



# Relationship between Child Response Style to Parenting and Psychological Well-Being among Secondary School Students in Owerri, Nigeria.

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## ABSTRACT

There is global concern about the behaviour and psychological well-being of children in relation to how they respond to parenting. This study examined the relationship between child response style to parenting and the psychological well-being of secondary school students in Owerri, Nigeria. The study used mixed methods, specifically the explanatory sequential design to examine the characteristics of the response styles, the levels of psychological well-being and the relationship that exists between the response styles and psychological well-being. The data for the study was generated using three instruments – the Child Response Style Scale by Egunjobi (2021) and the Psychological Well-being Scale by Viejo et al. (2018) and seven open - ended questions for focus group discussions. A descriptive analysis was used for the research questions, with the results presented in tables and figures as frequencies and percentages, mean and standard deviations, and the summaries presented as Pearson's (r) correlational coefficient. The findings reveal that the Adherer is the most prevalent (n = 87, 58%) of the child response styles, high levels of psychological well-being and that there is no relationship between child response style to parenting and psychological well-being. The hypothesis result indicated that there is no significant difference between child response styles to parenting and psychological well-being. The study concluded that the response style to parenting does not predict psychological well-being.

Keywords: child response style, psychological well-being, students, child behaviour, adolescent behavior, mental health, parenting, Owerri, Nigeria

## 1. Introduction

A child's behaviour, whether at school or at home, could be a manifestation of how they perceive and respond to the parenting they have experienced. On the other hand, an individual's psychological well-being finds expression in their behaviour. To a considerable extent, the perception and response to parenting may influence the individual's psychological well-being. In what appears to be a significant shift in perspective, the child response styles to parenting (Egunjobi, 2021) were proposed to clarify the different strands of child behaviour further. Child response style to parenting is described as a behaviour pattern evoked by parenting style and practices, an unconscious presentation of self, creating awareness of a neglected aspect of behaviour.

The exciting dimension in this perspective is that if behaviour is a manifestation of psychological well-being, there may be a palpable relationship between child response style to parenting and psychological well-being. The study employed the sequential explanatory design to examine the relationship among secondary school students and tested the hypothesis of no significant difference between child response style to parenting and psychological well-being and concluded that the null hypothesis should be retained.

### 1.1 Literature

**Child Response Style to Parenting:** Egunjobi (2021) investigated the child response style through an online survey, gathering information from 276 voluntary participants aged 11 and older, including males and female, children, adolescents, and adults from different nationalities. The descriptive percentage analysis reported 65.5% Adherers, 4.8% Rejecters, 17.2% Falser and 12.5% Non-chalant styles. Opara & Egunjobi (2023) examined the psychometric properties of the child response style scale and found excellent statistics for both reliability and validity of the instrument. An interesting aspect of the results indicated that nonchalant response styles were 100% attributed to uninvolved parenting (Egunjobi, 2021). His conclusion on uninvolved parenting corresponds with Kharbanda (2020) statement that individuals with uninvolved parents are more likely to develop emotional and behavioural problems.

From Egunjobi's study, the child response style could be seen as the manner in which the child appropriates or does not appropriate the values inherent in the training experiences in the family, representing the child's subjective view of how they are raised, the feelings associated with that interpretation,

and the reactions to those feelings. In addition, Egunjobi examined the child response style in relation to sexual abuse of children (2022) and argued that children have similar response styles to sexual abuse as they do to parenting. According to him, there is a need for a better understanding of how victims perceive and respond to abuse in order to offer appropriate and relevant interventions. The paucity of research on child response style to parenting gives relevance to the current study focusing on the meaning, characteristics, and relationship of the child response style to parenting with psychological well-being.

Suppose his argument that a child's behaviour needs to be understood from the child's perspective on parenting is true, in that case, it is also essential to understand also the response style, which indicates that a child's behaviour relates to their psychological well-being given the position that psychological well-being occupies in the overall health – mental, physical, emotional, and spiritual – of the individual. Agwu et al. (2022) critically reviewed Egunjobi's theory of child response styles to parenting, which provided a crucial summary of the concept under review, stating that through the four child response styles the author sheds light on new insights into how children may behave based on four response styles, namely adopting their parents' attitude, deviating from it, paving a new path, or simply moving forward with life.

The four child behaviour styles identified as compliance, defiance, withdrawal, and aggression (Leijten et al., 2018) relate to the different child response style to parenting: Adherer, Rejecter, Falser and Non-chalant and research in psychology has created more understanding of the challenges posed by children's behaviour using these child behaviour styles. Nolen-Hoeksema's (1991) response styles theory focuses on how individuals respond to their psychiatric symptoms. It is specific to depressive mood disorder. In addition, Nolen-Hoeksema's (1991) response styles theory focused more on mood disorders especially depression and is viewed as a pathology psychology perspective, while the child response style to parenting is a positive psychology perspective. All studies that utilized Nolen-Hoeksema's response style scale measured mood disorder or depression (Hilt et al., 2009; Nolen-Hoeksema, 1991; Nolen-Hoeksema et al., 2007). In addition, the child behaviour style is about temperament, and most studies that utilized the Behavioural Style Observational System (BSOS) such as Karp et al. (2004) measured the temperament of children in relation to parenting. Again this scale is temperament-specific unlike the Child Response Style to Parenting Scale, which attempts to measure the ordinary, normal response of the individual to parenting.

From the ongoing discussion, the prevalence of specific behaviour and response style can vary based on factors such as parenting styles and individual differences. Consequently, as the child discovers more about their surroundings, they gradually start making decisions for themselves, including how they respond to the guidance provided by their parents during the training process (Egunjobi, 2021), and children also interpret parenting behaviours; therefore, Smetana (2017) emphasized child-driven processes such as adolescent disclosure.

**Mental Health Issues:** Globally, between 2016 and 2019, as reported by Lebrun-Harris et al. (2022), there was a significant increase in diagnosed mental health conditions for young people, specifically anxiety and depression. From 2016, these trends have continued into 2020, representing 5.6 million children with diagnosed anxiety and 2.4 million children diagnosed with depression, especially in the USA (Lebrun-Harris et al., 2022). According to the study, despite the increasing mental health needs of children, no significant improvement in the receipt of mental health treatment or counselling over the years was found. Cooke et al. (2016) suggested that there has been a considerable increase in scientific interest in the positive aspects of human functioning, instead of pathology, which has produced new definitions, models, and measurements of an ambiguous concept but is currently interpreted and understood as well-being (Cooke et al., 2016, cited in Viejo et al., 2018).

**Psychological Well-being:** Students' psychological well-being is defined as a subjective appraisal of a student's emotional and mental well-being crucial to their academic success and future outcomes, which includes their overall school experience, positive emotions, meeting personal needs, being successful academically, socially, and psychologically, and having access to both internal and external resources (Hossain et al., 2023). The well-being concerns not just how one feels but also how one functions, for example, having positive relationships (Huppert, 2009).

Globally, the National Healthcare Quality and Disparities Report (NHQDR, 2022) indicated that nearly 15% of young people ages 10-19 which is 13% of the global disease burden in this age bracket, experience a mental health disorder. In America, nearly 20% of children and young people ages 3-17 have a mental, emotional, developmental, or behavioural disorder, and suicidal behaviours tend to be increasing exponentially (40%) among high school students in the decade before 2019 (NHQDR, 2022). According to this report, mental health challenges were the leading cause of death and disability in this age group. The report showed that "the most diagnosed mental health disorders among children ages 3-17 years in 2016-2019 were attention deficit disorder (9.8%, approximately 6 million), anxiety (9.4%, approximately 5.8 million), behaviour problems (8.9%, approximately 5.5 million), and depression (4.4%, approximately 2.7 million). For adolescents, depression is concerning because 15.1% of adolescents ages 12-17 years had a major depressive episode in 2018-2019" (Bitsko et al., 2022) cited in NHQDR, 2022).

In Europe, Gómez-López et al. (2019) analyzed the association between romantic relationships and adolescents' psychological well-being, using a longitudinal design with a sample of 747 students in Spain between 13 and 17 years old. Participants were drawn from both public and private schools using random probabilistic sampling, stratified by conglomerates, single-stage and with proportional affixation. From the results, there was a positive relationship and a stable levels of medium to high levels of psychological well-being, throughout the study.

In South Africa, UNICEF reported a 2016 study on Adolescent Mental Health and [Schalkwyk and Wissing \(2010\) explored the psychosocial well-being of a group of adolescents. The participants were 665 adolescents aged 15–17 years, including 214 males and 451 females, from three high schools that completed questionnaires on psychosocial well-being.](#) The UNICEF study showed that "a high number of young people are living with common mental disorders, including depression (41%), anxiety (16%) and post-traumatic stress disorder (21%). For adolescents who self-identify as Black/Coloured and/or with material disadvantage, the rates of common mental disorders are even higher" (UNICEF, n.d.). Schalkwyk and Wissing reported that 60% of the adolescents had lower psychological well-being which is characterized by self-incompetence, dysfunctional behaviours, negative emotions, meaninglessness, impaired relationships, identification with dysfunctional outsiders, and helplessness.

In Nigeria, Akpunne et al. (2020), through a descriptive survey, examined the influence of parenting styles on the psychosocial well-being of 332 Nigerian adolescents. Participants with a mean age of 14 responded to questionnaires on Mental Health Continuum – Short Form (MHS-SF) and the Parenting Style Instrument (PSI). Similar to Poudel et al. (2020), the use of the general health scale in measuring psychological well-being detects diagnosable mental health disorders such as psychological distress, unlike the psychological well-being scale, making it a more efficient scale for measuring well-being in older individuals. But when used for a younger population, the question of full understanding of the items might arise. The results showed that parenting styles significantly predicted the adolescents' psychosocial well-being level and indicated a low level of psychosocial and psychological well-being among the adolescents. Additionally, the study indicated that adolescents from public schools manifested higher levels of social well-being than their counterparts from private schools.

Lately, the importance of promoting student well-being has become a top priority in education (Hossain et al., 2023). This study goes beyond examining parenting style and activities to explore the relationship between how the child responds to parenting experienced in the family and their psychological well-being.

**Relationship between child response style and psychological well-being:** No available research directly targets the child response styles to parenting and its relationship with psychological well-being. Thus, this scarcity of research on the theme suggests that this current study might not have prior studies to collaborate with the eventual findings. However, there are numerous studies on the perceived parenting and psychological well-being of adolescents and other students and this is crucial because according to Egunjobi (2021) which stated clearly the need to explore perceived parenting in a research on child response style because of the significant influence one on the other.

In the USA, the 2020 National Survey of Children's Health offered an opportunity to examine 5-year trends in children's well-being. According to the report, 22% of the population living in the United States in 2019, were aged 0 to 17 years accounting for 73 million children. Therefore it became imperative to focus on improving the health of children and their families, which is important to improve the country's overall health status (Lebrun-Harris et al., 2022). The study analyzed data from 2016 through 2020, on children's health conditions, positive health behaviours, health care access and utilization, family well-being and stressors, and 9 current health problems, as well as presence of special health care needs in addition to no insurance, insurance adequacy and continuity, and problems paying medical bills and found that, depending on year and interview, overall response rates ranged from 37% to 43%; completion rates ranged from 70% to 81%. According to the study, despite the increasing mental health needs of children, no significant improvement in receipt of mental health treatment or counselling over the past 5 years was found. The areas of concern from the study includes new challenges that arose in 2020 and troubling trends that were evident before the pandemic (Lebrun-Harris et al., 2022).

In the United Kingdom, Maynard and Harding (2010) examined associations between perceived parental care, parental control, and psychological well-being among ethnically diverse UK adolescents. The study sampled 4349 pupils across ethnicities aged 11–13 years, and the variable was measured using the eight self-reported parenting items measuring parental care and control. Psychological well-being was measured with Goodman's Strengths and Difficulties Questionnaire. The study reported lower mean care and higher mean control scores among minority children. This finding was similar to the results in models stratified by ethnicity, where higher parental care scores related to lower psychological difficulties - better psychological being and vice versa.

A correlational survey was employed by Francis et al. (2021) in Southern India to determine the relationship between perceived parenting style and psychological well-being and among adolescents. The sample of 554 adolescents in 8<sup>th</sup> to 9<sup>th</sup> grade was chosen from randomly selected schools, and the variables were measured using the Perceived Parenting Scale and a standardized Ryff Scale for assessing psychological well-being. From the study, a relatively high population of adolescents (93.2%) perceived their parents as authoritative. The study also reported a moderately positive relationship between authoritarian and permissive parenting styles and psychological well-being and a negative correlation between psychological well-being and neglectful parenting style, confirming an influence of parenting style on adolescents' psychological well-being.

Studies have also shown that children may perceive parenting differently from their parents (Mayuri et al., 2017). The study comparing rural and urban families in Hyderabad, India, showed that, of the 160 fathers, 160 mothers, and 160 children, fewer parents felt they were authoritarian than their children perceived them to be. More parents felt they were more democratic and permissive than their children perceived them to be. The study concluded that it is important for parents to recognize that their parenting styles may not be perceived in the same way by their children. This can have an impact on the development of children and can sometimes lead to conflicts between parents and children. It is crucial that parents have an understanding of how their children perceive their parenting style in order to be effective and positive in their role (Mayuri et al., 2017).

Among an African population, Mazzucato et al. (2015) conducted a comparative study investigating the association between transnational families and children's psychological well-being among pupils of secondary schools in Nigeria, Angola, and Ghana. They employed the Strengths and Differences questionnaire to measure psychological well-being and analyzed data with multiple regression analyses. The study reported a lower level of psychological well-being in children in transnational families except in Ghana (Mazzucato et al., 2015).

Similarly, Boakye (2021) examined the relationship between the behaviour during learning among adolescents in the Senior High School in Kumasi, Ghana and parenting style, where 317 students self-administered the questionnaire. The descriptive cross-sectional survey research analyzed the data using Pearson Product Moment Correlation and reported a significant relationship between the behaviour of adolescents during learning in the Senior High Schools in the Kumasi Metropolis with parenting style. Both Mazzucato et al. (2015) and Boakye (2021) both used a quantitative approach and collected data through self-administered questionnaires from students in secondary schools. This method allowed both studies to gather first-hand data directly from the students about their experiences and perceptions. The data was then analyzed to draw conclusions about the impact of transnational families and parenting styles on children's psychological well-being and learning behavior, respectively.

From the various literature reviewed, the researcher found that children respond differently to parenting, and there are four identified styles of response to it. The abundance of literature on parenting styles and practices indicates that it is crucial to understanding how child behaviour relates to psychological well-being. These studies differ in their methods, tools, sample size, variables, and geographical locations. Most studies reviewed used self-reporting measures for data, which can be a limitation as self-reporting scales tend to adhere to the bias of social desirability, where participants may respond in a way they believe is socially acceptable rather than their true feelings. In addition, most studies relied on a single measure, which may not capture the full complexity of behaviour issues that can be influenced by a variety of factors. The search also revealed scant literature on child response style to parenting, and the pioneer study on this theory has shown that it is a significant aspect to focus on. Currently, no study is available on the relationship between the child response style to parenting and psychological well-being.

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## 2.0 Methods

The study used mixed methods, specifically the explanatory sequential design. The mixed methods design involved a quantitative approach using standardized questionnaires - Egunjobi's (2021) Child Response Style Scale (CRSS) and the Psychological Well-Being for Adolescents Scale (BSPWB-A – brief version) developed by Viejo et al. (2018), and a qualitative approach using focused group discussion. The study was conducted in three selected private secondary schools in Owerri, Imo State, Nigeria. For this study, the designated sample size is 232 students out of a population of 495. Data was collected sequentially, with questionnaires issued to one school after the other, and analyzed. Then followed the focused group discussion of 15 participants (5 prefects) from each school, which were recorded, transcribed as themes emerged and the data included in the quantitative data interpretation and discussion. To summarize the data, the researcher used descriptive analysis such as frequencies and percentages in tables and figures, and summarized the relationship into a correlation coefficient (Pearson's  $r$ ) and the Hypothesis was tested using regression analysis, and the result was reported as the F-statistics test. Ethical standards were in place, and permissions were obtained from the parents via the school administration. Students were also educated on their rights and freedom, and assured of the protection of their privacy through confidentiality. The process respected the dignity of the participants and those whose parents refused to give the necessary authorization to participate withdrew from filling the questionnaires. No physical or psychological harm came to any participant as a result of the study.

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## 3.0 Results

The study assessed the child response styles to parenting, the levels of psychological well-being, and the relationship between the two variables among secondary school students in Owerri, Nigeria. The results of these variables were computed and interpreted using frequencies and percentages, means, and standard deviations as presented in Table 1 - 3.

The results in Table 1 revealed that most students ( $n = 87, 58\%$ ) who participated in this study were within the Adherer response style to parenting. This was followed by the Rejecter response style to parenting ( $n = 30, 20\%$ ) and the lowest prevalence of the child response styles to parenting in this study population was the Falser ( $n = 11, 7\%$ ). The standard deviations suggest that there is less variation in scores among Falsers compared to those in other response styles.

**Table 1 - Prevalence of Child Response Style.**

Response styles	Frequency	Percentage	Mean	Standard deviation
Adherer	87	58%	9.5333	5.05363
Rejecter	30	20%	3.8133	3.38648
Falser	11	7%	2.8267	2.93268
Non-chalant	22	15%	3.7400	3.49195
<b>Total</b>	<b>150</b>	<b>100</b>		

The data from the focus group discussion corroborated these quantitative findings. In the focus group discussions, two major themes emerged in the child response style: the desire to listen to parents' instructions and the challenge to be the child that parents desire. To protect the identity of the participants, they were represented with numbers (P1, P2, P3...P15). Majority of the participants indicated that they would obey their parents irrespective of the instruction and how they felt about it, thus indicating a tendency to follow parents' instructions in almost all situations. According to participant number 5:

"If my parents ask me to do something that I don't like, I will obey them because if I don't obey them, it means that I am disrespectful and God will not be happy with me. But also, I don't have any reason not to obey them. They are my parents, and they know what is good for me" (P5, 2024).

However, not all the participants would obey and carry out every instruction given by parents. An interesting response came from participant number 2:

"Whenever my parents ask me to do something that I don't like, I avoid them the whole day, even if it means not coming home to eat food, until they have forgotten the errand. Sometime it makes me cry and feel sad, especially if I am tired. They are always sending me and not my other siblings" (P2, 2024).

The results for the levels of psychological well-being are presented in Table 2.

**Table 2 Levels of psychological well-being among the participants.**

Psychological Well-being	Frequency	Percentage	Mean	Standard deviation
High	126	84%	72.0635	6.07519
Intermediate	21	14%	55.9048	5.10788
Low	3	2%	32.6667	4.50925
<b>Total</b>	<b>150</b>	<b>100</b>		

As seen in Table 2, the findings reveal that the majority (84%, n = 126) of the students recorded a high level of psychological well-being, while very few (2%, n = 3) secondary school students in Owerri, Nigeria, were at a lower level of psychological well-being.

**Table 3: Components of Psychological Well-being**

	N	Mean	Std. Deviation
Self-acceptance	150	18.70004	1.2026
Positive relations	150	15.24003	1.1239
Autonomy	150	18.58004	1.3573
Personal Growth	150	16.28003	1.35409
Valid N (listwise)	150		

In Table 3, the participants appear to have a high level of the autonomy component of the psychological well-being scale because a score of 4.13573 on a Likert scale of 1-5 from highly disagree (1) to highly agree (5) indicates that most responses are within "agree to highly agree" point. Positive relations with a standard deviation score of 3.11239 indicate that the positive relationship component of psychological well-being is valued as neutral.

To determine the relationship between child response style to parenting and psychological well-being among secondary school students in Owerri, Nigeria, Pearson's correlation coefficient analysis was conducted for items 1-13 of the child response style scale and 20 of the psychological well-being scale. The findings are presented in Table 4.

**Table 4:** *Child Response Style and Psychological Well-being*

		Self-acceptance	Positive relations	Autonomy	Personal growth
Adherer	Pearson correlation	-.020	.002	.115	-.052
	Sig. (2-tailed)	.808	.979	.161	.527
	N	150	150	150	150
Non-challant	Pearson correlation	.007	-.081	-.047	-.008
	Sig. (2-tailed)	.931	.322	.565	.920
	N	150	150	150	150
Falsers	Pearson correlation	.042	.114	-.071	.106
	Sig. (2-tailed)	.612	.163	.391	.195
	N	150	150	150	150
Rejecter	Pearson correlation	-.012	-.013	-.070	-.008
	Sig. (2-tailed)	.887	.879	.393	.923
	N	150	150	150	150

As shown in Table 4, Adherers seem to have a very weak positive linear relationship with Autonomy and a moderate negative linear relationship with Personal Growth ( $r = .115$ ,  $p = .161$ ;  $r = -0.52$ ,  $p = .527$ ) components of psychological well-being among secondary school students in Owerri, Nigeria. This means that Adherers have a minimal and unreliable correlation with the two components of psychological well-being, indicating that the variables barely change together. There was also a very weak positive linear relationship ( $r = .114$ ,  $p = .163$ ;  $r = .106$ ,  $p = .195 \geq 0.05$  level of significance) between Falsers and positive relations and personal growth, respectively, among secondary school students in Owerri, Nigeria. Furthermore, the findings showed that there was no relationship between Non-chalant style and any of the components of psychological well-being among secondary school students in Owerri, Nigeria. The Rejecter style has no relationship with any of the components of psychological well-being. This means that there is no strong evidence of significant correlations between child response styles and the specified aspects of psychological well-being because all the  $r$  values are below 0.3 and the associated  $p$ -values (Sig. 2-tailed) are all higher than 0.05.

### 3.1 Null Hypothesis:

The Regression analysis was used to test whether there is a significant difference between the predictor variables (Falsers, Rejecter, Non-challants, Adherer) and psychological well-being (PSYWB) in terms of variance and the results are presented in Table 5.

**Table 5:** *F. Statistics on the difference between Child Response Style to parenting and Psychological Well-being.*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	90.497	4	22.624	.241	.915 <sup>b</sup>
1 Residual	13639.503	145	94.066		
Total	13730.000	149			

  

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	78.102	45.738		1.708	.090
Rejecter	-.538	2.305	-.190	-.234	.816
1 Adherer	-.441	2.295	-.232	-.192	.848
Nonchallants	-.590	2.306	-.215	-.256	.798
Falsers	-.296	2.317	-.090	-.128	.898

- a. Dependent Variable: PSYWB
- b. Predictors: (Constant), Falsers, Rejecter, Nonchallants, Adherer

The F-statistic is low (0.241), and the associated p-value (0.915) is much greater than the typical significance level (e.g., 0.05). Therefore, we fail to reject the null hypothesis. This suggests that there is no significant difference between the child response style and psychological well-being, which means that the variances between the two constructs are equal, and any observed differences are due to chance. In other words, this analysis suggests that the child's response style doesn't have a significant impact on their psychological well-being. Any differences we see could just be random variation, not a real effect.

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#### 4.0 Discussion of the results

The results of the assessment of the characteristics of the child response style that indicated an Adherer mean of 58% is in agreement with Egunjobi's (2021) and Agwu et al. (2022) findings on the prevalence of child response styles to parenting, with an Adherer mean of 65.5%. However, the result for Rejecter (20%) is far higher than Egunjobi's value for Rejecter (4.8%). The difference could be due to population dynamics, as Egunjobi's study was conducted with an online global population that included adults, while the majority of participants in this study are below 15 years old. No other study on the characteristics and prevalence of the child response style was available at the time of this research.

The results from the assessment of levels of psychological well-being relate to those of Echedom et al. (2018) in Anambra state, Nigeria, which recorded high levels of psychological well-being. Likewise, Nwogu (2016) reported [high levels of nurturance and warmth, low levels of control and maturity demands](#) and a high level of psychological well-being linked to a parenting style. The small percentage in this study sample with low psychological well-being might be experiencing situations within or outside the school that need the attention of school counsellors and or parents. Therefore, peer relationships, as well as relationships between students and staff, may require further attention in terms of the participants' psychological well-being. Attention to peer relationships is crucial because, according to Gómez-López et al., (2019), successful peer relationships contribute to psychological well-being. The self-acceptance component recorded a high mean score of 18.7000 and a standard deviation value of 4.12026. Studies show that there is usually a relationship between autonomy and self-acceptance (Viejo et al., 2018). Individuals with a better sense of autonomy are also better at accepting themselves (Yadav et al., 2021), and individuals who have better self-control will also have a better sense of autonomy in thought and action.

The results of this study which show a weak linear relationship between two child response styles and the components of psychological well-being seem to corroborate Chen et al. s (2017) position that while parenting practices undergo transformations and advancements as children transition into adolescence, the connections formed by children and adolescents in their early years significantly impact their overall well-being throughout their entire lives. With this indication of a very weak linear relationship between two child response styles to parenting and psychological well-being in this study, and no relationship between the other components, it can be concluded that there is no significant relationship between child response style to parenting and psychological well-being.

In addition, according to Table 5, the F-statistic is low (0.241), and the associated p-value (0.915) is much greater than the typical significance level (e.g., 0.05). Therefore, we fail to reject the null hypothesis. This suggests that there is no significant difference between the child response style and psychological well-being. In the coefficient table, none of the predictors (Rejecter, Adherer, Non-challants, Falsers) show a statistically significant impact on psychological well-being (PSYWB) based on their respective p-values. The intercept (constant) has a positive coefficient, but it is not statistically significant.

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#### 5.0 Conclusion

The primary purpose of this study was to examine the relationship between the child response style to parenting among secondary school students in Owerri, Nigeria and how this phenomenon can relate to their psychological well-being. This is because adolescent behaviour in relation to mental health has been identified as a common phenomenon among young people, and the child response style to parenting is a behaviour pattern, a worldview evoked by parenting and related practices. The current study has established that the child response styles of adherer, rejecter, falsers, and nonchalant are characteristics of the study population. The adherer style is the most prevalent among all styles. The study concludes that there is no significant relationship between child response style to parenting and psychological well-being among secondary school students, in Owerri, Nigeria.

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