

Social Adjustment among Students with Negative Body-Image: The Roles of Parenting Processes and Self Esteem

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ABSTRACT

The social adjustment strategy in interacting with others determines an individual's success. This study examined the influence of parenting processes and self-esteem as correlates of social adjustment of students with negative body-image. The descriptive research design of the correlational type was used in this study. A total of 96 adolescents with negative body image participated in the study (42.7% male, 57.3% female). The data for this study were gathered using three reliable and standardized instruments: The Parenting Behavior and Dimension Questionnaire ($\alpha = .87$), the Self-Esteem Inventory ($\alpha = .85$), and the Social adjustment scale ($\alpha = .83$). The results demonstrated a strong correlation between parenting processes ($r = .201$; $p < .05$), self-esteem ($r = .211$; $p < .05$) and social adjustment of students with negative body-image. The strongest predictor of social adjustment was self-esteem ($\beta = .153$; $t = 1.377$; $p < 0.05$), followed by parenting process ($\beta = .136$; $t = 1.228$; $p < 0.05$). It was recommended that educators, counselors, and all other helping professionals be alert and sensitive to the social dispositions of adolescents.

KEYWORDS

Social adjustment; parenting processes; self-esteem; negative body-image; adolescents.

INTRODUCTION

Social adjustment is one of the key psychological traits that most strongly contribute to a person's personality, particularly in adolescents. In order to achieve a satisfying relationship with other people in the environment, social adjustment entails the capacity to continuously adapt one's behavior in a social situation to attempt to change the setting or to bring about changes in both. Igbo et al., (2016) contended that social adjustment entails the effort (intentional or unconscious) people undertake to satisfy psychological/social/physiological demands depending on the situation in which they find themselves. Since humans want to develop and achieve the perfect adjustment, they must live in a society and learn how to connect with their social environment (Rahmayanti et al., 2020). To survive, people must establish long-term relationships with others and accept community living. People form relationships with others that last a lifetime, and they should accept living in a community to survive and work together to accomplish shared objectives. Since man cannot satisfy his needs independently, he must rely on others to protect himself from harm (Pathak, 2014). Scholars and academics have expressed varying opinions about social adjustment. Suthar (2015) argues that social adjustment effectively controls the emergence of intimate friendships among peers and the comfort level of meeting new individuals. It is operationalized by providing specific examples, such as how students perceive their non-academic lives, the number of extracurricular activities they engage in, the hours they spend socializing, and casual interactions with teachers and other staff. It is the process by which students adapt to the social environment of the institution (Packiaselvi & Malathi, 2017).

Nowadays, school education lays more of an emphasis on knowledge acquisition than it does on students' mentality and social adjustment (Malik et al., 2017). However, when teachers disregard their feelings and students do not receive prompt counsel from school officials, teachers, parents, or immediate concern from their peers or siblings, they feel worried, anxious, disappointed, depressed, and mistreated. Again, having a negative body image makes it harder to adjust to social situations since it may cause a person to feel incapable and inferior, which may be shown through a lack of social acceptance, poor academic performance, physical incapacity, and poor social adjustment (Omoponle, 2020). The effects of having a negative body image appear to have decreased adolescents' quality of life, prevented them from accessing education, making it difficult for them to find a friend, prevented them from getting a job, exposed them to physical and verbal abuse, and generally caused them to experience negative family and societal attitudes that frequently weakened their self-esteem and exposed them to the risk of developing avoidable mental health problems (Jung & Lee, 2006). In addition to the challenges mentioned above, people with negative body image face challenges with social interaction, mobility, information access, and usage of public spaces and transportation (Adewuyi, 2021). Teenagers who have a poor perception of their bodies struggle to adjust socially and fit in with their peers.

Negative body image, low self-esteem, and social rejection are all consequences of poor social skill development. Parents of kids who struggle with their bodies do not choose to have them, and they may experience stress while raising them. This stress may change the personality of the kid and cause social maladjustment. Students with a poor perception of their bodies are more likely to experience loneliness, have limited mobility, and have fewer possibilities to develop social skills (Omoponle & Olanrewaju, 2019). Negative body image also has an apparent effect on social and psychological adjustment, which affects the affected person's quality of life and social functioning. According to this perspective, all children need to feel good about themselves, including those with a poor perception of their bodies. They might, however, struggle more to do so if they discover that maintaining their image requires them to act somewhat differently from other individuals (Packiaselvi & Malathi, 2017). In addition to affecting how well a child performs academically in school, their sense of self-worth can also affect the social bonds they make with their peers, leading to social maladjustment.

However, some of these issues that are unique to school students with negative body image include the sense of inferiority, an inability to think, excessive worrying, the notion that life is not worth living, and feeling anxious for seemingly irrational reasons like the need to please peers, teachers, and parents, among others (Nyamayaro & Saravanan, 2013). They frequently struggle with self-understanding and complying with expectations at home and school. When a child has a negative body image, it might impair their self-esteem, and they need to learn or build some social skills to prepare them for success in their family, friendships, job, and career readiness. According to Onyemah and Omoponle (2002), this could then result in absenteeism, delinquency, smoking, defying laws and regulations, and being destitute, to name a few. Because they cannot fully engage in social life, they inevitably develop social impairments that manifest as social maladjustment (Friedlander et al., 2007). As a result, someone lacking social adjustment may become fixated on trying to alter their natural body type. This may lead to participating in unhealthy eating habits, exercising excessively, and using synthetic substances on their bodies in the hope that the change in their physical shape will lessen their destructive emotions. These behaviors frequently fail to produce the desired outcome (either physically or emotionally), which can lead to a damaged sense of self, intensely negative feelings of disappointment, shame, and blame, increase the risk of underdeveloped latent potentials in adolescents, and even lead to suicidal attempts (Adewuyi, 2021). A study from this standpoint is therefore required based on this hypothesis. Thus, this study must examine how parenting styles and self-esteem connect to how well students with a negative body image adjust to their social environment.

Parenting processes negative body image and social adjustment

Stress levels among parents and other family members of people with a negative body image rise mainly due to the extra attention that their wards demand. According to Reid et al. (2015), this, in turn, affects their behavior toward the child, which may have a favorable or lousy impact on the youngster's ability to adjust socially. Because teenager needs more parental concern for

their future education and school assistance, the parent's and family members' attitudes toward adolescents with negative body image are an excellent source of social support (Insoo & Jiyeon, 2018). Support from parents and peers is crucial for the well-being of kids with poor body image (Soenens & Vansteenkiste, 2010). Children with negative body image are at risk of diminished engagement and social isolation, and they have fewer friends and experience loneliness compared to their peers with good body image, according to Salminen et al. (2014) and Agran et al. (2017). Sinha et al. (2016) and Holden (2010) found that parenting style impacted children's behavior and social interactions.

The most significant role in a child's growth belongs to the parents. One of the pioneers of contemporary psychology, Sigmund Freud, established that interactions with our parents during the formative years of life impact who we become. Parents are viewed as children's most significant role models and points of reference (McLeod et al., 2011). As the source of ambitions during the adolescent's growth, parents are the model for developing character, individuality, morals, and faith. Numerous studies show that parenting styles significantly impact children's personality development and social capacity (Kanmodi, 2020; McLeod et al., 2011). According to Ooi et al. (2015), a parent's parenting style determines whether a child can fully adjust (self-adjustment, social adjustment, emotional adjustment, and mental adjustment). As a result, parents choose particular parenting philosophies depending on their expectations for their children's maturity and control, their disciplinary methods, warmth and nurturing, and communication methods. Each of these fashions influences the growth of children. Love and emotional security are two psychological requirements of young ones that parents fulfill. A strong nation can only be built with happy children and happy parents. Therefore, a child's social adjustment is determined mainly by parental behavior.

According to (Baumrind, 1978), as stated in Caron et al., (2016), there are two crucial elements of the parenting process, namely the degree of love and kindness that children receive as well as the degree of acceptance and control that parents exercise. Additionally, parenting is defined in terms of four main aspects: power, demands for maturity, clarity of communication, and nurturing. Parenting helps children adjust socially; for example, with permissive parenting, parents rarely impose strict rules on their kids' behavior and make few demands. Instead, they let their kids participate in most activities. Children raised by authoritative parents are frequently outgoing, friendly, upbeat, socially responsive, independent, achievement-oriented, and cooperative, unlike children raised by authoritarian parents who are conflicted, moody, unhappy, easily irritated, somewhat aimless, and hostile. Children raised by permissive parents often display bossiness, impulsive aggression, self-centeredness, and rebellious behavior. According to Sinha et al. (2016), the social adjustment and academic accomplishment of children raised by permissive parents is similarly poor. Developmental outcomes like performance, learning strategies, self-regulated learning, achievement goals, self-efficacy, social adjustment, and well-being of children with negative body image have a statistically significant relationship with parental behavior or the parenting process (Onyemah & Omoponle, 2022).

Self-esteem and Social Adjustment

Self-esteem is a very common psychological construct that has been linked to almost every other psychological concept or domain, including personality traits (such as shyness and self-image), behavioral factors (such as task performance and social adjustment), cognitive factors (such as attribution bias), and clinical concepts (such as anxiety and depression) (Rahimian, 2014). Self-esteem is commonly believed to act as a trait, meaning it is constant throughout an individual's life. Self-esteem rises in an environment of acceptance. According to studies (Olanrewaju & Omoponle, 2017; Packiaselvi & Malathi, 2017; Tamba & Iancu, 2023), for students between the ages of seven and 18, school is typically the first time they act independently and compare themselves to others. The school thus serves as a preliminary testing ground. The perception of oneself as a child frequently affects how one feels about oneself as an adult. Since they often suffer many obstacles, such as poor communication, loneliness, stigmatization, and poor networking in general, people with a negative body-image experience more difficulties with their self-esteem and socialization. These issues could impair teenage social adjustment, leading to less reliable friendships and increased bullying. According to Sokan (2013), to preserve strong self-esteem, a person must positively respond to the demands of life while adjusting to the societal effects of their poor body image. It is crucial to understand better the psychological difficulties children with poor self-esteem encounter in connection to their successful integration into society.

A person's self-esteem may be influenced by various elements, including social adjustment, quality of life, adaptive behavior, friendships, motivation, and success in life (Shrirali & Golestanipour, 2017). A mismatch between a person's expectations and their view of their sufficiency may lead to low self-esteem. As a result of the adverse outcomes they experience from self-evaluation, social comparison, and identity representation, children with negative body image may have lower self-esteem if their obstacles in life differ from those with good body image (Kishore & Arora, 2016). We have a healthy sense of self-worth when we believe we are respectable, competent, deserving, loved, and accepted. We have a poor understanding of self-worth when we feel incompetent, unlovable, undeserving, or unworthy of other people's affection. Self-esteem is seen as an all-encompassing attitude that permeates all aspects of their life, particularly social adjustment. In addition to evaluating oneself, self-esteem refers to how one regards oneself. This fundamental understanding of oneself influences many aspects of social adjustment, including friendships, achievements, and academic and professional goals. Additionally, people with higher self-esteem levels are better able to handle stressful life events. In contrast, people who have lower levels of self-esteem are more likely to experience loneliness, peer rejection, aggression, delinquency, and an inability to fit in with their surroundings socially (Maqbool et al., 2021; Packiaselvi & Malathi, 2017; Rahmayanti et al., 2020). Therefore, it is crucial to have a high enough degree of self-esteem for a balanced social life.

Adolescents who struggle with their bodies need to feel good about themselves like everyone else. The fact that they must approach things differently than others may cause them additional difficulty developing them. In other words, a person's level of self-esteem affects whether or not they will take care of themselves and use all of their potential, which has a motivating effect (De Sousa, 2008). It supports adolescent independence and self-assurance wherever they are (Srivastava & Barmola, 2012). High self-esteem individuals are often spontaneous, feel deserving of their existence, make wise decisions, see reality, can make mistakes and grow from them, and can accept the faults of others. People with poor self-esteem frequently exhibit dependence, a pessimistic outlook on life, a fear of taking chances, mistrust of others, a lack of participation in activities, and difficulty adjusting to social situations.

Purpose

The primary purpose of this study is to examine parenting processes and self-esteem as correlates of social adjustment of students with negative body image in Oyo State, Nigeria.

Research Questions

The following research questions guided the investigation:

- What is the relationship pattern between the independent variables (parenting processes and self-esteem) on social adjustment of students with negative body image in Oyo State, Nigeria?
- What is the joint contribution of the independent variables (parenting processes and self-esteem) to the social adjustment of students with negative body image in Oyo State, Nigeria?
- What is the relative impact of the independent factors (parenting processes and self-esteem) on the social adjustment of students with negative body image in Oyo State, Nigeria?

METHODS

The descriptive research design of the correlational type was used in this study. All secondary school students in Oyo state with negative body image were included in this population. The researcher used the multi-stage sampling technique, employing simple random sampling to choose ten secondary schools (2) from each of the (5) Educational zones of the state. The researcher then adopted the purposive sampling technique in selecting ten (10) students from each school because of the unique characteristics of the respondents. Students that fall within the age of adolescents were purposively recruited in the study because the period of adolescence is critical to development (Adewuyi, 2022; Adewuyi, & Dwarika, 2023). All the adolescents in the study have shown negative body imaging before. The school counselors assisted in selecting based on the criteria (negative body image). A total of 96 adolescents with negative body image participated in the study.

Research Instruments

Standardized instruments were used to collect data. The questionnaire was divided into two sections: A and B.

Section A: Demographic information: This section will tap most of the relevant demographic data of the participant. These demographic characteristics include gender, Age, Religion, Family Background, and Parental educational level.

Section B:

The following instruments were used in collecting data for this study:

Parenting Behavior and Dimension Questionnaire (PBDQ)

The Parenting Behavior and Dimension Questionnaire (PBDQ) designed by Reid et al. (2015) was adapted for the study. The PBDQ is a 15-item parent-report questionnaire that examines six fundamental aspects of parenting: emotional warmth, punitive discipline, anxious intrusiveness, autonomy support, permissive discipline, and democratic discipline. It provides a concise yet thorough assessment of current parenting behavior. A higher score denotes more parenting behavior. Each item is scored on a Likert-type scale with a range of 1 to 5, with five denoting consistency. The scale's internal consistency reliability (Cronbach's alpha) was 0.87.

Self Esteem Inventory

Coopersmith Self-Esteem Inventory (1967) was adapted. It examines self-esteem in children and adolescents: social, academic, family, and self. This scale consists of 58 items and includes a lie detector subscale and four primary subscales: a 26-item general self-esteem scale. The scale received strong reliability ratings; the reliability coefficient, measured using Cronbach's alpha, was 0.81, which was statistically significant; the minimal reproducibility coefficient was at least 0.85.

Social Adjustment scale

The researcher adapted the social adjustment scale designed by Stepp et al. (2011) to measure the Social adjustment of the student with negative body image. The Social Adjustment Scale Self-Report (SAS-SR; Stepp et al., 2011) contains 42 items for role performance. This covered six areas: the family unit, primary connection, parental role, work/school role, social/leisure time, and family outside the house. Higher scores indicate more significant functional impairment for each item, scored on a 5-point scale. An overall adjustment score was calculated by adding all the item scores and dividing by the total number of questions answered. The scale indicated a Cronbach alpha of .83.

Statement of Ethical Considerations

The current study's ethical approval was granted by the Research Ethics Committee of the University of Ibadan in Nigeria (REC/CHDS/13/01/148). The researcher also adhered to the moral guidelines established by the American Psychological Association (APA) in 2017 for using human participants in research. The Declaration of Helsinki was also followed when conducting this study (World Medical Association, 2013). The study participants and the schools' management gave the researcher written, informed consent.

Procedures of Administration

The researcher visited the selected schools to present the research study's purpose and process and make clarifications where necessary. In the schools, the counselors were appointed to work with the researcher. The counselors helped to identify potential participants based on the specified selection criteria. The researcher subsequently speaks with the participants to obtain verbal consent and assess their willingness and ability to participate. They received a guarantee of anonymity from the researcher because the study had no plans to look into their privacy, and the findings would only be used for academic research. The counselors provided signed consent once a final decision on participants was made. The researcher began the administration with the help of the counselor. The researcher was assisted in the administrative processes of the questionnaire. Copies of questionnaires were distributed around the students, and they were given instructions on administering the questionnaires.

Method of Data Analysis

The data was analyzed using simple percentages, Pearson Product Moment Correlation (PPMC), and multiple regression statistical analysis at the 0.05 significance level. The respondents' demographic information was analyzed using simple percentages, and the relationship between the independent factors and the study's dependent variable was established using Pearson Product Moment Correlation (PPMC). The relative and combined effects of the study's independent factors and dependent variables were found using multiple regression.

RESULTS

Figure 1.

Respondents based on Age Range

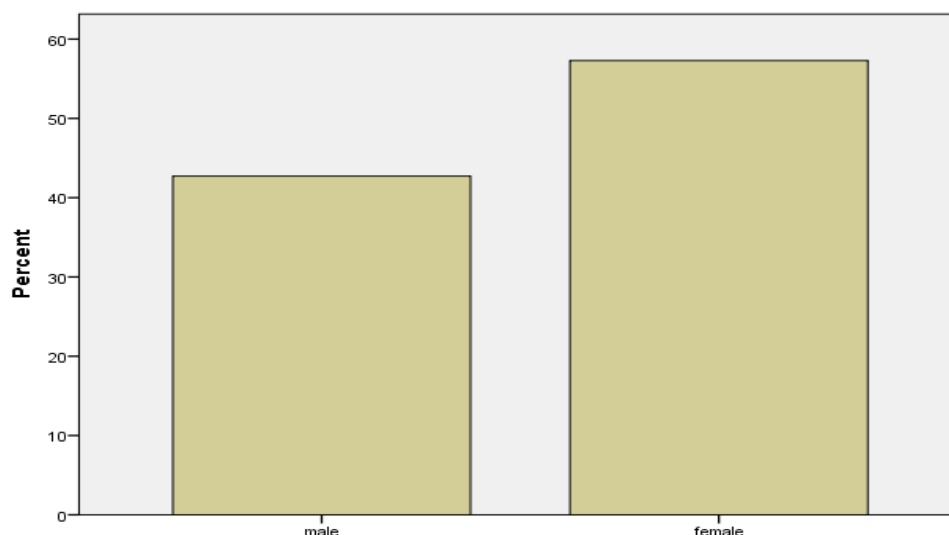


Figure 2.

Distribution of Respondents based on Age Range

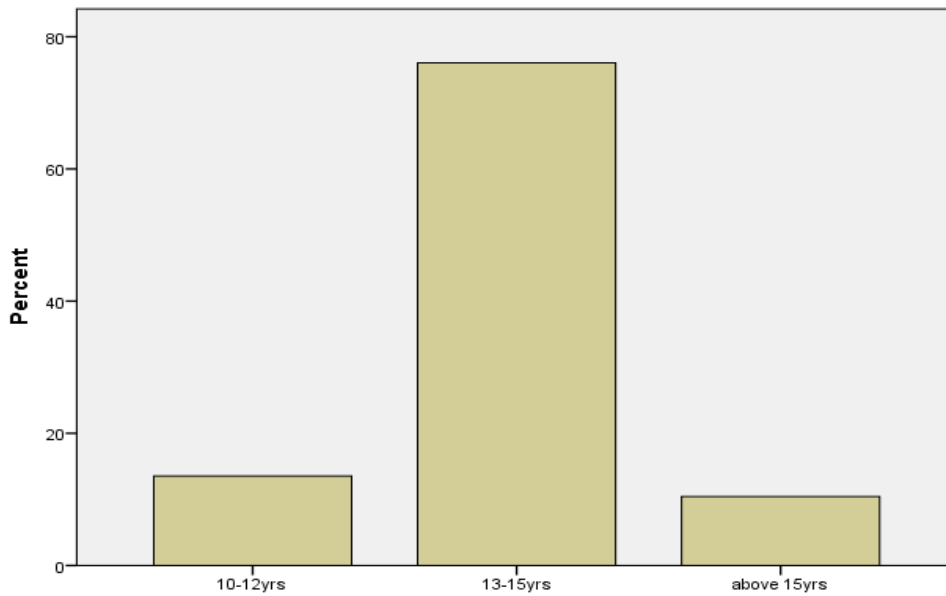


Figure 2 indicates that 13.5% of the respondents were between 10-12 years of age, 76.0% were between 13-15 Years, and 10.4% were above 15 Years old.

Research question one: What is the relationship pattern between the independent variables (parenting processes and self-esteem) on social adjustment of students with negative body image in Oyo State, Nigeria?

Table 1.

Descriptive statistics and inter-correlations among the variables

Variables	N	Mean	SD	1	2	3
Social adjustment	96	33.825	13.42	1.00		
Parenting process	96	22.79	14.31	.201*	1.00	
Self-esteem	96	1.537	.49	.211*	.423*	1.00

*Correlation significant at 0.01 levels

**Correlation significant at 0.05 levels

Table 1 provides inter-correlations between the study variables and descriptive statistics. The data indicated a strong correlation between the social adjustment of students with negative body image and parenting processes ($r = .201$; $p < .05$) and self-esteem ($r = .211$; $p < .05$). Significant correlations between the independent variables were also present.

Research question two

What is the joint contribution of the independent variables (parenting processes and self-esteem) to the social adjustment of students with negative body-image in Oyo State, Nigeria?

Table 2.

Multiple Regression analysis demonstrating the combined effects of the independent variables on social adjustment of students with negative body-image

Analysis of variance				
Model	Sum of square (SS)	DF	Mean square	F
Regression	214.126	2	107.063	2.946
Residual	3379.707	93	36.341	
Total	3593.833	95		

a) $R = .244$

b) $R^2 = .060$

c) Adjusted $R^2 = .039$

d) Standard error of estimate = 6.02834

The table demonstrates that the social adjustment of students with negative body image was significantly influenced by the independent variables (parenting processes and self-esteem). The R Square has a value of .060, and Multiple R^2 (adjusted) has a value of .039. The multiple regressions' analysis of variance produced an F-ratio value of 2.946, which was significant at the 0.05 level.

Research question three

What is the relative impact of the independent factors (parenting processes and self-esteem) on the social adjustment of students with negative body-image in Oyo State, Nigeria?

Table 3.

Relative Contribution of Independent Variables to the Prediction

Model	Unstandardized	Standardized coefficients			
	coefficients	Standard	β	t	P
	B	error			
Constant	18.654	4.470		4.174	.000
Parenting process	.133	.109	.136	1.228	$p < 0.05$
Self-esteem	.268	.195	.153	1.377	$p < 0.05$

The table shows how the independent variables substantially impacted the prediction of social adjustment of students with negative body image. The strongest predictor of social adjustment was self-esteem ($\beta = .153$; $t = 1.377$; $p < 0.05$), followed by parenting process ($\beta = .136$; $t = 1.228$; $p < 0.05$).

DISCUSSION

The first study question examined the relationship between the independent variables (parenting processes and self-esteem) on the social adjustment of students with negative body image. The findings showed that the social adjustment of students with negative body image is largely connected with parenting processes and self-esteem. This suggests that parenting processes and self-esteem affect social adjustment among students with negative body image. The findings also showed that students with high self-esteem and that passed through adequate parenting are well-adjusted socially. This is consistent with research by (Jain et al., 2021; Caron et al., 2016), who found that building a solid foundation for a positive self-image is simple when youngsters are surrounded by loving, capable parents and have access to nurturing and competitive familial relationships. These individuals give children the assistance they need to make positive social adjustments.

Additionally, it aids in the excellent development of associations between books' physical attributes and how stories are written. The findings of this study are in line with those of (Pathak, 2014; Rahat & Ilhan, 2016), who asserted that all people attempt to adjust themselves by making conscious and unconscious efforts to meet the diverse and occasionally competing needs of the environment in which they live. It is important to emphasize that people seek adjustment via reasonable means, and one of these means is self-esteem. According to the findings of Barzgar et al. (2014), When we respect ourselves, our sense of inner security and self-worth increase, and we feel respected and appreciated; in contrast, when we don't respect ourselves, we feel inferior, discouraged, and unable to succeed in life. We must be aware of who we are, flexible, and able to methodically pinpoint our areas of vulnerability if we want to acquire self-respect. If these demands are met, We can satisfy our basic wants and progress toward necessary social adjustment.

Additionally, the outcome of this study found relevance in past studies, using a sample of 189 teenagers (Shrirali et al., 2017) to explore the relationship between peer influence, academic achievement, parental procedures, and adolescents' social competence. The study's findings showed that parenting has the most significant positive impact on teenagers' social skills. Mensah and Karanchie (2013) found that most parents were thought to use authoritarian parenting styles in raising their children in their study of parenting style and its impact on the social adjustment of teenagers in Ghana. Additionally, it was shown that parental practices affect children's social growth. Akpama (2013) examined how parenting practices affected female adolescents' social adjustment. A sample of 150 female students revealed that authoritative and permissive parenting styles have a more significant average impact on female adolescents' social adjustment than authoritarian parenting approaches. The social adjustment of female adolescents reared by married mothers, single mothers, and mothers from various socio-economic strata also differed significantly.

According to the response to the second research question, students with negative body images' social adjustment is influenced by both independent variables (parenting processes and

self-esteem). These findings support (Rahmayanti et al., 2020; Wang, 2013) that an individual's self-esteem influences their choice of activities and environments, as well as effort level, perseverance, mental processes, and emotional responses when faced with challenges. Onyemah & Omoponle (2022) concluded that closely linked dimensions indicate the status of emphasis that teenagers place on social interactions and the extent to which they plan to maintain their contact into the future predicted social adjustment. Similarly, Simmons and Conger (2007) investigated the differences between fathers and mothers regarding indulgent, authoritarian, authoritative, and uninvolved parenting styles and their impact on early adolescent social adjustment. The study showed that the most typical family parenting style was classic and that two authoritarian parents, an authoritative father, and an indulgent mother, or vice versa, were related to the best results for children. Combinations of an uninvolved mother and an indulgent or uninvolved father have resulted in poor social results for children (Rahat et al., 2016).

In a study by Malik et al. (2011), parenting styles were compared to children's academic and psychosocial achievement. The results showed that authoritative and authoritarian parenting styles were negatively correlated with children's achievement, while permissive parenting styles did not significantly correlate with children's sociological achievement. He finally concluded that parenting styles would affect children's social adjustment. In line with the findings shown here, Hartupn and Rubin (2013) undertook a study examining the coping mechanisms used by adolescents with special needs concerning their social environment and self-esteem. The results showed that, despite differences in self-esteem levels, social adjustment strategies were similar for people with high and low self-esteem. It has also been discovered that coping mechanisms adolescents use in a supportive social setting are not significantly different from those used by those who do not have support. To better understand the association between parenting practices and teenagers still enrolled in school, (Adewuyi & Dwarika, 2023; Farrell, 2015) undertook a study. The findings showed one significant correlation between the authoritarian parenting style and the level of negative affect or temperament related to social Intelligence in school-aged adolescents.

The last research question examined how each independent factor (parenting processes and self-esteem) contributes to the social adjustment of students with negative body image. According to the findings, self-esteem was the strongest predictor of social adjustment, followed by the parenting process. According to Caprara & Pastorelli's (2015) study, perceived self-esteem is a crucial construct in determining social and environmental adjustment, which aligns with these findings. These submissions demonstrated the scholars' genuine belief in the relationship between self-esteem and social adjustment. The association between self-esteem, social adjustment, and academic accomplishment among university students is highlighted (Manju & Nisha, 2012; Omoponle, 2019). The researcher wanted to identify the differences between male and female students' social adjustment. The final findings supported the strong positive relationship between social adjustment and self-esteem.

Furthermore, it may be inferred from Bandura's social cognitive career theory thoroughly examined and supported—that self-esteem strongly correlates with a person's ability to adapt to their environment, particularly students. According to research, social connections significantly impact how people behave. A multidimensional model created by Sahrawat et al. (2016) highlights the several characteristics that affect a person's overall sense of self-worth. Self-esteem includes academic success, social acceptance, athletic prowess, physical manifestation, and behavioral achievements. An individual might perform well on one aspect while performing poorly on another. It is no longer unexpected that interpersonal relationships, such as establishing new friends, can significantly impact students' self-esteem (Adewuyi & Dwarika, 2023; Fagbule et al., 2021; Sahrawat et al., 2016).

Numerous social situations have been studied about parental impacts. For instance, some examine how parents affect their children's social relationships (Jain et al., 2021), their use of drugs, and their ability to adjust to their social environment (Kashahu et al., 2014). Zhou (2012) conducted a multi-wave longitudinal study to examine the association between authoritative parenting style, child emotional growth, and child behavioral style. From kindergarten to third grade, students were tracked. Researchers discovered that children with authoritarian parenting showed greater empathy for positive and negative emotions. Another study examined kids' externalizing behavior and effortful control (UKEssays, 2018). They discovered that children between the ages of seven and twelve with more warmth and less discipline from their parents showed more effortful control and experienced fewer externalizing issues two to four years later. One may argue that the children's authoritative parents teach them empathy, a key component of social adjustment.

CONCLUSION

The study explored how parenting processes and self-esteem contribute to the social adjustment of students with negative body image in Oyo State, Nigeria. Based on the findings of this study, it is worth mentioning that the social adjustment of students with negative body image is significantly correlated with self-esteem and parenting style. As such, it is crucial to work on these identified constructs to improve social adjustment among students with negative body image. From the study, it was concluded that the parents, teachers, and even students need be aware of the critical importance of self-esteem in the social adjustment process of adolescents and that programs should be put in place to get parents more involved in the life of their wards to tackle the menace of social maladjustment. The adolescents of today are no doubt the leaders of tomorrow. Therefore, it implies that parents, teachers, and other stakeholders must be interested in the aspiration of these students, which makes it essential to help them develop a sense of moderation in all their social engagements. Towards this end, educators, counselors, and all other helping professionals must be alert and sensitive to the social dispositions of adolescents. The implication is that all concerned stakeholders in the educational sectors in Nigeria should demonstrate serious concern for the social adjustment

pattern of young adolescents. This study is, however, incomplete without mentioning that the result from this study provides valuable information to policy and practice within the field of counseling and educational psychology, as this study highlights that self-esteem and parenting processes, among other factors, are all significant predictors of social adjustment of students with negative body image. This has substantial practice implications in the area of parents and teacher association. First, there is a need for home-school partnerships to enhance proper monitoring among secondary school students in the area of social circles and other social engagements. The responsibility of educating the child should not be left to the school alone; parents should also contribute their quota, especially in the development of social adjustment.

Recommendations

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

- The public and private schools should endeavor to provide an enabling environment for the students to enhance the level of psychosocial engagement among adolescents in the school and improve their social adjustment within and outside the school environment.
- The parents or guardians should be enlightened on the significance of parenting on adolescents. This will help the collaborative efforts to identify possible problems of adolescent social behavior and provide appropriate solutions.
- Adolescents are to be trained to improve their social adjustment processes and psychological health because their level of social adjustment significantly influences general behavioral dispositions.
- School counselors should intensify their effort to organize seminars/conferences on the implications of parenting and parenting processes on adolescents' social adjustment and general well-being.
- Both the home and the school should collaborate in making the learners remain focused on their education and become adjusted behaviourally, as this could make or mar their mental health.
- Further research should target parents receiving training and support on culturally appropriate ways to guide their children on social adjustment and improving their self-esteem, concluding that self-esteem plays a vital role in the social adjustment process.

Limitations of the Study

- During this work, the researcher finds it difficult to gain the attention of the school principals and heads at the initial stage.
- Also, the students' attitudes toward supplying correct and adequate information concerning the items in the questionnaire are a factor in this research.

Ethics Statement

The University of Ibadan examined and authorized the investigations that used human subjects. The participants' legal guardian gave their written informed consent to participate in this study.

Data Availability Statement

The article/supplementary material contains the study's original contributions; contact the corresponding author for more information.

Conflict of Interest

The researcher declare that no financial or commercial ties exist that might be interpreted as having a potential conflict of interest.

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