

**Influence of Self-Concept, Emotional Support and Parenting Efficacy as Predictors of
Social Competence of Adolescents in Lagos State, Nigeria**

**Blessing Elohor ONWUAMAH
LCU/PG/002876**

**Being a PhD Thesis Submitted to the Department of Arts & Social Science Education,
Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfilment of the Requirements for the Award of Doctor of Philosophy Degree
(PhD) in Guidance and Counselling**

2025

Certification

This is to certify that **Blessing Elohor ONWUAMAH** with the matriculation number **LCU/PG/002876** carried out this research work titled “**Self-Concept, Emotional Support and Parenting Efficacy as Predictors of Social Competence among Adolescents from Father-absent Homes In Lagos State, Nigeria**” in the department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy Degree (PhD) in Guidance and Counselling and that this has not been previously submitted.

.....
Prof. Donald Odeleye
(Supervisor)

.....
Date

.....
Dr. Oluyomi Susan Pitan
(Head of Department)

.....
Date

Dedication

This work is dedicated to the Almighty God for putting this dream in my heart and to my dear husband, Dr. Chika K. Onwuamah who supported and motivated me into fulfilling this dream.

Lead City University Ibadan DO NOT COPY

Acknowledgement

I want to acknowledge the institution that made it possible for me to finish within the stipulated time of about three years. The post-graduate college was highly supportive and attentive to her students and that has made my journey easier. I also want to acknowledge the principals, teachers, counsellors and school management of the seventeen secondary schools who gave me access to administering the research instruments to their students.

I deeply appreciate all the members of faculty of Education (all the teaching and non-teaching staff) who have contributed to the success of this programme. I appreciate my supervisor, Prof. Donald Odeleye (Dean, Faculty of Education) and my first supervisor, Dr. Sabina Obi who kept encouraging me to finish strong, but had to leave for another place. To Prof. A. Oredein (Provost of the Postgraduate College), Prof. S. Ileuma, Prof. T. Yara (H.O.D Science Education), Dr. L. Dada, (Internal-External Examiner), Dr. S. Pitan (H.O.D), Dr. M. Oyetade, Dr. O. Killian, Dr. T. Oyedeji, Dr. U. Akuche, Dr. S. David, Dr. O. Olaniyi, (PG coordinator), Dr. D. Ayeni, Dr. Oloyede, Dr. Adebajo, Dr. S. Fabode, Dr. H. Abdulsemihi, Dr. Omoyajowo, Dr. Owojori, Dr. Okewole, Dr. O. Gambo, and Dr. Kolashi, I want to say thank you for their various contributions to making this programme a success.

I am thankful for the support of my husband and children who had to put up with my absence during exams and the financial demands of my study. My parents, Engr. Sunday and Mrs. Oghenekevwe Edegbo who constantly asked me for the progress of my work and prayed for the success, and my siblings who encouraged me, Ewomazino Edegbo (who financially supported this work severally), Oghenefegor Edegbo, Orevaoghene Ubioworo, and Emmanuel Edegbo, thank you so much. During this PhD journey, I traveled from Lagos to

Ibadan with two colleagues, Mrs. Felicia Adesanya and Mrs. Fatima Abdulrahman Rabi, who were instrumental in getting me to the finish line. For this, I am particularly thankful.

I remain forever grateful for the support of the late Prof. C.K. Ayo, the former Vice-Chancellor of Trinity University, Lagos, who signed to let me start this programme in 2021, because he believed in the value of getting a PhD and decided to support my dream.

Even though the above-mentioned institutions and people have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

Lead City University Ibadan DO NOT COPY

Abstract

Low social competence in adolescents, mainly associated with the physical or emotional absence of their fathers, can result in feelings of rejection, depression, and, ultimately, poor academic achievement. Thus, using an ex-post-facto descriptive research design, this study investigated the influence of self-concept, emotional support, parenting efficacy, and social competence on adolescents in public senior secondary schools in Lagos, Nigeria with special interest in those from father-absent homes. The respondents were selected using the multistage sampling procedure. Data were analysed using descriptive and inferential statistics, with a 0.05 alpha level of significance. 1101 students participated in the study. The level of the variables were determined using the frequency table and the following were the results: social competence of adolescents from father-absent homes was high (weighted mean = 3.063) which was comparable but slightly higher in those in general category (weighted mean = 3.037), level of self-concept of the adolescents from father-absent homes was moderate (weighted mean = 2.863) comparable to those from general category (weighted mean = 2.805), the level of emotional support of the adolescents from father-absent homes was high (weighted mean = 3.011) comparable to those from the general group (weighted mean = 3.117), the level of parenting efficacy of all the adolescents from father-absent homes was moderate (weighted mean = 2.833) and comparable to those from the general category (weighted mean = 2.891). There was significant joint influence of self-concept, emotional support and parenting efficacy on the social competence of adolescents from father-absent homes. ($F_{(3, 421)} = 9.099$, $R^2 = 0.061$, $p < 0.05$) with those from general category ($F_{(3, 1101)} = 34.164$, $R^2 = 0.085$, $p < 0.05$) There was a significant relative influence of parenting efficacy ($\beta = 0.162$, $t = 3.037$, $p < 0.05$) and self-concept ($\beta = 0.118$, $t = 2.406$, $p < 0.05$) on the social competence of adolescents from father-absent homes while the general category had same level of influence with values as parenting efficacy ($\beta = 0.166$, $t = 5.035$, $p < 0.05$) and self-concept ($\beta = 0.182$, $t = 5.987$, $p < 0.05$) being significant. There was no significant gender difference in the social competence of adolescents from father-absent homes ($p = 0.729$) and those from general category (0.666). There was no significant gender difference in the self-concept of adolescents ($p = 0.460$) from father-absent homes and those from general category ($p = 0.585$). The results point to the fact that there could be other factors affecting the adolescents from father-absent apart from the independent variables highlighted in this study, thereby giving room for further research on the father-absent adolescent population. School counselling interventions that can encourage more peer engagement and training for single mothers on emotional connection and discipline strategies are recommended to help adolescents in general regardless of their father-status.

Keywords: Self-concept, Emotional Support, Parenting Efficacy, Social Competence, Adolescents.

Word Count: 445

Table of Contents

Content	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	vi
Table of Contents	vii
List of Tables	x
List of Figure	xii
Appendix	xiii
Chapter One: Introduction	
1.1 Background to the Study	1
1.2 Statement of the Problem	22
1.3 Aim and Objectives of the Study	23
1.4 Research Questions	24
1.5 Hypotheses	24
1.6 Significance of the Study	24
1.7 Scope of the Study	25
1.8 Limitation of the Study	26
1.9 Operational Definition of Terms	26
Endnotes	29
Chapter Two: Literature Review	
2.1 Conceptual Review	33
2.1.1 Social Competence	34
2.1.2 Self- Concept	41
2.1.3 Emotional Support	47

2.1.4 Parenting Efficacy	50
2.2.4 Adolescence	52
2.1.5 Fathers' Absence	63
2.2 Theoretical Framework	67
2.2.1 Carl Rogers Self Concept Theory	67
2.2.2 Social Support Theory	71
2.2.3 Social Cognitive Theory	76
2.3 Review of Empirical Studies	84
2.3.1. Self- Concept and Adolescent Social Competence	84
2.3.2. Emotional Support and Adolescent Social Competence	94
2.3.3. Parenting Efficacy and Adolescent Social Competence	101
2.4 Conceptual Model	111
2.5 Summary of the Gaps in Literature Reviewed	113
Endnotes	114
Chapter Three: Methodology	
3.1 Research Design	125
3.2 Population of the Study	125
3.3 Sampling and Sampling Procedure	128
3.4 Description of Research Instruments	130
3.5 Validity of Research Instrument	131
3.6 Reliability of the Research Instrument	132
3.7 Data Collection	132
3.8 Data Analysis	132
Endnotes	133
Chapter Four: Results and Discussion of Findings	
4.1 Demographic Data Analysis	134
4.2 Presentation of Data	138

4.2.1	Answers to Research Questions	138
4.2.2	Test of Hypotheses	154
4.3	Discussion of Findings	165
	Endnotes	172
	Chapter Five: Conclusion	
5.1	Summary of Findings	173
5.2	Conclusion	175
5.3	Recommendations	175
5.4	Contribution to Knowledge	176
5.5	Suggested Areas for Further Research	177
	Bibliography	178
	Appendix	193
	Bio-data	198
	The University Compliance Certification	202

Lead City University Ibadan DO NOT COPY

List of Tables

Table	Title	Page
3.1	Population of Male and Female Public Senior Secondary School Students (SS2)	126
3.2	Educational Districts and the Number of Public Secondary Schools and the Number of S.S.2 Students in Lagos State.	127
3.3	Final Sample Size Distribution Table	129
4.1.1	Questionnaire Return Rate	134
4.1.2	Gender of Respondents	134
4.1.3	Age of the Respondents	135
4.1.4a	Father Status of Respondents	136
4.1.4b	Father Absent Status with Two Major Groups of Respondents	136
4.1.5	The Schools Visited by the Researcher for Data Collection	137
4.2.1(i)	Level of Social Competence of all Adolescents in the Study	138
4.2.1(ii)	Level of Social Competence of Adolescents from Father-Absent Homes	140
4.2.1(iii)	Level of Self-concept of all Adolescents in this Study	142
4.2.1(iv)	Level of Self-concept of Adolescents from Father-absent Homes	144
4.2.1(v)	Level of Emotional Support of all Adolescents in this Study	146
4.2.1(vi)	Level of Emotional Support of Adolescents from Father-absent Homes	148
4.2.1(vii)	Level of Parenting Efficacy of all Adolescents in this Study	150
4.2.1(viii)	Level of Parenting Efficacy of Adolescents from Father-absent Homes	152
4.2.2 (i)	Joint Multiple Regression for all Categories	154
4.2.2 (ii)	Joint Multiple Regression for Adolescents from Father-absent Homes	154
4.2.2 (iii)	ANOVA Table of the Joint Multiple Regression of all Adolescents	155
4.2.2 (iv)	ANOVA Table of the Joint Multiple Regression of Adolescents from Father-absent Homes	156
4.2.2 (v)	Table showing the Relative Influence of Self-concept, Emotional Support and Parenting Efficacy on the Social Competence of Adolescents of all Categories	157
4.2.2(vi)	Table Showing the Relative Influence of Self-concept, Emotional Support, and Parenting Efficacy on the Social Competence of Adolescents from Father-absent Homes	159
4.2.2(vii)	Pearson Correlation of Gender Difference on the Social	161

4.2.2(viii)	Competence of Adolescents from all Categories Pearson Correlation of Gender Difference on the Social Competence of Adolescents from Father-absent Homes	162
4.2.2(ix)	Pearson Correlation of Gender Difference on the Self-concept of Adolescents from all Categories.	163
4.2.2 (x)	Pearson Correlation of Gender Difference on the Self-concept of Adolescents from Father-absent Homes.	164

Lead City University Ibadan DO NOT COPY

List of Figure

Figure	Title	Page
2.1	The Conceptual Model	112

Lead City University Ibadan DO NOT COPY

Appendix

Self-Concept Questionnaire Table	194
Emotional Support Questionnaire Table	195
Parenting Efficacy Questionnaire Table	195
Multidimensional Social Competence Scale (MSCS)	196

Lead City University Ibadan DO NOT COPY