

INFLUENCE OF FAMILIAL CHARACTERISTICS ON THE PSYCHOSOCIAL DEVELOPMENT OF ADOLESCENTS IN LAGOS STATE, NIGERIA

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Abstract

The study examined the influence of familial characteristics on the psychosocial development of adolescent in selected secondary schools within Somolu Local Government area of Lagos State. In carrying out the study six null hypotheses were tested. The sample for the study comprises two hundred (200) adolescents randomly selected from four public senior secondary schools in Somolu Local Government Area of Lagos State. A self-designed instrument with extraction from the modified Erickson Psychosocial Stage Inventory and Student Problem Inventory (SPI) were used for the study. The overall instrument for this study consisted of 30 items with 0.80 reliability score. The data collected were analysed with Pearson Product Moment Correlation and One-way Anova statistics at 0.05 levels of significance. For the six hypotheses postulated, the following statistical results: r -cals=0.64, 0.25 and F -cals of 0.35, 0.181, 0.827, and 11.84 were respectively obtained. The study revealed that: There is significant influence of family type on self-esteem of adolescents. There is significant influence of family type on anxiety of adolescents. There is no significant influence of parental socio-economic status of adolescent on self-esteem of adolescents. There is no significant influence of parental socio-economic status on moral values of adolescents. There is no significant influence of parenting style on self-esteem of adolescents and there is significant influence of each parenting style on anxiety in adolescents. In the light of the study, it was recommended among others that good parenting style should be adopted by every parent; such as authoritative type of parenting. There should be familial capacity building, creating awareness for parents on the issue of adolescent psychosocial well-being which is a crucial factor for societal stability. Such programme could be organized by school counsellors through the auspices of the Parent-Teacher's Association. There is need for personal social, group and individual counselling in schools where students will be guided.

Keywords: Adolescents, family characteristics, self-esteem and anxiety.

INTRODUCTION

The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from the parents and other significant persons in the family (Igbinosa, 2014). It lays the psychological, moral and spiritual foundation in the overall development of the child. Family, as a cradle of life, remains the primary source of support to adolescents where the parents take the basic responsibilities in helping the adolescents to attain wholesome development into responsible adults. This requires the atmosphere of love, happiness and understanding within the family. Part of parents' responsibilities is teaching the adolescents about the societal norms and values (Okanlawon, 2012). Family environment is considered as a system where the behaviour and relationship among all family members is interdependent. A stimulating physical environment, encouragement of achievement and affection are repeatedly linked to better the performance of children. Every individual bears an impact of the environmental characteristic in which he is brought up. The family characteristics maintain the importance for psychological development of the child. A healthy family characteristic provides

children and adolescents with a sense of emotional security hence facilitating adolescent development and motivation in academic progress particularly at a time of numerous developmental changes (Deb et al., 2015). Other familial characteristics such as parenting styles - authoritarian, authoritative, permissive; socio-economic status of the parents, family type – single parenthood, intact family or broken home and family size, all tend to affect the psychosocial development of the adolescents. The term adolescent has been variously defined by many authorities in psychology. In terms of age grade it chronologically refers to a period between puberty and adulthood. Erickson (1969) described it as a period of identity crises. In other words, it is period of finding out or realizing one's self or self-discovery or self-definition. The child is sandwiched between two worlds – the world of the child and that of the adult. He does not have the innocence of the child neither does he have the maturity of the adult. The child look up to him for guidance and the adult expects him to be well behaved, obedient and respectful. His adventurism which is child's delight is to the adult's annoyance. He is caught between two conflict emotions

Home being the first contact of every child can either influence adolescents positively or negatively. It is generally perceived by the society as the unit responsible for providing children with an environment that serves their physical and emotional needs (Supninder et al., 2016). This is to say that the kind of home one comes from has a long way to determine the kind of adult he becomes in the future and kind of behaviour, attitude, contribution he throws to the society. A rich family environment is one that provides a warm, secure home life that helps the child to learn the rules of life (for example, how to share, and respect others) and good self-esteem (Lazarus, 2013). Thus, the familial characteristics are essential tools for adolescents' psychosocial development. This is the reason why one should try to find out the family background of an individual before passing any judgment on the person at all since the success of every society is directly sitting on varied familial characteristics. Subsequently, an adolescent who grows in a positive or psychologically healthy environment will grow to become a responsible adult who will be able to contribute well to his society. This will also determine his level of participation among his peers, friends and relations. On the other hand, an adolescent who grows in an unhealthy home environment will rather not see himself as part of his society. He does not think of anything he can offer his society because he will believe life has not been fair to him therefore, he grows up to be an irresponsible adult.

Furthermore, studies shows the relationship between the parents, the parents' presence or absence significantly impact the child's development (Tomuletiu, 2012). A dysfunctional environment or absence of one of the parents leads to self-image damage, when teenagers exhibit a defective self-perception, characterized by the predominance of the physical or psychological self and in many cases by that of the philosophical self, the result denotes a lack of acceptance of one's social status, social integration difficulties, as well as a fragmented self-knowledge, associated to strong internal tension. Equally detrimental to a child's psycho-social evolution is the parents' separation. The children are faced with the situation of bearing abandonment anxiety (Tomuletiu, 2012). The child's greatest fear is that his parents do not love him and will abandon him. One of the very factors to consider is a child who comes from broken home where the father leaves the whole responsibility of taking care of the children to the mother alone either by death or divorce. Children from this environment exhibit anxiety and low self-esteem most often among their peers. The situation will definitely affect the children negatively both morally, psychologically and emotionally because they lack proper parental guide from both

parents and they tend to hate the father if it is through divorce. In the cause of surviving on their own they may be abused sexually, they might end up meeting wrong people who could introduce them to stealing because of hunger, some to smoking, and all other social vices in the society. According to (Okudaye, 2013), absence of love and trust, antisocial vices, economic, socio-cultural vices and sex related conditions are causes of home instability. The stressful nature of the divorce experience increases the adolescent's chance of experiencing a wide variety of mental health problems including aggression, elevated anxiety, high rates of substance use and low self-esteem. At a point in time one can easily identify such children by the way they interact and relate with others in the society. The children from this kind of home can never be constructive in their goal setting in life but rather destructive because they believed not to have been favoured by life.

Another important factor is the parenting styles which are ways parents take care of their children that can have impact on the children's personality development and the ways of interacting with social and close relations (Akhtar, 2012). Research has shown that permissive parenting can lead to adolescent learning that rules are not very important and that consequences are very light for misbehaviours. Adolescent from permissive families report a higher frequency of substance use, school misconduct, and are less engaged and less positively oriented to school compared to individuals from authoritarian or authoritative families (Donna, 2014). Furthermore, adolescents that grow up with permissive parents often have trouble with self- control, self-esteem, demonstrate egocentric tendencies, and experience difficulty developing good peer relationship. They believe to be right in every situation so in a little thing they throw tantrum. While, the authoritarian parenting insists that their adolescent follow directions without argument or discussion. And adolescents may become dependent on parents for directions, decision making in life and rules throughout their lives. They are being identified with low self-esteem, anxiety and poor emotional adjustment. They often override by friends and always afraid of making contributions because of the fear of not being shouted down or not making jest of.

Authoritative parenting style is most often associated with positive adolescent outcomes and has been found to be the most effective and beneficial style of parenting among most families (Donna, 2014). The adolescent with authoritative parents end up being socially competent, responsible and autonomous. They also have self- control or emotional control and show maturity in their relationship with their peers and adult. Socio-economic status also has a role on adolescent development. Godel (2006) claimed that socio-economic status has important impact on a family home and how parents behave with their children. In other words, families with lower socio-economic status have many economic hardships that cause stress and can interfere with their parenting abilities. Lower socio-economic status adolescents and adults experience more negative life events (stressor) than higher socio-economic status adolescents.

Statement of the Problem

Family environment being the source and the background of every individual has always been the first place where every child is expected to be nurtured, taught and trained the norms and values of the society. Family is a place expected of every parent to take basic responsibilities in helping their children to attain wholesome development into a responsible adult (Okanlawon, 2012) and also present themselves as suitable models in order to guide the children against any anti-social behaviour, the children to develop good personalities and have acceptable societal behaviour. But it is unfortunate to

see that the family has failed in training its adolescent and this has seriously affected the adolescents as they go about violating the rules and regulations of the society causing all kinds of social vices. Many of them go about engaging in things that are detrimental to their health, their future and even their present academics. They take risks such as, smoking, unprotected sexual behaviour, substance use, illegal behaviour, risky driving, abortion and several others that seem to ruin their lives. They have no respect for elders and behave rudely to their teacher in school. They commit all forms of atrocities both in school and home. They go about with so many unresolved problems. This is not only affecting the adolescent but also the family itself and the nation at large. Several adolescent who are supposed to bring glory to their family rather bring shame which bringing lots of concern and headaches to the family and the nation. Many researches have been made to proffer solutions to these problems but all have seemed to be abortive. In response to this problem, this study propose to investigate the influence of familial environmental characteristics on the psychosocial development of adolescent in selected secondary schools in Lagos main land

Research Questions

- Is there any significant influence of family type on adolescent's self-esteem?
- Is there any significant influence of family type on adolescent's anxiety?
- Is there any significant influence of parental socio-economic status on adolescent's self-esteem?
- Is there any significant influence of parental socio-economic status on adolescent's moral?
- Is there any significant influence of parenting style on adolescent's self-esteem?
- Is there any significant influence of parenting style on adolescent's anxiety?

Research Hypotheses

- The following three hypotheses were generated for testing in this study;
- Ho1: There is no significant influence of family type on adolescent's self-esteem
 - Ho2: there is no significant influence of family type on adolescent's anxiety
 - Ho3: there is no significant influence of parental socio-economic status on adolescent's self-esteem
 - Ho4: there is no significant influence of parental socio-economic status on adolescent's moral value
 - Ho5: there is no significant influence of parenting style on adolescent's self-esteem
 - Ho6: there is no significant influence of parenting style on adolescent's anxiety

METHODOLOGY

Research Design

Descriptive survey design was adopted for this study. The design entailed collection and use of data systematically from a given population to describe certain characteristics features of the population. The design was considered appropriate for this study because the work is intended to collect data from small group with the view to describing the entire population vis-a-vis determining the influence of familial environmental characteristics on the psychosocial development of adolescents in Lagos mainland.

Population

The target of this study comprised adolescents from all senior secondary schools students in Lagos mainland. The accessible population consisted of students in government owned senior secondary schools in Somolu Local Government Area of Lagos state.

Study variables

The independent variables in this study are: Familial Environmental Characteristics while the dependent variables are: Psychosocial Development of Adolescents

Sample and sampling procedure

The sample size for this study consist of two hundred adolescents randomly selected with the use of stratified and simple random sampling technique from four of the secondary schools study in Somolu local government area of Lagos state. Fifty students were selected from each school comprising of male and female and the age of the participant ranged between 13 - 21years.

Instrument

A self- design instrument and an extraction from the modified Erickson Psychosocial Stage Inventory and Student Problem Inventory (SPI) were used for the study. The instrument, “Influence of Familial Characteristics on the Psychosocial Development of Adolescents” (FPEDS) was made up of three sections containing 30 items all together, sections A, B and C. Section A contained the bio-data of the participants while section B and C contains items on the hypotheses variables in order to elicit information from the respondents. Section B contained items on the independent variables while section C contained items on the dependent variables and the response format for the instrument was a modified 4-point Likert attitudinal scale requiring the respondents to indicate their level of agreement and disagreement to the items. The responses ranged from strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The section contained twenty-eight items. The items gathered information on the psychosocial development of the adolescents i.e. the self-esteem, anxiety and moral values.

Validity and Reliability of the instrument

The concurrent and content validity of instrument was carefully carried out. To ensure the reliability of the instrument, a pilot study was carried out. The questionnaire was administered on twenty students in Surulere Local Government Area of Lagos State. The responses of the subjects were collated and correlated using Cronbach’s Alpha statistical tool for the reliability. The coefficient index of 0.80 was obtained as the overall score. This value was ad-judge high and therefore, the instrument was considered reliable and appropriate for this study.

Data analysis

The six hypotheses were tested using Pearson Product Moment Correlation and One-way Anova statistics at 0.05 level of significance.

RESULTS

Hypothesis One: There is no significant influence of family type on adolescent’s self-esteem.

Table 1: Influence Of Family Type on Adolescent’s Self-Esteem

| Variable | N | X | SD | Df | r-cal | r-crit | Remark |
|-----------------|----------|----------|-----------|-----------|--------------|---------------|-----------------------|
| Family type | 200 | 5 | 0.68 | | | | reject H ₀ |
| Self Esteem | 200 | 8.2 | 2.67 | 198 | 0.64 | 0.195 | |

p<0.05, df = 198, r-crit=0.195

Table 1 shows that the r-calculated (r-cal=0.640) is greater than the r-critical (r-crit=0.195) given 198 degree of freedom at 0.05 levels of significance, hence the null hypothesis which states that there is no significant influence of family type on adolescent’s self-esteem is thereby rejected while the alternate hypothesis which states that there is significant influence of family type on adolescent’s self-esteem was accepted. This implies that self-esteem of adolescents is related to their family type.

Hypothesis Two: There is no significant influence of family type on adolescent’s anxiety.

Table 2: Influence Of Family Type on Adolescent’s Anxiety

| Variable | N | X | SD | Df | r-cal | r-crit | Remark |
|-------------|-----|----|------|-----|-------|--------|-----------------------|
| Family type | 200 | 5 | 0.68 | | | | reject H ₀ |
| Anxiety | 200 | 12 | 3.55 | 198 | 0.253 | 0.195 | |

p<0.05, df = 198, r-crit=0.195

Table 2 shows that the r-calculated (r-cal=0.253) is greater than the r-critical (r-crit=0.195) given 198 degree of freedom at 0.05 levels of significance, hence the null hypothesis which states that there is no significant influence of family type on anxiety of adolescents is thereby rejected while the alternate hypothesis which states that there is significant influence of family type on anxiety of adolescents was accepted. This implies that anxiety of adolescents is related to their family type.

Hypothesis Three: There is no significant influence of parental socio-economic status on adolescent’s self-esteem adolescents.

Table 3: One-way Analysis of Variance of the influence of parental socio-economic status on adolescent’s self-esteem.

| Socio-economic Status | N | Mean | Std. Deviation | | | | |
|-----------------------|----------------|---------------|----------------|------|------|-----------------------|--|
| | Sum of Squares | Df | Mean Square | F | Sig. | Remark | |
| Between Groups | 4.959 | 2 | 2.479 | .346 | .708 | Reject H ₁ | |
| Within Groups | 1413.041 | 197 | 7.173 | | | | |
| Total | 1418.000 | 199 | | | | | |
| | 200 | 8.2000 | 2.66939 | | | | |

p<0.05, df =2 and 197, critical F=3.04

Table 3 shows a calculated F-value of 0.346 as the significant influence of parental socio-economic status on adolescent’s self-esteem. This calculated F-value is not significant since it is less than the critical F-value of 3.04 given 2 and 197 degrees of freedom at 0.05 level of significance; thereby the null hypothesis which states that there is no significant influence of parental socio-economic status on adolescent’s self-esteem was accepted while the alternate hypothesis was rejected. This implies there is a significant influence of parental socio-economic status on adolescent’s self-esteem.

Hypothesis Four: there is no significant influence of parental socio-economic status on adolescent's moral values.

Table 4: One-Way Analysis Of Variance of the Influence of Parental Socio-Economic Status on Adolescent's Moral Values.

| Socio-economic Status | N | Mean | Std .Deviation |
|-----------------------|-----|---------|----------------|
| Low | 85 | 19.7647 | 4.26962 |
| Moderate | 73 | 20.1507 | 4.40540 |
| High | 42 | 19.7857 | 4.15866 |
| Total | 200 | 19.9100 | 4.27942 |

| | Sum of Squares | Df | Mean Square | F | Sig. | Remark |
|----------------|----------------|-----|-------------|------|------|-----------------------|
| Between Groups | 6.672 | 2 | 3.336 | .181 | .835 | Reject H ₁ |
| Within Groups | 3637.708 | 197 | 18.466 | | | |
| Total | 3644.380 | 199 | | | | |

$p < 0.05$, $df = 2$ and 197 , critical $F = 3.04$

Table 4 shows a calculated F-value of 0.181 as the significant influence of parental socio-economic status on adolescent's moral. This calculated F-value is not significant since it is less than the critical F-value of 3.04 given 2 and 197 degrees of freedom at 0.05 level of significance; thereby the null hypothesis which states that there is no significant influence of parental socio-economic status on adolescent's moral was accepted while the alternate hypothesis was rejected. This implies there is a significant influence of parental socio-economic status on adolescent's moral.

Hypothesis Five: There is no significant influence of parenting style on adolescent's self-esteem.

Table 5: One-Way Analysis Of Variance of the Influence Parenting Style on Adolescent's Self-Esteem

| Parenting Style | N | Mean | Std. Deviation |
|-----------------|-----|--------|----------------|
| Authoritarian | 48 | 8.6250 | 2.48078 |
| Permissive | 34 | 7.9706 | 3.10898 |
| Authoritative | 118 | 8.0932 | 2.61157 |
| Total | 200 | 8.2000 | 2.66939 |

| | Sum of Squares | Df | Mean Square | F | Sig. | Remark |
|----------------|----------------|-----|-------------|------|------|-----------------------|
| Between Groups | 11.805 | 2 | 5.902 | .827 | .439 | Reject H ₁ |
| Within Groups | 1406.195 | 197 | 7.138 | | | |
| Total | 1418.000 | 199 | | | | |

$p < 0.05$, $df = 2$ and 197 , critical $F = 3.04$

Table 5 shows a calculated F-value of 0.827 as the significant influence of parenting style on self-esteem of adolescents. This calculated F-value is not significant since it is less than the critical F-value of 3.04 given 2 and 197 degrees of freedom at 0.05 level of significance; thereby the null hypothesis which states that there is no significant influence of parenting style on self-esteem of adolescents was accepted while the alternate hypothesis was rejected.

This implies there is a significant influence of parenting style on self-esteem of adolescents.

Hypothesis Six: there is no significant influence of parenting style on adolescent's anxiety.

Table 6: One-way Analysis of Variance of the influence of parenting style on adolescent's anxiety

| Parenting Style | N | Mean | Std. Deviation |
|-----------------|-----|---------|----------------|
| Authoritarian | 48 | 13.7292 | 3.37538 |
| Permissive | 34 | 12.0000 | 3.71728 |
| Authoritative | 118 | 10.9322 | 3.26266 |
| Total | 200 | 11.7850 | 3.54848 |

| | Sum of Squares | Df | Mean Square | F | Sig. | Remark |
|----------------|----------------|-----|-------------|--------|------|-----------------------|
| Between Groups | 268.818 | 2 | 134.409 | 11.837 | .000 | Reject H ₀ |
| Within Groups | 2236.937 | 197 | 11.355 | | | |
| Total | 2505.755 | 199 | | | | |

$p < 0.05$, $df = 2$ and 197 , critical $F = 3.04$

Table 6 shows a calculated F-value of 11.837 as the significant influence of parental socio-economic status of adolescent on self-esteem of adolescents. This calculated F-value is significant since it is

greater than the critical F-value of 3.04 given 2 and 197 degrees of freedom at 0.05 level of significance; thereby the null hypothesis which states that there is no significant influence of parenting style on anxiety of adolescents was rejected while the alternate hypothesis which states that there is significant influence of parenting style on anxiety of adolescent was accepted. This implies that anxiety of adolescent is related to their parenting style. In order to determine the trend of the difference, a pair-wise comparison of group means using Tukey post-hoc test was done to infer which group in terms of their parenting style differ from the other.

Table 7: Tukey Post-Hoc Analysis on Influence of Parenting Style on the Adolescent Anxiety.

Multiple Comparisons

| Parenting | Parenting | Mean Difference | Std. Error | Sig. | 95% Confidence Interval | |
|----------------------|---------------|-----------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| Authoritarian | Permissive | 1.729 | 0.755 | 0.06 | -0.055 | 3.513 |
| | Authoritative | 2.806* | 0.577 | 0.00 | 1.435 | 4.159 |
| Permissive | Authoritarian | -1.729 | 0.755 | 0.06 | -3.513 | 0.055 |
| | Authoritative | 1.068 | 0.656 | 0.24 | -0.481 | 2.617 |
| Authoritative | Authoritarian | -2.806 | 0.577 | 0.00 | -4.159 | -1.435 |
| | Permissive | -1.068 | 0.656 | 0.24 | -2.617 | 0.481 |

*. The mean difference is significant at the 0.05 level.

Evidence from table 7 reveals that adolescents from family with authoritarian parenting style have higher mean than adolescents from family with authoritative parenting style (mean difference=2.79696*; p=.000<0.05) and others. All other pair-wise comparisons were not significant. This implies adolescents from family with authoritarian parenting style have high tendency to be given to anxiety than adolescents from family with authoritative and permissive parenting style.

Discussion of Findings

Hypothesis One

The first hypothesis which states that there is no significant influence of family type on adolescent’s self-esteem is thereby rejected while the alternate hypothesis which states that there is significant influence of family type on adolescent’s self-esteem was accepted. This implies that self-esteem of adolescents is related to their family type. This is consistent with Akuto (2017) that family structure/type plays an important role on children’s adjustment because parents are probably the actors with the dearest un-dimensions interest in high level of their children adjustment. He went further to mention that marital instability brings about stress, tension, lack of motivation, low self-esteem. This also agrees with Gonta (2004) who says a dysfunction environment or absence of one of the parents leads to self-image damage, teenagers exhibiting a defective self-perception, characterized by the predominance of the physical or psychological self and in many cases by that of the philosophical self, these results denoting a lack of acceptance of one’s social status, social integration difficulties, as well as a fragmented self-knowledge,

associated to strong internal tension. A broken home being a factor in personality maladjustment. The study proves that a broken home has an imbalance and is detrimental to a child's socialization and personality adjustment. As a result, a child is susceptible to negative peer pressure and ultimately commit acts of delinquency due to lower self-esteem not committed by children from intact homes where there is a balanced structure of man and women who act as good role models in child acquiring proper roles. This is also supported by Amato and Keith (1991) who says children from divorced homes report lower self-concepts and self-esteem than children of non-divorced parents. In a study measuring self-esteem, the scores of individuals from divorced families were significantly lower than those of non-divorced group (Goodman and Pickens, 2001). Parental separation affects child's psychological, social, and emotional developments.

Hypothesis Two

The second hypothesis which states that there is no significant influence of family type on adolescent's anxiety is thereby rejected while the alternate hypothesis which states that there is significant influence of family type on adolescent's anxiety was accepted. This implies that anxiety of adolescents is related to their family type. This agrees with Mirror (2018) who posits that family/home is shelter that keeps us from storms of despair, and depression. She continues by explaining that home is an armoured fortress that launches hope from its portals into a dark and dying world. This means family is a place expected for child to be properly built up socially, emotionally, physically, and intellectually and inculcate all the necessary norms, virtues and have personality adjustment. This work shows that a break up between the two parents affects the child's emotional and psychosocial development which makes fear and anxiety to set in, this is the reason most children portray feelings of insecurity and anxiety this is supported by Amato and Sobolewski (2001) who says parental divorce has been found to affect adolescent's physical health and longevity. The adolescents experience a wide range of emotional reactions including sadness, anger and loneliness, depression, anxiety, heightened worry, lower life satisfaction, suicide. Moos and Moos (2002) also concluded that adolescents living in supportive and organized families, happy harmonious parental marriage experiences, were more likely to have self-confidence, social competence, lower anxiety, show fewer psychological health symptoms and higher well-being than those from divorced or marital distressed families. This is consistent with Whitemarsh (2008) who found that educators are often the first to notice a change in behaviour when a family is in transition to being broken up. Teachers have observed that some children from divorced families may show decreased functioning in academic performance and display oppositional behaviour, or signs of anxiety.

Hypothesis Three

The third hypothesis which states that there is no significant influence of parental socio-economic status on adolescent's self-esteem was accepted while the alternate hypothesis was rejected. This implies there is a significant influence of parental socio-economic status on adolescent's self-esteem. This is contrary to few studies that have investigated the relationship between SES and self-esteem in adolescence. When SES was measured by students' possessions at home and their family's participation in cultural activities, SES was found to be positively correlated with self-esteem. Wiltfang and Scarbeez (1990) found that fathers' unemployment status and conditions, and whether the family received welfare were more strongly related to adolescents' self-esteem than were paternal education and occupation. However, another study by Van Tassel-Basker *et al.*, (1994) did not find any significant effect of SES (as defined

as the total family income and household size) on self-esteem (as measured by Rosenberg Self-esteem Scale).

This research work shows that socioeconomic status of parents does not have anything to do with self-confidence, self-worth, self-perception, self-liking and self-esteem of the adolescents. It shows that adolescents did not build their self-esteem around their parents' income, education and occupation. Which means their parents' socio-economic status is not allowed to determine their self-worth or who they intend to become in life. This further explains that their self-esteem is not based on the external locus of control rather their internal locus of control. Therefore, their parents' socioeconomic status is never a factor to adolescent's psychosocial development. Everybody has come differently to this world to become what he or she desires, decides and determines to become and everyone has his/her own life to live

Hypothesis Four

The fourth hypothesis which states that there is no significant influence of parental socio-economic status on adolescent's moral was accepted while the alternate hypothesis was rejected. This implies there is a significant influence of parental socio-economic status on adolescent's moral.

This is contrary to what many studies like Bradley and Corwyn (2002) who explained that socioeconomic status has also been linked to health, behavioural problems, and cognitive and socio-emotional developmental outcomes. The relation is monotonic-meaning that at every level of SES, health and well-being are usually better at the level above and poorer at the level below. Youth from higher SES backgrounds exhibit fewer internalizing and externalizing problems, fewer social skills deficits, the higher life satisfaction (Tremblay, 1999). Bliss (2004) confirmed that socioeconomic background of the parents include the parental educational attainment, level of income and social class placement. Therefore when the need of an adolescent is not properly met, it will affect the psychosocial development of such a child. This research work shows why most adolescents from poor or low socioeconomic background have good moral behaviour and always taking their relationship with God serious as they will like to build the name of their family so that they too well known in the society. Compare to those adolescents from high socioeconomic status who attach no importance to good moral and also feel serving God is not too important because they have everything at their disposal

Hypothesis Five

The fifth hypothesis which states that there is no significant influence of parenting style on adolescent's self-esteem was accepted while the alternate hypothesis was rejected. This implies there is a significant influence of parenting style on adolescent's self-esteem. Contrary to expectation parenting styles was not related significantly with self-esteem of the adolescents. It appears that the parenting style of individual adolescent does not have anything to do with the self-esteem of the adolescents. This shows that self-esteem is not a function of parenting style but rather a thing of individual acceptance and belief. This is an interesting findings as it opposes the previous literatures like Buri *et al.*, (1992) which says high self-esteem is related to parental nurturance, parental authoritativeness (Buri, 1989), parental love and permissiveness (Buri *et al.*, 1992; Ojha and Pramanick, 1995), family harmony (Scott, Scott, and McCabe, 1991), and positive communication between parents and adolescents. (Larzelere *et al.*, 1989).

On the contrary, low self-esteem is related to parental rejection, restrictiveness, and punitive parental discipline (Buri *et al.*, 1992; Ojha and Pramanick, 1995).

Hypothesis Six

The sixth hypothesis which states that there is no significant influence of parenting style on adolescent's anxiety was rejected while the alternate hypothesis which states that there is significant influence of parenting style on anxiety of adolescent was accepted. This implies that anxiety of adolescent is related to their parenting style. This study shows that authoritarian parenting style was related to increase in adolescents' anxiety because they engage in little mutual interaction with the children and place firm limits and controls on the child. This is in line with Milevsky *et al.*, (2008) who posited that adolescents from most authoritarian families have been found to exhibit poor social skills, low level of self-esteem, and high levels of depression. Also Deb *et al.*, (2015) posited that, Authoritarian parenting style is a restrictive, punitive style that exhorts the child to follow the parents' directions and to respect work and effort. This style of parenting places firm limits and controls on the child. Their adolescents are being identified with low self-esteem, anxiety and poor emotional adjustment. Likewise, to buttress the findings of this study is the report of Db *et al.*, (2015) that examined variations in adolescent adjustment as a function of maternal and paternal parenting styles in a metropolitan of the North eastern U.S. authoritative mothering was found to relate to high self-esteem and life-satisfaction and to lower depression (Deb *et al.*, 2015). Research has shown that lower socio-economic status adolescents are more likely to experience negative emotions such as depression, anxiety and low self-esteem, and that these negative emotions are linked to illnesses.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of this study, the researcher concludes that: there is significant influence of family type on self-esteem and anxiety of adolescents. There is no significant influence of parental socio-economic status of adolescent on self-esteem and the moral of adolescents. Also there is no significant influence of parenting style on self-esteem of adolescents. Finally there is significant influence of parenting style on anxiety of adolescents in secondary schools of Somolu Local Government Area, Lagos State.

Counselling Implications

1. Educators should organize seminars and workshops to expose parents to effective parenting programs that could lead to quality parent-child relationships which would eventually yield positive effects on individual children, families and society as a whole.
2. There is need for personal social, group counselling and individual counselling in schools where students (that are faced with low self-esteem, anxiety, rejection, and poor moral life) are counselled.
3. Students should be counselled on how to develop positive self-perception/concept in life to assist in whatever they do and wherever they go.
4. Couples should try as much as possible to attend marriage counselling section before and after marriage.

Recommendations

The following recommendations were arrived at based on the conclusion of this study:

1. Good parenting style should be adopted by every parent. Such as authoritative type of parenting in order to help improve on the social, psychological and the emotional life of the adolescents.
2. Children should be scolded when they misbehave and likewise the parents should not over flog issues. Parents should show interest in whatever their children are doing and create time for their children no matter how tight is their schedule. Highest of it all is that parents should endeavour to live an exemplary life as good role models to their children as this will help build the child's confidence and affection
3. Husbands and wives should try and get every quarrel settled before going to bed in order to keep the union intact and thus strengthen the family ties.
4. Couples try as much as possible to allow peace to reign in their marriage by wife submitting to the husband, husbands loving their wives so as to help train the children together for a robust psych-social development.

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