased, and Separated)

Dependent variable: Emotional adjustment of students (school, home, society)

Statistical tool: One – Way Analysis of Variance (ANOVA)

ii) Hypothesis two

Parenting style does not significantly influence the emotional adjustment of students

Independent variable: Parenting Style (Authoritative, Democratic and Permissive)

Dependent variable: Emotional adjustment of students (school, home & society)

Statistical tool: One – Way Analysis of Variance (ANOVA)

iii) Hypothesis three

There is no significant influence of family communication on emotional adjustment of students

Independent variable: Family Communication. (intimate, moderate & hostile)

Dependent variable: Emotional adjustment of students (school, home & society)

Statistical tool: One - Way Analysis of Variance (ANOVA)

iv) Hypothesis four

There is no significant influence of school type on emotional adjustment of students

Independent variable: School Type (Public, Mission and Private).

Dependent variable: Emotional adjustment of students (school, home & society)

Statistical tool: One – Way Analysis of Variance (ANOVA)

### 3.10 Operational definition of variables

Study variables are operationally defined as follows:

Family structure: This refers to the state of being intact, separated/divorced and deceased. It is measured by item 1 in the Family Variables and Emotional Adjustment Questionnaire (SFVEAQ).

Parenting style: It refers to the measure of parents' interaction with their children. Items 1-5 measured autocratic, 6-10 measured democratic and 11-15 measured permissive parenting styles respectively in section B of the SFVEAQ.

Family communication: This refers to the measure to which families exchange conversation at home. SFVEAQ measured this variable in item 16-18 for intimate family communication, 19-21 for moderate family communication and 22-24 for hostile family communication.

School type: This refers to the ownership of a school. Schools are either owned by the government (public), or by individual (private) or by religious organization (mission). Item 2 of section A in SFVEAQ measured this variable.

Emotional adjustment: This refers to a pattern of feeling or behaviour that a student portrays at a given period of time. The pattern of behaviour is categorized into school, home and society. Items 1-8 in section C measured the school emotional adjustment; items 9-16 measured home emotional adjustment, while items 17-24 measured society emotional adjustment in SFVEAQ.

## IV. Results and Discussion

### 4.1 General Description of Variables

The study examined family variables, school type and emotional adjustment of secondary school students. The major variables were family variables and school types. The independent variable was made up of four sub-variables such as family structure, parenting style, school type and family communication while the dependent variable was emotional adjustment measured continuously. The sub-variables were measured on a four-point Likert-type scale, using fifteen questionnaire items to measure parenting style, nine items for family communication and twenty-four items for emotional adjustment. The scale requested respondents to indicate the extent to which they agreed or disagreed with the items listed. The four options were 'Strongly Agree', 'Agree', 'Disagree' and 'Strongly Disagree'. The options were scored 4 points, 3 points, 2 points and 1 point respectively for positively worded items and 1 point, 2 points, 3 points and 4 points respectively for negatively worded items. Data gathered from the exercise were subjected to analysis using a version 20.0 of the Statistical Package for

Social Sciences (SPSS). The results of the analyses are reported in this chapter. The descriptive statistics of the variable is presented in Table 4.

**TABLE 4**  
General description of variables

Emotional Adjustment	N	$\bar{X}$	SD
School	883	25.03	4.91
Home	883	23.39	5.22
Society	883	22.09	4.74

#### 4.2 Presentation of Results

This section covered the analysis of data based on each hypothesis formulated for the study. This is followed by interpretation of results and discussion of findings. The hypotheses were tested at 0.05 level of significance.

##### 4.2.1 Hypothesis one

There is no significant influence of family structure on emotional adjustment of secondary school students.

The independent variable in this hypothesis is family structure categorized as intact, separated and deceased while the dependent variable is emotional adjustment in terms of school adjustment, home adjustment and society adjustment. To test this hypothesis, students' family structure was compared with the three dimensions of emotional adjustment using One-Way Analysis of Variance (ANOVA). The results of this analysis are presented in Table 5.

The results of the analysis revealed that the calculated F-value for each dimension of emotional adjustment was higher than the critical F-value of 3.02, at .05 level of significance, at 2 and 882 degrees of freedom as follows:

- School emotional adjustment  $F = 57.544$ ,  $df = 2 \text{ \& } 882$ ,  $p < .05$
- Home emotional adjustment  $F = 333.768$ ,  $df = 2 \text{ \& } 882$ ,  $p < .05$
- Society emotional adjustment,  $F = 337.926$ ,  $df = 2 \text{ \& } 882$ ,  $p < .05$ .

With these results, the null hypothesis which stated that there is no significant influence of family structure on emotional adjustment of secondary school students is rejected. This implies that family structure has a significant influence on each of the dimensions of students' emotional adjustment. The direction of this influence was examined using the Fishers' Least Significance Difference (LSD) multiple comparison analyses. The results of the analyses are presented in Table 6.

As presented in Table 6, the results of the post hoc test shows that for school adjustment students whose families are intact are significantly most adjusted than students whose parents are either separated or deceased in terms of their school adjustment. Also, students from deceased homes are significantly more adjusted than those from separated homes.

In terms of home adjustment, the result of the post hoc test shows that students whose parents are intact are significantly more adjusted than those whose parents are either separated or deceased. Also, students whose parents are separated are significantly more adjusted than those whose parents are deceased.

For societal adjustment, students whose parents are intact are significantly more adjusted than those whose parents are either separated or deceased respectively. Also, the result showed that there is no significant difference between students whose parents are separated and those whose parents are deceased in terms of their adjustment in the society.

##### 4.2.2 Hypothesis two

There is no significant influence of parenting style on emotional adjustment among students. The independent variable is parenting style with three dimensions which are authoritative, democratic and permissive style while the dependent variable is emotional adjustment. Respondents were scored on the different parenting styles and each one was categorised into the style he/she scored the highest. To test this hypothesis, the One-Way Analysis of Variance was used. The result is presented in Table 7.

The results of the data analysis as presented in Table 7 showed that the calculated F-value for each dimension of emotional adjustment was higher than the critical F-value of 3.02 at .05 level of significance with 2 and 880 degrees of freedom as follows:

- School dimension  $F = 1096.520$ ,  $df = 2 \text{ \& } 880$ ,  $p < .05$
- Home dimension  $F = 952.219$ ,  $df = 2 \text{ \& } 880$ ,  $p < .05$

c. Society dimension  $F = 647.093$ ,  $df = 2 \text{ \& } 880$ ,  $p < .05$ .

With these results, the null hypothesis is rejected at .05 level of significance. This implies that parenting style has a significant influence on emotional adjustment in terms of school, home and society adjustments. A further analysis of the influence of parenting style on students' emotional adjustment in terms of adjustment in school, home and society was carried out using Fishers' Least Significant Difference (LSD) multiple comparison analysis.

The result of the Post hoc test in Table 8 shows that for school adjustment students from democratic family style are significantly most adjusted than students from autocratic and permissive parenting styles. Also, students from autocratic parenting styles are more significantly adjusted than those from permissive parenting styles.

In terms of home adjustment, the result of the post hoc test shows that students who hail from democratic parenting style are significantly more adjusted than those who are from autocratic and permissive parenting styles. Also, students who are from autocratic parenting style are significantly more adjusted than those who are permissive.

For societal adjustment, students who are from democratic parenting style are significantly more adjusted than students from autocratic and permissive parenting styles. Also, the result showed that there is a significant difference between students who are from autocratic parenting style and those from permissive parenting style in terms of their adjustment in the society.

#### 4.2.3 Hypothesis three

There is no significant influence of family communication on emotional adjustment among secondary school students. The independent variable in this hypothesis is family communication categorized as intimate, moderate and hostile. The dependent variable is emotional adjustment categorized into school, home and society adjustments. One-Way Analysis of Variance was employed to test the hypothesis. The result was presented in Table 9.

The result in Table 9 shows that the calculated F-value for each dimension of emotional adjustment was higher than the critical F-value of 3.02 at .05 level of significance at 2 and 880 degrees of freedom as follows:

a. School dimension  $F = 562.613$ ,  $df = 2 \text{ \& } 880$ ,  $p < .05$

b. Home dimension  $F = 501.697$ ,  $df = 2 \text{ \& } 880$ ,  $p < .05$

c. Society dimension  $F = 452.601$ ,  $df = 2 \text{ \& } 880$ ,  $p < .05$ .

With this result, the null hypothesis which stated that there is no significant influence of family communication on students' emotional adjustment was rejected. These results therefore imply that there is a significant influence of family communication on emotional adjustment in terms of school, home and society adjustments among students. A further analysis of the differences among group was carried out using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result is presented in Table 10.

**TABLE 5**

Summary of One-way Analysis of Variance of the influence of family structure on emotional adjustment among students  $N=883$

Emotional Adjustment	Family structure	N	$\bar{X}$	SD	
School	Intact	505	22.47	3.17	
	Separated	214	19.85	3.04	
	Deceased	164	20.67	3.36	
	Total	883	21.50	3.38	
Home	Intact	505	24.52	3.23	
	Separated	214	19.34	2.76	
	Deceased	164	19.03	2.65	
	Total	883	22.24	4.01	
Society	Intact	505	23.71	2.53	
	Separated	214	19.27	2.59	
	Deceased	164	19.18	2.42	
	Total	883	21.79	3.36	
Emotional Adjustment	Source of Variance	ss	df	Ms	F-cal
School	Between groups	1166.824	2	583.412	57.544*
	Within groups	8921.903	880	10.139	
	Total	10088.727	882		

*Family Variables, School Type and Emotional Adjustment among Secondary School Students in ..*

Home	Between groups	6123.798	2	3061.899	333.768*
	Within groups		8072.886	880	9.174
	Total		14196.684	882	
Society	Between groups	4330.862	2	2165.431	337.926*
	Within groups		5639.36	880	6.408
	Total		9969.898	882	

\*p<.05, df = 2 and 880, F-critical = 3.02

**TABLE 6**

Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of family structure on emotional adjustment among students' N = 883

Emotional Adjustment	Family Structure	N	Intact	Separated	Deceased
School	Intact	505	22.47 <sup>a</sup>	2.61 <sup>b</sup>	-0.81
	Separated	214	31.95 <sup>*c</sup>	19.85	1.80
	Deceased	164	-10.09 <sup>*</sup>	-7.84 <sup>*</sup>	20.67
MSW = 10.139					
Home	Intact	505	24.52 <sup>a</sup>	5.18 <sup>b</sup>	.31
	Separated	214	63.17 <sup>*c</sup>	19.34	5.49
	Deceased	164	38.31 <sup>*</sup>	3.11 <sup>*</sup>	19.03
MSW = 9.174					
Society	Intact	505	23.71 <sup>a</sup>	4.44 <sup>b</sup>	0.09
	Separated	214	68.00 <sup>*c</sup>	19.27	4.53
	Deceased	164	1.08	62.96 <sup>*</sup>	19.18
MSW = 6.408					

\*P<.05, df= 881, Critical t = 1.96

a = Group means are placed along the diagonal

b = Differences between Group means are placed above the diagonal

c = Fisher's t-values are placed below the diagonal

\* = Significant at 0.05 level (critical t = 1.96).

**TABLE 7**

Summary of One-way Analysis of Variance of the influence of parenting styles on emotional adjustment among students N=883

Emotional Adjustment	Parenting styles	N	$\bar{X}$	SD	
School	Democratic	357	19.75	.98	
	Autocratic	273	18.76	1.66	
	Permissive	253	14.87	1.24	
	Total	883	18.04	2.43	
Home	Democratic	357	19.70	.91	
	Autocratic	273	18.29	2.23	
	Permissive	253	14.24	1.32	
	Total	883	17.70	2.74	
Society	Democratic	357	19.01	1.33	
	Autocratic	273	18.13	2.18	
	Permissive	253	14.36	1.24	
	Total	883	17.41	2.55	
Emotional Adjustment	Source of Variance	SS	df	Ms	F-cal
School	Between groups	3720.774	2	1860.387	1096.520*
	Within groups	1493.034	880	1.697	
	Total	5213.807	882		
Home	Between groups	4538.644	2	2269.322	952.219*
	Within groups	2097.209	880	2.383	

	Total	6635.853	882	
Society	Between groups	3418.003	2	1709.002
	Within groups	2324.119	880	2.641
	Total	5742.122	882	647.093*

\*P<.05, df = 2 and 880, F-critical = 3.02

**TABLE 8**

Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of parenting styles on emotional adjustment among students N = 883

Emotional Adjustment	Parental styles	N	Democratic 357	Autocratic 273	Permissive 253
School	Democratic	357	19.75 <sup>a</sup>	.99 <sup>b</sup>	3.89
	Autocratic	273	29.89* <sup>c</sup>	18.76	4.88
	Permissive	253	108.21*	*144.20*	14.87
MSW = 1.697					
Home	Democratic	357	19.70 <sup>a</sup>	5.46 <sup>b</sup>	4.05
	Autocratic	273	33.10* <sup>c</sup>	18.29	1.41
	Permissive	253	95.07*	135.30*	14.24
MSW = 2.383					
Society	Democratic	357	19.01 <sup>a</sup>	0.88 <sup>b</sup>	3.69
	Autocratic	273	21.28* <sup>c</sup>	18.13	4.65
	Permissive	253	35.65*	112.26*	14.36
MSW = 2.641					

\*P<.05, df= 881, Critical t = 1.96

a = Group means are placed along the diagonal

b = Differences between Group means are placed above the diagonal

c = Fishers' t-values are placed below the diagonal

\* = Significant at 0.05 level (critical t = 1.96).

**TABLE 9**

Summary of One-way Analysis of Variance of the influence of family communication on emotional adjustment among students N=883

Emotional Adjustment	Family communication	N	$\bar{X}$	SD	
School	Intimate	327	18.94	1.34	
	Moderate	311	18.18	2.22	
	Hostile	245	14.37	1.24	
	Total	883	17.40	2.54	
Home	Intimate	327	18.95	1.34	
	Moderate	311	17.79	2.42	
	Hostile	245	14.30	1.23	
	Total	883	17.25	2.59	
Society	Intimate	357	18.72	1.42	
	Moderate	273	17.48	2.43	
	Hostile	253	14.20	1.24	
	Total	883	17.03	2.57	
Emotional Adjustment	Source of Variance	SS	df	Ms	F-cal
School	Between groups	3209.325	2	1604.663	562.613*
	Within groups	2509.902	880	2.852	
	Total	5719.228	882		
Home	Between groups	3169.449	2	1584.724	501.697*
	Within groups	2779.679	880	3.159	
	Total	6635.853	882		
Society	Between groups	2961.176	2	1480.588	452.601*
	Within groups	2878.736	880	3.271	
	Total	5742.122	882		

Total	5839.912	882
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\*P<.05, df = 2 and 880, F-critical = 3.02

**TABLE 10**

Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of family communication on emotional adjustment among students N = 883

Emotional Adjustment	Family communication	N	Intimate	Moderate	Hostile
School	Intimate	327	18.94 <sup>a</sup>	.76 <sup>b</sup>	3.81
	Moderate	311	1.76 <sup>c</sup>	18.18	4.57
	Hostile	245	83.29*	101.27*	14.37
	MSW = 2.852				
Home	Intimate	327	18.95 <sup>a</sup>	2.16 <sup>b</sup>	3.49
	Moderate	311	48.52* <sup>c</sup>	17.79	4.65
	Hostile	245	72.69*	97.92*	14.30
	MSW = 3.159				
Society	Intimate	327	18.72 <sup>a</sup>	1.24 <sup>b</sup>	3.28
	Moderate	311	27.37* <sup>c</sup>	17.48	4.52
	Hostile	245	67.13*	93.53*	14.20
	MSW = 3.271				

\*P<.05, df = 881, Critical t = 1.96

a = Group means are placed along the diagonal

b = Differences between Group means are placed above the diagonal

c = Fishers' t-values are placed below the diagonal

\* = Significant at 0.05 level (critical t = 1.96).

The results of the post hoc test in Table 10 showed that students whose families communication type is intimate are significantly more adjusted than students whose family communication is either moderate or hostile in terms of home and society adjustments respectively. Similarly, students whose family communication type is moderate are significantly more adjusted than those whose family communication type is hostile in terms of home and society adjustment. However, students whose family communication type is moderate and those whose family communication type is hostile did not differ significantly in school adjustment.

#### 4.2.4 Hypothesis four

There is no significant influence of school type on emotional adjustment among secondary school students. The independent variable in this hypothesis is school type categorized as private school, mission school and public school, while the dependent variable is emotional adjustment categorized into school, home and society adjustment. To test this hypothesis, One-Way Analysis of Variance (ANOVA) was used and the result was presented in Table 11.

The result of data analysis presented on Table 11 indicated that the calculated F-value for each dimension of emotional adjustment was higher than the critical F-value of 3.02 at .05 level of significance at 2 and 880 degrees of freedom as follows:

- School dimension, F = 519.509, df = 2 & 880, P<.05
- Home dimension, F = 457.709, df = 2 & 880, P<.05
- Society dimension, F = 502.759, df = 2 & 880, P<.05.

**TABLE 11**

Summary of One-way Analysis of Variance of the influence of school type on emotional adjustment among students N=883

Emotional Adjustment	School type	N	$\bar{X}$	SD
School	Mission	303	18.71	1.42
	Private	298	17.87	2.09
	Public	282	14.35	1.58
	Total	883	17.03	2.54

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Home	Mission	303	18.48	1.53	
	Private	298	18.01	2.09	
	Public	282	14.39	1.65	
	Total	883	17.02	2.53	
Society	Mission	303	18.49	1.50	
	Private	298	18.06	1.95	
	Public	282	14.37	1.65	
	Total	883	17.03	2.50	
Emotional Adjustment	Source of Variance	SS	df	Ms	F-cal
School	Between groups	3098.449	2	1549.225	519.509*
	Within groups	2624.241	880	2.982	
	Total	5722.882	882		
Home	Between groups	2899.915	2	1449.709	457.709*
	Within groups	2787.718	880	3.168	
	Total	5687.633	882		
Society	Between groups	2959.756	2	1479.878	502.759*
	Within groups	2590.291	880	2.944	
	Total	5550.048	882		

\*P<.05, df = 2 and 880, F-critical = 3.02

**TABLE 12**

Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of school type on emotional adjustment among students N = 883

Emotional Adjustment	School type	N	Mission 303	Private 298	Public 282
School	Mission	303	18.71 <sup>a</sup>	.84 <sup>b</sup>	3.52
	Private	298	18.85 <sup>*c</sup>	17.87	4.36
	Public	282	77.59 <sup>*</sup>	96.82 <sup>*</sup>	14.35
MSW = 2.982					
Home	Mission	303	18.48 <sup>a</sup>	0.47 <sup>b</sup>	3.62
	Private	298	10.31 <sup>*c</sup>	18.01	4.09
	Public	282	76.37 <sup>*</sup>	87.82 <sup>*</sup>	14.39
MSW = 3.168					
Society	Mission	303	18.49 <sup>a</sup>	.43 <sup>b</sup>	3.69
	Private	298	9.71 <sup>*c</sup>	18.06	4.12
	Public	282	86.52 <sup>*</sup>	91.40 <sup>*</sup>	14.37
MSW = 2.944					

\*P<.05, df = 881, Critical t = 1.96

a = Group means are placed along the diagonal

b = Differences between Group means are placed above the diagonal

c = Fishers' t-values are placed below the diagonal

\* = Significant at 0.05 level (critical t = 1.96).

With this result, the null hypothesis which stated that there is no significant influence of school type on emotional adjustment among secondary school students was rejected. This implies that school type has significant influence on students' school, home and society adjustments. The direction of the influence was explored using Fisher's Least Significant Difference (LSD) multiple comparison analysis. The results of the data analysis were presented in Table 12.

The result of the post hoc test in Table 12 showed that students who attended mission school are significantly more adjusted than those who attended private and public schools in terms of school, home and society adjustment respectively. Also, students who attended private schools are significantly more adjusted than those who attended public schools in their school, home and emotional adjustments.

### 4.3 Discussion of Findings

The results of the study were discussed done under the following sub-headings:



#### **4.3.1 Family structure and emotional adjustment**

The first hypothesis which stated that there is no significant influence of family structure on emotional adjustment was rejected. This implies that there is a significant influence of family structure on emotional adjustment. This could be as a result of the fact that the family is the child's first world of contact and this shape and determines the social relationship patterns as well as his/her disposition to the society. This means that where a child is nurtured by both parents, there is a great likelihood that the child develops loving emotions, controlled temperaments and a positive outlook about others and life generally. However, where the parents are separated or divorced, as found in the study, the child may not be able to have that intimate relationship with the parents especially when they grow with their fathers alone. They are easily prone to emotional imbalance and can react to issues with anger and uncontrolled temperaments.

The findings of the study in agreement with the study of Singh, Kusha and Laitonjam (2017) who studied the impact analysis of family structure on the social and emotional maturity of adolescents. Results revealed that respondents from joint family were more personally, interpersonally and socially adequate and thus, socially mature than those from a nuclear family. Similarly, they were significantly higher on emotional stability, emotional progression, and social maturity than were those from the nuclear family. Social maturity and emotional maturity was found to be significantly positively correlated across type of family. The reason for the similarity could be as a result of the use of the same research method and statistics.

Similarly, the result of this study was in line with that of Mathil and Shaukan (2016) who carried out a study on social adjustment of adolescents in relation to their family structure. The study showed that students who are from intact homes where parents are together are more emotionally adjusted than those who are from separated or deceased families

#### **4.3.2 Parenting style and emotional adjustment**

The second hypothesis which stated that there is no significant influence of parenting styles on emotional adjustment was rejected. This implies that there is a significant influence of parenting style on emotional adjustment. This could be because there are different styles of parenting and each varies according to the degree of warmth and control exercised and is useful in understanding its contribution to the emotional well-being of children. Each parenting style creates a different emotional climate thereby contributing to the development of emotional adjustment. During the socialization process parents provide the first context for recognition and communication of affective messages. These affective messages are communicated to children with the expectation that they will be able to interpret and respond to them. Parents' emotional expressiveness and the emotional climate that they create through their parenting styles provide guidelines to children regarding the use of emotion in regular everyday social interactions. The expressiveness of parents takes emotional learning beyond the acquisition of social skills, such as coding and decoding, to the use of rules about emotion in different contexts

The result of the study was in line with that of Kaufmann and Gesten (2010) that conducted a study on the relationship between parenting style and children's adjustment. They examined the relationship between authoritative and authoritarian parenting styles and socio-emotional adjustment in elementary school children as reported from the parents' perspective. Results indicated that authoritative parenting was associated negatively with parents and teacher-rated maladaptive behaviour, and positively with indicators of unhealthy emotional adjustment. Correlations between authoritarian parenting and adjustment were either small or non-significant. Regression analysis indicated that authoritative parenting was more predictive of children maladaptation (22%). The effects of parenting style on adjustment were not moderated by demographic variables, such as the child's gender, grade level, ethnicity, and family income.

Similarly, this study finding was in line with that of Yawe (2011) that carried out a study on parenting styles and self-concept on emotional adjustment of Nigerian secondary school students in Ikpoba Local Government Area of Edo State, Nigeria. The result showed that students who are from democratic homes are more emotionally adjusted than those who are from authoritative and permissive parents. The findings collaborate with that of Gum (2015) that carried out a study on parenting style and students' emotional adjustment in secondary schools in Makurdi Metropolis of Benue State, Nigeria. A survey research design was adopted for the study. The result obtained showed a significant relationship between students parenting style and emotional adjustment in schools in the study area.

#### **4.3.3 Family communication and emotional adjustment**

The third hypothesis which stated that there is no significant influence of family communication on emotional adjustment was rejected. This implies that there is a significant influence of family communication on emotional adjustment. This could be because the frequency of the parent's communication with the child provides the child with the necessary environment to develop self-confidence and love. Where parents do not talk with their kids, there is every tendency that the emotional atmosphere would be tense, the children would not know how to relate with their parents and every word that the parents speak would be more of a command to

them. Consequently, the children developed phobia for their parents. However, where there is frequent communication between parents and children, there is no fear and the child can easily feel loved and cared for, as the child is not under any pressure to meet with the parents and discuss their needs. The findings of the study collaborate with that of Shande (2011) that noted that communication within the family is extremely important because it enables members to express their needs, wants, and concerns to each other. Open and honest communication creates an atmosphere that allows family members to express their differences and admiration for one another. Through communication, family members are able to resolve the unavoidable problems that arise in all families.

The findings of the study were in line with that of Shande (2011) that carried out a study on family communication and emotional adjustment of secondary school students in Lagos State, Nigeria. The study revealed that family communication has a significant influence on the emotional adjustment of students in secondary schools in the study area. It was concluded that students' emotional adjustment is a product of some family variables like communication which greatly influences the students' social and emotional lifestyle. Similarly, the findings of the study were in line with that of Shija (2012) that carried out a study on the impact of family communication on students' academic performance in secondary schools in Benue State, Nigeria. The result of the study revealed that family communication significantly influences students' academic performance in secondary schools in the study area; the result also reveals that the better the communication in terms of quality, a better influence on students' academic performance.

#### **4.3.4 School type and emotional adjustment**

The result of the fourth hypothesis which stated that there is no significant influence of school type on emotional adjustment was rejected. This implies that there is a significant influence of school type on emotional adjustment. This could be due to the emotional climate that is experienced in these schools. One would have expected that students who attend mission or private school should be better adjusted but this might not be so because sometimes the nature of discipline that is provided in these school tends to end up generating fear which is not good for the children. The situation is worse in public schools as students suffer punishment from teachers and older students. Most times where there are outdoor activities like games, the students are thrown off balance through molestation and this sometimes affects their emotional wellbeing. The result could also be because adolescents spend approximately half of their waking hours in the school environment. During this time, they are exposed to their teachers, peers, programs, and policies, all of which are potentially powerful socializing agents. The activities of these agents in school sometimes influences the emotional state of the child and can to a reasonable extent determine whether the child get adjusted or maladjusted emotionally.

In a similar study carried out by Mui (2012) that investigated the impact of school type on students' emotional adjustment in secondary schools in Taraba state, Nigeria. The results obtained showed that a significant difference existed in the area of school type and emotional adjustment of the students. The implication of the results showed that students from private schools are more captured by the level of discipline found in their schools. This means that they are more adjusted emotionally as compared to their counterparts from public schools. The results further discussed that the status of discipline available in public schools under study is not adequate enough to subject students to emotional adjustment. Similarly, the result was also in line with Zaka (2015) who studied school type and students' emotional adjustment: a comparative analysis between public and private schools in Kaduna state, Nigeria. The design adopted for the study was the ex-post facto. The bases of comparison in the study were public and private schools but the analysis showed no significant difference. This implies that the emotional adjustment of students does not depend on the nature and category of the school in context. The study emphasises that school type has no significant impact on the emotional adjustment of students in secondary schools in the study area.

## **V. Summary, Conclusion And Recommendations**

### **5.1 Summary of the Study**

The study was aimed at examining family variables, school type and emotional adjustment of secondary school students in Calabar Education Zone. To achieve this purpose, four research questions were raised and five hypotheses were stated. They were:

- i. There is no significant influence of family structure on the emotional adjustment among secondary school students
- ii. There is no significant influence of parenting styles on the emotional adjustment among secondary school students
- iii. There is no significant influence of family communication on the emotional adjustment among secondary school students
- iv. There is no significant influence of school type on the emotional adjustment among secondary school students

Empirical literature was reviewed according to the sub-variables of the study. The study adopted an ex-post facto research design with stratified and simple sampling technique to select a total of 883 students which was 18% of the population in the study area. A questionnaire titled 'Family variables, School type and emotional adjustment scale (FVSTEAS) was used for data collection. Experts in the area of educational psychology and Measurement and Evaluation validated the instrument. The reliability of the instrument was established using the Cronbach alpha reliability technique and the coefficient of the subscales showed that the instrument is reliable. Data were collected by the researcher and the data collected were analysed using One – Way analysis of variance (ANOVA) and the result showed that

- i. There is a significant influence of family structure on the emotional adjustment of secondary school students; and that students from intact homes are significantly more adjusted than students from either separated or deceased homes.
- ii. There is a significant influence of parenting styles on the emotional adjustment of secondary school students and that students from intact homes are significantly more adjusted than students from either separated or deceased homes.
- iii. There is a significant influence of family communication on the emotional adjustment of secondary school students and that students from intact homes are significantly more adjusted than students from either separated or deceased homes.
- iv. There is a significant influence of school type on the emotional adjustment of secondary school students and that students from intact homes are significantly more adjusted than students from either separated or deceased homes.

v.

## **5.2 Conclusion**

Based on the findings of the study, it was concluded that family variables such as family structure, family communication, parenting style and school types significantly influence emotional adjustment among students in terms of school, home and society.

## **5.3 Recommendations**

Based on the findings of the study, it was recommended that:

- i. Parents should stick together in order to develop a good home social relationship in their children
- ii. Parents should be democratic in the relationship in order not to create an atmosphere that will trigger emotional maladjustment among their children
- iii. Parents should ensure that all communication gaps between them and their children are closed so as to relate well with their children and calm most emotional needs that may result if that communication link is absent
- iv. School heads should promote a conducive atmosphere that will help cater to the emotional needs of the children.

## **5.4 Suggestions for further research**

Based on the recommendations, the following suggestions for further research were made:

- i. Comparative analysis of effect of students' characteristics on emotional adjustment patterns among tertiary institution students
- ii. Demographic variables and emotional adjustment among youths in Calabar South Local Government Area.

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