Received: 27.08.2026
Published: Nov. 2026 Edition
Vol.2.1.2026 pp. 99-.115 http://globreshub.org/index.php/gaijm **DOI:** https://doi.org/10.5281/zenodo.24311126

COUNSELLING STRATEGIES AND PARENT–TEEN RELATIONSHIPS IN PUBLIC SECONDARY SCHOOLS IN ASABA, DELTA STATE

Okoh Susan[1] and Nnabuife Benedicta Ekene[2]
[1]Department of Guidance and Counselling, Delta State University, Abraka, Nigeria, [2]DELSU Business School, Delta State university, Abraka

susanokoh7@gmail.com

Abstract
This cross-sectional survey examined associations between four school counselling strategies and student-reported parent–teen relationships in public secondary schools in Asaba, Delta State, Nigeria. The sampling frame comprised 9,128 senior secondary students in nine schools. Of 383 questionnaires administered, 338 were usable (88.25%). Students rated individual counselling, group counselling, communication skills training, family-oriented guidance and parent–teen relationships on a five-point scale. Frequencies, means, standard deviations, Pearson correlations and multiple regression were reported. Communication skills training received the highest mean rating (4.09) and had the largest positive bivariate correlation with parent–teen relationships ($r = .673$). Individual counselling, group counselling and communication skills training had positive coefficients in the supplied regression table, while the family-oriented guidance coefficient had $p = .128$. The supplied correlation and regression summaries require reconciliation against the original output before the adjusted associations can be interpreted conclusively. The descriptive findings identify communication skills training as a priority for further evaluation in school counselling programmes.

Keywords: school counselling, parent–teen relationships, communication skills training, adolescents, secondary schools, Asaba

* Okoh and Ojogbo. agree that this article remain permanently open access under the terms of the Creative Commons Attribution-Non Commercial-No Derivatives 4.0 International License. See for details: https://creativecommons.org/licenses/by-nc-nd/4.0/

Introduction

The family is widely regarded as the first and most influential social institution responsible for the socialization, emotional development, and behavioural adjustment of adolescents (Jiang et al., 2025). During

adolescence, young people undergo rapid physical, psychological, and social changes that often shape their relationships with parents and other family members (Chi et al., 2021; Choi & Becher, 2019). This stage is typically marked by identity exploration, emotional fluctuations, growing desire for independence, and increased susceptibility to peer influence. As a result, maintaining healthy parent-teen relationships becomes essential for emotional stability, moral development, academic success, and social adjustment (Bully et al., 2019). Evidence suggests that positive parent-teen relationships enhance self-esteem, emotional intelligence, and social competence, while poor relationships may contribute to aggression, truancy, anxiety, and other behavioural challenges (Sitepu et al., 2025; Ratliff et al., 2023).

Parent-teen relationship refers to the quality of interaction, communication, emotional bonding, trust, and mutual respect between parents and their adolescent children (Ratliff et al., 2023). Such relationships are considered healthy when they are characterized by openness, affection, and effective communication, while strained relationships often involve conflict, poor communication, and emotional distance. In Nigeria, changing socio-economic conditions, modernization, and increased digital exposure have made it more difficult for many families to maintain stable parent-teen relationships (Chineyemba et al., 2023; Gatsere & Sambo, 2025).

The situation is further complicated by economic hardship, unemployment, and family instability, which reduce the time parents spend with their children, especially in urban areas such as Asaba, Delta State (Umennuihe et al., 2025; Ajayi & Iwendi-Elege, 2023). This often results in communication gaps and emotional detachment, which may negatively affect adolescents' behaviour, academic performance, and social adjustment. Studies have shown that poor parent-child communication is associated with behavioural problems such as truancy, drug abuse, aggression, and disobedience, while supportive relationships promote emotional regulation and positive behaviour (Tafa et al., 2025; Tang, 2025; Ratliff et al., 2023).

In response to these challenges, counselling has been recognized as a key intervention for improving emotional well-being and interpersonal relationships among adolescents and families (Steenstra & Bickmore, 2025). Counselling strategies such as individual counselling, group counselling, behavioural modification, cognitive restructuring, and family counselling are used to help individuals develop self-awareness, communication skills, and problem-solving abilities (Rosmalina, 2023; Oduh et al., 2020). In school settings, guidance and counselling services also assist students and parents in managing emotional stress, resolving conflicts, and improving relationships.

Empirical studies have confirmed that counselling interventions contribute significantly to behavioural adjustment, emotional stability, and improved student outcomes (Egbule, 2023; Oyenike & Pariola, 2024). However, despite the availability of counselling services, many public secondary schools in Nigeria still face challenges such as inadequate counselling facilities, shortage of trained counsellors, and low parental involvement (Suleiman & Olabisi, 2022). These limitations reduce the effectiveness of counselling programmes in addressing adolescent behavioural and family-related issues.

In Delta State, particularly Asaba

metropolis, increasing cases of indiscipline, truancy, emotional instability, and social misconduct among secondary school students continue to raise concern among educators and parents (Fasasi & Oghenejode, 2026). While existing studies have explored counselling services and student behaviour, limited attention has been given to how counselling strategies specifically influence parent-teen relationships in this context. Given the growing pressures of social media, economic challenges, and changing family values, there is a need for effective counselling approaches that strengthen communication, trust, and emotional bonding within families. It is against this background that this study examines the influence of counselling strategies on parent-teen relationships in public secondary schools in Asaba, Delta State. The study is expected to contribute to improving counselling practice, strengthening family relationships, and supporting adolescents' emotional and behavioural development.

Statement of the Problem

The relationship between parents and teenagers is central to adolescents' emotional, psychological, social, and academic development (Crandall et al., 2023). During adolescence, young people experience rapid physical, emotional, and cognitive changes that often reshape how they relate with their parents. While adolescents tend to seek independence, emotional recognition, and freedom of expression, parents often emphasize discipline, supervision, and control. When these differing expectations are not effectively managed, misunderstandings, communication breakdowns, and emotional distance may emerge within the family. Although such tensions may be part of normal adolescent development, persistent conflict and weak communication can negatively affect adolescents' emotional stability, behaviour, and academic engagement (Deng & Li, 2024).

In Nigeria, these challenges are intensified by socio-economic pressures such as poverty, unemployment, inflation, and work-related stress (Obasola, 2023). Many parents spend extended hours working to meet family needs, leaving limited time for interaction and emotional bonding with their children. This has led to weak parental attachment and reduced moral guidance in many homes. As a result, adolescents are increasingly exposed to behavioural risks such as truancy, drug abuse, aggression, examination malpractice, and peer pressure (Osuji et al., 2024). Research further shows that poor parent-child relationships are associated with emotional distress, low self-esteem, anxiety, and maladaptive behaviours among adolescents (Steele & McKinney, 2021).

Furthermore, changes in family structure, including increased cases of single parenting, divorce, and separation, have contributed to weakened parent-teen relationships. Adolescents from unstable homes often experience emotional insecurity and reduced parental guidance, which may affect their behaviour and adjustment in school. Although supportive parenting is associated with positive emotional and social outcomes, many families still struggle with effective communication, emotional management, and conflict resolution (Ratliff et al., 2023).

Despite the importance of healthy parent-teen relationships, many parents lack adequate skills for effective communication and adolescent guidance. In some cases, authoritarian or inconsistent parenting styles further widen the emotional gap between parents and

children (Ezenwa et al., 2023). This mutual misunderstanding often results in tension and weakened family cohesion (Olawale & Ojedokun, 2024). Although counselling has been identified as a useful intervention for improving emotional adjustment and strengthening relationships, its effectiveness in addressing parent-teen relationship challenges remains underutilized in many school settings.

Although school counselling services are expected to support adolescents, many public secondary schools in Nigeria face challenges such as inadequate staffing, poor funding, limited facilities, and low parental participation. In Delta State, particularly Asaba, adolescents are also exposed to strong influences from social media, peer groups, and changing cultural values, which sometimes conflict with parental expectations (Alordiah, 2023). These dynamics further strain parent-teen relationships and complicate communication within families.

However, existing studies have focused more on adolescent behaviour, academic performance, and general counselling effectiveness, with limited attention to how counselling strategies influence parent-teen relationships in Asaba (Ndakara, 2024). This creates a gap in knowledge regarding how counselling interventions can be strategically applied to improve communication, trust, emotional bonding, and conflict resolution between parents and adolescents.

The study examined how students rated individual counselling, group counselling, communication skills training and family-oriented guidance, and whether each rating was associated with perceived relationship quality with their parents or guardians. The four null hypotheses specified zero adjusted associations between each strategy and the relationship outcome.

Literature Review

Counselling strategies and parent–teen relationships

Counselling strategies refer to the structured and purposeful techniques used by professional counsellors to assist individuals, groups, and families in resolving emotional, behavioural, interpersonal, and developmental challenges (Bawo & Agi, 2025). Counselling strategies are applied to help students improve self-understanding, regulate emotions, develop interpersonal competence, and build healthier relationships within their families and social environments. Contemporary literature emphasizes that counselling strategies are not single techniques but a combination of therapeutic approaches designed to promote psychological adjustment, communication competence, and behavioural change among adolescents (Steenstra & Bickmore, 2025). Also, recent developments in counselling practice also highlight the importance of interactive, client-centred, and skill-based interventions that strengthen emotional awareness and relational functioning among young people (Louie et al., 2025).

In relation to parent-teen relationships, Bhutto et al. (2023) posit that counselling strategies play a critical role in bridging communication gaps, reducing conflict, and enhancing mutual understanding. According to Bully et al. (2019) adolescence is a sensitive developmental stage marked by emotional intensity, identity exploration, and increasing desire for autonomy. Without appropriate intervention, these changes often lead to misunderstandings and conflicts between parents and teenagers. Thus, counselling strategies therefore serve as structured mechanisms for improving emotional

expression, conflict resolution, and communication patterns within the family system (Aremu & Adeyoju, 2020).

Individual counselling

Individual counselling is a one-on-one helping relationship between a trained counsellor and a student aimed at addressing personal, emotional, behavioural, or interpersonal challenges (Steenstra & Bickmore, 2025). It is a professional helping process in which a trained school counsellor engages privately with a student on a one-to-one basis to address challenges related to educational, vocational, social, emotional, or moral issues within a confidential and supportive environment (Teachers Institute, 2023).

Individual counselling provides students with personalised and confidential support that enables them to openly discuss educational, emotional, social, and relationship-related challenges while developing healthier coping and interpersonal skills. It also promotes self-awareness and long-term resilience by helping students understand their emotions and build effective strategies for managing future difficulties (Teachers Institute, 2023).

Group counselling

Group counselling refers to a structured counselling process in which a small number of students with similar concerns meet under the guidance of a trained counsellor to share experiences, learn coping strategies, and develop interpersonal skills (Ugwuegbulam & Eze, 2022). It is based on group dynamics, mutual support, and shared learning experiences.

Recent research shows that group counselling is highly effective in improving emotional development, communication skills, and social adjustment among students (Melinda et al., 2025). Through interaction with peers, adolescents learn that they are not alone in their struggles, which reduces emotional isolation and promotes self-acceptance. Rihana et al. (2025) indicated that group counselling also provides opportunities for students to practice communication, empathy, and conflict-resolution skills in a supportive environment.

Studies further indicate that group counselling enhances interpersonal communication competence, which indirectly improves relationships at home, including parent-teen interactions (Maizura et al., 2025). When adolescents learn how to express themselves clearly, listen actively, and respond respectfully within a group setting, these skills are transferred to their family interactions. In addition to the above, group counselling allows adolescents to reflect on their behaviour through peer feedback, which can lead to improved understanding of parental expectations and reduced family conflict.

Family-oriented guidance

Family counselling is a counselling approach that involves both parents and adolescents in therapeutic sessions aimed at improving family functioning, communication patterns, emotional bonding, and conflict resolution (Chow et al., 2017). Unlike individual counselling, family counselling focuses on the family as an interconnected system in which each member's behaviour affects the others.

Indeed, Noor et al. (2022) highlights that family counselling is particularly effective in addressing persistent communication breakdowns and emotional conflicts within families. It provides a platform where both parents and teenagers can express their feelings openly, clarify misunderstandings, and develop mutual understanding under

professional guidance.

Family counselling is especially relevant in contemporary society where many families experience emotional distance due to economic pressures, busy work schedules, and increasing exposure to digital distractions (Kozlov, 2026). Through well-structured counselling sessions, families are assisted in restoring trust, strengthening emotional connections, and developing healthier patterns of interaction.

Communication skills training

Communication skills training gives students opportunities to practise listening, articulating concerns and responding to disagreements respectfully. These skills correspond to the behaviours reflected in the questionnaire, including expressing needs, listening to parents and handling misunderstandings. Such training may offer a setting in which students can rehearse a difficult conversation, receive feedback and reflect on when to try a different response. The cross-sectional survey captures student perceptions of training and communication at the time of data collection.

Theoretical framework

Attachment Theory was originally developed by John Bowlby (1969) and later expanded through the empirical work of Mary Ainsworth (1978). The theory explains the emotional bond formed between a child and primary caregivers, particularly parents. It posits that early emotional interactions with caregivers shape an individual's expectations of relationships, emotional regulation, and interpersonal behaviour throughout life. In the context of adolescence, attachment patterns established during childhood continue to influence how teenagers relate with their parents.

Secure attachment is characterized by trust, emotional safety, and open communication between parents and children. Adolescents with secure attachment tend to feel comfortable expressing their emotions, seeking parental support, and maintaining positive relationships with their parents. In contrast, insecure attachment, whether avoidant or anxious, often leads to emotional distance, communication difficulties, and increased conflict between parents and teenagers.

Family Systems Theory was developed by Murray Bowen in 1978. He viewed the family as an interconnected emotional system in which each member influences the others. According to this theory, individuals cannot be fully understood in isolation from their family context because behaviours, emotions, and communication patterns are shaped by family interactions. A change in one family member inevitably affects the entire system.

From the point of view of parent–teen relationships, Family Systems Theory explains that conflicts between parents and adolescents are not isolated events but reflections of broader family interaction patterns. Issues such as poor communication, emotional distance, or disciplinary conflicts are often symptoms of dysfunction within the family system. Therefore, improving parent–teen relationships require addressing the entire family structure rather than focusing solely on the adolescent.

Social Learning Theory was proposed by Albert Bandura in 1977. The theory explains that individuals learn behaviours through observation, imitation, and reinforcement. According to this theory, adolescents learn how to communicate, behave, and respond emotionally by observing significant role models, particularly parents, teachers, and peers. Behaviour is therefore shaped by both

direct experiences and environmental influences.

From the perspective of parent–teen relationships, Social Learning Theory suggests that adolescents who grow up in homes where communication is respectful, calm, and supportive are more likely to adopt similar behaviours. On the other hand, adolescents exposed to hostility, poor communication, or inconsistent parenting may replicate such behaviours in their interactions with others, including their parents.

Attachment theory provides the primary framework for interpreting trust, emotional closeness and openness (Bowlby, 1969). Family systems theory situates individual behaviour within recurring patterns of interaction (Bowen, 1978). Social learning theory provides a rationale for considering role modelling and rehearsal in both group counselling and communication skills training (Bandura, 1977). The study measures perceptions of counselling and relationship quality. It did not directly measure the processes proposed by these theories.

Empirical evidence

Rihana et al. (2025) investigated the effectiveness of group counselling programmes in improving social relationships among early childhood learners. The study adopted a quantitative research design using a pretest–posttest. Data were collected through observation sheets and social interaction rating scales designed to evaluate indicators such as cooperation, communication, empathy, emotional expression, and peer interaction. The findings revealed that participation in group counselling significantly enhanced the social behaviours of the learners, as noticeable improvements were recorded in cooperation, communication skills, empathy, and problem-solving abilities. The researchers concluded that the structured group environment provided children with opportunities for peer bonding, emotional support, and healthy interpersonal interaction, thereby promoting better social adjustment among young learners. However, the study acknowledged limitations relating to the small sample size and short duration of the intervention, recommending further studies across diverse educational settings and broader populations.

Emore et al. (2025) studied the influence of parenting practices on the social adjustment of secondary school students in Delta State, Nigeria. The study adopted a descriptive survey design and involved 370 Senior Secondary students selected through a multi-stage sampling technique. Data were collected using adapted and self-constructed instruments and analyzed with SPSS using Pearson correlation and multiple regression. Findings revealed a very weak and negative relationship between parenting practices and students' social adjustment, indicating that the relationship was not statistically significant. However, a composite effect of parenting practices and gender on social adjustment was significant, though with a low explanatory power ($R^2 = 0.044$). The study concluded that parenting practices alone have limited influence on adolescents' social adjustment.

Pine et al. (2024) conducted a meta-analysis on parental involvement in adolescent psychological interventions to determine whether including parents improves treatment outcomes compared to adolescent-only interventions. The study reviewed 20 randomized controlled trials involving 1,251 adolescents with psychological symptoms or risk factors. Findings revealed that interventions involving parents produced significantly greater improvements in adolescent

psychological outcomes than those targeting adolescents alone, particularly for externalizing behavioural problems such as aggression and conduct issues. However, the effect was less consistent for internalizing problems. The study concluded that parental involvement enhances the effectiveness of adolescent interventions by improving behavioural outcomes and emotional adjustment. It emphasized the importance of integrating parents into therapeutic and counselling processes to strengthen adolescent mental health and family relationships.

Ikpekaogu and Obasi (2022) did a study on counselling and the promotion of effective parental upbringing among secondary school students in Abia State, Nigeria. The study highlighted counselling as a vital tool for improving parenting skills and strengthening parent–child relationships. It explained that raising children in contemporary society is challenging, but counselling provides guidance that helps parents develop effective strategies for the physical, cognitive, and psychosocial development of their children. The study further noted that counselling acts as a "compass" that directs parents toward healthier relationships with their children when they feel overwhelmed or disconnected. It concluded that parental counselling enhances harmonious family relationships and recommended that counsellors should provide continuous support to both parents and students to promote effective upbringing.

Methods

Study design and participants

A cross-sectional descriptive survey was conducted in nine public secondary schools in Asaba, Delta State. The April 2026 sampling frame comprised 9,128 students in SS1–SS3. The target sample of 383 was calculated using Yamane's formula at 5% precision. All nine schools were included. Places were allocated proportionally by school enrolment and class level, and students were selected by simple random sampling within class groups. The analyses below concern student questionnaires.

Instrument and reliability

The researcher-developed Influence of Counselling Strategies on Parent–Teen Relationships Questionnaire collected demographic information and ratings of four strategies and parent–teen relationships on a five-point agreement scale. Three reviewers assessed face and content validity. A pilot with 30 students outside the main sample yielded Cronbach's alpha estimates of .82 for individual counselling, .78 for group counselling, .86 for communication skills training, .80 for family-oriented guidance and .85 for parent–teen relationships. The item table describes family-oriented guidance received through school, including advice about managing conflict and involving parents.

Data collection

The researcher and three assistants administered the questionnaires after seeking permission from school authorities. Students were informed of the study purpose and assured that participation was voluntary and responses would be kept confidential and anonymous. Questionnaires were retrieved on completion where possible or within one week.

Statistical analysis

Frequencies and percentages summarised participation and demographics. Means and standard deviations summarised ratings. Pearson correlations described bivariate associations. The reported multiple linear

regression model used parent–teen relationship scores as the outcome and the four strategy scores as predictors. The study used SPSS version 26 and a significance level of .05.

Results

Participation and respondent characteristics

Of 383 questionnaires administered, 338 were usable (88.25%). The remaining 45 (11.75%) were unreturned or invalid. The sample included 176 female students (52.07%) and 162 male students (47.93%). By year, 111 (32.84%) were in SS1, 116 (34.32%) in SS2 and 111 (32.84%) in SS3.

Table 1. School enrolment and planned sample

School	Enrolment	Target sample
Asagba Mixed Secondary School, Asaba	1,492	63
Government Model Secondary School, Asaba	1,406	59
Isioma Onyeobi College, Asaba	1,183	50
Niger Mixed Secondary School, Asaba	1,124	47
Oduke Mixed Secondary School, Asaba	1,037	44
Osadenis Mixed Secondary School, Asaba	926	39
West-End Mixed Secondary School, Asaba	854	36
Zappa Basic Secondary School, Asaba	482	20
Zappa Mixed Secondary School, Asaba	624	25
Total	9,128	383

Descriptive results

Communication skills training had the highest reported mean (4.09), followed by family-oriented guidance (4.01), group counselling (3.96) and individual counselling (3.94). The parent–teen relationships mean was 3.99. Among communication training items, the statement about speaking respectfully to parents had the highest mean (4.18). Students also reported learning from other students' family experiences (M = 4.10) and understanding how to relate better to parents through individual counselling (M = 4.08).

Table 2. Reported construct means and dispersion

Construct	Mean	Reported SD
Individual Counselling	3.94	0.913
Group Counselling	3.96	0.884
Communication Skills Training	4.09	0.835
Family Counselling	4.01	0.864
Parent–Teen Relationships	3.99	0.881

The reported dispersion values are transcribed from the source summary. Confirm from the original output whether these are standard deviations of composite scores or summaries of item-level standard deviations.

Table 3. Individual counselling item ratings

Item wording	Mean	SD
I have received one-on-one counselling from a school counsellor before.	3.78	0.981
Individual counselling helps me understand how to relate better with my parents.	4.08	0.846
After individual counselling, I am able to express my feelings to my parents more calmly.	4.01	0.892
One-on-one counselling helps me solve misunderstandings with my parents.	3.95	0.931
Individual counselling makes me more open in discussing family issues.	3.88	0.914

Table 4. Group counselling item ratings

Item wording	Mean	SD
I have participated in group counselling sessions in my school.	3.74	0.973
Group counselling helps me learn from other students' family experiences.	4.10	0.818
Group counselling improves how I communicate with my parents at home.	3.97	0.896

Item wording	Mean	SD
I feel more comfortable discussing family issues during group counselling sessions.	3.82	0.934
Group counselling helps me understand that other students also have similar parent–teen challenges.	4.15	0.801

Table 5. Communication skills training item ratings

Item wording	Mean	SD
My school teaches us how to communicate effectively with others.	4.12	0.823
Communication lessons help me speak respectfully to my parents.	4.18	0.796
I have learned how to listen better to my parents through school programmes.	4.06	0.845
Communication training reduces misunderstandings between me and my parents.	4.09	0.831
I now express my needs to my parents in a better way than before.	4.02	0.879

Table 6. Family-oriented guidance item ratings

Item wording	Mean	SD
I have been guided in school on how to handle problems at home.	3.91	0.903
Counselling helps me understand my parents' expectations better.	4.03	0.858
School counselling encourages me to maintain peace at home.	4.15	0.798
I have been advised on how to involve my parents when I have serious problems.	3.89	0.921
Counselling helps me manage conflicts between me and my parents.	4.07	0.841

Table 7. Parent–teen relationships item ratings

Item wording	Mean	SD
I have a good relationship with my parents/guardians.	4.13	0.817

Item wording	Mean	SD
My parents and I communicate freely at home.	3.98	0.891
My parents understand my feelings and concerns.	3.87	0.948
I feel emotionally close to my parents/guardians.	4.05	0.842
I trust my parents/guardians when discussing important personal matters.	4.01	0.864
Conflicts between me and my parents are usually resolved peacefully.	3.92	0.917
I am comfortable discussing my personal issues with my parents.	3.94	0.889

Bivariate associations

The supplied correlation matrix showed positive associations between each counselling strategy and parent–teen relationships. Communication skills training had the largest bivariate correlation (r = .673), followed by individual counselling (r = .621), group counselling (r = .478) and family-oriented guidance (r = .392). These associations describe student ratings in the same survey.

Table 8. Reported Pearson correlation matrix

Measure	IC	GC	CST	FG	PTR
Individual counselling (IC)	1.000				
Group counselling (GC)	0.534**	1.000			
Communication skills training (CST)	0.586**	0.562**	1.000		
Family-oriented guidance (FG)	0.462**	0.489**	0.517**	1.000	
Parent–teen relationships (PTR)	0.621**	0.478**	0.673**	0.392**	1.000

The source reports ** as p < .01, two-tailed.

Multiple regression

The supplied model summary reported $R^2 = .551$ and adjusted $R^2 = .545$. The ANOVA table reported $F(4, 333) = 100.691$, $p < .001$. Reported variance inflation factors ranged from 1.397 to 1.799. Table 9 presents the coefficients transcribed ..

Table 9. Reported multiple-regression coefficients pending verification

Predictor	B	SE	β	t	p
(Constant)	0.624	0.176	—	3.546	0.001
Individual Counselling	0.271	0.046	0.283	5.891	< .001

Predictor	B	SE	β	t	p
Group Counselling	0.102	0.043	0.109	2.372	0.018
Communication Skills Training	0.338	0.049	0.347	6.904	< .001
Family Counselling	0.061	0.04	0.069	1.525	0.128

Verification of the model is required. The reported standardised coefficients and outcome correlations imply an R^2 of approximately .488 if obtained from the same ordinary least-squares model and analytic sample. The ANOVA sums of squares imply an R^2 of approximately .547. Both differ from the .551 in the model summary. The regression coefficients and p-values remain provisional pending reconciliation with the matching SPSS output and analytic sample.

Discussion

Communication skills training

Communication skills training had the highest mean and the strongest bivariate association with parent–teen relationships. Students rated training items about respectful speech and reducing misunderstandings highly. These items describe behaviours that can be practised through role play and feedback, while their similarity to parts of the relationship scale may contribute to the observed association. The design provides a basis for prioritising communication skills in a prospective evaluation.

Individual and group counselling

Students reported favourable perceptions of both individual and group counselling. Individual sessions offer a setting for discussing family concerns and identifying a practical response to recurring disagreements. Group sessions can expose adolescents to different ways of responding to similar problems and allow them to practise interpersonal skills. These interpretations are consistent with social learning theory and the source literature's emphasis on supportive interactions (Bandura, 1977; Rihana et al., 2025). The group counselling item about feeling comfortable discussing family issues had a lower mean than the item about recognising shared challenges. This difference supports offering both group and individual routes for students to seek assistance.

Family-oriented guidance

Students reported receiving guidance on handling problems at home, understanding parental expectations and managing conflict. These items capture student reports of school-based guidance about family matters. They provide limited evidence about joint counselling sessions involving students and caregivers. The family-oriented guidance score had a positive bivariate association with relationship quality. Its smaller reported adjusted coefficient should be interpreted after the regression summaries have been verified. Future studies can record caregiver participation, session content and follow-up separately.

Limitations

The cross-sectional design measures counselling perceptions and parent–teen relationship ratings at one point in time. Students reporting better relationships may also remember or rate school counselling more favourably. The measures came from a single respondent group and may share content. The analysis concerns senior secondary students in the nine Asaba schools, and

the 45 unusable or missing questionnaires create uncertainty about nonresponse. Students were grouped within schools; the supplied output does not show whether the regression accounted for this structure. The original instrument and scoring records are needed to reconcile the six outcome items reported in the reliability table with the seven items listed in the descriptive results. The study file describes school permission and voluntary participation. Any ethics approval and applicable consent or assent procedures should be documented from the study records before submission.

Conclusion and Implications

Students in the participating Asaba schools reported favourable attitudes towards counselling strategies and generally positive parent–teen relationships. Communication skills training had the highest mean rating and the largest bivariate association with the relationship outcome. The reported regression findings require confirmation against the original SPSS output before conclusions are drawn about the independent contribution of each strategy.

Schools can prioritise the evaluation of practical communication activities, including listening exercises, respectful expression of concerns and conflict-resolution practice. Individual support can remain available for students who prefer a private setting, while group sessions can provide structured opportunities for students to learn from shared experiences. Where schools offer family-oriented support, recording caregiver involvement separately would improve evaluation. A follow-up design that measures outcomes before and after training and accounts for students' grouping within schools would provide a more direct assessment of programme outcomes.

References

Ajayi, P.O., & Iwendi-Elege, D.N. (2023). Influence of indiscipline behaviour on secondary school students' academic performance in Asaba area of Delta State. Review of African Educational Studies (RAES), 2(2), 1-12.

Aremu, A. O., & Adeyoju, C. A. (2020). Guidance and counselling services and students' behavioural adjustment in secondary schools. African Journal of Educational Research and Development, 8(2), 112–120.

Bandura, A. (1977). Social learning theory. Prentice Hall.

Bawo, C. N., & Agi, C. W. (2025). Influence of guidance and counselling services on students' indiscipline in public secondary schools in Rivers State. International Journal of Education and Evaluation, 11(3), 189–203. https://doi.org/10.56201/ijee.v11.no3.2025.pg189.203

Bhutto, Q. Z., Zafar, J. M., & Ullah, N. (2023). Guidance and counselling service: A path to enhance academic achievement for secondary schools' students. Annals of Human and Social Sciences, 4(4), 581–595. https://doi.org/10.35484/ahss.2023(4-IV)56

Bowen, M. (1978). Family therapy in clinical practice. Jason Aronson.

Bowlby, J. (1969). Attachment and loss: Vol. 1. Attachment. Basic Books.

Bully, P., Jauregizar, J., Bernarás, E., & Redondo, I. (2019). Relationship between parental socialization, emotional symptoms, and academic performance during adolescence: The influence of parents' and teenagers' gender. International Journal of Environmental Research and Public Health, 16(12), 2231. https://doi.org/10.3390/ijerph16122231

Chi, X., Chen, S., Wang, Q., Huang, Q., & Han, P. (2021). Effect of family functioning on behavior problem in adolescents: A moderated mediating effect. Chinese Journal of Clinical Psychology, 29(2), 246–250.

Chineyemba, L.I. (2023). Modernity and changing family values in Nigeria: Implications for effective parenting. International Journal of Modern Anthropology, 2(19), 1129–1152. https://doi.org/10.4314/ijma.v2i19.5

Choi, J., & Becher, E. H. (2019). Supportive coparenting, parenting stress, harsh parenting, and child behavior problems in nonmarital families. Family Process, 58(2), 404–417.

Chow, C. M., Ruhl, H., & Buhrmester, D. (2017). Interdependence of attachment styles and relationship quality in parent–adolescent dyads. Journal of Family Psychology, 31(5), 1–15.

Crandall, A., Weiss-Laxer, N. S., Broadbent, E., & Magnan, S. (2023). Family health resources and adolescent mental health: The role of family cohesion and communication. Journal of Family Psychology, 37(4), 512–521.

Deng, J., & Li, Y. (2024). Parental conflict and adolescents' socially adverse emotions: The mediating role of family functioning. Frontiers in Psychology, 15, 1387698.

Egbule, J. F. (2023). School counselling services and students' behavioural adjustment in secondary schools. Nigerian Journal of Educational Psychology, 18(1), 33–49. Egenti, U. P. (2019). Influence of guidance and counselling on students' discipline in public secondary schools in Delta State. Journal of Emerging Trends in Educational Research and Policy Studies, 10(3), 159–167.

Emore, C. O., Onoyase, A., & Akpochafo, G. (2025). Parenting practices and secondary school students' social adjustment in Delta State, Nigeria. International Journal of Innovative Science and Research Technology, 10(7), 2230–2237. https://doi.org/10.38124/ijisrt/25jul1196

Gatsere, B. M., & Sambo, M. (2025). Exploring counselling strategies for behaviour modification of public secondary school students in Wukari Local Government Area, Taraba State. Research Journal of Humanities and Cultural Studies, 11(7), 69–87. https://doi.org/10.56201/rjhcs.v11.no7.2025.pg69.87

Jiang, Y., Huang, L., Song, Y., Wang, J., & Zhang, K. (2025). How Family Functioning Shapes Adolescent Adjustment: The Mediating Role of Interpersonal Competence. Behavioral Sciences, 15(11), 1441. https://doi.org/10.3390/bs15111441

Kozlov, V. V. (2026). Attachment-based approaches in contemporary family counselling practice. Social Sciences & Psychotherapy Review, 12(1), 22–37.

Louie, S. S., Wong, M. Y., & Chan, K. L. (2025). Counselling interventions and adolescent emotional development: A systematic review. Journal of School Psychology and Counselling, 40(2), 115–132.

Maizura, H., Rahman, S., & Abdullah, N. (2025). Group counselling and interpersonal communication skills among adolescents. Asian Journal of Guidance and Counselling, 14(1), 66–78.

Melinda, R., Yusuf, A., & Pratiwi, D. (2025). Effects of group counselling on student emotional and social adjustment. International Journal of Educational Research and Practice, 7(3), 90–104

Ndakara, E. J. (2024). Perception of educators toward guidance and counseling in addressing anxiety and depression among adolescents in public secondary schools in Delta State. Rivers State University Journal of Education, 27(2), 166–175.

Noor, M. A., Hassan, R., & Ibrahim, S. (2022). Family counselling and conflict resolution in adolescent-parent relationships. Journal of Family Studies and Therapy, 11(2), 55–70.

Obasola, K. E. (2023). Socio-economic challenges and the changing structure of the Nigerian family: Implications for adolescent moral development. Lagos Notes and Records, 29(1), 45–62.

Oduh, W. A., Agboola, J. O., & Amufa, S. A. (2020). Relationship between patronage of guidance services and level of students' indiscipline in public secondary schools in North Senatorial District of Delta State. International Journal of Arts Humanities and Social Sciences Studies, 5(3), 15–25.

Osuji, K. C., Ndubuisi, A. N., & Okeze, W. O. (2024). Economic hardship and parental absence: A study of behavioral outcomes among secondary school adolescents in South-East Nigeria. Journal of African Social Studies, 11(2), 115–130.

Oyenike, O. A., & Pariola, A. S. (2024). Investigating the efficacy of counselling services in curbing moral decadence among secondary school students in a period of socio-economic and political stress in Ondo State. International Journal of Research and Innovation in Social Sciences, 8(2), 1480–1492. https://doi.org/10.47772/IJRISS.2024.803104S

Pine, A. E., Baumann, M. G., Modugno, G., & Compas, B. E. (2024). Parental involvement in adolescent psychological interventions: A meta-analysis. Clinical Child and Family Psychology Review, 27(3), 1–20. https://doi.org/10.1007/s10567-024-00481-8

Ratliff, T. N., Smith, J. P., & Brown, K. L. (2023). Parent–adolescent relationships and psychological adjustment in adolescence. Frontiers in Psychology, 14, 1193449. https://doi.org/10.3389/fpsyg.2023.1193449

Rihana, N., Wita, A., & Gonzales, A. (2025). From isolation to interaction: Group counseling as a pathway to better social skills in young learners. Journal of Early Childhood Education and Teaching, 1(2), 66–77. https://doi.org/10.64840/jecet.v1i2.40

Rosmalina, A. (2023). Students counselling guidance using digital platforms and satisfaction for online learning. Journal of Innovation in Educational and Cultural Research, 4(1), 65–73. https://doi.org/10.46843/jiecr.v4i1.459

Sitepu, J.M., Madjid, P., & Madjid, A. (2025). Self-esteem as mediator between family communication, peer support, emotional intelligence, and adolescent social competence. Human Research in Rehabilitation, 15(2), 458–472. https://doi.org/10.21554/hrr.092517

Steele, R. G., & McKinney, C. (2021). Parent–adolescent conflict and emotional adjustment in youth. Journal of Child and Family Studies, 30(4), 1023–1035.

Steenstra, I., & Bickmore, K. (2025). Counselling strategies and youth relational development in school contexts. Educational Counselling Review, 29(1), 1–18.

Suleiman, Y., & Olabisi, P. (2022). An assessment of counsellors' perception on counselling services provided in public senior secondary schools in Oyo State, Nigeria. Journal Plus Education, 31(2), 155–171. Retrieved from ResearchGate

Tang, J. (2025). The impact of parental conflict on adolescents' negative emotions and aggressive behaviors. Lecture Notes in Education Psychology and Public Media, 78(1), 62–69. https://doi.org/10.54254/2753-7048/2025.19177

Ugwuegbulam, C., & Eze, E. (2022). The relevance of guidance and counselling in the moral development of students. Journal of Counselling and Educational Psychology, 11(2), 75–84.

Yamane, T. (1967). Statistics: An introductory analysis (2nd ed.). Harper & Row.