

# Influence of Parental Discipline on Emotional Adjustment of Junior Secondary School Students in Imo State. Implications for Counselling

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**Abstract:** *This study investigated the influence of parental discipline on emotional adjustment of junior secondary school students in Imo State with implications for counselling. The descriptive survey research design was adopted for the study. The population of this study was 396,335 junior secondary school students (193,395 male and 202,940 female) in the three Senatorial Districts of Imo. The Taro Yamene's formula was used to determine a sample size of 400 students consisting of 195 male and 205 female, using the Multi Stage sampling technique. Given the above, the simple random sampling technique was finally adopted in selecting the respondents for the study. An instrument titled: 'Parental Discipline and Emotional Adjustment of Students' Questionnaire' was used for data collection. Content and face validation of the research instrument was carried, while the Pearson's Product Moment Correlation (PPMC) was used to obtain the reliability Coefficient index of 0.80. The instrument was administered to the 400 students from the schools in the selected twenty seven (27) junior secondary schools in the three (3) senatorial districts of Imo State. The instrument was administered to the students in their various schools. After two weeks interval, the researcher was able to retrieve 390 copies (190 male and 200 female) of the questionnaire items administered to the students which represent 98% of the sample. Descriptive statistics of mean and standard deviation were used to analyze the research questions, while the inferential statistic of z-test was used to test the formulated null hypotheses at 0.05 alpha level. The study found that there is no significant difference in the mean rating of male and female students on the extent to which time-out, grounding and scolding influence emotional adjustment of junior secondary school students in Imo State. It was therefore, recommended among others that educators should make students feel emotionally comfortable and physically safe so that they (learners) can develop self-discipline (intrinsic discipline) and accountability in their actions in the school.*

**Keywords:** *Parental Discipline, Emotional Adjustment, Junior Secondary School Students, Imo State.*

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## Introduction

The role of a parent to a child at any given time cannot be over emphasized. The home is very germane and crucial to a child's wellbeing and development in later life. Family is the primary cell of society where the child's upbringing must begin right from his birth. According to Hugo (2016), the person's principles established since childhood are like letters engraved in the bark of a young tree, which grow, enlarge with it making its integral part. Therefore, right beginning makes the most important part of upbringing/education. Nobody ever said that children were easy to raise. They do not come with guidelines or instructions, and they certainly do not come

with a pause button. What they do come with is a crucial set of physical and emotional needs that must be met. Failure of the parents to meet these specific needs can have wide-ranging and long-lasting negative effects on the emotional adjustment of their children (Chris, 2009). This is because parents in the home are children's first teachers. As a child moves from infant to toddler and then to a preschooler, he learns how to speak, listen, write and read which later develop the child to achieve academically.

Discipline has nothing to do with controlling disruptive or other unacceptable behaviour but with ensuring a safe and valuing environment so that the rights and needs of people are respected, vindicated and safeguarded. In this study the concept discipline refers to how educators and principals ensure a safe and conducive environment for teaching and learning so that the rights and needs of learners and educators are respected, vindicated and safeguarded with the intention of managing discipline. Discipline refers to positive behaviour management aimed at promoting appropriate behaviour and developing self-discipline and self-control (Squelch, 2010). In the view of Gadsden (2013), greater parental involvement at early stages in children's learning positively affects the child's school performance, including higher academic achievement. The influence of parental discipline on emotional adjustment of secondary school students' achievement is well documented in numerous studies. Harderves (2018) reviewed that a family whose children are doing well in school exhibits the following characters: Establish a daily family routine by providing time and a quiet place to study with the children and assigning responsibility for house hold chores, monitor out-of-school activities, for example setting limits on television watching, reduce time of playing, monitor the groups of friends the pupils walk with, encourage children's development and progress in school (that is to maintain a warm and supportive home) show interest in children's progress at school, help children with homework, discuss the values of a good education and future career with children.

The various measures of parental discipline discussed in this study include; time-out, grounding and scolding. Time-out as a common method of child discipline entails sending the child away from the family or group after misbehaviour. Children may be told to stand in the corner ("corner time") or may be sent to their rooms for a period of time. A time-out involves isolating or separating a child for a few minutes and is intended to give an over-excited child time to calm down (Agulanna, 2009). Alternatively, time-out has been recommended as a time for parents to separate feelings of anger towards the child for the behaviour and to develop a plan for discipline. When using time-out as a discipline strategy, individuals must also take into consideration the temperaments of the child if one decides to use time-outs. If a child, for example, has a feisty temperament, or a temperament that expresses emotion in a highly intense way, then discipline strategies of using time-out would be ineffective because of the clash of discipline strategy to the child's temperament trait. If a parent decides to use the time-out with a child as a discipline strategy, the parent must be unemotional and consistent with the undesired behaviour. Along with taking into consideration the child's temperament, the length of the time-out needs to also depend on the age of the child. For example, the time-out should last one minute per year of the child's age, so if the child is five years old, the time-out should go no longer than five minutes. Several experts do not recommend the use of time-out or any other form of punishment (Amata & Keith, 2011).

In the view of Coukline (2016), grounding is another common method of discipline used for, usually, preteens and teenagers, in restricting the child's freedom of movement, optionally compounded by restricting activities. Examples of restriction of movement would be confinement to the yard, or to the house, or to just the bedroom and restroom, excepting, of course, for required activities, e.g., attending school or religious services, going to work, or obtaining healthcare, and others. Examples of restriction of activities would be disallowing visits by friends, forbidding use of a telephone and other means of communications, or prohibiting games and electronic entertainment.

Scolding according to Coukline (2016), entails reproving or criticizing a child's negative behaviour and/or actions. Some research (Joubert, De Waal & Rossouw, 2015) suggested that scolding is counter-productive because parental attention (including negative attention) tends to reinforce behaviour. Simply giving the child spontaneous expressions of appreciation or acknowledgement (rewards) 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 Steere (2010), 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. Since the banning of corporal punishment in all schools under the Nigeria Act (84 of 1996) discipline has become a major problem affecting many schools in Nigeria. The problem contributes negatively towards effective teaching and learning; and this may lead to poor learner performance in schools. Managing discipline in schools is therefore of outmost importance to allow effective teaching and learning (Masitsa, 2018).

According to Rammala (2019), lack of discipline creates a negative attitude in children towards parents, thus affecting the relationship that must be maintained to promote an undisrupted learning process. Time for lessons is used to address such learners and eventually the whole class is affected. The entire scenario results in time for learning being interrupted, and this leads to most children academically under-performing (Rammala, 2019). Success and good achievement and performance depend on the ability of the parent to maintain discipline and order maintains that good emotional adjustment by students, be it academic or extracurricular activities, is not likely to take place without discipline in the school. Furthermore the researcher postulates that good discipline can thus be used to attain high standards of performance by students in a school situation. The study also revealed that it is hard for students to attain good performance in schools where there is poor discipline. Lack of discipline is the second cause of poor performance in schools. So, it is evident that poor discipline impacts negatively on learner performance

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 (Koenig, 2018). 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'. During emotions the individual will have a lot of energy released to meet the challenges and help him/her to perform very tough jobs which him/her 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 breakdown 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 (Lamborn, 2011).

### **Statement of Problem**

Discipline entails appropriate regulation of rules to create a safe and happy learning environment and to improve the emotional adjustment of students within the school and at home. According to Darling (2011) parental discipline is a difficult task that includes a lot of specific behaviour that work individually and collectively to influence adolescent life. Discipline in schools has two important goals, namely to create an environment conducive to learning and teaching; and to ensure the safety of staff and learners. Managing discipline is therefore of outmost importance to allow effective teaching and learning. Today, many parents have problem in managing discipline at home, especially in a situation where parents are unable to maintain order and discipline, the child may become unmotivated and distressed as such the climate for learning is diminished, leading to underachievement. Hence, insufficient parental discipline leads to poor performance of the child academically. Given the above, the study sought to investigate the influence of parental discipline on emotional adjustment of junior secondary school students in Imo State, with implications for counselling.

### **Purpose of the Study**

The purpose of the study is to investigate the influence of parental discipline on emotional adjustment of junior secondary school students in Imo State with implications for counselling. The specific objectives of this study are to:

1. Ascertain the extent to which time-out influences emotional adjustment of junior secondary school students in Imo State.
2. Examine the extent to which grounding influences emotional adjustment of junior secondary school students in Imo State.
3. Determine the extent to which scolding influences emotional adjustment of junior secondary school students in Imo State.

### **Research Questions**

The following research questions guided the study:

1. To what extent does time-out influence emotional adjustment of junior secondary school students in Imo State?
2. To what extent does grounding influence emotional adjustment of junior secondary school students in Imo State?
3. To what extent does scolding influence emotional adjustment of junior secondary school students in Imo State?

### **Hypotheses**

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

1. There is no significant difference in the mean rating of male and female students on the extent to which time-out influences emotional adjustment of junior secondary school students in Imo State.
2. There is no significant difference in the mean rating of male and female students on the extent to which grounding influences emotional adjustment of junior secondary school students in Imo State.
3. There is no significant difference in the mean rating of male and female students on the extent to which scolding influences emotional adjustment of junior secondary school students in Imo State.

### **Methodology**

The descriptive survey research design was adopted for the study. The population of this study was 396,335 junior secondary school students (193,395 male and 202,940 female) in the three Senatorial Districts of Imo. The Taro Yamene's formula was used to determine a sample size of 400 students consisting of 195 male and 205 female, using the Multi Stage sampling technique. Given the above, the simple random sampling technique was finally adopted in selecting the respondents for the study. An instrument titled: 'Parental Discipline and Emotional Adjustment of Students' Questionnaire' was used for data collection. Content and face validation of the research instrument was carried, while the Pearson's Product Moment Correlation (PPMC) was used to obtain the reliability Coefficient index of 0.80. The instrument was administered to the 400 students from the schools in the selected twenty seven (27) junior secondary schools in the three (3) senatorial districts of Imo State. The instrument was administered to the students in their various schools. After two weeks interval, the researcher was able to retrieve 390 copies (190 male and 200 female) of the questionnaire items administered to the students which represent 98% of the sample. Descriptive statistics of mean and standard deviation were used to analyze the research questions, while the inferential statistic of z-test was used to test the formulated null hypotheses at 0.05 alpha level.

**Results**

**Research Question 1:** To what extent does time-out influence emotional adjustment of junior secondary school students in Imo State?

**Table: 1. Descriptive statistics of the extent time-out influences emotional adjustment of junior secondary school students in Imo State.**

S/No.	Time-out	Male (n <sub>1</sub> = 190)			Female (n <sub>2</sub> = 200)		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
1	It modifies and adjust the emotions of the child.	2.75	1.28	HE	2.66	1.41	HE
2	Assist the child in averting physical punishment.	2.70	1.36	HE	2.84	1.13	HE
3	Eliminates a lot of yelling and screaming on the part of the parents.	3.22	1.42	HE	2.79	1.32	HE
4	Tackles disciplinary problems among students in the school and modifies their emotions.	2.85	1.22	HE	2.90	1.18	HE
5	Helps the child to learn to accept his own responsibility for undesirable behaviour.	2.75	1.24	HE	2.80	1.29	HE
6	It is used by parents in growing every child at home.	2.91	1.20	HE	3.01	1.27	HE
7	Helps the child to readily learn to discriminate which behaviours are acceptable and which is unacceptable.	2.68	1.36	HE	2.77	1.30	HE
8	Improve the actions of the child to be self-controlled.	2.83	1.28	HE	3.05	1.19	HE
<b>Grand Scores</b>		<b>2.84</b>	<b>1.30</b>	<b>HE</b>	<b>2.85</b>	<b>1.26</b>	<b>HE</b>

**Source:** Filed Survey, 2023.

Table 1 above revealed the extent time-out influence emotional adjustment of junior secondary school students in Imo State. The grand mean scores of 2.84, 2.85 and grand standard deviation scores of 1.30 and 1.26 representing the opinion of male and female students respectively, implies that time-out as a measure of parental discipline influences emotional adjustment of junior secondary school students in Imo State to a high extent.

**Research Question 2:** To what extent does grounding influence emotional adjustment of junior secondary school students in Imo State?

**Table: 2. Descriptive statistics of the extent grounding influences emotional adjustment of junior secondary school students in Imo State.**

S/No.	Grounding	Male (n <sub>1</sub> = 190)			Female (n <sub>2</sub> = 200)		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
9	It reduces the stress on a child and helps in modelling the child.	3.21	1.30	HE	3.13	1.39	HE
10	Reduces the level of depression and other problems among students.	2.56	1.10	HE	2.68	1.23	HE
11	It reduces anxiety among students.	3.20	1.36	HE	3.13	1.41	HE
12	Helps in reducing physical painful conditions on the child.	2.64	1.28	HE	2.80	1.26	HE
13	Helps the child pull away from flashbacks, unwanted memories, and negative or challenging emotions.	2.88	1.33	HE	2.70	1.22	HE
14	Relieves pain and enhances the psychological growth of the child.	2.90	1.28	HE	2.90	1.25	HE
15	Brings about constant need and desire for material things and possessions.	2.64	1.30	HE	2.50	1.27	HE
16	Enhance mood and general wellbeing of the child.	2.83	1.20	HE	3.01	1.40	HE
<b>Grand Scores</b>		<b>2.86</b>	<b>1.27</b>	<b>HE</b>	<b>2.86</b>	<b>1.30</b>	<b>HE</b>

**Source:** Filed Survey, 2023.

Table 2 above revealed the extent grounding influence emotional adjustment of junior secondary school students in Imo State. The grand mean scores of 2.86, 2.86 and grand standard deviation scores of 1.27 and 1.30 representing the opinion of male and female students respectively, implies that grounding as a measure of parental discipline influences emotional adjustment of junior secondary school students in Imo State to a high extent.

**Research Question 3:** To what extent does scolding influence emotional adjustment of junior secondary school students in Imo State?

**Table: 3. Descriptive statistics of the extent scolding influences emotional adjustment of junior secondary school students in Imo State.**

S/No.	Scolding	Male (n <sub>1</sub> = 190)			Female (n <sub>2</sub> = 200)		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
17	It is used to discourage a certain behaviour.	2.97	1.22	HE	2.80	1.37	HE
18	It is used to encourage your child to tackle their regular chores to avoid a growing chore list.	2.54	1.30	HE	2.67	1.09	HE
19	It is an embarrassing and traumatic experience on a child.	2.80	1.15	HE	2.82	1.18	HE
20	It emotionally abuses the child and discourages the child to learn.	2.93	1.31	HE	3.13	1.44	HE
21	Causes a child to feel intense shame.	2.67	1.27	HE	2.90	1.32	HE
22	Reprimands, rebukes and generate a stormy emotional reaction.	2.88	1.20	HE	3.10	1.41	HE
23	A child being scolded experiences feelings of humiliation, fear, guilt and anxiety.	2.64	1.17	HE	2.70	1.30	HE
24	It leads to learning problems and give rise to behavioural issues.	2.89	1.25	HE	3.21	1.10	HE
<b>Grand Scores</b>		<b>2.79</b>	<b>1.23</b>	<b>HE</b>	<b>2.92</b>	<b>1.28</b>	<b>HE</b>

**Source:** Filed Survey, 2023.

Table 3 above established the extent scolding influences emotional adjustment of junior secondary school students in Imo State. The grand mean scores of 2.79, 2.92 and grand standard deviation scores of 1.23 and 1.28 representing the opinion of male and female students respectively, implies that scolding as a measure of parental discipline influences emotional adjustment of junior secondary school students in Imo State to a high extent.

### Test of Hypotheses

**Hypothesis I:** There is no significant difference in the mean rating of male and female students on the extent to which time-out influences emotional adjustment of junior secondary school students in Imo State.



**Table 4: z-test of significant difference in the mean rating of male and female students on the extent to which time-out influences emotional adjustment of junior secondary school students in Imo State.**

Category of Respondents	$\bar{X}$	SD	N	A	Df	z-cal	z-crit	Decision
Male	2.84	1.30	190	0.05	388	0.84	1.96	Accepted
Female	2.85	1.26	200					

**Source:** Field Survey, 2023.

In Table 4 above, since the calculated z-value 0.84 is less than the z-critical value of 1.96 at 388 degree of freedom, it is imperative therefore to state that the null hypothesis which states that there is no significant difference in the mean rating of male and female students on the extent to which time-out influences emotional adjustment of junior secondary school students in Imo State is accepted and the alternate is rejected. In other words, time-out as a measure of parental discipline enhances the emotional adjustment of junior secondary school students in Imo State.

**Hypothesis 2:** There is no significant difference in the mean rating of male and female students on the extent to which grounding influences emotional adjustment of junior secondary school students in Imo State.

**Table 5: z-test of significant difference in the mean rating of male and female students on the extent to which grounding influences emotional adjustment of junior secondary school students in Imo State.**

Category of Respondents	$\bar{X}$	SD	N	A	Df	z-cal	z-crit	Decision
Male	2.86	1.27	190	0.05	388	0.79	1.96	Accepted
Female	2.86	1.30	200					

**Source:** Field Survey, 2023.

From Table 5 above, since the calculated z-value 0.79 is less than the z-critical value of 1.96 at 388 degree of freedom, it is imperative therefore to state that the null hypothesis which states that there is no significant difference in the mean rating of male and female students on the extent to which grounding influences emotional adjustment of junior secondary school students in Imo State is accepted and the alternate is rejected. In other words, grounding as a measure of parental discipline enhances the emotional adjustment of junior secondary school students in Imo State.

**Hypothesis 3:** There is no significant difference in the mean rating of male and female students on the extent to which scolding influences emotional adjustment of junior secondary school students in Imo State.

**Table 6:** z-test of significant difference in the mean rating of male and female students on the extent to which scolding influences emotional adjustment of junior secondary school students in Imo State.

Category of Respondents	$\bar{X}$	SD	N	A	Df	z-cal	z-crit	Decision
Male	2.79	1.23	190	0.05	388	0.88	1.96	Accepted
Female	2.92	1.28	200					

**Source:** Field Survey, 2023.

In Table 6 above, since the calculated z-value 0.88 is less than the z-critical value of 1.96 at 388 degree of freedom, it is imperative therefore to state that the null hypothesis which states that there is no significant difference in the mean rating of male and female students on the extent to which scolding influences emotional adjustment of junior secondary school students in Imo State is accepted and the alternate is rejected. In other words, scolding as a measure of parental discipline enhances the emotional adjustment of junior secondary school students in Imo State.

### Discussion of Findings

The study investigated the influence of parental discipline on emotional adjustment of junior secondary school students in Imo State, with implications for counselling. The research question one (1), revealed the extent time-out influence emotional adjustment of junior secondary school students in Imo State. Thus, time-out as a measure of parental discipline influences emotional adjustment of junior secondary school students in Imo State to a high extent. In the test of hypothesis one (1), it is imperative therefore to state that the null hypothesis which states that there is no significant difference in the mean rating of male and female students on the extent to which time-out influences emotional adjustment of junior secondary school students in Imo State is accepted and the alternate is rejected. In other words, time-out as a measure of parental discipline enhances the emotional adjustment of junior secondary school students in Imo State. In agreement with this finding, Agulanna (2009) asserted that time-out as a common method of child discipline entails sending the child away from the family or group after misbehaviour. Children may be told to stand in the corner ("corner time") or may be sent to their rooms for a period of time. Furthermore, time-out involves isolating or separating a child for a few minutes and is intended to give an over-excited child time to calm down. Alternatively, time-out has been recommended as a time for parents to separate feelings of anger towards the child for the behaviour and to develop a plan for discipline. When using time-out as a discipline strategy, individuals must also take into consideration the temperaments of the child if one decides to use time-outs. If a child, for example, has a feisty temperament, or a temperament that expresses emotion in a highly intense way, then discipline strategies of using time-out would be ineffective

because of the clash of discipline strategy to the child's temperament trait. If a parent decides to use the time-out with a child as a discipline strategy, the parent must be unemotional and consistent with the undesired behaviour. Along with taking into consideration the child's temperament, the length of the time-out needs to also depend on the age of the child. For example, the time-out should last one minute per year of the child's age, so if the child is five years old, the time-out should go no longer than five minutes. Several experts do not recommend the use of time-out or any other form of punishment (Amata & Keith, 2011).

The research question two (2) revealed the extent grounding influence emotional adjustment of junior secondary school students in Imo State. Thus, grounding as a measure of parental discipline influences emotional adjustment of junior secondary school students in Imo State to a high extent. In hypothesis two (2), it is imperative therefore to state that the null hypothesis which states that there is no significant difference in the mean rating of male and female students on the extent to which grounding influences emotional adjustment of junior secondary school students in Imo State is accepted and the alternate is rejected. In other words, grounding as a measure of parental discipline enhances the emotional adjustment of junior secondary school students in Imo State.

This finding was supported by the opinion of Coukline (2016) that grounding is another common method of discipline used for, usually, preteens and teenagers, is restricting the child's freedom of movement, optionally compounded by restricting activities. Examples of restriction of movement would be confinement to the yard, or to the house, or to just the bedroom and restroom, excepting, of course, for required activities, e.g., attending school or religious services, going to work, or obtaining healthcare, etc. Examples of restriction of activities would be disallowing visits by friends, forbidding use of a telephone and other means of communications, or prohibiting games and electronic entertainment.

The research question three (3) established the extent scolding influences emotional adjustment of junior secondary school students in Imo State. Thus, scolding as a measure of parental discipline influences emotional adjustment of junior secondary school students in Imo State to a high extent. In hypothesis three, it is imperative therefore to state that the null hypothesis which states that there is no significant difference in the mean rating of male and female students on the extent to which scolding influences emotional adjustment of junior secondary school students in Imo State is accepted and the alternate is rejected. In other words, scolding as a measure of parental discipline enhances the emotional adjustment of junior secondary school students in Imo State. In the view of Joubert, De Waal and Rossouw (2015), scolding entails reproving or criticizing a child's negative behaviour and/or actions. Scolding is counter-productive because parental attention (including negative attention) tends to reinforce behaviour. Simply giving the child spontaneous expressions of appreciation or acknowledgement (praise and rewards) 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 Steere (2010), 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 (Steere, 2010).

### **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, and to also help children negotiate the system and receive fair treatment and work to make the system more responsive to all families. 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 parental discipline 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, time-out, grounding, scolding, praise, shouting, flogging and reward influence emotional adjustment of junior secondary school students in Imo State.

### **Implications for Counselling**

With the shift from an instructional to a learning paradigm, there is growing acceptance that understanding the way students learn is the key to educational improvement. To achieve a desired emotional adjustment in a child, one should provide him/her with sufficient assistance that is compatible with the learning styles. Thus, parental discipline' is a concept that is important not only in shaping a child at home nor teaching practices, but also in highlighting issues that help the child think more deeply about his/her roles in facilitating learning. Despite the best efforts by the child, schools need to do more to enhance parental discipline. Some of the strategies that enhance parental discipline include; allowing parents to participate in governance activities, developing parent outreach training programs, completing needs assessments, planning discipline support for parents whose children have special needs (e.g., English proficiency, gifted and talented, special education), hosting family nights (e.g., meeting teachers at the public library, using the school library and computer laboratory with their children), creating student nutrition workshops, promoting parent-discussion groups, or publishing parent-oriented newsletters. The challenge to the counselor is the attempt to bridge this gap. Teachers, parents and counsellors should apply Reality Therapy in other to assist students become psychologically strong, rational, take responsibility, and formulate a realistic plan in adjusting with their emotions. Also, counsellors, teachers and parents should apply Rational Emotive Behaviour Therapy (REBT) to help students to live more rational and productive lives, stop thinking irrationally, and eliminate self-defeating habits concerning the adjustment of their emotions.

### **Recommendations**

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

1. Stakeholders in the school and parents should discuss ways of managing discipline using time-out as a measure that conforms to human rights since it enhances the emotional adjustment of students.

2. High training programs such as career counseling should be provided as to aid the use of grounding as a technique in restricting the child from unnecessary movement as to enhance his/her emotional adjustment.
3. Parents are to desist from using scolding which is a negative reinforcement that involves reproving or criticizing the child's negative behaviour and/or actions as it mitigates the emotional adjustment of the child in school and at home.

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