INFLUENCE OF FAMILY PROCESSES ON SOCIAL AND EMOTIONAL BEHAVIOUR OF SENIOR SECONDARY SCHOOL STUDENTS IN PLATEAU STATE, NIGERIA

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A DISSARTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIERMENTS FOR THE AWARD OF MASTER DEGREE IN HOME ECONOMICS

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DECEMBER, 2017

DECLARATION

I declare that the work in this dissertation entitled "INFLUENCE OF FAMILY PROCESSES ON SOCIAL AND EMOTIONAL BEHAVIOUR OF SENIOR SECONDARY SCHOOL STUDENTS IN PLATEAU STATE, NIGERIA" has been carried out by me in the Department of Home Economics, under the supervision of Prof E. Ike and Prof E.E. Adamu. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation has been presented for another degree or diploma at this or any institution.

Juliana Musa RIKE	_____	_____
Name of Student	**Signature**	**Date**

CERTIFICATION

The dissertation entitled "INFLUENCE OF FAMILY PROCESSES ON SOCIAL AND EMOTIONAL BEHAVIOUR OF SENIOR SECONDARY SCHOOL STUDENTS IN PLATEAU STATE, NIGERIA." written by Juliana Musa RIKE meets the regulations governing the award of the degree of Master of Home Economics, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research is dedicated to God Almighty; and to my beloved husband- Musa Makama Rike and children

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ABSTRACT

The study titled Influence of Family Processes on Social and Emotional behaviour of Senior Secondary School students in Plateau State, Nigeria. Six (6) specific objectives, six (6) research questions and six (6) null hypotheses were formulated to guide the study. Among the objectives were: to assess the influence of parent-child interaction on social behaviour of Senior Secondary School Students, to establish the influence of parent-child interaction on emotional behaviour of Senior Secondary School Students. The null hypotheses include among others: there is no significant influence of parent-child social interaction on social behaviour of Senior Secondary School Students. Proportionate sampling technique was used to select 384 samples from the population of 91,703 students. Questionnaire and Archival records of students' social and emotional behaviour from the teachers were equally used for the collection of data from the students. A 4-Point rating scale of Very high extent (VHE), High extent (HE), Low extent (LE) and Very low extent (VLE) were used for data collection. Mean and Standard Deviation was used to answer the research questions while Regression analysis was used for null hypotheses. All null hypotheses were tested at 0.05% level of significance. Results indicated that, significant influence exists between parent-child social interaction and social behaviour of Senior Secondary School students in Plateau State ($P< 0.05=0.000$ at r value .754). It was also found that significant influence exists between parent child interaction and emotional behaviour of Senior Secondary School students in Plateau State ($P<0.05=0.000$ at r value .699). The researcher concluded that significant influence exists between parent child social and emotional interaction, parental social and emotional conflicts and siblings' social and emotional interaction on social and emotional behaviours of Senior Secondary Schools Students in Plateau State, Nigeria. The researcher therefore recommended among other

things that, quality parent- child interaction should be the practice among families in Plateau State.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, the following terms were operationally defined as follows:

Behaviour: A conduct of the way an individual or group react to environment, person or stimulus

Family Processes: Are the way families maintain their unity, manage their conflicts, achieve their socio-emotional integrations and model the personality of its members. It is the way families function and relate to one another in a positive or negative manner. Family processes such as parent child-interaction, parental conflicts and sibling interactions are the indices of the research

Adolescents: Are learners age twelve to nineteen (12-19) years that are under the direct supervision of their parents, tutor or instructor**.**

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Everybody has a role and a relationship with everyone else in the family. How everyone is treated, and how everyone behaves in the family makes up the family processes. The term "Family Processes" refers to the function and relationships of members in a family. Martin, Park, and Sutton (2002) stated that a family is the fundamental group and the natural environment for growth and development of the behaviour of its members. The members are the ones who provide most of the environmental stimuli for the family. It is also the basic unit of every society. Individuals live in an environment where adequate social relations and emotional adjustments of its members are decisive for happiness and achievement. Family according to James in Census Bureau (2001) is a group of persons united by ties of marriage, blood or adoption characterized by common residence and economic cooperation. He further stated that each family carries functions as a group, and each member assumes specific responsibilities.

A Senior Secondary School student is in adolescence stage that is more independent than childhood stage, these people are better able to care for themselves and are more capable of contributing to chores and other household responsibilities. Adolescence according to Russel (2005) is the transition stage of development between childhood and adulthood, representing a period in life time during which a person experiences a variety of biological changes and encounters a number of emotional issues. The ages which are considered to be part of adolescence vary by culture, and ranges from preteens to 19 years. World Health Organisation (WHO), defined adolescence as a period that covers lives between 13 and 20 years of age. Adolescence is noted as one of the

"Storm and Stress" time in a human life, conflict at this developmental stage is normal and not unusual (Russel, 2005).

On the other hand, adolescents encounters numerous problems from all areas of their growth, development and behaviour such as physical, social, mental, psychological, cultural, emotional and spiritual as part of the difficulties that transform or emerging adolescence into adulthood (Russel, 2005). Eventually, this period varies from environment to environment and from society to society as a result of modernization, socialization and industrialization. Generally, the influence of family processes at the time a child enters Senior Secondary School is very crucial. This is because families play tremendous roles in adolescent transition to adult age, as well as their academic performance. The indices used of family Processes includes: Parent-child interactions, parental conflict, sibling-siblings interactions, communication patterns, time spent together, family satisfaction, agreement and disagreement over household work, social and political discussions and family meal together These agreed with Campbell (2010) who discussed that the quality of parent-child interactions, over time, has a direct correlation to child's behaviour. He is also of the view that secure attachment with Senior Secondary School student in a family is very vital for the healthy behaviour development and psychological health of the student. Parental conflict such as pro-longed arguments and long term disagreement can make a difference in a young child's behaviour. At this crucial age, a Senior Secondary School student that is exposed to conflict in the family on a regular basis may be at risk of developing mood and anxiety disorder in the future along with experiencing poor academic performance in school. Poor parenting skills can equally affect the student when parents lack the skills to give their children instruction; such children would experience early neglect and also have trauma as a result of poor parenting skills. Lastly good interactions within the family are extremely important because it enables members to express their needs, wants and

concerns to each other. Bengtson (2001) opines that parents who believe that their children have turned out well tend to feel good about them. Poor communication in the family is a common complaint of families who are having difficulties. Wise (2003) defined family processes as the interaction by which families relate and maintain their unity, manage conflicts, achieve socioeconomic integration, and model social and emotional personalities of members. Family processes such as the parent-child interactions, parental conflicts and sibling-sibling variables such as family communication pattern, family influence and decision making vary across families.

Hanley (2000) saw family processes as the functions and relationships of members in a family. Georgas (2003) stated that family processes are variables of the family that contribute to the member's behaviours and well-being as well as development as a whole. Family processes influences Senior Secondary School students behaviour and well-being. A family process that is important for students in this study is the quality of the interactions that exist between parents and children, between siblings and parent conflict. Theory which favours the family process perspective argued that if children have good family processes, such as high quality parent-child interaction and low parental conflict, then their behaviour and well-being will be high regardless of their family type. This can also lead to numerous family problems such as weak social and emotional bonding

Social behaviour is an interaction of an individual with others and acquisition of the ability to behave in accordance with social expectations. Chao and Tseng (2002) opined that families have vested interest in the positive social behaviour and academic performance of their children. Social behaviour is also seen as the acquisition of the ability to behave in accordance with special expectations. How individuals act in social situations and how they are influenced by social processes are termed "social psychology" (All port, 2000). Social influence can include direct influences like imagining how friends would

react to a particular situation, because from the moment of birth, humans are social creatures made to have social interactions with the people and environment they find themselves even when children become capable of living independently, nobody will want to live in isolation, human beings generally, welcome social interactions and no study of behaviour would be complete without considering these interactions.

According to Drake (2006), emotions are associated with mood, temperament, personality and disposition. People often behave in certain ways as a direct result of their anxiety. Kauffman (2005) opined that family factors such as domestic violence are considered to be strong contributing factor to emotional disturbance. However, it is a grave mistake to believe that children with emotional disorder that result primarily in internalizing behaviour have only mild and transient problems. The severe anxiety and mood disorders experienced by some children can cause behaviours that societies frown at; it may also threaten their very existence. Indeed, without identification and effective treatment, the extreme emotional disorder of some children can lead to self- inflicted injury or even death from substance abuse, starvation or suicidal behaviour. In fact, no child can achieve success in life without the involvement of parents or caregivers. The Trustees of Proton (2014) concluded that the provision of safe, stable and nurturing homes for the children may lessen the harmful effects of their experiences by exposing them to protective factors like good relationship and spending quality time with every member of the family in order to promote good behaviour.

1.2 Statement of the Problem

Years ago, fathers were considered the economic providers for the families; they were involved primarily in guiding behaviour and disciplining children (Hildebrand, 2003) while the mothers stayed at home and cared for the children and the household (Linden, 2010). Today these roles have change due to increase in the number of family issues which

motivated women to take up employed jobs to end income so as to support the men. Unfortunately, these women are the once who are shouldered with the responsibilities of providing for the needs of the families and at the same time cared for the children. This may be a contributory factor to family conflicts.

The researcher observed in Plateau State that most families have conflicts and poor interactions because of family need (Dike, 2010). Children have poor behaviour and poor communication skills. This was personally observed by the researcher where parents argued about finance of the family with the mothers and also experience role conflicts at home because of the demands of their family members. This may simply be because some male parents do not care about their roles while to some parent it might be because of poverty or loss of job. The bulk of family needs are vested on the woman's shoulder alone. This is the reason why some fathers do not have the right to monitor their children's behaviour, especially at the adolescent's stage where adolescents need quality attention. These might be the reason why some mothers come back home late and sometimes sleep out all in the name of trying to make the family ends meet (Hott, Buckley and Whelan, 2008) .Furthermore, some of the male parents are fully into drinking alcohol, and such parents come home very late and drunk, in this situation, every member live and behave anyhow. Adolescents who come from such families, most of the time behaves irrationally to people, situations and even to their parents because of the kind of family they came from. Because of these also many children indulge in disorderly activities as a result of ineffective relationship between husband and wife, between parents and children or between siblings, siblings, because members do not understand each other.

Similarly, families are seen breaking up, adolescent children are suffering while some of them are involves in rioting, robbery and juvenile delinquency. Those who manage to stay together do so in the midst of 'I do not care attitude,' fighting and quarrelling. Some

of these children drop out of school and become delinquents involving themselves in using alcohol, hard drugs, stealing and becoming highway killers (Dinero,2008) .Good loving families make time for their children in spite of the busy and crowded schedules. There is no amount of success at family activities that can complement, replace or substitute for failure at home. Children need to be loved and making available the necessities of life.

1.3 Objectives of the Study

The main objective of the study is to determine the influence of family processes on social and emotional behaviour of Senior Secondary School Students in Plateau State while the specific objectives are to;

1. assess the influence of parent-child interaction on social behaviour of Senior Secondary School students in Plateau State, Nigeria
2. establish the influence of parent-child interaction on emotional behaviour of Senior Secondary School students in Plateau State, Nigeria
3. assess the influence of parental conflict on social behaviour of Senior Secondary School students in Plateau State, Nigeria
4. assess the influence of parental conflict on emotional behaviour of Senior Secondary Schools students in Plateau State, Nigeria
5. determine the influence of siblings' interaction on social behaviour of Senior Secondary Schools students in Plateau State, Nigeria
6. determine the influence of siblings' interaction on emotional behaviour of Senior Secondary School students in Plateau State, Nigeria

1.4 Research Questions

In line with the specific objectives, the following research questions were raised:

1. What is the extent to which parent-child interaction influence social behaviour of Senior Secondary School Students in Plateau State?

2. What are the influences of parent-child interaction on emotional behaviour of Senior Secondary School students in Plateau State?
3. What is the extent to which parental conflict influence social behaviour of Senior Secondary School in Plateau State?
4. What is the extent to which parental conflict influence emotional behaviour of Senior Secondary School students in Plateau State?
5. What is the influence of siblings' interaction on social behaviour of Senior Secondary School students in Plateau State?
6. What is the influence of siblings' interaction on emotional behaviour of Senior Secondary Schools students in Plateau State?

1.5 Research Hypotheses

The following null hypotheses are generated for the study:

1. There is no significant influence of parent-child interaction on social behaviour of Senior Secondary School students in Plateau State
2. There is no significant influence of parent-child interaction on emotional behaviour of Senior Secondary School students in Plateau State
3. There is no significant influence of parental conflicts on social behaviour of Senior Secondary School students in Plateau State
4. There is no significant influence of parental conflict on emotional behaviour of Senior Secondary Schools students in Plateau State
5. There is no significant influence of siblings' interaction on social behaviour of Senior Secondary School students in Plateau State
6. There is no significant influence of siblings emotional interaction on emotional behaviour of Senior Secondary School Students in Plateau State

1.6 Significance of the Study

The research study when published, the outcome will be beneficial to policy makers, researchers, Families, Ministry of Women Affairs, School Administrators, Parents, Students and the community. How each could benefit is discussed below

The research will be useful to policy makers in formulation of policies that will meet the current challenges faced by Adolescents. It will also be useful to researchers in the field of family and child development for further studies, as a source of empirical studies for effective research study and references in making sure that repetition of same work is not done but to cover the gaps left by this study.

It will be useful to families with the knowledge that every child from age13-19 years is still in the developmental process which requires total attention and unconditional love from its parents and family members to allow them benefit from experiences designed to help them in other aspects of behaviour.

This research work will be useful to Ministry of Women Affairs in making sure that the right and responsibilities of every family member is duly protected and also help the children and parents adjust to change in behaviour

This research work will also be beneficial to students and the community in general for adolescents to be properly guided and equipped with the necessary life styles they require to be self-sufficient anywhere they find themselves. The outcome of the study will educate parents, siblings, caregivers and those charged with the responsibilities of raising children to understand that each child has a genetic potential to behave well and this can only be achieved by the involvement, care and encouragement adults give their family members.

It will equally assist the school administrators and counsellors in the various aspects of the student's lives; they need to organize workshops and symposia in order to address the rising rate of children's conduct problems.

The result of this study will be of great importance to the ministry of Women Affairs (MWA) who serve as the vehicle to bring about speedy and healthy development of Nigerian Women and Children.

The implementation of its recommendations by the concerned persons could lead to the growth of well behaved, dedicated, respectful families and acceptable future leaders because once social and emotional behaviour of children in families conformed to the norms of the society, the better for everyone as it would encourage good parent child interactions and reduced conflicts.

1.7 Basic Assumption of the Study

The study was based on the assumptions that:

1. Parent-child interaction can influence social behaviour of Senior Secondary School students in Plateau State
2. Parent-child interaction can influence emotional behaviour of Senior Secondary School students in Plateau State.
3. Parental conflict can influence social behaviour of Senior Secondary School students in Plateau State
4. Parental conflict can influence emotional behaviour of Senior Secondary School students in Plateau State.
5. Siblings' interaction can influence social behaviour of Senior Secondary School students in Plateau State.
6. Siblings' interaction can influence emotional behaviour of Senior Secondary School students in Plateau State.

1.8 Delimitation of the Study

The study is delimited to the influence of family processes on social and emotional behaviour of Senior Secondary Schools students in Plateau State. The work is delimited to day Senior Secondary School students who go to school and come back to the house, in all the seventeen (17) local government areas in Plateau State, The study is delimited to the following indices: parent-child interaction, parental conflict and siblings' interaction. Reason being that children at Senior Secondary School levels are matured enough to say the kind of interactions found in their homes. The study is delimited to only government owned schools because a large population of students from different kinds of families and different environments with different attitudes are found there.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURES

This chapter is concerned with the review of relevant literatures in order to gain adequate insight into what other researchers have studied. These are discussed under the following sub-headings:

2.1 Theoretical Frame work of Family Processes

2.2 Adolescence social and emotional Behaviour

2.3 Concept of Family Processes

2.4 Socialization in adolescence

2.5 Parental influence on Emotional and Social Behaviour of adolescents

2.6 Influence of Parent-Child Interaction on adolescents

2.7 Influence of Parental Conflicts on Social and Emotional Behaviour of adolescents

2.8 Common Causes of Family Conflicts

2.9 Influence of sibling-Sibling interaction on Social and Emotional Behaviour of adolescents

2.10 Children's Rights and Responsibilities

2.11 Family influences and decision making

2.12 Review of Empirical Literature

2.13 Summary of Literature Review

2.1 Theoretical Framework of Family Processes

Social Learning Theory was used for this study. The theory posits that people learn from one another through observation, imitation, and modelling. Bandura (1977) posits that children receive training from their parents through observing the parents and other people's behaviour, attitudes and the outcome of those behaviours. Most people's behaviour is learned observationally through modelling. Social learning theory explains

that human behaviours in terms of continuous processes are interactions between emotional behaviour and environmental influences. The necessary conditions for developing the child's socio-emotions effectively according to Bandura (1977) are:

1. **Attention**: Various factors increase or decrease the amount of attention given. These include distinctiveness, affective valence, prevalence, complexity and functional values. A person's characteristics (e.g. sensory capacities, arousal level, and perceptual set and past reinforcement) affect attention. An observer cannot learn unless he pays attention to what is happening around him. This process is influenced by characteristics of the model (family), such as how much one likes or identifies with the model, and by characteristics of the observer (student), such as the observer's expectations or level of socio- emotional arousal.
2. **Retention**: This is remembering what attention was given to. This includes symbolic coding, mental imaging, cognitive organization, symbolic rehearsal, motor rehearsal. The child must not only recognize the families' behaviours but also remember what was taught in later time. This process depends on the child's ability to code or structured the information in an easily remembered form or to mentally or physically rehearse or practicalize the learned actions.
3. **Reproduction**: This involves reproducing the image. This includes physical capabilities and self-observation of reproduction. Here, a child must be physically and intellectually capable of producing the act learnt from his/her family. In many cases the child (student) possesses the necessary responses. But sometimes, reproducing the family actions may involve skills that the adolescent has not yet acquired. It is one thing to carefully watch someone doing something, but it is quite another thing to repeat those acts.

4. **Motivation**: Having a good reason to imitate. This includes motives such as a past (i.e. traditional behaviourism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model). Bandura (1977) clearly distinguishes between learning and performance: Unless motivated, a person does not produce leant behaviour. This motivation can come from external reinforcement, such as the experimenter's promise of reward in some of Bandura's studies, or the bribe of a parent. Or it can come to vicarious reinforcement, based on the observation that parents rewarded. High-status model can affect the performance of a task when they thought it was demonstrated by a high- status cheerleader rather than a low- status model (Law, and Craig, 2009).

Bandura (1977) believed in "reciprocal determinism"; this is to say that a person's behaviour or way of life causes another. Bandura also suggested that behaviour causes the establishment of an environment and therefore, the behaviour determines the kind of environment a child comes from. Later, Bandura soon considered personality as an interaction between three components: the environment, behaviour and one's psychological process (one's ability to entertain images in minds and language).

Social learning theory was also used in this study to assess the influences that exist between parents and their children in terms of social and emotional behaviour. The relevant aspect of the social learning theory to this study is the role of the family which determines the type of family processes they create for their children, because children learn more through observations' and role modelling. The necessary measures that would help develop a child's social behaviour are that; families should create emotions that are generally accepted everywhere for their children's good role model of emulation; with this the child will behave well and healthy.

Theoretically, family environment is believed to influence the behaviour and development exhibited by individuals. Brenda (2004) argued that someone's attachment style" can influence how children feel in their relationships (satisfaction, love, etc.), as well as a wide variety of behaviours including communication, conflict, involvement, sex. Wasters, Metrick, crowell and Albersheim (2000) stated that anxious ambivalent individuals deal with rejection and break ups by jumping from one serious relationship to the next very quickly (rebounding).

Avoidant individuals are more likely to seek superficial physical/sexual encounters with others one-night stands outside the context of a committed relationship. These are some of the reasons why some children whose family abandoned, associate themselves with bad teams. Children who display avoidance are also afraid of what will happen if they get too close to someone; their strategy is to actively resist intimacy in the first place and so develop emotional distance. Another scholar that supports this theory is Debra (2010) stated that parenting style has been identified as a major predictor of a child's future development in multiple areas such as behaviour problems, emotional functioning, academic achievement and social skills. Campbell (2010) believed that parents who create safe home environments make it possible for a child to develop positive, emotional bonds with adults and sustain a strong sense of self.

The relevant aspect of the social learning theory to this study is the behaviour of family members. especially those of parent determines the type of family a child is coming from and the kind of attachment they have with their children, as students learn more through observations and role modelling. Therefore, the necessary measures to make adolescents (students) exhibit positive behaviour both socially and emotionally, everywhere they go should be established by the parents a good role model of emulation.

2.2 Adolescents Social and Emotional Behaviour

At this time period children are at the stage of continuing growth and development. These children go through many changes in their social and emotional behaviour. At Senior Secondary School level, there are changes that occur during the years, this period becomes very important to the children and the attention of family is needed as the adolescent spend more time with friends. They also develop a sense of competence. This means that students establish a sense of self or self-concept based on their abilities (Gable, 2003).This feedback from important adults, peers and their own self-evaluation judges their competencies. Gable (2003) further stated that student's style of thinking is concrete, meaning that their thinking and reasoning is more logical and organized than it was during the junior school years. Furthermore, these children are able to understand and express a variety of emotions. Adults play an important role in helping students develop a sense of personal competence. Parents can contribute to their children's sense of self and help develop their self-esteem by:

- Offering praise and reinforcement
- Helping the children to recognize their own unique talents and abilities.

David,T rinidad, Alejandra, Alejandia & Angela (2016) posited that adolescents need constant supervision as they become gradually ready for more independence. However, learning to make good choices and exercise self-discipline does not come easily for many; as a result, parents need to impart a moral code that the adolescent gradually internalizes. As adolescent struggle with these important tasks, parents must be able to provide praise and encouragement for achievement. Parents must also allow them to sometimes experience the natural consequences for their behaviour or provide logical consequences to help them learn from their mistakes.

Adolescents can exhibit emotional problems like getting anxious. The anxiety problem may be caused by school phobia (fear), or trouble keeping up in the family. It could be lack of sleep where the adolescents may avoid going to bed, or have trouble falling or staying asleep. Sleep problems may be caused by breathing problems, too much anxiety, or poor sleep scheduling and practices. Lack of sleep decreases adolescent's energy. This may lead to behavioural problems. Truven Health Analytic (THA, 2014) opined that adolescence would be affected by poor nutrition, at this stage of life; adolescents may prefer fast food or junk food, or lack physical activities. This may result to being underweight, or a risk of growing overweight. These conditions may lead to medical problems, such as diabetes (high blood sugar), hypertension (high blood pressure), and hyperlipidaemia (high blood cholesterol). According to National Middle School Association (NMSA, 2007), adolescence is a distinct period of human growth and development situation between childhood and adulthoods. During this remarkable stage of the life cycle, young adolescents (10-15years) experience rapid and significant developmental change. Adolescents are characterised by their diversity as they move through the puberty growth cycle at varying times and rates. Diane, Sally and Feldman, (2003) opines that adolescence period distinguished among male and females quite evidently by developing sexual characteristics, however, secondary sexual characteristics become visible during prepubescent period. In the prepubescent period, a female may begin to develop her breast buds around the age of 8years, which take the mature shape with full development during late adolescent phase. Apart from that, public hair growth- armpit and leg-has been observed during 9-10 years, where the distribution pattern becomes prevalent at the age of 13-14 years. Another significant physical change that occurs after 2 years of prepubescent changes is the menarche. A combination of genetic, physical, emotional, and environmental influences may affect the timing of menarche. Age of first menstruation

tends to be similar to that of the mother. Bigger girls and those whose breasts are more developed tend to menstruate earlier. Gardner (2000) stated that competitive athletics can delay menarche. Nutrition is another factor that can delay menarche. Even when these factors are controlled, girls with early menarche tend to be aggressive or depressed or to have poor family relationships (Gardner, 2000). Psychological effects of pubertal timing depend on how the adolescent and other people in his or her world interpret the accompanying changes. However, early menarche has been associated with depression and substance abuse (Stice, Presnell, & Bearman, 2001).

2.3 Family Processes

Georgas (2003) stated that family processes are variables of the family that contribute to the member's behaviours and well- being as a whole. Family process indicates the interaction between members of a family, including their relationships, communication patterns, time spent together and satisfaction with family life. Family processes are family satisfaction, agreement or disagreement over household work; social and political discussions and family meals together. Family process indicators describe the interactions between members of a family, including their relationships, communication patterns, time spent together, and satisfaction with family life. Family processes are challenging to obtain in a way that allows for international comparisons. Here are some examples of indicators of family processes that can influence child and family well-being: family satisfaction; agreement or disagreement over household work; social and political discussions; and family meals together.

2.3.1 Family Satisfaction

Family satisfaction both influences family structure, economics, and culture. The International Social Survey Program (ISSP, 2002) provides data on this indicator for only a handful of countries that family satisfaction otherwise many other countries are faced

diver's issues about satisfaction in the family. So, unfortunately, information in this area is quite limited. The data that are available shows that satisfaction with family life varied widely throughout the world. The lowest levels of family satisfaction were found in adults being satisfied with their family life.

2.3.2 Disagreements over Household Work

Research in the United States has demonstrated that children tend to have better outcomes when they are living with both parents and when their parents have a low-conflict marriage. Research on relationship quality also points to the importance of low levels of conflict in maintaining healthy relationships. Therefore, maintaining a marriage or partnership that is not plagued by conflict has implications for each member of the entire family. Because responsibility for household work represents one area of potential disagreement that is shared by just about all couples who live together, the extent to which couples disagree about sharing household work can be seen as an indicator of family processes that couples throughout the world have in common. The extent to which couples share household work is affected by norms in each country, and values related to gender equity, as well as the extent to which each spouse or partner in the relationship is working, or is at home caring for children and the household.

2.3.3 Social and Political Issues

Research has found that students who discuss social and political issues with their parents score higher in reading, maths, and science literacy across the globe. Such specific and topical discussions also are more highly and consistently related to literacy across families than is general social communication, such as talking about daily activities. Spending time talking about social and political issues is a way for parents to transmit information and values to their children.

The measure that was used for this indicator was the percentage of 15-year-old students who discuss social and political issues with their parents several times a week. This measure has the potential to vary according to the current social and political situation in each country. Families discuss social and political issues ranged widely throughout the world, and within regions. Across surveyed countries, between six and 39 per cent of 15-year-olds discussed political or social issues with their parents several times a week

2.3.4 Family Meals Together

Eating meals together can be a regular time for children to talk with their parents and share what is going on in their lives. It is a direct measure of a positive family process. Eating together as a family has been associated with myriad positive outcomes, ranging from reduced levels of substance and alcohol use to lower levels of depression, even after accounting for other family factors. Eating meals together is also associated with favourable educational outcomes, such as showing a commitment to learning, seeking and earning higher grades, spending more time on homework, and reading for pleasure. After including controls for background characteristics, one study found that eating meals as a family was the most important predictor of adolescent flourishing. Recent longitudinal research has found that the value of eating meals together as a family may dissipate as adolescents enter young adulthood, leaving only indirect effects on well-being. The influence of sharing meals on positive outcomes also depends on the quality of family relationships. While sharing meals in families with stronger relationships has been found to have positive associations with child well-being, sharing meals in families that are marked by poorer or conflict-filled relationships has been shown to have a lesser influence on how well children develop.

Evidence suggests that both adolescents and their parents agree that eating together is important, although parents place more value on mealtime. Internationally, research has

demonstrated that students who eat meals with their families more frequently are more likely to score higher in reading literacy. This relationship is more consistent than that between discussing general topics with parents and reading literacy. Families all around the world eat meals together, though the particular meal of importance may vary from family to family. The World Family Map presents the proportion of children who eat the main meal of the day with their families several times a week as an indicator of family processes.

2.4 Socialization in Adolescence

Whatever style parents use to rear their adolescents, the goal of parenting is to raise a child who is healthy and successful in life, who can contribute to self and to society, who accepts and works to further the social order. The process--the behaviours that are used over time--to reach these goals is termed socialization. Although all societies socialize their youth (in order that, as future contributors to society, the society can survive and prosper), there are marked differences in what different societies, or groups within society, want to see in a youth that has been "successfully" socialized. Said another way, there is great diversity in the specific goals parents have in socializing their youth.

Moreover, not only do parents expect to see change in their sons' and daughters' behaviours as they socialize them during adolescence (Steinberg & skilk 2002), but-through their interactions on a day-to-day basis--parents can model and/or shape the cognitive, emotional and behavioural attributes they desire to see in their offspring (Larson & Richards, 1994) is through the relationships that parents and their adolescent children have that the most immediate bases are provided of youth behaviour and development.

2.5 Parental Influence on Emotional and Social Behaviour

As adolescents grow up, there are many aspects of their lives which influences and affects development and behaviours. One of the most relevant facts during this period is the

parental role in the life of the children. Parents play a vital role in the social and emotional behaviour of adolescent's children which proceed from childhood to late adulthood. The way a parent socializes the child may have a slight amount to do with their genetic makeup. The child's interactions with parents contribute more to the social and emotional behaviour of the child (Zhou, 2002). Parents have the task of directing the behaviour of adolescents towards the desired normative emotional and socially valued goals (Odu, 2008). When children observe their parents emotions, they feel that that is how they should be reacting as well. Parents need to take their adolescents into consideration before themselves at all times, and often they don't do that. The emotions adolescent's exhibits influence how they deal with, even though in most cases it has nothing to do with social interactions as well. Not only do the emotions of the parents affect how adolescents will deal with their own emotions, but social behaviours are also passed on through observation (Halloran, 2002).

2.6 Influence of parent- child interaction on social behaviour of adolescents

Parental interaction refers to the degree and frequency of involvement between parent and children, and the quality of communication between parent and children. William (2011) emphasized that the idea is that, parents positively influences children's behaviour. Children spend quality time at home with parents; parents have more opportunity for a number of interactions with children in one on one situation. In addition, the home environment provides more "teachable moment" between a parent and a child. Henderson and Mapp (2002) opined that increased parental involvement in schools help children to achieve higher grades and test scores in the academics. It also improves adolescents' attendance, students' conducts and attitude and increases the chances of a child going on to higher education.

Similarly, Opdenkar and Damme (2005) conducted a research on "Enhance effort and achievement; the importance of parent involvement and home school partnership".

Their findings indicated that the parents' attitude (parent pressure) and activities like coaching and support of the formal education of their children have a unique and positive effect on the effort and achievement of children. Findings have demonstrated that parental involvement in their children's education has been found to be of benefit to parents, children and the school. High level parental involvement in children schooling results in high children's achievement, higher attendance level, and a decline in dropout rates, fewer disciplinary problems and better children's motivation, self-esteem and good behaviour were recorded (Adetayo & Kiadese, 2010). Thus, adolescent's interaction with their parents probably establishes the foundation for their behaviour, which may have implications for the student's behaviour throughout life. Students whose parents show high amount of affection, acceptance, and support report lower level of anxiety and depression (Fulmer, 2007). Furthermore, student's perceptions of closeness to their parents have an impact on adolescent's development.

Quah (2005) stated that across all family structures, fathers have lower level of involvement in parenting than mothers. Quah (2005) found that father focus on playful interactions with their adolescents, such as joking and roughhousing. The prevalence of low paternal involvement may make the mother- child interaction more influential for children's behaviour and well-being than the father-child interaction. The greater impact of mother child versus father- child interaction, however, is probably not inherent to these interactions. In families where fathers are emotionally bonded to their children, influences their children's well-being just as the mother's influence. Family interactions influence successful achievement and satisfaction of its members in a family. Smooth interaction bind families together and also protect the families from too much outside influence and pressure. Poor family interaction causes a lot of havoc in families, especially children will be insecure, feel depressed, and remain lonely and also unhappy without friends. Their

lives become a barren treadmill, stripped of all love and joy that comes with the smooth interaction. Cox (2002) opines that anxieties and bickering often prevail among families that have no good relationship that causes emotional insecurity which are associated with depression, psychological distress, frustration, problems of intimacy. Other interactions in the families are; Husband wife interaction, parent child interaction and Brother and Sister (sibling) interaction. Barnard (2004) stated that children of families that experience good interactions are likely to be egocentric until the age of seven or eight. They continue to think more of themselves than others. They are eager to form friendships, but prefer to have same sex playmates. They also enjoy playing alone. By this time, most children are part of cliques and already have a best friend or an enemy. They like to get adults' attention and therefore often tell on each other. Though they do help in small chores, they Adolescents grow up in diverse families as earlier stated; some parents nurture and support their children while others treat them harshly or ignore them. Some students have experienced their parents' divorce; others live their entire life in never-divorced or separated family. Others live in stepfamily (Luster & Okagaki, 2005). Some adolescent's mothers and fathers work full-time and only meet their adolescent's children in the evening; others have parents present when they come back from school (Thormpson, 2006).Some children's families live in poverty; others are economically advantaged. Some have siblings others don't. These varying circumstances affect children's social behaviours (Parks& Buriel, 2006). Parents are one of the most important social environments for a child. Parks and Buriel (2006) further stated that children usually start Senior Secondary School at the age of nine or ten and then move on to middle school by the time they are twelve. During these nine years of their life, they learn a lot of things from their environment. A lot is going on in a child's life at this time. The child is developing physically and emotionally, while widening social circles and learning new behaviours that

may resist working hard. Take the approval and disapproval of their adults very seriously. Also begin to develop morally and begin to have a sense of humour. If are ignored, this child tends to get very upset. At this age, children are usually not very open to criticism. Behaviour comes in many forms such as blinking, eating, and reading, dancing, shooting, rioting, and warring. Behaviour that is peculiarly social is oriented towards other selves. Such behaviour apprehends another as a perceiving, thinking, moral, intentional, and behaving person. It considers the other's field of expression; involves expectations about the other's acts and actions; and manifests an intention to invoke in another self-certain experiences and intentions. What differentiates social from non-social behaviour then is whether another self is taken into account in one's acts, actions, or practices. In essence, the process of social behaviour in adolescents is gradual and stretches over many years. During this period, the parents, teachers and other close family members play a crucial role. The social behaviour continues even when the child steps into adulthood. Matson (2009) defined social behaviour in children's interaction with others that; Adolescence dwell a lot upon the love, security and care provided by their parents and caregivers.. This is an indication of sound social behaviour to the adolescence. The importance of social behaviour in children is that it lays the foundation for physical and emotional healthy adult in the future (Ashwini, 2008).

The socialization of family members, especially young children, is a central family function. In large part, this process consists of imparting to children the basic value and modes of behaviour consistent with the culture. These generally include moral and religious principles, interpersonal skills, dress and grooming standard, appropriate manners and speech, and the selection of suitable educational and occupational or career goals. Socialization skills (manners, goals, values, and other qualities) are imparted to a child directly through instruction and indirectly through observation of the behaviour of parents

and older siblings. There are a range of behaviours and associated emotions exchanged between parents and their adolescent offspring: Some of these exchanges involve positive and healthy behaviours and others involve the opposite; some of the outcomes for adolescent development of these exchanges reflect good adjustment and individual and social success, whereas other outcomes reflect poor adjustment and problems of development. As is true for all facets of human development, there is then diversity in the nature and implications of parent-child relations in adolescence.

Parent-adolescent relationships involving supportive behaviours and positive emotions Among youth, warm parental interactions are associated with effective problem solving ability in both the adolescent and the family as a whole; however, hostile interactions are associated with destructive adolescent problem solving behaviours (Bornstein, 2000). Similarly, among adolescents, parental behaviours marked by approval and attention to the positive behaviour of the youth is associated with an adolescent who feels capable of controlling events that can affect the adolescent when parental behaviours disparage the child and fail to attend to specific behaviour, the adolescent feels that chance determines what happens to them.

Warmth, non-hostility, and closeness seem to be characteristics of parent-adolescent interaction that are associated with positive outcomes among youth. Other research confirms these linkages. Feelings of closeness in the parent-adolescent relationship is related to parents' views of their parenting as satisfying to the family and to the youth's self-esteem and participation in family activities (Paulson, Hill, & Holmbeck, 1991). In turn, non-hostile parent-adolescent relations are associated with better adjustment by the adolescent to the transition to middle school and greater peer popularity (Bronstein, 2000); in addition, non-hostility is related to a better self-concept for girls and better classroom behaviour for boys. Moreover, when parents are attuned to child's development

and support in decision making, the youth is better adjusted and gains in self-esteem across the junior high school transition (Lord, Eccles, & McCarthy, 1994). Furthermore, parental religiosity, cohesive family relationships, and low interpersonal conflict are associated with low levels of problem behaviours and with self-regulation among youth (Brody, Stoneman, & Flor, 1996).

The characteristics of parent-child interaction that are associated with positive outcomes for the adolescent are similar in that they reflect support for and acceptance of the developing youth. Indeed, when parent-adolescent relationships provide support for the youth's behaviours, interest, and activities, numerous positive developmental outcomes are likely to occur. For instance, support has been associated with better school grades and scholastic self-concept (Gable, 2003); with perceiving that social relationships could be more beneficial to one's development than risky with being more satisfied with one's life (Henderson & Mapp,2002); and with a decreased likelihood of involvement in drinking, delinquency, and other problem behaviours (Hilderand,2003). Certainly, receiving support from one's parents may elicit in the young persons' feelings of positive regard, or emotions characterized by a sense of attachment. When such emotions occur in adolescence, positive outcomes for the youth are seen. For instance, parent child relations marked by attachment are associated with high self-perceived competence, especially across the transition to higher school, and with low feelings of depression or anxiety (Fulmer, 2007). In addition, attachment is linked to feeling cohesive with one's family. This is because, parent-child relationships marked by behaviours support the youth by providing positive feelings that are connected to the generations that are associated with psychological and socially healthy developmental outcomes for the adolescence. However, some families do not have parent-child relations marked by supportive and positive emotions; and no family has such exchanges all the time. Families experience conflict and negative emotions. Such

exchanges also influence the adolescent; but, as it might be expected, the outcomes for youth of these influences differ from those associated with supportive and positive emotions.

2.7 Influence of parents' conflict on social and emotional behaviour of adolescents

The word conflict is a concept synonymous with human behaviours. Since families cannot exist in isolation in the course of interaction with members of the family, especially parents there may be disagreements, intrigues and understanding. Wallensteen (2002) viewed conflict as a disrupted incompatibility whereby the two parties strive to acquire at the same time the available set of scarce resources which can be either material or immaterial. In a similar vein Arlow (2004) opined that the emergence of conflict depends on the issues at stake whereby two or more people wish to carry out acts that are mutually inconsistent**.** However, the influence of every day conflict between parents on their children's behaviour and mental health is driven by how the children understand the problems in the relationship as well as the nature of the conflict itself, many researchers found out that disagreements which could drop families into conflicts include hostile relationships between parents, poor parenting practices, negative parent –child relationships and maternal depression. Harold (2007) stated that children who are exposed to everyday conflicts which are non-violent, but frequent' intense and poorly resolved, are at elevated risk of mental health problems. Collins and Steinberg (2006) said that parenting styles come in four main forms: authoritarian, authoritative, permissive and indulgent styles. Researchers like Hay and Ashman (2003) identified the different factors of poor parenting style and incessant emotional instability as expressed in social and emotional behaviour of adolescents as long as parents and children live under the same roof, a certain amount of conflict must come. In most families when the young person's drive for independence, there are clashes with the parents' tradition of control. The extent of the

conflict depends on many factors. These include the child's age and gender and the cultural context. Parental conflict has repeatedly been shown to influence the behaviour and well-being of adolescents (Cohen, 2006). Conflict is harmful to student for two reasons. First, students have an intense need to see their parents get along with each other (Elliot & Gresham, 2007). Accordingly, marital happiness is associated with higher level of emotional behaviour for adolescence. Secondly, adolescents are often drawn into parental conflict. Thus, parental conflict places both social and emotional stress on adolescents.

The relationship between parental conflict and student's behaviour is more complex when parents ended their conflict with divorce, adolescent's development and well-being decreases, however, parents' divorce may lower student's social and emotional development, when parental conflicts was low prior to divorce (Barthassat, 2014). When divorce disrupts what adolescence see as a happy household, student's development may be due to the marital disruption, however, it is unknown if secondary school student's well-being would be higher if parents from these families had chosen to stay together(Cummings & Davies,2002). Children having conflicts can sometimes be an important opportunity for social problem solving. In attempting to solve the problem in a socially acceptable way, children learn about themselves, other people, and about what acceptable behaviour is and what is not. Sometimes social problem solving is neither appropriate nor achievable; as a result of that, adult intervention will be necessary in every family, especially in a family with adolescence. Family conflicts may seem to be inevitable. This is because conflicts are ubiquitous part of all families at some times in history. Just as the reasons for conflicts between individuals, or nations, it varies, due to the reasons for those conflicts. In families, for example, adolescents report that conflicts often arise because they feel that parents are not providing the emotional support needed, or because youth or parents believe the other generation is not meeting the expectations as

required, or because of a lack of consensus about family or societal values (Fisher & Johnson, 2000).

In turn, parents of adolescents, with conflicts were said to occur in over everyday matters, such as chores and style of dress, rather than in regard to substantive issues, such as sex and drugs (Barber, 2004). Similar findings were reported in research conducted a generation earlier (Lerner & Knapp, 2005), suggesting that the nature of parents' views of reasons for arguing with their children may not change very much across time. Moreover, other research reports that adolescents and their parents are in conflict about issues like house chores, appearance, and politeness--there is a decrease in arguments about these issues as the adolescent develops (Galambos & Almeida, 2002); however, conflict over finances tend to increase at older age levels. In turn, as youth develop these youths are less likely to concede an argument to parents; as a result conflicts may be left unresolved, especially when demands are not made in families with boys (Smetana, Yau, & Hanson, 2001). The presence of conflicts between adolescence and parents is a fact of family life during adolescents. Arguments with their youngsters are events with which parents must learn to cope.

Nevertheless, despite its developmental course, the presence of conflict at any point in the parent-adolescent relationship may influence the behaviour and development of the youth. For instance, family conflicts may lead the adolescent to think negatively, and can even eventuate adolescence thinking about suicide (Shagle & Barber, 2003). In addition, conflict is associated with "externalizing" problems (e.g., such as hostility) among youth. In adolescent girls, the experience of menarche is associated with increased conflict, especially in the mother-daughter relationship, and as a consequence less positive emotions and more negative ones characterize adolescent-parent exchanges. In short, then, conflicts in the parent-adolescent relationship result in problems in youth development (Rubenstein

& Feldman, 2006). A vicious cycle may be created in that, in turn, adolescent problems can increase parent-adolescent conflicts (Maggs & Galambos, 2003).Moreover, the negative emotions exchanged between adolescents and parents can themselves result in problems for the youth. For instance, fathers' feelings of stress are associated with adolescents' emotional and behavioural problems and, as well, maternal stress is associated with "internalizing" problems (e.g., anxiety, depression) in adolescent boys and with poor school grades for adolescent girls(Compas, Howell, Phares & Williams, 2009).

The process through which parents' stress is linked to adolescent problems seems to involve the experience of depression in parents as a consequence of their stress which, in turn, disrupts effective parental discipline, and leads to adolescent problem behaviours (Callister, et at 2010). Moreover, parents of tenth graders with conduct problems are more hostile than parents of tenth graders with depression (Bornstein,2000); in addition, parents of tenth graders who are both depressed and showing problem behaviours have high levels of hostility and low levels of warmth when their children are in Grades 7, 8, and 9. Similarly, depression among adolescents is associated with family relations marked by low warmth and acceptance and high levels of conflict with mothers and fathers). In addition, anger, hostility, coercion, and conflict shown by both parents and siblings have a detrimental effect on adolescent adjustment (Pike, McGuire, Hetherington, Reiss & Plomin, 1996).

Clearly, then, parents' negative emotions can lead, through the creation of problematic parenting behaviours, to negative outcomes in adolescent development. Moreover, the presence of problem behaviours in parents per se is linked to problems in adolescent development. For instance, psychiatric disorders among parents are related to the occurrence of antisocial and hostile behaviours among adolescents (Bornstein, 2000). Similarly, parental drug use results in a host of behavioural, cognitive, and self-esteem

problems in their offspring (Barnard, 2004), maternal smoking is associated with smoking in their adolescent children (Amato & Both, 2001), and in fact parental substance use in general is linked to numerous problems of adolescent personal and social, including experience with the substances (drugs, alcohol, cigarettes, etc.) used by parents (Bozena, 2000). Moreover, when fathers have an emotionally distant relationship with their wives, and as a consequence turn to their adolescent daughters for intimacy and affection, the daughters show depression, anxiety, and low self-esteem (Callister & Burds, 2010).

In short, the rearing of adolescents is not accomplished in the same way and with the same outcomes by all parents. Adults vary in their parenting styles and in the manner in which they socialize their children. This variation is linked to different individual characteristics of parents and, as well, to the features of the proximal and distal contexts within which parents and families is embedded. This variation is associated also with differences in other contextual factors—relating to parental education, family social support, parental mental health, family stability, and poverty.

Furthermore, in some cases there are gender differences in the reaction of adolescents' to conflicts. For instance, girls tend to react more negatively than boys prior to the parents' separation, they also tend to adapt better than boys after the divorce However, in the case of remarriage, there is evidence that although both male and female adolescents may have difficulty interacting with stepfathers, girls may have particular problems. Moreover, both male and female adolescents show no improvement in relationships with their step fathers, or in behaviour problems (e.g., regarding school grades) associated with the divorce--and this is the case even two years or more after the remarriage. In turn, living under the custody of one's natural father is linked as well to problems for both male and female adolescents (David, et al, 2016). For instance, adolescents living with their fathers adjust more poorly than youth living in other arrangements (e.g., with their mothers), a

reaction that seems to be due to the closeness they have with, and the monitoring provided by, the parent with whom they are living (Buchanan, Maccoby, & Dornbusch, 1992). On the other hand, living with a stepfather, as compared to living with a stepmother, is associated with more positive self-esteem among both male and female adolescents. When conflicts are resolved, they are not harmful to children. Open conflict in the family is much less common in Nigeria and even low levels of conflict are less accepted. In Nigeria, direct communication is avoided because it leads to open conflict, which is seen as unhealthy, even when it is not extreme (Shepherd, Braham & Elson, 2003). "Because one of the ways of maintaining group cohesiveness and harmony is to avoid open conflict, the clear and straightforward statement of one's own opinions and feelings may risk confrontation and possible conflict, therefore, less direct and perhaps even somewhat evasive communications are more adaptive in Nigeria based on the communication style adopted in the family. Fowler (2007) indicated that laissez-faire and protective parent communication styles were associated with poorer outcomes for their children, such as: low in self-esteem, closeness and relational satisfaction, affection, than were consensual or pluralistic styles. Ledbetter and Schrodt (2008) examined the unique and combined associations among family communication patterns and young adult children's informational reception apprehension. Punyanunt-Carter (2008) investigated how college-aged daughters‟ reports of communication satisfaction between themselves and their fathers. Results revealed that conversation but not conformity orientation was associated with both daughters‟ and father's communication satisfaction.

2.7.1 Family communication pattern

Family communication pattern does not only have effects on the development of children's trait, but also on the development of belief and behaviour. Studies suggest that open family communication, concept-oriented, creates opportunities for parents and

children to discuss subject of risky behaviour. Family communication patterns relate to attitudes and behaviours of college-aged students about sexuality and alcohol use. Fisher (1987) study showed that college students from the concept-oriented communication families with the open discussion about sexual interactions are more likely to have the similar attitude with their parents. Regarding the relationship between family communication patterns and communication apprehension were positively related to the conformity-oriented or socio-oriented families, and were in a negative relationship to the conversation-oriented or concept-oriented families (Lin, Rancer and Kong, 2007). However, there is no significant difference among students from consensual, pluralistic, and laissez-faire families. The differences of the conceptual understanding about the term "argumentativeness" might have an impact on the results of the study. In the Western cultures, argumentativeness is conceptualized as a positive behaviour and a socially desirable trait. In the cultural contexts, argumentativeness is much more considered as a disobedience to the harmony concept. Therefore, children are not expected to have any arguments with their parents. Due to the cultural differences, conceptually, there is no word in Nigeria can accurately interpret the meanings of the term "argumentativeness". Even the Argumentativeness Scale was translated by a bilingual people believing there were still some significant discrepancies in terms of the meaning of the term "argumentativeness." However, the importance of the studies above suggests that family communication patterns share a relationship with communication personality traits.

The cultural differences have been one of the significant explanations of personal traits differences between Eastern and Western people. The traditional Nigerian culture consists of Confucianism, Taoism, and Buddhism, and emphasizes the concept of "Harmony" (Lin, Zhao & Zhao, 2010). When interacting in a personal relationship, traditional Nigerian culture encourages people to maintain a balance and a harmony.

Western culture, which is individualistic, encourages individuals to express their own opinions. Past studies indicated that personal traits are influenced by cultural context. Therefore, the present made an attempt to explore the relationship between family communication environment and students‟ personal traits.

2.8 Common Causes of Family Conflicts

Children-caused conflicts: Mezieobi & Okpara (2007) explained that some of the conflicts in families that often lead to violence are often caused by the children. This happens as a result of large family size especially in polygamous homes where children loyalty is divided in favour of one of the parents and some ganging up with their mother against their father; fastidiousness and even disobedience to parents' directives.

1. **Sexual problems:** Another area that causes conflict in the family is sex, this may be as a result of sexual incompatibility and the inability of one partner to satisfy the sexual urge of his/her partner. It may also be as a result of infidelity or extra marital sex, denial of sex on demand, sexual deviations or dysfunctions and impotence.
2. **Negligence of emotional, physiological, financial maturity and family encumbrances before contracting marriage:** Mezieobi and Okpara further explained that hereditary factors inimical to stability or stable family life, neglect of principles governing good mate selection, premarital and marital counselling and parental advice and those of relations against early marriage often lead to conflict in the family when eventually the marriage is done.
3. **The psychological problems** that can bring about conflicts in the family include emotional stress, aggressions, infatuation, anxiety, dependency, avoidance and temperament.
4. **Social problem**: are of the view that the following social problems can cause family conflicts, they include; faulty socialization, social apathy, painting one of the

spouses socially black, poor relationships between the dyad husband and wife and between the wife and husband's parents relationship and vice versa, interacting with people or peers one of the spouses is opposed to, indulging in interventions that leave the children and one of the spouses uncared for (Mezieobi and Okpara, 2007). Aside the above variables, there are other variables like drunkenness, smoking, drug addiction, keeping late nights and sex maniac can lead to serious conflicts in the family. More still health problem, wrong accusations, constant name calling and labelling such as idiot, bastard, prostitute among others could also aggravate family conflicts. However, family conflict may take the form of spouse abuse, child abuse or parents. Abuse of parents is perhaps not as frequent as others.

As Lauer (2002) rightly explained all family conflicts diminish the quality life. Physical and emotional difficulties may result from serious family conflict. There is also an extra problem of adjusting to a broken home which is the result of separation or divorce. The problem of adjustment to new and ambiguous roles results in the step family also. Children academic performance in school is negatively affected. A child from a single parent home cannot perform as well academically as others from a two-parent family. Aside the above effects on the quality of life of the people, it has been observed that several kinds of deviant behaviour such as stealing, drug abuse, bullying and rapping have been associated with disturbed family life. Individuals who come from conflicted families tend to have a variety of difficulties that can be referred to as maladjustment, antisocial behaviour, interpersonal problems and self-esteem

5. **Lack of effective role models – parent/parent:** Children live in a fertile environment in the home. It is a place where learning takes place every day. These learning are cognitive, behavioural, and affective. These three human domains work together for normal individual development. Our thoughts, affect our emotions,

which affect our behaviour. Therefore, when children witness behaviours of disrespect and abuse in the home which are inappropriate, there is a tendency to follow accordingly. Effective role modelling before children means that parents will be committed to nurturing, and displaying effect learning in the home. If they do not adhere to the values they teach their children in theory, there will be confusion and the children themselves will accuse them of being hypocritical. Role modelling in the home means, parents will display the behaviours they want their children to emulate. They include loyalty, self-control, faithfulness, godliness, punctuality, commitment, and reliability and more. If parents set poor examples before their children, they can expect a harvest of disappointments and failures.

6. **Finance:** This include the inability of the head of the family to meet his financial responsibility in the family by paying children school fees, providing basic needs of the family, impecuniousness, unfulfilled promises and expectations of financial buoyancy. The unwillingness of the wife to make effective and economic use of the limited resources of the family, Inadequate financial resources, poverty, lack of assistance from the family and unnecessary spending of the family resources. There are times when couples do not count the costs before getting married so they enter the relationship with unrealistic expectations relating to finance. While they are able to spend and lavish gifts on each other during the time of courting, when children come on the scene or there is an economic crisis which they are unable to deal with, these are situations which will result in family conflicts. Another situation could be unnecessary spending and unreasonable desires.

7. **Intellectual endowment**: parents sometimes want to live out their dreams in their children. A father may have expected to have a son to carry on his name, but he was blessed with a daughter. It may also be that the father wants his son to assume

responsibilities which he is not capable of taking on. The son may not want to take on the same profession as dad for many reasons, one of which might be lack of intellectual endowment in that particular field of work. Despite that, the father may insist and then call the son all kind of names and even compares him with another sibling or person. Such situations will bring about family conflicts which can result in estrangement. If the father is wise, he would not place undue influence on his son to choose a profession which he is not interested in or cannot cope with only to make him into his own image.

2.9 Influence of sibling interactions on social and emotional behaviour

The nature of sibling relationships changes from childhood to adolescence; young adolescents often provide one another with warmth and support (East & Khoo, 2005). This period of development is also marked by increased conflict and emotional distance (Kim, McHale, Osgood & Crouter, 2006). However, this effect varies based on sex of siblings. Mixed sibling pair often experience more drastic decreases in intimacy during young adolescence while same sex sibling pairs experience a slight rise in intimacy during early adolescence followed by a slight drop in both instances, intimacy once again increases during young adulthood. This trend may be the result of an increased emphasis on peer relationships during adolescence. As adolescents begin to separate from their families and spent more time with peers especially at school, they have less time and less need for the emotional gratification they used to get from the sibling bond. Adolescents are less close to siblings than to either parents or friends, are less influenced by them, and become even more distant as they move through adolescence (laursen, 1996).Changes in sibling relationships may well precede similar changes in the relationship between adolescents and parents more independence on the part of the younger persons and less authority exerted by the older person. Kramer (2010) says that although a parent's influence on a child's

development shouldn't be underestimated, neither should siblings. What they learn from parents may overlap quite a bit with what they learn from their siblings, but there may be some areas in which they differ significantly," Kramer said. Parents are better at teaching the social niceties of more formal settings – for example, how to act in public and how not to embarrass oneself at the dinner table. But siblings are better role models of the more informal behaviours – how to act at school or on the street, or, most important, how to act cool around friends – that constitute the bulk of a child's everyday experiences. "Siblings are closer to the social environments that children find themselves in during the majority of their day, which is why it's important not to overlook the contributions that they make on who end up being," (Kramer, 2010).

Kramer and Katherine (2015) says a clearer understanding of how siblings function as "agents of socialization" will help answer critical societal questions such as why some children pursue antisocial behaviour. They said that having a positive relationship with siblings is related to a whole host of better outcomes for teenagers and adults. A lot of current research looks at how children learn undesirable behaviours like smoking, drinking and other delinquent acts, from exposure to an older sibling's antisocial behaviours as well as that of their sibling's friends. "For example, a female teen is at higher risk of getting pregnant if her older sister was a teenage mother. Developing a better understanding of sibling influences can help us design effective strategies for protecting younger children in families." According to Kramer, in order to maximize an older sibling's positive influence, one of the most important things parents can do is to help foster a supportive relationship between the siblings from the very beginning.

Nauret (2015) says; we know from longitudinal studies that if kids start off their relationship with a sibling on a positive note, it's more likely to continue positively over time," Furthermore, Variables such as gender and age difference don't make much of a

difference between siblings. “It’s not all that important whether you’re spaced closer together or farther apart, or if you have a brother or a sister, “What’s really much more important are the social behaviours that children learn in their early years that they can use to develop a positive relationship with a sibling. That’s why it’s important for parents to encourage siblings to be engaged with one another and develop a relationship where there is mutual respect, cooperation and the ability to manage problems. ”Kramer (2010) said children who grow up as an only child are not necessarily less socially competent than children who grow up with siblings, but they are more likely to have developed social skills through friends as opposed to brothers and sisters. “Growing up just with parents is a different environment for young people, “Parents of only children might want to think about how they can help their children have social experiences with other children, whether that’s through childcare, preschool or play dates. ”Do single children establish surrogate siblings with cousins and friends? “They may be encouraged by parents to develop deeper relationships, and that’s a good thing because it provides them an opportunity to develop some of these social competencies that they probably won’t acquire if they’re limited to interacting with their parents and teachers,” Kramer said. Parents who have children who are spaced closely together in age may not see much of a need to have children over to the house once a week because their children are already having significant social experiences within the family unit, Kramer said. But children whose siblings are spaced further apart in age are most likely to have different sets of friends and different social experiences because they may be in distinct school contexts or involved in unique activities. “It’s possible that siblings who are spaced further apart are very connected within the home, but their social experiences outside the family may be pretty different,” Kramer (2010).

Having Wally Cleaver for an older brother doesn’t necessarily mean the younger sibling will turn out like Wally – they may end up like Beaver. “We know that not all

younger children turn out like their older siblings," Kramer said. "There are many cases where younger siblings work very hard to carve out their own unique path and be different from their brothers and sisters, process researchers refer to as 'de-identification.' "They may choose a different path in which to excel or make their mark to base their own identity on. That child may choose to focus on sports, the arts or being the social one. It relieves them from the pressure to be seen or compared to their elder sibling, particularly if they're afraid that they won't be able to measure up. "So they figure out who they are, what they believe in and what's important to them, in reaction to how they perceive their siblings."Kramer cautions that while we don't know all of the implications of sibling influence, "we do know that growing up in a family where there is another child makes it a very different environment socially, cognitively and emotionally," Kramer said. "Children learn things through growing up with other children in the house, just as they learn things growing up in a more adult-oriented environment if it is a single child. Parents need to understand that better so that they can form a more realistic understanding of child and family development."

2.10 Children's Rights and Responsibilities

Children have the right to education, but at the same time their duty is to attend school. A child has a right to health, protection, but has an obligation to take care of health. A child has a right to free speech, but by exercising one's right to free speech, the child must respect the rights of other children and adults, above all the right to protect one's honor and dignity (Tallinn, 2005).Student's responsibilities involve doing what is necessary to maximize the opportunities their parents give them. These responsibilities include giving the best effort, being responsible and disciplined, staying committed, and giving an achievement opportunity a realistic try, as well as completing all tasks and exercises, getting the most out of instruction, being cooperative, and expressing

appreciation and gratitude for others' efforts(Kauffman, 2012). The existence of a convention and an act of parliament at both the international and national levels signifies the importance of children in the society. If properly implemented, the child will be fully prepared to live an independent life in society and be brought up in the spirit of peace and unity, dignity, tolerance, freedom, equality and solidarity. The hope and prayer of every family is to produce well behaved children. It is therefore very important for parents to support, encourage and guide their children's behaviour; this could be achieved through interactions. This is in line with Trost and Levin (2000) who stated that the parents influence the behaviour of a child which in turn influences the child's behaviour.

2.11 Family influences and decision making

The family has a major influence on the behaviour of its members. There are many examples of how the family influences the behaviour of its members. A child learns how to enjoy doing things by observing an older brother or sister; learns the use and value of money by listening to and watching his or her parents. Decisions about a new car, a vacation trip, or whether to go to a local or an out-of-town college are all decisions usually made within the context of a family setting. As a major mentoring unit, the family is also a prime target for the upbringing of every member. The importance of the family or household unit in consumer behavior arises for a reason. Families' buying decisions may be heavily influenced by other family members. How families or households want be depends on the roles of the various family members in the roles played and influence of productivity. Household products like food and soaps may be purchased by a person but consumed by many, whereas personal care items, such as cosmetics or shaving cream, might be purchased by an individual family member for his or her own consumption. Homes and cars, on the other hand, are often purchased by both spouses, perhaps with involvement from children or other member of the extended family. Visits to shopping

malls often involve multiple family members buying clothing and accessories, something with a heavy dose of influence by family member's children may buy clothing paid for and approved of by parents, whereas teenagers may influence the clothing purchase of a parent. Regardless of how many family members are present when items are being purchased, the other family members play an important role in the purchase. Just because of being mother for two young children, it is her responsibility for buying food for the family and act as an individual in the market. It does not mean that her decisions are not influenced by the preferences and power of other family members. Although family communications are usually directed to individuals, despite that there should be consideration of the circumstances at hand and the family structure before deciding on specific communication or decision.

2.11.1 Variables Affecting Families

Structural variables include the age of the head of family, marital status, presence of children, and employment status. For example, consumer analysts have enormous interest in whether families have children and how many they have. Children increase family demand for clothing, food, furniture, homes, medical care, and education, while they decrease demand for many discretionary items, including travel, higher-priced restaurants, and adult clothing. Other structural changes affect the types of products that are manufactured. For example, in Japan, high-tech companies have formed a consortium to standardize technology that has been developed to monitor and manage households. This exercise if adopted in Nigeria will go a long way to address the issues of family conflicts, every family member will take to its responsibilities in the family.

2.11.2 Sociological Variables Affecting Families

Adolescents children can understand family and household decisions better by examining the sociological dimensions of how families make decisions. Three sociological

variables that help explain how family's function includes cohesion, adaptability, and communication.

1. Cohesion is the emotional bonding between family members. It measures how close to each other family members feel on an emotional level. Cohesion reflects a sense of connectedness to or separateness from other family members.
2. Adaptability measures the ability of a family to change its power structure, role relationships, and relationship rules in response to situational and developmental stress. The degree of adaptability shows how well a family can meet the challenges presented before it by changing situations.
3. Communication is a facilitating dimension, critical to movement on the other two dimensions. Positive communication skills (such as empathy, reflective listening, and supportive comments) enable family members to share their changing needs as they relate to cohesion and adaptability. Negative communication skills (such as double messages, double binds, criticism) minimize the ability to share feelings, thereby restricting movement in the dimensions of cohesion and adaptability. Understanding whether family members are satisfied with the family processes that requires communication within the family determine how the family makes its decisions and how the family affects the future social and emotional behaviour of its members, it is useful to understand the functions provided and the roles played by family members to fulfill their obligations.

2.11.3. Family Decision-Making

Families use products even though individuals usually buy them. Determining what products should be bought, which retail outlet to use, how and when products are used, and who should buy them is a complicated process involving a variety of roles and actors. How husbands and wives perceive their relatives influence decision making across the decision

stages. Meaning that, Joint decisions tend to be made about family needs. Autonomic decision-making tends to be present in decisions about categories that include women's jewelry, men's leisure clothing, indoor paint and wallpaper, and luggage. By understanding where on this "map" the decisions to buy particular products fall, members can determine which aspects of specific product to advertise to different household members and which media will reach the influential family member.

Influence by decision stage: Families exert different degrees if influenced when passing through the different stages of the decision-making process. This movement from information search to final decision may be minimal in the case of family low-involvement of members and more pronounced for individuals that are risky or have high involvement for the family. Vacations are perhaps the most democratic of a family's decisions. Separate campaigns may be timed to coincide with specialized interests, especially for decisions with a long planning cycle.

Influence of employment: In the past, families were able to refer to the traditional role structure categories to determine which family member was most likely to take. Although traditional decision taken roles are still applied, husbands in dual-income marriages may be willing to stop at the grocery decision, and working wives may drop the family desires. However, contemporary couples are not inclined to shift traditional joint responsibilities to only one spouse, but they are willing to decide jointly for major issues.

Influence of Gender: As the gender gap narrows, husband and wife decisions are increasingly made jointly. Qualls studied family decisions concerning vacations, automobiles, children's education, housing, insurance, and savings. Prior studies showed that decisions regarding these products were usually reported as wife or husband dominant. Qualls found overwhelmingly that joint decisions are now the norm for these products, with 80 percent of children's education and housing decisions made jointly. Increasing

resources of women and shift towards egalitarianism are producing more joint decision-making in product and service categories of perceived high risk.

2.12 Related Empirical Literature

Empirical studies of family processes on social and emotional behaviour of Senior Secondary School Students were reviewed as follows:-

Barthassat (2014) conducted a research on Positive and Negative effects of Parental Conflicts on Children's Condition and Behaviour. The article sees parental conflict behaviour as constructive behaviours. Depending on the style of parental conflict behaviour, children's emotional reactions and behaviour vary from positive to negative, and are moderated or mediated by different variables in European. This study showed that the experience of destructive conflict behaviour provokes more negative reactions than exposure to constructive conflict behaviour. The population comprised 9,643 participants from the four forms of family processes. A total number of 850 families with children between the ages of 8-16years were randomly selected as sampled size.

The research instrument used was questionnaire and face to face interview for children. The researcher used descriptive survey design. The present study is related to Barthassat work because it also looked at the influence of parental conflicts on adolescent's behaviour. The present study is different from the past study in the sense that Barthassat studied Positive and Negative effects of Parental Conflicts on Children's Condition and Behaviour while the current research is on social and emotional behaviour of Senior Secondary School, students. The gap observed from the reviewed study is that parental conflicts was used as independent variable in Barthassat study while the present study used parental conflicts as an indices, another gap is that the current study used family processes its independent variable.

Another study of interest is the one conducted by Atindanbila (2012) on the effects of parenting on the self-esteem of adolescent in a study at Labari Presbyterian secondary school Ghana. A total of one hundred and sixty-five (165) participants of both sexes with their ages ranging from 15-20 years were randomly selected from schools using a stratified sample technique. The cross sectional survey design was used for the study. The Rosenberg self-esteem scale was also used to collect data on the self-esteem of the students. The results showed that the self-esteem of adolescents living with both parents was more than those living with single parents. Again, male adolescents had more self-esteem than the female ones. There was no relationship between age and self-esteem.

The similarities of the past work with the current work are that the past work used sexes with their ages; the current study did not consider sex and age. The past research used self-esteem scale to collect data while the present research used structured questionnaire to collect data. From the statistical report, it was observed that there was significant between adolescents from both parents and those from single homes. However, Atindanbila's sample size was too small for generalization.

Oluwatosin (2011) conducted a research on the effects of single-parenthood on the academic performance of Senior Secondary School students in Ekiti State, Nigeria. The study attempted to investigate the effects of single-parenthood on the academic performance and truancy behaviour of secondary school students. The objective of the study was to find out the influence of family pattern on the academic performance and truancy behaviour of secondary school students. The total number of two hundred and fifty (250) subjects was randomly sampled for the study. A questionnaire was designed by the researcher to measure the effect of single parenthood on the academic performance of students. Research hypotheses were formulated and tested. The study adopted a survey method of research; the population was drawn from secondary schools in Ado-Ekiti Local

Government. The students used were all senior students. Instruments used were questionnaire, class register and student's last examination result; these were used for checking truancy and their academic performance. The result obtained showed that there was significant difference between the truancy behaviour of adolescent students from single parent homes and intact homes.

The current study is related to Oluwatosin's work because both use survey method and Questionnaire ; same instrument were adopted in the current research, both past and the current research examines some of the challenges that exist between the single and the intact homes. As such, the current research derives some literature from Oluwatosin's work. The present research study is different from the past work because while the previous work carried out research on behaviour and truancy of adolescents in secondary school, the present study is on social and emotional behaviour of Senior Secondary Schools students. However, Oluwatosin's sample was small; this current study uses larger sample size and also tested hypotheses where it is found to be retained it will be retain and if found to be rejected, it will be rejected.

Another study of interest was the one carried out by Schermerhorn, Chow and Mark (2010) on developmental family processes and interpersonal conflict: Patterns of Micro-level influence processes using methods inspired by general system theories, with emphasis in the process of development .The Sample size for the study was 116 out of 299 families. Questionnaire and laboratory instrument were used for the study. The questionnaire was used to assess the overall happiness in the marriage and frequency of confiding in the spouse. Descriptive statistics and inter correlations among the marital and child constructs were used to examine the total number of conflicts as between family's predictor in the analyses because it provides information about all the conflicts, rather than only the portion that children witnessed. Senior Secondary School students were generally unrelated to the

linkages between child and parents variables aggregated over time; it does not reveal the on-going influence of children on parents. Whereas children's negativity and agented behaviour were both related to long-term marital outcomes, in previous studies, their precise roles in marital discord from conflict to conflict are yet to be investigated using dynamic models.

The present study is similar to Kudiret's study because both studies are on the well-being of children variables. The past research is a bit different from the present study in the sense that schermerhorn delimited her study on the micro-level influence, while the present study examined the parent –child interaction, parental conflicts and siblings interactions on social and emotional behaviour of Senior Secondary School students. However, Schermerhorn's sample size was small compared to the present research.

Kudiret, Nsisong, Okediki, Modo and Ezeh (2010) conducted a research on the effects of family structure and family process on the psychological well-being of children from the children's point of view in Blacksburg, Virginia. The main objectives of the study were to investigate the effects of family structure on children's psychological well-being based on the findings of mother's reports of their children's psychological well-being. Research questions were raised in line with specific objectives. A descriptive survey design was used for the study. A sample size of over 1260 men and women out of the total population of 12600 was used for the study. Questionnaire and oral interview were the instruments used for the study.

The research found that the reports of mothers from mother-partner families, showed a significant difference between their relationships with their children as compared to intact families. Thus, mothers from mother-partner families reported poorer mother-child relationship than their children.

The current research study is related to Kudiret because both are on family processes and social and emotional variables. As such, the current research derives some literature from Kudiret's work. The present study is different from Kudiret's work because while the researcher carried out research on effects of family structure on children psychological well-being of children, the present research is on the social and emotional behaviour of Senior Secondary School students (adolescents) and the level of their parent-child interaction, conflict and sibling's interaction. However, Kudiret's sample was large though it did not test any Null hypothesis for better result; this current research tested Null hypotheses for better result.

Odu and Paulina (2008) conducted a research on the investigation family structure on the social behaviour of adolescents in public Senior Secondary School in Ekiti State, Nigeria. The design used in this study was survey. A sample 398 adolescent students were selected from four secondary schools in the three senatorial districts of Ekiti state. The population consisted of all the adolescent students in secondary schools in Ekiti State. The selection was achieved through multy-stage sampling techniques and four research questions were raised to guide the study. Descriptive statistical analysis was done using frequency count, percentage, standard deviation and Pearson Product Moment Correlation (PPMC).The result of the analysis showed that family of the adolescents from single parents influence their social behaviour

The similarities of the past work with the present work are the instrument, as the present work also used questionnaire and oral interview. The present work also made used of day Senior Secondary School students as the target population just like the past one. The past work considered social behaviour of these students. The past research formulated four questions. The differences in these two researches are that, while the past work used four research questions, the present work used six questions. The past work used three hundred

and ninety eight (398) respondents as her sample size, while the present work used three hundred and seventy (370) respondents as sample size. The past work used four secondary schools in the three senatorial districts of Ekiti State while the present work used twelve government day Senior Secondary Schools (12) in the three zones in Plateau State. The past research was only concerned with social behaviour of adolescent students while the present one looked at both social and emotional behaviour of the adolescents.

Omeonu (2007) Studied family relationship and communication. The result of the study revealed that families with higher effective communication-self disclosure, expressions of love and affection tended to experience more marital satisfaction than others. It was also found that various forms of non- verbal communication like laughter, voice tone, touching, and body language were seen to be constituents of happy family. The past work shares similarity in that it studied family interaction. So the present work examined the influence of parent child interaction's, parental conflict and sibling's interactions on social and emotional behaviour of Senior Secondary School students.

2.13 Summary of the Reviewed Literature

The first aspect of the reviewed literature discussed the theoretical framework upon which this study is built on. The theory guiding the present study is the social learning theory by Bandura (1977) which stated that people learn through observation, imitation and modelling. This chapter also reviewed literature on family processes with some indices such as; parent- child interaction, family conflict and siblings' interaction on social and emotional behaviour of Senior Secondary School students.

Georgas (2003) stated that family processes are variables of the family that contribute to the member's behaviours and well- being as a whole. Family process indicates the interaction between members of a family, including their relationships, communication patterns, time spent together and satisfaction with family life. Family

processes are family satisfaction, agreement or disagreement over household work; social and political discussions and family meals together. Georgas further stated that family processes are challenging to obtain in a way that allows for international comparisons.

William (2011) emphasized that the idea is that, parents positively influences children's behaviour. Children spend quality time at home with parents; parents have more opportunity for a number of interactions with children in one on one situation. In addition, the home environment provides more "teachable moment" between a parent and a child. Henderson and Mapp (2002) opined that increased parental involvement in schools help children to achieve higher grades and test scores in the academics. It also improves adolescents' attendance, students' conducts and attitude and increases the chances of a child going on to higher education.

The review explained that Senior Secondary School students from poor families show more anxiety and the feeling of being unwanted as they feel more emotionally unstable because of the challenges faced by them. The emotional behaviour of Senior Secondary School students from families with conflicts or crises show a regular pattern of stress which could lead to poor interactions with family members compared to Senior Secondary School students from the families with constant and smooth interactions with their parents (Tallinn, 2005). Student's responsibilities involve doing what is necessary to maximize the opportunities their parents give them. These responsibilities include giving the best effort, being responsible and disciplined, staying committed, and giving an achievement opportunity a realistic try, as well as completing all tasks and exercises, getting the most out of instruction, being cooperative, and expressing appreciation and gratitude for others' efforts(Kauffman, 2012). The existence of a convention and an act of parliament at both the international and national levels signifies the importance of children in the society. If properly implemented, the child will be fully prepared to live an

independent life in society and be brought up in the spirit of peace and unity, dignity, tolerance, freedom, equality and solidarity. The hope and prayer of every family is to produce well behaved children. It is therefore very important for parents to support, encourage and guide their children's behaviour; this could be achieved through interactions.

In addition, a number of empirical studies related to this study were reviewed in the outside countries and in Nigeria. This study have basically reviewed three variables which the researcher believe little or no attention has been given directly to this area of study on social and emotional behaviour of Senior Secondary School students in Plateau State, Nigeria. The present study adopted the student's archival records of the respondents to find out the social and emotional behaviour of these students as recorded by their teachers in school.

Many research studies have been carried out in the area of family structure, family relationship and family well-being but little or no emphasis was made in combining the three variables which are family processes, social and emotional behaviour of Senior Secondary School students in Plateau State hence the present study filled the gap.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

The chapter deals with the design and methodology used for this study. The main focus of this chapter is discussed under the following sub-heading:

3.1 Research Design

3.2 Population for the Study

3.3 Sample and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validation of Research Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

Descriptive survey research design was used for the study. This involves a systematic collection of data from a large population through the use of questionnaire in the three senatorial zones in Plateau State. Survey research design is considered appropriate because it provides modality of gathering information from a sample size and generalizing the findings obtained from the analysis of the sample size to the entire population. Osuala (2001) stated that survey design is a useful means of obtaining data which are derived from questionnaire and attempt to document current condition to describe what exists at the moment. Also, survey design is suitable for studies where the population is scattered over a wide area.

Choice of survey research design is based on the fact that the entire population will not be covered. Therefore, stratified and proportional random sampling used enables the researcher to describe and articulate information.

3.2 Population of the Study

The overall population as received from the ministry of education was ninety one thousand seven hundred and three (91,703) Senior Secondary School Students in the 2015/2016 academic session in the three Senatorial Zones of Plateau State. The distribution of the population is shown in Table 3.1

Table 3.1: Population for the study

S/N	Senatorial Zone	No. of Schools	No. of Students
1	Northern Zone	25	30482
2	Central zone	45	40635
3.	Southern Zone	27	20586
	Total	97	91,703

Source: Ministry of Education, Statistics Department, 2016

3.3 Sample and Sampling Procedure

From the population of ninety one thousand, seven hundred and three (91,703) Senior Secondary School students in Plateau State, the sample size for this study was based on krejcie and Morgan (1970) table of sampling shown in Appendix ii. The table shows a total of three hundred and eighty four (384) Senior Secondary School students from the three senatorial zones representing 5% of the total population were drawn for this study; this is in accordance with Uzoagudu (1998), who suggested that when the population is up to a thousand and above, the study can use 5% of the population. Multi sampling stage procedure was adopted for this study as follows: Plateau State was therefore stratified into (3) senatorial zones namely Northern, Central and Southern zones. Each zone served as a stratum and that is stage 1.Two Local government areas were randomly selected from each senatorial zones using hat drawn, making a total of six (6) local government areas out of seventeen (17) local government areas in the state and this made up the stage2.This was drawn in order to have equal representation of the population and to ease generalization of the findings.

The stage three (3) involved the selection of four (4) schools each randomly using hat drawn from the selected Local government areas making a total of twelve (12) schools. Stage 4, the sample size of three hundred and eighty four students was drawn from the twelve schools using percentage of the student population for each sampled school.

Table 3.2: Sample Size for the study

Senatorial Zone	School Name	Gender	SS1	SS2	SS3	Total	Sample Size
Plateau North	G.S.S. Mista'ali	M/F	201	162	105	468	26
Plateau North	G.S.S.Laranto	M/F	197	214	180	591	32
Plateau North	G.S.S. Bukuru	M/F	250	230	210	690	38
Plateau North	G.S.S.Rot Norong	M/F	106	108	65	279	16
Plateau Central	G.S.S. Mangu	M/F	189	172	168	529	29
Plateau Central	G.S.S. Pankshin	M/F	220	201	187	608	33
Plateau Central	G.S.S. Kabwir	M/F	176	185	195	556	31
Plateau Central	G.S. S. Amper	M/F	165	172	189	528	30
Plateau South	G.S.S.L/ North	M/F	250	168	182	600	33
Plateau South	G.S.S. Wase	M/F	242	205	198	645	35
Plateau South	G.S.S. Mikang	M/F	305	250	260	815	44
Plateau South	G.S.S. Shendam	M/F	285	185	188	658	37
						6,967	**384**

Example 1 $\frac{468}{6967} \times 384 = 26$ Example 7 $\frac{556}{6967} \times 384 = 32$

Example 2 $\frac{587}{6967} \times 384 = 32$ Example 8 $\frac{526}{6967} \times 384 = 29$

3.4 Instrument for Data Collection

The instrument used for data collection for this study was a researcher structured questionnaire titled Influence of family processes on social and emotional behaviour of Senior Secondary School Students and the Archival records of student's behaviour and activities in school, the questionnaire was in close-ended form. It was divided into Section A, B and C, Section A is concerned with influence of parent-child interaction on social and emotional behaviour of students consists of twenty (1-20) items. Section B is on influence of parental conflicts on social and emotional behaviour of students consisted of another twenty items (21-40). Section C is the focused on the influence of siblings- sibling's interaction on social and emotional behaviour of students with another twenty (20) items (41-60) items based on the study objectives and research questions.

Respondents were restricted to a set of possible responses using 4 point rating scale of preference which according to Ary & Razavieh (2002), is used to assess the opinion of the respondents for the presentation of statements and values for the responses as shown here: Very High Extent (VHE) High Extent (HE) Low Extent (LE) Very Low Extent (VLE) was scored as follows:

VHE=4, HE=3, LE=2 & VLE= 1

3.4.1 Validation of the Instrument

The instrument for data collection was validated through vetting. The drafted questionnaire was scrutinized by a supervisory committee and research experts not below the rank of senior lecturers from the Department of Home Economics Education, Ahmadu Bello University, Zaria who made corrections and suggestions which improved the quality of this study. Uzosike (2008) said that face validity of a survey instrument of this nature is considered adequate. Validation ensures that the instrument measures accurately what it intends to measure.

3.4.2 Pilot Study

A pilot study was conducted using 30 students from senior day secondary school in Sabo Local Government Area of Kaduna State which was not among the sampled area, in other to ensure that the instrument was free from ambiguity which might lead to misunderstanding. The objective of the pilot study was to determine the reliability coefficient of the designed questionnaire, access the ease with which the students will respond to the questions, and evaluate its ability to fulfil the objective of the study. The school was chosen because of its similarities in geographical characterizations of the present study area. Secondly, it was based on the fact that the school is government owned and approved school and it's proportionally the representative of both male and female Senior Secondary School students. All copies of the questionnaire were filled and returned within one week with the help of research assistants. The data collected were subjected to statistical test to determine reliability coefficient. Result revealed that significant influence exists between parent-child interaction on social and emotional behaviour of the students.

3.4.3 Reliability of the Instrument

The data collected from the pilot study were statistically analysed for the purpose of reliability co-efficient by Guttam option of Split –half and Spearman- Brown reliability method. The result of reliability co-efficient of alpha level of 0.96 was obtained. This showed that the instrument was valid and reliable. This is in line with Martyn (2009), who stated that an instrument is considered reliable if the reliability lies between 0 and 1 and the closer the calculated reliability coefficient is to zero.

3.5 Procedure for Data Collection

The researcher was given a letter of introduction from the department of Vocational and Technical Education, Ahmadu Bello University, Zaria. This was used to introduce the researcher to the authority of the selected schools (refer to appendix I). Upon the

introduction, the researcher used face to face delivery method with the respondents in the distribution of the copies of the questionnaire. The researcher with the help of six (6) trained research assistants administered the structured questionnaire to the respondents, 2 assistants in each zone helped in doing the work. The researcher also used the services of other research assistants in the schools visited who guided the students on how to answer the questions to avoid mistakes and wastages in filling the questionnaire. The whole exercise of data collection lasted for two weeks. Out of the three hundred and eighty four (384) copies of the questionnaire distributed to students only three hundred and seventy were returned fully filled, while fourteen (14) copies were damaged.

3.6 Procedure for Data Analysis

In analysing the data collected, mean and standard deviation was used to answer the research questions. The null hypotheses (1- 6) were analysed using regression analysis because of the independent variables involving (family processes) and (Social/emotional behaviour of Senior Secondary School students). An alpha level of 0.05 was used to retain and reject the null hypotheses. The decision on the data analyses for answering the research questions is that, a mean score of 2.50 and above was considered as having influence, while a mean score of 2.49 below was considered not having influence. Secondly, the result of the research findings rejects null hypothesis in favour of alternative hypothesis; if the computed value of Regression equal or greater than the critical value, otherwise, the null hypothesis is retained.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this study was to assess the influence of family processes on social and emotional behaviour of Senior Secondary School students in Plateau State. The family processes variables influencing the behaviour of adolescence children for this study were parent-child interaction, parental conflict and sibling-sibling interaction. Mean and standard deviation was used to answer all the research questions, while regression analysis was used to test all the null hypotheses. All hypotheses were tested at 5% level of significance (p=0.05). Section four of this chapter presents summary of major findings.

4.2 Answer to Research Questions

Research Question 1:

What is the extent to which the parent-child Interaction influences social Behaviour of Senior Secondary School Students in Plateau State?

Analysis of data used to answer research question one on the influence of parent-child interaction on social behaviour of Senior Secondary School students is presented in Table 4.1

Table 4.1: Mean Score of responses on Parent-Childs Social interaction

S/N	Statement	VTE	HE	LE	VLE	MEAN	**Std. Deviation**
1	Adolescents learnt to love and protect themselves and play with others from their parents	272 (1088)	52 (159)	42 (84)	03 (03)	3.63	.682
2	Adolescents learnt skills and attitude from their parents	98 (392)	102 (306)	85 (170)	85 (85)	2.58	.512
3	In families, communication enable adolescents to express their needs and wants to their parents freely	305 (1220)	65 (195)	0 (0)	0 (0)	3.82	.381
4	Adolescents discuss freely with their family members including parents and siblings	132 (528)	168 (504)	60 (120)	10 (10)	3.14	.780
5	Parents and Adolescents address any misconduct immediately something went wrong	228 (912)	118 (354)	24 (48)	0 (0)	3.55	.615
6	Parents set a stage and approves the kind of teaching adolescent's siblings give them	149 (596)	149 (447)	36 (72)	36 (36)	3.11	.927
7	Parents also prevent situations in which undesirable learning might take place	120 (480)	144 (432)	72 (144)	12 (12)	3.12	.829
8	Parents teach family culture, which is related to those of the community such as table manner and sharing of possession	242 (968)	96 (288)	32 (64)	24 (24)	3.37	.648
9	Adolescents gain a large amount of independence from their parents	144 (576)	168 (504)	58 (116)	0 (0)	3.23	.702
10	Adolescents learn to spend quality time at home with their parents and siblings.	144 (576)	155 (465)	56 (112)	15 (15)	3.16	.825
	Overall mean					**3.27**	

Source: Field Study, 2016 **Decision rule 2.50**

Table 4.1 revealed the aggregate mean score of 3.27 which is relatively higher than the decision mean of 2.50. This implies that, there is social interaction between parents and adolescents. This is obvious as indicated by the expressed opinion of the respondents where they were all in agreement with the mean score greater than the midpoint of 2.50

Research Question 2:

What is the influence of parent-child interaction on emotional behaviour of Senior Secondary School, students in Plateau State?

To answer research question two on the influence of parent –child interaction on emotional behaviour were analysed and presented in table 4.2

Table 4.2: Mean Score of responses of parent-child emotional interaction

S/N	Statement	VTE	HE	LE	VLE	MEAN	Std. Deviation
1	Adolescents are calm both at home and in school	168 (672)	132 (396)	46 (92)	24 (24)	3.20	.897
2	Adolescents love to be with their parents and siblings	180 (720)	144 (432)	40 (80)	06 (06)	3.36	.694
3	Adolescents have self-confidence while talking with their parents	228 (912)	115 (345)	20 (40)	7 (7)	3.54	.629
4	Adolescents passionate about their parent's feeling	235 (952)	108 (324)	22 (44)	05 (05)	3.56	.627
5	Adolescents feel attracted to the opposite sex	228 (952)	118 (354)	24 (48)	10 (10)	3.47	.615
6	Adolescents parents taught them how to deal with irritations on their own both in the house and in school	228 (912)	84 (252)	48 (96)	10 (10)	3.43	.818
7	Adolescents communicate their needs and intentions to their parents with difficulty	144 (576)	142 (426)	48 (96)	36 (36)	3.06	.952
8	Adolescent's responses are likely to be distressed.	106 (424)	144 (432)	72 (144	48 (48)	2.83	.987
9	Adolescents promote and encourage other people's opinion beside the one given by their parents	154 (616)	120 (360)	60 (120	36 (36)	3.06	.983
10	Adolescent's mood is pleasant to other member of the family.	144 (576)	180 (540)	40 (80)	06 (06)	3.25	.708
	Overall Mean					**3.28**	

Source: Field Study, 2016 **Decision rule 2.50**

Table 4.2 shows that parent-child social interaction has significant influence on emotional behaviour of Senior Secondary School students in Plateau State. This is observed from the aggregate mean score of 3.28. More so, the express opinion of respondent with a mean score greater than 2.50 midpoint of assessment further shows that: respondents are calm both at home and in school, the respondents love to be with their parents and siblings, they have self-confidence while talking with their parents, they (respondents) are passionate about their parent's feeling and they (respondents) feel attracted to the opposite sex. Furthermore, respondents agreed that their parents taught them how to deal with irritations on their own both in the house and in school, they communicate their needs and intensions to their parents with difficulty, their responses are likely to be distressed, they promote and encourage other people's opinion beside the one given them as well as their mood is pleasant to other member of the family.

Research Question 3:

What is the extent to which parental conflicts influences social behaviour of secondary school in Plateau State?

To answer research question three on the influence of parental conflict on social behaviour of Senior Secondary School students were analysed and presented in Table 4.3

Table 4.3: Mean Score of responses of parental conflict

S/N	Statement	VTE	HE	LE	VLE	MEAN	Std. Dev
1	Adolescent disobey their parents rules and regulations	24 (16)	152 (456)	160 (320)	34 (34)	2.45	.750
2	Adolescent are stress up with their parents issues	72 (288)	160 (480)	06 (12)	132 (132)	2.48	1.164
3	Adolescents easily get irritated	96 (384	130 (390)	108 (216)	36 (36)	2.77	.944
4	Adolescents discussion with their parents are argumentative and hostile	72 (288)	85 (255)	118 (236)	95 (95)	2.36	1.066
5	Adolescents show no importance to their parents decisions making	58 (232)	108 (324)	36 (72)	168 (168)	2.15	1.163
6	Adolescents show negative attitudes about their parents	36 (144)	72 (216)	36 (72)	226 (226)	1.78	1.072
7	Adolescent's parent's experiences disagreement in the family as a result, they lost confidence in them.	24 (96)	120 (360)	60 (120)	166 (166)	2.01	1.017
8	Adolescent prefer staying outside after school	60 (240)	74 (222)	48 (96)	188 (188)	2.02	1.166
9	Adolescent don't associate with other people	2 (08)	120 (360)	72 (144)	176 (176)	1.86	.897
10	Adolescent don't remember what their parent taught them.	36 (144)	214 (642)	24 (48)	96 (96)	2.51	.983
	Overall mean					**2.24**	

Source: Field Study (2016) **Decision rule 2.50**

Table 4.3 present the influence of parental conflict on the social behaviour of Senior Secondary School students, considering the midpoint of assessment i.e. 2.50, it can be seen that Parental Conflict does not have significant influence on the social behaviour of Senior Secondary School Students. Since the overall mean of 2.20 is less than the midpoint of assessment. This is observed from the expressed opinion of respondents where they disagree to the statement that: Adolescent disobey their parents rules and regulations, Adolescent are stress up with their parents issues, Adolescence discussion with their parents are argumentative and hostile, Adolescent show no importance to their parents decisions making, Adolescent show negative attitudes about their parents, Adolescent parent's experiences disagreement in the family as a result, they lost confidence in them, Adolescent prefer staying outside after school as well as not associating with other people. However, respondents agreed with the statement that: Adolescents easily get irritated and don't remember what their parents taught them in the house. Thus, Parental Conflicts does not have Significant influence on the social behaviour of Senior Secondary School Students (SSS).

Research Question 4:

What is the influence of parental conflicts on emotional behaviour of Senior Secondary School students in Plateau State?

To answer research question four on the influence of parental conflict on emotional behaviour of Senior Secondary School Students were analysed and presented in Table 4.4

Table 4.4: Mean Score of responses of parental conflict

S/N	Statement	VTE	HE	LE	VLE	MEAN	**Std. Dev**
1	Adolescents are harass by other friends	48 (192)	120 (360)	22 (44)	180 (180)	2.10	1.151
2	Adolescent get angry over their parents disagreement	142 (568)	108 (324)	48 (96)	72 (72)	2.86	1.130
3	Adolescents are not polite to everyone around them.	60 (192)	168 (504)	36 (72))	106 (106)	2.49	1.073
4	Adolescents have a constant pain on their chest	48 (192(	72 (216)	98 (196)	152 (152)	2.04	1.061
5	Adolescents have bad will towards others	36 (144)	68 (204)	38 (76)	152 (152)	1.76	1.066
6	Adolescents don't encourage other's idea	76 (306)	166 (498)	26 (52)	102 (102)	2.58	1.097
7	Adolescents are suspicious over their behaviours	36 (144)	204 (612)	28 (136)	102 (102)	2.47	.999
8	Adolescents are not friendly to other siblings	36 (144)	110 (330)	68 (136)	156 (156)	2.07	1.052
9	Adolescents feel happy and excited over their parents actions	252 (1008)	82 (246	04 (08)	32 (32)	3.50	.890
10	Adolescents are easily frightened	58 (232)	180 (540)	72 (144)	60 (60)	2.64	.933
	Overall					**2.45**	

Source: Field study (2016) **Decision rule 2.50**

Similarly, the table above shows the aggregate mean score of 2.45 which is relatively lower than the 2.50 midpoint of assessment. This implies that, parental conflict does not affect the emotional behaviour of the Senior Secondary School Students. Considering the 2.50 midpoint of assessment, respondents disagreed to the statement that: Adolescents are harass by other friends, Adolescents are not polite to everyone around them, Adolescents have a constant pain on their body, Adolescents have bad will towards others, Adolescents suspicious of other mates and Adolescents are not friendly to other siblings. On the other hand, respondents agreed to the statement that: Adolescents get angry over their parents disagreement, Adolescents don't encourage other's ideas, Adolescents feel happy and excited and Adolescents are easily frightened.

Research Question 5:

What is the influence of siblings- siblings' interaction on social behaviour of Senior Secondary Schools in Plateau State?

To answer research question five on the influence of siblings' interaction on social behaviour of Senior Secondary School students were analysed and presented in Table 4.5

Table 4.5: Mean Score of responses of Siblings social interactions.

S/N	Statement	VTE	HE	LE	VLE	MEAN	Std. Dev
1	Adolescents provide a link with other members of the family than their parents	82 (328)	96 (288)	36 (72)	156 (156)	2.28	1.222
2	Adolescents are closer to their siblings	240 (960)	72 (216)	09 (18)	49 (49)	3.36	1.037
3	Adolescence older siblings enjoy spending quality time with them than our parents	72 (288)	216 (648)	08 (16)	74 (74)	2.77	.984
4	Adolescent gain satisfaction with other children than their siblings	12 (48)	98 (294)	135 (270)	125 (125)	1.99	.857
5	Adolescent rely on outsiders than their siblings	36 (144)	156 (468)	62 (124)	116 (116)	2.30	1.018
6	Adolescents older siblings show strong concern for them	156 (624)	178 (534)	30 (60)	06 (06)	3.32	.644
7	Adolescents parents have instilled good values in them	248 (992)	108 (324)	12 (24)	02 (02)	3.63	.576
8	Adolescents learn to give respect to elders from their siblings	264 (1056)	72 (216)	30 (60)	04 (04)	3.61	.683
9	Adolescents live in dignity and security in their family	252 (1008)	96 (288)	20 (40)	02 (02)	3.62	.596
10	Adolescents siblings treat them fairly regardless of their age and gender	305 (1220)	55 (165)	04 (08)	06 (06)	3.78	.557
	Overall					3.07	

Source: Field Study (2016) **Decision rule 2.50**

Table 4.5 revealed the aggregate mean score of 3.07 which is relatively higher than the decision mean of 2.50. This implies that, sibling's interaction influences social behaviour of Senior Secondary School students. This is obvious as indicated by the expressed opinion of the respondents where they agreed to the statement that: Adolescents

older siblings enjoy spending quality time with them than their parents, Adolescents older siblings show strong concern for them, Adolescents share sense of fun with their siblings and values their parents have instilled in them, Adolescents learnt to give respect to elders from their siblings, Adolescents live in dignity and security in their family and their siblings treats them fairly regardless of their age and gender. Conversely, respondents disagreed to the statement that: Adolescents provide a link with other members of their family than their parents, Adolescents gain satisfaction with other children than their siblings, Adolescents rely on outsiders than their siblings as well as their older siblings show strong concern for them.

Research Question 6:

What is the influence of siblings-siblings' interaction on emotional behaviour of Senior Secondary School students in Plateau State?

To answer research question six on the influence of siblings- siblings' interaction on emotional behaviour of Senior Secondary School students were analysed and presented in Table 4.6

Table 4.6: Mean score of responses of siblings' interaction

S/N	Statement	VTE	HE	LE	VLE	MEAN	**Std. Dev**
1	Adolescents are depressed about their needs when they are not made	120 (480)	192 (576)	36 (72)	22 (22)	3.11	.806
2	Adolescents older siblings tend to be worried about their behaviour	60 (240)	203 (609)	89 (178)	18 (18)	2.82	.754
3	Adolescents easily fight their older siblings to end conflicts	36 (144)	96 (288)	96 (192)	142 (142)	2.07	1.015
4	Adolescents maintain friendship with other siblings	180 (720)	144 (432)	40 (80)	06 (06)	3.35	.736
5	Adolescents express their feeling in a harsh way	60 (240)	72 (216)	135 (270)	103 (103)	2.24	1.031
6	Adolescents do not have regards to their parents	84 (336)	72 (216)	142 (284)	72 (72)	2.45	1.046
7	Adolescents learnt good behaviour from their siblings than parent	120 (480)	156 (468)	72 (144)	22 (22)	3.01	.871
8	Adolescents feel good discussing with their siblings than their parents	84 (336)	108 (324)	24 (48)	154 (154)	2.33	1.229
9	Adolescents have lots of freedom in the family	87 (348)	246 (738)	08 (16)	29 (29	3.06	.754
10	Adolescents have connection with their siblings.	240 (960)	87 (261)	40 (80)	03 (03	3.53	.695
	Overall Mean					**2.80**	

Source: Field Study (2016) **Decision rule 2.50**

Table 4.6 presents mean response on the influence of sibling's interaction on emotional behaviour of Senior Secondary School students. The overall mean is 2.80 representing 69%. This shows that there is influence of sibling's interaction on the emotional behaviour of Senior Secondary School students. Considering the 2.50 midpoint of assessment, respondents disagreed to the statement that: Adolescents easily fight their older siblings to end conflicts, Adolescent express their feelings in a harsh way, Adolescents do not have regards to their parents and they feel good discussing with their siblings than their parents. On the other hand, respondents agreed to the statement that: Adolescents are depressed about their needs when they are not made, Adolescents older siblings tend to be worried about their behaviour, Adolescents maintain friendship with their siblings, Adolescents learnt good behaviour from their siblings than parents, Adolescents have lots of freedom in the family as well as having connection with siblings.

Table 4.7: Mean responses on Emotional behaviour records of the students by the teachers

S/N	Activities	Mean	Std. Deviation
1.	Punctuality	3.37	.801
2.	Attendance in Class	3.36	.891
3.	Attentiveness in Class	3.35	.866
4.	Carrying out Assignment	2.97	.861
5.	Honesty	3.30	.666
6.	Self-Control	3.33	.621
7.	Handling of Tools, Labs Workshop	3.54	.839
	Overall Mean	**3.33**	

Source: Field Study (2016)

Table 4.7 presents the mean scores for the social behaviour of the students as observed by their teachers in school. The overall mean of 3.33 is greater than the actual mean of 3.0. This means that there is high level of emotional behaviour among the Senior Secondary School students in Plateau State n terms of Punctuality, attendance in class, attentiveness in class and carrying out assignment. Same thing as honesty, self-control and handling of tools, Labs and workshops

Table 4.8: Mean responses on Social behaviour records of the students by the teachers

S/N	Activities	Mean	Std. Deviation
1.	Participation in School Activities	3.22	.716
2.	Neatness	3.42	.800
3.	Relationship with others	3.25	.665
4.	Helping others	3.22	.725
5.	Game, Sports	3.07	.789
	Overall Mean	**3.24**	

Source: Field Study (2016)

The table presents the mean scores for the social behaviour of the students as observed by their teachers. The overall mean 3.24 is greater than the actual mean of 3.0. This shows that there is high influence of social behaviour among the students. In terms of Participation in School Activities, Neatness, Relationship with others, helping others, Games and Sports

Test of Null Hypotheses

Null hypotheses 1-6 were tested using regression analysis to determine how parent-child interaction influence social and emotional behaviours of Senior Secondary School students at 0.05 level of significance.

Null Hypothesis One: *There is no significant influence of parent-child interaction on social behaviour of Senior Secondary School students in Plateau State*

Table 4.9: Regression Analysis on the influence of Parent-Child Interaction on social behaviour of Senior Secondary School students

Model	Coefficients	SE	t	Sig
Constant	17.301	2.097	8.250	0.000
Adolescents learnt to love and protect themselves and play with others from their parents	2.482	0.516	4.810	0.000
Adolescents learnt skills and attitude from their parents	1.790	0.412	4.345	0.000
In families, communication enable adolescents to express their needs and wants to their parents freely	0.882	0.502	1.757	0.002
Adolescents discuss freely with their family members including parents and siblings	1.042	0.166	6.277	0.000
Parents and Adolescents address any misconduct immediately something went wrong	1.400	0.420	3.333	0.000
Parents set a stage and approve the kind of teaching adolescent's siblings give them	3.000	0.226	13.274	0.000
Parents also prevent situations in which undesirable learning might take place	1.235	0.212	5.825	0.000
Parents teach family culture, which is related to those of the community such as table manner and sharing of possession	2.100	0.376	5.585	0.000
Adolescents gain a large amount of independence from their parents	-2.120	0.521	-4.069	0.000
Adolescents learn to spend quality time at home with their parents and siblings.	0.998	0.241	4.141	0.000

R^2 = .780 Adjusted R^2 = .751

Table 4.9 presents the result of regression analysis on the influence of parent-child interaction on social behaviour of Senior Secondary Schools students in Plateau State. The results revealed an adjusted R^2 of 0.751 which is closer to 1. This implies that 75% of the regression line has a good fit measure (p = 0.000) which represents 75% of the variance in Senior Secondary School students' social behaviour. The analysis further reveals negative influence on how adolescents gain a large amount of independence from their parents' which had negative influence on their social behaviour. All other responses on the items shows positive influence on social behaviour of Senior Secondary School Students in Plateau State. Based on this result, the null hypothesis which states that there is no

significant influence of parent-child interaction on social behaviour of Senior Secondary Schools students in Plateau State, is hereby rejected.

Null Hypothesis Two: There is no significant influence of parent-child interactions on emotional behaviour of Senior Secondary Schools in Plateau State

Table 4.10: Regression analysis on the influence of parent-child interaction on emotional behaviour of adolescents

Model	Coefficients	SE	t	Sig
Constant	8.701	1.047	8.314	0.000
Adolescents are calm both at home and in school	1.400	0.314	4.459	0.000
Adolescents love to be with their parents and siblings	0.897	0.322	2.786	0.001
Adolescents have self-confidence while talking with their parents	1.762	0.515	3.421	0.001
Adolescents passionate about their parent's feeling	1.622	0.192	8.448	0.000
Adolescents feel attracted to the opposite sex	-1.108	0.330	-3.356	0.000
Adolescents parents taught them how to deal with irritations on their own both in the house and in school	1.201	0.271	4.432	0.000
Adolescents communicate their needs and intentions to their parents with difficulty	-1.522	0.322	-4.727	0.000
Adolescent's responses are likely to be distressed.	-1.710	0.546	-3.132	0.002
Adolescents promote and encourage other people's opinion beside the one given by their parents	-2.274	0.620	-3.668	0.000
Adolescent's mood is pleasant to other member of the family.	1.108	0.301	3.681	0.000

R^2 = .711 Adjusted R^2 = .699

Table above presents the result of regression analysis on the influence of parent-child emotional interaction on emotional behaviour of Senior Secondary Schools students in Plateau State. The results revealed an adjusted R^2 of 0.699 which is closer to 1. This implies that 70% of the regression line has a good fit measure (p = 0.000) which shows that 70% of the variance in Senior Secondary School students' emotional behaviour has been

accounted for by the responses in the items. The analysis further shows that four of the responses of the items (adolescents feel attracted to the opposite sex, adolescents communicate their needs and intentions to their parents with difficulty, adolescent's responses are likely to be distressed and adolescents promote and encourage other people's opinion beside the one given by their parents) had negative influence on Senior Secondary School students' emotional behaviour due to parent-child interaction on emotional behaviour. Other responses of the items indicated positive influence on Senior Secondary School students' emotional behaviour. Based on this result, the null hypothesis which states that there is no significant influence of parent-child interaction on emotional behaviour of Senior Secondary Schools in Plateau State, is rejected.

Null Hypothesis Three: There is no significant influence of parental conflict on social behaviour of Senior Secondary Schools students in Plateau State.

Table 4.11: Regression Analysis on the influence of parent conflict on social behaviour of Senior Secondary School students

Model	Coefficients	SE	t	Sig
Constant	10.650	2.031	5.244	0.000
Adolescent disobey their parents rules and regulations	-1.666	0.412	-4.044	0.000
Adolescent are stress up with their parents issues	-1.830	0.436	-4.197	0.000
Adolescents easily get irritated	-0.792	0.312	-2.536	0.006
Adolescents discussion with their parents are argumentative and hostile	1.761	0.678	2.597	0.003
Adolescents show no importance to their parents decisions making	-1.009	0.220	-4.586	0.000
Adolescents show negative attitudes about their parents	-2.832	0.563	-5.030	0.000
Adolescent's parent's experiences disagreement in the family as a result, they lost confidence in them.	-1.812	0.450	-4.027	0.000
Adolescent prefer staying outside after school	-0.787	0.347	-2.268	0.002
Adolescent don't associate with other people	-2.077	0.490	-4.239	0.000
Adolescent don't remember what their parent taught them.	-2.004	0.631	-3.176	0.001

R^2 = .698 Adjusted R^2 = .688

Table presents the result of regression analysis on the influence of parental conflict on social behaviour of Senior Secondary School students in Plateau State. The result reveals an adjusted R^2 of 0.688 which is closer to 1. This implies that 69% of the regression line has a good fit measure (p = 0.000) which shows that 69% of the variance in social behaviour of Senior Secondary School students' has been accounted for by the responses in the items on parental conflict. The analysis further shows that only one of the items in Table 4.11 agreed that 'Senior Secondary School students' discussion with their parents is argumentative and hostile'. Other response items indicated negative influence on social behaviour of Senior Secondary School students. Based on this result, the null hypothesis which states that there is no significant influence of parental conflict on social behaviour of Senior Secondary Schools students in Plateau State, is hereby rejected.

Null Hypothesis Four: There is no significant influence of parental conflicts on emotional behaviour of Senior Secondary Schools students in Plateau State

Table 4.12: Regression Analysis on the influence of parental conflict on emotional behaviour of Senior Secondary School students

Model	Coefficients	SE	t	Sig
Constant	12.322	3.111	3.962	0.000
Adolescents are harass by other friends	-1.099	0.602	-1.826	0.006
Adolescent get angry over their parents disagreement	-1.439	0.516	-2.789	0.000
Adolescents are not polite to everyone around them.	-0.592	0.112	-5.286	0.000
Adolescents have a constant pain on their chest	0.269	0.132	2.038	0.004
Adolescents have bad will towards others	-1.009	0.220	-4.586	0.000
Adolescents don't encourage other's idea	1.800	0.424	-4.245	0.000
Adolescents are suspicious over their behaviours	1.812	0.450	4.027	0.000
Adolescents are not friendly to other siblings	0.797	0.311	2.563	0.002
Adolescents feel happy and excited over their parents actions	2.077	0.490	4.239	0.000
Adolescents are easily frightened	2.004	0.631	3.176	0.001

R^2 = .768 Adjusted R^2 = .754

Table 4.12 presents the result of regression analysis on the influence of parental conflict on emotional behaviour of Senior Secondary Schools students in Plateau State. The results revealed an adjusted R^2 of 0.754 which is closer to 1. This implies that 75% of the regression line has a good fit measure (p = 0.000) which shows that 75% of the variance in adolescent emotional behaviour has been accounted for by the responses on the items on parental conflict. The analysis further shows that only four of the responses in the items had negative influence on emotional behaviour of Senior Secondary School students due to parental conflict interactions. Based on this result, the null hypothesis which states that there is no significant influence of parental conflict on emotional behaviour of Senior Secondary Schools students in Plateau State, is hereby rejected.

Null Hypothesis Five: There is no significant influence of siblings' interaction on social behaviour of Senior Secondary School students in Plateau State

Table 4.13: Regression Analysis on the influence of siblings' interactions on social behaviour of Senior Secondary School students

Model	Coefficients	SE	t	Sig
Constant	21.197	4.390	4.828	0.000
Adolescents provide a link with other members of the family than their parents	2.049	0.309	6.631	0.000
Adolescents are closer to their siblings	1.777	0.243	7.313	0.000
Adolescence older siblings enjoy spending quality time with them than our parents	1.542	0.311	4.958	0.000
Adolescent gain satisfaction with other children than their siblings	1.962	0.271	7.239	0.000
Adolescent rely on outsiders than their siblings	-1.175	0.621	-1.892	0.017
Adolescents older siblings show strong concern for them	2.100	0.532	3.947	0.000
Adolescents parents have instilled good values in them	1.218	0.402	3.029	0.000
Adolescents learn to give respect to elders from their siblings	1.710	0.401	4.264	0.000
Adolescents live in dignity and security in their family	1.247	0.349	3.573	0.000
Adolescents siblings treat them fairly regardless of their age and gender	1.420	0.507	2.801	0.001

R^2 = .897 Adjusted R^2 = .890

Table 4.13 presents the result of regression analysis on the influence of siblings' interactions on social behaviour of Senior Secondary Schools students in Plateau State. The results revealed an adjusted R^2 of 0.890 which is closer to 1. This implies that 89% of the regression line has a good fit measure (p = 0.000) which shows that 89% of the variance in adolescent social behaviour has been accounted for by the responses in the items on siblings' interaction. The analysis further shows that only one response of the items (Adolescent rely on outsiders than their siblings) had negative influence on the Senior Secondary School students' social behaviour due siblings' interactions. Based on this result, the null hypothesis which states that there is no significant influence of siblings' interaction on social behaviour of Senior Secondary School students in Plateau State, is hereby rejected.

Null Hypothesis Six: There is no significant influence of siblings' interaction on emotional behaviour of Senior Secondary School students in Plateau State

Table 4.14: Regression Analysis on the influence of siblings' interaction on emotional behaviour of Senior Secondary School students

Model	Coefficients	SE	t	Sig
Constant	42.583	6.093	6.989	0.000
Adolescents are depressed about their needs when they are not made	-0.649	0.337	-1.926	0.012
Adolescents older siblings tend to be worried about their behaviour	1.421	0.396	3.588	0.000
Adolescents easily fight their older siblings to end conflicts	0.572	0.281	2.036	0.000
Adolescents maintain friendship with other siblings	1.105	0.302	3.658	0.000
Adolescents express their feeling in a harsh way	0.907	0.427	2.124	0.013
Adolescents do not have regards to their parents	1.210	0.294	4.116	0.000
Adolescents learnt good behaviour from their siblings than parent	1.803	0.610	2.956	0.000
Adolescents feel good discussing with their siblings than their parents	1.060	0.620	1.709	0.022
Adolescents have lots of freedom in the family	1.722	0.408	4.221	0.000
Adolescents have connection with their siblings.	0.948	0.408	2.324	0.003

R^2 = .559 Adjusted R^2 = .552

Table 4.14 presents the result of regression analysis on the influence of siblings' interactions on emotional behaviour of Senior Secondary Schools students in Plateau State. The result reveals an adjusted R^2 of 0.552 which is closer to 1. This implies that 55% of the regression line has a good fit measure ($p = 0.000$) which shows that 55% of the variance in Senior Secondary School students' emotional behaviour has been accounted for by the responses in the items on siblings' interactions. The analysis further shows that only one response of the items (Adolescents are depressed about their needs when they are not made) had negative influence on Senior Secondary School students' emotional behaviour due to siblings' interactions. Other responses in the items indicated positive influence on Senior Secondary School students' emotional behaviour. Based on this result, the null hypothesis which states that there is no significant influence of siblings' interaction on emotional behaviour of Senior Secondary School Students in Plateau State, is rejected.

4.3 Summary of Major Findings

The findings of this research which was carried out to assess the influence of family processes on social and emotional behaviour of Senior Secondary School students in Plateau State was based on the results of descriptive statistics and regression analysis. The major findings of this research study are summarized as follows:

1. Significant influence existed between parent-child social interaction on social behaviour of Senior Secondary School students in Plateau State ($P < 0.05 = 0.000$ at r level of 0.754)
2. Significant influence existed between parent- child emotional interaction and emotional behaviour of Senior Secondary School students in Plateau State ($P < 0.05 = 0.000$ at r level of 0.699)
3. Parental social conflicts has significant influence on social behaviour of Senior Secondary School Students in Plateau State ($P < 0.5 = 0.000$ at r level of 0.688)
4. Parental emotional conflicts has no significant influence on emotional behaviour of Senior Secondary School Students in Plateau State ($P < 0.5 = 0.000$ at r level of 0.754)
5. Siblings social interaction has significant influence on social behaviour of Senior Secondary School Students in Plateau State($P<0.5 =0.000$ at r level of 0.890)
6. Siblings-siblings interaction has significant influence on emotional behaviour of Senior Secondary School students in Plateau State ($P< 0.5 = 0.000$ at r level of 0.552)

4.4 Discussion of Findings

The study was carried out in order to assess the influence of family processes on social and emotional behaviour of Senior Secondary School students in Plateau State, Nigeria. Six objectives and six null hypotheses were set to guide the research. Among the

basic assumption of the study was that parent child interaction influences social behaviour of Senior Secondary School students in Plateau State, Nigeria. Findings were discussed based on the objectives and hypotheses of the study.

The result revealed that the social and emotional behaviours of Senior Secondary School students were influenced by the family processes. The finding was in agreement with Campbell (2010) who made it clear that those interactions among family members on adolescent's behaviour cannot be over emphasised. He said that parents who create safe home environments made it possible for a child to develop positive, emotional bonds with adults and sustain a strong sense of self. Parents have the task of directing and redirecting the behavioural development of adolescents towards the normal emotions and what is generally accepted in the society.

The research question 1 and Null hypothesis 1 results revealed that there was a significant influence between parent-child social interaction on social behaviour of adolescent's students in Senior Secondary Schools ($P<0.05=0.000$ at r level of 0.754). This agrees with Williams (2011) who said, that the idea of parents positively influences their children's behaviour as a common sense. Children especially those of them who attaint day schools spend more time at home than they do at school and parents have more opportunity for a number of interactions with their children in one on one situation. In addition, the home environment provides for more teachable moment between a parent and the child. In like minds Henderson and Map (2002) opines that increased parental involvement in schools help children to achieve higher grades and test score in academics. They went further to say that parents involvement improves adolescents' attendance, students conducts and attitudes and increase the chances of children going on to higher level of education.

The research question 2 and Null hypothesis 2 results showed that there is significant influence between parent-child interactions and emotional behaviour of Senior Secondary School students (P< 0.05=0.000 at r level 0f 0.699) Emotions are thought to be related to the kind of family processes these students comes from and determines their attentions, motivations and response to what is happening around them. Cox (2002), noted that anxieties and bickering often prevail among families that have no good interactions, that causing emotional insecurity which are associated with depression, psychological distress, frustration, problems of intimacy. It was observed that when emotional stress does arise it is often the result of Senior Secondary School student's conflicts with their parents or family members. It agreed with Odu (2008) who observed that parents have the task of directing the behaviour of their adolescents towards the desired normative emotional and socially valued goals. When children observe their parents emotions, they feel that that is how they should be reacting as well.

Research questions 3 and Null hypothesis 3 results showed that there is significant influence between the parental conflicts and social behaviour of Senior Secondary School students (P<0.05=0.000 at r level of 0.688). Parental conflict have repeatedly been shown to influence the behaviour and wellbeing of children (Cohen, 2006). Children having conflicts can sometimes be an important opportunity for social problem solving. In attempting to solve the problem in a socially acceptable way, children can learn about themselves, other people, and about what acceptable behaviour is and what is not. Of course, sometimes social problems solving is neither appropriate nor achievable; as a result of that, adult intervention will be necessary in every family, especially in a family with adolescence

Research question 4 and Null hypothesis 4 reveals that there was significant interaction between parental emotional conflicts and emotional behaviour of Senior

Secondary School students (P<0.05=0.000 at r level of 0,754). In line with these results, the study reveals that Senior Secondary School students whose parents ended their conflicts in divorce, their children's development and wellbeing are decreases. Elliot& Gresham (2007) observed that marital happiness is associated with higher level of emotional behaviour for adolescence. This is why the background of the study rightly stated that parents who create safe home environments makes it possible for a child to develop positive, emotional bonds with adults and sustain a strong sense of self. An explanation for this relationship could be; the parental role in the life of their children. They play a vital role in the social and emotional behaviour of adolescent's children which proceed from childhood to late adulthood. The way a parent socializes the child may have a slight amount to do with their genetic makeup; both the child's interactions with an observation of the parents contribute more to the social and emotional related behaviour of the child (Zhou, 2002).

Research question 5 and Null hypothesis 5 revealed that there is influence of sibling's interaction on social behaviour of Students in Senior Secondary Schools (P<0.05=0,000 at r level of 890). The results of the findings agreed with Kramer (2010) who says that although a parent's influence on a child's development shouldn't be underestimated, neither should a siblings. That what they learn from parents may overlap quite a bit with what they learn from their siblings. He said that siblings are better role model of more informal behaviours- how to act at school or on the street, or, most important, how to act cool around friends. In fact Kramer and Katherine (2015) say that a clearer understanding of how siblings function is as agents of socialization.

Research question 6 and Null hypothesis 6 showed that there is no significant influence between sibling's interactions and emotional behaviour of Senior Secondary School students (P<0.05=0.000 at r level of 0.552). The outcome of research question 6 and Null hypothesis 6 showed that significant interaction does not exist between the social

behaviour (psychomotor domain) scored by their teachers and the social behaviour response of the respondents. The higher the social behaviour of the students, the lower the psychomotor domain scored by their teachers, this implies that their teachers had not really monitored the student's behaviour over long time closely and were not able to assess the student's social behaviour. In other words there was on direct correlation or interaction between the two variables.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, recommendations and suggestions for further studies:

5.1 Summary

This study was carried out to assess the influence of family processes on social and emotional behaviour of Senior Secondary School students in Plateau State, Nigeria. Descriptive survey design was adopted for the study. The study had six (6) specific objectives Six (6) research questions and six (6) null hypotheses which served as guide for this study. Population of the study comprised of 91,703 Senior Secondary School students from the three Senatorial district of Plateau State. A sample of 384 students was selected using random sampling technique. 4-point rating scale was used for data collection. Mean and standard deviation was used to answer all the six (6) research questions while all the (6) null hypotheses were tested using regression analysis. All null hypotheses were tested at 0.05% level of significance. Analysis of data highlighted some major findings of the research as follows:

1. Parent-child social interaction influence social behaviour of Senior Secondary School students in Plateau State. This is because; the mean score of the respondents 3.27 was greater than the 2.50 bench mark for agreement. The test of null hypothesis also revealed that, Parent- child interaction influence social behaviour of Senior Secondary School students which is statistically significant (P= .000). This is because, regression analysis revealed that r value .802 is closer to 1, and R2 equals to.780 at 5% level of significance (P=0.000)
2. Parent-child interaction influences emotional behaviour of Senior Secondary School students in plateau (P=0.000)

3. Parental conflict have significant influence on social behaviour of Senior Secondary School Students in Plateau State (P < 0.5 = 0.000 at r level of 0.688)
4. Parental conflicts have significant influence on emotional behaviour of Senior Secondary School Students in Plateau State (P < 0.5 = 0.000 at r level of 0.754)
5. Siblings-siblings interaction have significant influence on social behaviour of Senior Secondary School Students in Plateau State(P<0.5 =0.000 at r level of 0.890)
6. Siblings-siblings interaction has significant influence on emotional behaviour of Senior Secondary School students in Plateau State (P< 0.5 = 0.000 at r level of 0.552)

5.2 Contributions to Knowledge

This section outlines the contributions of this study to the existing knowledge as follows:

1. Parent child interaction had significant influence on social behaviour of Senior Secondary School students in Plateau State (P=0.000)
2. Parent child interaction had significant influence on emotional behaviour of Senior Secondary Schools students (P=0.000)
3. Parental conflict had significant influence on social behaviour of Senior Secondary School Students in Plateau State (P = 0.000)
4. Parental conflict had significant influence on emotional behaviour of Senior Secondary School Students in Plateau State (P = 0.000)
5. Siblings' interaction had significant influence on social behaviour of Senior Secondary School Students in Plateau State(P =0.000)
6. Siblings' interaction had significant influence on emotional behaviour of Senior Secondary School students in Plateau State (P = 0.000)

5.3 Conclusions

Based on the findings of the study, it is concluded that Parent-child social and emotional interaction have significant influence on social and emotional behaviour of Senior Secondary School students in Plateau State. Parental social and emotional conflict and siblings' social and emotional interaction influences the social and emotional behaviour of Senior Secondary School students in Plateau State as families with good interactions tend to train up good future leaders. Parental conflict affect Senior Secondary School students' behaviour negatively, especially when it involves destructions, it provokes more negative reactions than exposure to constructive conflict behaviour in a family. In addition, students who experienced avoidance interactions and encouragement from parents and siblings in the family hence depend on other children outside the home for decisions; this will create confusion in their behaviours.

Furthermore, parents are the most important social environments for their children. Finally, the study concluded that good family interactions has more positive influence on the social and emotional behaviour of adolescents, than parental conflicts and siblings conflicts, therefore, acceptable family interactions should be used more often than conflicts.

5.4 Recommendations

Based on the findings of the study, and the conclusion drawn, the following recommendations were made:

1. An acceptable social and emotional behaviour of Senior Secondary School students should be included and monitored carefully by their parents and other family members. This will help adolescents develop acceptable social and emotional behaviour.

2. In situation where families have good interactions with its members, the children can learn to behave well; this will help the social and emotional behaviour of the adolescents conform to the norms of the society.
3. Teachers should really study closely their students to understand them and know if their family processes is standing as a set back to their social and emotional behaviour, so as to find adequate solutions to the problem.
4 Parents should maintain healthy interactions between themselves and their children, especially those of children who have approach adolescents age. This will give them armful opportunity to check their children's terminal report to assess their behaviour in school.

5.5 Limitation of the study

During the course of the research study, the researcher had challenges monitoring the behaviour and activities recorded by the class teacher based on their affective and psychomotor domain records of the students for accurate assessment.

5.6 Suggestions for Further Study

The following are suggested for further study:

1. The impact of family structure on social and emotional behaviour of adolescents in boarding houses
2. The influence of parental conflicts on social and emotional behaviour of junior day secondary school students in Nigeria.
3. An intensive long term study of how parental conflicts influence student's academics performances and their future career in Nigeria.
4. In-depth study on the influence of sibling's relationships on social, emotional and cognitive development of adolescents in other states.

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APPENDIX I

Letter of Introduction

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA.
FACULTY OF EDUCATION

Telephone: 069-51755, 50692

VICE CHANCELLOR: **Professor Ibrahim Garba,** *B.Sc., M.Sc., (ABU); Ph.D. (London); D.I.C.*
HEAD OF DEPARTMENT: **Professor E. E. Adamu,** *OND (Kad Poly); B.Sc. (Hons) ISU (USA); PGDE (ABU); M.ED (ABU) Ph.D, (ABU)*

22nd January , 2017

Your Ref: P16EDVE8080 *Date:*

Our Ref:

Letter of Introduction

JULIANA MUSA RIKE - P16EDVE8080

This is to certify that the above mentioned name is a Postgraduate student M.Ed (Home Economics) in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, carrying out a research topic; ***Influence of Family Processes on Social and Emotional Behaviour of Senior Secondary School Students in Plateau State, Nigeria.***

. Please, kindly give her every assistance she may require.

22/1/17

Professor E.E. Adamu
HEAD OF DEPARTMENT

APPENDIX II

Letter to the Respondents

Department of Vocational and Technical Education
Ahmadu Bello University,
Samaru, Zaria

Date----------

Dear Respondents

I am a Postgraduate student of the above named Department currently engaged in a research on the topic; **"Influence of Family Processes on Social and Emotional Behaviour of Senior Secondary Schools students in Plateau State, Nigeria.''**

You are requested to please help in completing the attached questionnaire as accurately as possible. Statement are given and you are requested to indicate your degree of agreement by ticking (√) in the boxes provided besides each statement. All information will be treated confidentially and will be used only for the purpose of this study.

Thank you for your cooperation.

Yours faithfully,

Juliana Musa, Rike
M.ED/Educ/37336/2012-2013

APPENDIX III

Influence of Family Processes on Social and Emotional behaviour of Senior Secondary School Students in Plateau State, Nigeria

KINDLY TICK THE BOX APPROPRIATE IN YOUR CASE;

YOUR SINCERITY WILL BE HIGHLY APPRECIATED.

The scoring keys rating scale to each opinion is given below;

Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE)

VHE=3, HE=2, LE=1, VLE=0

Question 1: What is the extent to which parent-child interaction influence social behaviour of Senior Secondary School Students in Plateau State?

S/NO	STATEMENTS	VHE	HE	LE	VLE
1	Adolescents learnt to love and protect their selves and play with others				
2	Adolescents learnt skills and attitudes from their parents.				
3	Adolescents family, communications enable them as adolescent to express their needs and wants to their parents freely.				
4	Adolescents discuss freely with their family members including parents and siblings.				
5	Adolescents parents and their children address their misconduct immediately they do something wrong.				
6	My parents set a stage and either approves the kind of teaching my siblings give me or not.				
7	They also prevent situations in which undesirable learning might take place or not.				
8	Adolescents parents teach them family culture, which is related to those of the community e.g. table manners, sharing of possessions etc.				
9	Adolescents gained a large amount of independence from their parents				
10	Adolescents leant to spend quality time at home with their parents and siblings				

QUESTION 2: What are the influences of parent-child interaction on emotional behaviour of Senior Secondary School students in Plateau State?

Influence of parent-child interaction on emotional behaviour of Senior Secondary School students in Plateau State

S/NO	STATEMENTS	VH	H	L	VL
11	Adolescence is calm both at home and in school.				
12	Adolescents love to be with their parents and siblings.				
13	Adolescents have self-confidence while talking with their parents.				
14	Adolescents are passionate about their parent's feelings.				
15	Adolescents feel attracted to the opposite sex.				
16	Adolescent's parents taught them how to deal with irritations on their own both in the house and in school.				
17	Adolescents communicate their needs and intensions to their parents with difficulty.				
18	Adolescent's responses are likely to be distressed.				
19	Adolescents promote and encourage other people's opinion beside the one given them at home.				
20	Adolescents mood is pleasant to other members of the family				

QUESTION3: What is the extent to which parental conflict influence social behaviour of Senior Secondary School students in Plateau State?

Influence of parental conflict on social behaviour of Senior Secondary School students

S/No	STATEMENTS	VHE	HE	LE	VLE
21	Adolescents disobey their parents rules and regulations				
22	Adolescents are stress up with their parents issues				
23	Adolescents easily get irritated				
24	Adolescent's discussions with their parents are argumentative and hostile.				
25	Adolescents show no importance to their parents decision making				
26	Adolescents show negative attitudes about their parents				
27	Adolescents parents experiences disagreement in the family as a result they lost confidence in them				
28	Adolescents prefer staying outside after school				
29	Adolescents don't associate with other people				
30	They don't remember what their parent taught				

QUESTION 4: What is the extent to which parental conflict influences emotional behaviour of students in Senior Secondary Schools in Plateau State?

Influence of parental conflicts on emotional behaviour of Senior Secondary School Students

S/NO	STATEMENT	VHE	HE	LE	VLE
31	Adolescents are molested by other friends				
32	Adolescents get angry over their parents disagreement				
33	Adolescents are not polite to everyone around them				
34	Adolescents have constant pain on their body				
35	Adolescents have bad will towards others				
36	Adolescents don't encourage others idea				
37	Adolescents are suspicious of other mates				
38	Adolescents are not friendly to other siblings				
39	Adolescents feel happy and exited				
40	Adolescents are easily frighten				

Section D

QUESTION 5: What is the influence of siblings' interaction on social behaviour of Senior Secondary Schools students in Plateau State

Influence of sibling's interactions on social behaviour of Senior Secondary School students.

S/NO	STATEMENT	VHE	HE	LE	VLE
41	Adolescents provide a link with other members of the family than their parents				
42	Adolescents are closer to their brothers/sisters				
43	Adolescents older siblings enjoy spending quality time with them than their parents				
44	Adolescents gain satisfaction with other children than their siblings				
45	Adolescents rely on outsiders than their siblings				
46	Adolescents 'older siblings show strong concern on them				
47	Adolescents share sense of fun with their siblings and values their parent have instilled in them				
48	Adolescents leant to give respect to elders from their siblings				
49	Adolescents live in dignity and security in their family				
50	Adolescents siblings treats them fairly regardless of their age and gender				

QUESTION 6: What is the Influence of siblings' interactions on emotional behaviour of Senior Secondary School students?

S/NO	STATEMENT	VHE	HE	LE	VLE
51	Adolescents depressed about their needs when they are not made				
52	Adolescents older sibling tend to be distress about their behaviour				
53	Adolescents easily fight their older siblings				
54	Adolescents maintain friendship with their siblings				
55	Adolescents express their feelings in a harsh way				
56	Adolescents end conflicts with violence				
57	Adolescents learnt good behaviour from their sister than their brother				
58	Adolescents feel good discussing with their siblings than their parent				
59	Adolescents have lots of freedom in the family				
60	Adolescents have connection with their siblings				

APPENDIX IV

Table of Sample Size Determination

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.