

**NIGERIAN JOURNAL OF
SOCIAL WORK EDUCATION**



NJSWE
UNIVERSITY OF IBADAN

UNIVERSITY OF IBADAN

**VOL.15, ISSN 1119-28 IX
JUNE, 2016**

**NIGERIAN JOURNAL
OF
SOCIAL WORK EDUCATION**

VOL. 15 ISSN 1119-28-IX

June, 2016

Published by:

Department of Social Work

University of Ibadan, Ibadan, Nigeria

SUBSCRIPTION AND COPYRIGHT INFORMATION

Nigerian Journal of Social Work Education is an international, fully referred journal, reporting on empirical and theoretical aspects of Social Work. It may be said that the significance of Social Work has never witnessed a growing awareness throughout the world as of now. The Journal which is sponsored by the Department of Social Work, University of Ibadan, Ibadan recognized the need for more international research and analysis, and the generation of relevant theory to identify policy needs and trends as well as priorities in the growing area of Social Work. While reporting current research in Social Work, the journal will endeavour to establish further development of research for Social work, more especially in the developing world.

The journal is a necessary reading for policy makers, researchers and practitioners in all the facets of Social work and Social Welfare. Members of the Editorial Board and Advisory Board are selected from several universities to address the need for wide representation and editorial expertise.

All correspondence concerning payments and order for subscriptions, advertisement and back number should be addressed to the publisher: Department of Social Work, University of Ibadan, Ibadan, Nigeria.

The Journal is published once yearly in June.

© Department of Social Work, University of Ibadan, Ibadan.

NOTES FOR CONTRIBUTORS

Unless agreed otherwise, all accepted papers become the copyright of the journal. Contributors should bear mind the international character and linguistic diversity of their audience.

Manuscript should be sent to Dr. T.A Adebowale, Department of Social Work, University of Ibadan, Ibadan, Nigeria or *socialworkjournalofeducation@yahoo.com*. Manuscripts failing to conform to the following guidelines will not be considered for publication. Three complete copies of the manuscript should be submitted. It should be typed double spaced on one side of the paper. It is essential that full postal address be given of the author who will receive editorial correspondence and the proofs.

Figures and tables should have their position clearly marked and be provided from the main text. The captions to figure provided on a separate sheet. Figure number should be shown as Arabic numerals, table number as Latin numerals.

Reference should be indicated in the text by giving the author's name followed by the year in parentheses e.g “Early research by Smith & Jones (1997, p275) showed.....” Alternatively this could be shown as “Early research (Smith & Jones, p. 275) showed....” The full reference should be listed in alphabetical order at the end of the paper, using the following style.

Book

Muir, J. (1976). *Modern Approach of England Grammar: An introduction to systematic grammar*, London: B.T. Batsdford Ltd.

Article in a Journal

Pleck, J.H. (1977). The work family role system, *Journal of Social Problem*, 24, pp 417-427.

Chapter in a Book

Halloway W. (1984) Gender Difference and the production of subjectivity in J. Hentighues, W. Halloway, C. Vem & V. Walkerdine (Eds) *Changing the subject*. London: Methuen.

Please note that Journal titles must be given in full and that author's full first names or initials may be used. Particular care in the presentation of reference would be greatly appreciated by the Editorial Board and the publisher.

Proofs will be sent to the author designated to receive them, and should be corrected and returned immediately. A complete copy of the journal issues is supplied free of charge to the author shortly after publication.

NIGERIAN JOURNAL OF SOCIAL WORK EDUCATION EDITORIAL BOARD

Guest Editor **Prof. Oyesoji Aremu,**
Faculty of Education
University of Ibadan, Ibadan.

Editor-in-Chief **Prof. Oluremi Ayodele Bamisaiye**
Faculty of Education
University of Ibadan, Ibadan.

Managing Editor: **Dr. Funmi Folaranmi**
Department of Social Work,
University of Ibadan, Ibadan.

Editors: **Prof. G.G. Ejikeme** M.Sc, MSSN, Ph.D
Department of Sociology,
Faculty of Social Science,
University of Jos, Jos.

Prof. E.O. Olumodeji,
Department of Sociology,
University of Jos, Jos.

Dr. J.O. Fayeye,
Department of Sociology,
University of Ilorin, Ilorin.

Dr. E.O. Okafor,
Department of Sociology,
University of Ibadan, Ibadan.

Dr. J.K Mojinyinola,
Department of Social Work,
University of Ibadan, Ibadan.

Dr. E.M Ajala,
Department of Social Work,
University of Ibadan, Ibadan.

Consulting Editors:

Prof Miu Chung Van,

School of Social Work,
University of British Columbia, Canada.

Prof. Uzo Amicha, B.Sc, MSc. Ph.D

School of Social Work,
York University, Toronto, Canada

Prof. Linda Kreitzer, Ph.D. RSW

Faculty of Social Work,
University of Calgary,
Alberfa, Canada.

Prof. Vishante Seapaul,

University of Kwazulu Natal,
South Africa.

Editorial Advisers:

Prof. A.E. Idyorough M.Sc. MSSW, Ph.D

Faculty of Social Science,
Federal University,
Lafia, Nassarawa.

Prof. Funmi Togonu Bickersteth B.Sc. MSSD, Ph.D

Department of Psychology,
Obafemi Awolowo University,
Ile-Ife, Osun State.

Prof. Omololu Soyombo,

Department of Sociology,
University of Lagos,
Akoka, Lagos.

Business Editor:

Dr. T.A. Adebowale,

Department of Social Work,
University of Ibadan, Ibadan.

EDITORIAL

As has been the practice of the Nigerian Journal of Social Work Education (NJSWE), the Editorial Board of the Journal under Dr. E.M. Ajala beckoned on me to provide editorial technical note on the 15th edition of the journal.

The articles selected for the fifteenth edition of the journal focus on a wide range of interesting topics that are not only stimulating to fertile minds, but that would also serve as resources to those who make knowledge search their vocation and passion. The sixteen articles in the edition also cut across scholars from different disciplines and institutions. The assembled articles are also multidisciplinary and very rich in contents and context. The papers represent diverse- scholarly views on academic resilience, risk-taking behaviour, conduct disorder, digital storytelling, waste management, wellness, sustainable community development practice, organization citizenship behaviour, quality of life, literacy challenge; and leadership styles. From this array of body of knowledge conducted on different populations that include secondary school adolescents, university undergraduates; and adults, one can safely and inferentially conclude that the assembled papers would impact positively on policy and knowledge development.

Prior to my review of the individual papers, it would be helpful to make a few comments on the import of papers development and publication in journals generally. While my comments remain a personal opinion, the import therein is how scholars would make their works to rub up on the community and government policies. This should be the philosophy behind conceptualization and development of research articles. In other climes, policy makers in government and private organisations do source for journal articles for policy development. It is high time that scholarly works in academia be made to reflect contemporary national and global issues that would effectively impact on humanity and its wellness.

This edition begins with Umar Talatu Ibrahim, Atinuke Akinyemi and Rasheed Ibrahim's work on 'Componential Factors Determining Academic Resilience among Undergraduate Students'. In this work, Talatu, Atinuke and Rasheed report the influence of three psychological constructs (openness to experience, self-concept and life satisfaction) on academic resilience of undergraduate students of the University of Ibadan, Nigeria. The sampled population of 500 students was quite deep and ambitious. This, I conclude, reflected on the inferences drawn by the authors. Their concluding call on the significant others to provide assistance to undergraduate students in their quest for university life adjustment, although instructive, calls for another intellectual debate given the fact that university education is for mature people.

The second article in the current edition is Adetola Adeyemi and Temitope Komolafe's work on "Predisposing Factors towards Risk-Taking Behaviour among in-school Adolescents in Ibadan Metropolis, Oyo State, Nigeria". Adetola and Temitope report that family dynamic school connectedness and self-esteem are predictors of risk-taking behaviour. As behaviourists with bias in Counselling Psychology, the authors make an intervention case for self-monitoring, peer pressure management self-regulation, value clarification, and thought stopping. They submit that school programmes should include counselling activities.

The third contribution by Samuel Adeniyi and Olubukola Olufemi-Adeniyi on predicting factors of HIV/AIDS knowledge among hearing impaired adolescents makes an interesting article, given the unusual population of the study. While I am aware of quite a retinue of articles on HIV/AIDS on conventional population, the contribution of Samuel Adeniyi and Olubukola Olufemi-Adeniyi to knowledge on HIV/AIDS using hearing impaired adolescents is quite interesting. The researchers, in the well-articulated article, submit that adolescents with hearing impairment should be helped to develop developmental skills that would enable them cope with life challenges. The import of this still leaves more to be desired in the field of special education in Nigeria. Similarly, Michael S. Eniola and Olubunmi Adesina argue in their paper that children with mild intellectual disability exhibit various forms of behavioural disorders. In the empirical paper that covers Lagos, Ekiti, Ogun, Osun, Ondo and Oyo states, they make use of the famous Slosson Intelligence Test and Conduct Disorder Rating Scale Teacher's Version. Their finding that conduct disorder is more prevalent among children with mild intellectual ability in Lagos State should trigger further studies.

In article five, Gloria Adedoja and Lukman Bello educate on the need for a more robust strategy on teaching and learning that would increase knowledge on digital literacy of teachers. According to them, the rapid increase in technologically driven knowledge calls for equal attention on teacher training to meet the challenges of technology, especially, among pre-service teachers. In this paper, Gloria and Lukman investigate seventy-three pre-service teachers' computer self-efficacy and attitude on the use of digital story telling as a mode of instruction. As expected and given the paucity of computer knowledge, they conclude that pre-service teachers' computer self-efficacy and attitude should be addressed. In relation to this paper, article number seven in the journal also addresses Information and Communication Technology (ICT) concern in education delivery. The work of Emmanuel Isah and Selemun Yakubu on 'Students' Perception of ICT and Support Services Delivery at the University of Ibadan, Nigeria' is equally a plus for ICT revolution in the field of education. In the empirical paper that is well reported, the authors make a strong case for the provision of ICT facilities in the University of Ibadan for the workforce.

The article I skipped to address ICT-related papers was that of Titilola Adebawale. She informs us on the need for peace-building among the youths. In the study, Titi Adebawale tests three hypotheses and reports that there is a relationship between perceived employment creation and peace-building and between perceived poverty reduction and peace-building. The author then recommends that social welfare counsellors should address these social concerns by encouraging parents and students in the choice of courses and by embracing entrepreneurial skills. This paper, further the mission I shared in paragraph three above.

In the eighth article entitled 'Knowledge, Attitude and Practice of E-waste Management among Electronic Technicians in Ondo-West Local Government Area, Ondo State', Famuyiwa and Akinbi discuss the danger wastes could pose to humanity. Arising from this concern, the authors examine the influence of knowledge, attitude and practice of E-waste management among the population they refer to as electronic technicians. In the paper, they report that electronic technicians do not have the right attitude and therefore, do not practice E-waste management. This paper brings up some implications in policy making and governance.

In gender and Marital Status as Correlates of Psycho-social Well-being of Informal Children with Physical Disability, Isaac Oyeleke discusses the import of gender status on the well-being of parents of children with physical disability. Using a method on 812 sampled informal caregivers, Oyeleke's study shows that gender is a positive determinant on psycho-social well-being of informal caregivers with men displaying better well-being. Similarly, his finding indicates that marital status is a good predictor. As interesting as the findings are (especially the one on male gender superiority), the study should engender further reactions. Following this paper is the article of Oluwakemi Amuwa in which she reports the influence of self-efficacy, locus of control, parental influence on academic resilience among underachieving Senior Secondary School Students. The study indicates positive "Contributions of the reported variables on the dependent measure, academic resilience.

Adekeye Abiona in his paper on 'Correlates of Sustainable Community Development Practice in Nigeria' vividly articulates citizenship participation in community development. According to Abiona, this participation is a function of some factors not peculiar to Nigeria. In his attempt, to empirically situate the objective of the paper, the author reports the findings obtained from 435 respondents that included community leaders, political class, religious leaders; and community members from two local governments (Afijio and Ikire) and from two respective states; Oyo and Osun. Abiona recommends the need to mobilise community members for community development. He again, recommends political and community education among other intervention to achieve this.

Incidentally, the twelfth article 'Influence of Big-Five Personality Factors and Gender on Organisational Citizenship Behaviour of Nurses in the University College Hospital, Ibadan, Oyo State' was co-written with me by Olukemi Akinyemi and Terry Dzever. I, therefore, find myself again in the task of a review of a paper I wrote with two other authors. Frankly, objectivity should prevail. The paper discusses the influence of big five factors (conscientiousness, extraversion, neuroticism, agreeableness, and openness dimension) and gender on nurses' organization citizenship behaviour (OCB). With the aid of three statistical tools, the paper reports that the predictors could influence nurses' OCB. However, conscientiousness and extraversion are most potent.

The next article in the 15th edition of the journal is written by the trio of Olusola Olosebikan, Ngozi Osarenren and Canice Okoli. The three authors' work on the intervention of rational emotive behaviour family therapy and cognitive behaviour family therapy on proneness to extramarital affairs among Christian groups was conducted in Abeokuta, Ogun State. The quasi-experimental study makes use of 120 married individuals. The authors report that the two interventions (rational emotive behaviour family therapy and cognitive behaviour therapy) are effective in counselling participants of the study on proneness to engage in extramarital affairs. They also report that rational emotive behaviour therapy is more effective. Arising from the findings, recommendations that can enhance marital effectiveness are made by the authors. The paper, being an experimental one, promotes the quality of the papers assembled in the current edition of the journal.

Chioma Asuzu and Christiana Igbeneghu's paper on quality of life among caregivers of cancer patient in the Radiotherapy Department of the University College of Medicine, Ibadan is well articulated and reported. The authors work on the prediction of influence of stress, anxiety, depression and social support. In their findings, they report negative relationship between quality of life and depression of caregivers of cancer patients. However, depression is found to predict quality of life of caregivers of cancer patients. Asuzu and Ighenghu then note that attention should be given to psycho-social wellbeing of caregivers of cancer patients. This would enhance their quality of life while attending to cancer patients.

The next paper is from Omobola Adelore and Morakinyo Akintolu. And just like the paper of Adedjoja and Lukuman which was on the use of digital storytelling, the current one discussed the influence of mobile technology on adult learners' achievement in literacy programmes. The mission of the authors of the paper is to promote literacy in Nigeria. While there has been several interventions on literacy, the current one seems to be novel given the fact that mobile technology is used to leverage on the measure of achievement in literacy programmes among twenty adult learners in Ibadan, Oyo State, Nigeria. The quasi-experimental study's finding shows that mobile technology (mobile phones) intervention is efficacious. The study should be replicated to further ascertain the import of mobile technology on adult literacy which could influence policy on mass literacy in Nigeria.

Lastly, in the 15th edition of NJSWE is the paper of Stanley Ndimele and Felix Ibode in which school type and leadership styles of school principals are correlated with job performance of teachers. The study which conducted in Rivers State, Nigeria, shows that the independent measures have relationships with teachers' job performance. The authors recommend the use of transformational and democratic leadership styles to enhance teachers' job performance.

From Ibadan home-base of the journal to Katsina to Oyo to Lagos, the articles contained in this edition are from thirty-two scholars and from twelve academic units that cut across three universities and one college of education. Similarly, the articles reported in the journal are mostly empirical with strings of experimentation. These articles with their robust statistics are engaging and informative and would, therefore, be a delight to read.

In conclusion, I should thank, very immensely, the Acting Head of Department of Social Work, Dr. E.M. Ajala for my continued engagement as the journal's guest editor. Although while this engagement preceded his advent as Head of the Department, I should place on record the stimulating relationship I have had with him. As he bows out as the Acting Head of the Department, I ask the good Lord to continue to be His compass in his future endeavours.

Oyesoji Aremu, cf., jp
(Professor of Counselling and Criminal Justice)
Institute for Peace and Strategic Studies,
University of Ibadan, Ibadan.

TABLE OF CONTENTS

Article	Page
1. Componential Factors as Determinants of Academic Resilience among Undergraduate Students of University of Ibadan, Ibadan, Nigeria – UMAR, Talatu Ibrahim. Ph.D. AKINYEMI. Atinuke Olusola. Ph.D and RASHEED, Ibrahim Ojo	1
2. Predisposing Factors Towards Risk-Taking Behaviours Among In-School Adolescents in Ibadan Metropolis. Oyo State. Nigeria ADEYEMI. Adetola O. Ph.D and KOMOLAFE, Temitope Olamide.	14
3. An Investigation of Some Predicting Factors of Hiv/Aids Knowledge among Adolescents with Hearing Impairment in South West, Nigeria - ADENIYI, Samuel Olufemi. Ph.D. and OLUFEMI-ADENIYI, Olubukola, A	28
4. Prevalence Of Conduct Disorder Among Children With Mild Intellectual Disabilities in South-West, Nigeria-ENIOLA, M.S, Ph.D and ADESINA Olubunmi Oludolapo, Ph.D	43
5. Computer Self-Efficacy and Attitude of University of Ibadan Pre-Service Teachers Towards the Use of Digital Storytelling as A Delivery Method of Instruction – ADEDOJA Gloria, Ph.D and BELLO, Lukman Kolapo M.Ed	51
6. Perceived Employment-Creation and Poverty-Reduction as Correlates of Peace-Building among The Youths In Ibadan Metropolis, Oyo State, Nigeria: Implications For Social Welfare Counselling - ADEBOWALE, Titilola Adedoyin. Ph.D	62
7. Students' perception of information, communication technology (ICT) and support services delivery at the university of Ibadan, Nigeria.- ISAH, Emmanuel A, Ph.D and YAKUBU, Suleman	74
8. Knowledge, Attitude and Practice of E-Waste Management among Electronic Technicians in Ondo-West Local Government Area, Ondo State, Nigeria- FAMUYIWA, S. A., Ph.D and AKINBI, K. R	86
9. Gender and Marital Status as Correlates of Psycho-Social Well-Being of Informal Caregivers of Children with Physical Disabilities OYELEKE, Ajiboye Isaac, Ph.D	97
10. Psycho-Social Variables as Correlates of Academic Resilience among Underachieving Senior Secondary School Students in South-West. Nigeria - AMUWA. Olukemi Abosede	108
11. Correlates of Sustainable Community Development Practice in Nigeria - I. Adekeye Abiona, Ph.D	118
12. School Type and Principals' Leadership Styles as Correlates of Teachers' Job Performance in Selected Education Zones in rivers State. Nigeria- Ndimele, Stanley C. and Ibode, Osa Felix, Ph.D	129
13. Influence of Big-Five Personality Factors and Gender on Organisational Citizenship Behaviour of Nurses in the University College Hospital. Ibadan. Oyo State, Nigeria – Oyesoji. Aremu, Ph.D. AKINYEMI Olukemi. Ph.D and DZEVER. Linus Terry	141
14. Effects Of Rational Emotive Behaviour, Family Therapy And Cognitive Behaviour On Proneness To Extramarital Affairs Among Christian Groups In Abeokuta Metropolis, Ogun State, Nigeria - OLAOSEBIKAN. Olusola I., OSARENREN, Ngozi. A and OKOLI. Canice E.	164
15. Psycho-Social Predictors of Quality of Life among Caregivers of Cancer Patients in The Radiotherapy Department. IVh. Ibadan. Nigeria - ASUZU. Chioma and IGBENEGHU Christiana	176
16. Effects of Mobile Technology on Adult Learners' Achievement in Literacy Programmes in Ibadan. Oyo state, Nigeria – Adelore, Omobola. Ph.D and Akintolu, Morakinyo. Ph.D	187

PREDISPOSING FACTORS TOWARDS RISK-TAKING BEHAVIOURS AMONG IN-SCHOOL ADOLESCENTS IN IBADAN METROPOLIS, OYO STATE, NIGERIA

ADEYEMIL Adetola O. Ph.D

Department of Guidance and
Counselling, University of Ibadan,
Ibadan.

and

KOMOLAFE, Temitope Olamide,
Department of Guidance and Counselling,
University of Ibadan, Ibadan.
E-mail: tollybis@yahoo.com

ABSTRACT

The percentage rate of violence and societal menace rampant in the society today has been recorded to be a by-product of adolescent risk related behaviours. This created an interest in the investigation of predisposing factors towards risk-taking behaviours among in-school adolescents in Ibadan metropolis. The study adopted a correlational research design with a randomly sampled 300 male and female in-school adolescents. Data were collected, using questionnaire measuring family dynamics (Inventory of parent and peer attachment ($\alpha=0.78$), self-esteem (Rosenburg self-esteem scale ($\alpha=0.76$), school connectedness (Youth transition survey ($\alpha=0.77$) and risk-taking behaviour (Youth at-risk and general stability survey ($\alpha=0.82$)). Three research questions were raised and answered. The data were analysed using Pearson's Product Moment Correlation and Multiple Linear Regression at 0.05 level of significance. Result revealed a positive correlation between risk-taking behaviour and self-esteem and negative correlation with family dynamics and school connectedness. High family dynamics and school connectedness will reduce the likelihood of students engaging in risk-taking behaviours. The result also showed that three predictor variables (family dynamics, self-esteem and school connectedness) are potent predictors of risk-taking behaviour $F(3,396) = 6.875, R^2 = 85, P < 0.001$. The most potent factor was family dynamics, followed by school connectedness and self-esteem. Counseling intervention, such as self-monitoring, peer pressure management, self-regulation, values clarification, and thought-stopping, could help adolescents to withstand the likely effects of low family dynamics, school connectedness and high self-esteem all of which are implicated in this study. Finally, in-school adolescents from a positive family background and a high connection to school may not likely engage in risk-taking behaviours as a result of positive attitude they imbibe both from home and school. School programmes and counselling activities should be channelled towards building students' interest in schooling. Parents are also enjoined to provide social support to the adolescents by showing love, warmth, care and affection.

Keywords: Family dynamics, Self-esteem, School connectedness and Risk-taking behaviour

Introduction

Adolescence is a transitional developmental stage that bridges the gap between childhood and adulthood. This stage is often characterised by stress, storms of life and the battle of identity formation. Adolescence is such a crucial stage because it is neither childhood nor adulthood; it is an essential determinant of the future of any individual. At this stage, adolescents strive to create their world and experience a manifestation of surge in hormones responsible for their aggressive nature. While understanding or even over-estimating the likelihood that an action will result in harm, adolescents may place higher value on the benefits that might come from taking a particular risk.

In the same vein, adolescence is a period for developing independence and responsibility, which is a key part of growing up; adolescents exercise their independence by engaging in risks. Adolescent behaviours are often labelled deviant, rebellious and occasionally just plainly dangerous (Johnson, 2000). This is because adolescents start asserting themselves by demanding rights and privileges and if they are not properly guided and well-trained in behaviour, these dispositions could bring them to conflict with relevant authorities.

To take a risk implies consciously choosing a behaviour that is potentially dangerous to one's physical or mental health and may result in injury, disability, and even death. A lot of activities are included under the phrase "risk-taking" behaviour. Examples of risk-taking behaviours are alcohol and drug consumption and abuse; unsafe sexual behaviour, dangerous vehicle use; school-related problems such as underachievement, failure, and dropping out; anti-social and delinquent behaviours (crime and violence); behaviour associated with

accident and injury; running away from home; suicide and suicide attempts. Adolescents' engagement in risk-taking behaviours today may be because they are maturing at a much earlier time in addition to having more risky opportunities that tempt them. Even individuals at late childhood take risks, which is especially worrisome since they are much more vulnerable (Muuss & Poiton 1998).

Risk-taking is the most dangerous hazard to adolescents' mental and physical health. Adolescents, however, usually view their risks as bringing them short-term satisfaction, and they do not usually see the potentially harmful consequences their actions can bring. This makes their attitude towards risk-taking most lenient. While risk-taking is viewed as a necessary driver of adolescent development, its hazards are obvious. Adolescents are known to engage in more risk-taking behaviours than children or adults. They are more likely than older or younger individuals to drink alcohol, smoke cigarettes, have casual sex partners, engage in violent and other criminal behaviours, and to involve in fatal or serious automobile crashes, the majority of which are caused by risky driving under the influence of alcohol (Steinberg, 2008).

Irwin & Millstein in Klem & Connell (2004) argued that the mortality rate of 15-25-year-old adolescents has been increasing while the overall mortality rate of humans has been decreasing. Interestingly, adolescent females have about half the mortality rate of adolescent males. A major cause of death among adolescents is accident. These accidents also result to the largest number of non-fatal injuries among adolescents (Milstein, 1986). Therefore, this research examined family dynamics, self-esteem and school connectedness as correlates of disposition towards risk-taking

behaviours among in-school adolescents. It investigated how these three variables affect risk-taking behaviour among adolescents.

Family dynamics, in this study refers to family structure and parenting styles. Family structure comprises nuclear family, extended family, single parenthood and non-marital union such as a male and a female living together as couples without being legally married. Parenting style involves types of methods adopted by parents on how to rear, nurture and impact a child. It could be authoritarian, democratic or uninvolved parenting style. The focus on the family, as a significant domain in this study, warrants increasing attention, given the transformation of family structure that has occurred in recent years all over the world. Over the past three decades, the proportion of children living in non-marital unions has increased substantially (Brown, 2004).

Non-legally married couples which manifest in co-habitation and single parent households, has increased dramatically, and there is no indication that the reduction of this trend is imminent. Based on information from the National Center for Health Statistics, children or child birth from illegally married couples in the U.S. increased from 18% to 40% between 1980 and 2007. And according to the National Vital Statistics Report (2010), it grew to 40.6% in 2008. Adolescents accounted for 22% of child birth from unwed couples which represents 6 of 7 adolescent births (National Vital Statistics Report, 2010). These figures assume more gravity when one considers that, in 1960, 88% of all children lived with both parents, compared to 68% in 2007 (U.S. Census, 2008). Among children under age 18 in 2005, 23% lived with only their mothers, 5% lived with only their fathers, and 4% lived without either parents (Federal Interagency Forum on Child

and Family Statistics, 2006). Children are more likely to be present in the minority than in White cohabiting couple households (67% of Black, 70% of Hispanic, and 35% of White households) (Manning & Bulanda, 2006).

Cohabitation, or "marriage-life," has become a predominant choice in non-marital unions, and an increasing proportion including children (Schimmele, 2010). Cohabitation accounts for at least one half of first unions in the U.S., and almost half of cohabiting couples have children (Bachman, 2004). Compared to marriage, cohabitation represents an "incomplete institution" because it lacks common meaning and predictability. Cohabiting relationships are also more unstable than marriages. It has more conflicts, and more than half of such "marriage" dissolves within five years (Morgan, 2000) and it may result in low self-esteem of an adolescent. This environment is unlikely to provide the stability adolescents need as they search for direction when making transition to adulthood. Cohabiting unions are sufficiently different from marital relationships. Family dynamics (family structure and parenting styles) is an important variable in determining children's behavioural outcomes, particularly, in terms of their connection to school. It is also among the factors considered to have a significant impact on adolescents' decision to engage in risky behaviours.

Family dynamics provides information about the social family environment in which one lives, but the dynamics and relationships supporting this structure are less evident, thereby making it difficult to explain their role in promoting adaptive developmental outcomes (Brown, 2004). It is generally accepted that the best interest of children is served when the reside with both biological parents who are

married to each other because they are more capable of providing the economic and parental resources needed to achieve positive developmental outcomes, such as self-esteem and positive connection to school. The parents' involvements and social support given to their children can motivate them through techniques that promote independent problem-solving, choice and participation in decisions which in a way foster their self-esteem.

It is also important to understand the dynamics of self-esteem and its significance in the family. Self-esteem refers to an individual's sense of his or her value or worth or the extent to which a person values, approves of, appreciates, prizes, or likes himself or herself (Blascovich & Tomaka, 1991). Self-esteem is a set of attitudes and beliefs that a person brings with himself or herself when facing the world. It includes beliefs as to whether he or she can expect success or failure, how much effort should be put forth, whether failure at a task will "hurt," and whether he or she will become more capable as a result of difficult experiences (Coopersmith, 1981). In basic terms, self-esteem is an internal belief system that an individual possesses about himself or herself. Adolescents with reasonable dose of self-esteem often display risk related behaviour associated with drinking and smoking behaviour.

Coppersmith in Apel and Kaukinen (2008) lists four major factors important in the development of self-esteem. They include the treatment and acceptance received from significant others in life, a person's past successes, the values and aspirations which modify and interpret a person's experiences, and how one responds to devaluation. Self-esteem is described by Coopersmith as a process of integration, where the individual becomes a member of

the group and internalises ideas and attitudes as mirror image, via key figures and by observing actions and attitudes. Self-esteem is a form of self-protection as any loss of self-esteem can bring feelings of distress, since the presence of anxiety can minimize ones self-esteem, defenses and allow the maintenance of an idealised image. The events and people that surround the individual have a direct relationship with the development of self-esteem (Diaz, 1984). Literature on self-esteem promotes the outlook of self-esteem as a construct that explains a person's ability to adapt to the environment. The inner balance and stability which each person achieves is directly related to his or her emotions, social relationships, and behaviours (Apel & Kaukinen, 2008).

Beside self-esteem, the family creates a key social environment that promotes compliance to socially sanctioned behaviour. There have, however, been contradictory findings regarding whether family structure is a key explanatory factor in adolescents' sexual activity and other risk-taking behaviours. Based on the literature on psychology and adolescents' development, the parent-child relationship is considered to be a stronger predictor of adolescents' outcomes and the transition to adulthood (Apel & Kaukinen, 2008). Given the unprecedented transformation that has occurred in family structure in recent decades, it is even more imperative to determine if, indeed, empirical evidence suggests that the type of family structure in which adolescents are raised has a stronger association than parent-child relationships concerning their involvement in risky behaviours. It is this premise that informed the need for this research work.

Parental resources also constitute their involvement, autonomy support, and

structure. Involvement reflects parents' active interest in the child, knowledge about the child, and time and resources dedicated to the child-rearing process. Autonomy support pertains to the framework with which parents motivate their children, through techniques that promote independent problem-solving, choice, and participation in decisions. Structure is the extent to which parents provide clear and consistent guidelines, expectations, and rules for behaviour because children need to be aware of the association between their actions and Outcomes. On the other hand, Cohabiters have less parental resources, because the uncertainty of their relationships and the inherent stressors manifest relatively at higher levels of depression and a diminished capacity for effective parenting. The cohabiters are only living together for a sexual relationship and not legally married. They are not yet in the process of parenting which is important to child rearing.

Parenting styles can be explained as the various patterns nurturing parents employ in bringing up their wards. It coincides with authoritarian parenting, and permissive parenting. Parenting styles, as part of family dynamics, may be more important to a child's outcomes than the specific family structure experienced by the child. This is because parenting styles may lead to more negative outcomes regardless of the family structure. Parental behaviours (for example, the strength and warmth of the parent-child bond, parental involvement and investment, and the parenting practices used in monitoring, disciplining and supervising children) too are also important factors. These are all what this research examined under family dynamics and risk-taking behaviour in adolescence.

School connectedness can be described as having a positive attitude

towards schooling. It has been explained different ways, but common indicators include liking school, a sense of belonging school, positive relations with teachers and friends at school, and an active engagement in school activities (Thompson, Iachan, Overpeck, Ross & Gross, 2006). School connectedness is the feeling of belonging and acceptance in school, a student's interest, emotional involvement, and motivation to learn in school (Klem & Connell, 2004). Having a strong sense of connection to school is related to positive outcomes, including increased school success and decreased risky behaviours (Bonny et al., 2000). Despite its widespread appeal, empirical evidence supporting the relationship between school connectedness and adolescent development is limited and there is little understanding of why some adolescents feel connected while others do not (McNeely & Falci, 2004).

Similarly, positive family relationships and self-esteem can promote academic achievement and protect against risky behaviours. Supportive and caring relationships with adults and peers at school (that is, school connectedness) encourage academic success among adolescents (McNeely, 2004). The ADD Health study found that school connectedness is a leading school-based protective factor against these risk-taking behaviours. Positive connections to adults reduce youth involvement in risk-taking behaviours. Based on this backdrop, this research examined the relationship between family dynamics, self-esteem and school connectedness and how they affect risk-taking behaviours in adolescents, particularly, among in-school adolescents in the Ibadan metropolis. The persistence of contemporary problems facing the adolescents suggests that there is an inherent risk in being an adolescent because a child at

this point transits from childhood to adulthood and this transition is accompanied by occasional stress and turmoil. It is apparent that risk-taking behaviours have consequences such as dropping out of school, unintended pregnancy, sexually transmitted infections (STIs), injuries and untimely death.

Research questions

The following are the research questions raised in this study:

1. What is the relationship between the independent variables (family dynamics, self-esteem and school connectedness) and the dependent variable (adolescents' risk-taking behaviours) among in-school adolescents?
2. What is the joint contribution of the independent variables (family dynamics, self-esteem and school connectedness) to the prediction of the dependent variable (adolescents' risk-taking behaviours) among in-school adolescents?
3. What is the relative contribution of the independent variables (family dynamics, self-esteem, and school connectedness) on the prediction of the dependent variable (adolescents' risk-taking behaviours) among in-school adolescents?

Method

The study adopted the correlational research design. This design was appropriate because the researchers were interested in examining the relationship that exist between independent variables and criterion variable. Moreover, the researchers have no direct control over the independent variables. Inferences about relations among variables were made without direct interaction from concomitant variation of independent (in this case, family dynamics, self-esteem and

school connectedness) and the dependent variables (in this case, adolescents' risk-taking behaviours).

Population

The population of the study comprised all in-school adolescents in Ibadan-North Local Government, Oyo State. Ibadan North Local Government area is the largest local government in the Ibadan metropolis. It was suitable for this study because it had heterogeneous potential which enhances the generalisation of the findings of this study.

Sample and sampling technique

The study adopted the simple random sampling technique. Five schools were randomly selected in Ibadan-North Local Government. Sixty (30 male and 30 female) students were selected through the same procedure, leaving the researcher with three hundred (300) participants for the study.

Instrument

The following scales were used in eliciting data from the respondents. Family Dynamics Scale: The Family Dynamics Scale was adapted from Inventory of Parent and Peer Attachment (IPPA; Armsden & Greenberg, 1987). It was designed to measure the quality of parent-child relationship in terms of warmth, care and love. It was a ten-item modified scale, structured on a four-point format: 1=Almost never, 2=Sometimes, 3=Often, 4=All ways. The scale recorded a Cronbach alpha value of 0.78.

The School Connection Scale: The School Connection Scale was adapted from Youth Transition Survey (2000). It was a ten-item subscale. It measured students love for school. It was scored on a four point response format, from Strongly agree (1) to

Strongly disagree (4). The scale recorded a Cronbach alpha value of 0.77

Risk taking Behaviour Scale: The Risk-taking Behaviour Scale was adapted from the Youth At-risk and General Stability Survey (2011). It was a six- item scale. It measured adolescents' rate of risk taking and daring. It was scored on a four point's response format: 1-Always, 2-Sometimes, 3- Occasionally, 4-Never. The scale recorded a Cronbach alpha value of 0.82.

Rosenberg's Self-esteem Scale: The Rosenberg's Self-esteem Scale was originally developed by Rosenberg (1965) for the purpose of measuring global self-esteem. It is a ten item scale. It measures the extent to which a person is generally satisfied with his/her life, considers his/herself worth, holds a positive attitude

toward him/herself, or, alternatively, feels useless and desires more respect . It is scored on a four point response format, ranging from 1 = Strongly disagree to 4 = Strong agree. The scale recorded a Cronbach alpha value of 0.76.

Method of data analysis

Pearson Product-Moment Correlation (PPMC) and Multiple Regression Anal\» were used to analyse the data generated this study. Pearson Product Moment Correlation was used to determine relationship between each of the independent variables and the dependent variable. It was also used to establish the interrelationship among the independent variables. Multiple Regression Analysis was used to determine the relative and combined effects of the independent variables on the prediction of the dependent variable.

Results

Research Question One:

What is the relationship between the independent variables (family dynamics, self-esteem, school connectedness) and (dependent variable) risk-taking behaviours

Table 1: Correlation matrix showing the relationship between study variables

Variables	Mean	Std.Dev	1	2	3	4	5
Risk taking behaviours	58.60	10.336	1.000				
Self- esteem	23.70	4.716	[49**	1.000			
Family dynamics	30.50	3.137	-.126**	.211**	1.000		
School connectedness	2.2.66	2.507	-.140*	.295**	.149**	1.000	

*Correlation is significant at 0.05(2-tailed)

** Correlation is significant at 0.01(2-tailed)

Table 1 reveals the relationship of each independent variable (family dynamics, self-esteem and school connectedness) with the dependent variable (risk-taking

behaviours); Risk-taking behaviours positively correlated with self-esteem (r=.149, p<0.001), but negatively correlated with school

connectedness ($r = -.140$; $p < 0.05$), and family dynamic ($r = -.126$, $p < 0.001$). This implies that high self-esteem increases the tendency for high student risk-taking

behaviours: while high family dynamics and school connectedness will reduce the likelihood of students engaging in risk-taking behaviours.

Research Question Two:

What is the joint contribution of the independent variables (family, dynamics, self-esteem, school connectedness) to the prediction of dependent variable (risk-taking behaviours)?

Table 2: Summary of regression showing the joint contributions of independent variables to the prediction of risk-taking behaviours

R =.292 R Square =.085 Adjusted R square =.073 Std. Error =9.95244						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2723.929	3	680.982	6.875	.000 ^a
	Residual	29220.071	296	99.051		
	Total	31944.000	299			

Table 2 reveals a significant joint contribution of the independent variables (family dynamics, self-esteem, school connectedness) to the prediction of risk-taking behaviours. The result yielded a coefficient of multiple regressions $R = 0.292$, multiple $R^2 = 0.85$ and Adjusted $R^2 = 0.073$. This suggests that the three independent variables combined accounted for 7.3% (Adj. $R^2 = .073$) variation in the prediction of students' risk-taking Behaviours. The other variables

accounting for the remaining 92.7% were beyond the scope of this study. The ANOVA result from the regression analysis shows that there is a significant joint effect of the independent variables on students' risk-taking behaviours, $F(3,296) = 6.875$, $P < 0.001$. This implies that all things being equal, the independent variables have various levels of contribution to the variation of students' risk-taking behaviours

Research Question Three:

What is the relative contribution of the independent variables (family dynamics, self-esteem, connectedness) to the prediction of the dependent variable (risk-taking behaviours)?

Table 3: Summary of regression for the relative contribution of the independent variables to the prediction of risk-taking behaviours

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	84.296	10.105		8.342	.000
	Self-esteem	.281	.131	.128	2.148	.033
	Family dynamics	-.796	.204	-.242	-3.897	.000
	School connectedness	-.184	.067	-.172	-2.766	.006

Table 3 shows that the three predictor variables (self-esteem, family dynamics and school connectedness) are potent predictors of risk-taking behaviours. The most potent factor is family dynamics (Beta = -.242, t = -3.897, P<0.001), followed by school connectedness (Beta = -.172, t = -2.766, P<0.05), and self-esteem (Beta = .128, t = 2.148, P<0.05). This implies that an increase in the influence of family dynamics and school connectedness will reduce the tendency for students' engagement in risk-taking behaviours; while increase in self-esteem will increase the tendency for students' engagement in risk-taking behaviours.

Discussion of the findings

The study investigated the correlation of family dynamics, self-esteem, and school connectedness as predictors of risk-taking among in-school adolescents in Ibadan metropolis.

The result from the research question one revealed that there was a significant relationship between the independent variables (family dynamics, self-esteem, school connectedness) and the dependent variable (risk-taking behaviours); risk-taking behaviours positively correlated with self-esteem, but negatively correlated with school connectedness, and family dynamics.

This implies that high self-esteem increases the tendency for high student risk-taking behaviours, while high family dynamics and school connectedness reduce the likelihood for students engaging in risk-taking behaviours. This corroborates the study of Loromeke (2007) on family dynamics. She states that African tradition emphasizes the use of high control, authority and punishment in bringing the best out of a child. Utti (2006) also notes that authoritarian parenting style influences adolescents' academic performance positively, which invariably reduce the likelihood of risk-taking behaviours. For instance, a family without love, warmth, care, affection but with harsh and aggressive parents may make the adolescent run away from home, rebellious and have negative associations and other risk-taking behaviours. On the other hand, in a home where the parents provide children's needs, good food, shelter, water, love, warmth, affection, education, control, monitoring, dialogue, and the like, the children exhibit less delinquent behaviours. Authoritative parenting style is characterized by parental "demandiness" as well as "responsiveness".

The dimension of parental form of child-rearing is flexible and responsive to child needs but also enforces reasonable standards of conduct (Ang and Goh, 2006).

The second research question examined the joint contribution of the - Dependent variables (family dynamics, self-esteem, school connectedness) to the prediction of risk-taking behaviours. The result showed that there was a significant joint contribution of the independent variables to the prediction of the dependent variable. The result yielded a coefficient of multiple regressions Adjusted $R^2 = .073$. This suggests that the three independent variables combined accounted for 7.3% (Adj. $R^2 = .073$) variation in the prediction of adolescents risk-taking behaviours. This confirms the National Longitudinal Study on adolescent Health (Resnick et al., 1997), which found school connectedness to be the leading school-based protective factor against risk-taking behaviours including violence, alcohol and drug use, depression, and suicide. It also stated positive school connectedness as an essential factor in students' engagement in healthy behaviours. Other studies which corroborate this finding are Goodenow (1993), Voelkl (1995), Bamstich & Hom, (1997), Lee, Smith, Perry, Smylie (1999), Croninger & Lee (2001), Catalano et al., (2004). They argue that teachers reported several benefits to positively connecting students to school. Most teachers cited creating a positive school climate," "increasing students' self-esteem," "increasing students' involvement in positive behaviours," and "increasing academic achievement." Teachers also mentioned increase in academic achievement as an important benefit of positively connecting students to school. These studies indicated a positive relationship between connecting students to school and academic

achievement, educational motivation, classroom engagement and attendance rates. Furthermore, teachers tend to perceive connected students as paying closer attention in school, having a greater degree of focus on studies having greater motivation, and scoring higher on tests and in overall academic subject areas. Klem and Connell (2004) found a strong relationship between school connectedness and academic achievement. Specifically, school engagement was a strong predictor of academic achievement among students of all socio-economic levels. Students actively engaged at school earned higher grades overall and also scored higher on achievement tests. Students with a strong connection to school were also more likely to attend daily and less likely to drop out of school or engage in any form of risk-taking behaviours.

The third research question examined the relative contribution of the independent variables (family dynamics, self-esteem and school connectedness) to the prediction of the dependent variable (risk-taking behaviours). The result showed that the most potent factor was family dynamics, followed by school connectedness and self-esteem.. This presupposes that an increase in the influence of family dynamics and school connectedness will reduce the tendency for students' engagement in risk-taking behaviours, while increase in self-esteem increases the tendency for students' engagement in risk-taking behaviours. Chen and Faruggia (2002) assert that self-esteem plays a great role during the developmental stage of adolescence, when the adolescent is swiftly nearing adulthood, and it is beginning to take on adult roles and responsibilities. Mandara et al. (2009) observe that a substantial developmental task of adolescence is the formation of a complete and positive sense of self. The

finding in this study reveals that some students may have previously achieved a higher developmental level of self-esteem which could lead to a higher level of risk-taking behaviours. However, this finding contradicts Wadsworth's (2007) view on self-esteem. He is of the opinion that children need to have a high self-esteem to overcome some life struggles and school challenges. The respondents in his study who reported lower self-esteem scores are also more likely to engage in risk-taking behaviour. The negative direction of this path and the statistically significant result did not provide ample support for research question three. Some studies however, support the result on family dynamics which confirms Baumrind's (1991) hypothesis for some outcomes, Baumrind contends that parental support with firm control is the most successful parenting style for promoting adolescent competence. In addition, the findings indicate that parental hierarchy reduces risk-taking behaviours. In other words, parental support such as fairness, understanding, pride, and trust, facilitates positive development and helps teens avoid risk.

Conclusion

Adolescents are prone to risk-taking behaviours which give this study a lot of practical and clinical implications for parental counselling, school counseling and child-rearing practices in the Ibadan metropolis. Family dynamics and school connectedness may likely affect in-school adolescents' disposition towards risk-taking behaviours. In-school adolescents from a positive family background and a high connection to school may not likely engage in risk-taking behaviours, basically due to the positive attitude they imbibe, both from home and the school. Self-esteem has also

been confirmed to have positive correlation with risk-taking behaviour among in-school adolescents; that is an increase in self-esteem would likely lead to an increase in risk-taking behaviours.

Recommendations

Based on the study's findings, certain disposition capable of preventing risk-taking behaviours among in-school adolescents are explained and recommended below:

To prevent risk-taking behaviours among in-school adolescents, counselling psychologists should assist in building up their orientation concerning risk and its lifelong consequences. Counselling interventions such as self-monitoring, peer pressure management, self-regulation, value clarification, and thought-stopping could help adolescents withstand the likely effects of poor family dynamics. School programmes and counselling activities should be channelled towards building students' interest in schooling (that is, school connectedness). Parents are enjoined to provide social support to the adolescents by showing love, warmth, care and affection, which could go a long way in reducing their proximity to risk-taking.

Stakeholders should organise enlightenment campaign for both parents and schools on how to manage children at this critical period. School authorities should organise workshops on school connectedness strategies and evaluate school connectedness trainings in school for effectiveness.

References

- Alexander, T. (2001). Defining self-esteem. What is self-esteem and why does it matter? Self-esteem as an aid to understanding and recovery. *Mental Healthcare*, 4(10), 332-335.

- Allen, J. P., Hauser, S. T., & Borman-Spurrel I. E. (1996). Attachment theory as a framework for understanding sequelae of severe Adolescent psychopathology: An 11-year follow-up study. *Journal of Consulting and Clinical Psychology, 64*(3), 254-265.
- Apel, R. & Kaukinen, C. (2008). On the relationship between family structure and anti-social behaviour: Parental cohabitation and blended households. *Criminology, 46* (1), 35-70.
- Arnett, J. (1992). Reckless behaviour in adolescence: A developmental perspective. *Developmental Review, 12*, 339-373.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall Inc.
- Battistich, V., Solomon, D., Kim, D., Watson, M., & Schaps, E. (1995). Schools as communities, poverty levels of student populations, and students' attitudes, motives, and performance: A multilevel analysis. *American Educational Research Journal, 32*, 627-658.
- Biglan, A., Mrazek, P. J., Carnine, D., & Flay, B. R. (2003). The integration of research and practice in the prevention of youth problem behaviours *American Psychologist, 58*(6-1), 433-440.
- Blascovich, J., & Tomaka, J. (1991). Measures of self-esteem. In J. P. Robinson, P. R. R. (2005). *School connectedness: Improving students' lives*. US Department of Defense: Washington, DC.
- Branden, N. (1994). *Six Pillars of Self Esteem*. New York: Bantam.
- Brown, J. E. & Mann, L. (1990). The relationship between family structure and process variables and adolescent decision making. *Journal of Adolescence, 13*, 25-37.
- Brown, J. E. & Mann, L. (2004). The relationship between family structure and process.
- Catalano, R. F., Haggerty, K. P., Oesterle, S. Fleming, C. B., & Hawkins, J. D. (2004). The importance of bonding to school for healthy development: Findings from the social development research group. *Journal of School Health, 74*(1), 252-261.
- Center for Substance Abuse Prevention. (2001). *Underage drinking prevention: Action guide and planner*. Rockville, MD: National Clearinghouse for Alcohol and Drug Information.
- Clarke-Stewart, A. & Dunn, J. (Eds.) (2006). *Families count: Effects on child and adolescent development*. New York: Cambridge University Press.
- Coopersmith, S. A. (1981). *The antecedents of self-esteem*. San Francisco Freeman. Centers for Disease Control and Prevention, Youth Risk Behaviour Surveillance - United States, Surveillance Summaries, 2009, MMWR 2010: 59(No.SS-5).
- Diaz, Joseph O. P. (1984). A cross-cultural study of the reliability of the cooper smith self-esteem inventory. *Educational and Psychological Measurement, 44*, Defense: Washington, DC. 575- 600.

- DiClemente, W. B. Hansen, & L. E. Ponton (2000). *Handbook of Adolescent Health Risk Behaviour*. New York: Plenum Press.
- Du Mont, P. M. (1998). The effects of early menarche on health risk behaviors. *Dissertation 25 Abstracts International*, 60 (7-B), 3200.
- Hankin, B. L. (2006). Adolescent depression" Description, causes, and interventions. *Epilepsy Behavior*, 8(1), 102-114.
- Hirschi, T. (1969). *Causes of delinquency*. Berkeley, California: University of California Press.
- Hussey, D. L., & Singer, M. I. (1997). Adolescents: Direct practice. In R. L. Edwards (Ed.), *Encyclopedia of social work*, (19th ed.). Washington DC: NASW Press.
- Igra, V., & Irwin, C., (1996.) Theories of adolescent risk-taking behavior. In R. J. DiClemente & H.B. Hansen (Eds.), *Hand book of adolescents health risk behaviour* (pp35-51). New York; Plenum Press.
- Irwin, C. E. & Millstein, S. G. 1986. Biopsychosocial correlates of risk-taking behaviors during adolescence: Can the physician intervene? *Journal of Adolescent Health Care*, 7(suppl 6), 82-96.
- Klem, A.M. & Connell, J.P. (2004). Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. *Journal of School Health*, 74(1), 262-273.
- Loromeke, C. JK. (2007). Relationship Among parenting Styles, Self-Concept and Students Career Dispositions in Uvwie Local Govt. Area of Delta State. Unpublished M.Ed Thesis of Delta State University, Abraka.
- Mandara, J., Richards, M., Gaylord-Harden, N., & Ragsdale, B. (2009). The effects of changes racial identity and self-esteem on changes in African America-adolescents' mental health. *Child Development*, 80(6), 1660-1675.
- McNeely, C., & Falci, C. (2004). School connectedness and the transition into and out of health-risk behaviour-among adolescents: A comparison of social belonging and teachers support. *Journal of School Health* 74(1), 284-292.
- McNeely, C. (2004). Associations among adolescent risk behaviours and self-esteem in six domains. *Child psycho psychiatry*. 2004454-467.
- Millstein, S. G. & Igra, V. (1995). Theoretical models of adolescent risk-taking behavior. In J. L. McGraw Hill.
- Muuss & H. D. Porton (2002). *Adolescent behaviour and society* (pp. 422-431). New York:
- National Association of Social Workers. *Partners in programme planning for adolescent health (PIPPAH) pack*. Washington, DC: Author.
- National Institute on Drug Abuse. (2005). *Preventing drug abuse among children and adolescents*. Retrieved July 7, 2014 from <http://www.drugabuse.gov/prevention/risk.html>
- Pruitt, D. B.(1999). *The American Academy of Child and Adolescent Psychiatry: Your adolescent: Emotional, behavioral, and cognitive development from early adolescence*

- through the teen years. New York: Harper Collins.
- Steinberg, L., & Moms, A. (2001). Adolescent development. *Annual Review of Psychology*, 52, 83-110.
- Nchimele C.M. (2010). Change in and stability in cohabitation and children educational adjustment. *Journal of comparative family study*. 557-579
- U. S. Department of Health and Human Services (2007). *The Surgeon General's call to action to prevent and reduce underage drinking*. U.S. Department of Health and Human Services, Office of the Surgeon General: Washington DC.
- United States Department of Health and Human Services. (2001). Youth violence: A report of the Surge General. Retrieved June 30. 2> from www.surgeongeneral.gov/librar/youth violence/toe.html.
- Utti, A. (2006). Relationship Betue Parenting Styles and Stuck Academic Achievement in Second.: Schools in Ethiope East L. G A. of Delta State. Unpublished Thesis of Delta State Abraka.
- Wadsworth N. (2007). *Addressing esteem through the use of bibliotherapy in literature circle*. An Action Research Project submitted the Faculty of the Graduate Program for Education, Westminster College Salt Lake City, Utah