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PARENT-TEACHERS ROLES IN ENHANCING MENTAL HEALTH OF IN-SCHOOL ADOLESCENTS AS PERCEIVED BY COUNSELLORS IN KWARA STATE

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Abstract

This study examined parent-teacher's roles in enhancing mental health of in-school adolescents as perceived by professional counsellors in Kwara State. Descriptive survey research design was adopted for the study. The population consists of professional counsellors in Kwara State while target population is professional counsellors in Ilorin Metropolis from where 100 counsellors were selected through multistage sampling method. The researchers designed questionnaire entitled Parent-teachers Roles in Enhancing Mental Health (PREMH) was used to collect data. The instrument was validated by experts in test and measurement and the reliability was obtained through Split-half method of establishing reliability, the reliability coefficient of 0.62 was obtained which adjudged the instrument to be reliable. One research question and four hypotheses guided the study. The hypotheses were tested at 0.05 level of significance. Hypotheses 2, 3 and 4 were retained while hypothesis 1 was rejected. Findings revealed that taking good care of the adolescents, serving as role model, teaching them the fear of God, loving them, giving them quality education, among other roles are the roles of parents and teachers in enhancing mental health of the in-school adolescents. The findings also revealed that gender made the respondents differ in their perception while age, religion and years of experience did not make them differ in their perception. It was concluded that it is the duty of parents and teachers to enhance the mental health of in-school adolescents hence they should take up these roles. It was recommended that parents and teachers should wake up to their responsibilities towards enhancing mental health of their children. In addition, the counsellors

should educate the parents and teachers about these roles by organizing seminars for them.

Keywords: Parent-teacher, mental health, in-school adolescents

Introduction

Mental health is the level of psychological well-being. It is the psychological state of someone who is functioning at the satisfactory level of emotional and behavioral standard. Mental health relates to the psychological state of a person which determines how he/she reasons, interacts, socializes, performs, reacts, behaves and does things in his/her environment (Okafor, 2000 and Nnachi, 2007). Mental health deals with the total development of the child in cognitive, affective and psychomotor domains (Okonkwo and Anagbogu, 2008), hence, mental health is multidimensional. Mental health shows in the individual's ability to work and to love. Mental health does not only mean absence of mental disorders which are higher levels of mental illness. It includes the ability to feel comfortable with oneself and others, ability to enjoy life, carry on with the hassles of life and being able to reconcile life activities and the psychological well-being. It is adjustment of oneself to himself /herself and to the society at large as the person faces the realities of life with greatest personal satisfaction and cheerfulness with socially acceptable behaviour. Mental health is the successful performance of mental function resulting in productive activities that can fulfill relationships with other people and being able to adapt to change and cope with life challenges.

Mental health connotes normal cognitive functioning which depicts the ability to co-ordinate mental processes effectively leading to proper life adjustment with oneself and others as one carry on with his/her life activities. It can be said that mental health shapes ones personality, incidentally people with ill mental health tend to show poor or bad personality and are usually maladjusted while people that are mentally healthy tend to have good personality.

Parenting is a process by which a child is raised from childhood to adulthood. Parenting is a blessing and at same time very challenging, although some parents are ignorant of this. Parenting is an active process that requires planning through the use of knowledge and wisdom because a lot of issues are

involved. The onset of parenting takes effect at conception and the end is not insight because as much as the parents are alive they are still training and taking care of their children. The family is the first environment where a child learns to socialize (Ugoji, 2009). The parenting duties include nurturing, protecting, nourishing, providing and caring for the child. It involves series of interaction between the parents and the child throughout life time. Obinyeluaku (2012) sees parenting as the totality of caring for the child. In the parenting duties, parents serve as models to their children. Hoover-Dempsey and Sandler (2009) stated that modeling is a key mechanism through which parent's involvement affects children's behavior.

Parenting is of various stages which starts from conception to the birth of the baby as the first stage. The second stage is the nurturing stage, after that comes the third called the authority stage which is followed by the fifth stage known as the interpretation stage, and the sixth, stage of preparation for independence. This stage corresponds to the teenage/adolescent stage. Each of these stages of parenting has role expectations from the parents toward the child. The parents should nurture the adolescent children according to their specific needs. If this is done, a positive relationship is built which consistently sends messages of love and support to the children. Osarenren (1996) submitted that constant and sustained physical contact and provision of children's needs establish a powerful bond between the parents and the children. Expressions of love and affection, listening to the child's ideas, feelings, problems and difficulties, showing kindness and sympathy help to build mental health of the child and that will make the child to be firmly connected to the family and the society at large. In the words of Akinade (2005), the family must provide the children with emotional support, love, and companionship. These are critical in the life of the child because they will make the child builds trust on the parents which will be extended to the people in the society. Trust is also established when the parents are able to provide the needs of the children through which the children will have the basis of depending on the parents which will also form the foundation of relationships with people in future. If this is not adequately done, it can result to ill mental health.

During adolescent stage children can ask questions both erring on life issues with the expectation of getting satisfactory answers from the parents. The understanding of the child has widened, hence, he or she can experiment with set

down rules, regulations and norms of the society. Adolescent stage is the stage of confusion, exploration, experimentation and a stage of questing for independence. The parents with warm embrace should direct the child to imbibe acceptable behaviour of the society so that the child will not be maladjusted. Parents should try to dissuade the child from adverse behaviours by making rules in the family to guide the child and also serving as role model. The parents need to explain to the child why his or her decisions are not taken with cogent reasons so that the child is not discouraged. The parents should have listening ear to their children and not to ignore them in order not to predispose them to the dangers of seeking information always from their peers.

Psychologists agree that the family has it as its primary duty to build mental health of children for harmonious personality development, but due to recent developments in industrialization and technological advancement the family unit might have disintegrated. With this development the family might no longer in many communities able to really impact on the mental health development of the child. Their duties in raising their children are transferred to the teachers of these children.

The teachers of these in-school adolescents have significant roles to play in enhancing their mental health. For the teacher to really impact on the mental health of children certain measures are to be taken. The school curriculum should be tailored towards the total development of the child. Teaching and learning should take cognizance of the three domains of education namely cognitive, affective and psychomotor domains so as to produce a total individual. One of the aims of National Policy on Education according the Federal Republic of Nigeria (2004), is to train children who will be worthy in character and in learning. The school should be a place to inculcate good morals, discipline and cooperation. It should be an environment free from hostility, acrimony and insecurity. According to Nwokeocha (2013) in Anwukah (2018), in his education is the training of the individuals to acquire the right attitudes that make them socially responsible through developing the head (cognitive domain), the heart (affective domain) and the hand (psychomotor domain). Education is geared towards the acquisition of appropriate skills, abilities and competencies both in mental and physical capacities as equipment for the individual to live in and contribute to the development of the society (Aghenta, 2001). In Anwukah, (2018).

Teachers must be very knowledgeable on the fundamental principles of human behaviour so as to be able to manage behaviour of the learners. They must be emotionally stable and show positive attitude towards teaching. They are expected to possess good personality. Uchenna(2004) opined that the personality of the teacher spells his effectiveness. Teachers are role models and as such their lives should be worthy of emulation. They should try as much as possible to avoid using abusive language, negative labelling and curses on the children or make sarcastic remarks about them because such comments and labeling can affect the children negatively. It is their role to develop the spirit of cooperation, love and discipline in the children which are among the attributes of good mental health. Most school children have great respect for their teachers which is a good advantage. As such teachers should use that opportunity in correcting, advising, helping children overcome different challenging situations and circumstances that may negatively affect their academic pursuit thereby endangering their future. Besides teachers are the second parents to their learners under them. They play complimentary role in building mental health of the learners. Any failure on the part of the teachers to impact on the mental health of the learners might be dangerous. It should be noted that in Nigerian educational system of today, due to modernisation and advancement in technology learners particularly in primary and secondary schools stay longer in schools as against what was obtainable yester years, so they have a lot of hours to stay with their teachers.

Teachers are expected to teach the learners to be law abiding and be good citizens. A situation where some teachers aid learners to be dishonest and acquire good academic certificates through examination malpractice should be totally discouraged. So the teachers should be above board in these things for them to do justice to their job of imparting knowledge and building mental health of the learners.

Environment where the teacher teaches the learners is very important. The type of school environment where learners learn affects their mental health. The school environment with dilapidated buildings, cracked walls, no fence, no water, dirty environment etc will definitely signal the learners that there is no need for sanity, cleanliness and seriousness in whatever they are doing. To enhance good mental health in children, the school environment must be conducive for learning, there should be good infrastructure, amenities, school

fence, clean environment, order and discipline in the school. There should be co-curricular activities for all round development of the learners. Such activities like games, reading and hobbies of different kinds will help in the development of sound attitudes.

Statement of the Problem

There are recent ugly developments in Nigeria amongst the citizens, the in-school adolescents currently being the people mostly in the act of criminal offences. Such offences as drug abuse, suicidal ideation and other related offences are on the increase among the adolescents particularly the ones in schools. There are reports in the media on suicides and suicide attempts among students in the tertiary institutions and secondary schools. Kwara state is not exempted in criminal acts among the youths in which adolescents in criminal activities constitute greater percentage. Isiaka and Isaah (2015) stated that youths in Ilorin exhibit different kinds of index crimes resulting into violent and aggressive behaviour. According to Isiaka and Issah these aggressive and violent behaviours include street fighting, drug abuse, drug distribution, car theft, gang rape, assault among other crimes. Further submission from (Mohammed, 2006) was that violence has increasingly become a recurrent occurrence in the metropolis which the youths perpetrate through attempted murder of politicians and young people, shooting and maiming, robbery, assassination, religious disturbances and secret cultism. In trying to adduce reasons on what could be the cause of these unwholesome development, the researchers mind went to the issue of mental health issues which could generate a lot problems to individuals and the society at large. Those who ate to enhance the mental health of children like the teachers and the parents are not doing their job, hence the mental health of these adolescents are not positively impacted. With this in mind the researchers tried to examine the roles of parents and teachers in enhancing the mental health of the in-school adolescents in Kwara State.

Purpose of the Study

The purpose of the study is to examine the parent teachers roles in enhancing mental health of in-school adolescents as perceived by professional counsellors in Kwara State. The study is also set to investigate the influence of the moderating variables of age, gender, religion and years of service of the respondents on their perception.

Research Question

One research question was raised to guide the study.

What are the parent-teachers roles in enhancing mental health of in-school adolescents as perceived by professional counsellors in Kwara state?

Research Hypotheses

Four hypotheses were formulated to guide the conduct of the study

- Ho1: There is no significant difference in the perception of professional counsellors on the parent-teachers roles in enhancing mental health of in-school adolescents on the basis of gender in Kwara State.
- Ho2: There is no significant difference in the perception of professional counsellors on parent-teachers roles in enhancing mental health of in-school adolescents on the basis of age in Kwara State.
- Ho3: There is no significant difference in the perception of professional counsellors on the parent-teachers roles in enhancing mental health of in-school adolescence on the basis of religion in Kwara State.
- Ho4: There is no significant difference in the perception of professional counselors on the parent-teacher roles in enhancing mental health of in-school adolescence on the basis of years of service in Kwara State.

Method

Descriptive survey research was adopted for the study. The population comprised of counsellors numbering about one thousand five hundred in Kwara State while the target population was the professional counsellors in Ilorin Metropolis. Multistage sampling was used to select one hundred professional counsellors that participated in the study. At stage one convenient sampling technique was used to select Ilorin Metropolis made up of Ilorin East, Ilorin South, Ilorin West, Asa and Moro out of sixteen local government areas in Kwara State. At stage two, convenient sampling technique was used to select professional counsellors from the five local governments areas that made up Ilorin Metropolis, and at stage three, stratified sampling technique was used to classify them into gender, age, religion and years of experience.

Data was collected via researchers designed questionnaire entitled Parent-teachers Roles in Enhancing Mental Health Questionnaire (PREMHQ). It has

section A which solicited for demographic data and section B that contained twenty five items which the respondents responded on a four point Likert- type scale of strongly agree (SA), agree (A), disagree(D) and strongly disagree (SD) which have points 4, 3, 2, 1 respectively. The instrument was validated by experts in test and measurement and the reliability was established through Split-half. The two sets of score obtained were computed with Pearson's Product Moment Correlation which yielded coefficient of 0.62 showing that the instrument is reliable. The cut off mark was obtained by finding the mean of the points thus: $4+3+2+1=10/4=2.50$. Any item in the section B of the questionnaire that did not score up to 2.50 was not parent- teachers role in enhancing mental health of in-school adolescents. The instrument was administered to the respondents personally by the researchers and was retrieved back after completion.

Data were analysed with frequency and percentages for demographic data, mean and rank order for research question, t-test and analysis of variance for hypotheses which were held at 0.05 alpha level.

Results

Demographic Data

Table 1: Distribution of respondents by gender, age, religion and years of experience

Variables	Frequency	Percentages
Gender:		
Male	40	40
Female	60	60
Total	100	100
Age Range:		
21-35 years old	26	26
36-50 years old	50	50
51 years old and above	24	24
Total	100	100

Religion:		
Christianity	52	52
Islam	46	46
Other religions	02	02
Total	100	100
Years of experience:		
1-10 years	49	49
11-20 years	33	33
21 years and above	18	18
Total	100	100

Table 1 presents demographic characteristics of the respondents. It shows that out of 100 respondents that participated in the study, 60(60%) were females, 40(40%) were males. The finding is that females participated more than the males in the study. This might be so because females go into counselling profession more than males. Also, respondents who are between 36-50 years participated more 50(50%) than those who are between 21-35 years 26(26%) and those who are between the ages of 51 years and above 24(24%). Respondents who are Christians participated more 52(52%) than other religions that are in Islam 46(46%) and other religions 02(02%). The reason for this might be because the area of study are mostly dominated by Christians. Respondents who have 1-10 years of counselling experience participated more in the study 49(49%) followed by those who have 11-20 years of experience 33(33%) and those that have 21 years and above experience were 18(18%). The fewness of the group that has experience of 21 years and above might be because counselling was a new profession then. Those that participated more might be because counseling is well established now than before and is embraced more in Nigeria in later years.

Research Question

What are the parent-teachers roles in enhancing mental health of in-school adolescents in Ilorin Metropolis as perceived by professional counselors in Kwara State?

Table 2: Mean and Pearson rank order of the respondents on parent-teachers roles in enhancing mental health of in-school adolescents.

Item no.	Item	Mean	Rank
1.	Taking good care of the adolescents	3.87	1st
18.	Serving as role model	3.85	2nd
15.	Teaching them the fear of God	3.75	3rd
2.	Loving them	3.77	4th
25.	Providing conducive atmosphere for learning	3.70	5th
8.	Giving them quality education	3.67	6th
13.	Being mindful of them	3.66	7th
23.	Inculcating in them the spirit of love, peace and patience	3.66	7th
6.	Teaching them morals	3.66	7th
14.	Teaching them to value other people's lives	3.64	10th
16.	Monitoring their activities at home	3.63	11th
19.	Planning curriculum that will provide for all round development of adolescents	3.62	12th
3.	Interacting with them always	3.62	13th
12.	Giving them good medical care	3.61	14th
7.	Teaching them how to relate with people well	3.60	15th
20.	Teachers being effective in teaching	3.58	16th
24.	Making school environment enjoyable	3.55	17th
11.	Teaching them the societal values and norms	3.55	17th
17.	Being friendly with them	3.54	19th
22.	Discouraging them from the use of foul language	3.50	20th
21.	Having qualified teachers in school	3.49	21st
9.	Respecting the rights of adolescents	3.44	22nd
5.	Blessing instead of cursing them	3.43	23th
10.	Refraining from child abuse	3.36	24th
4.	Scolding them when they misbehave	1.96	25th

Table 2 shows the mean and Pearson rank order on the perception of the respondents on parent-teachers roles in enhancing mental health of in-school adolescents. All the items except item 4 with mean score of 1.96 have the mean

score that is above the bench mark of 2.50 showing that those items are parent-teachers roles in enhancing mental health of in-school adolescents as perceived by the respondents, while item 4, scolding them unnecessarily is not parent-teachers in enhancing mental health of the in-school adolescents.

Research hypothesis 1: There is no significant difference in the perception of professional counsellors on parent-teacher roles in enhancing mental health of in-school adolescents on the basis of gender.

Table 3: Mean, standard deviation and t-value of respondents' perception on the basis of gender

Gender	N	Mean	Sd	Df	t-cal	crit.t	p-value
Male	40	85.750	7.83	98	-3.028	1.65	.003
Female	60	90.73	8.39				

The analysis in table 3 showed that the calculated t. is -3.028 and critical t. is 1.65, p-value is .003. Since the cal.t is greater than the crit.t and the p-value greater than 0.05 alpha level, the hypothesis that states that there is no significant difference in the perception of the professional counsellors on the parent-teachers roles in enhancing mental health of in-in school adolescents is rejected, meaning that their gender made them to have different perceptions.

Hypothesis 2: There is no significant difference in the perception of the professional counselors on the parent-teacher roles in enhancing mental health of in-school adolescents on the basis of age.

Table 4: ANOVA table on the respondents perception on the basis of age

Source	Sum of squares	Mean square	Df	CaLF	Crit.F	p-value
Between groups	23.88	11.940	2	0.1	3.07	0.850
Within group (error)	7125.359	73.457	97			
Total	7149.239		99			

Analysis on table 4 showed that the calculated F. 0.16 is less than the critical F. of 3.07. Since the cal.F is less than crit.F, the hypothesis which states

that there is no significance difference in the perception of the professional counsellors on the parent-teachers in enhancing mental health of in-school adolescents is accepted. Hence, age did not make the respondents differ in their perception.

Hypothesis 3: There is no significant difference in the perception of the professional counsellors on the parent-teachers roles in enhancing mental health of in-school adolescents in the secondary school on the basis of religion.

Table 5: ANOVA analysis on the respondents' perception on the parent-teachers roles in enhancing mental health of in-school adolescents

Source	Sum of squares	Df	M.square	Cal.F	Crit.F	p-value
Between group	281.862	2	140.931	1.99	3.07	.142
Within group	6867.378	97	70.798			
Total	7149.240	99				

Table 5 revealed that the calculated F of 1.99 is less than the critical F of 3.07, hence, therefore, the hypothesis is accepted. This indicates that type of religion did not make the respondents differ in their perception.

Hypothesis 4: There is no significant difference in the perception of the professional counselors on the parent-teachers roles in enhancing mental health of in-school adolescents on the basis of years of experience.

Table 6: ANOVA analysis on the respondents perception on the parent-teachers roles in enhancing mental health of in-school adolescents based on years of experience

Source	Sum of square	df	M.square	Cal.F	Crit.F	p-value
Between groups	181.158	2	90.579	1.26	3.07	.288
Within groups	6968.082	97	71.836			
Total	7149.240	99				

In table 6 the calculated F of 1.26 is less than the critical F of 3.07. Since the cal.F. is less than the crit.F. the hypothesis which states that there is no significant difference in the perception of professional counselors on parent-

teachers' roles in enhancing mental health of in-school adolescents on the basis of years of service is accepted. Years of service did not make the respondents differ in their perception.

Discussion of Findings

The finding in the research question showed that the parent-teachers roles in enhancing mental health of in-school adolescents includes taking good care of the adolescents, serving as role models, teaching the adolescents the fear of God, loving the adolescents, providing conducive atmosphere for learning, giving the adolescents quality education, not being careless about the adolescents, inculcating in the adolescents spirit of love, peace, patience and understanding, teaching the adolescents good morals, teaching the adolescents to value people's lives, monitoring their activities in the school, planning curriculum that will provide all development of the adolescents, interacting with the adolescents, giving the adolescents good medical care among other roles. This finding supports (Obinyeluaku, 2012), who argued that parenting process involves series of interaction between the parent and child. In support of this finding also is (Hoover-Dempsey and Sandler, 2009), who opined that modeling is a key mechanism through which parents involvement affects children's behaviour. In tandem with this finding also is (Akinade, 2005), who submitted that family (parents) must provide the children emotional support and companionship for good mental health. Nwokeocha (2013) in Anwukah (2018), supported this finding by stating that education is the training of the individuals to acquire the right attitude that will make them socially responsible through developing the head (cognitive domain), the heart (affective domain) and the hand (psychomotor domain). So the teacher should through teaching impact on the all round development of the children.

The finding also revealed that there is significant difference in the perception of the respondents on the basis of gender. The finding might be so because male gender don't take care of children as much as the females do, therefore might not think that men can really do so. This finding is supported by the related study of (Isiaka and Issah, 2015), on drug abuse among youths where they discovered that males abuse drugs more than females.

The finding of the study also revealed that ages of the respondents did not make them differ in their perception on parent-teacher roles in enhancing mental

health of in-school adolescents. The finding might be so because the respondents are mature professional counsellors who are knowledgeable in counselling. The finding contradicts (Agubosi, Hammed and Adegunju, 2018) who discovered in their research on the counseling needs of professional counselors for effective role performance in educational development in Kwara state that age made the counsellors to have different perception on the training needs.

Finding of the study also showed that religion and years of experience did not bring about differences in their perception. This finding was not corroborated by (Agubosi, Hammed & Adegunju, 2018) who discovered in their related study on the perceived counselling needs of professional counsellors for effective role performance in education in Kwara state that years of experience made them differ in the counseling needs.

Conclusion

The study examined parent-teachers roles in enhancing mental health of in-school adolescents in Kwara State as perceived by professional counsellors. The professional counsellors perceived that parents and teachers should enhance mental health of in-school adolescents by caring for them through loving them, educating them, teaching them the fear of God, providing for them conducive atmosphere for learning among others. Age, religion and years of experience did not make the respondents differ in their perception but their gender caused different perceptions. Mental health of in-school adolescents could be enhanced if the stake holders in building mental health do their duties.

Recommendations

1. Parents should be counselled what they should do to enhance the mental health of their children.
2. Teachers should be enlightened to perform their duties of enhancing the mental health of in-school adolescents through being effective in the teaching and taking good care of them.
3. Government should provide adequate infrastructure, such as uncongested, well light classrooms, libraries stocked with relevant books, well equipped laboratories, portable water among others as in the schools so that the learners will learn in conducive atmosphere which will impact on their mental health.

4. The government should organize seminars to enlighten the parents on what they could do to enhance mental health of their children.

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