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The Transnational Journal of Arts, Humanities and Sciences (TJAHS) remains committed to advancing interdisciplinary scholarship through open-access dissemination of research addressing critical educational, social, psychological, and organizational issues. Volume 2, Issue 2 presents a collection of empirically grounded studies that interrogate the psychosocial, emotional, institutional, and technological factors influencing learning environments, student development, and workplace dynamics. The contributions in this issue collectively emphasize the importance of supportive structures, effective management strategies, and evolving communication practices in educational and organizational settings.

The opening article by John, B. G., Asuquo, O. V., Sunday, F. A., Dennis, V. V., and Sampson, A. M. examines Family Dynamics and Social Adjustment of Secondary School Students in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State. The study explores how family structure, parental interaction, and home environment influence students' social adaptation within school contexts. The findings underscore the significance of stable family relationships in promoting positive peer interaction, behavioural regulation, and academic engagement among secondary school students.

In the second paper, Grace Sambo Bassi, Richard Joshua Uwah, Ruth Betseobong Ibah, and Idongesit Nsikakabasi Okpo investigate Psychosocial Variables and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area. This study highlights the relationship between psychosocial factors such as self-concept, peer influence, and emotional regulation, and disruptive classroom behaviours. The authors provide important insights for educators, counsellors, and school administrators seeking evidence-based interventions to improve classroom management and learning outcomes.

The third article, Digital Marketing Strategies and Student Enrollment in Language Institutions in Nigeria: An Empirical Analysis, authored by Okpala, Chike Mathia, examines the growing role of digital communication in educational service delivery. The study evaluates how online advertising, social media engagement, and content-driven outreach influence student enrollment decisions. This contribution expands discourse on educational marketing and demonstrates the strategic importance of digital platforms in institutional growth and competitiveness.

In the fourth contribution, Ukaegbu, Hanson Manuabuchi, Ph.D explores Social Support and Mental Wellbeing of Secondary School Students in Uyo Local Government Area of Akwa Ibom State, Nigeria. The article investigates how support from family, peers, and teachers contributes to students' psychological wellbeing. The findings reinforce the importance of nurturing environments and highlight the need for structured support systems within schools to enhance resilience, reduce stress, and improve overall student development.

The fifth article by Ante, P. H., Bultu, A. I., Umoren, I. C., and Ojating, J. A. examines Emotional Intelligence and Workplace Conflict Resolution Strategies among

Secondary School Teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State. The study demonstrates how emotional intelligence competencies such as empathy, self-awareness, and interpersonal regulation, shape teachers' approaches to conflict management. The authors emphasize the role of emotional intelligence in fostering collaborative work environments and improving institutional harmony.

The final paper, Guidance Services and Emotional Stability of Secondary School Students in Uyo Local Government Area of Akwa Ibom State, Nigeria, by Akpabio, G. S., Urom, V. U., Nyong, A. U., and Edem, I. A., evaluates the effectiveness of school guidance services in promoting emotional stability among students. The study highlights the importance of counselling interventions, career guidance, and psychosocial support in addressing students' emotional needs and enhancing academic performance.

Collectively, the articles in this issue reflect a strong thematic focus on psychosocial development, emotional wellbeing, behavioural management, and institutional effectiveness. The studies contribute to scholarship in education, psychology, communication, and organizational behaviour, while also offering practical recommendations for policymakers, school administrators, counsellors, and educators. As an open-access journal, TJAHS continues to promote unrestricted access to scholarly knowledge, ensuring that research findings are readily available to the global academic community. This commitment enhances knowledge exchange, supports evidence-based decision-making, and encourages interdisciplinary collaboration across regions.

The editorial team expresses sincere appreciation to the authors for their valuable contributions, the reviewers for their careful evaluation, and the editorial board for their dedication to maintaining the quality of the journal. We also acknowledge our readers whose continued engagement strengthens the journal's mission of fostering impactful scholarship.

We trust that the contributions in Volume 2, Issue 2 will stimulate further research, inform policy formulation, and support improved practices in educational and organizational settings.

Editor-in-Chief

Transnational Journal of Arts, Humanities and Sciences (TJAHS)

About the Journal

Transnational Journal of Education and Scientific Development (TJESD) is a peer-reviewed and open-access interdisciplinary academic journal published quarterly by Word Astra Publisher, Southern Europe. Transnational Journal of Education and Scientific Development advances scholarship at the intersection of education and scientific inquiry. The journal provides a global meeting point for researchers, educators, and practitioners to engage with innovative ideas, critical perspectives, and transformative practices that shape both educational systems and scientific progress across diverse cultural and geopolitical contexts.

TJESD welcomes original research articles, theoretical analyses, case studies, and reviews from a wide range of disciplines that contribute to the development of education and science. The journal particularly encourages submissions that adopt comparative, cross-border, or multi-disciplinary approaches, reflecting the complex and interconnected nature of knowledge creation in the 21st century.

The following are some of the areas of focus: leadership, educational policy and reform, science and STEM education, pedagogical innovation and curriculum development, scientific literacy and research advancement, human development, technology integration in teaching and research, and global challenges in education and scientific collaboration.

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Family Dynamics and Social Adjustment of Secondary School Students in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State

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Abstract

The study investigated the relationship between family dynamics and the social adjustment of secondary school students in the Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State, Nigeria. Specifically, the study investigated the relationship between family cohesion, family communication, parenting style, and social adjustment of students. The study adopted a correlational research design. The population of the study consisted of 8,065 secondary school students, while a sample of 667 SS II students was selected using the proportionate stratified random sampling technique. The instrument for data collection was a structured questionnaire titled “Family Dynamics and Social Adjustment Questionnaire (FDSAQ)”. The instrument was validated by experts in guidance and counseling and measurement and evaluation, and its internal consistency reliability was established using the Cronbach alpha method, which yielded an overall coefficient of 0.80. Data collected were analyzed

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using Pearson Product Moment Correlation (PPMC) statistics to answer the research questions and test the null hypotheses at a 0.05 level of significance. The findings of the study revealed that family cohesion and family communication have strong positive relationships with social adjustment, while parenting style has a very strong positive relationship with social adjustment of secondary school students. All the relationships were found to be statistically significant. Based on these findings, the study concluded that family dynamics play a significant role in enhancing the social adjustment of secondary school students. It was recommended among others that parents should maintain strong emotional bonds, practice effective communication, and adopt appropriate parenting styles to enhance students' social adjustment.

Keywords: family dynamics, family cohesion, family communication, parenting style, social adjustment

Introduction

Secondary school students are constantly engaged in interactions with peers, teachers, and family members, and these interactions can significantly influence their behavioral patterns and overall adjustment in society. At this stage of development, adolescents are particularly sensitive to social influences, as they strive to form their identity, gain acceptance, and establish meaningful relationships. The school environment, which brings together individuals from diverse backgrounds, presents both opportunities and challenges for social development. As a result, students must learn to handle various social situations, manage interpersonal relationships, and respond appropriately to social expectations.

Social adjustment is therefore a critical aspect of students' development, as it determines how well they are able to adapt to their social environment, form relationships, and function effectively within and outside the school setting. According to Onyechefule and Ukaegbu (2025), social adjustment refers to the ability of an individual to adapt to social demands, establish healthy interpersonal relationships, and behave in a socially acceptable manner. It involves the ability to cope with social demands, adjust to new situations, and maintain a balance between personal needs and societal expectations. Students who possess good social adjustment may demonstrate positive behaviors such as cooperation, respect for others, emotional stability, and effective communication. On the

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other hand, poor social adjustment can manifest in behaviors such as aggression, withdrawal, loneliness, and difficulty in forming or maintaining relationships.

One major factor that may influence students' social adjustment is family dynamics. Family dynamics is an important concept in understanding students' behavior and adjustment patterns, especially during adolescence when individuals are highly influenced by their immediate environment. In the context of this study, "family dynamics" refers to the patterns of interaction, communication, roles, relationships, and emotional connections among members of a family. According to Ekechukwu (2020), family dynamics include parenting styles, family cohesion, communication patterns, emotional support, and disciplinary practices within the home. However, for the purpose of this study, only family cohesion, family communication, and parenting style were studied.

Family cohesion refers to the emotional bonding and closeness among family members as highlighted by Egbule and Chimaobi (2021). It reflects the degree to which family members are connected, supportive, and involved in one another's lives. In cohesive families, there is a strong sense of unity, love, and mutual respect, which creates a stable and nurturing environment for children's development. Students from such families may develop a sense of belonging, emotional security, and positive social behaviors, as they feel valued and supported within the home. This emotional stability can translate into confidence in social settings, enabling them to interact effectively with peers and teachers. Conversely, low family cohesion, characterized by weak emotional ties, lack of support, and limited interaction among family members, may result in feelings of isolation, insecurity, and neglect. Such conditions can negatively affect students' social adjustment, as they may struggle to trust others, form relationships, or cope with social challenges.

According to Ogunleye (2023), family communication refers to the exchange of information, feelings, and ideas among family members. It is a vital component of family dynamics that shapes how individuals understand themselves and relate to others. Effective communication within the family can foster understanding, trust, and emotional stability, which are essential for positive social interaction among students. When family members communicate openly and respectfully, children learn important social skills such as listening, expressing themselves clearly, and resolving conflicts peacefully. These skills can be transferred to the school environment, where students are required to interact with others regularly. On the other hand, poor communication patterns, such as frequent misunderstandings, lack of openness, or harsh communication, may hinder the

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development of these essential social skills. Students from such environments may exhibit difficulties in expressing their thoughts, managing emotions, and maintaining healthy relationships, thereby affecting their overall social adjustment.

Parenting style refers to the consistent patterns of behavior, attitudes, and strategies that parents use in raising and interacting with their children (Ukaegbu & Edem, 2021). It encompasses the ways in which parents provide guidance, discipline, support, and supervision within the family setting. According to Baumrind (1991), cited in Ukaegbu and Edem (2021), parenting styles such as authoritative, authoritarian, permissive, and neglectful styles can significantly influence children's behavior. Students raised in supportive and responsive family environments tend to exhibit better social skills and adaptability compared to those raised in harsh or inconsistent environments.

From the foregoing, therefore, family dynamics appear to play a vital role in shaping students' social adjustment. However, variations in family structures and interaction patterns may result in differences in students' adjustment outcomes. Therefore, there is a need to investigate how specific components of family dynamics relate to social adjustment among secondary school students in specific contexts. It is against this background that this study investigated the relationship between family dynamics (family cohesion, family communication, and parenting style) and social adjustment of secondary school students in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State, Nigeria.

Statement of the Problem

Social adjustment of secondary school students in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State has increasingly become a matter of concern, as it plays a vital role in determining how effectively students relate with others and adapt to their social environment. Many students appear to experience challenges in developing appropriate social skills needed for meaningful interaction within the school and the larger society. These challenges are often reflected in behaviors such as aggression, poor communication, social withdrawal, lack of cooperation, and difficulty in forming or maintaining relationships. Such maladjusted behaviors may not only disrupt the school environment but also hinder students' academic progress and overall social well-being.

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One major factor that may influence students' social adjustment is the nature of their family environment. Many students may be exposed to unstable or ineffective family settings characterized by poor communication, weak emotional bonds, and inconsistent parenting practices. Such family conditions may limit students' opportunities to develop essential social skills such as cooperation, empathy, and effective communication, which are necessary for proper adjustment. Consequently, students from such backgrounds may find it difficult to relate positively with others or adapt to social expectations within the school environment.

Although previous studies have investigated the influence of the family on child development, there is limited empirical evidence specifically addressing how key components of family dynamics such as family cohesion, family communication, and parenting style relate to the social adjustment of secondary school students in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State. This gap in knowledge underscores the need to investigate the relationship between family dynamics and social adjustment of secondary school students in the study area.

Purpose of the Study

The purpose of this study was to investigate the relationship between family dynamics and social adjustment of secondary school students in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State, Nigeria. In specific terms, the study sought to determine the following:

- i. The relationship between family cohesion and social adjustment of secondary school students.
- ii. The relationship between family communication and social adjustment of secondary school students.
- iii. The relationship between parenting style and social adjustment of secondary school students.

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Research Questions

The study was guided by the following research questions:

- i. What is the relationship between family cohesion and social adjustment of secondary school students?
- ii. What is the relationship between family communication and social adjustment of secondary school students?
- iii. What is the relationship between parenting style and social adjustment of secondary school students?

Null Hypotheses

The study was guided by the following null hypotheses tested at 0.05 level of significance:

- i. There is no significant relationship between family cohesion and social adjustment of secondary school students.
- ii. There is no significant relationship between family communication and social adjustment of secondary school students.
- iii. There is no significant relationship between parenting style and social adjustment of secondary school students.

Significance of the Study

The findings of this study will be beneficial to students, parents, teachers, counselors, educational policymakers, and researchers. Students will benefit from the findings of the study by gaining awareness of how family interactions influence their social behavior and adjustment patterns.

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Parents will benefit from the findings of the study by understanding the importance of maintaining positive family relationships, effective communication, and supportive parenting practices to enhance their children's social development. Teachers will find the outcome of this study useful in understanding the background factors influencing students' behavior, which will help them adopt appropriate strategies for managing students in the classroom. School counselors will benefit from the findings of the study by using the findings to design intervention programs aimed at improving students' social adjustment through family-based counseling approaches.

Educational policymakers will also benefit from the findings of the study by formulating policies and programs that promote family involvement in students' development. Finally, the study will contribute to existing literature and serve as a reference material for future researchers who may wish to conduct further studies on family dynamics and social adjustment.

Scope of the Study

The study focused on the relationship between family dynamics and social adjustment of secondary school students in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State. Components of family dynamics, namely family cohesion, family communication, and parenting style, served as the independent variables, while social adjustment served as the dependent variable. The study was delimited to senior secondary II students in public schools in the Uyo and Nsit Ubium local government areas of Akwa Ibom State.

Theoretical Framework

Family Systems Theory by Murray Bowen (1978)

Murray Bowen propounded the Family Systems Theory in 1978. The theory focuses on the family as an interconnected emotional unit in which the behavior of each member is influenced by the interactions, roles, and relationships within the family system. The theory posits that individuals cannot be fully understood in isolation, as their behaviors and attitudes are shaped by patterns of family interaction such as communication, cohesion, and parenting practices. According to Bowen, the stability or instability of a family system significantly affects the emotional and social development of its members, particularly children and adolescents.

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The theory emphasizes key aspects of family dynamics such as emotional bonding (family cohesion), communication patterns, and parenting style. Family cohesion promotes a sense of belonging and security, which enhances positive behavioral outcomes among children.

Effective family communication fosters understanding, trust, and emotional expression, while appropriate parenting styles provide guidance, discipline, and support necessary for proper development. Conversely, dysfunctional family systems characterized by poor communication, weak emotional bonds, and inconsistent parenting may lead to behavioral and emotional challenges among children. Furthermore, Family Systems Theory explains that children develop behavioral patterns based on the stability and functionality of their family environment. A well-functioning family system encourages positive social behaviors such as cooperation, respect, and effective interaction, while a poorly functioning system may result in maladaptive behaviors such as aggression, withdrawal, and poor interpersonal relationships. Thus, the theory highlights the importance of family dynamics in shaping the social and emotional outcomes of individuals.

The relevance of family systems theory to the present study lies in the fact that secondary school students are products of their family environments, and their behaviors in school are often reflections of the interactions and experiences within the family. Family dynamics variables such as family cohesion, family communication, and parenting style play a significant role in determining how students relate to others and adjust socially. Students from stable and supportive family systems may exhibit positive social behaviors and better adjustment, while those from dysfunctional family systems may experience difficulties in social interaction. Therefore, family systems theory provides a suitable framework for understanding the relationship between family dynamics and social adjustment of secondary school students in the Uyo and Nsit Ubium local government areas of Akwa Ibom State, Nigeria.

Social Learning Theory by Albert Bandura (1977)

The Social Learning Theory was propounded by Albert Bandura in 1977. The theory emphasizes that behavior is learned through observation, imitation, and interaction with others within the social environment. According to Bandura, individuals, especially children and adolescents, acquire new behaviors by observing significant others such as parents, peers, and teachers and by modeling their actions. The theory posits that learning

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occurs through processes such as attention, retention, reproduction, and motivation, which enable individuals to internalize and replicate observed behaviors. The theory further explains that social behaviors are shaped by reinforcement and consequences. When individuals observe behaviors that are rewarded, they are more likely to imitate such behaviors, while behaviors that are punished are less likely to be repeated.

Social Learning Theory also highlights that positive social behaviors such as cooperation, empathy, communication, and conflict resolution can be learned through exposure to appropriate role models. Conversely, exposure to negative behaviors such as aggression, poor communication, or antisocial conduct may lead to maladjustment. Therefore, the social environment plays a crucial role in shaping how individuals adapt to social expectations and interact with others.

The relevance of social learning theory to the present study lies in its explanation of how students develop social adjustment skills. Secondary school students observe and learn behaviors from their family members, particularly through family interactions such as communication patterns and parenting styles. Students who are exposed to positive family dynamics are more likely to develop appropriate social skills and adjust effectively within the school environment. On the other hand, students exposed to negative family behaviors may exhibit poor social adjustment. Therefore, social learning theory provides a suitable framework for understanding how family dynamics influence the social adjustment of secondary school students in the Uyo and Nsit Ubium local government areas of Akwa Ibom State, Nigeria.

Empirical Literature

Okafor and Nwankwo (2020) conducted a study on family cohesion and social adjustment among secondary school students in Enugu State, Nigeria. The study adopted a correlational research design. The population consisted of 1,240 students, from which a sample of 310 students was selected using the stratified random sampling technique. The instrument used for data collection was a structured questionnaire titled “Family Cohesion and Social Adjustment Scale (FCSAS)”. The instrument was validated by experts in Guidance and Counselling and Measurement and Evaluation, while a reliability coefficient of 0.82 was obtained using Cronbach's Alpha. Data were analyzed using Pearson Product Moment Correlation. The findings revealed that family cohesion has a significant positive relationship with social adjustment among students. Based on the findings, it was

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recommended that parents should strengthen emotional bonding within the family to enhance students' social development. Bello (2021) investigated the influence of family cohesion on adolescents' social adjustment in Kwara State, Nigeria. The study employed a descriptive survey design. The population consisted of 980 secondary school students, while a sample of 245 students was selected using a simple random sampling technique. Data were collected using a researcher-developed questionnaire titled "Family Influence and Social Adjustment Questionnaire (FISAQ)". The instrument was validated and yielded a reliability coefficient of 0.76. Data were analyzed using regression analysis. The findings indicated that family cohesion alone does not significantly predict social adjustment unless combined with other factors such as communication and parental involvement.

Olatunji and Adewale (2019) carried out a study on family communication and social behavior of adolescents in Oyo State, Nigeria. The study adopted a correlational research design. The population consisted of 1,500 secondary school students, with a sample of 375 students selected using a multistage sampling technique. The instrument for data collection was a questionnaire titled "Family Communication and Social Behavior Scale (FCSBS)". The instrument was validated by experts and had a reliability coefficient of 0.80. Data were analyzed using Pearson Product Moment Correlation. The findings revealed that family communication significantly influences students' social behavior and adjustment. Brown (2021) examined the role of communication in adolescents' social adjustment in selected high schools in the United States. The study used a descriptive survey design. The population comprised 1,200 students, from which a sample of 300 students was selected using a random sampling technique. Data were collected using a standardized questionnaire titled "Adolescent Communication and Adjustment Inventory (ACAI)". The instrument was validated and yielded a reliability coefficient of 0.78. Data were analyzed using multiple regression analysis. The findings showed that communication alone does not significantly predict social adjustment unless supported by emotional bonding and parental guidance.

Nwoye and Okonkwo (2020) conducted a study on parenting style and social competence among secondary school students in Anambra State, Nigeria. The study adopted a correlational research design. The population consisted of 1,350 students, while a sample of 338 students was selected using the stratified random sampling technique. The instrument used was a questionnaire titled "Parenting Style and Social Competence Scale (PSCS)". The instrument was validated and had a reliability coefficient of 0.84 using

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Cronbach's alpha. Data were analyzed using Pearson Product Moment Correlation. The findings revealed that parenting style significantly influences students' social competence and adjustment. Eze (2023) investigated the influence of peer and parental factors on social adjustment of secondary school students in Imo State, Nigeria. The study employed a descriptive survey design. The population consisted of 1,100 students, from which a sample of 275 students was selected using a simple random sampling technique. The instrument used for data collection was a questionnaire titled "Social Adjustment Determinants Questionnaire (SADQ)". The instrument was validated and yielded a reliability coefficient of 0.79. Data were analyzed using multiple regression analysis. The findings indicated that peer influence has a stronger effect on students' social adjustment than parenting style in some contexts.

Design of the Study

A correlational research design was adopted for the study. According to Nworgu (2015), a correlational research design is used to establish relationships among variables as they naturally occur without manipulation. Thus, this design is suitable for investigating how family dynamics relate to the social adjustment of secondary school students in the Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State.

Population of the Study

The population of the study consisted of 8,065 secondary school students in public secondary schools in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State, Nigeria. The students were distributed across public secondary schools in the study area (Akwa Ibom State Secondary Schools Board, 2026).

Sample and Sampling Technique

The sample for the study consisted of 675 secondary school students drawn from a population of 2,184 students in public secondary schools in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State, Nigeria. The sample size was determined using Taro Yamane's formula for finite populations.. A proportionate stratified random sampling technique was adopted in selecting the respondents. The population was first stratified based on the two local government areas, after which the sample was proportionately

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distributed according to the size of each stratum. Thereafter, a simple random sampling technique was used to select the respondents from the respective schools.

Instrumentation

The instrument used for data collection in this study was a structured questionnaire titled “Family Dynamics and Social Adjustment Questionnaire (FDSAQ)” developed by the researchers. The questionnaire was divided into two sections, namely Section A and Section B. Section A consisted of 15 items, with five items designed to measure each of the independent sub-variables of family dynamics (family cohesion, family communication, and parenting style), while Section B consisted of 15 items that measured social adjustment. The items were structured on a four-point format of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively.

Validation of the Instrument

The instrument was subjected to face validation by three experts, comprising two experts in Guidance and Counselling and one expert in Measurement and Evaluation, Department of Psychological Foundations of Education, all from the Faculty of Education. The experts examined the instrument for clarity, relevance, appropriateness of language, and adequacy in measuring the variables under study. Their corrections and suggestions were incorporated into the final version of the instrument to ensure that it adequately measured family dynamics and social adjustment of secondary school students.

Reliability of the Instrument

The reliability of the instrument was established using the internal consistency method. The instrument was administered to 30 secondary school students who were part of the population of the study but not sampled for the study. The data obtained were analyzed using the Cronbach Alpha statistic. The reliability coefficients obtained were 0.80 for family cohesion, 0.78 for family communication, 0.79 for parenting style, and 0.82 for social adjustment, with an overall reliability coefficient of 0.80. With these values, the use of the instrument for the study was justified.

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Method of Data Collection

The researchers used a direct administration method in collecting data for the study. Permission was obtained from the sampled school principals before administering the questionnaire. Copies of the questionnaire were distributed to the respondents in their respective schools. The purpose of the study was explained to the students, and they were assured of confidentiality and anonymity of their responses. The respondents were given sufficient time to complete the questionnaire, after which the completed copies were collected immediately. Out of the 675 copies of the questionnaire distributed, 667 were correctly completed and returned, while 8 copies were not returned by the respondents. The 667 returned copies were used for the analysis.

Method of Data Analysis

Data were analyzed using Pearson Product Moment Correlation (PPMC) statistics. The correlation coefficients (r-values) were used to answer all the research questions by determining the strength and direction of the relationship between family dynamics variables and social adjustment. The null hypotheses were tested using the associated p-values of the correlation coefficients at the 0.05 level of significance. All data were analyzed using the Statistical Package for Social Sciences (SPSS).

Decision Rule

For the research questions, the value of Pearson's r was interpreted as follows:

±0.10 - ±0.39 Weak relationship

±0.40 - ±0.59 Moderate relationship

±0.60 - ±0.79 Strong relationship

±0.80 - ±1.00 Very strong relationship

Furthermore, if the value of significance is less than the 0.05 alpha level of significance, the null hypothesis of no significance was rejected while the alternate hypothesis was upheld and vice versa.

Results

Table 1: Pearson Product Moment Correlation coefficient of the relationship between family cohesion and social adjustment of secondary school students in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State (n = 667)

Variables	n	r	p-value	Remark
Family Cohesion	667	0.73	.001	Strong positive relationship; Significant.
Social Adjustment	667			

The result presented in Table 1 reveals a correlation coefficient (r) of 0.73, indicating a strong positive relationship between family cohesion and social adjustment. This implies that as the level of family cohesion increases, the level of social adjustment among students also increases. Furthermore, the p-value of 0.001 is less than the 0.05 level of significance, indicating that the relationship is statistically significant. Therefore, the null hypothesis of no significant relationship between family cohesion and social adjustment is rejected.

Table 2: Pearson Product Moment Correlation coefficient of the relationship between family communication and social adjustment of secondary school students in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State (n = 667)

Variables	n	r	p-value	Remark
Family Communication	667	0.73	.001	Strong positive relationship; Significant.
Social Adjustment	667			

The result presented in Table 2 reveals a correlation coefficient (r) of 0.73, indicating a strong positive relationship between family communication and social adjustment. This implies that as the level of effective communication within the family increases, the level of social adjustment among students also increases. Furthermore, the p-value of 0.001 is less than the 0.05 level of significance, indicating that the relationship is statistically significant. Therefore, the null hypothesis of no significant relationship between family communication and social adjustment is rejected.

Table 3: Pearson Product Moment Correlation coefficient of the relationship between parenting style and social adjustment of secondary school students in Uyo and Nsit Ubium Local Government Areas of Akwa Ibom State (n = 667)

Variables	n	r	p-value	Remark
Parenting Style	667	0.82	.000	Very Strong positive relationship; Significant.
Social Adjustment	667			

The result presented in Table 3 reveals a correlation coefficient (r) of 0.82, indicating a very strong positive relationship between parenting style and social adjustment. This implies that appropriate and effective parenting styles are associated with higher levels of social adjustment among students. Furthermore, the p-value of 0.000 is less than the 0.05 level of significance, indicating that the relationship is statistically significant. Therefore, the null hypothesis of no significant relationship between parenting style and social adjustment is rejected.

Discussion of Findings

The analysis of data on the relationship between family cohesion and social adjustment of secondary school students revealed that family cohesion has a strong positive relationship with social adjustment. In addition, the test of the corresponding null hypothesis showed that family cohesion significantly relates to social adjustment, suggesting that the level of emotional bonding and closeness within the family plays a crucial role in shaping students' ability to adjust socially. Family cohesion provides a supportive and secure environment that fosters confidence, trust, and positive interpersonal behaviors among students. Students from cohesive families are more likely to interact effectively with peers and teachers, exhibit cooperation, and maintain healthy relationships. This finding is consistent with the study of Okafor and Nwankwo (2020), who found that strong family bonding enhances adolescents' social competence and adjustment. However, this finding contrasts with the work of Bello (2021), who reported that family cohesion alone may not significantly influence social adjustment without the support of effective communication and parental guidance.

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The analysis of data on the relationship between family communication and social adjustment of secondary school students showed that family communication has a strong positive relationship with social adjustment. Additionally, the test of the corresponding null hypothesis indicated that family communication significantly relates to social adjustment, suggesting that effective communication within the family is essential in promoting students' social adjustment. Family communication enables students to learn how to express themselves, listen to others, and resolve interpersonal issues constructively. These communication skills are critical for building relationships and functioning effectively in social settings such as the school environment. Students who experience open and supportive communication at home are more likely to demonstrate confidence, tolerance, and positive interaction with others. In the context of secondary school students in the study area, family communication serves as a major factor in enhancing social adjustment. This finding agrees with Olatunji and Adewale (2019), who found that effective family communication significantly improves adolescents' social behavior and adjustment. However, this finding disagrees with the study of Brown (2021), who argued that communication alone may not guarantee social adjustment without emotional bonding and proper parental control.

The analysis of data on the relationship between parenting style and social adjustment of secondary school students indicated that parenting style has a very strong positive relationship with social adjustment. More so, the test of the corresponding null hypothesis showed that parenting style significantly relates to social adjustment, suggesting that the manner in which parents raise and interact with their children plays a highly significant role in shaping students' social behavior and adjustment patterns. Parenting styles such as authoritative parenting, which combines warmth with appropriate control, tend to promote independence, responsibility, and positive social behaviors among students. On the other hand, negative parenting styles such as authoritarian or neglectful approaches may hinder the development of social skills and lead to maladjustment. Students exposed to effective parenting are more likely to exhibit cooperation, respect, and the ability to interact positively with others. In the context of the study area, parenting style appears to be a dominant factor influencing students' social adjustment. This finding is in line with the study of Nwoye and Okonkwo (2020), who found that parenting practices significantly influence adolescents' social competence and adjustment. However, this

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finding contrasts with the work of Eze (2023), who reported that peer influence may have a stronger effect on students' social adjustment than parenting style in certain contexts.

Conclusion

The study concluded that family dynamics components such as family cohesion, family communication, and parenting style play significant roles in enhancing social adjustment among secondary school students. Students who come from families characterized by strong emotional bonding, effective communication, and appropriate parenting practices are more likely to exhibit positive social behaviors, while poor family dynamics may hinder students' ability to adjust socially.

Implications for Counselling

The findings of this study have important implications for counseling practice. School counselors need to recognize that students' social adjustment is strongly influenced by their family background and interactions. Therefore, counseling services should not only focus on students but also involve family-oriented approaches. Counselors should design intervention programs that promote positive family relationships, effective communication, and appropriate parenting practices.

Furthermore, counselors should provide guidance and support to students who exhibit poor social adjustment by helping them develop essential social skills such as communication, cooperation, and conflict resolution. Counselors can also organize parent education programs and workshops to sensitize parents to the importance of maintaining cohesive family environments and adopting effective parenting styles. Additionally, group counseling sessions may be used to help students share experiences, build confidence, and improve their interpersonal relationships.

Recommendations

The following recommendations were made based on the findings of the study:

- i. Parents in Uyo and Nsit Ubium Local Government Areas should be encouraged to promote family cohesion by maintaining close emotional bonds and supportive relationships with their children to enhance their social adjustment.

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- ii. Families should be sensitized to the importance of effective communication through seminars and community programs to help students develop better interpersonal and communication skills.
- iii. Counselors and educational stakeholders should organize parent education programs to guide parents on adopting appropriate parenting styles that foster positive social behaviors among students.

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FAMILY DYNAMICS AND SOCIAL ADJUSTMENT QUESTIONNAIRE (FDSAQ)

Instruction: Choose your response from the number of alternatives by ticking appropriately in the box provided.

Keys: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Section A: Family Dynamics

S/N	Family Cohesion	SA	A	D	SD
1	My family members spend quality time together regularly.				
2	There is a strong sense of unity among members of my family.				
3	My family members support one another during difficult times.				
4	I feel a sense of belonging in my family.				
5	My family members show concern for each other's well-being.				
	Family Communication				
6	My family members communicate openly with one another.				
7	My parents listen to me when I speak.				
8	My parents encourage me to share my opinions.				
9	Conflicts in my family are resolved through discussion.				
10	I feel comfortable talking to my parents about my problems.				
	Parenting Style				
11	My parents set clear rules for me to follow.				
12	My parents explain the reasons for their decisions.				
13	My parents encourage me to be independent.				
14	My parents discipline me when I do something wrong.				
15	My parents guide me in making good decisions.				

Section B: Social Adjustment

S/N	Items	SA	A	D	SD
1	I find it easy to make friends in school.				
2	I relate well with my classmates.				
3	I feel comfortable interacting with my teachers.				
4	I participate actively in class discussions.				

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5	I feel accepted by my classmates.				
6	I communicate effectively with my classmates in school.				
7	I am able to work well in a team.				
8	I respect school rules.				
9	I maintain good relationships with my classmates.				
10	I am able to adapt to different school situations.				
11	I feel a sense of belonging in my school.				
12	I respect the feelings of my classmates.				
13	I participate actively in group assignments.				
14	I avoid isolating myself from others in school.				
15	I interact freely with students from different classes.				

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Psychosocial Variables and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area

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Abstract

The study explored the relationship between psychosocial variables and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area. Four objectives, four research questions, and four hypotheses were formulated to guide the study. The study employed a correlational research design. The population of the study consisted of all senior secondary two (SS2) students in all the public secondary schools in Uyo Local Government Area. A simple size of 320 students was selected for the study using a random sampling technique. Researchers developed instruments, and the “Psychosocial Variables and Classroom Disruptive Behavior Tendencies Questionnaire (PVCDBTQ)” was used for data collection. The instrument was validated, and the reliability was tested. A Cronbach

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alpha statistic was used to test the reliability of the instrument, which yielded a reliability coefficient of 0.82. Data collected were analyzed statistically using Pearson Product Moment Correlation (PPMC) statistical analysis to answer the research questions and test the hypotheses at a 0.05 level of significance. The results revealed that self-control, emotional regulation, peer group influence, and teacher-student relationships have a significant relationship with the classroom disruptive behavior tendencies of secondary school students in the Uyo Local Government Area. It was recommended, among others, that the government should implement and support comprehensive self-control and self-regulation programs within the school curriculum to equip students with better impulse control and behavior management skills.

Keywords: Psychosocial Variables, Self-Control, Emotional Regulation, Peer Group, Classroom Disruptive Behavior, Students.

Introduction

Secondary school students operate within a structured academic environment that requires discipline, active participation, and adherence to established rules in order to facilitate effective teaching and learning. However, many students exhibit behaviors that disrupt this process, thereby creating challenges for both teachers and learners. Classroom disruptive behavior tendencies among secondary school students refer to actions that interfere with instructional delivery, hinder academic progress, and destabilize the classroom environment. These behaviors include talking out of turn, non-compliance, aggression, absenteeism, and defiance of authority. Such tendencies not only interrupt the flow of teaching but also create an atmosphere that affects students' learning outcomes and overall school functioning. According to Okafor and Obi (2021), these behaviors are influenced by a combination of psychological and social factors, commonly referred to as psychosocial variables. Persistent classroom disruptions have been linked to poor academic performance, increased dropout rates, and a negative school climate, thereby undermining the educational development of students (Adebayo, 2022).

Globally, classroom disruptive behavior among secondary school students has become a major concern due to its negative implications for educational outcomes.

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Studies across both developed and developing countries reveal that disruptive behaviors are widespread, although their forms and causes may vary. In the United States, Johnson and Lee (2020) reported that about 15–20 percent of students frequently engage in disruptive behaviors, often associated with family instability, socio-economic disparities, and mental health challenges. Similarly, in the United Kingdom, teachers identify disruptive behavior as a key classroom management issue, frequently linked to peer influence and emotional disturbances (Smith and Williams, 2021). These behaviors reduce instructional time and contribute to poor academic achievement. In developing countries such as Nigeria, the problem is further compounded by inadequate school facilities, limited parental involvement, and socio-economic difficulties, which intensify the challenge of managing student behavior effectively (Adeyemi et al., 2020).

In Nigeria, disruptive classroom behavior among secondary school students remains a persistent issue confronting educators. Research indicates that the prevalence of such behaviors is high, with factors such as poor parenting, peer pressure, and socio-cultural influences contributing significantly to students' misconduct (Ibrahim and Musa, 2022). The educational system is also faced with challenges, including overcrowded classrooms, insufficient teacher training, and inadequate counseling services, all of which exacerbate the problem (Uche and Onwuka, 2023). In the South-South region, particularly in Uyo, studies have shown that students' disruptive behaviors are often associated with psychosocial factors such as low self-control, emotional instability, peer group influence, and poor teacher-student relationships (Eze and Okeke, 2024). These behaviors not only hinder academic learning but also affect students' long-term social development and future productivity.

One major factor that may influence classroom disruptive behavior is psychosocial variables. Psychosocial variables refer to the combination of psychological and social factors that shape individuals' behaviors, attitudes, and emotional responses (Ukaegbu & Obikoya, 2017). These variables involve internal processes such as thoughts, feelings, and motivations, as well as external influences including relationships, cultural expectations, and environmental conditions (Smith and Williams, 2021). In the school context, psychosocial variables determine how students interact with others, manage challenges, and regulate their behavior. Understanding these variables is essential for designing effective interventions aimed at improving

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students' conduct and overall well-being. In this study, the psychosocial variables considered include self-control, emotional regulation, peer group influence, and teacher-student relationships.

Self-control refers to an individual's ability to regulate impulses, emotions, and behaviors in order to achieve long-term goals and conform to societal expectations. It involves resisting immediate temptations and engaging in appropriate actions that support academic and social success. Boone et al. (2020) noted that self-control is essential for maintaining discipline and focus within the school environment. Similarly, Moffitt et al. (2021) found that students with high levels of self-control tend to perform better academically, exhibit fewer behavioral problems, and maintain positive peer relationships. Interventions aimed at improving self-control have also been shown to enhance students' classroom behavior and emotional resilience (Wang, 2022). Furthermore, the development of self-control is influenced by genetic, environmental, and social factors, highlighting the need for deliberate strategies to foster this attribute among students (Zhao et al., 2023).

Emotional regulation is another important factor influencing students' behavior. Emotional regulation refers to the processes through which individuals monitor, manage, and modify their emotional experiences and expressions in order to function effectively. It enables students to control the intensity and duration of their emotions and respond appropriately to different situations. Ukaegbu and Ekpenyong (2025) emphasized that emotional regulation is vital for reducing psychological distress, improving social interactions, and enhancing academic performance. Strategies such as cognitive reappraisal, mindfulness, and problem-solving help students cope with stress and negative emotions effectively (Zhang, et al., 2022). However, difficulties in emotional regulation are associated with mental health challenges such as anxiety, depression, and behavioral problems, making it a critical area for intervention (Davis and Lee, 2024).

Another key variable is peer group influence, which plays a significant role during adolescence. As highlighted by Ukaegbu and Ekpenyong (2025), peer group influence refers to the effect that individuals of similar age or status have on a student's behavior, attitudes, and values. Brown and Larson (2021) observed that peer influence could be either positive or negative, depending on the norms and expectations of the group. Positive peer influence may encourage academic engagement and prosocial

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behavior, while negative influence may lead to delinquency and disruptive actions. Chen et al. (2023) further noted that peer groups shape students' behavioral choices, self-esteem, and social norms. The extent of peer influence is often determined by factors such as group cohesion and individual personality traits. Interventions targeting peer dynamics have been found to promote positive behavior and reduce risky activities among adolescents (Nguyen and Patel, 2024). In addition, Etuk (2023) revealed that students' disruptive behaviors are often linked to peer pressure and poor emotional regulation, while Ikpe and Inyang (2024) reported that students with low self-control are more prone to aggression and inattentiveness. Similarly, Obong and Akpan (2022) found that peer approval can reinforce disruptive tendencies, and Udofia and Enang (2025) emphasized that poor teacher-student relationships can further aggravate such behaviors.

Teacher-student relationships are another significant variable that can influence classroom behavior. Teacher-student relationships refer to the interactions and connections between teachers and students that affect learning, behavior, and emotional development. Roorda et al. (2020) noted that positive teacher-student relationships promote student engagement, motivation, and academic success. Johnson and Smith (2023) further emphasized that supportive relationships foster a sense of belonging, safety, and respect, which encourages students to participate actively in classroom activities. Conversely, negative relationships characterized by poor communication and lack of respect can lead to behavioral problems and academic disengagement. Factors such as empathy, consistency, and effective communication enhance these relationships and contribute to better classroom management (Kumar and Davis, 2024).

From the foregoing, it is evident that disruptive classroom behavior among secondary school students is influenced by a combination of psychosocial factors that operate within the school and social environment. These behaviors pose significant challenges to effective teaching and learning and require targeted interventions to address them. In Uyo Local Government Area, the prevalence of disruptive behaviors, including truancy, aggression, and disrespect for authority, highlights the need for context-specific research. Uyo, as a growing urban center with increasing socio-economic pressures, provides an appropriate setting for examining how psychosocial variables influence student behavior. The researchers are therefore motivated to investigate the relationship between psychosocial variables and classroom disruptive

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behavior tendencies among secondary school students in the Uyo Local Government Area of Akwa Ibom State, Nigeria, with the aim of contributing to strategies that will enhance discipline, improve learning outcomes, and promote positive student development.

Statement of the Problem

In an optimal situation, comprehending the psychosocial factors affecting secondary school students would empower educators and counselors to formulate specific interventions that mitigate disruptive behaviors in the classroom. Psychosocial factors such as self-esteem, peer influence, family background, and emotional well-being are critical in shaping students' behavior in the classroom. When these variables are positively aligned, students are more likely to display self-control, cooperate with teachers, and engage actively in learning activities. Effective management of these psychosocial factors could lead to a more conducive learning environment, improved academic performance, and better social relationships among students in secondary schools within Uyo Local Government Area.

However, as observed by the researchers in Uyo Local Government Area, many secondary school students exhibit high tendencies toward disruptive behaviors, which often stem from unresolved psychosocial issues. Factors such as peer pressure, low self-esteem, family instability, and emotional distress have been linked to increased misconduct and classroom disruptions. Despite the recognition of these variables, there is limited systematic understanding of how they specifically influence student behavior in the local context. The mismatch between students' psychosocial challenges and the school's behavioral management strategies contributes to persistent disruptive tendencies, thereby hindering effective teaching and learning. This situation calls for a focused investigation into the psychosocial factors that underlie disruptive behaviors among students in this region.

Furthermore, the prevalence of disruptive classroom behavior presents significant challenges for teachers and school administrators in Uyo Local Government Area. Teachers often find it difficult to maintain discipline and foster a positive learning environment without a thorough understanding of the psychosocial issues contributing to student misconduct. Though some efforts have been made to implement behavioral management programs, their effectiveness remains limited due to inadequate data on

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the psychosocial profiles of students. This situation has motivated the researchers to determine the relationship between psychosocial variables and disruptive behavior tendencies among secondary school students in the Uyo Local Government Area.

Purpose of the Study

The purpose of this study was to explore the relationship between psychosocial variables and classroom disruptive behavior tendencies of secondary school students in the Uyo Local Government Area of Akwa Ibom State. Specifically, the objectives of the study include:

- i. To determine the relationship between self-control and classroom disruptive behavior tendencies of secondary school students.
- ii. To ascertain the relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students.
- iii. To examine the relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students.
- iv. To determine the relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students.

Research Questions

The following research questions guided the study:

- i. What is the relationship between self-control and classroom disruptive behavior tendencies of secondary school students?
- ii. What is the relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students?

- iii. What is the relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students?
- iv. What is the relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students?

Research Hypotheses

The following hypotheses were tested at the .05 level of significance.

- i. There is no significant relationship between self-control and classroom disruptive behavior tendencies of secondary school students.
- ii. There is no significant relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students.
- iii. There is no significant relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students.
- iv. There is no significant relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students.

Methodology

The research design adopted for this study was a correlational research design. This design is a research approach that investigates the relationships between two or more variables. It enables the researcher to establish the magnitude and direction of the relationship between variables. The area of this study was Uyo Local Government Area, which is the capital of Akwa Ibom State. The population of the study comprised all the senior secondary two (SS 2) students in all the public secondary schools in Uyo Local Government Area in the 2025/2026 academic session, with the total number of 3,204 students (Akwa Ibom Secondary Education Board, 2026). A sample size of 320 students (10% of the population) was selected for the study. A simple random sampling technique was used to select five public secondary schools in the study area. A random sampling technique was also adopted to select 64 students from each of the five

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sampled schools, giving rise to 320 respondents. This was done to ensure an equal and independent chance of being selected.

A researcher-developed instrument titled “Psychosocial Variables and Classroom Disruptive Behavior Tendencies Questionnaire (PVCDBTQ)” was used for data collection. The instrument has two sections, Section A and B. Section A contains 20 items with four sections. Each section contains five items each. It was structured on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively, while section B contains 10 items on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively. To determine the face validity of the test instrument, the instrument was validated by three experts. Two from the Department of Guidance and Counselling and one from Psychological Foundations of Education who specialized in Measurement and Evaluation, all from the University of Uyo, to check the relevance of the items to the study. After due corrections, the experts fine-tuned the items and certified them fit for administration. The corrections and suggestions were effected and incorporated into the final draft of the instrument.

To ascertain the reliability of the instruments, a trial test was conducted with 30 students from the population who were not involved in the main study. Using Cronbach's alpha statistics, the reliability coefficient of 0.82 was obtained for the PVCDBTQ. These reliability coefficients were considered adequate and suitable for the study. With a letter of introduction, the researcher obtained permission to carry out the study in each of the selected schools. The researcher, after obtaining permission to carry out the study in each school, explained the purpose of the study to the school principals and the respondents, concerned that the instrument developed would help to determine the objectives of the study. After the explanation, the researchers administered copies of the printed questionnaire and performance test to respondents in person with the help of five research assistants who were staff of the selected schools. The completed questionnaire was collected on the spot for a high return rate. All the 320 copies of the questionnaire administered were retrieved and used for data analysis. Data generated was analyzed using Pearson Product Moment Correlation (PPMC) statistics for answering research questions. The same statistical tool (PPMC) was used for testing of the null hypotheses at the .05 level of significance.

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Results

Research Question 1: What is the relationship between self-control and classroom disruptive behavior tendencies of secondary school students?

Table 1: Pearson Product Moment Correlation Coefficient of Relationship between Self-Control and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area

Variables	n	r	Remark
Self-Control	320	.943	Very High Positive Relationship
Classroom Disruptive Behaviour Tendencies			

From the result in Table 1, it is revealed that the r-value is .943. This implied that there is a very high positive relationship between self-control and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

Research Question 2: What is the relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students?

Table 2: Pearson Product Moment Correlation Coefficient of Relationship between Emotional Regulation and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area

Variables	N	r	Remark
Emotional Regulation	320	.762	Very High Positive Relationship

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Classroom Disruptive Behaviour Tendencies

From the result in Table 2, it is revealed that the r-value is .762. This implied that there is a very high positive relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

Research Question 3: What is the relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students?

Table 3: Pearson Product Moment Correlation Coefficient on the Relationship between Peer Group Influence and Classroom Disruptive Behavior Tendencies of Secondary School Students in the Uyo Local Government Area

Variables	N	r	Remark
Peer Group Influence	320	.812	Very High Positive Relationship
Classroom Disruptive Behaviour Tendencies			

From the result in Table 3, it is revealed that the r-value is .812. This implied that there is a very high positive relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

Research Question 4: What is the relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students?

Table 4: Pearson Product Moment Correlation Coefficient on the Relationship between Teacher-Student Relationship and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area

Variables	n	r	Remark
Teacher-Student Relationship	320	.924	Very High Positive Relationship
Classroom Disruptive Behaviour Tendencies			

From the result in Table 4, it is revealed that the r-value is .924. This implied that there is a very high positive relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students in the Uyo Local Government Area.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between self-control and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

Table 5: Pearson Product Moment Correlation Analysis of Relationship between Self-Control and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area

Variables	n	P-Value	Remark
Self-Control	320	.001	Significant. Ho1 Rejected

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Classroom Disruptive Behaviour Tendencies

P < .05

The analysis of data shown in Table 5 indicates that the p-value of .001 is less than .05. Hence, hypothesis one, which states that there is no significant relationship between self-control and classroom disruptive behavior tendencies of secondary school students, is rejected. This means that there is a significant relationship between self-control and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

Hypothesis 2: There is no significant relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students.

Table 6: Pearson Product Moment Correlation Analysis of Relationship between Emotional Regulation and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area

Variables	n	P-Value	Remark
Emotional Regulation	320	.001	Significant. Ho2 Rejected
Classroom Disruptive Behaviour Tendencies			

P < .05

The analysis of data in Table 6 shows that the p-value of .001 is less than .05. Hence, the null hypothesis two, which states that there is no significant relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students, is rejected. This means that there is a significant relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students.

Hypothesis 3: There is no significant relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students.

Table 7: Pearson Product Moment Correlation Analysis of Relationship between Peer Group Influence and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area

Variables	n	P-Value	Remark
Peer Group Influence	320	.000	Significant. Ho3 Rejected
Classroom Disruptive Behaviour Tendencies			

P < .05

The data analysis shown in Table 7 indicates that the p-value of .000 is less than the .05 alpha level. Hence, the null hypothesis three, which states that there is no significant relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students, is rejected. This means that there is a significant relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students.

Hypothesis 4: There is no significant relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students.

Table 8: Pearson Product Moment Correlation Analysis of Relationship between Peer Group Influence and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area

Variables	n	P-Value	Remark
Teacher-Student Relationships	320	.002	Significant. Ho3 Rejected

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Classroom Disruptive Behaviour
Tendencies

P < .05

The data analysis shown in Table 8 indicates that the p-value of .002 is less than the .05 alpha level. Hence, the null hypothesis three, which states that there is no significant relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students, is rejected. This means that there is a significant relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

Discussion of the Findings

The result of the analysis of data showed that there is a very high positive relationship between self-control and classroom disruptive behavior tendencies of secondary school students in the Uyo Local Government Area. The corresponding hypothesis revealed that there is a significant relationship between self-control and classroom disruptive behavior tendencies of secondary school students. This finding indicates that students with higher levels of self-control tend to exhibit fewer disruptive behaviors in the classroom. The reason for this relationship is rooted in the fact that self-control enables students to regulate their impulses, delay gratification, and adhere to classroom rules, which directly reduces tendencies toward misconduct. When students can manage their emotions and behaviors effectively, they are less likely to engage in disruptive activities such as talking out of turn, fighting, or other forms of misconduct. This aligns with social learning theories suggesting that self-regulation is crucial for appropriate social behavior, especially in structured environments like classrooms. The findings of this study agree with the research conducted by Moffitt *et al.* (2021), which revealed that self-control among students significantly influences classroom disruptive behavior tendencies. Similarly, the findings align with the work of Boone *et al.* (2020), who found that self-control has a significant relationship with students' classroom disruptive behavior tendencies in schools.

The result of the analysis of data showed that there is a very high positive relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students. The corresponding hypothesis revealed that

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there is a significant relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area. This finding suggests that students who are better at regulating their emotions are less likely to display disruptive behaviors. Emotional regulation allows students to manage feelings such as anger, frustration, or anxiety, which might otherwise manifest as disruptive actions. When students can control intense emotions, they are less prone to outbursts, arguing, or defiance that disturb the learning environment. The reason for this relationship is that emotional dysregulation often leads to impulsive and aggressive behaviors, while effective emotional regulation fosters patience, tolerance, and appropriate responses, thus reducing classroom disruptions. This result aligns with the findings of Gross and Muñoz (2020), which revealed the significant influence of emotional regulation on classroom disruptive behavior tendencies of secondary school students. Additionally, the finding is in support of Zhang *et al.* (2022), which revealed that emotional regulation has significant influence on students' classroom disruptive behavior tendencies.

Furthermore, the result showed that there is a very high positive relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students. The corresponding hypothesis indicated that there is a significant relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area. This finding highlights that peer influence significantly impacts students' behavior in the classroom. Students are often influenced by their friends and social groups; peer pressure can encourage engagement in disruptive behaviors to gain acceptance or conform to group norms. For instance, students may participate in misconduct such as truancy, bullying, or talking back to teachers to be accepted or to avoid rejection by their peers. The reason for this relationship is that adolescents tend to prioritize peer approval and may imitate negative behaviors observed within their peer groups, which can undermine the classroom management efforts of teachers and promote disruptive tendencies. The findings of this study agree with the findings of Chen *et al.* (2023), which revealed that peer groups significantly shape behavioral choices, self-esteem, and social norms. The result also concurs with the study by Etuk (2023), which revealed that students' disruptive tendencies are often rooted in external influences such as peer group pressures and internal factors like poor emotional regulation.

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Finally, the study revealed that there is a very high positive relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students. The corresponding hypothesis revealed that there is a significant relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area. This finding indicates that positive teacher-student relationships are associated with fewer disruptive behaviors. When students feel respected, understood, and supported by their teachers, they are more likely to develop a sense of belonging and motivation to adhere to classroom rules. Conversely, poor or strained relationships can lead to frustration, disengagement, and defiance, which may manifest as disruptive behavior. The reason for this relationship is that strong relationships foster trust and open communication, making students more receptive to guidance and discipline. Teachers who establish rapport and demonstrate care can effectively influence student behavior, thereby reducing tendencies toward disruption.

The findings of this study agree with the research conducted by Johnson and Smith (2023), which revealed that strong, supportive teacher-student relationships foster a sense of safety, belonging, and respect, which encourages students to participate actively and take academic risks. Also, the finding aligns with the study by Kumar and Davis (2024), which showed a significant relationship between teacher-student relationships and students' classroom disruptive behavior tendencies in schools.

Conclusion and Implications for Counseling

Based on the findings of this study, it was concluded that addressing classroom disruptive behavior requires a holistic approach that targets both individual psychological factors and social influences.

The significant relationship between self-control and classroom disruptive behavior tendencies implies that students who exhibit low self-control are more likely to engage in disruptive behaviors. This underscores the need for school counselors to design and implement intervention programs aimed at enhancing students' self-control skills. Counselors should organize training sessions on impulse management, goal setting, and delayed gratification. Techniques such as cognitive-behavioral strategies, self-monitoring, and reinforcement can be used to help students regulate their actions.

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Nevertheless, counselors should collaborate with teachers and parents to create supportive environments that encourage discipline and consistency in behavior management both at school and at home.

The finding that emotional regulation is significantly related to classroom disruptive behavior tendencies suggests that students who have difficulty managing their emotions are more prone to disruptive acts. This highlights the importance of incorporating emotional regulation training into school counseling programs. Counselors should teach students coping strategies such as mindfulness, relaxation techniques, and emotional awareness skills to help them manage anger, frustration, and anxiety effectively. Group counseling sessions can also be organized to allow students to express their emotions and learn appropriate ways of responding to challenging situations. Early identification and support for students with emotional difficulties will help reduce behavioral problems in the classroom.

Furthermore, the significant relationship between peer group influence and classroom disruptive behavior tendencies indicates that peers play a critical role in shaping students' behaviors. This finding implies that counselors should pay close attention to peer dynamics within the school environment. Counselling interventions should focus on promoting positive peer relationships and discouraging negative group influences. Peer education programs, mentorship schemes, and group counseling can be used to encourage prosocial behaviors among students. Counselors should also guide students in developing assertiveness skills to resist negative peer pressure and make independent, responsible decisions.

The result showing a significant relationship between teacher-student relationships and classroom disruptive behavior tendencies emphasizes the importance of positive interactions between teachers and students. Counselors should therefore work with teachers to improve interpersonal relationships in the classroom. This can be achieved through workshops and seminars that equip teachers with skills in effective communication, empathy, classroom management, and conflict resolution. Counselors should also mediate in cases where strained relationships exist between teachers and students, fostering mutual respect and understanding. A supportive and respectful classroom climate will reduce the likelihood of disruptive behaviors.

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Recommendations

Based on the findings of this study, the following recommendations are made:

- i. The government should implement and support comprehensive self-control and self-regulation programs within the school curriculum to equip students with better impulse control and behavior management skills.
- ii. Teachers and school counselors should organize regular emotional regulation workshops and counseling sessions to help students develop healthy emotional coping strategies.
- iii. Parents should collaborate with teachers to monitor and guide peer interactions, fostering positive peer influence and implementing anti-bullying and peer mentorship programs to reduce disruptive behaviors.
- iv. School authorities should promote strong, respectful teacher-student relationships through professional development and mentorship programs that emphasize the importance of fostering trust and open communication.

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Digital Marketing Strategies and Student Enrollment in Language Institutions in Nigeria: An Empirical Analysis

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Abstract

This study examines the influence of digital marketing strategies on student enrollment in language institutions in Nigeria. With the increasing penetration of internet technologies and the growing demand for language proficiency in a globalized economy, educational institutions are increasingly adopting digital platforms to attract and retain students. The study explores key strategies such as social media marketing, search engine optimization, email campaigns, and online advertising and evaluates their effectiveness in driving enrollment decisions. Using a quantitative research design, data were collected from prospective and current students of selected language institutions. The findings reveal that social media engagement, targeted advertising, and online reviews significantly influence students' enrollment decisions, while institutional website quality and responsiveness also play critical roles. The study concludes that effective digital marketing strategies enhance visibility, credibility, and accessibility, thereby increasing

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student enrollment. The study recommends that language institutions in Nigeria adopt integrated digital marketing approaches, invest in user-friendly online platforms, and leverage data analytics to optimize outreach efforts.

Keywords: digital marketing, student enrollment, language institutions, Nigeria, social media, online advertising

Introduction

The rapid expansion of digital technologies has transformed the way organizations communicate, market, and deliver services across the globe. In the education sector, particularly among language institutions, digital marketing has emerged as a critical tool for attracting and retaining students. In Nigeria, where youth populations are increasingly digitally connected, the adoption of online marketing strategies has become essential for institutional visibility and competitiveness.

Language institutions play a vital role in equipping individuals with linguistic skills necessary for academic, professional, and international opportunities. However, increased competition among these institutions has made student enrollment a major challenge. Traditional marketing approaches, such as print media and word-of-mouth, are gradually being supplemented or replaced by digital strategies that offer broader reach, targeted communication, and measurable outcomes.

Digital marketing strategies, including social media marketing, search engine optimization (SEO), email marketing, and online advertising, enable institutions to engage directly with prospective students. These strategies not only enhance awareness but also influence perceptions, trust, and decision-making processes. For many students, especially in urban centers in Nigeria, the first point of contact with an institution is often through digital platforms.

Despite the growing reliance on digital tools, there is limited empirical research examining how these strategies specifically affect student enrollment in language institutions within the Nigerian context. Most existing studies focus broadly on higher education institutions, leaving a gap in understanding the unique dynamics of language-focused educational providers.

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This study therefore seeks to investigate the relationship between digital marketing strategies and student enrollment in language institutions in Nigeria. It aims to identify which strategies are most effective and how they shape students' choices. By doing so, the study contributes to both academic discourse and practical decision-making in educational marketing.

Statement of the Problem

In recent years, language institutions in Nigeria have experienced increased competition due to the growing demand for language proficiency and the proliferation of private educational providers. While digital marketing offers significant opportunities for reaching potential students, many institutions struggle to effectively utilize these tools to achieve desired enrollment outcomes.

Despite the widespread use of social media and online platforms, there is insufficient understanding of which digital marketing strategies most strongly influence students' enrollment decisions. Some institutions invest heavily in online advertising without measurable results, while others rely on outdated methods that limit their reach.

Furthermore, existing research has not adequately addressed the specific context of language institutions, whose target audiences, marketing needs, and decision factors may differ from those of universities and general educational institutions. This gap creates a need for empirical investigation into how digital marketing strategies impact student enrollment within this sector. Addressing this problem will provide valuable insights for institutional growth and sustainability.

Objectives of the Study

The main objective of the study is to examine the relationship between digital marketing strategies and student enrollment in language institutions in Nigeria.

Specifically, the study aims to:

- i. Identify the digital marketing strategies used by language institutions.
- ii. Determine the influence of social media marketing on student enrollment.
- iii. Examine the effect of online advertising on students' decisions.
- iv. Assess the role of institutional websites in attracting students.

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- v. Evaluate the overall effectiveness of digital marketing strategies in increasing enrollment.

Research Questions

- i. What digital marketing strategies are commonly used by language institutions in Nigeria?
- ii. How does social media marketing influence student enrollment?
- iii. What is the effect of online advertising on students' choice of institution?
- iv. How does website quality affect enrollment decisions?
- v. To what extent do digital marketing strategies contribute to increased student enrollment?

Hypotheses

H₀1: Social media marketing has no significant influence on student enrollment.

H₀2: Online advertising has no significant effect on students' enrollment decisions.

H₀3: Institutional website quality does not significantly influence student enrollment.

H₀4: Digital marketing strategies do not significantly predict student enrollment.

Literature Review

Recent scholarship has increasingly emphasized the growing importance of digital marketing in shaping student enrollment decisions, particularly within the education sector. The expansion of internet access and mobile connectivity has significantly altered how prospective students search for, evaluate, and select educational institutions. In Nigeria, digital adoption has reached substantial levels, with over 103 million internet users and widespread mobile penetration, creating a fertile ground for digital marketing strategies in education (DataReportal, 2024; Adebayo, 2025).

Contemporary studies highlight that digital marketing has become a central mechanism for attracting students in highly competitive educational environments. Research shows that strategies such as social media marketing, search engine optimization (SEO), and online advertising directly influence students' awareness, perception, and eventual enrollment decisions (Chaffey & Ellis-Chadwick, 2022;

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Kumar, Sharma, & Gupta, 2023; Adeyemi, 2024). These strategies enable institutions to target specific demographics, personalize communication, and track engagement more effectively than traditional marketing methods.

In the Nigerian context, the shift from traditional to digital marketing is particularly evident. Earlier approaches such as word-of-mouth, flyers, and radio advertising are increasingly being supplemented or even replaced by digital platforms. Scholars note that reliance on traditional marketing alone is no longer sufficient to sustain enrollment, especially among digitally literate youth populations (Okeke & Eze, 2023; Nwankwo, 2024). This transition reflects broader global trends in educational marketing.

Recent literature also emphasizes the role of social media platforms as dominant tools in student recruitment. Platforms such as Facebook, Instagram, and WhatsApp provide institutions with opportunities to engage directly with prospective students, build trust, and showcase institutional value. Studies indicate that social media engagement significantly enhances visibility and influences decision-making processes, particularly among younger audiences (Boateng & Okoe, 2022; Eze & Bello, 2024).

Furthermore, a 2024 systematic review on digital marketing communication tools in higher education reveals that institutions increasingly rely on integrated digital strategies, including websites, email campaigns, and online reviews, to influence student choice (Singh & Pandey, 2024). These tools not only provide information but also shape perceptions of credibility and quality, which are critical factors in enrollment decisions.

Another important dimension emerging from recent research is the role of digital infrastructure and skills. Studies conducted in Nigeria indicate that effective digital marketing depends on access to technological tools, institutional capacity, and staff competence (Ogunleye & Adebisi, 2023; Ibrahim & Hassan, 2024). Without these, even well-designed strategies may fail to yield desired outcomes.

Despite these advances, a significant gap remains. Much of the existing research focuses broadly on universities and tertiary institutions, with limited attention to language institutions, which operate within a more specialized and competitive niche. Additionally, few studies provide empirical evidence linking

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specific digital marketing strategies to actual enrollment outcomes in Nigeria (Nwosu, 2025).

This gap justifies this study, which seeks to provide empirical insight into how digital marketing strategies influence student enrollment decisions within language institutions in Nigeria.

Theoretical Framework

This study is anchored on the Technology Acceptance Model (TAM) and the AIDA Model, which together provide a comprehensive framework for examining how digital marketing strategies influence student enrollment in language institutions in Nigeria. While TAM explains users' interaction with digital technologies, the AIDA model accounts for the psychological and behavioral processes through which marketing efforts translate into enrollment decisions. The integration of these models offers a robust analytical lens for understanding both technological engagement and consumer decision-making.

The Technology Acceptance Model (TAM), developed by Fred Davis (1989), posits that an individual's acceptance and use of technology are primarily determined by two key constructs: perceived usefulness and perceived ease of use. Perceived usefulness refers to the extent to which a user believes that a system enhances performance, while perceived ease of use relates to the degree to which the system is free from effort. These constructs influence users' attitudes toward technology, which in turn shape their behavioral intentions and actual usage.

In the context of this study, TAM provides a basis for understanding how prospective students interact with digital platforms utilized by language institutions, including websites, social media pages, and online registration systems. When these platforms are perceived as useful by providing relevant, accurate, and timely information about courses, fees, and admission procedures which students are more likely to develop positive attitudes toward the institution. Similarly, when such platforms are easy to navigate, visually accessible, and mobile-friendly, they enhance user experience and encourage engagement. These factors collectively increase the likelihood of enrollment decisions, thereby establishing a direct link between digital platform quality and student behavior.

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Complementing this perspective is the AIDA Model, a classical marketing framework that explains the stages through which consumers progress before making a decision. The model consists of four sequential stages: attention, interest, desire, and action. It provides insight into how marketing communication strategies capture and sustain audience engagement, ultimately leading to behavioral outcomes.

Within this study, digital marketing strategies function across these stages in influencing prospective students. Online advertisements and social media campaigns serve to attract attention by increasing institutional visibility. Once attention is secured, informative and engaging content such as program descriptions, virtual tours, and interactive posts, helps to generate interest. The development of desire is facilitated through persuasive elements such as testimonials, success stories, and positive online reviews, which enhance credibility and trust. Finally, the action stage is achieved when students complete the enrollment process, often through streamlined online application systems and clear calls-to-action.

The integration of TAM and the AIDA model provides a comprehensive framework for analyzing the relationship between digital marketing strategies and student enrollment. While TAM focuses on the technological factors that influence user engagement, the AIDA model explains the cognitive and emotional processes that lead to decision-making. Together, they offer a dual perspective that captures both the usability of digital platforms and the effectiveness of marketing communication strategies.

In essence, TAM explains how students interact with and respond to digital marketing platforms based on perceived usefulness and ease of use, while the AIDA model explains how these interactions are transformed into enrollment decisions through structured stages of persuasion. Their combined application strengthens this study by providing a holistic understanding of how digital marketing strategies drive student enrollment in language institutions in Nigeria.

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Methodology

Research Design

This study employed a quantitative research design to examine the influence of digital marketing strategies on student enrollment in language institutions in Nigeria. The quantitative approach was considered appropriate because it enables the measurement of relationships among variables and supports hypothesis testing through statistical analysis.

Population and Sample

The population of the study comprised current and prospective students of language institutions located in major urban centers in Nigeria, including Abuja, Lagos, Aba, and Port Harcourt. These locations were selected due to the high concentration of language institutions and increased digital engagement among students.

A sample size of 200 respondents was selected using a simple random sampling technique, ensuring that each member of the population had an equal chance of selection. This approach enhances the representativeness of the sample and minimizes selection bias.

Instrument for Data Collection

Data were collected using a structured questionnaire developed on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The instrument was divided into five sections: demographic information, social media marketing, website quality, online advertising, and student enrollment decision.

Validity and Reliability

The instrument was subjected to face and content validation by experts in educational management and marketing to ensure its relevance and clarity. Reliability was established using Cronbach's alpha, with all constructs achieving values above the acceptable threshold of 0.70, indicating satisfactory internal consistency.

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Data Collection Procedure

Data were collected through both online and physical means. The questionnaire was administered electronically via Google Forms to reach digitally active respondents, while printed copies were distributed within selected language institutions to ensure broader participation.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics, including mean and standard deviation, were used to summarize respondents' characteristics and responses. To test the study hypotheses, multiple regression analysis was employed to examine the extent to which digital marketing strategies (social media marketing, online advertising, and website quality) predict student enrollment.

Statistical significance was determined at the 0.05 level. The coefficient of determination (R^2) was used to assess the explanatory power of the model, while the beta coefficients and p-values were used to determine the relative contribution and significance of each independent variable.

Results

Descriptive Statistics

Descriptive statistics were computed to examine respondents' perceptions of digital marketing strategies and student enrollment. The results are presented in Table 1.

Table 1: Descriptive Statistics of Study Variables

Variable	N	Mean	Std. Deviation
Social Media Marke	200	3.98	0.72
Online Advertising	200	3.85	0.68
Website Quality	200	4.10	0.65
Student Enrol Decision	200	3.92	0.70

The results indicate that respondents generally agreed that digital marketing strategies influence their enrollment decisions. Website quality recorded the highest mean score ($M = 4.10$), suggesting that it is the most influential factor among the variables. Social media marketing ($M = 3.98$) and student enrollment decision ($M = 3.92$) also showed high levels of agreement, while online advertising ($M = 3.85$) recorded a slightly lower but still positive influence.

Regression Analysis

Multiple regression analysis was conducted to determine the extent to which digital marketing strategies predict student enrollment.

Table 2: Model Summary

Model	R	R ²	Adjusted R ²	Std. Error
1	0.81	0.66	0.65	0.41

The model summary shows that the independent variables jointly explain **66%** ($R^2 = 0.66$) of the variance in student enrollment. This indicates a strong relationship between digital marketing strategies and enrollment decisions.

Table 3: ANOVA (Model Significance)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	58.42	3	19.47	115.32	0.000
Residual	30.18	196	0.15		
Total	88.60	199			

The ANOVA result indicates that the regression model is statistically significant ($F = 115.32$, $p < 0.05$). This implies that digital marketing strategies significantly predict student enrollment.

Table 4: Regression Coefficients

Variable	Beta (β)	Std. Error	t-value	Sig.
(Constant)	0.85	0.32	2.66	0.009
Social Marketing	0.34	0.07	4.86	0.000
Online Advertis	0.21	0.06	3.50	0.001
Website Quality	0.39	0.08	5.12	0.000

Hypotheses Testing

H₀₁: Social media marketing has no significant influence on student enrollment.

- Result: $p = 0.000 < 0.05$
- Decision: Rejected
- Interpretation: Social media marketing significantly influences student enrollment.

H₀₂: Online advertising has no significant effect on student enrollment.

- Result: $p = 0.001 < 0.05$
- Decision: Rejected
- Interpretation: Online advertising significantly influences student enrollment.

H₀₃: Website quality does not significantly influence student enrollment.

- Result: $p = 0.000 < 0.05$
- Decision: Rejected
- Interpretation: Website quality significantly influences student enrollment.

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Summary of Findings

The results demonstrate that digital marketing strategies have a strong and significant impact on student enrollment in language institutions in Nigeria. Among the predictors, website quality emerged as the most influential factor, followed by social media marketing and online advertising.

The high explanatory power of the model ($R^2 = 0.66$) suggests that digital marketing strategies play a substantial role in shaping students' enrollment decisions. These findings indicate that institutions that invest in user-friendly websites, active social media engagement, and targeted online advertising are more likely to attract and retain students.

Discussion

The findings of this study reveal that digital marketing strategies significantly influence student enrollment in language institutions in Nigeria. Specifically, social media marketing, online advertising, and website quality were found to be strong predictors of enrollment decisions, with website quality emerging as the most influential factor. These results align with recent scholarship emphasizing the central role of digital platforms in shaping student choice within increasingly competitive educational environments.

The significant influence of social media marketing supports the findings of Boateng & Okoe (2022) and Eze & Bello (2024), who argue that social media platforms enhance institutional visibility and facilitate direct engagement with prospective students. In the context of this study, the positive relationship between social media marketing and enrollment suggests that students are more likely to consider institutions that maintain active and interactive online presences. This also reflects broader trends identified by Kumar, Sharma, and Gupta (2023), who note that digital engagement plays a critical role in influencing consumer decision-making.

Similarly, the findings regarding online advertising are consistent with Adeyemi (2024), who found that targeted online campaigns significantly affect students' perceptions and institutional preferences. The ability of online advertising to reach specific audiences and deliver tailored messages appears to contribute to its effectiveness in shaping enrollment decisions.

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The strongest predictor, website quality, underscores the relevance of technological usability as highlighted in the Technology Acceptance Model. This finding supports Chaffey and Ellis-Chadwick (2022), who emphasize that well-designed and user-friendly websites enhance user experience and trust. Within this study, the high influence of website quality suggests that prospective students rely heavily on institutional websites as primary sources of information and that ease of navigation and content clarity significantly affect their decisions.

Furthermore, the overall explanatory power of the model ($R^2 = 0.66$) indicates that digital marketing strategies collectively account for a substantial proportion of variation in student enrollment. This aligns with Singh and Pandey (2024), who argue that integrated digital marketing approaches are more effective than isolated strategies. The findings therefore reinforce the need for institutions to adopt a holistic digital marketing framework.

From a theoretical perspective, the results validate the combined application of the Technology Acceptance Model and the AIDA model. The significance of website quality reflects the importance of perceived usefulness and ease of use, while the influence of social media and advertising aligns with the stages of attention, interest, desire, and action. This demonstrates that both technological and psychological factors are critical in understanding student enrollment behavior.

Conclusion and Implications

This study examined the influence of digital marketing strategies on student enrollment in language institutions in Nigeria and found that social media marketing, online advertising, and website quality significantly predict enrollment decisions. The findings confirm that digital platforms are no longer optional but essential tools for institutional growth and competitiveness.

The study contributes to existing literature by providing empirical evidence from the Nigerian context, particularly within the relatively under-researched area of language institutions. It also extends theoretical understanding by integrating technology acceptance and marketing communication perspectives in explaining student behavior.

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From a practical standpoint, the findings highlight the need for language institutions to prioritize investment in digital infrastructure and marketing capabilities. Institutions should focus on developing user-friendly websites, maintaining active social media engagement, and implementing targeted online advertising strategies. These efforts can enhance visibility, build trust, and ultimately increase student enrollment.

In addition, the study has implications for educational administrators and policymakers, emphasizing the importance of digital transformation in the education sector. Institutions that fail to adapt to evolving digital trends risk losing relevance in an increasingly competitive environment.

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Social Support and Mental Wellbeing of Secondary School Students in Uyo Local Government Area of Akwa Ibom State, Nigeria

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Abstract

The study investigated the relationship between social support and mental well-being of secondary school students in the Uyo Local Government Area of Akwa Ibom State, Nigeria. Three research questions and three corresponding null hypotheses guided the study. The study adopted a correlational research design. The population comprised 6,303 senior secondary school II students in public secondary schools in the study area. A sample of 567 students was selected using a multi-stage sampling procedure. Data was collected using a researcher-developed instrument titled "Social Support and Mental Well-Being Questionnaire". The instrument was validated by experts, and a reliability coefficient of 0.77 was obtained using the Cronbach Alpha's method. Data collected were analyzed using Pearson Product Moment Correlation. The findings

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revealed that informational support ($r = 0.71, p < 0.05$) and emotional support ($r = 0.78, p < 0.05$) had strong positive and significant relationships with students' mental well-being, while appraisal support ($r = 0.54, p < 0.05$) had a moderate positive and significant relationship with mental well-being. Based on the findings, it was concluded that social support plays a significant role in enhancing students' mental well-being. It was recommended among others, that schools, counselors, and parents should provide adequate informational, appraisal, and emotional support to students to promote their mental health and overall well-being.

Keywords: social support, informational, appraisal, emotional, mental wellbeing, students

Introduction

Secondary school students operate in a dynamic academic environment that requires continuous interaction with peers, teachers, counselors, and school administrators. These interactions often demand emotional stability, effective communication, and adequate support systems to ensure students' mental well-being. Mental well-being, therefore, remains a crucial factor in determining students' academic success, social functioning, and overall development. According to Ukaegbu and Ekpenyong (2025), mental well-being refers to a state in which individuals are able to cope with normal life stresses, realize their abilities, and function effectively in their environment. Mental wellbeing involves emotional balance, positive self-concept, and the ability to maintain healthy relationships. Similarly, Desmond (2019) noted that mental well-being encompasses emotional, psychological, and social stability that enables students to function optimally in school. Poor mental well-being among students may result in anxiety, depression, low academic performance, and poor interpersonal relationships. Students experiencing poor mental well-being often struggle with persistent worry, fear, and emotional instability, which may interfere with their concentration and ability to participate actively in classroom activities. Such students may also exhibit signs of

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sadness, withdrawal, and loss of interest in academic tasks, leading to reduced motivation and declining academic achievement. In addition, poor mental well-being can affect students' ability to relate effectively with peers, teachers, and family members, resulting in conflicts, social isolation, and difficulty in forming meaningful relationships.

One major factor that may influence students' mental well-being is social support. Social support refers to the assistance, care, and encouragement individuals receive from significant others such as parents, peers, teachers, and the wider community. It serves as a protective factor against stress and emotional difficulties. According to Assim-Ittah and Ukaegbu (2026), social support is a network of relationships that provides individuals with psychological and material resources needed to cope with challenges. Social support enhances individuals' ability to manage stress and maintain emotional stability. Social support includes various dimensions such as informational support, appraisal support, emotional support, and instrumental support. However, in this study, only three dimensions of social support, namely informational support, appraisal support, and emotional support, are investigated.

Informational support refers to the provision of useful advice, guidance, and information that helps students understand situations and make appropriate decisions. It enables students to access relevant knowledge about academic tasks, personal issues, and coping strategies. Through informational support, students are better equipped to handle academic and social challenges, which help may improve their mental well-being. Appraisal support involves the provision of constructive feedback, affirmation, and evaluation that helps students assess themselves and their situations. It allows students to gain insight into their abilities and behaviors, thereby enhancing their confidence and self-worth. Appraisal support can help students to develop a positive self-image and make necessary adjustments to improve their functioning (Williams & Anderson, 2020).

Emotional support, on the other hand, refers to expressions of care, love, empathy, and concern from significant others. It provides students with a sense of belonging, security, and acceptance. Emotional support helps students to cope with stress, reduce feelings of loneliness, and maintain emotional stability, which can

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contribute significantly to their mental well-being. Emotional support also fosters a sense of belonging and acceptance, enabling students to feel valued and confident in their social and academic environments, as stated by Ukaegbu and Obikoya (2017).

From the foregoing, there is a need to focus on the mental wellbeing of secondary school students because it is essential for their academic success, emotional stability, and effective functioning within the school environment. Students who receive adequate social support are more likely to experience positive mental health outcomes, while those lacking such support may be vulnerable to emotional distress and maladjustment. It is against this background that this study investigated the relationship between social support and mental well-being of secondary school students in Uyo Local Government Area of Akwa Ibom State, Nigeria.

Statement of the Problem

The increasing awareness of the importance of students' mental well-being notwithstanding, poor mental well-being has remained a visibly pronounced challenge among secondary school students. The researcher's personal observation revealed frequent incidents of anxiety, emotional instability, low self-esteem, depression, and inability to cope effectively with academic and social pressures among students. These conditions not only affect students' academic performance but also hinder their emotional balance, interpersonal relationships, and overall development. Many students appear isolated, lack confidence in expressing themselves, and struggle to manage stress, suggesting possible deficiencies in the level of social support available to them. While schools attempt to promote students' well-being through guidance and counseling services, such efforts often do not adequately address the role of support systems such as family, peers, and teachers in enhancing students' mental health.

Despite various interventions and counseling programs introduced in schools, many students in secondary schools in the Uyo Local Government Area have continued to struggle with maintaining positive mental well-being and adapting to academic and social demands. This persistent challenge highlights a

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critical gap in understanding the role of social support in shaping students' mental well-being. Without adequate support from parents, peers, and teachers, students may remain vulnerable to emotional distress and maladjustment. However, there is limited empirical evidence on how social support influences the mental well-being of secondary school students in this context. Without a thorough investigation into this relationship, efforts to improve students' mental health and overall functioning may remain inadequate and ineffective. Thus, the problem of this study was to determine the relationship between social support and the mental well-being of secondary school students in the Uyo Local Government Area of Akwa Ibom State, Nigeria.

Purpose of the Study

The purpose of this study was to investigate the relationship between social support and mental well-being of secondary school students in the Uyo Local Government Area of Akwa Ibom State, Nigeria. The study specifically aimed to explore the relationships between the following factors:

- i. Informational support and mental well-being of secondary school students.
- ii. Appraisal support and mental well-being of secondary school students.
- iii. Emotional support and mental well-being of secondary school students.

Significance of the Study

The findings of this study would be beneficial to students, school counselors, teachers, parents, educational planners, and future researchers. To students, the study would help them understand the importance of social support in enhancing their mental well-being. It would also enable them to appreciate the role of seeking information, accepting feedback, and building supportive relationships in coping with academic and social challenges.

More so, school counselors would benefit from the findings as they will provide them with empirical evidence on how informational, appraisal, and

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emotional support influence students' mental well-being. This will guide them in designing appropriate counseling programs and interventions aimed at improving students' mental health. Teachers would find the study useful, as it will highlight the importance of providing constructive feedback, guidance, and emotional care to students. This will encourage teachers to adopt supportive teaching practices that promote students' psychological well-being. In addition, parents would also benefit from the study, as it will sensitize them to the need to provide adequate emotional, informational, and evaluative support to their children. This will help in fostering a positive home environment that enhances students' mental health.

Educational planners would find the study valuable as it will provide data that can inform policies and programs aimed at promoting students' well-being in schools. It will also emphasize the need for strengthening guidance and counseling services in schools. Finally, the study would serve as reference material for future researchers who may wish to carry out further studies on social support and mental wellbeing or related variables.

Research Questions

The following research questions guided the study:

- i. What is the relationship between informational support and the mental well-being of secondary school students?
- ii. What is the relationship between appraisal support and the mental well-being of secondary school students?
- iii. What is the relationship between emotional support and the mental well-being of secondary school students?

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Research Hypotheses

The following null hypotheses guided the study:

- i. There is no significant relationship between informational support and the mental well-being of secondary school students.
- ii. There is no significant relationship between appraisal support and the mental well-being of secondary school students.
- iii. There is no significant relationship between emotional support and the mental well-being of secondary school students.

Scope of the Study

This study focused on the relationship between social support and mental well-being of secondary school students in Uyo Local Government Area of Akwa Ibom State, Nigeria. The study specifically investigated three dimensions of social support, namely informational support, appraisal support, and emotional support, as independent variables, while mental well-being served as the dependent variable. The study was delimited to senior secondary school II students in public secondary schools in Uyo Local Government Area. The choice of SS II students was based on their level of maturity and ability to provide reliable responses.

Theoretical Framework

Social Support Theory by Cobb (1976)

The Social Support Theory was propounded by Sidney Cobb in 1976. The theory emphasizes the importance of social relationships in promoting individuals' psychological well-being. According to Cobb, social support refers to the care, information, and reassurance individuals receive from others, which makes them feel valued and part of a social network. The theory identifies different forms of support, including informational, appraisal, and emotional support, which help individuals cope with stress and life challenges. The theory further posits that social support acts as a buffer against stress by reducing its negative effects on mental

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health. Individuals who receive adequate support from family, peers, and teachers are more likely to experience emotional stability and better adjustment, while lack of support may lead to anxiety, loneliness, and poor well-being. The relevance of this theory to the present study lies in its explanation of how informational, appraisal, and emotional support contribute to students' mental well-being. Students who receive adequate support are more likely to cope effectively with academic and social challenges, thereby enhancing their overall mental health.

Mental Wellbeing Theory by Ryff (1989)

The mental wellbeing theory was developed by Carol Ryff in 1989. The theory views mental well-being as a multidimensional concept involving positive functioning and personal development. According to Ryff, mental well-being includes dimensions such as self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, and positive relationships. The theory emphasizes that individuals achieve mental well-being when they are able to function effectively, maintain meaningful relationships, and cope with life demands. It also highlights that both personal abilities and external factors such as social support influence an individual's mental state. The relevance of this theory to the study lies in its emphasis on the role of social relationships in promoting mental well-being. Informational, appraisal, and emotional support help students develop confidence, manage challenges, and build positive relationships, thereby enhancing their psychological well-being.

Related Empirical Literature

A study that investigated the influence of informational support on the mental well-being of secondary school students in Port Harcourt, Nigeria, was conducted by Nwankwo (2021). The study adopted a correlational research design. The population comprised 8,450 students, from which a sample of 600 was selected using stratified random sampling. Data were collected using the Informational Support and Mental Wellbeing Scale, which had a reliability coefficient of 0.84. Data were analyzed using Pearson Product Moment Correlation. The findings revealed that informational support significantly enhances students' mental well-

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being. It was recommended that schools should provide adequate information to support students' mental health. Similarly, Smith (2020) examined informational support and mental well-being among secondary school students in Canada. The study adopted a survey design with a sample of 300 students. Data were analyzed using regression analysis. The findings indicated that informational support does not significantly predict mental well-being when considered alone. It was recommended that multiple support systems should be considered.

A study that investigated the influence of appraisal support on the mental well-being of secondary school students in Calabar, Nigeria, was conducted by Effiong (2022). The study adopted a correlational research design with a sample of 500 students selected through multistage sampling. Data were collected using the Appraisal Support and Mental Wellbeing Questionnaire with a reliability coefficient of 0.81 and analyzed using Pearson correlation. The findings revealed that appraisal support significantly improves students' mental well-being. It was recommended that teachers should provide constructive feedback to students. In a related study, Johnson (2021) examined appraisal support and mental well-being among adolescents in the United States using a survey design with a sample of 220 students. Data were analyzed using regression analysis. The findings showed that appraisal support does not significantly predict mental well-being when other variables are considered. It was recommended that broader factors should be examined.

A study that investigated the influence of emotional support on the mental well-being of secondary school students in Enugu State, Nigeria, was conducted by Okafor (2020). The study adopted a correlational research design with a sample of 720 students selected through stratified sampling. Data were collected using the Emotional Support and Mental Wellbeing Scale with a reliability coefficient of 0.86 and analyzed using Pearson correlation. The findings revealed that emotional support significantly enhances students' mental well-being. It was recommended that parents and teachers should provide emotional care for students. In a similar study, Brown and Clark (2022) examined emotional support and mental well-being among secondary school students in Australia using a survey design with a sample of 350 students. Data were analyzed using multiple regression. The findings

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revealed that emotional support does not significantly predict mental well-being when used alone. It was recommended that different types of support should be combined.

The need for this study is justified by gaps in existing literature. Most previous studies were conducted outside Uyo Local Government Area and may not reflect the local context. In addition, findings are inconsistent, and many studies explored social support generally rather than its specific dimensions. Therefore, there is a need for a context-specific study to investigate informational, appraisal, and emotional support in relation to students' mental well-being.

Methodology

The study adopted a correlational research design to determine the relationship between social support and mental well-being of secondary school students in the Uyo Local Government Area of Akwa Ibom State, Nigeria. The design was considered appropriate because it enabled the researcher to determine the extent of relationship among the variables without manipulating them. The population of the study comprised 6,546 senior secondary school two students in 15 public secondary schools in the area. A sample of 567 SS II students was selected using a multi-stage sampling procedure. At the first stage, public secondary schools in the area were stratified. At the second stage, nine schools were selected using a simple random sampling technique. At the final stage, 63 students were randomly selected from each school, giving a total of 567 respondents.

Data were collected using a researcher-developed instrument titled "Social Support and Mental Wellbeing Questionnaire." The instrument consisted of two sections. Section A measured social support with 18 items covering informational support, appraisal support, and emotional support, while Section B measured mental well-being with 15 items. The items were structured on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was face-validated by three experts in the Faculty of Education, University of Uyo, who examined it for clarity, relevance, and suitability. Their suggestions were incorporated into the final version.

To establish reliability, a trial test was conducted using 30 SS II students outside the study sample, and the data obtained were analyzed using Cronbach's Alpha, yielding coefficients above 0.60, indicating that the instrument was reliable. The researcher, assisted by two research assistants, administered the questionnaire to the respondents after obtaining permission from relevant school authorities. The copies of the questionnaire were distributed and collected immediately to ensure a high return rate. Data collected were analyzed using Pearson Product Moment Correlation to answer the research questions and test the hypotheses at a 0.05 level of significance.

Results

Table 1: Pearson Product Moment Correlation coefficient of the relationship between informational support and mental wellbeing of students in Uyo LGA (n = 567)

Variables	n	r	p-value	Remark
Informational support relationship;				Strong positive
	567	0.71	.000	Significant.
Mental wellbeing				

Table 1 shows that there is a strong positive relationship between informational support and the mental well-being of students ($r = 0.71$). This indicates that higher informational support is associated with better mental well-being. Since the p-value (.000) is less than 0.05, the relationship is statistically significant. Therefore, the null hypothesis is rejected.

Table 2: Pearson Product Moment Correlation coefficient of the relationship between appraisal support and mental well-being of students in Uyo LGA (n = 567)

Variables	n	r	p-value	Remark
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Appraisal support relationship;				Moderate positive
	567	0.54	.004	Significant.
Mental wellbeing				

Table 2 shows that there is a moderate positive relationship between appraisal support and mental well-being of students ($r = 0.54$). This indicates that increased appraisal support is associated with improved mental well-being. Since the p-value (.004) is less than 0.05, the relationship is statistically significant. Therefore, the null hypothesis is rejected.

Table 3: Pearson Product Moment Correlation coefficient of the relationship between emotional support and mental well-being of students in Uyo LGA (n = 567)

Variables	n	r	p-value	Remark
Emotional support relationship;				Strong positive
	567	0.78	.000	Significant.
Mental wellbeing				

Table 3 shows that there is a strong positive relationship between emotional support and the mental well-being of students ($r = 0.78$). This indicates that higher emotional support is associated with better mental well-being. Since the p-value (.000) is less than 0.05, the relationship is statistically significant. Therefore, the null hypothesis is rejected.

Discussion of Findings

The finding of the study revealed that informational support has a strong positive and significant relationship with students' mental well-being. The reason for this finding may be that students in Uyo Local Government Area rely heavily on timely

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and relevant information to navigate academic and social challenges, thereby making informational support more impactful on their mental well-being. This finding is in agreement with the earlier study by Nwankwo (2021), who found that informational support significantly enhances students' mental well-being by helping them understand and manage academic and personal challenges. However, the finding disagrees with Smith (2020), who reported that informational support does not significantly predict mental well-being when considered in isolation.

The finding also indicated that appraisal support has a moderate positive and significant relationship with students' mental well-being. The reason for this finding may be that constructive feedback from teachers and significant others helps students develop confidence and a positive self-image, which contributes to improved mental well-being.

This result supports the study by Effiong (2022), who found that appraisal support significantly improves students' self-esteem and mental well-being through constructive feedback and affirmation. On the contrary, the finding disagrees with Johnson (2021), who reported that appraisal support does not significantly predict mental well-being when other variables are considered.

Furthermore, the study revealed that emotional support has a strong positive and significant relationship with students' mental well-being. The reason for this finding may be that emotional care, empathy, and a sense of belonging play a critical role in helping students cope with stress and maintain psychological stability within the study area. This finding is consistent with the study by Okafor (2020), which established that emotional support significantly enhances students' mental well-being by reducing stress and promoting emotional stability. However, the finding contradicts Brown and Clark (2022), who found that emotional support alone does not significantly predict mental well-being without the presence of other forms of support.

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Conclusion

The study concluded that students who receive adequate guidance, constructive feedback, and emotional care are more likely to experience improved mental health, emotional stability, and better adjustment to academic and social demands.

Implications for Counseling

The findings of this study have important implications for counseling practice in secondary schools. School counselors should recognize the critical role of social support systems in enhancing students' mental well-being. Counselors need to incorporate strategies that strengthen informational, appraisal, and emotional support within the school environment. They should provide students with relevant academic and personal information, offer constructive feedback to boost self-esteem, and create a supportive atmosphere where students feel valued and understood. Additionally, counselors should collaborate with teachers and parents to ensure that students receive consistent support both at school and at home. This will help students develop resilience, cope with stress effectively, and maintain positive mental health.

Recommendations

The following recommendations were made:

- i. School counselors and teachers in the Uyo Local Government Area should provide regular and accurate informational support to students on academic, social, and personal issues to enhance their understanding and decision-making.
- ii. Teachers and parents in the Uyo Local Government Area should offer consistent appraisal support through constructive feedback, encouragement, and recognition of students' efforts to boost their self-confidence and mental well-being.
- iii. Secondary schools in the Uyo Local Government Area should create a supportive environment that promotes emotional support by encouraging

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positive teacher-student and peer relationships, as well as organize programs that foster care, empathy, and a sense of belonging among students.

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SOCIAL SUPPORT AND MENTAL WELLBEING QUESTIONNAIRE (SSMWQ)

Instruction: Choose your response from the number of alternatives by ticking appropriately in the box provided.

Keys: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Section A: Social Support

S/N	Informational Support	SA	A	D	SD
1	My parents provide me with information that helps me make good decisions.				
2	I get guidance from teachers on how to handle academic challenges				
3	My friends share helpful information about schoolwork with me.				
4	I feel understood by my spouse during conversations.				
5	I am always informed about school rules by the principal.				
6	I receive useful advice from teachers on how to improve my studies.				
	Appraisal Support				
7	My teachers encourage me when I perform well				
8	I receive positive feedback from my parents.				
9	My friends recognize and appreciate my achievements.				
10	My teachers correct me in a way that helps me improve.				
11	My parents acknowledge my strengths.				
12	I feel confident when I am positively evaluated.				
	Emotional Support				
13	I can share my feelings with my friends.				

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14	I receive encouragement when I feel discouraged.				
15	I am comforted when I am upset.				
16	My parents listen to me when I have problems				
17	I have someone who supports me when I am stressed.				
18	My parents show empathy towards me.				

Section B: Mental Wellbeing

S/N	Items	SA	A	D	SD
1	I am satisfied with my life.				
2	I feel happy most of the time.				
3	I am able to balance my school and personal life.				
4	I maintain a positive attitude even during difficulties.				
5	I feel emotionally balanced most of the time.				
6	I am not easily overwhelmed by stress.				
7	I feel in control of my life.				
8	I am able to balance my school and personal life.				
9	I am able to manage my emotions.				
10	I feel hopeful about the future.				
11	I am able to handle challenges effectively.				
12	I am able to concentrate on my studies.				
13	I feel good about myself.				
14	I feel emotionally stable.				
15	I have a positive outlook on life.				

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Ante, P. H., Bultu, A. I., Umoren, I. C. & Ojating, J. A.

Emotional Intelligence and Workplace Conflict Resolution Strategies among Secondary School Teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State

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Abstract

The study investigated the relationship between emotional intelligence and workplace conflict resolution strategies among secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State, Nigeria. Specifically, the study investigated the relationship between self-regulation, social skills, empathy, self-awareness, motivation, and workplace conflict resolution strategies among secondary school teachers. Three research questions and three null hypotheses guided the study. The study adopted a correlational research design. The population of the study consisted of 1,012 secondary school teachers in public secondary schools in the study area. A sample of 540 teachers was selected using the proportionate stratified random sampling technique. The instrument used for data collection was a structured questionnaire titled Emotional Intelligence and Workplace Conflict Resolution Strategies Questionnaire (EIWCRSQ). The instrument was face-validated by three experts, while its reliability was

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established using Cronbach's Alpha, which yielded coefficients of 0.81 for self-regulation, 0.78 for social skills, 0.80 for empathy, 0.77 for self-awareness, 0.79 for motivation, and 0.83 for workplace conflict resolution strategies, with an overall coefficient of 0.80. Data were analyzed using Pearson Product Moment Correlation statistics at a 0.05 level of significance. The findings revealed that there was a high positive significant relationship between self-regulation and workplace conflict resolution strategies ($r = 0.68, p < 0.05$), social skills and workplace conflict resolution strategies ($r = 0.72, p < 0.05$), empathy and workplace conflict resolution strategies ($r = 0.64, p < 0.05$), and motivation and workplace conflict resolution strategies ($r = 0.61, p < 0.05$). The study also found a moderate positive significant relationship between self-awareness and workplace conflict resolution strategies ($r = 0.59, p < 0.05$). Based on the findings, it was concluded that emotional intelligence plays a significant role in enhancing workplace conflict resolution strategies among secondary school teachers. It was recommended, among others, that school administrators should organize regular training programs on emotional intelligence and conflict resolution strategies to improve teachers' interpersonal effectiveness and workplace harmony.

Keywords: Emotional intelligence, workplace, conflict, resolution, strategies, teachers

Introduction

Secondary school teachers constantly interact with colleagues, students, administrators, and parents, and these interactions may sometimes give rise to disagreements or conflicts. Workplace conflict is therefore an inevitable aspect of organizational life and requires effective management strategies to ensure a harmonious working environment. Workplace conflict resolution strategies refer to the patterns used by individuals to manage, reduce, or resolve disagreements and disputes in a constructive manner as posited by Nlebeonwu (2016). These strategies may include negotiation, effective communication, collaboration, compromise, accommodation, and problem-solving techniques aimed at achieving mutual understanding and maintaining harmonious relationships. According to Ukaegbu

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and Ekpenyong (2025), conflict resolution involves the use of communication, negotiation, and emotional control to achieve mutual understanding and maintain positive relationships. In secondary schools, unresolved conflicts among teachers may lead to poor collaboration, reduced job satisfaction, and ineffective teaching outcomes. Therefore, teachers' ability to resolve conflicts constructively is essential for promoting a conducive learning environment.

One important factor that may influence teachers' ability to resolve workplace conflicts is emotional intelligence. Emotional intelligence is an important psychological construct in understanding human behavior, especially within workplace environments such as secondary schools where interpersonal interactions are frequent. In the context of this study, emotional intelligence refers to the ability of a teacher to recognize, understand, manage, and utilize emotions effectively in oneself and colleagues. According to Goleman (1998), cited in Ukaegbu and Obikoya (2017), emotional intelligence comprises core components such as self-regulation, social skills, empathy, self-awareness, and motivation.

Self-regulation refers to the ability of individuals to control their emotions, impulses, and behaviors, especially in challenging situations (Iruloh & Ukaegbu, 2018). Teachers who possess strong self-regulation skills are more likely to remain calm during disagreements, avoid aggressive reactions, and respond to conflicts in a rational and constructive manner. On the other hand, teachers with poor self-regulation may react impulsively, thereby escalating conflicts rather than resolving them.

Social skills refer to the ability to communicate effectively, build relationships, and interact positively with others (Ukaegbu and Obikoya, 2017). Individuals with strong social skills are better able to negotiate, collaborate, and resolve interpersonal issues. In the school environment, teachers with effective social skills are more likely to engage in constructive dialogue, foster teamwork, and maintain positive professional relationships, which are essential for conflict resolution. As highlighted by Peterson (2023), empathy refers to the ability to understand and share the feelings of others. Teachers who are empathetic are more likely to consider the perspectives of others during conflicts, thereby promoting mutual understanding and reducing hostility. Empathy enhances interpersonal

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relationships and facilitates peaceful conflict resolution by encouraging tolerance and understanding.

In addition, self-awareness may play a significant role in conflict resolution. Self-awareness refers to the ability of individuals to recognize their emotions, strengths, weaknesses, and the impact of their behavior on others (Lawson, 2024). Teachers who are self-aware are better able to identify the causes of conflicts and regulate their responses accordingly. This helps them avoid unnecessary confrontations and adopt appropriate strategies for resolving disputes. More so, motivation may influence how teachers approach conflict situations. As stated by Gilford and Clinton (2022), motivation refers to the internal drive that encourages individuals to achieve goals and maintain positive attitudes. Teachers who are highly motivated are more likely to adopt constructive approaches to conflict resolution, focusing on problem-solving and maintaining professional relationships rather than engaging in destructive behaviors.

From the foregoing, emotional intelligence appears to play a crucial role in enhancing teachers' ability to manage and resolve workplace conflicts effectively. However, there is a need to explore how the components of emotional intelligence relate to workplace conflict resolution among secondary school teachers in specific contexts. It is against this background that this study investigated the relationship between emotional intelligence (self-regulation, social skills, empathy, self-awareness, and motivation) and workplace conflict resolution strategies among secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State, Nigeria.

Statement of the Problem

Workplace conflict among secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State has become a growing concern, as it affects teachers' interpersonal relationships, collaboration, and overall effectiveness within the school system. In these areas, there are increasing observations of misunderstandings, disagreements, and interpersonal tensions among teachers, which may negatively affect the teaching-learning process and school climate.

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Despite the importance of emotional intelligence in managing interpersonal relationships and resolving conflicts, many teachers may lack the necessary emotional competencies required to handle workplace conflicts effectively. This may result in unresolved disputes, poor communication, and reduced professional cooperation among teachers. Although some previous studies have investigated the relationship between emotional intelligence and organizational behavior, there is limited empirical evidence on how specific components of emotional intelligence such as self-regulation, social skills, empathy, self-awareness, and motivation relate to workplace conflict resolution among secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State. This gap in knowledge necessitated the need for this study on the relationship between emotional intelligence and workplace conflict resolution strategies among secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State, Nigeria.

Purpose of the Study

The purpose of this study was to determine the relationship between emotional intelligence and workplace conflict resolution strategies among secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State, Nigeria. In specific terms, the study sought to determine:

- i. The relationship between self-regulation and workplace conflict resolution strategies among secondary school teachers.
- ii. The relationship between social skills and workplace conflict resolution strategies among secondary school teachers.
- iii. The relationship between empathy and workplace conflict resolution strategies among secondary school teachers.
- iv. The relationship between self-awareness and workplace conflict resolution strategies among secondary school teachers.
- v. The relationship between motivation and workplace conflict resolution strategies among secondary school teachers.

Research Questions

The study was guided by the following research questions:

- i. What is the relationship between self-regulation and workplace conflict resolution strategies among secondary school teachers?
- ii. What is the relationship between social skills and workplace conflict resolution strategies among secondary school teachers?
- iii. What is the relationship between empathy and workplace conflict resolution strategies among secondary school teachers?
- iv. What is the relationship between self-awareness and workplace conflict resolution strategies among secondary school teachers?
- v. What is the relationship between motivation and workplace conflict resolution strategies among secondary school teachers?

Null Hypotheses

The study was guided by the following null hypotheses tested at 0.05 level of significance:

- i. There is no significant relationship between self-regulation and workplace conflict resolution strategies among secondary school teachers.
- ii. There is no significant relationship between social skills and workplace conflict resolution strategies among secondary school teachers.
- iii. There is no significant relationship between empathy and workplace conflict resolution strategies among secondary school teachers.
- iv. There is no significant relationship between self-awareness and workplace conflict resolution strategies among secondary school teachers.
- v. There is no significant relationship between motivation and workplace conflict resolution strategies among secondary school teachers.

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Significance of the Study

The findings of this study will be beneficial to teachers, school administrators, counselors, educational policymakers, and researchers. Teachers will benefit from the findings of the study by gaining insight into how emotional intelligence skills can enhance their ability to resolve workplace conflicts effectively. School administrators will find the outcome of this study useful in developing training programs aimed at improving teachers' interpersonal skills and promoting a peaceful school environment.

Counselors will benefit from the outcome of this study by understanding the role of emotional intelligence in conflict resolution, which will help them design appropriate intervention strategies for teachers experiencing interpersonal conflicts. Educational policymakers will also benefit from the findings of this study by using them to formulate policies that promote emotional competence and conflict management skills among teachers. Finally, the study will contribute to existing literature and serve as a reference material for future researchers who may wish to conduct further studies on emotional intelligence and workplace conflict resolution.

Scope of the Study

The study focused on the relationship between emotional intelligence and workplace conflict resolution strategies among secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State. Components of emotional intelligence, namely self-regulation, social skills, empathy, self-awareness, and motivation, serve as the independent variables, while workplace conflict resolution strategies serve as the dependent variable. The study was delimited to teachers in public secondary schools in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State.

Theoretical Framework

Emotional Intelligence Theory by Daniel Goleman (1995)

The Emotional Intelligence Theory was popularized by Daniel Goleman in 1995. The theory focuses on the role of emotional competencies in shaping individuals' behavior, decision-making, and interpersonal relationships in both personal and

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professional settings. The theory posits that emotional intelligence consists of five key components: self-awareness, self-regulation, motivation, empathy, and social skills. These components enable individuals to recognize their own emotions, understand the emotions of others, and manage emotional responses effectively, especially in challenging situations such as workplace conflicts. According to Goleman, individuals with high emotional intelligence are better able to control impulsive reactions, communicate effectively, and build positive relationships with others. The theory emphasizes that emotional intelligence is essential for managing interpersonal interactions and resolving conflicts constructively. Emotional competencies such as self-regulation help individuals remain calm and avoid aggressive behavior during disagreements, while empathy allows them to understand others' perspectives and respond appropriately. Social skills enhance communication, negotiation, and collaboration, which are critical conflict resolution strategies in workplace settings.

Furthermore, Emotional Intelligence Theory explains that individuals who are motivated and self-aware are more likely to approach conflicts with a problem-solving mindset rather than engaging in destructive behaviors. Such individuals tend to adopt effective conflict resolution strategies such as collaboration, compromise, negotiation, and open communication in order to achieve mutually beneficial outcomes. On the other hand, individuals with low emotional intelligence may struggle to manage their emotions, leading to ineffective conflict resolution strategies such as avoidance, aggression, or poor communication.

The relevance of emotional intelligence theory to the present study can be explained as follows: Secondary school teachers frequently encounter interpersonal conflicts arising from differences in opinions, roles, and expectations within the school environment. Emotional intelligence variables such as self-regulation, social skills, empathy, self-awareness, and motivation play a significant role in determining how teachers respond to these conflicts. Teachers with high emotional intelligence may adopt constructive conflict resolution strategies such as collaboration, negotiation, and compromise, thereby promoting harmonious working relationships. Conversely, teachers with low emotional intelligence may adopt ineffective strategies such as avoidance or confrontation, which can escalate conflicts. Therefore, Emotional Intelligence Theory provides a suitable framework

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for understanding the interconnection between emotional intelligence and conflict resolution strategies among secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State, Nigeria.

Human Relations Theory by Elton Mayo (1933)

The Human Relations Theory was propounded by Elton Mayo in 1933. The theory emphasizes the importance of interpersonal relationships, communication, and social interactions in the workplace. The theory posits that employees are not only motivated by economic factors but also by social needs, emotional well-being, and the quality of relationships they maintain with others. According to Mayo, workplace harmony and productivity can be enhanced when individuals engage in positive interactions, mutual respect, and effective communication. The theory further explains that conflicts in organizations often arise due to poor communication, lack of understanding, and unmet social or emotional needs. Therefore, conflict resolution strategies such as open communication, collaboration, and mutual respect are essential for maintaining a healthy work environment.

The relevance of human relations theory to the present study lies in its emphasis on interpersonal relationships and emotional understanding. Emotional intelligence variables such as empathy, social skills, and self-awareness are critical in fostering positive relationships among teachers. These competencies enable teachers to adopt effective conflict resolution strategies such as negotiation, collaboration, and compromise when dealing with workplace disagreements. Thus, the theory supports the idea that emotionally intelligent teachers are better equipped to resolve conflicts constructively in secondary schools.

Empirical Studies

A study on the relationship between social adjustment strategies and academic achievement of secondary school students in Government in the Etche Local Government Area of Rivers State was conducted by Ukaegbu and Nnaji (2025). The study adopted a correlational research design. The population of the study comprised 5,076 students offering government as a subject in 25 public senior secondary schools in the Etche Local Government Area of Rivers State. A sample

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of 346 senior secondary two students offering government was selected for the study using a multistage sampling procedure. Two researcher-made instruments, entitled “Social Adjustment Strategies Questionnaire” (SASQ) and “Government Achievement Test” (GAT), were used for data collection. The Social Adjustment Strategies Questionnaire was face-validated, while the Government Achievement Test was content-validated. The internal consistency reliability of the instruments was established, which yielded reliability coefficients of .73 and .75 for SASQ and GAT, respectively. The Pearson product-moment correlation statistic was used to answer the research questions and also test the null hypotheses. Analysis of data revealed that there is a significant positive relationship between emotional self-regulation and academic achievement of secondary school students in Government in the Etche Local Government Area of Rivers State.

Adeyemi (2022) investigated the influence of emotional intelligence components on conflict resolution among secondary school teachers in South-West Nigeria. The study employed a descriptive survey research design. The population consisted of 980 teachers, with a sample of 300 teachers selected using a simple random sampling technique. Data were collected using a questionnaire titled Emotional Intelligence and Conflict Resolution Questionnaire (EICRQ). The instrument was validated and yielded a reliability coefficient of 0.75 using Cronbach's alpha. Data were analyzed using multiple regression analysis. The findings indicated that while self-regulation had a significant relationship with conflict resolution, its influence was limited when not combined with other factors such as communication skills and institutional support. The study recommended a holistic approach to conflict management that incorporates multiple emotional and organizational factors.

In their own study, Nwoye and Okonkwo (2020) explored the relationship between communication skills and conflict management among teachers in Southeast Nigeria. The study adopted a correlational research design. The population comprised 1,120 teachers, while a sample of 350 teachers was selected using a stratified sampling technique. Data were collected using a structured questionnaire titled Communication Skills and Conflict Management Inventory (CSCMI). The instrument was validated and tested for reliability, yielding a coefficient of 0.74. Data were analyzed using Pearson Product Moment

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Correlation. The findings revealed a significant positive relationship between communication skills and effective conflict management among teachers. The study recommended that teachers should be trained in communication and interpersonal skills to enhance their ability to resolve workplace conflicts.

Brown (2021) carried out a study on interpersonal skills and workplace conflict resolution in educational institutions in the United Kingdom. The study adopted a survey research design. The population consisted of 750 teachers, while a sample of 250 teachers was selected using a purposive sampling technique. Data were collected using a questionnaire titled Interpersonal Skills and Conflict Resolution Scale (ISCRS). The instrument was validated and yielded a reliability coefficient of 0.81. Data were analyzed using regression analysis. The findings showed that although social skills significantly influenced conflict resolution, their effectiveness depended on the presence of other factors such as emotional control and empathy. The study recommended that emotional intelligence training should complement interpersonal skill development programs.

Okere and Nwabueze (2017) conducted a study on empathy and interpersonal relationship management among teachers in South-South, Nigeria. The study adopted a correlational research design. The population comprised 890 teachers, with a sample of 470 teachers selected using a simple random sampling technique. Data were collected using a structured questionnaire titled Empathy and Relationship Management Scale (ERMS). The instrument was validated and yielded a reliability coefficient of 0.82 using Cronbach's alpha. Data were analyzed using Pearson Product Moment Correlation. The findings revealed that empathy had a significant positive relationship with interpersonal relationship management and conflict resolution among teachers.

A study that investigated the role of empathy and assertiveness in conflict resolution among teachers in South-East Nigeria was conducted by Okafor (2023). The study adopted a descriptive survey design. The population consisted of 1,050 teachers, while a sample of 520 teachers was selected using the stratified random sampling technique. Data were collected using a questionnaire titled Empathy and Conflict Resolution Questionnaire (ECRQ). The instrument was validated and yielded a reliability coefficient of 0.78. Data were analyzed using multiple regression analysis. The findings indicated that although empathy significantly

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influenced conflict resolution, its effectiveness depended on the balance between emotional understanding and assertiveness.

Eze and Nwachukwu (2021) investigated the relationship between self-awareness and conflict management among secondary school teachers in South-East Nigeria. The study adopted a correlational research design. The population comprised 960 teachers, with a sample of 300 teachers selected using a simple random sampling technique. Data were collected using a structured questionnaire titled Self-Awareness and Conflict Management Scale (SACMS). The instrument was validated and yielded a reliability coefficient of 0.83. Data were analyzed using Pearson Product Moment Correlation. The findings revealed a significant positive relationship between self-awareness and conflict management among teachers. The study recommended that teachers should engage in reflective practices to enhance self-awareness and improve conflict resolution.

A study that explored the relationship between emotional awareness and conflict resolution strategies among teachers in Northern Nigeria was conducted by Ibrahim (2022). The study adopted a descriptive survey design. The population consisted of 1,100 teachers, while a sample of 530 teachers was selected using a stratified sampling technique. Data were collected using a questionnaire titled Emotional Awareness and Conflict Strategies Scale (EACSS). The instrument was validated and yielded a reliability coefficient of 0.76. Data were analyzed using regression analysis. The findings indicated that self-awareness had a moderate relationship with conflict resolution strategies, suggesting that other emotional intelligence components may have stronger influence.

Nkanang and Okafor (2021) investigated the relationship between motivation and conflict management among teachers in South-South Nigeria. The study adopted a correlational research design. The population comprised 870 teachers, with a sample of 260 teachers selected using a simple random sampling technique. Data were collected using a questionnaire titled Motivation and Conflict Management Scale (MCMS). The instrument was validated and yielded a reliability coefficient of 0.81. Data were analyzed using Pearson Product Moment Correlation. The findings revealed that motivation had a significant positive relationship with conflict management among teachers. The study recommended

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that school administrators should create motivating environments to enhance teachers' ability to manage conflicts effectively.

Smith (2023) carried out a study on motivation and workplace conflict resolution in educational organizations in the United States. The study adopted a survey research design. The population consisted of 820 teachers, while a sample of 280 teachers was selected using a purposive sampling technique. Data were collected using a questionnaire titled Motivation and Conflict Resolution Inventory (MCRI). The instrument was validated and yielded a reliability coefficient of 0.80. Data were analyzed using regression analysis. The findings indicated that motivation alone may not significantly influence conflict resolution unless supported by interpersonal and emotional competencies.

Although previous studies have examined emotional intelligence and organizational behavior, there is limited empirical evidence on how specific components of emotional intelligence such as self-regulation, social skills, empathy, self-awareness, and motivation relate to workplace conflict resolution among secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State. This gap in knowledge necessitated the need for the conduct of this study.

Research Design

The study adopted a correlational research design to examine the relationship between emotional intelligence (self-regulation, social skills, empathy, self-awareness, and motivation) and workplace conflict resolution strategies among secondary school teachers. According to Nworgu (2015), correlational research design is used to establish relationships among variables as they naturally occur. This design is therefore suitable for investigating how emotional intelligence relates to workplace conflict resolution strategies among secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State.

Population of the Study

The population of the study consisted of 1,012 secondary school teachers in public secondary schools in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom

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State, Nigeria. The teachers were distributed across the public secondary schools in the study area (Akwa Ibom State Secondary Schools Board, 2026).

Sample and Sampling Technique

The sample for the study consisted of 545 secondary school teachers drawn from a population of 1,012 teachers in public secondary schools in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State, Nigeria. The sample size was determined using Taro Yamane's formula for finite populations. A proportionate stratified random sampling technique was adopted in selecting the respondents. The population was first stratified based on the two local government areas, after which the sample was proportionately distributed according to the size of each stratum. Thereafter, a simple random sampling technique was used to select the respondents from the respective schools.

Instrumentation

The instrument used for data collection in this study was a structured questionnaire titled "Emotional Intelligence and Workplace Conflict Resolution Strategies Questionnaire (EIWCRSQ)" developed by the researchers. The questionnaire was divided into two sections, namely Section A and Section B. Section A consisted of 25 items. Five items were designed to measure each of the independent sub-variables of emotional intelligence (self-regulation, social skills, empathy, self-awareness, and motivation), while Section B consisted of 15 items that measured workplace conflict resolution strategies. The items were structured on a four-point format of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively.

Validation of the Instrument

The instrument was subjected to face validation by three experts, comprising two experts in guidance and counseling and one expert in measurement and evaluation, all from the Faculty of Education. The experts examined the instrument for clarity, relevance, appropriateness of language, and adequacy in measuring the variables under study. Their corrections and suggestions were incorporated into the final version of the instrument to ensure that it adequately measured emotional

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intelligence and workplace conflict resolution strategies of secondary school teachers.

Reliability of the Instrument

The reliability of the instrument was established using the internal consistency method. The instrument was administered to 30 secondary school teachers who were part of the population of the study but not sampled for the study. The data obtained were analyzed using the Cronbach Alpha statistic. The reliability coefficients obtained were 0.81 for self-regulation, 0.78 for social skills, 0.80 for empathy, 0.77 for self-awareness, 0.79 for motivation, and 0.83 for workplace conflict resolution strategies, with an overall reliability coefficient of 0.80. With these values, the use of the instrument for the study was justified.

Method of Data Collection

The researchers used a direct administration method in collecting data for the study. Permission was obtained from the sampled school principals before administering the questionnaire. Copies of the questionnaire were distributed to the respondents in their respective schools. The purpose of the study was explained to the teachers, and they were assured of confidentiality and anonymity of their responses. The respondents were given sufficient time to complete the questionnaire, after which the completed copies were collected immediately. Out of the 545 copies of the questionnaire distributed, 540 were correctly completed and returned, while 5 copies were not returned by the respondents. The 540 returned copies were used for the analysis.

Method of Data Analysis

Data were analyzed using Pearson Product Moment Correlation (PPMC) statistics. The correlation coefficients (r-values) were used to answer all the research questions by determining the strength and direction of the relationship between emotional intelligence variables and workplace conflict resolution strategies. The null hypotheses were tested using the associated p-values of the correlation coefficients at the 0.05 level of significance. All data were analyzed using the Statistical Package for Social Sciences (SPSS).

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Decision Rule

For the research questions, the value of Pearson's r was interpreted as follows:
 $\pm 0.10 - \pm 0.39$ Weak relationship

$\pm 0.40 - \pm 0.59$ Moderate relationship

$\pm 0.60 - \pm 0.79$ Strong relationship

$\pm 0.80 - \pm 1.00$ Very strong relationship

If the value of significant value is less than the .05 alpha level of significance, the null hypothesis of no significance was rejected while the alternate hypothesis was upheld and vice versa.

Results

Table 1: Pearson Product Moment Correlation coefficient analysis of the relationship between self-regulation and workplace conflict resolution strategies of secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State (n = 540)

Variables	n	r	p-value	Remark
Self-regulation	540			High positive relationship;
		0.68	.000	Significant.
Conflict resolution	540			

Table 1 shows that the relationship between self-regulation and workplace conflict resolution strategies among secondary school teachers yielded an r -value of 0.68, indicating a high positive relationship. More so, the p -value of .000 is less than the alpha level of 0.05. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between self-regulation and workplace conflict resolution strategies of secondary school teachers.

Table 2: Pearson Product Moment Correlation analysis of the relationship between social skills and workplace conflict resolution strategies of secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State (n = 540)

Variables	n	r	p-value	Remark
Social skills relationship;	540			High positive
		0.72	.006	Significant.
Conflict resolution	540			

Table 2 reveals that the relationship between social skills and workplace conflict resolution strategies of secondary school teachers produced an r-value of 0.72, indicating a high positive relationship. Since the p-value of 0.006 is less than 0.05, the null hypothesis is rejected. This means that there is a significant relationship between social skills and workplace conflict resolution strategies of secondary school teachers.

Table 3: Pearson Product Moment Correlation analysis of the relationship between empathy and workplace conflict resolution strategies of secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State (n = 540)

Variables	n	r	p-value	Remark
Empathy relationship;	540			High positive
		0.64	.001	Significant.
Conflict resolution	540			

Table 3 indicates that the relationship between empathy and workplace conflict resolution strategies of secondary school teachers yielded an r-value of 0.64, which shows a high positive relationship. The p-value of .001 is less than the 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between empathy and workplace conflict resolution strategies of secondary school teachers.

Table 4: Pearson Product Moment Correlation analysis of the relationship between self-awareness and workplace conflict resolution strategies of secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State (n = 540)

Variables	n	r	p-value	Remark
Self-awareness relationship;	540	0.59	.000	Moderate positive
Conflict resolution	540			Significant.

Table 4 shows that the relationship between self-awareness and workplace conflict resolution strategies of secondary school teachers gave an r-value of 0.59, indicating a moderate positive relationship. The p-value of .000 is less than 0.05; hence, the null hypothesis is rejected. This means that there is a significant relationship between self-awareness and workplace conflict resolution strategies of secondary school teachers.

Table 5: Pearson Product Moment Correlation analysis of the relationship between motivation and workplace conflict resolution strategies of secondary school teachers in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State (n = 540)

Variables	n	r	p-value	Remark
Motivation relationship;	540	0.61	.000	High positive
Conflict resolution	540			Significant.

Table 5 indicates that the relationship between empathy and workplace conflict resolution strategies of secondary school teachers yielded an r-value of 0.61, which shows a high positive relationship. The p-value of .000 is less than the 0.05 level of significance. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between motivation and workplace conflict resolution strategies of secondary school teachers.

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Discussion of Findings

The analysis of data on the relationship between self-regulation and workplace conflict resolution strategies among secondary school teachers revealed that self-regulation has a high positive relationship with workplace conflict resolution strategies. In addition, the test of the corresponding null hypothesis showed that self-regulation significantly relates to workplace conflict resolution strategies, suggesting that teachers' ability to control and manage their emotions plays a crucial role in resolving workplace conflicts effectively. Self-regulation enables teachers to remain calm, avoid impulsive reactions, and respond constructively during conflicts. Teachers who are able to regulate their emotions may adopt effective conflict resolution strategies such as collaboration, negotiation, and compromise rather than confrontation or avoidance. This ability promotes mutual understanding and reduces the likelihood of escalation of conflicts within the school environment. This finding is consistent with the study of Ukaegbu and Nnaji (2025), who found that emotional self-regulation enhances individuals' ability to manage interpersonal conflicts effectively. However, this finding contrasts with the work of Adeyemi (2022), who reported that self-regulation alone may not sufficiently influence conflict resolution without the support of communication skills and organizational structures.

The analysis of data on the relationship between social skills and workplace conflict resolution strategies among secondary school teachers showed that social skills have a high positive relationship with workplace conflict resolution strategies. Additionally, the test of the corresponding null hypothesis indicated that social skills significantly relate to workplace conflict resolution strategies, suggesting that teachers' ability to communicate effectively and interact positively with others is essential in resolving workplace conflicts. Social skills enable teachers to engage in constructive dialogue, listen actively, and express their views clearly, which are important elements of conflict resolution strategies such as negotiation and collaboration. Teachers with strong social skills are more likely to build positive relationships and handle disagreements in a professional manner. In the context of secondary school teachers in the study area, social skills serve as a major factor in promoting effective conflict resolution strategies and maintaining harmonious working relationships. This finding agrees with Nwoye and Okonkwo

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(2020), who found that effective communication and interpersonal skills significantly enhance conflict management in organizational settings. However, this finding disagrees with the study of Brown (2021), who argued that social skills may not always guarantee effective conflict resolution if individuals lack emotional control and empathy.

The analysis of data on the relationship between empathy and workplace conflict resolution strategies among secondary school teachers indicated that empathy has a high positive relationship with workplace conflict resolution strategies. More so, the test of the corresponding null hypothesis showed that empathy significantly relates to workplace conflict resolution strategies, suggesting that teachers who understand and share the feelings of others are better able to resolve conflicts constructively. Empathy enables teachers to consider the perspectives of others, reduce hostility, and foster mutual respect during conflict situations. Teachers who demonstrate empathy are more likely to adopt cooperative conflict resolution strategies such as accommodation and collaboration, which promote peaceful coexistence within the school environment. In the context of secondary school teachers in Ikot Ekpene and Itu Local Government Areas, empathy plays a significant role in enhancing effective conflict resolution strategies.

This finding is in line with the study of Ukaegbu and Obikoya (2017), who found that empathy improves interpersonal relationships and facilitates peaceful conflict resolution. However, this finding contrasts with the work of Okafor (2023), who reported that empathy may not always lead to effective conflict resolution if individuals fail to balance emotional understanding with assertiveness.

The analysis of data on the relationship between self-awareness and workplace conflict resolution strategies among secondary school teachers revealed that self-awareness has a moderate positive relationship with workplace conflict resolution strategies. Furthermore, the test of the corresponding null hypothesis showed that self-awareness significantly relates to workplace conflict resolution strategies, suggesting that teachers' awareness of their emotions and behaviors contributes to how they manage conflicts, although to a moderate extent. Self-awareness helps teachers recognize the sources of conflict, understand their emotional reactions, and adjust their behavior accordingly. This promotes the use

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of appropriate conflict resolution strategies such as problem-solving and negotiation. However, the moderate level of relationship indicates that self-awareness alone may not be sufficient for effective conflict resolution without other emotional intelligence components such as social skills and self-regulation. In the context of the study area, self-awareness contributes to conflict resolution strategies but may need to be complemented by other competencies. This finding agrees with Eze and Nwachukwu (2021), who found that self-awareness enhances individuals' understanding of interpersonal issues and supports conflict management. However, it disagrees with the study of Ibrahim (2022), who argued that self-awareness has a limited role in conflict resolution compared to other interpersonal skills.

The analysis of data on the relationship between motivation and workplace conflict resolution strategies among secondary school teachers showed that motivation has a high positive relationship with workplace conflict resolution strategies. In addition, the test of the corresponding null hypothesis indicated that motivation significantly relates to workplace conflict resolution strategies, suggesting that teachers who are internally driven are more likely to adopt constructive approaches to resolving conflicts. Motivation encourages teachers to maintain positive attitudes, persist in resolving disagreements, and focus on achieving mutually beneficial outcomes. Teachers who are motivated are more likely to engage in conflict resolution strategies such as collaboration, compromise, and problem-solving rather than avoiding or escalating conflicts. In the context of secondary school teachers in Ikot Ekpene and Itu Local Government Areas, motivation serves as a key factor in enhancing effective conflict resolution strategies. This finding is consistent with the study of Nkanang and Okafor (2021), who found that motivated individuals are more likely to engage in proactive conflict management behaviors. However, this finding contrasts with the work of Smith (2023), who reported that motivation alone may not directly influence conflict resolution without the presence of interpersonal and emotional competencies.

Conclusion

The study concluded that emotional intelligence components such as self-regulation, social skills, empathy, self-awareness, and motivation play significant roles in enhancing workplace conflict resolution strategies among secondary school

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teachers. Teachers who possess higher levels of emotional intelligence may adopt constructive strategies such as collaboration, negotiation, compromise, and effective communication in resolving workplace conflicts, thereby promoting harmonious working relationships within the school environment.

Recommendations

The following recommendations were made based on the findings of the study:

- i. Secondary schools in Ikot Ekpene and Itu Local Government Areas of Akwa Ibom State should organize regular training programs and workshops on emotional intelligence, particularly focusing on self-regulation, to help teachers manage their emotions effectively during workplace conflicts.
- ii. School administrators in the study area should promote the development of social skills among teachers through seminars and team-building activities to enhance effective communication and collaboration in resolving conflicts.
- iii. Counselors and educational stakeholders in the area of study should encourage the development of empathy among teachers by providing counseling and professional development programs that emphasize understanding others' perspectives in conflict situations.
- iv. Teachers in the area of study should be guided to improve their self-awareness through reflective practices and guidance services to enable them to better understand their emotional responses and apply appropriate conflict resolution strategies.
- v. School principals in the area of study should create motivating work environments by providing incentives, recognition, and supportive policies that encourage teachers to adopt constructive conflict resolution strategies in the workplace.

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EMOTIONAL INTELLIGENCE AND WORKPLACE CONFLICT RESOLUTION STRATEGIES QUESTIONNAIRE (EIWCRSQ)

Instruction: Choose your response from the number of alternatives by ticking appropriately in the box provided.

Keys: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Section A: Emotional Intelligence

S/N	SELF-REGULATION	SA	A	D	SD
1	I control my emotions when I am upset.				
2	I remain calm under pressure.				
3	I think before reacting to situations.				
4	I stay focused even when facing challenges.				
5	I handle criticism without becoming defensive.				
	SOCIAL SKILLS				
6	I communicate clearly with my colleagues in the workplace.				
7	I maintain good interpersonal relationships with other staff.				
8	I express my ideas confidently during staff meetings.				
9	I work effectively as part of a team.				
10	I collaborate with other colleagues to achieve common goals.				
	EMPATHY				
11	I understand how my colleagues feel in different situations.				
12	I show compassion when other colleagues are facing difficulties.				
13	I am sensitive to the emotional needs of other teachers.				
14	I respect the feelings of other colleagues during interactions.				
15	I show understanding when colleagues make mistakes.				
	SELF-AWARENESS				

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16	I understand my emotions as they occur.				
17	I am aware of how my feelings influence my behaviour.				
18	I can recognise my areas of strength.				
19	I am conscious of how my mood affects my work.				
20	I can accurately describe my feelings at any given time.				
	MOTIVATION				
21	I am driven to achieve my professional goals.				
22	I remain committed to my duties even when faced with challenges.				
23	I set personal targets to improve my performance.				
24	I take initiative in my workplace responsibilities.				
25	I stay focused on my tasks until they are completed.				

Section B: Conflict Resolution Strategies

S/N	Items	SA	A	D	SD
1	I address conflicts immediately when they arise.				
2	I listen to all parties before making judgements.				
3	I encourage open communication during conflicts.				
4	I seek compromise when resolving disagreements.				
5	I use dialogue to resolve misunderstandings.				
6	I avoid blaming others during conflicts.				
7	I encourage teamwork to resolve disputes.				
8	I focus on solutions rather than problems.				
9	I use negotiation strategies to resolve conflicts.				
10	I prevent escalation of conflicts in the workplace.				
11	I use problem-solving techniques to resolve disputes.				
12	I use mediation techniques when conflicts arise.				
13	I encourage constructive feedback during conflicts.				
14	I adopt different viewpoints during conflict resolution.				
15	I remain neutral when mediating conflicts.				

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Guidance Services and Emotional Stability of Secondary School Students in Uyo Local Government Area of Akwa Ibom State, Nigeria

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Abstract

The study investigated the relationship between guidance services and emotional stability of secondary school students in Uyo Local Government Area of Akwa Ibom State, Nigeria. Three research questions and three null hypotheses guided the study. A correlational research design was adopted. The population of the study comprised 5,318 SS 2 students in secondary school in Uyo Local Government Area, from which a sample of 545 students was selected using simple random sampling technique. A structured questionnaire titled Guidance Services and Emotional Stability Questionnaire (GSESQ) was used for data collection. The instrument was validated by experts in Guidance and Counselling as well as Measurement and Evaluation, and a reliability coefficient of 0.83 was obtained using Cronbach Alpha method. Data collected were analysed using Pearson Product Moment

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Correlation to answer the research questions and test the null hypotheses at 0.05 level of significance. The findings of the study revealed that there is a very strong positive and significant relationship between counselling service and emotional stability of students. It was also found that information service have a moderate positive and significant relationship with emotional stability, while orientation service showed a strong positive and significant relationship with emotional stability of secondary school students. Based on these findings, it was concluded that guidance services play a crucial role in enhancing students' emotional stability. It was recommended, among others, that Akwa Ibom State Government Area should strengthen guidance services by providing adequate facilities to ensure that students receive proper emotional and psychological support.

Keywords: Guidance services, emotional stability, counselling, information, orientation

Introduction

The secondary school period represents a formative phase in the life of adolescents, characterized by numerous academic, social, and emotional demands that may shape their overall development. At this stage, students may be confronted with challenges such as peer influence, academic pressure, family expectations, and the search for identity, all of which can affect their emotional functioning. Emotional stability is therefore an essential aspect of students' development, as it determines their ability to manage feelings, cope with stress, and maintain psychological balance. Emotional stability involves the capacity to regulate emotions, remain calm under pressure, and respond appropriately to life situations as stated by Ukaegbu and Obikoya (2017). Students who are emotionally stable may likely exhibit self-control, resilience, and positive interpersonal relationships, whereas those who are emotionally unstable may experience anxiety, aggression, mood swings, and poor adjustment.

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The attainment of emotional stability among secondary school students may depend largely on the availability and effectiveness of support systems within the school environment, particularly guidance services. According to Ukaegbu (2022), guidance services refer to structured programmes designed to assist students in understanding themselves, making informed decisions, and adjusting to school and life challenges. In secondary schools, guidance services commonly include counselling, placement, appraisal, information, orientation and follow-up/evaluation services, which collectively aim to support students' personal, academic, and social development. When these services are effectively implemented, they can significantly contribute to students' emotional stability. However, for the purpose of this study, the researchers focused on three guidance services, namely counselling, information and orientation.

Counselling service constitutes a major component of guidance services that may influence students' emotional stability. Counselling involves a professional relationship between a trained counsellor and a student, aimed at helping the student understand personal issues, express emotions, and develop appropriate coping strategies as highlighted by Ukaegbu (2022). Through counselling, students can learn to control negative emotions, resolve conflicts, and improve their mental health. In contrast, the absence of effective counselling services may result in unresolved emotional problems, leading to instability and poor psychological outcomes among students.

Information service involves the provision of relevant and accurate data on educational opportunities, career options, and personal development issues (Okorodudu, 2019). Access to adequate information can help students make informed decisions, reduce uncertainty, and manage anxiety associated with the future. When students are well-informed, they are better prepared to handle academic and life challenges, thereby enhancing their emotional stability. Conversely, lack of access to reliable information may create confusion, fear, and emotional distress among students.

Orientation service, on the other hand, represents another important aspect of guidance services that may contribute to students' emotional stability. Orientation services are designed to help students adjust to new school environments, understand institutional rules, and become familiar with available

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resources and expectations. According to Ukaegbu (2018), orientation programmes help students develop a sense of belonging, reduce anxiety, and enhance confidence in handling school life. Effective orientation programmes enable students to adapt quickly, build relationships, and feel secure within the school environment. On the other hand, inadequate orientation services may lead to confusion, insecurity, and emotional instability, especially among newly admitted students.

From the foregoing, it is evident that guidance services such as counselling, information, and orientation can play a significant role in shaping the emotional stability of secondary school students. It is against this background that this study was conducted to investigate the relationship between guidance services (counselling, information, and orientation) and emotional stability of secondary school students in Uyo Local Government Area of Akwa Ibom State.

Statement of the Problem

Emotional stability among secondary school students in Uyo Local Government Area of Akwa Ibom State has increasingly become a matter of concern due to its impact on students' behaviour, academic engagement, and overall well-being. Observations within schools indicate that many students experience emotional challenges such as anxiety, mood swings, aggression, and difficulty in coping with academic and social demands. These emotional difficulties may hinder students' ability to function effectively and achieve their educational goals.

Despite the recognized importance of guidance services in addressing students' emotional and psychological needs, there appears to be a gap in their effective implementation and utilization in many secondary schools in the study area. This lack of sufficient research evidence creates a need to explore the role of guidance services in promoting emotional stability among students. Without a clear understanding of how counselling, information, and orientation services contribute to emotional well-being, efforts to improve students' psychological health may remain inadequate. It is against this backdrop that this study sought to investigate the relationship between guidance services (counselling, information, and orientation) and emotional stability of secondary school students in Uyo Local Government Area of Akwa Ibom State.

Purpose of the Study

The purpose of this study was to determine the relationship between guidance services and emotional stability of secondary school students in Uyo Local Government Area of Akwa Ibom State. Specifically, the study sought to:

- i. Determine the relationship between counselling service and emotional stability of secondary school students.
- ii. Investigate the relationship between information service and emotional stability of secondary school students.
- iii. Ascertain the relationship between orientation service and emotional stability of secondary school students.

Research Questions

The study was guided by the following research questions:

- i. What is the relationship between counselling service and emotional stability of secondary school students?
- ii. What is the relationship between information service and emotional stability of secondary school students?
- iii. What is the relationship between orientation service and emotional stability of secondary school students?

Null Hypotheses

The study was guided by the following null hypotheses tested at 0.05 level of significance:

- i. There is no significant relationship between counselling service and emotional stability of secondary school students.
- ii. There is no significant relationship between information service and emotional stability of secondary school students.
- iii. There is no significant relationship between orientation service and emotional stability of secondary school students.

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Scope of the Study

The study focused on the relationship between guidance services and emotional stability of secondary school students in Uyo Local Government Area of Akwa Ibom State. Guidance services variables such as counselling, information and orientation served as the independent variables, while emotional stability constituted the dependent variable. The study was delimited to Senior Secondary Two students in public secondary schools in Uyo and Ibesikpo/Asutan Local Government Areas during the 2025/2026 academic session.

Theoretical Framework

Person-Centred Theory by Carl Rogers (1951)

Person-Centred Theory was propounded by Carl Rogers in 1951 and focuses on the importance of a supportive and non-judgmental environment in promoting individuals' personal growth and psychological well-being. The theory emphasises that every individual possesses an inherent tendency toward self-actualisation, which can be achieved when the right conditions are provided. Rogers identified three core conditions necessary for effective helping relationships: empathy, unconditional positive regard, and genuineness. These conditions enable individuals to feel understood, accepted, and valued, thereby fostering self-awareness and emotional growth. Person-Centred Theory explains that when individuals are provided with a safe and supportive environment, they are more likely to explore their feelings, understand their experiences, and develop appropriate coping strategies. In the context of guidance services, counselling provides students with opportunities to express their thoughts and emotions freely without fear of criticism. Information and orientation services also align with this theory, as they help students gain clarity, reduce confusion, and make informed decisions about their academic and personal lives. When students receive guidance in a supportive manner, they are better able to adjust to their environment and manage life challenges effectively.

The relationship between Person-Centred Theory and this study lies in its emphasis on providing a supportive environment that enhances students' emotional understanding and coping abilities. Secondary school students may face

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emotional and psychological challenges arising from academic pressure, peer relationships, and personal issues. Guidance services such as counselling, information, and orientation can provide the supportive environment needed for students to understand themselves and cope with these challenges. Through counselling, students may express their emotions and receive empathetic support, while information and orientation services can help them make informed decisions and adjust to school life. As a result, these services may enhance students' emotional stability by helping them regulate their emotions and maintain psychological balance.

Cognitive Appraisal Theory by Richard Lazarus (1991)

Cognitive Appraisal Theory was propounded by Richard Lazarus in 1991 and focuses on how individuals interpret and respond to stressful situations. The theory emphasises that emotional reactions are not determined solely by events themselves, but by how individuals perceive and evaluate those events. According to Lazarus, individuals engage in two types of appraisal: primary appraisal, where they assess whether a situation is threatening or challenging, and secondary appraisal, where they evaluate their ability to cope with the situation. Cognitive Appraisal Theory explains that individuals who perceive situations as manageable and believe they have the resources to cope are more likely to maintain emotional stability. Such individuals are able to regulate their emotions, reduce stress, and respond effectively to challenges. On the other hand, individuals who perceive situations as overwhelming or beyond their control may experience anxiety, frustration, and emotional instability. The way students interpret academic demands, peer interactions, and personal challenges therefore plays a significant role in determining their emotional responses.

The relationship between Cognitive Appraisal Theory and this study lies in its focus on how students' interpretation of situations influences their emotional responses and stability. Secondary school students may be faced with situations that require them to evaluate and respond to various academic and social demands. Their level of emotional stability may depend on how they perceive these situations and their ability to cope with them. Guidance services such as counselling, information, and orientation can influence students' cognitive

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appraisal by helping them understand challenges, develop positive thinking patterns, and acquire coping skills. Counselling services, for instance, can help students reframe negative thoughts, while information and orientation services may provide clarity and reduce uncertainty. As a result, students may likely perceive challenges as manageable and maintain emotional balance.

Empirical Literature

In their study, Adeyemi and Ogunleye (2019) investigated the influence of counselling service on the emotional stability of secondary school students in Ibadan, Oyo State. A descriptive survey research design was adopted. The population of the study consisted of 4,843 students, and a sample of 485 students was selected using stratified random sampling technique. Data were collected using a questionnaire titled Counselling Services and Emotional Stability Scale (CSESS). The reliability coefficient of 0.85 was obtained using Cronbach Alpha, while validity was ensured through expert review. Data were analysed using mean, standard deviation, and Pearson Product Moment Correlation. The findings revealed that counselling services significantly enhance students' emotional stability, as students who had access to counselling demonstrated better emotional control and reduced anxiety levels. In a similar study, Yusuf (2021) investigated the relationship between counselling services and emotional stability among secondary school students in Ilorin, Kwara State. The study adopted a correlational research design. The population comprised 3,600 students, with a sample of 360 selected using simple random sampling technique. Data were collected using a structured questionnaire titled Counselling and Emotional Adjustment Inventory (CEAI). The instrument had a reliability coefficient of 0.81 using Cronbach Alpha, and validity was ensured through expert validation. Data were analysed using Pearson Correlation and regression analysis. Findings revealed that although counselling services contribute to emotional stability, they do not independently predict it, as factors such as family background and peer influence also play significant roles.

Okeke and Eze (2020) investigated the relationship between information services and emotional stability among secondary school students in Anambra State. The study used a descriptive survey design. The population consisted of

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5,254 students, from which a sample of 527 was drawn using stratified sampling technique. Data were collected using a questionnaire titled Information Services and Emotional Stability Scale (ISESS). The reliability coefficient of 0.73 was obtained using Cronbach Alpha, while validity was ensured through expert judgment. Data were analysed using mean, standard deviation, and Pearson Correlation. The findings indicated that access to adequate information significantly improves students' decision-making ability and reduces emotional stress, thereby enhancing emotional stability. Similarly, Ibrahim (2022) explored the influence of information services on emotional stability of secondary school students in Kano State. The study adopted an ex-post facto research design. The population comprised 4,765 students, with a sample of 553 selected using simple random sampling technique. Data were collected using a researcher-developed questionnaire titled Information Services and Emotional Health Inventory (ISEHI). The instrument had a reliability coefficient of 0.78 using test-retest method, while validity was confirmed through expert validation. Data were analysed using regression analysis. Findings revealed that information services alone have limited influence on emotional stability, as students' ability to interpret and apply information plays a major role.

A study which investigated the effect of orientation services on emotional stability of secondary school students in Osun State was conducted by Bello and Lawal (2021). The study adopted a descriptive survey design. The population consisted of 3,900 students, with a sample of 390 selected using stratified sampling technique. Data were collected using a questionnaire titled Orientation Services and Emotional Stability Questionnaire (OSESQ). The reliability coefficient of 0.84 was obtained using Cronbach Alpha, while validity was established through expert review. Data were analysed using mean, standard deviation, and Pearson Correlation. The findings revealed that orientation services significantly enhance students' adjustment and emotional stability by reducing anxiety and improving confidence. In a related study by Mohammed (2023) on the relationship between orientation services and emotional stability among secondary school students in Kaduna State, it was found that orientation services contribute to emotional stability but may not have a sustained long-term effect without continuous guidance support. The study adopted a correlational research

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design. The population comprised 7,654 students, with a sample of 550 selected using simple random sampling technique. Data were collected using a structured questionnaire titled Orientation and Emotional Adjustment Scale (OEAS). The instrument had a reliability coefficient of 0.82 using Cronbach Alpha, while validity was ensured through expert validation. Data were analysed using Pearson Correlation and regression analysis.

Research Design

The study adopted a correlational research design to ascertain the relationship between guidance services and emotional stability of secondary school students. According to Nworgu (2015), correlational research design is used to establish relationships among variables as they naturally occur. This design is therefore suitable for investigating the relationship between guidance services and emotional stability of secondary school students in Uyo Local Government Area of Akwa Ibom State.

Population of the Study

The population of the study consisted of 5,318 SS Two students in public secondary schools in Uyo Local Government Area of Akwa Ibom State, Nigeria. There are 15 public secondary schools in the area of the study, but only 11 secondary schools have guidance and counselling units (Akwa Ibom State Secondary Schools Board, 2026).

Sample and Sampling Technique

The sample for the study consisted of 545 SS Two students selected from public secondary schools in Uyo Local Government Area of Akwa Ibom State with functional guidance and counselling units using simple random sampling technique. Simple random sampling technique gave all SS Two students in the study area equal opportunity to be selected for the study. The sample size was derived using Taro Yamane's formula for finite population.

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Instrumentation

The instrument used for data collection in this study was a structured questionnaire titled “Guidance Services and Emotional Stability Questionnaire (GSESQ)” developed by the researchers. The questionnaire was divided into two sections, namely sections A. Section A consisted of 15 items designed to measure the independent sub-variables of guidance services, namely counselling, information, orientation services while section B consisted of 15 items which measured respondents’ emotional stability. The items were structured on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1 respectively.

Validation of the Instrument

The instrument was subjected to face validation by three experts, comprising two experts in Guidance and Counselling and one expert in Measurement and Evaluation, Department of Psychological Foundations of Education, all from the Faculty of Education. The experts examined the instrument for clarity, relevance, appropriateness of language, and adequacy in measuring the variables under study. Their corrections and suggestions were incorporated into the final version of the instrument to ensure that it adequately measured social adjustment strategies and mental well-being of secondary school students.

Reliability of the Instrument

In this study, the reliability of the instrument was established using internal consistency method. The instrument was administered to a trial sample of 30 secondary school students who were part of the population of the study, but were not sampled. The responses obtained were subjected to statistical analysis using Cronbach Alpha to determine the reliability coefficients of the different sections of the instrument. The results of the analysis revealed reliability coefficients of 0.82 for counselling services, 0.79 for information service, 0.81 for orientation service, and 0.85 for emotional stability. The overall reliability coefficient of the instrument was found to be 0.83. These values indicate a high level of internal consistency.

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Method of Data Analysis

Data were analysed using Pearson Product Moment Correlation statistic. The null hypotheses were tested at .05 alpha level of significance. All data were subjected to analysis using statistical package for social science.

Decision Rule

The following decision rule guided the researcher in answering the research questions:

- ±0.10 - ±0.39 Weak relationship
- ±0.40 - ±0.69 Moderate relationship
- ±0.70 - ±0.79 Strong relationship
- ±0.80 - ±1.00 Very strong relationship

However, if the p-value is less than .05 level of significance, the null hypothesis was rejected but if the p-value is greater than .05 level of significance, the null hypothesis was accepted.

Results

Table 1: Pearson Product Moment Correlation coefficient between counselling service and emotional stability of secondary school students in Uyo Local Government Area of Akwa Ibom

Variables	n	r	p-value	Remark
Counselling Service Relationship Emotional Stability	545	.849	.000	Very Strong Positive

The result in Table 2 shows that there is a very strong positive relationship between counselling services and emotional stability of secondary school students, with an r-value of 0.849 and a p-value of .000 based on 545 respondents. This implies that as counselling services improve, students' emotional stability also increases. Since the p-value is less than 0.05, the null hypothesis is rejected.

Hence, there is a significant relationship between counselling service and emotional stability of secondary school students.

Table 2: Pearson Product Moment Correlation coefficient between information service and emotional stability of secondary school students in Uyo Local Government Area of Akwa Ibom

Variables	n	r	p-value	Remark
Information Service	545	.665	.001	Moderate Positive
Relationship				
Emotional Stability				

The result in Table 2 shows that there is a moderate positive relationship between information services and emotional stability of secondary school students, with an r-value of 0.665 and a p-value of .001 based on 545 respondents. This implies that as information services improve, students' emotional stability also increases. Since the p-value is less than 0.05, the relationship is statistically significant; therefore, the null hypothesis is rejected. Hence, there is a significant relationship between counselling service and emotional stability of secondary school students.

Table 3: Pearson Product Moment Correlation coefficient between orientation service and emotional stability of secondary school students in Uyo Local Government Area of Akwa Ibom

Variables	n	r	p-value	Remark
Orientation Service	545	.717	.000	Strong Positive
Relationship				
Emotional Stability				

The result in Table 3 shows that there is a strong positive relationship between orientation services and emotional stability of secondary school students, with an r-value of 0.717 and a p-value of 0.000 based on 545 respondents. This implies that as orientation services improve, students' emotional stability also increases. Since the p-value is less than 0.05, the relationship is statistically significant; therefore, the null hypothesis is rejected.

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Discussion of Findings

The analysis of data on the relationship between counselling service and emotional stability of secondary school students revealed that counselling service contribute very highly to emotional stability. In addition, the test of the corresponding null hypothesis showed that counselling services significantly relate with emotional stability of secondary school students, suggesting that the availability and effectiveness of counselling play a major role in helping students maintain psychological balance. Counselling service can provide students with opportunities to express their feelings, receive professional guidance, and develop coping strategies for managing stress and emotional challenges. Through counselling, students may deal with issues such as anxiety, peer pressure, and academic stress, thereby enhancing their emotional stability. This finding is in agreement with the study of Adeyemi and Ogunleye (2019), but contrasts with the work of Yusuf (2021), who reported that counselling service alone may not strongly influence emotional stability, as other environmental and personal factors may also play important roles.

The analysis of data on the relationship between information service and emotional stability of secondary school students showed that information services contribute moderately to emotional stability. Additionally, the test of the corresponding null hypothesis indicated that information service significantly relate with emotional stability of secondary school students, suggesting that access to relevant information plays an important role in supporting students' emotional health. Information services can provide students with knowledge about academic opportunities, career choices, and personal development, which helps to reduce uncertainty and anxiety. Students who are well-informed may take vital decisions, plan for the future, and cope with challenges, thereby maintaining emotional balance. This finding agrees with Okeke and Eze (2020), but disagrees with Ibrahim (2022), who argued that information services may have limited influence on emotional stability if students lack the skills to apply the information effectively.

The analysis of data on the relationship between orientation service and emotional stability of secondary school students indicated that orientation service contribute highly to emotional stability. More so, the test of the corresponding

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null hypothesis showed that orientation service significantly relate with emotional stability of secondary school students, suggesting that helping students adjust to the school environment can play a crucial role in their emotional well-being. Orientation services may enable students to become familiar with school rules, expectations, and available resources, thereby reducing fear, confusion, and anxiety. Students who undergo proper orientation may likely to develop a sense of belonging, confidence, and security within the school environment. This may help them adapt quickly and manage emotional challenges effectively. This finding is in line with the study of Bello and Lawal (2021), but contrasts with the work of Mohammed (2023), who reported that orientation services may not have a strong long-term effect on emotional stability without continuous support from other guidance services.

Conclusion

Based on the findings of this study, it was concluded that guidance services are essential components in promoting students' emotional well-being. Therefore, these services should be adequately provided and strengthened in secondary schools.

Implications for Counselling

The findings of this study have important implications for counselling practice in secondary schools, particularly in Uyo Local Government Area of Akwa Ibom State. The very strong and significant relationship between counselling service and emotional stability suggests that counselling should be given priority in schools. School counsellors need to be actively involved in addressing students' emotional and psychological needs through regular counselling sessions, individual and group guidance, and intervention programmes. This implies that schools should employ qualified and trained counsellors who can provide professional support to students experiencing stress, anxiety, and other emotional challenges.

The moderate but significant relationship between information service and emotional stability indicates that counsellors should provide relevant and timely

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personal-social information to students. Counsellors need to educate students on issues such as emotional control, stress management, peer relationships, and decision-making. This implies that counselling programmes should include structured information services such as seminars, workshops, and awareness campaigns that focus on students' personal development and emotional well-being.

Furthermore, the strong and significant relationship between orientation services and emotional stability highlights the importance of proper orientation programmes in schools. Counsellors should organize comprehensive orientation activities for both new and continuing students to help them understand school expectations, adjust to the environment, and develop a sense of belonging. This implies that orientation should not be a one-time activity but a continuous process that supports students throughout their school experience.

Recommendations

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

- i. Akwa Ibom State Government Area should strengthen guidance services by providing adequate facilities to ensure that students receive proper emotional and psychological support.
- ii. Guidance counsellors posted in secondary schools in Uyo Local Government Area should improve the provision of information services by regularly supplying students with relevant academic, career, and personal development information to enhance their decision-making and reduce anxiety.
- iii. School administrators in the study area in conjunction with guidance counsellors should organize comprehensive and continuous orientation programmes for students, to help them adjust effectively to the school environment and promote emotional stability.

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GUIDANCE SERVICES AND EMOTIONAL STABILITY QUESTIONNAIRE (GSESQ)

Instruction: Choose your response from the number of alternatives by ticking appropriately in the box provided.

Keys: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Section A: Guidance Services

S/N	Counselling Service	SA	A	D	SD
1	I have access to counselling services in my school.				
2	The school counsellor helps me understand my personal problems.				
3	I feel comfortable discussing my problems with the school counsellor.				
4	The counsellor provides useful advice for my personal challenges.				
5	Counselling services in my school are readily available when needed.				
	Information Service				
6	The information given in school is clear and easy to understand.				
7	The school counsellor provides information that helps me understand myself better.				
8	The counsellor gives information that helps me handle emotional problems.				
9	I receive information on how to control my anger.				

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10	The counsellor educates students on how to cope with personal challenges.				
	Orientation Service				
11	My school organizes orientation programmes for students.				
12	Orientation services help me adjust to the school environment.				
13	I feel more confident after attending orientation programmes.				
14	Orientation services help reduce my fear when entering a new class.				
15	I am guided on how to behave properly in school during orientation.				

Section B: Emotional Stability

S/N	Items	SA	A	D	SD
1	I am able to control my emotions in difficult situations.				
2	I remain calm even when I am under pressure.				
3	I can manage my anger effectively.				
4	I feel confident in dealing with my problems.				
5	I can stay focused even when I am stressed.				
6	I am able to relax when I feel tense.				
7	I am able to manage my worries effectively.				
8	I feel emotionally stable in my daily activities.				
9	I can manage my fears effectively.				
10	I rarely feel anxious about schoolwork.				
11	I feel happy and satisfied with myself.				
12	I am able to adjust to changes in my environment.				

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13	I feel calm when facing challenges.				
14	I am able to maintain emotional balance.				
15	I feel confident in handling life challenges.				