

Based on the findings, the following recommendations were made:

1. Families should be aware that conflicts are natural and inevitable; therefore they should learn more about the causes of family conflict, and how to handle family conflicts constructively.
2. The counsellors should arm themselves with these different methods to resolve family conflicts.
3. Professional counsellors should extend their services to non-school settings like the family, for the good and well-being of members from such families.

Conclusion

This study has extensively looked at family conflicts and counselling as resolution. Recognizing and addressing the common causes of family conflict is essential for maintaining a healthy and functional family dynamics. Counselling offers a powerful tool for resolving conflicts and fostering healthier relationships within the family unit. With counselling, families can overcome obstacles, strengthen their bonds and develop healthier patterns of interaction that will serve them well within and beyond the counselling experience.

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AMONG SECONDARY SCHOOL ADOLESCENTS IN AKWA IBOM STATE, NIGERIA

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Abstract

The research explored how home-related factors influence behavioural issues among secondary school teenagers in Akwa Ibom State, Nigeria. It was guided by five research questions and five null hypotheses. The study utilized a correlational survey design with 600 respondents selected from a total population of 20,000 secondary class two students aged between 15 and 19 years. A two-stage sampling method was employed along with the Home Variables Questionnaire (HVQ) and the Students Behavioural Problem Questionnaire (SBPQ). The reliability of these instruments was assessed through the Pearson Product Moment correlation coefficient, yielding reliability indices of 0.76 for the HVQ and 0.87 for the SBPQ. The Pearson Product Moment Correlation Coefficient analysis was used to address the six research questions, while linear regression analysis was applied to evaluate the six hypotheses. Findings indicated that the marital status of parents, family structure, parents' economic status, home training, and parents' educational level significantly ($p < 0.05$) predicted adolescents' behavioural issues in secondary schools. Regression analyses revealed that parents' educational level ($R^2 = 0.767$, $p < .001$), economic status of parents ($R^2 = 0.827$, $p < .001$), marital status of parents ($R^2 = 0.80$, $p < .001$) were significant predictors of behavioural problems. The combined variables predicted ($R^2 = .675$, $p < .000$) all the behavioural problems faced by secondary school adolescents. It is concluded that parents' marital status, family dynamics, parental economic status, home training, and parental educational attainment were significant predictors of behavioural issues among adolescents in secondary schools with parent's education level as the strongest predictor of behaviour problems of adolescents in Akwa Ibom State.

Key words: adolescent, behaviour, economic status, family structure, home variable, parent

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Introduction

Adolescence is a stage of physical, mental, and emotional growth that takes place from the onset of puberty until reaching adulthood, a stage of life of a young person between 10 and 19 years. (WHO, 2025). It is Adolescence is a time that the child becomes more rational in thinking and capable of evaluating and criticizing situations before they arrive at a definite conclusion (Kruger *et al.*, 2011). It is characterized with physical emotional, cognitive and social changes. It is also characterized by behavioural problems such as physical aggression, immoral sexual behaviour, drug use and abuse, stealing, bullying, truancy and defiance. These challenges can hurt academic performance and relationships with peers, and might also lead to long-term issues later in life (Obimakinde *et al.*, 2020; Musa & Ndagi, 2020). The home environment and parenting styles have been shown consistently to affect adolescent behaviour. For instance, the authoritative style, which involves being highly responsive and demanding, is associated with fewer behavioural problems. In contrast, authoritarian, permissive, or neglectful approaches often relate to higher levels of aggression, conduct disorders, and emotional issues (Ezeh, 2012; Fatima, 2022).

Behavioural problems are any unwanted or undesirable behaviour or a pattern of aggressive or disruptive behaviour that is contrary to societal norm that needs to be changed (Pam, 2013). Behavioural problems associated with adolescents are classified into two main categories namely externalizing and internalizing behavioural problems (Kantomaa *et al.*, 2010). The externalizing problems include defiance, violent related behaviours, impulsive, hyperactivity, aggression and antisocial features such as bullying, escape from home (Wang *et al.*, 2014). Other antisocial behaviours include substance use and misuse, sexual behaviours, theft and damaging of public and private properties with its attending burdens on family, friends, school and society (Holliday *et al.*, 2017). The internalizing behaviours are characterized by withdrawal, dysphoria, anxiety and other emotional problems. The display of behavioural problems varies between male and female adolescents. For instance, adolescent males abuse drugs at a higher rate when compared to the females (Anyanwu *et al.*, 2017).

The behavioural problems of the adolescents can partly be attributed to the environment in which they are raised, and events surrounding their upbringing during childhood. The parental temperament, spanking during infancy, parental aggression towards a child, conduct problem of adolescents all may contribute to adolescent behavioural problems arising from home. Several home or environment factors and how these home variables affect academic performance, health and mental status of adolescents have been reported (Chinawa *et al.*, 2014; Envuladu *et al.*, 2017; Uloko, 2019; Budiarti & Solehudin, 2025).

Statement of the Problem

During the olden days, children were raised with good moral and behavioural upbringing that resulted in decrease in social vices and low crime rate. Today, there is increase in social vices and behavioural problems which could probably be attributed to the home of the adolescents. These

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behavioural problems may probably contribute to poor academic performance, emotional problems such as attention deficit, and depression among adolescents (Hasan & Husain, 2016;

Ahmad et al., 2024; Haq & Khan, 2024). Such social vices include rape, violence, damage to public property, abuse and disrespect to constituted authorities and general moral decadence. The society cannot progress in the presence of behavioural problem pattern and with a large population of Nigerians made up of adolescents and young adults. With the high level of moral decadence prevailing in the Nigerian society, there is need to investigate if home variables could predict such adolescent behavioural problems.

Cases of adolescent behavioural problems have been reported all over the country. These problems include sexual abuse, drug and alcohol use, bullying, stealing, robbery, murder and aggressive behaviour. Studies have shown that behavioural problems such as smoking, bullying and illicit sexual intercourse occur among adolescents attending secondary schools in some part of South Eastern Nigeria (Chinawa *et al.*, 2014). A study has documented prevalence of unsafe sexual intercourse, unwanted pregnancy and sexually transmitted infection among adolescent students (Envuladu *et al.*, 2017).

This research aims to explore how much home-related factors can predict behavioural issues in adolescents attending secondary schools in Akwa Ibom State. To explore this, the subsequent research questions were formulated and addressed to steer the study.

1. How strongly does the marital status of parents influence behavioural issues among adolescents in secondary schools?
2. How significantly does family structure impact the behavioural problems of adolescents in secondary schools?
3. What extent does economic status of parents predict adolescents' behavioural problems in secondary schools?
4. What is the extent to which home training predict behavioural problems of adolescents in secondary schools?
5. How much does the educational attainment of parents influence the behavioural issues of adolescents in secondary schools?

Objectives of the Study

The study objectives were to:

1. determine the extent marital status of parents predicts behavioural problems of adolescents in secondary schools.
2. find out the extent family structure predicts adolescents' behavioural problems in secondary schools.
3. examine the extent economic status of parents predict adolescents' behavioural problems in secondary schools.

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4. determine the extent home training given to adolescent could predict behavioural problems of adolescents in secondary schools.

5. find out the extent educational level of parents could predict behavioural problems of adolescents in secondary schools.

Significance of the Study

The study will be of benefit to many people namely the counsellors, educational managers and administrators, families, organizations and students generally. The study could be of benefits to counsellors as it will enable them to isolate cases and identify home variables that may predict if an adolescent could be prone to behavioural problems. In addition, educational managers and administrators will derive benefit from the findings of this study as it will help them formulate policies and be guided on designing intervention strategies that may help reduce behavioural problems among adolescents. Also, parents, leaders, religious organizations and non-governmental organizations may understand the influence of home variables on adolescents' behaviour and thus obtain appropriate knowledge on how best to contribute in modifying the behaviour of the adolescents to acceptable standard.

Literature Review

Some factors especially marital status, family structure, economic status, home training and educational levels of parents can affect adolescent behaviour. Marital conflict and parental divorce have negative influences on the child's behaviour (Fagan & Churchill, 2012; Yakubu, 2024). Such aspects of home variables have long-term emotional effect on the behaviours of the students.

Family structure has influence on behaviour of adolescents. Intact family and adolescents that resides with both parents have delayed sexual activity and have less odd of sexual abnormal behaviour (Somefun & Odimegwu, 2018). A study documented a similar correlation between family types and social behaviour of adolescents (Ede *et al.*, 2020).

It has been reported that children from low economic and social status have more emotional and behavioural issues and is complicated by less responsive parenting style (Obimakinde *et al.*, 2019; Kumuyi *et al.*, 2021). On the other hand, parental income can contribute to adolescent behavioural pattern. Children from low-income households do not perform well in life due to low-income Cooper & Stewart, 2021). A study reported that parental poverty is a strong factor that drives children to delinquent behaviour (Asangausung *et al.*, 2025). Also, a study documented that adolescents from low-income background had a higher tendency for risky sexual behaviour (Fortune, 2026). However, a study reported that economic levels of the parents had no significant influence on students' abnormal behaviour (Gidado & Anyio, 2026). In terms of level of education of parents, some studies have reported that educated mothers provide a more cognitively stimulating and good home training, in addition to conducive environment at home which has a positive impact on the behaviour of the child (Eamon, 2005; Iyekolo *et al.*, 2021).

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Although these findings exist, there is a lack of localized study in Akwa Ibom State where family norms, economic pressures, and cultural dynamics may influence parenting in unique ways.

Gaps still exist in understanding how these home variables, such as parenting style, parental involvement, socioeconomic status, family structure, parental occupation, and domestic stress, predict adolescent behavioural outcomes in secondary schools across Akwa Ibom State. This study aims to examine home factors that may predict behavioural problems in secondary school adolescents in Akwa Ibom State.

Methodology

Study design and study population

The correlational research design survey approach was used for the study. The study population consists of 20,000 senior secondary class two students between the ages of 15 and 19 years were selected from twelve public secondary schools located in both urban and from rural areas in three education zones of the state. The population of senior secondary class two students in each urban school was 3,000 while it was 2000 in school located in rural area (AKSG, 2019). The choice of senior secondary school two students is based on the fact that they can provide appropriate information on behavioural problems relative to home variables.

Sample and Techniques for Sampling

The sample comprised 600 secondary school two (SS2) students from twelve co-educational public secondary schools in the three education zones in Akwa Ibom State with age range of 15-19 years. The multistage sampling technique was used to select samples of the study in three education zones of the state namely, Ikot Ekpene, Uyo and Eket. Firstly, using the stratified sampling method, four secondary schools, two from rural and two from urban locations were selected from each zone for the study. Secondly, the stratified sampling method was used to select the students according to their respective school location either rural or urban area. Thirdly, the simple random sampling technique was used to select 50 SS2 students from each school. The number of students selected from each school to participate in the study was 50 students based on the fact that each school had a student population above 1000. The choice of sample size was based on the proposition that 10% of the population is adequate for a study that involved a population of a few thousand (Sarmah & Hazarika, 2012).

Research instrument

The instruments used for data collection was titled “Home Variables Questionnaire” (HVQ) and “Students Behavioural Problem Questionnaire (SBPQ)” were developed by the researcher. The HVQ has two sections. Sections I consisted of the personal data information of respondents such as name of school, sex, class and age while section II consists of twenty-one (21) items that were organized into four clusters with five item statements each. Cluster A had five items which sought information on parental level of education and occupation e.g. “what is the highest level of

family structure of respondents. An example of key question was “my mother and father are living together”. Cluster C contained five items that obtained information on economic status of parents. An example of key item was “my parents provide my school materials and books on time”. Cluster D had six items on home training with an example of key item as “My parents encourage me to attend school every day”. Clusters B to D had statements on the four-point Likert Scale that required the respondents to indicate the extent of prediction to the items. The responses ranged from Very high extent -4 point; High extent -3 points; Low extent -2 points to Very low extent -1 point and were used for scoring each response to the statement.

The Students Behavioural Problem Questionnaire (SBPQ)” was developed by the researcher. The SBPQ has two sections. Sections I consisted of the personal biodata and school of respondent data information of respondents while section II consists of twenty-nine (29) items with five clusters classifying the behavioural problems of adolescents namely smoking, alcohol, sexual behaviour, bullying and truancy. Cluster A focuses on Smoking; Cluster B is on Alcohol; Cluster C is Sexual behaviour; Cluster D is on Bullying, while Cluster E is on Truancy. The item statements were organized in the four-point Likert Scale that required the respondents to indicate the extent of prediction to the items. The responses ranged from Very high extent -4 point; High extent -3 points; Low extent -2 points to Very low extent -1 point and were used for scoring each response to the statement.

Validity of the Instrument

The validity of the self-designed questionnaire was evaluated by two specialists in the areas of Educational Psychology and Counseling, as well as Measurement and Evaluation. Their feedback and suggestions guided in the revisions of the items, and the revised version was then administered to the sampled respondents.

Reliability of the Instrument

The questionnaire was distributed to fifty respondents that were selected from secondary schools outside the study area on two occasions within the space of two week for the reliability. Using Pearson Product Movement Correlation Coefficient, the reliability coefficients were 0.76 and 0.88 for the two instruments respectively. Specifically, the reliability coefficients were 0.77 and 0.80 for marital status, 0.80 and 0.89 for family structure, 0.77 and 0.90 for economic status of parents, 0.76 and 0.88 for home training and 0.82 and 0.88 for educational level of parents. These reliability coefficients indicated the high reliability of the instrument.

Statistical analysis

The data collected from the questionnaire were analysed using the Statistical Package for Social Sciences (SPSS version 21). Pearson Product Moment Correlation was used to conduct the

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inferential analysis. Pearson correlation was used to address research questions 1-5 concerning the strength of bivariate relationships. Simple linear regression was used to test hypotheses 1-5,

assessing the unique predictive power of each variable. The check for regression assumption was multicollinearity given with regards to the high inter-correlations. A significance level was accepted as $p < 0.05$.

Results

Research Question One

How strongly does the marital status of parents influence behavioural issues among adolescents in secondary schools?

Table 1: *Correlation coefficient analysis on marital status of parents and behavioural issues of adolescent students*

		MSP	BPA
MSP	Pearson Correlation	1	.802*
	Sig. level		.000
	N	600	600
BPA	Pearson Correlation	.802*	1
	Sig. level	.000	
	N	600	600
	R ²	.643	

*MSP= Marital Status of Parents, BPA= Behavioural Problems of Adolescents, *= $p < 0.05$ level (2-tailed).*

Data as shown in Table 1 indicate a positive correlation coefficient (r) of .80 that was within the coefficient limit of ± 0.80 -1.00. This shows that marital status of parents to a very highly positive extent predicts behavioural problems of adolescents in Akwa Ibom state. The coefficient of determination (R²) of .643 indicates that 64.3% of the variance observed in the behavioural problems of adolescents was accounted for by marital status of parents. It implies that the marital status of parents predicts 64.3 percent of the behavioural issues of young people in the secondary schools.

Hypothesis One:

Marital status of parents does not significantly predict behavioural problems of adolescents in

secondary schools.

Table 2: *Linear regression of marital status of parents and prediction of behavioural issues of young students*

Model	Sum of squares	df	Mean squares	F	Sig.
1 Regression	776.832	1	776.832	4.866	.000
Residual	95636.112	599	159.659		
Total	96412.944	600			

Data in Table 2 revealed that marital status of parents significantly predicts behavioural problems of adolescents in secondary schools. This implies that the calculated F-value of 4.866 is significant at 0.000 level and also significant at 0.05 level of probability. Since the probability value of .000 is less than the alpha value of 0.05, the null hypothesis that marital status of parents does not significantly predict behavioural problems of adolescents in secondary schools was rejected and the alternate hypothesis upheld. Therefore, marital status of parents is a significant predictor of behavioural issues of young students in secondary schools.

Research Question Two

How significantly does family structure impact the behavioural problems of adolescents in secondary schools?

The result as presented in Table 3 indicates a positive correlation coefficient (r) of .746 which is positive and falls in the acceptable limit of $\pm 0.60-0.80$ showing that family structure predicts behavioural issues of young adults in the state. The coefficient of determination (R^2) of .557 showed a 55.7% variance in the behavioural problems of adolescents can be explained by family structure.

Table 3: *Correlation of family structure of parents and behavioural issues adolescent in secondary schools*

		FS	BPA
FS	Pearson Correlation	1	.746*
	Sig. (2-tailed)		0.000
	N	600	600
BPA	Pearson Correlation	.746*	1
	Significant level	0.000	
	N	600	600
	R2	.557	

*FS = Family Structure, BPA = Behavioural Problems of Adolescents; * = $p < 0.05$ level (2-tailed).*

Hypothesis Two:

Family structure does not significantly predict adolescents' behavioural problems in secondary schools.

The result in Table 4 revealed that family structure significantly predicts behavioural issues of adolescents in high schools. This is shown by the F- value of 7.700 which is significant at the accepted level of probability. Since the p level was significant, the null hypothesis that family structure does not significantly predict behavioural issues of young adults in high schools was rejected and the alternate hypothesis that family structure significantly predicts behavioural problems was accepted. Therefore, family structure is a significant predictor of behavioural issues of adolescents in high schools.

Table 4: *Linear regression of family structure and behavioural difficulties of adolescent students*

Model	Sum of Squares	df	Mean Squares	F	Sig.
1 Regression	1212.111	1	1212.111	7.700	.000
Residual	94330.707	599	157.479		
Total	95542.181	600			

Research Question Three

What extent does economic status of parents predict adolescents' behavioural problems in

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secondary schools?

As presented in Table 5, there was a positive correlation coefficient (r) of .827 showing a

high extent and positive and falls within the acceptable coefficient limit of $\pm 0.60-0.80$. This reflects that economic status of parents to a high positive extent predicts behavioural difficulties of adolescents in the State. The R^2 of .684 means 68.4% of the variance in the behavioural problems of adolescents was accounted for by family structure.

Hypothesis Three

Economic status of parents does not significantly predict adolescents' behavioural problems in secondary schools.

The result in Table 6 revealed that financial status of parents significantly predicts behavioural issues of adolescents in secondary schools. This is shown by the calculated F- value of 8.199 that was significant at the selected levels of probability. Since the probability value was significant, the null hypothesis that family structure was rejected and the alternate hypothesis accepted. Therefore, economic status of parents is a significant predictor of behavioural issues that adolescents face in high schools.

Table 5: *Correlation on economic status of parents and behavioural issues of adolescent in schools*

		ESP	BPA
ESP	Pearson Correlation	1	.827*
	Sig. level		.000
	N	600	600
BPA	Pearson Correlation	.827*	1
	Sig. level	0.000	
	N	600	600
	R^2	.684	

ESP = Economic Status of Parents, BPA= Behavioural issues of adolescents

*= $p < 0.05$ level (2-tailed).

Table 6: *Linear regression of economic status of parents and behavioural issues of young students*

Model	Sum of squares	df	Mean of squares	F	Sig.
1 Regression	1330.928	1	1330.928	8.199	.000
Residual	97230.936	599	162.322		
Total	98561.864	600			

Research Question Four

What is the extent to which home training predict behavioural problems of adolescents in

secondary schools?

As it is presented in Table 7, a positive correlation coefficient (r) of .72 and with a coefficient limit of $\pm 0.60-0.80$ indicates a high positive extent predicts behavioural issues of young adults in the State. The coefficient of determination (R^2) of .524 showed that 52.4% variance observed in the behavioural problems of adolescents was accounted for by home training.

Table 7: *Pearson product moment correlation on home training by parents and behavioural problems of adolescent students*

		HT	BPA
HT	Pearson Correlation	1	.724*
	Sig. level		.000
	N	600	600
BPA	Pearson Correlation	.724*	1
	Sig. level	.000	
	N	600	600
	R^2	.524	

*HT= Home Training, BPA= Behavioural Problems of Adolescents * = $p < 0.05$ level (2-tailed).*

Hypothesis Four

Home training does not significantly predict adolescents' behavioural problems in secondary schools.

Data in Table 8 showed that home training significantly predicts behavioural issues of adolescents in high schools. This is shown by the calculated F-value of 22.573 which showed significance at the accepted levels of probability. Therefore, the null hypothesis was rejected and the alternate hypothesis that home training significantly predicts adolescents' behavioural issues in secondary school was accepted. Therefore, home training is a significant predictor of behavioural problems of adolescents in secondary schools.

Table 8: *Linear regression of home training and adolescents' behavioural difficulties*

Model	Sum of squares	df	Mean squares	F	Sig.
1 Regression	3441.469	1	3441.469	22.573	.000
Residual	85223.741	559	152.457		
Total	88665.21	600			

Research Question Five

How much does the educational attainment of parents influence the behavioural issues of adolescents in secondary schools?

Data presented in Table 9 has a positive correlation coefficient (r) of .876 with an acceptable $\pm$ 0.80-1.00 coefficient limit. This means that educational level of parents to a very highly positive extent predicts adolescents' behavioural malady the State. The R^2 of .767 means 76.7% of the behavioural issues of adolescents was accounted for by level of education of parents.

Hypothesis Five

Educational level of parents does not significantly predict adolescents' behavioural problems in secondary schools.

Data in Table 10 revealed that educational level of parents significantly predicts behavioural problems of young students in secondary schools. This is shown by the F- value of 15.670 which was significant at the accepted probability levels helping us to reject the null hypothesis that educational level of parents does not significantly predict behavioural problems of young adults attending secondary schools and accepting the alternate hypothesis that educational level of parents significantly predicts adolescents' behavioural problems in secondary schools. Therefore, educational level of parents is a significant predictor of behaviour-related problems associated with adolescents in secondary schools.

Table 10: *Parents' level of education and adolescents' behavioural problems*

Model	Sum of Squares	df	Mean Squares	F	Sig.
1 Regression	4817.523	1	4817.523	15.670	.000
Residual	171853.151	559	307.430		
Total	176670.674	600			

Discussion

This study was carried out to investigate how home-related factors influence behavioural issues among secondary school teenagers in Akwa Ibom State, Nigeria. Using a correlational study approach, major findings were that marital status of parents, family structure, economic

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status, home training and educational levels of parents significantly predicts behavioural issues of

adolescents in secondary schools. Marital status was a significant predictor of the behavioural problems among adolescents in these schools. This indicates a connection between the behavioural issues of adolescents and their parents' marital status. This result is in agreement with a previous research that marital status of the parents influences the behaviour, characteristics and academic performance of a person (Rawatlal *et al.*, 2015). Hassan and Hatab (2021) reported that adolescents from broken family have behaviour problems. A previous study documented that family stability among other factors had a strong impact on delinquency of young people in secondary school students in Uyo metropolis (Sanni *et al.*, 2010). Students from divorced parents often engaged in behavioural problems than students from intact homes that their parents were married and living together (Fatoki & Kobiowu, 2020). A study reported that family and neighbourhood cohesion reduced both internal and external behavioural problems of adolescents (Sitnik-Warchulska *et al.*, 2025). This finding stresses the need for a cordial and intact family in order to mitigate adolescent behavioural problems as the marital status of parents affected the behaviour of adolescents.

The results also shows that family structure is an important predictor of behavioural issues among adolescents in secondary schools. The negative behaviours displayed by secondary school students are linked to the family situations, including single-parent households, or either intact or fractured families. The result is in consonance with the findings of Owuamanam and Bankole (2013) and Akanbi *et al.*, (2015) who documented that family structure (whether intact or broken) significantly influenced adolescent sexual behaviours and sexual promiscuity respectively. Family structure is associated with adolescents' behavioural and emotional well-being (Langton & Berger, 2011). It is known that adolescents from broken homes suffer behavioural problems (Aboh *et al.*, 2014). Therefore, coherence and stability of a family is a crucial aspect that influences adolescent behaviour, as children from stable or intact households are more likely to develop strong moral values compared to those from broken homes (Adebayo, 2020). Lack of supervision of adolescent children and stress on the parents can be a possible reason for behavioural problem.

The economic status of parents was a significant predictor of behavioural issues in secondary school adolescents in this study. This result suggests that the economic circumstances of parents, whether affluent or impoverished, play a crucial role in determining whether their children will engage in behavioural problems. The finding is in agreement with Hamid and Nawi (2013) who reported that children who grow up in economic hardship have many challenges including health, cognitive issues, poor academic performance, emotional and behavioural problems. A similar study reported by Ekpo and Ajake (2013) aligns with the result of this study on social and economic wellbeing of parents that significantly influenced students' delinquent behaviours. Their results showed that students from poor socio-economic background were more delinquent than students whose parents have a high socio-economic status. This study collaborates with a study

that adolescents from a low economic background displayed more behavioural problems than

those from high socioeconomic class and that poverty correlates significantly with adolescent violence (Ughasoro *et al.*, 2021). These results highlight the significance of good family income for adolescent well-being in general.

The result showed that home training is a significant predictor of behavioural issues of adolescents attending secondary schools. The type of home training a child received influences his or her behaviours in the school. It implied that children that received poor or bad home training stand the chance to show negative and antisocial behaviours and vice versa. The results agreed with Hasan and Husain (2016) who documented that the behaviour of an adolescent is influenced by the home and the environment he is raised from due to economic factors affecting parents as the adolescents display high frequency of violence in the school and exhibit same at home. Early studies reported high association of parenting practice, inconsistent discipline at home with variety of risky behaviours of students (de Looze *et al.*, 2012; Aboobaker *et al.*, 2019). Adolescents that lack appropriate parenting and home guidance are more likely to engage in antisocial and deviant behaviours (Nwobodo, 2021). Therefore, appropriate home training will reduce behavioural problems associated with adolescents.

The result showed that educational level of parents is a significant predictor of behavioural issues of young adults in secondary schools. The present result agrees with previous studies that parental education is associated with a variety of outcomes such as academic performance, mental health and adolescents' behavioural problems (Omoruyi, 2014; Mikkonen *et al.*, 2020). In line with this finding, Schmuck (2011) reported that children from high educational status had a positive physical and emotional well-being with low behavioural problem such as bullying. Parents with high level of education had children with low scores of aggressive behaviours (Cabello *et al.*, 2017). Therefore, the level of formal education can be used to predict whether or not the children of such parents will exhibit some behavioural problems. Parent's education level was the strongest predictor probably due to better access to educational resources, cognitive stimulation and modelling techniques. Parental education has been associated with psychological wellbeing, mental disorder and academic achievement of adolescents (Schlechter & Milevsky, 2010; Mikkonen *et al.*, 2020). Parents who are highly educated are aware of the changes that are associated with adolescence and can therefore understand and manage the stress associated with this stage of development (Shirzadi *et al.*, 2025).

Limitation of the Study

This study has some limitations. Firstly, our study design was cross-sectional which cannot infer causality and use of self-report questionnaires that depended on the responses of the adolescents which is prone to biases. Another limitation is the high multicollinearity among predictors, which limits interpretation of the unique effect and the use of researcher-made instrument. It is not possible to rule out other environmental factors that can predict behavioural

problems of adolescents. Despite the likelihood to believe that home variables can predict adolescent behaviour, other factors cannot be ignored. Moreover, we could not test the relationship between home variables separately for males and female adolescents. There is therefore need to conduct such test in future studies.

Conclusion

The aim of the study was to explore home-related factors as predictors of behavioural issues in adolescents attending secondary schools. It is concluded that parents' marital status, family dynamics, parental economic status, home training, and parental educational attainment were significant predictors of behavioural issues among adolescents in secondary schools. Parent's education level was the strongest predictor of behaviour problems of adolescents attending secondary schools in Akwa Ibom State. A focus on family-based intervention will help to curb adolescent behavioural problems as they transit into adulthood.

Recommendations

According to the results and conclusions of the research, the following suggestions were proposed:

Parents should provide their children with sufficient home education that can help develop these children with minimal or no behavioural issues. They should be given adequate counselling on maintaining stable homes and marriage that will not give room for divorce and broken home.

The finding implies that school counsellors should work together with classroom teachers to recognize students experiencing behavioural issues for suitable counselling. Qualified counsellors should be hired in adequate numbers for each school to support students with behavioural challenges.

School management should create time for informing parents on the method of managing behaviour problems of children. In addition, training and workshops should be made to parents and guardians on adolescents' behavioural problems in Akwa Ibom State and the ways to solve these problems.

Government should implement a policy that emphasizes the importance of guidance and counselling services in addition to providing functional counselling centres to handle guidance and counselling support services in every secondary school in the State.

Government and proprietors of private schools should organize seminars and workshops for the teachers and school counsellors on effective ways of identifying and counselling adolescents with behavioural problems. In addition, government should increase the funding of education and provide reading materials to schools and students. This will assist students from poor economic background who may not be able to afford these school materials.

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