



Self-Concept And Parenting Styles As Predictors Of School Adjustment Among Secondary School Students In Rivers State

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ABSTRACT

This study examined self-concept and parenting styles as predictors of school adjustment among secondary school students in Rivers State. Correlational design was adopted for the study. The population of the study consists of 4,982 JSS 1 students in the 9 public secondary schools in Port Harcourt metropolis, Rivers State and a sample size of 370 students of same JSS 1. These students were randomly chosen from six junior secondary schools out of the 9 in Rivers State, Nigeria using simple random sampling. A correlational research design was used, with a sample of 370 students randomly selected among students with school adjustment problems. The Taro Yamen formula was used to choose six public junior secondary schools out of nine in the state. Three questionnaires were used: the School Adjustment Questionnaire (SAQ), the Self-Concept Questionnaire (SCQ), and the Perceived Parenting Style Scale (PPSS). The reliability of the instruments was determined using the Chronbach Alpha measure of internal consistency, with alpha coefficients of 0.79, 0.87, and 0.66 for the SCQ, PPSS, and SAQ, respectively. Data collected were analyzed using Multiple Regression to answer all research questions and Analysis of Variance (ANOVA) associated with T-test was used to test the hypotheses at 0.05 level of significance. The result of the analysis indicates that both self-concept and parenting styles do not predict school adjustment among secondary school students in Rivers State. It is recommended that teachers, parents, counsellors and organisations explore other possible justification for school adjustment problems and consider incorporating some counselling strategies into the school curriculum so as to assist students with adjustment problems be at par with the school. Since neglectful parenting have an effect on the school adjustment of students, teachers can consciously watch out for students with the traits revealed during the study and work with the school administrators to provide counselling services for them that will be attached to the school curriculum. Also, workshops and seminars should be scheduled intermittently where students can interact and express their challenges and fears leading to a sense of belonging, hence, minimizing adjustment issues. Furthermore, there is need to incorporate the services of psychologists in training programs to promote awareness of self-concept and parenting techniques.

Keywords: Self-Concept, Parenting Styles and School Adjustment

INTRODUCTION

The process of adjustment is a fundamental experience that every individual must go through at some point in their lives. For students, the educational journey is filled with changes as they progress from one

level of education to another, and with each new level comes a new environment and set of challenges. Being familiar with a particular environment brings a sense of comfort that allows students to engage freely, leading to positive contributions and benefits from the environment. The school system is an essential part of education, and it cannot be overlooked in the face of rapid technological and knowledge advancements. Stability and focus are necessary for proper cognitive growth, and as such, students must adapt to new environments and systems to progress. Every student will experience the need for growth, and this requires them to move from one level of education to another, with secondary education being a basic prerequisite for university education. However, as society's expectations and standards evolve, schools must upgrade their policies and systems to meet these changing demands.

In the school environment, students and teachers engage in learning activities, but changes in schools or transitions from primary to secondary school can take a toll on students' physical, mental, social, and cognitive abilities. Some students may struggle with adjusting to the new school environment, whereas some may pass through this phase successfully, some others become fixated on this struggle. Adjustment is simply making room for new changes. In "Adjustment" (2018), it is defined as the behaviour that keeps people and other creatures in a balance between their varied requirements and the constraints of their environments (psychologically). In essence, individuals must strive to find a balance in whatever changing situations they find themselves in. It therefore, requires one to become adapted to any new environment or situation in which they find themselves.

Various factors can affect a student's ability to adjust, including their self-concept and parenting styles. In Cherry (2021), self-concept is explained to be an individual's perception of themselves, including their actions, skills, and distinguishing qualities. This embodies your total person and, as such, defines the individual. Anderson (2011) asserts that it is a structured collection of opinions, beliefs, and judgments about one's traits and skills. Ekeh & Onyekwuru (2013) suggest that self-concept is an essential determinant of an individual's attitudes, skills, abilities, and aptitudes. In other words, it is the totality of the thoughts people have about themselves according to Onukwufor (2012), this can shape their entire academic experience.

In Vinney (2018), Baumeister suggests that self-concept is a "knowledge structure" that goes beyond a stable, unitary idea. It is a dynamic and active framework that can be influenced by social context and individual intentions. Rogers identified three facets of self-concept: the ideal self, which represents how an individual would like to be; the self-image, which is how one perceives oneself in terms of behavioral traits, social roles, and bodily attributes; and self-esteem, which refers to how much value and acceptance one places on oneself. Self-esteem can be defined as "confidence and satisfaction in oneself." (Merriam-Webster, n.d.).

Parenting styles, in accordance with Amadi (2021), refer to the regular methods of parenting used by parents in many households. It deals with the varied approaches applied by parents while raising their children, which could be intentional or unintentional. In it lie expectations of children based on adherence to guidelines and rules, performance, and attentiveness. Dalimonte-Merckling and Williams (2020) explained that they are crucial factors that affect the emotional environment in which parents communicate their beliefs and behaviors on childrearing with their child. Parental approaches are influenced by several factors, including a parent's parenting style. All of these and more were observations that made it evident to me that adjustment problems exist in secondary schools. These behaviours intermittently interfere with these students' school life, sidetracking them from the main goal of study.

Literature Review

Self-Concept

In general terms, self-concept is the way an individual views themselves, it is an important psychological construct that affects or influences a person's activities or behaviour. Self-concept as per Vinney (2018) is our understanding of ourselves personally, including all of our sensations and thoughts regarding how we feel about ourselves generally. In other words, it is the awareness of our capabilities and identity (what I can do and who am I). In essence, whatever idea or information we believe of ourselves is self-concept. It

is a systematic organization of all of our attitudes, interests, and beliefs regarding our particular existence. - Sincero (2012). Self-concept is referred to by Gross (2015) as our perception of our personalities, including our ideal selves, self-esteem, and body image. It can also refer to a complex set of egos that encompasses a variety of "possible" self. In Bala, (2014), self-concept is an individual's routine and systematic pattern of reasoning, feeling, and responding to challenges that are specific to them and stem from their life events. Yengimolki et al. (2015) noted that self-concept is influenced by a person's interaction with his surroundings, especially with those around them based on social acceptance, appearance, and skills. An individual's feelings, attitudes, and awareness of themselves are developed through self-evaluation. Self-concept is therefore, an individual's internal conviction of himself which impacts his overall behaviour. Self-concept is made up of 3 components, as identified by Carl Rogers: self-esteem, the ideal self, and self-esteem.

Self-image: This is an individual's internal perception of themselves. It is an "internal dictionary" of the characteristics of the self, which are a collective representation of our assets (strengths) and liabilities (weaknesses) the way we see them, as stated by Cleveland Clinic (2020). Self-image is the way an individual sees themselves and is a crucial aspect of their personality, capable of determining their success in relationships and general well-being, according to the American Psychological Association (APA) (n.d.). in Ackerman (n.d.). the Mountain State Centre for Independent Living notes that self-impressions, which are the way an individual wants others to see them, develop over time, giving rise to confidence or doubts about themselves Therefore, an individual's self-image is reflected in both the picture they see in their mental space and their reflection in the mirror.

Self-esteem: It is the worth or value you place on yourself. Every individual regards themselves in very different and opposing ways. The word esteem," as defined by Merriam-Webster's Dictionary (2021), means "high regard," meaning that one's self-esteem is based on the level of regard (value) he/she has for his/herself. Wikipedia (n. d.) refers to it as a person's appraisal of their own value in their own eyes, which encompasses one's own beliefs about themselves as well as their emotional states. Cherry (2021) claims that it is irrespective of the conditions, how much you value and like yourself, which is given credit to a variety of elements, like a sense of security, belonging, identity, competence, and self-assurance. Our thoughts, relationships, and experiences play a major role in determining or shaping our self-esteem. In Gross (2015), Coopersmith argued that self-esteem is a subjective evaluation of worth that is reflected in how someone feels about themselves. It is a person's overall opinion about themselves as regards how they feel about their abilities and limitations, contends Mayo Clinic (2020). In Vinney (2018), she noted that how we view ourselves affects the value we assign to ourselves. This can invariably lead to someone having high self-esteem if they believe they are better than others at something or receive positive feedback from others about what they do. Self-esteem increases in this situation, but it can also be low if the situation is reversed.

In Vanbuskirk (2021), as described by the American Psychological Association (APA), defines self-esteem as the extent to which one's self-concept and the attributes and traits inherent within it are viewed as favourable. Self-esteem encompasses one's overall opinion of themselves, including their personality, talents, accomplishments, background, capabilities, encounters, ties, and body image, as well as their point of view of how others see them. A strong sense of faith in oneself aids in possessing an optimistic state of mind and health, developing coping skills, and handling adversity, while low self-esteem can leave an individual feeling beaten and defeated in life.

Nollan (2021) explains that an individual's sense of self-worth impacts both internal and external variables. The former has to do with how the person feels about themselves based on their judgments, while the latter is influenced by the feedback they receive from other people and the world around them. Yarmohammadean et al. in Yengimolki et al. (2015) argue that a child placed in a lower or unsuitable position among their peers may have impeded basic task attainment and academic success, leading to isolation, reduced interpersonal interactions, negative self-image, and lower self-esteem. That person, for lack of attention and interest from others, is isolated, thus reducing his interpersonal interactions and gradually birthing aloneness, which creates a lack of efficiency, a negative self-image, and alienation, leading to lower self-esteem and an inability to confront challenges and problems. Coopersmith's study in

Gross (2015) found that high self-esteem development is dependent on a combination of two distinct factors: a good agreement with a child's self-reliance and liberty in these confinements and secure enforcement of limits on a child's behavior. He followed the development of these boys up to adulthood and it revealed that the development of these factors distinguished the boys from their peers as they stood out educationally and, in their occupations.

Ideal Self: The ideal self is an important concept in the field of psychology as it provides insight into a person's aspirations and desires for personal growth and development. Fernando (2021) states that our ideal self is shaped by our past experiences and the people we have encountered, and serves as a benchmark for our future selves. It is important to note that the ideal self is not a fixed state, but rather an evolving one that changes as we learn and grow. The ideal self, though distinct from self-image, is linked to self-esteem. Self-image refers to the way we see ourselves currently, while the ideal self represents the person we aspire to be. Gross (2015) explains that the ideal self is a glorified self-image or ego-perfect, meaning that it is an idealized version of ourselves that we hope to achieve.

In conclusion, self-concept is a crucial aspect of an individual's personality, influencing their behavior, relationships, and general well-being. The components of self-concept, including self-image, are dynamic and subject to change as individuals experience different life events. A clear self-concept is essential for individuals to have social and emotional compatibility, and it is critical for parents to foster unconditional love towards their children to promote congruence and a practical self-perception.

Parenting Styles

Parenting is a vital process in which children are nurtured and raised to become healthy and productive adults. Kretchmar-Hendricks (2017) defines parenting as the act of providing children with protection and care so they can transition healthily into adulthood, while the New World Encyclopaedia (2020) describes it as a system of raising children with the aim of encouraging and reinforcing their cognitive, relational, physiological, ethical, psychological, and spiritual growth from birth to maturity. APA (2021) emphasizes three critical goals of parenting practices worldwide: ensuring the safety and health of children, preparing them for a productive and mature existence, and propagating societal ideals. Parental styles refer to the pattern of beliefs and parental control that creates the emotional climate for the display of parental action towards the child asserts Leung & Tsang Kit Man (2014). On the other hand, Sigmon (2011) describes parenting styles as the behavior of a caregiver in front of children, which encompasses their demeanor when interacting or communicating with their kids. Both authors suggest that parental styles have a significant impact on a child's development and overall well-being.

Looking at parenting styles from the perspective of determination, Xiang, Liu, & Bai (2017) highlighted two crucial components identified by psychologists that influence adolescent adjustment and independent motivation, they include parental autonomy support and psychological control. Parental autonomy support involves supporting a child's ability to solve problems independently and make decisions by promoting self-awareness, self-control, and a rational understanding of their intrinsic worth. Conversely, psychological control involves intrusive and manipulative actions and attitudes of parents that confine and coerce their children to conform to their expectations.

Types of Parenting Styles

Authoritarian Parenting Style: Authoritarian simply denotes strict obedience without query, Editors (2022) refers to this as authoritarianism, which they interpret in contrast to possessing the right to pursue one's own actions and ideas as an unquestioned subordination to rule. Morin (2021) argues that the authoritarian parenting style believes that children must follow rules without exception. These parents do not give room for children to be heard or seen; they believe rules must be "my way or the highway," as they do not consider the feelings of their children. They are more vulnerable to developing self-esteem issues since their opinions don't matter. Bright-Horizons (2021) explains that they are often regarded as disciplinarians as their style of discipline is strict with little or no negotiation and punishment is common. Rules are rarely clarified, and there are high expectations due to the primarily one-way nature of parent-child communication, limited flexibility, and not so much nurturing. Baumrind in Cherry (2020) refers to these kinds of parents as requiring blind compliance to their commands and, as such, displaying

submissive and status-oriented behaviour. It is characterised by frosty/haughty attitudes, making it a parent-centred strategy.

Authoritative Parenting Style: Authoritative is characterised by power and authority. Li (2021) explained that though authoritative parenting may look similar to authoritarian parenting, they differ in their parenting characteristics. While the former is strict and cold, the latter is strict and warm. Authoritative parents have high demands as well as high responsiveness in terms of their method of discipline. This parenting style emphasizes a cooperative approach to discipline that is based on reasoning and negotiation, with a focus on regulating behavior and achieving positive outcomes. The authoritative parenting style is often seen as a balanced approach to parenting.

In Dewar (2018), research suggests that children raised by authoritative parents tend to be the most well-behaved, highest-achieving, and most resourceful. Children with authoritative parents tend to have better social skills, higher self-esteem, and better academic performance. Norris in Stubbs (2019) states that children living with libertarian-minded parents are also typically better at interacting with others, have higher self-esteem, perform better in school, and are less likely to develop psychological health issues or engage in deviant acts. Overall, the authoritative parenting style is often seen as the most effective in promoting positive outcomes in children. It provides children with the structure and guidance they need to develop self-control and autonomy, while also fostering a supportive and loving environment that helps them thrive.

Permissive Parenting Style: Permissive parenting is a style that is characterized by a lack of structure and control (excessive freedom of behaviour). Hosokawa and Katsura (2018) asserts that these parents behave in a way that speaks lack of discipline and tolerant of their children's wants and actions, allowing them the liberty to control their affairs. Permissive parents have low demandingness and high responsiveness, which means they are indulgent and lenient towards their children. Unlike authoritative and authoritarian parents, they do not set boundaries or enforce rules. It is essential to note that permissive parenting is not the same as neglectful parenting. Neglectful parents are uninvolved in their children's lives and fail to meet their basic needs, such as food, shelter, and clothing. Permissive parents, on the other hand, are involved in their children's lives but are not authoritative or authoritarian in their parenting style.

Uninvolved Parenting Style: Parenting style is an essential factor that determines a child's growth and development. Neglectful parenting is a style characterized by detachment and emotional distance between parent and child. Neglectful parents show little or no interest in their children's lives, leaving them to do as they please, with an "I don't care" attitude as noted by Schremph (2021). Bright-Horizons (2021) adds that neglectful parents are also characterized by low demands, low responsiveness, poor communication, little or no nurturing, and a lack of discipline style. Children from uninvolved homes are unable to self-regulate, leading to impulsive behavior and an increased tendency towards delinquency, as explained by Li (2021). Neglectful parenting is widely considered negative, and children of neglectful parents lack emotional attachment and are often disinterested in their activities, as stated by Higuera (2019). This style of parenting carries a more negative connotation. Beyond food, clothing, and shelter, children of neglectful parents don't receive any other response from their parents.

School Adjustment

A school is an institution that provides formal education and teaching to students. Its main objective is to facilitate learning by providing a conducive environment that allows learners to gain personal experiences and develop their knowledge and skills. As emphasized by Dewey in Shawal (n.d.), schools play a vital role in conveying what is happening beyond their walls. However, this requires a civilization of optimized materials that will result in a more equitable and cohesive learning environment. School adjustment in the opinion of Ladd, in Dermirtas-Zorbaz & Ergene (2019), is critical to children's comfort, interest, involvement, and academic success within the classroom environment. Ikiugu, as cited by Johansson (2017), described adjustment as adaptation, a process of conforming to independent goals and leading a worthwhile existence. Here, it entails a process where behaviour depicts juggling demands that conflict with or are hindered by the environment. Jose (2010) puts it as the level of effectiveness with which the character of a person can function in social psychology. In essence, adjustment pertains to how learners'

temperament and contextual milieu interact to enable them to cope with the challenges they face in school. Demirtas-Zorbaz & Ergene (2019) state that school adjustment is crucial to the successful launch of all pedagogical initiatives, and as such, there is a need to discover factors that facilitate or debilitate the process and come up with preventive measures.

Statement of the Problem

Adjustment problems pose a significant threat to the psychological well-being of the students, and this can have negative implications on their academic performance. Furthermore, some students live in fear and become traumatized by the new order of activities and the operations of the prefect and senior relationships they encounter for the first time. For some, this is their first time away from home, and they may have come from a pampered environment where everything is done for them. Suddenly, they must face life on their own, and although the school provides some guidance, it can still be overwhelming, leaving them feeling unsettled and confused. Another group of students who may struggle with adjustment are those from homes with uninvolved parents. These students may have developed a strong self-concept, where they believe they can do as they please without consequences. This can lead to conflicts with authorities and other students who may have different opinions and values.

The adjustment process for students who have moved from one school to another can be a challenging experience. Adjusting to a new educational setting, including learning the school rules, navigating the campus, and making new friends, can all take a toll on their mental health. Students who have been day students since junior secondary and are now in a boarding school may experience anxiety issues, where fear and uncertainty dominate their lives. For example, a child from an authoritarian home may feel caged and jittery, wondering how they will fare in a school where everyone is from a different family. This can manifest in various ways, such as constant crying, a lack of concentration, or attracting bad company who take advantage of the situation to the child's detriment. Unfortunately, this can lead to some students falling into negative peer groups, engaging in delinquent behavior, and developing bullying habits to survive. All these issues should be considered as they have a significant impact on the student's success and proper development. The indication of maladaptive behavior resulting from the student's self-concept and parental approaches on their adjustment to school needs to be thoroughly considered.

Research Questions

1. To what extent does self-concept (ideal self, self-esteem and self-image) predict school adjustment among secondary school students?
2. To what degree does parenting approaches (uninvolved, authoritative, authoritarian and permissive) determine school adjustment among secondary school students?

Hypotheses

1. Self-concept (self-image, self-esteem and ideal self) does not significantly determine school adjustment among secondary school students.
2. Parenting styles (uninvolved, authoritative, authoritarian and permissive) do not significantly determine school adjustment among secondary school students.

METHODOLOGY

In order to delve into the connection between self-concept, parenting styles, and school adjustment, a correlational design was employed. The population of the study consists of 4,982 government senior secondary school class two students (SS1) in Port Harcourt Local Government Area of Rivers State. (Research statistics and documentation, Port Harcourt Local Government's Senior Secondary School Board, 2021). A sample size of 370 SS1 was gotten through simple random sampling technique. The rationale behind selecting this group of students was due to their recent transition from one level of the educational system to another, making them more susceptible to encountering challenges while adjusting to their new environment. A Closed-Ended questionnaire was adapted and used for collection of data. The questionnaire is titled "Self-concept and parenting styles as predictors of school adjustment among secondary school students in Rivers State". The instruments were validated by experts from measurement and evaluation, department of educational psychology. The reliability of the instrument was determined using Cronbach Alpha method. The reliability indexes of the instrument were 0.79, 0.87 and 0.66 for

Self-Concept Questionnaire (SCQ), Perceived Parenting Styles Scale (PPSS) and School Adjustment Questionnaire (SAQ) respectively, which demonstrates the instrument's dependability for the investigation. Multiple regressions were employed to answer all the research questions. At the 0.05 level of significance, P-Value associated with multiple regressions was utilized to test the hypotheses with the use of Statistical Packages for Social Sciences (SPSS) version 20.

RESULTS

Research Question One: *To what extent does self-concept (ideal self, self-esteem and self-image) determine school adjustment among secondary school students?*

Hypothesis One: Self-concept (ideal self, self-esteem and self-image) does not significantly determine school adjustment among secondary school students.

Table 1: Multiple Regression coefficient showing if self-concept (ideal self, self-esteem and self-image) can determine school adjustment among secondary school students

R	R ²		Adj R ²		
0.135	0.018		0.010		
Model	Sum of Sq.	Df	Mean Sq.	F	Sig
Regression	184.800	3	60.605		
Residual	9967.154	346		2.138	0.095
Total	10151.954	349	28.807		

Decision Rule: Reject Ho if P-Value < ($\alpha = 0.05$)

According to the result presented in Table 1, a multiple linear regression coefficient R of 0.135 was obtained with a coefficient of determination (R²) of 0.018 and an adjusted coefficient (AdjR²) of 0.010 gotten when self-concept (ideal self, self-esteem and self-image) jointly determine school adjustment. From the result of the adjusted coefficient, it therefore implies that 1.8% variation of school adjustment among secondary school students can be attributed to self-concept (ideal self, self-esteem and self-image). The testing of the corresponding null hypothesis, it was indicated that F-value of 2.138 was obtained at 3 and 346 degrees of freedom and a matching p-value of 0.095. Since the p-value was greater than 0.05, this result therefore indicates that self-concept (ideal self, self-esteem and self-image) does not determine school adjustment among secondary school students.

Research Question Two: *To what degree does parenting styles (uninvolved, authoritarian, permissive and authoritative) predict school adjustment among secondary school students?*

Hypothesis Two: Parenting styles (uninvolved, authoritarian, permissive and authoritative) do not significantly predict school adjustment among secondary school students.

Table 2: Multiple Regression coefficient showing if parenting styles (uninvolved, authoritarian, permissive and authoritative) can determine school adjustment among secondary school students

R	R ²		Adj R ²		
0.043	0.002		0.010		
Model	Sum of Sq	Df	Mean Sq.	F	Sig
Regression	19.149	1	4.787		
Residual	10132.805	368		0.163	0.957
Total	10151.954	369	29.370		

Decision Rule: Reject Ho if P-Value < ($\alpha = 0.05$)

According to the result displayed in table 2, a multiple linear regression coefficient R of 0.43 was obtained with a coefficient of determination (R²) of 0 .002 and an adjusted coefficient (AdjR²) of 0.010 gotten when parenting approaches (uninvolved, authoritarian, permissive and authoritative) predict adaptation to school among secondary school students. From the result of the adjusted coefficient, it therefore implies that 0.2% variation of school adjustment among secondary school students can be attributed to parenting approaches (uninvolved, authoritarian, permissive and authoritative).

The testing of the corresponding null hypothesis, it was indicated that an F-value of 0.163 was gotten at 4 and 345 degrees of freedom, equivalent to a p-value of 0.957. Since the p-value was greater than 0.05,

this result therefore indicates that parenting styles (uninvolved, authoritarian, permissive and authoritative) does not predict adjustment to school in secondary school students.

DISCUSSION OF FINDINGS

Self-concept (ideal self, self-esteem, and self-image) and school adjustment

The findings from the analysis reveal that self-concept, comprising of ideal self, self-esteem, and self-image, is not a significant factor that affects the adjustment of secondary school students in school. It implies that a change in self-concept leads to variation in school adjustment among students. However, self-concept has a limited effect on school adjustment among secondary school students. These results are not consistent with the study conducted by Onyekuru & Zuru (2017) that examined the relationship between self-concept and students' adjustment to school. They discovered that students' self-concept, whether intellectual or social, has a considerable impact on school adjustment. They revealed that students tend to adjust better in school when they have a positive self-concept. Similarly, Basharpour *et al.* (2020) investigated the effect of intellectual self-concept and school participation on students' adjustment to school. They found that students' adaptation to school is positively influenced by intellectual self-perception and involvement, which is directly and indirectly impacted by a supportive and inclusive family structure. The above findings encompass an overall projection of the self-concept factors, in contrast to this exploration's discovery of self-concept. However, the findings imply that self-concept is not a crucial factor in students' school adjustment, and parents and educators should be sensitive to alternative triggers.

Parenting styles (authoritative, authoritarian, permissive, and uninvolved) and school adjustment

After analyzing the data, it was found that parenting approaches, including uninvolved, permissive, authoritative, and authoritarian, explain only the variance in school adjustment among secondary school students. This indicates that parental approaches do not predict school adjustment among secondary school students. These results do not align with the findings of Xiang, Lui, & Bai (2017), who examined the association between parental practices and adolescents' school integration, emphasizing the importance of parenting in adolescents' school adjustment. They found that parental control support was related to both expertise and performance-avoidance goals, suggesting that it was linked to teens' school transition in an adaptive way, both directly and indirectly.

Furthermore, Awoyemi and Dombo (2016) found that parenting styles influence the adjustment to school and mental well-being, which also does not support the findings of this research. However, it should be noted that a child's school adjustment cannot be solely attributed to their upbringing. A child's belief system and attitudes can also play a significant role. For instance, a child from a family with disciplined and upright parents may still struggle in school because of some unknown factors associated with rules and regulations. Though Bowlby suggested that children from neglectful homes develop an anxious-avoidant attachment style, which may lead to antisocial behaviors in school. To him, such children tend to avoid forming relationships and may struggle to trust others. While these assertions may have connections with the empirical reviews, there is the likelihood of interference of other psychological factors that may seem alike to these postulations. Therefore, it is essential to understand that a child's school adjustment is influenced by various factors beyond parenting styles.

CONCLUSION

Hinging on the outcome of this exploration, self-concept revealed that one of its variables which is self-image predicts school adjustment but its significance is minute and therefore cannot be regarded as effective in predicting school adjustment among secondary school students. On the other hand, parenting styles on the whole were found to be of no consequence in the query, hence, it has no prognostic value on how a student will adjust to school. Overall, in line with the appropriate methodology employed in this research, it is evident that self-concept and parenting styles do not predict school adjustment among secondary school students in Rivers State.

RECOMMENDATIONS

The discoveries in this study have proven to be contrary on the basis of school adjustment. It is therefore necessary for teachers, parents, counsellors and organizations to consider the following recommendations

1. Explore alternative explanations for school adjustment difficulties.
2. Integrate counselling strategies into the school curriculum to help students with adjustment problems.
3. Schedule periodic workshops and seminars where students can interact and express their challenges and concerns. This will help them feel a sense of belonging and that their voice is being heard, potentially reducing some of the elements of maladjustment as well as identifying potential roots of adjustment problems.
4. Incorporate the services of psychologists (not just counsellors) in training programs to promote awareness on school adjustment and its possible barriers to their school year. This will help identify students who may be struggling in these areas and provide appropriate assistance.

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