

Perceived Influence of Home Training on Emotional Adjustment of Junior Secondary School Students in Rivers State

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Abstract: This study examined the perceived influence of home training on emotional adjustment of junior secondary school students in Rivers State. The population of this study is 29,547 students which is the total population of students in junior secondary schools in Rivers State (Rivers State Senior Secondary Schools Board, 2019/2020). A sample size of 394 students (Rivers East =130, Rivers South East= 106 and Rivers West = 158) was selected from the three Senatorial Districts using the Taro-Yamen formula. Simple random sampling technique was adopted to select the sample for this study. An instrument titled: 'Perceived Influence of Home Training on Emotional Adjustment of Students Questionnaire (PIHTEASQ)' was used for data collection. The instrument was face and content validated by an expert in Measurement and Evaluation. The Pearson's Product Moment Correlation analysis was used to measure the internal consistency of the instrument and a reliability coefficient index of 0.87 was obtained which indicated that the instrument was reliable and suitable for the study. The descriptive statistics of mean and standard deviation were used to answer the research questions, while the inferential statistic of one-way analysis of variance (ANOVA) was used to test the formulated null hypotheses at 0.05 level of significance. The study found that there is no significant difference in the mean rating of male and female students on the extent to which praise, non-punitive discipline and shouting influence emotional adjustment of junior secondary school students in Rivers State. It was therefore, recommended among others that praise, non-punitive discipline and shouting as forms of home training should be encouraged by teachers and parents and it motivates the child and improves his/her emotional adjustment.

Key words: Home Training, Emotional Adjustment, Junior Secondary School Students, Rivers State.

Introduction

Family members, particularly parents, are the chief architects in shaping the personality of a child through home training. The range and depth of emotions which parents display to their children builds up the psychological interior of their children. Emotional adjustment of children who are loved, accepted, nurtured, trusted and who have close emotional ties with their parents are superior to that of other children who are not cared for (Chakra & Prabha, 2014). In the view

of Izzo (2009), teachers rated four forms of home training as frequency of parent-teacher contact; quality of parent teacher interaction; participation in educational activities in the home, and participation in school activities. These factors, as well as family background variables were examined to find any relationship they might have with school achievement as indexed by school grades. Consistent with other studies, Izzo (2009) established that all forms of home training declined with child's age and that involvement in the home predicted the widest range of performance variance.

The Education Commission Report (2010) stated that parental support is important in ways other than financial. Parents need to provide encouragement as well as an enabling environment for children to study and do homework. Schools may need to go to parents to raise awareness of how they can best assist their children. The report further stated that the abuse of alcohol, tobacco and marijuana is increasing amongst secondary students. Truancy and bullying are also prevalent. While the family lays the psychosocial, moral and spiritual foundations in the overall development of the child, parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s) (Eweniyi, 2012). Deroma, Lassiter and Davis (2014) emphasized the importance of encouraging the adolescents' home training and the value of refraining from emphasizing adverse impact to students. When students are involved in home training decision making, they make better judgment. Schools should be considered as an important social context along with family, communities or neighborhood that also affect various processes related to delinquency (Unal & Cukur, 2011).

In the view of Deepshika and Bhanot (2011), when schools believe that lack of home training explains a child's misbehaviour, educators are less likely to consider alternative explanations for the misbehaviour and the full range of interventions that could be implemented at school (Greene, 2011). Osher, Bear, Sprague and Doyle (2010) asserted that the three approaches viz. ecological approaches to classroom management, school wide positive behavioural supports and social and emotional learning improves school discipline practices and student behaviour. Structurally, a family is deemed either broken or intact. The broken family is not structurally intact for various reasons which includes the death of a parent, divorce, separation, dissolution and illegitimacy- a case in which the family was never completed (Coukline, 2016). When the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to the needs of their children (Nzewunwah, 2015). Life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules (Agulanna, 2009).

Parental divorce has negative effects on the adjustment of children compared to their peers growing up in continuously intact families. Children of divorced families tend to encounter more social, academic and behavioural problems than children from intact homes (Amato & Keith, 2011). Parental monitoring has a protective effect on many students' risk behaviours in both

middle-class populations and poor urban environments and has been shown both to moderate the effect of peer influence and to persist into late adolescence. Whereas unsupervised time, exposure to sexual possibility situations, and out-of-home care increase sexual behaviour, improved parent-child communication reduces sexual risk behaviours (DeVore & Ginsburg, 2015). Juang and Silbereisen (2012) stated that parents who demonstrated more warmth, engaged in more discussions concerning academic and intellectual matters with their adolescents and had higher school aspirations for their adolescents, reported more involvement in their adolescents' schooling. In contrast, adolescents who were characterized by below average ability, parental school involvement and capability beliefs, demonstrated the worst school performance. The family in its most common forms is a lifelong commitment between men and women who feed, shelter and nurture their children until they reach maturity. It is a primary socialization context and is, therefore, considered to be very important factor influencing child development (Ozeinar, 2016). Sheldon and Epstein (2012) postulated that creating more connections and greater cooperation amongst the school, family and community contexts is one way for schools to improve students' behaviour and school discipline. Okorodudu (2010) posited that parents who exerted control and monitored adolescent activities and promoted self-autonomy were found to have the most positive effects on adolescents' behaviour.

Home training is vital for effective teaching and learning. It is a form of training appropriate for highlighting rules and regulations for learners and ensuring order in the home or in the schools. The aim of home training is to create a safe and happy learning environment within the home or school. Home training at home or school has two very important goals, namely to create an environment conducive to learning and teaching; and to ensure the safety of staff and learners (Joubert, De Waal & Rossouw, 2015). Gaustad (2011) also confirmed that the safety of learners and staff must come first. In a classroom where an educator is unable to maintain order and discipline, learners may become unmotivated, emotionally maladjusted, and distressed, and the climate for learning is diminished, leading to underachievement (Hill & Hill, 2014). The authors further indicated that learners learn to the best of their abilities in an orderly and safe environment. Therefore management of discipline in schools is central to effective teaching and learning. If parents/teachers are unable to manage a home/class, they will be unable to teach so there is need for homes and schools to maintain a disciplined environment that is safe and secured for all learners and educators.

The current research focuses on one specific aspect of home training in an attempt to identify those parental behaviours that, although involving the exercise of authority, are meant to impose self-regulation on children. It is obvious to therefore differentiate between authority, considered parents' skills in dictating and shaping appropriate behaviour, and self-regulation, taken as the daily exercise of authority in diverse spheres of children's skills. Discipline or self-regulation in practice involves the setting of boundaries and the formation of appropriate social behaviour patterns. As a new concept, Parental Discipline Style (PDS), is the behavioural patterns parents adopt when imposing discipline on their children. This type of discipline in question is the self-

regulation that characterizes the child's behaviour. The dimensions of home training discussed in this study include; praise, non-punitive discipline and shouting.

In the view of Star (2016), praise entails giving the child spontaneous expressions of appreciation or acknowledgement when they are not misbehaving which will act as a reinforcer for good behaviour. Focusing on good behaviour versus bad behaviour will encourage appropriate behaviour in the given situation. Also, past behaviour that is reinforced with praise is likely to repeat in the same or similar situation. In operant conditioning, schedules of reinforcement are an important component of the learning process. When and how often we reinforce a behaviour can have a dramatic impact on the strength and rate of the response. A schedule of reinforcement is basically a rule stating which instances of a behaviour will be reinforced. Simply giving the child spontaneous expressions of appreciation or acknowledgement when they are not misbehaving will act as a reinforcer for good behaviour. Focusing on good behaviour versus bad behaviour will encourage appropriate behaviour in the given situation. According to Star (2016), past behaviour that is reinforced with praise is likely to repeat in the same or similar situation. In operant conditioning, schedules of reinforcement are an important component of the learning process. When and how often we reinforce a behaviour can have a dramatic impact on the strength and rate of the response. A schedule of reinforcement is basically a rule stating which instances of a behaviour will be reinforced. In some case, a behaviour might be reinforced every time it occurs. Sometimes, a behaviour might not be reinforced at all. Either positive reinforcement or negative reinforcement might be used, depending on the situation. In both cases, the goal of reinforcement is always to strengthen the behaviour and increase the likelihood that it will occur again in the future (Star, 2016).

While punishments may be of limited value in consistently influencing rule-related behaviour, non-punitive discipline techniques have been found to have greater impact on children who have begun to master their native language. Non-punitive discipline (also known as empathic discipline and positive discipline) is an approach to child-rearing that does not use any form of punishment. It is about loving guidance, and requires parents to have a strong relationship with their child so that the child responds to gentle guidance as opposed to threats and punishment. According to Star (2016), the most effective discipline strategy is to make sure your child wants to please you. Non-punitive discipline also excludes systems of manipulative rewards. Instead, a child's behaviour is shaped by democratic interaction and by deepening parent-child communication. The reasoning behind it is that while punitive measures may stop the problem behaviour in the short term, by themselves they do not provide a learning opportunity that allows children the autonomy to change their own behaviour. Punishments such as time-outs may be seen as banishment and humiliation. Consequences as a form of punishment are not recommended, but natural consequences are considered to be possibly worthwhile learning experiences provided there is no risk of lasting harm (Star, 2016). Positive discipline is both non-violent discipline and non-punitive discipline. Criticizing, discouraging, creating obstacles and barriers, blaming, shaming, using sarcastic or cruel humor, or using physical punishment are

some negative disciplinary methods used with young children. Any parent may occasionally do any of these things, but doing them more than once in a while may lead to low self-esteem becoming a permanent part of the child's personality (Satish, 2014).

According to Wani (2016), a shout is a loud vocalization in which air is passed through the vocal folds with greater force than is used in regular or close-distance vocalization. This can be performed by any creature possessing lungs, including humans. A shout is often an instinctive or reflex action, with a strong emotional aspect, like fear, pain, annoyance, surprise, joy, excitement, anger, and others, thus mitigates the emotional adjustment of a child. Most students experience some degree of emotional adjustment and culture shock when they arrive in their host country, no matter what their previous travel experience, psychological disposition, maturity, or knowledge of the host country may be. A period of mild disappointment or depression is a normal part of the study abroad experience and one that passes quickly for most students. The organs may get paralyzed, at times even death may occur. In psychological processes also many changes occur. People may develop many abnormalities like anxiety, phobias, obsessions, hysteria, and others. Emotions may hamper the studies of students and occupations of people. In some people emotions may lead to crimes, because people lose reasoning power and their ability to control behaviour is hampered. Hence, emotional control and management is very essential for an adjusted life (Lamborn, 2011).

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Shaffer, 2011). Ark (2018) opined that adjustment is the interaction between a person and his environment. An individual is adjusted if he is adjusted to himself and to his environment. Adjustment would be a harmonious relationship of an individual to his environment which affords him comfortable life devoid of strain, stress, conflict and frustration. Adjustment of a student is related to arrive at a balanced state between his needs and satisfaction. Needs of the individual are multidimensional (Ntuli, 2012). Students have good adjustment in all the aspects of their life if there is balance between their academic, intellectual, emotional, social and other needs and their satisfaction. The situation that offers few barriers makes the person struggle to overcome them. The adjustment process is affected and modified by the individual's experiences. There is a continuous struggle between the needs of the individual and the forces outside his environment. It consists in the reduction of inner needs, stances and strains. Individual needs differ from person to person and from time to time (Ntuli, 2012). Adjustment consists of two types of processes. The first one is fitting oneself into given circumstances and the second one is changing circumstances to fit one's needs. Hence adjustment is important in one's life. Adjustment during the period of adolescence will determine to a large extent what he or she will be as a person as an adult. Adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions, which are beyond his power to change (Ntuli, 2012).

Emotional adjustment (also referred to as personal adjustment or psychological adjustment) is the maintenance of emotional equilibrium in the face of internal and external stressors (Nzewunwah, 2015). This is facilitated by cognitive processes of acceptance and adaptation. An example would be maintaining emotional control and coping behaviour in the face of an identity crisis. This capacity is an important aspect of mental health and where it is compromised, or not developed, psychopathology and mental disorder can result. There are many instances where even highly intelligent people fail to manage their emotions and some average intelligent persons manage their emotions effectively and harmoniously. It is called emotional intelligence. In the view of Nzewunwah (2015), the individual will have a lot of energy released to meet the challenges and help him to perform very tough jobs which he cannot do in normal conditions. Emotions stimulate the person and make him to overcome lethargic position. But many times emotions may be a great hurdle for adjustment. Human being is considered as a rational being. But in the grip of emotions people behave like immature. Some people may break down completely, cannot take proper decisions, and many people even collapse in severe emotional arousal, because of serious changes in vital systems such as heart, lungs, brain, and others caused by challenges emanating from home.

Statement of Problem

Most students experience some degree of emotional adjustment and culture shock when they arrive in their schools, no matter what their previous academic experience, psychological disposition, maturity, or knowledge of the previous school may be. Today, many parents have lost it all in controlling their children because of the manner in which they handle their children, others because of the nature of the society and as such are unable to instill discipline on them. Their inability to train their children at home will certainly amount to huge academic decadence, poor academic performance, rascality, and emotional malfunction to mention but a few (Lamborn, 2011). The management of students at schools and at home by parents is central to their effective emotional adjustment within the school and at home. If parents are unable to train their children at home, invariably it will be difficult for teachers to manage them in school as well (Ayman, 2012). Since the banning of corporal punishment, most public schools have been unable to manage home training. Some instructors still prefer to use corporal punishment even though it has been abolished. Lack of home training and safety in schools and at home have become one of the major challenges within the schools in Rivers State. Many researchers have studied this concept but none of their studies was basically focused on the perceived influence of home training on emotional adjustment of junior secondary school students in Rivers State, thus leaving a gap. It is this gap that the study seeks to fill hence the need why the researcher examined the perceived influence of home training on emotional adjustment of junior secondary school students in Rivers State

Purpose of the Study

The purpose of the study is to examine the perceived influence of home training on emotional adjustment of junior secondary school students in Rivers State. The specific objectives of this

study are to:

1. Ascertain the extent to which praise influences emotional adjustment of junior secondary school students in Rivers State.
2. Examine the extent to which non-punitive discipline influences emotional adjustment of junior secondary school students in Rivers State.
3. Determine the extent to which shouting influences emotional adjustment of junior secondary school students in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does praise influence emotional adjustment of junior secondary school students in Rivers State?
2. To what extent does non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State?
3. To what extent does shouting influence emotional adjustment of junior secondary school students in Rivers State?

Hypotheses

The following formulated null hypotheses were tested at 0.05 level of significance;

1. There is no significant difference in the mean response scores of students in the three senatorial districts on the extent to which praise influence emotional adjustment of junior secondary school students in Rivers State.
2. There is no significant difference in the mean response scores of students in the three senatorial districts on the extent to which non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State.
3. There is no significant difference in the mean response scores of students in the three senatorial districts on the extent to which shouting influence emotional adjustment of junior secondary school students in Rivers State.

Methodology

The population of this study is 29,547 students which is the total population of students in junior secondary schools in Rivers State (Rivers State Senior Secondary Schools Board, 2019/2020). A sample size of 394 students (Rivers East =130, Rivers South East= 106 and Rivers West = 158) was selected from the three Senatorial Districts using the Taro-Yamen formula. Simple random sampling technique was adopted to select the sample for this study. An instrument titled: 'Perceived Influence of Home Training on Emotional Adjustment of Students Questionnaire (PIHTEASQ)' was used for data collection. The instrument was face and content validated by an expert in Measurement and Evaluation. The Pearson's Product Moment Correlation analysis was used to measure the internal consistency of the instrument and a reliability coefficient index of 0.87 was obtained which indicated that the instrument was reliable and suitable for the study. The descriptive statistics of mean and standard deviation were used to answer the research questions, while the inferential statistic of one-way analysis of variance (ANOVA) was used to test the formulated null hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent does praise influence emotional adjustment of junior secondary school students in Rivers State?

Table 1: Descriptive statistics of the extent praise influences emotional adjustment of junior secondary school students in Rivers State.

S/No.	Items	Rivers East [n ₁ = 130]		Rivers South East [n ₂ = 106]		Rivers West [n ₃ = 158]		Dec.	
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD		
1	Applauding a child makes him/her have a sense of belonging emotionally.	3.51	1.18	3.52	1.19	3.61	0.97	3.55	VHE
2	It motivates students to do better in school and brings about good emotional adjustment	3.12	0.98	3.30	0.91	3.14	1.04	3.19	HE
3	It encourages the child in learning and improves their emotions and interest.	3.18	1.05	3.31	1.12	3.21	1.10	3.23	HE
4	Assist in solving problems that students have in school involving their academics and emotional adjustment.	3.22	1.23	3.18	1.14	3.25	1.17	3.21	HE
5	Refocuses the minds and connects it with the hearts.	3.59	1.04	3.55	1.08	3.51	1.13	3.55	VHE
	Grand Score/Remark	3.32	1.10	3.37	1.09	3.34	1.08	3.35	HE

Source: Survey Data, 2023.

Table 1 above presents that students of Rivers East have a grand mean of 3.32 and standard deviation of 1.10, Rivers South-East have a grand mean of 3.37 and standard deviation of 1.09, and Rivers West have a grand mean of 3.34 and standard deviation of 1.08 on their rating of the extent praise influences emotional adjustment of junior secondary school students in Rivers State. The students of the three Senatorial Districts of Rivers State have total mean that lies between 2.50 –3.80, implying that praise influence emotional adjustment of junior secondary school students in Rivers State to a high extent.

Research Question 2: To what extent does non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State?

Table 2: Descriptive statistic on the extent non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State.

S/No.	Items	Rivers East [n ₁ = 130]		Rivers South East [n ₂ = 106]		Rivers West [n ₃ = 158]		\bar{x}	Dec.
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD		
6	Pushes the worries of life into the background.	3.19	1.07	3.20	1.14	2.99	1.02	3.13	HE
7	Boost good feelings and increase motivation by students	2.78	1.26	2.97	1.05	2.89	1.07	2.76	HE
8	Inspire children to be more cooperative	3.40	1.20	2.75	1.18	2.90	1.09	3.16	HE
9	Non-punitive discipline can have similar harmful effects to physical discipline.	3.41	1.18	3.60	1.31	3.50	0.84	3.50	VHE
10	The behaviour challenges every child stressfully as well as physically and emotionally.	3.55	1.24	3.57	1.15	3.62	1.13	3.58	VHE
Grand Score/Remark		3.27	1.19	3.22	1.17	3.18	1.03	3.23	HE

Source: Survey Data, 2023.

Table 2 above presents that students of Rivers East have a grand mean of 3.27 and standard deviation of 1.19, Rivers South-East have a grand mean of 3.22 and standard deviation of 1.17, and Rivers West have a grand mean of 3.18 and standard deviation of 1.03 on their rating of the extent non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State. The students of the three Senatorial Districts of Rivers State have total mean that lie between 2.50 –3.80, implying that non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State to a high extent.

Research Question 3: To what extent does shouting influence emotional adjustment of junior secondary school students in Rivers State?

Table 3: Descriptive statistic on the extent shouting influence emotional adjustment of junior secondary school students in Rivers State

S/No.	Items	Rivers East [n ₁ = 130]		Rivers South East [n ₂ = 106]		Rivers West [n ₃ = 158]		\bar{x}	Dec.
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD		
11	It negatively affect emotional adjustment of students in school.	3.60	1.16	3.56	0.99	3.59	1.12	3.58	VHE
12	It discourages students to learn and negatively affects their emotional adjustment.	3.11	0.88	3.17	1.21	3.06	0.94	3.11	HE
13	It is not a good reinforcement strategy especially when dealing with the emotions of students.	3.51	1.15	3.55	1.06	3.53	1.03	3.53	VHE
14	It is common among parents and teachers in trying to adjust the emotions of students.	3.58	0.92	3.54	1.23	3.61	1.05	3.58	VHE
15	It is an understandable response when parents are frustrated.	3.60	1.21	3.52	0.90	3.57	1.23	3.56	VHE
Grand Score/Remark		3.48	1.06	3.47	1.08	3.47	1.07	3.47	HE

Source: Survey Data, 2023.

Table 3 above presents that students of Rivers East have a grand mean of 3.48 and standard deviation of 1.06, Rivers South-East have a grand mean of 3.47 and standard deviation of 1.08, and Rivers West have a grand mean of 3.37 and standard deviation of 1.07 on their rating of the extent shouting influence emotional adjustment of junior secondary school students in Rivers State. The students of the three Senatorial Districts of Rivers State have total mean that lie between 2.50 –3.80, implying that shouting influence emotional adjustment of junior secondary school students in Rivers State to a high extent.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean response scores of students in the three senatorial districts on the extent to which praise influence emotional adjustment of junior secondary school students in Rivers State.

Table 4: Summary of one-way analysis of variance (ANOVA) on the influence of praise on emotional adjustment of junior secondary school students in Rivers State.

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	3.148	2	.194	11.511	.018	H_0
Within Groups	68.361	392	.362			Accepted
Total	71.509	394				

$N = 394$; $F(2, 0.194) = 11.511$; $p = 0.018 < 0.05$

Table 4 above presents the sum of squares of 3.148, with 2 degrees of freedom, and a mean square of 0.194 for between groups. Within groups has the sum of squares of 69.361, degrees of freedom of 392, and a mean square of 0.362, while the total has 71.509 sum of squares and 394 degrees of freedom. The computed F of 11.511 is statistically significant at .05, thus the null hypothesis that “there is no significant difference in the mean response scores of students in the three senatorial districts on the extent to which praise influence emotional adjustment of junior secondary school students in Rivers State” is hereby accepted: $F(2, 0.194) = 11.511$, $p < .05$. In other words, students in the three senatorial districts consented that praise influence emotional adjustment of junior secondary school students in Rivers State to a High Extent.

Test of Hypothesis 2: There is no significant difference in the mean response scores of students in the three senatorial districts on the extent to which non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State.

Table 5: Summary of one-way analysis of variance (ANOVA) on the influence of non-punitive discipline on emotional adjustment of junior secondary school students in Rivers State

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	4.156	2	1.025	12.501	.011	H_0
Within Groups	53.520	392	2.648			Accepted
Total	57.676	394				

$N = 394$; $F(2, 1.025) = 12.501$; $p = 0.011 < 0.05$

Table 5 presents the sum of squares of 4.156, with 2 degrees of freedom, and a mean square of 1.025 for between groups. Within groups has the sum of squares of 53.520, degrees of freedom of 392, and a mean square of 2.648, while the total has 57.676 sum of squares and 394 degrees of freedom. The computed F is 12.501 is statistically significant at .05, thus the null hypothesis that “there is a significant difference in the mean response scores of students in the three senatorial districts on the extent to which non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State” is accepted: $F(2, 1.025) = 12.501$, $p < .05$. In other words, students in the three senatorial districts asserted that non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State to a High Extent.

Test of Hypothesis 3: There is no significant difference in the mean response scores of students in the three senatorial districts on the extent to which shouting influence emotional adjustment of junior secondary school students in Rivers State.

Table 6: Summary of one-way analysis of variance (ANOVA) on the influence of shouting influence emotional adjustment of junior secondary school students in Rivers State

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	3.759	2	.953	13.181	.016	H_0
Within Groups	71.316	392	.735			Accepted
Total	75.075	394				

$N = 394$; $F(2, 0.953) = 13.181$; $p = 0.016 < 0.05$

Table 6 presents the sum of squares of 3.759, with 2 degrees of freedom, and a mean square of 0.953 for between groups. Within groups has the sum of squares of 71.316, degrees of freedom of 392, and a mean square of 0.735, while the total has 75.075 sum of squares and 394 degrees of freedom. The computed F of 13.181 is statistically significant at .05, thus the null hypothesis that “there is no significant difference in the mean response scores of students in the three senatorial districts on the extent to which shouting influence emotional adjustment of junior secondary school students in Rivers State” is accepted: $F(2, 0.953) = 13.181$, $p < .05$. In other words,

students in the three senatorial districts opined that shouting influence emotional adjustment of junior secondary school students in Rivers State to a High Extent.

Discussion of Findings

The study examined the perceived influence of home training on emotional adjustment of junior secondary school students in Rivers State. The research question one (1), revealed the extent to which praise influences emotional adjustment of junior secondary school students in Rivers State, thus presents that students of Rivers East have a grand mean of 3.32 and standard deviation of 1.10, Rivers South-East have a grand mean of 3.37 and standard deviation of 1.09, and Rivers West have a grand mean of 3.34 and standard deviation of 1.08 on their rating of the extent praise influences emotional adjustment of junior secondary school students in Rivers State. The students of the three Senatorial Districts of Rivers State have total mean that lies between 2.50 –3.80, implying that praise influence emotional adjustment of junior secondary school students in Rivers State to a high extent. The test of hypothesis one (1), presents the sum of squares of 3.148, with 2 degrees of freedom, and a mean square of 0.194 for between groups. Within groups has the sum of squares of 69.361, degrees of freedom of 392, and a mean square of 0.362, while the total has 71.509 sum of squares and 394 degrees of freedom. The computed F of 11.511 is statistically significant at .05, thus the null hypothesis that “there is no significant difference in the mean response scores of students in the three senatorial districts on the extent to which praise influence emotional adjustment of junior secondary school students in Rivers State” is hereby accepted: $F(2, 0.194) = 11.511, p < .05$. In other words, students in the three senatorial districts consented that praise influence emotional adjustment of junior secondary school students in Rivers State to a High Extent. In line with the finding, Deepshika and Bhanot (2011), asserted that the three approaches viz. ecological approaches to classroom management, school wide positive behavioural supports and social and emotional learning improves school discipline practices and student behaviour are taken from praise. In the view of Star (2016), praise entails giving the child spontaneous expressions of appreciation or acknowledgement when they are not misbehaving which will act as a reinforcer for good behaviour. Focusing on good behaviour versus bad behaviour will encourage appropriate behaviour in the given situation. Also, past behaviour that is reinforced with praise is likely to repeat in the same or similar situation. A schedule of reinforcement is basically a rule stating which instances of a behaviour will be reinforced. Simply giving the child spontaneous expressions of appreciation or acknowledgement when they are not misbehaving will act as a reinforcer for good behaviour. Focusing on good behaviour versus bad behaviour will encourage appropriate behaviour in the given situation. According to Star (2016), past behaviour that is reinforced with praise is likely to repeat in the same or similar situation. In operant conditioning, schedules of reinforcement are an important component of the learning process.

The research question two (2) revealed the extent to which non-punitive discipline influences emotional adjustment of junior secondary school students in Rivers State, and presents that students of Rivers East have a grand mean of 3.27 and standard deviation of 1.19, Rivers South-

East have a grand mean of 3.22 and standard deviation of 1.17, and Rivers West have a grand mean of 3.18 and standard deviation of 1.03 on their rating of the extent non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State. The students of the three Senatorial Districts of Rivers State have total mean that lie between 2.50 –3.80, implying that non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State to a high extent. The test of hypothesis two (2), presents the sum of squares of 4.156, with 2 degrees of freedom, and a mean square of 1.025 for between groups. Within groups has the sum of squares of 53.520, degrees of freedom of 392, and a mean square of 2.648, while the total has 57.676 sum of squares and 394 degrees of freedom. The computed F is 12.501 is statistically significant at .05, thus the null hypothesis that “there is a significant difference in the mean response scores of students in the three senatorial districts on the extent to which non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State” is accepted: $F(2, 1.025) = 12.501, p < .05$. In other words, students in the three senatorial districts asserted that non-punitive discipline influence emotional adjustment of junior secondary school students in Rivers State to a High Extent. In congruence to thus finding, Star (2016) opined that while punishments may be of limited value in consistently influencing rule-related behaviour, non-punitive discipline techniques have been found to have greater impact on children who have begun to master their native language. Non-punitive discipline (also known as empathic discipline and positive discipline) is an approach to child-rearing that does not use any form of punishment. It is about loving guidance, and requires parents to have a strong relationship with their child so that the child responds to gentle guidance as opposed to threats and punishment. Hence, the most effective discipline strategy is to make sure your child wants to please you. Non-punitive discipline also excludes systems of manipulative rewards. Instead, a child's behaviour is shaped by democratic interaction and by deepening parent-child communication. The reasoning behind it is that while punitive measures may stop the problem behaviour in the short term, by themselves they do not provide a learning opportunity that allows children the autonomy to change their own behaviour. Punishments such as time-outs may be seen as banishment and humiliation.

The research question three (3) established the extent scolding influences emotional adjustment of junior secondary school students in Imo State. Thus, presents that students of Rivers East have a grand mean of 3.48 and standard deviation of 1.06, Rivers South-East have a grand mean of 3.47 and standard deviation of 1.08, and Rivers West have a grand mean of 3.37 and standard deviation of 1.07 on their rating of the extent shouting influence emotional adjustment of junior secondary school students in Rivers State. The students of the three Senatorial Districts of Rivers State have total mean that lie between 2.50 –3.80, implying that shouting influence emotional adjustment of junior secondary school students in Rivers State to a high extent. The test of hypothesis three presents the sum of squares of 3.759, with 2 degrees of freedom, and a mean square of 0.953 for between groups. Within groups has the sum of squares of 71.316, degrees of freedom of 392, and a mean square of 0.735, while the total has 75.075 sum of squares and 394 degrees of freedom. The computed F of 13.181 is statistically significant at .05, thus the null

hypothesis that “there is no significant difference in the mean response scores of students in the three senatorial districts on the extent to which shouting influence emotional adjustment of junior secondary school students in Rivers State” is accepted: $F(2, 0.953) = 13.181, p < .05$. In other words, students in the three senatorial districts opined that shouting influence emotional adjustment of junior secondary school students in Rivers State to a High Extent. This finding is supported by the assertion of Wani (2016) that a shout is a loud vocalization in which air is passed through the vocal folds with greater force than is used in regular or close-distance vocalization. This can be performed by any creature possessing lungs, including humans. A shout is often an instinctive or reflex action, with a strong emotional aspect, like fear, pain, annoyance, surprise, joy, excitement, anger, and others, thus mitigates the emotional adjustment of a child. Most students experience some degree of emotional adjustment and culture shock when they arrive in their host country, no matter what their previous travel experience, psychological disposition, maturity, or knowledge of the host country may be. A period of mild disappointment or depression is a normal part of the study abroad experience and one that passes quickly for most students. The organs may get paralyzed, at times even death may occur. In psychological processes also many changes occur. People may develop many abnormalities like anxiety, phobias, obsessions, hysteria, and others. Emotions may hamper the studies of students and occupations of people. In some people emotions may lead to crimes, because people lose reasoning power and their ability to control behaviour is hampered. Hence, emotional control and management is very essential for an adjusted life (Lamborn, 2011).

Conclusion

It was concluded that when parents come to school regularly to know the wellbeing of their children, it reinforces the view in the child’s mind that school and home are connected and that school is an integral part of the whole family’s life. Emotional adjustment improves when parents create a home environment that promotes learning, reinforces what is being taught at school and develops the life skills. Parents should contribute their knowledge and skills to the school, enriching the curriculum, and providing extra services and support to students. This has its impact on the emotional adjustment and self-perception as a learner and on their motivation, self-esteem and educational aspirations. By this route home training frames how students perceive education and school work and bolsters their motivation to succeed. For younger children, this motivational and values mechanism is supplemented by parental promotion of skills acquisition (e.g. in respect of early literacy. In summary, the result of this study indicated that praise, non-punitive discipline and shouting, influence emotional adjustment of junior secondary school students in Rivers State to a high extent.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. Praise as a form of social interaction expresses recognition, reassurance or admiration should be encouraged by teachers and parents and it motivates the child.

2. Parents should help their children using non-punitive discipline and to negotiate the system as to receive fair treatment and work to make the system more responsive to all families.
3. Shouting as an instinctive or reflex action, with a strong emotional aspect, like fear, pain, annoyance, surprise, anger, and others should be discouraged by parents as it diminishes the intension of students to learn.

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