

Parental Support as a Correlate of Psychological-Wellbeing of In-School Adolescents in Central Lagos, Nigeria

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Abstract

This study is a descriptive design of the survey type which is aimed at assessing parental support and in-school adolescents' psychological-wellbeing in Central Lagos. The population for this study comprises all upper basic school students in Central Lagos from which 200 students were selected from 10 upper basic schools in Central Lagos. Adapted questionnaire was used to gather data for this study. Research question 1 and 2 were answered using frequency count and percentage while research hypothesis was tested using Pearson Product Moment Correlation at 0.05 level of significance. Finding revealed that the level of parental support of in-school adolescents in Central Lagos was high. The level of psychological-wellbeing among in-school adolescents was low. There is significant relationship between Parental support and psychological-wellbeing in Central Lagos. Based on the findings, it was therefore recommended that parents should give adolescents support that will allow for positive interaction. Also, parents should give adolescents supports that will improve on their wellbeing. Parental support should not be too extreme so as it will not hamper adolescents psychological-wellbeing.

Keywords

Adolescents; Parents; Psychological Well-being; Support

INTRODUCTION

Adolescence is a stage when an individual undergoes various changes that are pivotal to their biological, cognitive, emotional as well as social development, which makes the period to be regarded as a period of "storm and stress" (Hashmi, 2013). However, an individual at this stage is often faced with the primary conflict of establishing a sense of self identity. The adolescents at this time has an image of ideal self and the real self. Adolescent's behavior during this period can be moulded and shaped in desired form and direction by parents. The role of parents in shaping adolescent socialization is critical and fundamental in the principles guiding adolescents' wellbeing in other for them to

navigate the difficult challenges they may come across. Adolescence is viewed by psychologists as a time of identity construction and self-examination. It is also seen as a time when children argue with their parents as they try to figure out who they are. In contrast to poor parenting and parent-adolescent connections, which result in social ineptitude, excellent parenting practices and parent-adolescent relationships at home promote a better sense of self, which translates into good personal and social adjustment (Anyanwu, 2011).

The parental home is the first place where the learning process of a child starts and it is the primary informal educational institution. The parents are the first teacher

of their children and they tend to spend most of the time with their parents from birth to childhood and to adolescent stage. During early stage of growth, a child's mind is like a clean slate on which anything can be written. If negative impressions are provided to the child at home it hampers their growth and development. Proper care and attention is essential in child's rearing (Cheung & Sim, 2017). Parents play an important role in laying foundation of child's personality by providing affection, approval, acceptance and an open environment which helps in developing their cognitive, social, emotional and moral development which may result in development of a healthy child. Also, parents make attempt to socialize the children and help them in developing sense of belongingness and we-feeling. When a child is loved, accepted and given due freedom to take decisions on his/her own, they tend to develop a sense of belongingness and caring attitude towards parents and significant others. In a nutshell, parental support is a factor in children's growth and development (Kong & You, 2013).

Parental support is believed to operate through encouragement, monitoring and regulation, or co-participation in desirable behaviours of the child. Parental support plays an important role in engendering positive emotional experiences and reducing the negative effects of stress, thus enhancing self-esteem and a sense of control over the child's environment (Alegre et al., 2013). Parental support is crucial need for every human being and the absence of it results to various problems in human endeavors ranging from mal-adaptive behavior to others risks at diverse stages of life. Parental support is defined as the degree to which a person's basic social needs are met through interaction with his/her parents (Karren et al., 2010).

Similarly, Karren, et al. (2010) defined parental support as the needs that are necessary for individual, chiefly adolescents to receive for the purpose of survival that leads to a good wellbeing and fully socialization and integration to their environment as they are growing older.

Adeoye (2020) identified two types of parental support for adolescents: emotional and psychological support is identified as expressions of empathy, love, trust, and care given to children while Informational support is defined as advice, suggestions, and giving of information. A high level of parental support provide protection for adolescents under stress and has common gaining function on maintaining stable emotional and psychological-wellbeing (Maulik et al., 2011).

Adolescents' psychological well-being and personality development are significantly influenced by parental activities in the family, which is the first social institution they experience. Psychological-wellbeing is a term that is used in human development field. The individual and the environment play a role in one's overall wellbeing, especially early childhood and adolescence. It is commonly acknowledged that family and environment is significant for effective growth of the individual. Psychological-wellbeing is usually conceptualized as combination of positive emotional states such as happiness and functioning with optimal effectiveness in individual's social life (Deci & Ryan 2008). In the study of Odeleye (2019), psychological-wellbeing is about lives going well and it is the combination of feeling good and functioning well. It therefore means that people with high psychological-wellbeing feel happy, capable, well supported, and satisfied with life. Additionally, psychological-wellbeing describes the degree to which individuals believe they have real influence over their

lives and their activities. But today's college students are experiencing a growing number of psychological health issues (Yang, 2010).

Parental support is very crucial and essential for the child especially the adolescents to survive, grow and develop in the society. It is so discomfiture seeing that many parents are unaware of their impact and the effect of the needs they provided for their children. In a study conducted by Wang, Cai, Qian and Peng (2014) on the moderator effect of social support on the relationship between stress and depression of university students, it was observed that adolescents' depression is affected by parental support. Also, in a study on psychological wellness among college students by Udhayakumar and Illango (2018), the majority of the students were found to have high levels of psychological wellbeing as well as high levels of anxiety and depressive mood.

On the basis of the discussion above, it is pertinent to note that a study that examine parental support as a correlate of psychological-wellbeing of in-school adolescents in Central Lagos is amply justified and research worthy.

Research Questions

1. What is the level of parental support of in-school adolescents in Central Lagos?
2. What is the level of psychological-wellbeing of in-school adolescents in Central Lagos?

Research Hypothesis

H01: There no is significant relationship between parental support and psychological-wellbeing of in-school adolescents in Central Lagos.

RESEARCH METHOD

Descriptive research design was used for this study. The target population comprises all students in Upper Basic Schools in Central Lagos. The sample consist of 200 students selected from five Local Government Area (LGA) that constitute Central Lagos. Simple random sampling technique was used to select two schools each from the five LGAs making 10 schools. Also, simple random sampling technique was used to select 20 students each from the 10 schools. The instrument used for this study are two questionnaires adapted from Gordon-Hollingsworth, Thompson, Geary and Kelley (2015) family support scale and psychological-wellbeing scale by Ryff (2014). Face and content validity of the questionnaire was established by experts in educational psychology and educational research measurement and evaluation. Furthermore, the reliability of the questionnaire was carried out by administering the instrument to 35 students who were not part of the sample. Two sets of administration were carried out at the interval of two weeks. Data obtain from the first and second administration was collated separately and subjected to reliability using Pearson Product Moment Correlation (PPMC) to ascertain the reliability of the instruments. The reliability coefficient was found at 0.71 and 0.69 respectively.

Data collected for this study was analyzed using percentage to answer research question 1 and 2 while research hypothesis was tested using Pearson Product Moment Correlation at 0.05 significant level.

RESULTS AND DISCUSSION

Results

Demographic data of the respondents were organized by using frequency count and percentage analysis. Research questions

1 and 2 were answered using frequency count and percentage. While research hypothesis was tested using Pearson's Product Moment Correlation at 0.05 level of significance.

Table 1. Demographic Data of the Respondents

Variable	Frequency	Percentages
Gender		
Male	101	50.5%
Female	99	49.5%
Total	200	100.0%

Results in Table 1 shows that 200 students participated in the study out of which 101 (50.5%) were males while 99(49.5%) were females. This shows that there were more male than female students who responded to the instrument.

Answering Research Questions

Research Question 1: what is the level of parental support of in-school adolescents in Central Lagos?

To answer the research question, all items on parental support on the questionnaire were collated and the responses were summed and subjected to percentage analysis. The minimum score obtainable from the instruments and maximum score obtainable from the respondents were 10 and 40 respectively. The range was divided by 2 and the cut off range scores were 10-25 and 26-40 categorized as low and high levels of parental support respectively. The result is presented in table 2.

Table 2. Level of Parental Support on In-school Adolescents in Central Lagos

Levels	Cutoff Range	Frequency
Low	10-25	80
High	26-40	120
Total		200

Results in table 2 show the level of parental support of in-school adolescents in Central Lagos. As shown in the table, 80(40%) of the respondents got low score while 120(60%) of the respondents got high score. This means that the level of parental support of in-school adolescents in Central Lagos was high.

Research Question 2: What is the level of psychological-wellbeing of in-school adolescents in Central Lagos?

To answer the research question, students' responses on psychological-wellbeing questionnaire were summed and subjected to percentage analysis. The minimum score obtainable from the instruments and maximum score obtainable from the respondents were 10 and 40 respectively. The range was divided by two which categorized psychological-wellbeing as low (10-25) and high (26-40) levels respectively. The result is presented in table 3.

Table 3. Level of Psychological-wellbeing among in-school adolescents in Central Lagos

Levels	Cutoff Range	Frequency
Low	10-25	188
High	26-40	12
Total		200

Results in table 3 shows the level of psychological-wellbeing of in-school adolescents in Central Lagos. As shown in the table, 188(94.0%) of the respondents got low score while 12(6.0%) of the respondents got high score. This means that the level of psychological-wellbeing of in-school adolescents in Central Lagos was low.

Hypothesis Testing

One null research hypothesis was formulated and tested in the study using

Pearson's Product Moment Correlation at 0.05 level of significance. The outcome of the analysis is presented on table 4:

H₀₁ There is no significant relationship between parental support and psychological-wellbeing of in-school adolescents in Central Lagos.

Table 4. Pearson Product Moment Correlation of the relationship between Parental Support and Psychological-wellbeing of In-school Adolescents in Central Lagos

Variables	N
Parental Support	200
Psychological-wellbeing	200

Results in Table 4 show r-calculated value of 0.541 and p-value of 0.001 in which the p-value is lesser than 0.05 ($0.001 < 0.05$). Since 0.001 is lesser than 0.05 alpha level of significance, the null hypothesis was therefore rejected. This means there is significant relationship between Parental support and psychological-wellbeing of in-school adolescents in Central Lagos.

Discussion

This study investigated parental support as a correlate of in-school adolescents' psychological-wellbeing. The result of the study showed that level of parental support of in-school adolescents in Central Lagos was high. This finding is in line with that of Michael et al. (2010) whose finding shows that parental support is high among high school students. The similarities in the two findings shows that parental support is the primary factor in the growth and development of a child and parental support has positive effect in child's rearing which may likely enhances children's wellbeing. However, the finding of Adeoye (2020) is not in line with the finding of this

current study, that parental support is low among students in Ekiti State. The difference in the findings of the studies could be as a result that the studies were conducted in different locale and the categories of respondents also differs.

The second finding of the study revealed that the level of psychological-wellbeing of in-school adolescents in Central Lagos was low. This means that high number of the sampled in-school adolescents falls within the low score of psychological-wellbeing, which necessitate a lower level of psychological-wellbeing. In the same vein, the finding of Oluwatoba (2013) support the finding of this study which shows that students tend to experience low psychological-wellbeing when the support from their parents are too extreme as a result of high expectations. Family-related problems, psycho-emotional challenges and economical constraint among others may be a contributing factor to adolescents' low psychological-wellbeing. However, this finding negate the finding of Hoferichter et al. (2021) that students who have high parental support or any kind of home support have high level of psychological-wellbeing which may likely have positive impact on the way they function in school and in the society.

The third finding of this study further showed that there is significant relationship between Parental support and psychological-wellbeing of in-school adolescents in Central Lagos. The finding of Maulik et al. (2011) negate the finding of this study who revealed that good parental support provide protection for adolescents under stress and has common gaining function on maintaining good emotional experience. This finding might be because Parents who experience economic hardship tend to be more easily frustrated, depressed,

and sad, and these emotional characteristics can affect their parenting skills.

CONCLUSION

Based on the findings of this study, parental support of in-school adolescents influence adolescents level of psychological-wellbeing.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Parents should give adolescents support that will allow for positive interaction.
2. To lessen the social and emotional issues that adolescents face, psychologists and family counselors should not only communicate with the parents of their adolescent clients who are experiencing psychological issues but also host family seminars on the psychological-wellbeing of the child.
3. Also, parents should give adolescents supports that will help to improve on their psychological-wellbeing.
4. Parental support should not be too extreme when having parent-child interaction so that it will not hamper adolescents' psychological-wellbeing.

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