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PARENT-CHILD RELATIONSHIP AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF IN-SCHOOL ADOLESCENTS' PSYCHOSOCIAL ADJUSTMENT IN ANAMBRA STATE

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ABSTRACT

The study investigated Parent-child relationship and Emotional intelligence as predictors of Psychosocial Adjustment among in-school adolescents in Anambra State. The purpose of the study was to find out if parent-child relationship and emotional intelligence will jointly predict in-school adolescents' psychosocial adjustments. Three research questions and three null hypotheses guided the study. Correlational research design was adopted for the study. The population of the study comprised 268 secondary schools in the six education zones in Anambra State for the 2021/2022 academic session. The sample size of the study comprises 3,000 SS11 students sampled from the 19,478 SSII students in the 268 secondary schools in Anambra State. The sample was obtained using simple random sampling technique. Three sets of questionnaire titled "Parent-child relationship questionnaire (PCRQ), Emotional intelligence questionnaire and Psychosocial adjustment questionnaire (PAQ) were used for data collection. the instruments were validated by three experts; two from the Department of Educational Foundations and the other in the Department of Guidance and Counselling , all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instruments was established using Crombach's alpha method and the alpha coefficients got were 0.81, 0.91 and 0.78 respectively for EIQ, PCRQ and PSOAQ. Data collected were analyzed using Multiple-regression analysis and Pearson Product moment correlation method. The findings showed that parent-child relationship and emotional intelligence jointly predict in-school adolescents' psychosocial adjustment. The implications of the study were highlighted and it was recommended among others; that parents, teachers and school psychologist should create enabling environment to address the issues of psychosocial adjustment.

Keywords: Parent-child relationship; Emotional intelligence; prediction; Psychosocial Adjustment; In-school adolescent.

Introduction

Psychosocial adjustment is very crucial in the life of every human being precisely among in-school adolescents. Psychosocial adjustment is a broader term and it takes into account the environment as well as the psychological state of human being that cannot be separated from the other. Psychosocial adjustment is more inclusive term and it is encountered frequently in daily bases. Observably, the issue of psychosocial adjustment is becoming so crucial and tends to be emphasized as somewhat an issue of concern to many including the parents, the school, the adolescents themselves and the entire society. For instance, the issue of bullying, cultism, bloody fight, use of drugs and alcohol is becoming so common and profoundly found in the lives of in-school adolescents as could observed among students in Anambra state. Further, psychosocial adjustment entails the integration of certain behaviours into individual adolescent life, identity, emotional intelligence and relationship with parents. It is referred to as peoples capacity to adapt to the environment which implies that every individual has a sufficient mechanism to feel good, integrate, respond adequately to the demand of the environment and achieve his/her objectives (Madariaga, (2014). Psychosocial adjustment of in-school adolescents is in other words described as a continual process in which the students vary their behaviour to provide a more harmonious relationship with the school environment (Gate and Jeisild in Mangal, 2008). According to Agbakwuru and Agbakwuru, (2012) it is a process of bringing individuals behaviour in conformity with the norms of the school setting.

In-school adolescents are students between the age bracket 11-18years. They are constantly faced with physical changes and cognitive development. They spend more working time in the school than in any other context in-school (Eccles and Roeser, 2011). They are still under the guidance and protection of their parents or caregiver. At secondary school, academic demands increases and new relations are established and at this time students are often not sure of their ability to cope with the demands. Most in-school adolescents' find it difficult in handling the challenges face with this transition and often time these difficult challenges could lead to decrease in academic performance and increased psychological distress (Fredlander, Reid, Shupale and Cribbic, 2007). According to Malinuskas, (2006) the psychosocial adjustment of in-school adolescents remain so important for the peculiarities of the adolescents' value and needs. These in-school adolescents are constantly, negotiating their relationship with parents (Mchinney and Renk, 2008). This is because it is transition from dependence to independent relationship with parents. This implies that the type of interaction between the parent and the children can play an important role in helping adolescent students'' to face the great challenges in life. Meanwhile, the parents are the first educators of their children in the family.

The family constitutes the child's immediate and primary social environment. It is the family that provides the in-school

adolescents with physical, emotional and mental framework for psychosocial adjustment (Ryan and Adam, (2010). Sources describe that psychosocial adjustment begins in the family and it is influenced by the family's subculture, its social status, its economic status, the parents' occupation, their education, their child-rearing practices, their religion, their aspirations for the child, their energy, their motivation, the number of children in the family and their birth order, and other relatives living at home (Cramer, 2002; Renk, 2008). Thus, individuals home and his relationship with parents play a great role in the psychosocial adjustment of an in-school adolescent school environment.

In other word, a good parent-child relationship is one of the most important relationships in one's life. A parent could be a caregiver, biological or adoptive. Parents foster all facets of a child's growth by nourishing, protecting and guiding new life through the course of development of a child (Eze, 2002). They are vital source of satisfaction of the child's every need. Good parent-child relationship is one of the most important relationships in one's life. Parent-child relationship is a unique and enduring bond between a caregiver and his or her child. Parent-child relationship is crucial that it shapes and moulds the character and personality of a child. The quality of parent-child relationship could be affected by the parent unique characteristics to the child (Post and Bryan, 2003). A cordial parent-child relationship could also enable in-school adolescents to learn how to manage their emotions and behaviours, as well strive to establish healthy relationship with adults and peers, and also learn to adjust to situations and to resolve conflicts (Rogoff, 2003). To understand parent-child relationship, one must look at the way the parents and children interact with one another physically, emotionally and socially. Thus, one important task of being a parent is the education, character formation and socialization of children which include adaptive behaviours that prepares the individual for future living (Cramer, 2002). In other words, parents are responsible for providing them with physical, emotional and mental framework for psychosocial adjustment in the family and society at large (Ryan and Adam, 2010).

Emotional intelligence is connected with qualities of a person, his or her character, temperaments, perceptive, creative and physical disposition. It comes from a fulfilling condition of seven problematic fields which includes, self-awareness, self-motivation, persistence, control of impulses, regulation of mood, empathy and optimism. It is the awareness of one's ability to manage one's emotion in a healthy and productive manner (Ramalingam, 2006). Every individual emotional intelligent quality is to a considerable extent created by some habits. When a person makes effort, he or she can change his or her reactions for better. A balanced and competent emotional intelligence could be achieved through an individual's approach to his or her own personality, improving of interpersonal skills which could result to a professional and personal success. This begins with empathy. Meanwhile if an individual could know his or her own self, his or her own motives and aims, values, feelings and way of thinking only afterwards, he or she can make decisions

more freely and purposefully and easily adjusted to the demand of the society.

In other words, in-school adolescents who possess a high emotional intelligence could said to have the ability to monitor, access, express and regulate his or her own emotions. They have the capacity to identify, interpret and understand others emotions and also ability to use the information obtained to guide their thinking and actions. As Weitein and LIoyd (2003) simply put it, emotional intelligence is the capacity to be aware of, control and express one's emotion and to handle interpersonal relationship judiciously. It could be understood or described as a construct useful for identifying the necessary skills for understanding and regulating emotions of an individual which could direct the behaviour and thoughts of the person and enhance his psychosocial adjustment (Santos, Wang and Lewis 2018).

Some researchers for example Ciarrochi, Chan, Caputi and Robbert (2001) highlighted the influence of emotional intelligence on psychosocial adjustment, given its role in enabling empathy and bonding with other people. During adolescence stage, in-school adolescents' who are more skilled in identifying the feelings of others can use this information to show empathy or regulate their own emotions as well as find ways to adjust their behaviours better to social situations which can improve psychosocial adjustment and lead to more satisfactory relationship with their peers (Palmera, Salguero and Ruiz-Aranda, 2012; Mancini, Andrei, Mazzoni, Biolcati, Baldaro and Trombini, 2017). Keefer (2018) explained thatin-school adolescents' with high emotional intelligence have a healthier emotional and physiological stress respond. The in-school adolescence with high emotional intelligence tends to use more constructive ways in dealing with others which might psychosocial adjustment. Also, Anjum and Jemima (2020) in a study affirmed that there exist moderate positive relationship between emotional intelligence and adjustment of adolescent students.

Many factors however have been identified by the researchers concerning the issue of in-school adolescents' psychosocial adjustment. For example studies by Palmera, Salguero and Ruiz-Aranda, (2012); Mancini, Andrei, Mazzoni, Biolcati, Baldaro and Trombini, (2017) identified the influence of parent-child relationship and emotional intelligence on psychosocial adjustment of adolescents. Thus, this may not be the only factors influencing adolescent psychosocial adjustment. Similarly Ganic and Patterson (2006) revealed that poor parenting in early adolescence positively predicts behaviours such as delinquent and substance use and that the poor parenting also mediate the impact of earlier involvement with peers on substance problem behaviours and affects their psychosocial adjustment.

There may be other issues with parent-child relationship and emotional intelligence among others. It is against this thought that the researcher considered it necessary to find out if parent-child relationship and emotional intelligence can jointly predict psychosocial adjustment among in-school adolescents. In other words, this study tends to find out if parent-child relationship and emotional intelligence jointly predict psychosocial adjustment among in-school adolescents residing in

Anambra State

Three research questions and three n ull hypotheses guided the study.

(1) To what extent does parent-child relationship predicts in-school adolescents' psychosocial adjustment in Anambra State?

2. To what extent does emotional intelligence predict in-school adolescents' psychosocial adjustment in Anambra State?

3. What are the percentages of variance in in-school adolescents psychosocial adjustment accounted, by parent-child relationship and emotional intelligence in Anambra State?

The three null hypotheses are:

(1) Parent-child relationship will not be a significant predictor of in-school adolescents' psychosocial adjustment

(2) Emotional intelligence will not be a significant predictor of in-school adolescents' psychosocial adjustment

(3) Parent-child relationship and emotional intelligence will not jointly be significant predictors of in-school adolescents' psychosocial adjustment

Research Method

The researcher adopted correlation research design. The study uses 19,478 SS11 students of Anambra State of Nigeria which formed the population size. Their average ages are between 15-17years. A sample size of 3000 SS11 was drawn through multi-stage sampling technique and finally through the use of simple random sampling technique. The instrument for data collection was the questionnaires titled; Parent-Child Relationship Questionnaire (PACHIQ), Emotional Intelligence Questionnaire (EIQ),) and Psychosocial Adjustment Questionnaire (PSOAQ). The instruments were validated by the experts from the Faculty of Education, Nnamdi Azikiwe University Awka. Cronbach's alpha procedure for testing reliability was applied in testing the instrument which yielded the following; EIQ yielded alpha coefficient of 0.81 while PCRQ yielded 0.91 and PAQ yielded a coefficient of 0.78. These were appropriate to confirm the instruments as reliable. In administering the questionnaire the researcher and the adopted direct delivery technique (DDT) which ensure one hundred percent return of the instruments. Data collected was analyzed using multiple regression analysis.

Results and Discussion

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

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

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

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

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

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

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

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

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

R	R Square	Adjusted R Square	Beta	df	Cal. t	P<0.05	Remark
0.793	0.629	0.629	0.793	2982	71.22	0.000	S

Table 2 reveals that emotional intelligence had Beta of 0.793. This indicates that emotional intelligence contributed 79.3 percent of in-school adolescents' psychosocial adjustment in Anambra State.

Again, at 1df numerator, 2982df denominator and 0.05 level of significant, the calculated t71.22 with P.value 0.000 which is less than the 0.05, the second null hypothesis is not accepted. Therefore, emotional intelligence is a significant predictor of in-school adolescents' psychosocial adjustment in Anambra State.

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

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

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

N	R	R^2	%	Df	Cal. F	p-value	**α**	Remark
2985	0.841	0.707	70.7	2983	3605.87	0.000	0.05	Significant

Table 3 reveals that parent-child relationship and emotional intelligence jointly had R2 adjusted of 0.707. This indicates that parent-child relationship and emotional intelligence jointly have a predictive power of 70.7 percent for in-school adolescents' psychological adjustment in Anambra State. More so, at 2df numerator and 2983df denominator and 0.05 level of significance, the calculated F value 3605.87 with Pvalue 0.000 which is less than 0.05. Therefore, parent-child relationship and emotional intelligence are significant predictors of in-school adolescents' psychosocial adjustment in Anambra State.

Conclusion

The result revealed parent-child relationship is a significant predictor of in-school adolescents' psychosocial adjustment likewise emotional intelligence and both of them jointly predict their psychosocial adjustment.

Recommendation

1. Seminars, workshops and awareness should be created and organize for the in-school adolescents against their psychosocial adjustment.
2. They should be made to understand that a cordial relationship with parents is a tool to improve their mental health outcome.
3. Parents should inculcate in their adolescent children the ability to monitor and manage the emotions of others in order to maintain a balance, appropriate and harmonious environment.

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