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FAMILY EMOTIONAL SUPPORT AND THE PSYCHOLOGICAL WELL-BEING OF SENIOR SECONDARY SCHOOL ADOLESCENTS IN DELTA STATE

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Abstract

This study investigated the relationship between family emotional support and the psychological well-being of senior secondary school adolescents in Delta State. The study was guided by two research questions and two corresponding hypotheses. Adopting a correlational research design, the study targeted a population of 29,409 senior secondary school students, from which a sample of 990 students was selected using simple random and convenience sampling techniques. Data collection was conducted using a validated questionnaire titled "Questionnaire on Family Emotional Support and Adolescents' Psychological Well-being." The reliability of the instrument was established through Cronbach's alpha. Data analysis was conducted using Pearson's correlation coefficient of determination and simple regression, with hypotheses tested at a 0.05 level of significance. The findings revealed significant relationships between family emotional support and the psychological well-being of adolescents. The study further found that gender significantly moderated the relationship between family emotional support and psychological well-being. The study concluded that family emotional support is a critical factor influencing adolescent psychological well-being in Delta State. It is recommended that schools, policymakers, and community leaders promote family-based support programs. Counseling programs should also consider gender differences to ensure culturally and contextually appropriate interventions.

Keywords: Family Emotional Support, Psychological Well-Being, Secondary School Adolescents, Gender

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INTRODUCTION

The psychological well-being of adolescents means being contended with life and understanding an abundance of positive emotions. Adolescence is a transitional phase defined by profound physical, social, and emotional changes. It is a period of fast development, not merely in biological characteristics but also in social roles and emotional capacities. Psychological well-being is vital for teenagers since it influences their immediate experiences and shapes their future. This focus on well-being marks a transition from managing mental health problems to developing a holistic approach to optimal youth development. Adolescent well-being is a multidimensional notion that incorporates numerous characteristics of healthy functioning. Self-acceptance is a fundamental feature, involving a good sense of self-worth and a clear grasp of one's identity. Positive relationships build strong, supportive connections with family, friends, and the wider community, providing a sense of belonging and emotional security. Autonomy is another key feature, indicating an adolescent's ability to develop independence and assert control over their lives. Having a purpose in life is another essential element of adolescent well-being. Clear objectives and aspirations provide direction and drive, helping teenagers manage adversities and keep a forward-looking perspective. Personal growth is a vital part of teenage well-being, requiring constant learning, skill improvement, and adaptation to new conditions (World Health Organization. (2021).

Psychological well-being encompasses various aspects of how individuals feel, think, and function in their daily lives, and is not just the absence of mental illness. It includes emotional, psychological, and social dimensions and is considered essential for mental health. Psychological well-being involves a wide variety of positive traits that contribute to an adolescent overall thriving. It is a vital part of overall health and quality of life, impacting an individual's thoughts, feelings, and activities. High levels of well-being are associated with better lifestyles, such as regular physical activity, balanced diets, and appropriate sleep, which in turn positively impact physical health. Positive mental health reduces the risk of chronic diseases and boosts the immune system, making individuals more resilient to illness. Emotional resilience also helps individuals cope with life's obstacles efficiently, reducing the likelihood of experiencing anxiety, depression, and other mental health issues (Ryff, 2017).

Dejonckheere *et al*. (2022) opined that high psychological well-being also affects the quality of relationships, adolescents with high well-being have more positive interactions and better conflict management, leading to stronger and more rewarding personal and professional relationships. This, in turn, supports and enhances psychological well-being, producing a healthy loop. Pseudo-psychological well-being contributes to total life satisfaction and happiness by making individuals feel good about themselves and their lives, leading to a sense of purpose and pleasure. This sense of purpose is vital for a meaningful and rewarding life. On a social level, high levels of psychological well-being contribute to more cohesive and resilient communities, contributing to a more supportive, inclusive, and thriving society. Adolescents' psychological well-being bears tremendous significance for their whole development, encapsulating their emotional state, coping skills, and general life satisfaction.

The researcher has observed that adolescents encounter a multitude of obstacles that have a substantial effect on their mental well-being, such as anxiety, depression, stress, unfavourable self-image, social factors including bullying, peer pressure, and social exclusion, as well as familial dynamics like strained relationships or dysfunction. Academic difficulties and high expectations from schools or families can lead to elevated levels of stress and anxiety, potentially leading to substance misuse as a coping mechanism. Adolescents might suffer long-lasting psychological harm and negative effects on their mental health and

well-being as a result of both personal and witnessing traumatic situations. These variables add to the total anguish and suffering experienced by teenagers resulting in a lack of direction in their lives. This lack of direction can emerge in numerous ways, such as low academic performance, disengagement from social activities, and a sense of aimlessness. When adolescent's psychological well-being is impaired, they may feel heightened levels of stress, worry, and sadness, which can cloud their judgment and hinder their capacity to make educated decisions regarding their school, job, and personal life. Without a strong sense of purpose, adolescents may struggle to define and pursue meaningful objectives, which are critical for their general development and future success.

According to Suldo and Huebner (2018),the absence of direction in teenagers' lives owing to poor psychological well-being can result in a weakened sense of self-worth and identity, making it harder for them to imagine a good future. Adolescent psychological well-being can be affected by different elements such as academic stress, social pressure, familial bonds, and emotions of anxiety. Peer pressure can damage self-image, substantially damaging identity formation. Dark influences like bullying can impair self-worth and cause enduring emotional scars. Trauma and abuse can limit healing, while substance addiction can choke ambitions for a healthy future. Family bonds can be tough, leading to feelings of loss and confusion. Identity and self-esteem are fragile and quickly influenced by cultural standards and personal worries. In the digital era, technology, and social media may both link and separate individuals, giving opportunity but also sowing seeds of comparison and discontent, disrupting the natural harmony of well-being. Protecting teenagers from making bad judgments and supporting psychological well-being is vital for their health and well-being during adolescence and adulthood since society requires healthy individuals to take over leadership. It is vitally crucial to promote the psychological well-being of adolescents.

Additionally, psychological well-being has an important role in molding teenagers' social interactions. Adolescents who experience higher levels of life satisfaction and psychological strengths are more likely to build pleasant and supportive interactions with peers, family members, and other social networks. These interactions provide vital emotional support, companionship, and a sense of belonging, supporting teenagers' social and emotional growth, which helps them operate efficiently. Furthermore, the ramifications of psychological well-being extend beyond adolescence, influencing long-term mental health outcomes. Adolescents who build psychological qualities during this formative era display stronger resistance to future stressors and are less susceptible to developing mental health disorders such as depression and anxiety later in life. However, teenagers experience different problems that can damage their psychological well-being. Mental health difficulties, including depression, anxiety, and substance addiction, are frequent during adolescence, with rates climbing dramatically during this developmental phase. Adolescents contend with scholastic demands, peer conflicts, and exposure to traumatic events, increasing mental health problems. Additionally, the rise of digital technology and social media has created additional concerns, with increasing screen time associated to decreased psychological well-being. Cyberbullying, aided by online platforms, poses a serious threat to teenagers' mental health, contributing to despair, anxiety, and suicidal thoughts (Twenge & Campbell, 2018; Patchin & Hinduja, 2018). To address the issues related with adolescent psychological well-being, the researcher will wish to look at the independent variable of family emotional support of adolescents.

Family emotional support is the supply of affection, empathy, understanding, and encouragement within the family unit. It comprises demonstrations of love, affirmation, and

attention to the emotional needs of family members. This form of support has a significant role in boosting individuals' psychological well-being and resilience, particularly during times of stress or hardship. Family emotional support according to Levy, (2018) comprises several components that may contribute to adolescent psychological well-being, including trust, shared values, empathy, and active listening. Each of these aspects plays a significant role in building a supportive family environment that enhances adolescent mental health and resilience. Trust within the family unit comprises confidence in family members' reliability, honesty, and goodness. Adolescents who feel trusted by their family members are more likely to have a stable relationship to their caregivers and experience a sense of emotional security. Trust facilitates open communication and honesty within the family, allowing adolescents to confide in their parents or caregivers about their ideas, feelings, and problems without fear of judgment or betrayal. This sense of trust increases emotional intimacy and enhances the parent-child link, contributing to teenagers' psychological well-being.

Shared values refer to having common ideas, concepts, and ideals that are upheld and transferred within the family. Families that share key values such as respect, kindness, and compassion give adolescents a sense of belonging and identity. Hardin, *et al* (2019) concluded that adolescents reared in families with shared values are more likely to integrate these concepts and assimilate them into their value systems, influencing their behavior and decision-making processes. This alignment of values generates a sense of coherence and unity within the family, boosting adolescents' sense of purpose and meaning in life, which are crucial components of psychological well-being (Wong, 2016).

Empathy involves the ability to comprehend, share, and validate the feelings and experiences of others. Family members who display empathy for teenagers give them emotional validation and support, establishing a sense of emotional connection and understanding. Adolescents who feel understood and appreciated by their family members are more likely to acquire good emotional regulation abilities and coping mechanisms. Moreover, parental empathy buffers against the harmful impact of stressors and adversities on adolescents' mental health, encouraging resilience and psychological well-being (Eisenberg et al., 2010). Active listening comprises attentive and nonjudgmental listening, in which listeners focus on comprehending the speaker's perspective and emotions. Parents or caregivers who participate in active listening with teenagers establish a supportive and validating communication environment. Adolescents who feel listened to and validated by their family members are more inclined to express their views and feelings openly, resulting to greater emotional intimacy and connection within the family (Moretti & Higgins, 2019).Active listening also helps problem-solving and conflict resolution within the family, fostering constructive communication patterns and lowering interpersonal tensions that can negatively affect adolescents' psychological well-being (Rosnati, 2017).

Adolescent social-physical characteristics refer to the social and physical features of an adolescent. The social features relate to the behavioral, emotional, and interpersonal attributes that are typical of individuals during adolescence, often lasting from ages 10 to 19. During adolescence, individuals demonstrate a spectrum of social qualities that greatly influence their interactions, relationships, and general well-being. Four crucial characteristics of social development at this era include risk-taking behavior, dating, autonomy, and identity construction. Risk-taking behavior is frequent among adolescents, driven partially by changes in brain maturation that heighten sensitivity to rewards and impair impulse control. This conduct can emerge in different ways, such as through substance use, irresponsible driving, or participating in unsafe sexual activity (Steinberg, 2008). While some level of risk-taking is

typical during adolescence, excessive activity can lead to negative effects like injury, substance abuse, or mental health difficulties.

Dating and romantic connections become increasingly crucial during adolescence as individuals discover closeness and desire. Positive dating experiences defined by mutual respect and emotional connection can promote teenagers' psychological well-being However, Ackard, et al (2007) state that bad experiences, such as dating violence or toxic relationships, can have harmful impacts on mental health and self-esteem Autonomy is another essential feature of social development during adolescence. As individuals aspire for independence, disagreements may emerge with parents about topics like curfews or lifestyle choices. Negotiating autonomy while keeping connectedness with family members is vital for teenagers' well-being (Allen *et al.,* 2004). Identity development is a major process of adolescence, comprising the discovery and integration of multiple social, cultural, and personal identities. This process incorporates self-reflection, experimentation, and social comparison. Successful identity formation is related to beneficial outcomes including self-esteem and emotional well-being, while identity uncertainty can lead to psychological distress and maladaptive behaviors.

Adolescent physical characteristics relate to the biological qualities and changes that occur during adolescence, often between the ages of 10 and 19 years old. The physical traits of adolescents endure considerable changes during this developmental time, altering their psychological well-being. Key components include sexual maturation, puberty, physical fitness, and nutritional demands, each of which may play a key influence in developing teenagers' overall health and mental well-being. Sexual maturation refers to the biological process through which adolescents develop secondary sexual traits, such as breast development in females and facial hair growth in males. This process is driven by hormonal changes, particularly the release of estrogen and testosterone, which cause the development of reproductive organs and the emergence of sexual traits (Patton & Viner, 2007). Sexual maturation is a normal element of teenage development but can also be accompanied by psychological issues, including body image worries, identity construction, and sexual exploration (Marshall & Tilton-Weaver, 2015). Adolescents may suffer tension or anxiety due to their developing bodies, which can impair their self-esteem and psychological well-being. Puberty comprises the physical changes linked with sexual maturity, including growth spurts, voice changes, and the commencement of menstruation in females. These alterations are triggered by hormonal modifications that activate the body's reproductive system (Biro & Deardorff, 2013). Puberty indicates a period of rapid physical growth and development during which teenagers may suffer variations in mood, body image problems, and heightened emotional sensitivity.

The onset of puberty can also coincide with social and peer pressures, significantly damaging adolescents' psychological well-being. Physical fitness refers to the ability to do physical activities and tasks effectively and efficiently. Regular physical activity is vital for adolescents' physical health and psychological well-being. Engaging in physical exercise has been related to several psychological advantages, including reduced stress, improved mood, and enhanced self-esteem. Adolescents who participate in sports or other physical activities generally report higher levels of life satisfaction and overall well-being (Toseeb, Brage, Corder, & Dunn, 2017). Physical exercise also improves good body image and self-confidence, adding to teenagers' psychological resilience. Adolescence is a vital era for addressing nutritional needs, as fast growth and development place significant demands on the body's dietary requirements. Proper nutrition is vital for sustaining physical growth, cognitive function, and overall health during adolescence. Inadequate nutrition can have

significant impacts on teenagers' physical health and psychological well-being, including weariness, poor focus, and mood problems. Adolescents may also have body image concerns connected to dieting or disordered eating practices, which can impair their psychological health and self-esteem.

The study explored how gender affects the psychological well-being of adolescents. Gender may have a substantial effect on adolescents' psychological well-being. For instance, gender norms and societal expectations might influence how teenagers perceive and express their emotions, which can impact their psychological well-being differently. Moreover, research has revealed that girls are more prone to participate in emotion-focused coping, whereas boys are more likely to utilize problem-focused coping. Understanding these gender variations is vital to creating targeted interventions to improve adolescents' psychological well-being (Ramos *et al*., 2017).

Statement of the problem

Adolescence is a crucial stage of development that involves significant changes in physical, cognitive, and socio-emotional aspects of their development. A key aspect of adolescent development is psychological well-being, which comprises various positive attributes that contribute to overall flourishing. Psychological well-being during adolescence is essential as it affects academic success, social relationships, and long-term mental health outcomes. The researcher observed that adolescents in Delta State face many challenges that can adversely impact their psychological well-being. Factors such as family dynamics, peer relationships, and socioeconomic disparities can contribute to mental health issues, including depression, anxiety, and substance abuse. The emergence of digital technology and social media has also introduced new challenges, such as cyberbullying and excessive screen time. They may become withdrawn or exhibit behavioral issues, which can further isolate them and intensify their feelings of confusion and lack of direction.

Although some interventions have been implemented to address adolescent psychological well-being such as parenting styles and positive parenting, there is still a gap in understanding the specific role of family emotional support in shaping adolescent well-being. Furthermore, it is essential to explore how these factors interact and influence psychological well-being differently across diverse populations, including gender. Family emotional support is essential for adolescents' psychological well-being. It creates a nurturing environment that promotes a sense of security and belonging. This may promote a good self-image and resilience, which are critical for mental health. Family emotional support also serves as a stress buffer, lowering the likelihood of anxiety and depression while increasing overall psychological well-being. As a result, the researcher wishes to investigate the role between family emotional support in shaping adolescent psychological well-being. Therefore, the problem of the study is, what is the relationship of family emotional and adolescent psychological well-being in Delta State?

Research Question

1. What is the relationship between family emotional support and its components of trust, shared values, empathy, active listening, and the psychological well-being of secondary school adolescents in Delta State?
2. What is the moderating impact of gender on the relationship among family emotional support and the psychological well-being of secondary school adolescents in Delta State?

Research Hypotheses

The following hypotheses guided the study

1. There is no significant relationship between family emotional support and its components of trust, shared values, empathy, active listening, and the psychological well-being of secondary school adolescents in Delta State.
2. There is no significant moderating impact of gender on the relationship among family emotional support and the psychological well-being of secondary school adolescents in Delta State.

METHOD

This study adopted the correlational research design. Correlational research design is a type of scientific study used to investigate relationships between variables. This design was chosen because it allowed the study of the relationship that existed between family emotional support, social-physical characteristics, and adolescent psychological well-being of senior secondary school students.

The population of the study comprised all senior secondary 2 students in Delta State, numbering 29,409 senior secondary 2 students from the existing 477 secondary schools in Delta State, according to the Ministry of Education in Delta in the 2022-2023 academic session.

The sample size for this study was 990 senior secondary school students. The choice of 990 was based on the recommendation of Gill, et al. (2010) that in a population between 25,000 and 49,999, a sample size of 990 was adequate at a 97% confidence level. A multistage sampling method was used in the selection of the sample from the population.

The questionnaire was the instrument that was used in the study, which was constructed by the researcher with the help of his supervisor. The instrument was divided into two sections, A and B. Section A contained the demographic variables of the students, such as sex. Section B contained the family emotional support scale (FESS) and the adolescents' psychological well-being scale (APWBS), which consisted of 16 items. Students were required to respond on a continuum range of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1.

The questionnaire developed by the researcher was subjected to scrutiny by the research supervisors. Afterwards, it was given to other experts in the Guidance and Counselling Department from the Faculty of Education, Delta State University, Abraka. The experts ascertained face validity for the instrument as meeting the constructs of variables to be measured. The instrument was adjudged to also meet content validity. Thereafter, a total of 100 copies of the instrument were pilot-tested on students in Edo State at Edo College. The data were subjected to factor analysis to ascertain their content and construct validity. The principal component analysis of the extraction method was used to estimate the content validity of the instrument. It yielded a value of 71.73% and 51.72%. To estimate the construct validity of the instrument, the rotated factor loading of the varimax method was done, which yielded a value between 0.53-0.91 and 0.65-0.90. A pilot test was carried out to ascertain the reliability of the instrument. A total of 100 copies of the instrument were pilot-tested on students in Edo College, Benin City. The data obtained from the pilot study were analysed using the Cronbach Alpha reliability coefficient to determine the internal consistency of the various scales of the instrument. It yielded a coefficient of 0.77, 0.70, 0.84, 0.87, 0.81, 0.83, and a general reliability of 0.96 for the instrument. The questionnaire was administered by the researcher and three research assistants. The questionnaire was retrieved immediately. This

ensured that all or almost all the copies of the questionnaires were retrieved. It also allowed the researcher to explain any aspects of the questionnaire that the respondents may not have understood. Pearson's correlation coefficient of determination, simple, and multiple regression were used to analyse the data. The research questions were answered with Pearson's correlation coefficient of determination. Simple regression was used to test hypotheses. The hypotheses were tested at a 0.05 level

RESULT

Research Question 1: What is the relationship between family emotional support and its components of Trust, Shared values, Empathy, Active listening, Quality time, Respect, Open communication and Expressing affection, and the psychological well-being of secondary school adolescents in Delta State?

Table 1:

***Correlation matrix of family emotional support and its components of Trust, Shared values, Empathy, Active listening, Quality time, Respect, Open communication and Expressing affection, and the psychological well-being of secondary school adolescents*.**

Variable	Mean	SD	FEM	TR	SV	EPT	AL	QT	RP	OC	EXA	PWB
FEM	56.43	7.61	**1**									
TR	7.03	1.07	.26*	1								
SV	9.32	1.93	.15*	.51*	1							
EPT	6.59	1.46	.18*	.66*	.22*	1						
AL	8.82	2.23	.14*	.70*	.40*	.36*	1					
QT	6.40	1.47	.27*	.65*	.20*	.27*	.39*	1				
RP	6.80	1.47	.04*	.58*	.31*	.31*	.34*	.22*	1			
OC	5.38	1.50	.18*	.61*	.30*	.31*	.41*	.32*	.34*	1		
EXA	6.06	1.79	.13*	.35*	.11*	.15*	.14*	.11*	.03*	.13*	1	
PWB	43.23	11.05	.09*	.54*	.17*	.32*	.28*	.22*	.27*	.12*	.04*	1

Family Emotional Support=FEM, Trust=TR, Shared Values=SV, Empathy=EPT, Active Listening=AL, Quality time=QT, Respect=RP, Open communication=OC Expressing affection=EXA, Psychological Well-Being=PWB

The data provided in Table 4.1 which seeks to understand the relationship between family emotional support along with its components of Trust, Shared Values, Empathy, Active Listening, Quality Time, Respect, Open Communication, and Expressing Affection and the psychological well-being of secondary school adolescents in Delta State is a correlation matrix that examines how these components relate both to psychological well-being (PWB) and to each other. According to the table, Trust emerged as the component with the strongest positive correlation with psychological well-being, recording a correlation coefficient of r = .547. This suggests that adolescents who perceive higher levels of trust within their families tend to experience better psychological well-being.

Other components such as Empathy (r = .320), Active Listening (r = .284), and Respect (r = .273) also demonstrated moderate positive relationships with psychological well-being. In contrast, the overall measure of family emotional support (FEM) showed a weaker direct correlation with psychological well-being, with a coefficient of only r = .091. This indicates that while emotional support matters, the specific components, especially Trust, have a stronger and more direct impact on adolescents' psychological well-being. Additionally, the correlation matrix reveals that these components of family emotional support are interrelated. For example, Trust showed strong positive correlations with Empathy (r = .664), Active Listening (r = .701), and Respect (r = .587), suggesting that these supportive behaviours often coexist within emotionally supportive families.

Research Question 2

What is the moderating impact of gender on the relationship between family emotional support, and the psychological well-being of secondary school adolescents in Delta State?

Table 2:

Correlation matrix of gender on the relationship among family emotional support and the psychological well-being

Variable	Mean	SD	GEN	FES	SOC	PHYC	PWB
GEN	1.50	.53	**1**				
FES	56.43	7.61	.11*	1			
PWB	43.23	11.05	.33*	.19*	.51*	.37*	1

Gender=GEN, Family Emotional Support=FES, Psychological Well-Being=PWB

The above output investigates whether gender moderates the relationship among family emotional support and the psychological well-being of secondary school adolescents in Delta State. Table 4.6 presents a correlation matrix showing how gender (GEN) relates to the other key variables. Gender shows a weak positive correlation with family emotional support (r = .11) and psychological well-being (r = .33). These relatively low correlations suggest that while gender may have some influence, its moderating effect on the relationship among family emotional support and psychological well-being appears limited.

Hypothesis 1: There is no significant relationship between family emotional support and its components of Trust, Shared values, Empathy, Active listening, Quality time, Respect, Open communication and Expressing affection, and the psychological well-being

Table 3:

Multiple regression and multiple correlation analysis of family emotional support and its components of Trust, Shared values, Empathy, Active listening, Quality time, Respect, Open communication and Expressing affection, and the psychological well-being

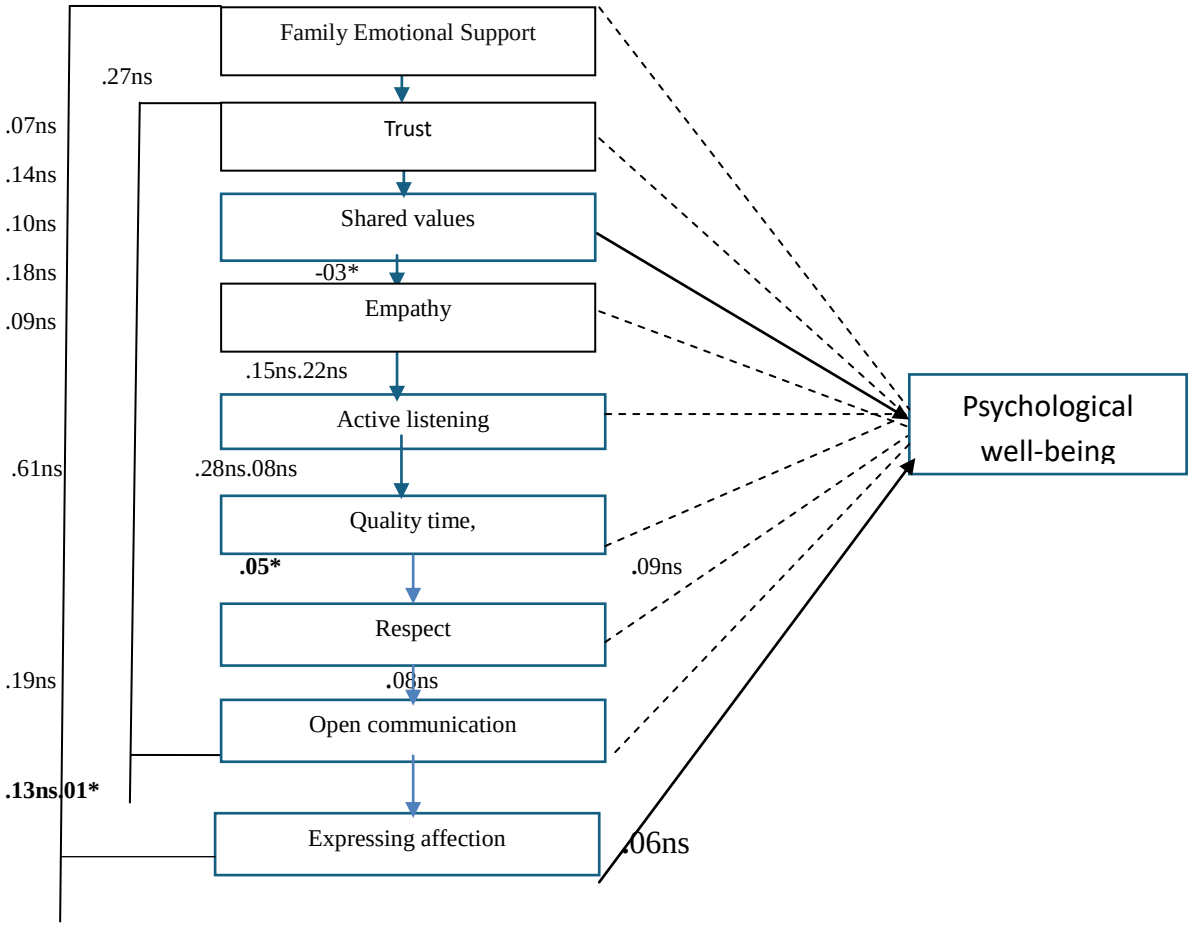
Model	SS	df	MS	F	R	B	SE	β	t	P
Regression	13007.113	8	1625.889	14.802	.33					.00*
Residual	107753.296	981	109.840							
Total	120760.408	989								
(Constant)						20.68	2.76		7.48	.00*
Trust						.68	.35	.07	1.95	.05*
Shared Values						.54	.19	.10	2.74	.01*
Empathy						-.22	.29	-.03	-.79	.43ns
Active Listening						1.11	.17	.22	6.61	.00*
Quality Time						-.58	.26	-.08	-2.23	.03*
Respect						.67	.27	.09	2.53	.01*
Open Communication						.57	.23	.08	2.53	.01*
Expressing affection						.09	.20	.01	.44	.66ns

The above Table 3 shows that there is a significant relationship between family emotional support and the psychological well-being of secondary school adolescents.The multiple regression analysis shows a significant overall relationship (F = 14.802, p = .00), with an R-value of .33, indicating a moderate relationship between family emotional support and psychological well-being. Several components, including Trust (p = .05), Shared Values (p = .01), Active Listening (p = .00), Respect (p = .01), and Open Communication (p = .01), show significant positive contributions to psychological well-being. However, Empathy (p = .43) and Expressing Affection (p = .66) show no significant effect, while Quality Time (p = .03) shows a small but negative contribution.

Overall, the results suggest that certain aspects of family emotional support significantly influence adolescents' psychological well-being, leading to the rejection of the null hypothesis.The strength of the relationship observed among family emotional support and its components of Trust, Shared values, Empathy, Active listening, Quality time, Respect, Open communication and Expressing affection, and the psychological well-being is illustrated in the path analysis model in Figure 1.

Figure 1:

Path Analysis model indicating the strength of the relationship between family emotional support and its components and the psychological well-being



The above output summarizes the strength of the relationships between family emotional support (FES), its components (Trust, Shared Values, Empathy, Active Listening, Quality Time, Respect, Open Communication, and Expressing Affection), and psychological well-being, as illustrated in the path analysis model shown in Figure 4.1. The path analysis reveals that some components, such as Trust ($\beta = .05$, $p < .05$) and Respect ($\beta = .01$, $p < .05$), show weak but statistically significant positive relationships with psychological well-being. However, most other components, including Shared Values, Empathy, Active Listening, Quality Time, Open Communication, and Expressing Affection, have non-significant relationships (ns), indicating they do not strongly predict psychological well-being in this context. The path analysis suggests that while family emotional support is important, only certain components, particularly Trust and Respect, directly contribute to adolescents' psychological well-being

Table 4:
Multicollinearity Diagnosis of family emotional support and its components of Trust, Shared values, Empathy, Active listening, Quality time, Respect, Open communication and Expressing affection, and the psychological well-being of secondary school adolescents

	Correlations			Collinearity Statistics	
	Zero-order	Partial	Part	Tolerance	VIF
Trust	.135	.062	.059	.789	1.268
Shared Values	.181	.087	.083	.757	1.321
Empathy	.145	-.025	-.024	.636	1.573
Active Listening	.276	.206	.199	.791	1.264
Quality Time	.049	-.071	-.067	.762	1.312
Respect	.185	.080	.076	.727	1.376
Open Communication	.130	.080	.076	.958	1.044
Expressing affection	.091	.014	.013	.832	1.201

Table 4 presents the Multicollinearity Diagnosis for family emotional support and its components of Trust, Shared Values, Empathy, Active Listening, Quality Time, Respect, Open Communication, and Expressing Affection when predicting the psychological well-being of secondary school adolescents. The tolerance values range from .636 to .958, and the Variance Inflation Factor (VIF) values range from 1.044 to 1.573. These values are all within acceptable limits (VIF < 10 and Tolerance > .1), indicating no serious multicollinearity among the components. This confirms that the predictors are not excessively correlated with each other, meaning they can each contribute independently to explaining psychological well-being.

Hypothesis 2:
There is no significant mediating impact of gender on the relationship among family emotional support and the psychological well-being of secondary school adolescents in Delta State**.**

Table 5:
Multiple regression and multiple correlation analysis of genderon the relationship between family emotional support and the psychological well-being of secondary school adolescents in Delta State

Model	**SS**	**df**	**MS**	**F**	**R**	**B**	**SE**	β	**t**	**P**
Regression	27310.242	4	6827.560	71.965	.48					**.**00*
Residual	93450.166	985	94.873							
Total	120760.408	989								
(Constant)						3.26	2.68		1.22	.22ns
Gender						1.48	.60	.07	2.46	.01*
Family emotional support						.14	.05	.09	2.93	.00*

The analysis in Table 5 shows that gender significantly mediates the relationship between family emotional support and psychological well-being of secondary school adolescents in Delta State. The results reveal a significant relationship between gender and psychological well-being (β = .07, p = .01), indicating that gender plays a small but meaningful mediating role. Additionally, family emotional support and physical characteristics all show significant contributions to psychological well-being. Overall, this suggests that gender, alongside family emotional support influences adolescents' psychological well-being, rejecting the null hypothesis..

Discussion of Findings

Relationship between family emotional support and the psychological well-being of secondary school adolescents

The first finding shows there is a significant relationship between family emotional support and the psychological well-being of secondary school adolescents. This is so because research consistently highlights the critical role of family emotional support in shaping the psychological well-being of secondary school adolescents. Adolescents who perceive their families as emotionally supportive tend to develop greater psychological resilience, experience lower levels of stress, and report higher life satisfaction. Such support not only fosters self-esteem but also helps adolescents cope with academic pressures and peer challenges more effectively. Conversely, those who feel emotionally neglected are more vulnerable to anxiety, depression, and emotional instability. These findings align with the contributions of O'Donnell et al. (2022), who emphasized emotional support as a buffer against mental health challenges, Ma et al. (2019), who highlighted its role in enhancing self-esteem and coping, and Bojanowska and Piotrowski (2019), who demonstrated its positive influence on life satisfaction and emotional well-being.

Moderating impact of gender on the relationship between Family Emotional Support and the Psychological Well-Being of Secondary School Adolescents.

The sixth finding shows there is a significant moderating impact of gender on the relationship among family emotional support and the psychological well-being of secondary school adolescents. The significant moderating impact of gender on the relationship between family emotional support and psychological well-being suggests that male and female adolescents experience these influences differently. Gender differences may shape how adolescents perceive family support ultimately affecting their psychological health in distinct ways. These findings align with Visani *et al.* (2011), who highlighted gender-specific emotional responses to family dynamics; Savoye *et al*. (2015), who noted gender differences in social coping strategies; and Almquist *et al*. (2014), who found that physical self-concept impacts psychological well-being differently for boys and girls

Conclusion

Based on the findings, the study concluded that: Family emotional support play critical roles in shaping the psychological well-being of secondary school adolescents in Delta State. Adolescents who receive strong emotional support from their families, enjoy positive social relationships are more likely to experience better psychological well-being. Furthermore, gender significantly moderate the relationship between family emotional support and psychological well-being, underscoring the importance of considering individual differences and environmental contexts when addressing adolescent mental health. Ultimately, the interplay of these factors highlights the multifaceted nature of adolescent well-being, requiring holistic approaches to support students' psychological health.

Recommendations

Based on the findings from this study, the following recommendations were made:

1. Schools, community leaders, and policymakers should collaborate to educate parents on the importance of emotional support and its impact on adolescent psychological well-being.
2. Counselling programs should consider gender differences in adolescents' experiences and needs, ensuring that support programs are culturally sensitive and contextually appropriate for both rural and urban adolescents.

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