

FAMILY COMMUNICATION PATTERNS AS A CORRELATE OF SELF-EFFICACY AND SELF-ESTEEM OF SECONDARY SCHOOL STUDENTS IN BENUE AND NASARAWA STATES, NIGERIA

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Abstract

This study investigated the family communication patterns as a correlate of self-efficacy and self-esteem of secondary school students in Benue and Nasarawa States. Seven research questions and seven hypotheses were formulated to guild the study. The study employed a correlational design and the population of the study comprised 161,005 students, with Benue State having 62,463 students and Nasarawa having 98,543 students. These students were enrolled in 527 government-aided secondary schools located in Benue and Nasarawa States. Glenn formular was used to determine sample size. The sample size comprised 384 from 294,207 students. The instruments on family communication patterns scale and psycho-academic adjustment questionnaire were subjected to face and content validation as well as a reliability test using Cronback Alpha which yielded reliability co-efficient of 0.78 to 0.88 respectively. Data collected were analysed using Pearson Product Moment Correlation Coefficient was used to

answer research questions, why linear regression was used to test hypotheses and determine the relationship between the independent and dependent variables at 0.05 level of significance. The findings of the study showed that family communication patterns have positive relationship with self-efficacy and self-esteem. It was concluded that family communication patterns significantly relate to the self-efficacy and self-esteem of secondary school students. It was recommended, among others that, counselors and teachers should use strategies that boost students' self-efficacy; this could include providing positive feedback, setting achievable goals, and teaching effective problem-solving skills. Counselors should provide counseling sessions for students who struggle with self-esteem issues and create a safe and supportive environment where students feel comfortable discussing their concerns and seeking guidance and counseling. The conclusion were made based on the discourse.

Keywords: Concepts, Family, Communication Patterns, Self-Efficacy, Self-Esteem, Secondary School, Students, Benue State, Nasarawa State, Nigeria.

Introduction

Family communication patterns have widely recognized as a crucial factor in shaping the development of children and adolescents. The family is the primary socialization agent and communication within the family plays a significant role in influencing children's self-efficacy and self-esteem (Adeleke & Akinloye, 2019). Self-efficacy is the belief in one's ability to accomplish tasks and achieve goals. It is a critical component of human development, as it influences as individuals motivation, persistence, and achievement. Adeleke and Ibrahim (2015) state that Self-esteem is the evaluation of one's worth and abilities, it is a vital aspect of mental health, as it influences an individual's confidence, resilience and overall well-being.

In Nigeria, family communication patterns are shaped by cultural, social and economic factors. The traditional Nigeria society emphasizes respect of for authority, collectivism and interdependence. However, modernization and urbanization have led to changes in family structures and communication patterns. Despite these changes, the family remains a vital influence on children's development. Ezenwoke (2018) affirms that family communication patterns significantly impact children's self-efficacy and Self-esteem. Ezenwoke further maintains that open and supportive family communication patterns enhance self-efficacy and self-esteem in adolescents. Nwokolo and Osemwegie (2021) discover that authoritarian parenting styles, characterized by restrictive communication, negatively impact self-efficacy and self-esteem. According to Bandura (2016), self-efficacy refers to an individual's belief in his or her ability to successfully accomplish tasks, achieve goals, and overcome challenges in specific situations. Bandura further maintains that it is essentially the confidence someone has in capacity to perform actions that will lead to desired outcomes. Self-efficacy may play a significant role in motivation and behavior of individual. Those with higher self-efficacy are more likely to set challenging goals, put in effort to overcome obstacles, and persevere in the face of difficulties. Uzochukwu and Igwe (2021) affirm that self-efficacy may lead to avoidance of challenges, reduced effort, and lack of motivation. When family members provide encouragement, believe in capabilities, and offer constructive feedback, students may likely develop a strong sense of self-efficacy. According to Chukwu and Nnamani (2019), self-esteem refers to an individual's overall evaluation and perception of his or her own worth, value, and competency. It reflects the extent to which a person believes in his or her own abilities,

attributes, and potentials. In essence, self-esteem is a fundamental component of a person's self-concept or self-image. Families that engage in supportive communication may significantly contribute to students' positive self-esteem. When family members provide consistent encouragement, recognition of achievements, and constructive feedback, students may likely develop a positive self-image and regular affirmations of capabilities and worth may instill a strong belief in abilities. (Fitzpatrick & Ritchie, 2017).

Furthermore, cultural and social-economic factors in Nigeria may influence family communication patterns and subsequently, self-efficacy and self-esteem. For instance, the Yoruba culture places a high value on respect for elders and authority figures, which may shape communication patterns within the family. More so, socio-economic factors such as poverty and education may also impact family communication patterns and self-efficacy. Despite the significance of family communication patterns in shaping self-efficacy and self-esteem, there is a scarcity of research on this topic in Nasarawa and Benue States respectively. Based on the above observation the researchers intend to investigate the family communication patterns as a correlate of self-efficacy and self-esteem of secondary school students in Benue and Nasarawa States, Nigeria.

Purpose of the Study

The purpose of this study was to assess the relationship between family communication patterns as a correlate of self-efficacy and self-esteem of secondary school students in Benue and Nasarawa States. Specifically, the study sought to:

1. Investigate the relationship between family communication patterns and student's self-efficacy of secondary school students in Benue and Nasarawa States
2. Examine the relationship between family communication patterns and students' self-esteem

Research Questions

The following research questions guided the study:

1. What is the relationship between family communication patterns and students' self-efficacy of secondary school students in Benue and Nasarawa States?
2. How does family communication patterns relate with students' self-esteem?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant relationship between family communication patterns and self-efficacy of secondary school students in Benue and Nasarawa State.
2. There is no significant relationship between family communication patterns and students' self-esteem

Review of Related Literature

This review of related literature was carried out under the following sub-headings that are relevant to the study.

Concept of Family Communication Patterns

Family communication patterns refer to the recurring ways in which information is passed or exchanged within a family, it can also refer to the distinctive ways in which families exchange

information, share meaning, and interact with one another (Okonkwo & Ekwutosi, 2021). These patterns encompass various methods, styles, and frequencies through which family members exchange information, express emotions, and interact with one another. Smith (2018) states that family communication globally has a profound impact on family life and development and it serves as a vital foundation for healthy relationships, emotional well-being, and overall family functioning. It fosters emotional bonding among family members, promoting trust, understanding, and cohesion within the family (Johnson & Johnson, 2019). According to Gottman and Gottman, (2020), family members engage in a myriad of communicative acts, ranging from casual conversations to more profound discussions about significant life events. They share stories, recount experiences, and convey their thoughts and opinions, all of which contribute to a collective understanding of each other's perspectives. Jones (2021) affirms that emotions, too, find their expression within these patterns, allowing family members to celebrate achievements, provide comfort in times of distress, and express empathy and support. The quality of communication between parents and children significantly influences the parent-child relationship, impacting children's self-esteem, academic achievement, and social development.

Vangelisti, (2017) postulates that family communication patterns constitute a comprehensive spectrum of both spoken and unspoken actions and expressions that family members employ to convey information, articulate feelings, ascertain shared understanding, and establish and nurture connections. These patterns encapsulate the multifaceted ways in which family members interact, not only through spoken words but also through gestures, facial expressions, body language, and other nonverbal cues. They form the intricate fabric of how family members communicate, creating a rich tapestry of shared experiences and exchanges. According to Galvin and Braithwaite, (2019) family communication patterns encompass the established and customary ways in which family members engage in various forms of communication within their familial unit. These patterns serve as the backbone of how information is shared, emotions are expressed, and relationships are maintained over time. They encompass not only verbal exchanges but also nonverbal cues, gestures, and even shared rituals that have become ingrained in the family dynamic. These communicative behaviors are often deeply rooted in the family's history, culture, and shared experiences, shaping the way members interact with one another on a day-to-day basis. As a result, family communication patterns play a pivotal role in defining the unique identity and cohesion of a family, influencing how conflicts are resolved, decisions are made, and support is offered among its members. These patterns are both reflective of and contribute to the family's overall functioning and can be a key determinant in the strength and resilience of familial bonds.

Okoro and Ekwutosi (2020) posited that family communication patterns serve as a dynamic platform for negotiation and consensus-building. They enable family members to collaborate in decision-making processes, to allocate responsibilities, and to address conflicts or disagreements constructively. Through these exchanges, family members work together to find common ground and to establish resolutions that take into account the needs and desires of all involved. These patterns play a vital role in the cultivation and sustenance of relationships within the family unit. They foster a sense of belonging, understanding, and mutual trust among family members. Okoye and Onuoha (2015) maintain that by engaging in these diverse communicative behaviors, families build a strong foundation but also enrich the bonds that tie them together. This intricate web of communication is fundamental to the

fabric of family life, shaping the dynamics, memories, and enduring connections that define the family unit. According to Babalola and Adegoke (2018), family communication patterns encapsulate the unique and individualized approaches that family members employ to engage with and connect to one another within the familial context. These patterns form the blueprint for how family members express themselves, convey their thoughts, and navigate the complexities of their relationships. They encompass not only the spoken words that are exchanged but also the unspoken gestures, facial expressions, and body language that convey a wealth of meaning, family members communicate not only facts and information, but also their emotions, desires, and aspirations. These exchanges of emotional expression serve as a critical component of the family dynamic, providing a channel for joy, support, empathy, and even moments of vulnerability. In doing so, family communication patterns contribute to the creation of a shared emotional landscape, where family members can find comfort, reassurance, and connection.

Ezeudu and Olisa (2017) postulate that family communication patterns also encompass problem-solving strategies and they dictate how families approach challenges, conflicts, and decision-making processes and these patterns influence whether families engage in open discussions, seek consensus through compromise, or employ other conflict resolution methods. By understanding and navigating these patterns, family members work together to find solutions that not only address the immediate issue at hand but also promote cohesion and understanding among all involved. Moreover, family communication patterns are dynamic and evolve over time in response to various factors such as life events, individual growth, and changing family dynamics. They are shaped by cultural influences, familial traditions, and shared experiences, reflecting the unique identity of each family unit.

Relationship between Family Communication Patterns and Self-Efficacy

Self-efficacy refers to an individual's belief in his own capability to successfully perform or accomplish a specific task or achieve a desired outcome. Bandura (2016) states that self-efficacy beliefs may be based on an individual assessment of skills, abilities, and past experiences. These beliefs influence how such individual approach goals, tasks, and challenges. Individuals with high self-efficacy tend to have a stronger belief in abilities and are more likely to persevere in the face of obstacles, while those with low self-efficacy may doubt capabilities and be more prone to giving up or avoiding challenges (Ezeude & Olisa, 2017). Self-efficacy may be domain-specific, meaning that it can vary across different areas of life, for example, someone may have high self-efficacy in academic pursuits but low self-efficacy in social interactions. It can also fluctuate over time, influenced by experiences, feedback, and successful or unsuccessful outcomes (Pajares, 2016).

According to Pekrun and Stephens (2012), positive communication involves not only praising achievements but also acknowledging effort and progress, no matter how small. For instance, celebrating a good grade or acknowledging the hard work put into a project can instill a sense of pride and confidence in the student. Moreover, when parents or family members express unwavering belief in the student's abilities, it sends a powerful message that they are valued and capable, which in turn bolsters their self-assurance. Wood (2017) states that offering emotional support during challenging times, such as before a big test or during a stressful period, provides a safety net that allows the student to face challenges with greater resilience and determination. This continuous affirmation and emotional backing create a positive

feedback loop, reinforcing the student's self-efficacy and encouraging them to take on new challenges with enthusiasm.

Berz and Hackett (2021) asserted that effective family communication regarding expectations serves as a crucial roadmap for a student's personal and academic journey. When parents or family members communicate these expectations clearly and realistically, it eliminates confusion and sets a constructive framework for the student's efforts, for example, specifying the importance of consistent effort, responsibility, and a commitment to learning instills a sense of purpose and direction. This clear guidance creates a tangible set of goals for the student to work towards, promoting a sense of self-discipline and focus. Additionally, when these expectations are communicated in a way that acknowledges the student's individual strengths and potential, it reinforces the belief that they are capable of meeting and even exceeding these standards. This sense of purpose and the confidence in one's ability to meet expectations can significantly contribute to higher self-efficacy, motivating the student to strive for excellence in both their academic pursuits and personal development.

Adeleke and Akinloye (2019) postulate that family that actively promotes open communication creates an environment where a student feels not only welcomed but also encouraged to inquire, share their thoughts, and seek guidance without the looming fear of being judged or criticized. This nurturing atmosphere provides the student with a safe space to voice their uncertainties, seek clarification, and express concerns, fostering an environment of trust and mutual respect. By removing barriers to communication, this family dynamic empowers the student to develop a strong sense of agency. They learn that their opinions are valued and that they have the right to actively engage in discussions. As a result, the student gains confidence in their ability to navigate challenges, approach problems with a proactive mindset, and seek solutions with a sense of purpose and determination. Ekeocha and Nwadike (2016) posit that family, the patterns of communication that emerge serve as a powerful educational tool, teaching the student how to engage in conversations with respect, consideration, and effectiveness. When family members consistently engage in conversations characterized by active listening, empathy, and constructive feedback, they set a tangible example for the student. This positive modeling behavior demonstrates how to articulate thoughts and feelings clearly, how to listen attentively and empathetically, and how to navigate various social situations with grace and understanding. Observing these interactions, the student gains valuable insights into the art of effective communication, providing them with a solid foundation to build their own proficiency. These skills will prove invaluable as the student progresses through their academic journey, enters the workforce, and establishes relationships in their personal life, ultimately contributing to their overall success and well-being.

Okoye and Eyo (2019) assert that effective family communication serves as a cornerstone for a student's emotional well-being and resilience. When family members respond to failures and setbacks with empathy, encouragement, and constructive guidance, they create a supportive framework that allows the student to process these experiences in a healthy and constructive manner. This nurturing environment prevents the student from succumbing to discouragement, providing them with the strength and motivation to persevere through challenges. Okoye and Eyo further state that by offering a balanced perspective and emphasizing the learning opportunities that arise from setbacks, family members help the

student maintain their belief in their own capabilities. This positive reinforcement not only bolsters their self-confidence but also instills a growth mindset, empowering them to view setbacks as stepping stones towards personal growth and success.

Relationship between Family Communication Patterns and Self-Esteem

Self-esteem refers to an individual's overall evaluation and perception of own worth, value, and competence. Baumeister (2013) affirms that it encompasses one's beliefs and feelings about oneself, including how they view abilities, qualities, and achievement. Self-esteem reflects a person's subjective judgment of own self-worth and is closely related to sense of identity and self-image. Self-esteem is influenced by various factors, including personal experiences, achievements, relationships, and societal influences (Leary & Baumeister, 2010). Positive experiences, accomplishments, and supportive relationships tend to enhance self-esteem, leading to feelings of self-confidence and self-assurance. On the other hand, negative experiences, criticism, and rejection can diminish self-esteem, resulting in feelings of inadequacy, self-doubt, and low self-worth. It's important to note that self-esteem is not a fixed trait but can fluctuate over time and in different situations (Crocker, 2013). It can also be influenced by external factors such as societal standards, media portrayals, and cultural norms. Building and maintaining healthy self-esteem is crucial for overall well-being and plays a significant role in various aspects of life, including relationships, academic or professional success, and emotional resilience.

Family communication patterns can have a profound impact on an individual's self-esteem. According to Ezewanne (2017), when family members take the time to acknowledge and appreciate an individual's thoughts, feelings, and experiences, it creates a powerful sense of validation. This communication style conveys the message that one's perspectives are valued and respected, fostering a deep-seated belief in one's worthiness. This positive reinforcement serves as a building block for healthy self-esteem, instilling a sense of confidence and self-assuredness. It helps individuals recognize the significance of their contributions and strengths, providing a solid foundation for a positive self-concept. Open and honest communication within families has been widely recognized as a crucial factor in promoting healthy relationships and psychological well-being. Research has shown that families that prioritize open communication create an environment where individuals are more likely to feel heard, understood, and validated. When family members engage in active listening, express empathy, and offer emotional support, it cultivates a sense of belonging and acceptance among all family members. A study by Nwachukwu and Amadi (2021) highlighted the significance of open communication in families by emphasizing its positive impact on emotional well-being and self-esteem. The researchers found that adolescents who reported higher levels of open communication with parents were more likely to have higher self-esteem and exhibit fewer behavioral problems. This suggests that the ability to openly express thoughts and emotions within the family context contributes to a positive self-image and overall mental health.

Active listening, a key component of open communication, involves not only hearing the words spoken but also understanding the emotions and intentions behind them. When family members actively listen to one another, it creates a space where individuals feel valued and respected. According to Okorie and Ukaegbu (2019), active listening is associated with greater emotional closeness and enhanced family satisfaction. This form of communication enables

family members to share experiences and concerns, leading to a deeper understanding of each other's perspectives. Furthermore, the expression of empathy within the family dynamic plays a pivotal role in nurturing emotional connections. Empathy involves recognizing and understanding the emotions of others, and its presence within the family context fosters a sense of emotional intimacy. A study conducted by Okonkwo and Ekwutosi (2021) demonstrated that empathy contributes to positive social interactions and helps build strong interpersonal relationships. When family members demonstrate empathy towards one another, it reinforces the idea that each individual's feelings are acknowledged and valued, reinforcing a positive self-concept.

Nwokolo and Osemwegie (2014) asserted that families where clear and direct communication is the norm, a nurturing atmosphere is cultivated. This open exchange of thoughts and feelings provides a platform for a student to express themselves authentically. When a student feels confident in their ability to share their thoughts and experiences without fear of judgment or misinterpretation, it sends a powerful message of validation. The knowledge that their voice matters and is genuinely heard creates a profound sense of affirmation. This, in turn, contributes to the development of a positive self-image. When a student's experiences and feelings are acknowledged, it reinforces their sense of worthiness and bolsters their confidence. Knowing that they can articulate themselves effectively fosters a belief in their own agency and abilities, which is instrumental in the cultivation of a strong and resilient self-esteem. Family communication patterns play a crucial role in building a student's self-esteem according to Berz and Hackett (2021) when family members actively engage in the process of listening, acknowledging, and affirming a student's thoughts, feelings, and experiences, they are essentially communicating that the student's perspective holds value and significance. This act of validation serves as a powerful emotional anchor, instilling a deep sense of worthiness within the student. Knowing that their voice is not only heard but also acknowledged and respected fosters a profound sense of confidence. This validation doesn't just exist in isolation; it becomes a cornerstone upon which the student builds their self-image. It creates psychological scaffolding, reinforcing the belief that their experiences matter, their emotions are valid, and they are deserving of recognition and respect.

Methodology

Correlation research design was adopted for this study. The population of the study comprised 161,005 students from government aided secondary schools in Benue and Nasarawa States. A sample of 384 students from selected five secondary schools from the ten selected Local Government Areas in Benue and Nasarawa States. Multi-Stage sampling procedure was used select the sample size because the population was heterogeneous. A 10-items structured questionnaire developed by the researchers titled Family Communication Scale Questionnaire (FCPSQ) was used for data collection. The questionnaire was validated by experts in the department of Educational Foundations and Test and Measurement from the faculty of Education, Benue State University, Makurdi. The questionnaire was trial tested using 20 students from two secondary schools that were not part of the sampled population. The data collected was analyzed using Cronbach Alpha correlation Co-efficient which yield 0.88, indicated high internal consistency which proved that the instrument was reliable to be used for field work. The data collected was analyzed using Pearson Product Moment correlation Coefficient to answer research questions. Linear regression was used to test

hypotheses and determine the relationship between the independent and dependent variables at 0.05 level of significance.

Result and Findings

Research Questions One:

What is the relationship between family communication patterns and students' self-efficacy of secondary school students in Benue and Nasarawa States?

Table 1:

Pearson Product Moment Correlation Scores on Relationship between Family Communication Patterns and Self-efficacy among Secondary School Students in Benue and Nasarawa States

		Family communication patterns	Self-efficacy
Family communication patterns	Pearson Correlation	1	0.844**
	Sig. (2-tailed)		0.000
	N	384	
Self-efficacy	Pearson Correlation	0.844**	1
	Sig. (2-tailed)	0.000	
	N	384	384

Table 1 showed correlation coefficient of 0.844. It indicates that, there was a positive relationship between family communication patterns and self-efficacy among secondary school students in Benue and Nasarawa States. This implies that students who express their opinions freely are confident to succeed in studies as well as ability to learn new things

Research Question Two:

What is the relationship between family communication patterns and students' self-esteem?

Table 2:

Pearson Product Moment Correlation Scores on Relationship between Family Communication Patterns and Self-Esteem among Secondary School Students

		Family communication patterns	Self-esteem
Family communication patterns	Pearson Correlation	1	0.893**
	Sig. (2-tailed)		0.000
	N	384	
Self-esteem	Pearson Correlation	0.893**	1
	Sig. (2-tailed)	0.000	
	N	384	384

Table 2 showed correlation coefficient is 0.893. It indicates that, there was appositve relationship between family communication patterns and self-esteem among secondary school students in Benue and Nasarawa States. This implies that students, who frequently discuss their goals and aspirations, have ability to learn new academic material and feel proud of academic achievements

Testing Research Hypothesis

In testing the two hypotheses of the this study, the chi-square (χ^2) statistical tool was used to test the hypotheses at 0.05 level of significant and the result are presented on table 3-4

Hypothesis One:

There is no significant relationship between family communication patterns and self-efficacy of secondary school students in Benue and Nasarawa States.

Table 3:

Linear Regression Showing Relationship between Family Communication Patterns and Self-efficacy among Secondary School Students in Benue and Nasarawa States

Variable	R	R ²	F	B	t	Sig
(Constant)	0.845	0.715	960.090			0.000
Self-efficacy						0.000

F (1, 384) = 960.090 P < 05

Table 3 result: F (1, 384) = 960.090, R= 0.845, R²=0.715, B 39.902, P < 0.05 since p0.000 is less than P.0.05, the null hypothesis which states that family communication patterns have no significant relationship with self-efficacy among secondary school students in Benue and Nasarawa States is rejected. This implies that there is a significant positive relationship between family communication patterns and self-efficacy among secondary school students in Benue and Nasarawa States.

Hypothesis Two

There is no relationship between family communication patterns and students' self-esteem

Table 4:

Linear Regression Showing Relationship between Family Communication Patterns and Self-Esteem

Variable	R	R ²	F	B	T	Sig
(Constant)	0.747	0.558	484.364			0.000
Self-esteem						0.000

F (1, 384) = 484.364, P < 05

Table 4 result: F (1, 384) = 484.364, R=0.747, R²=0.558, B 16.187, P < 0.05 since p0.000 is less than P.0.05, the null hypothesis which states that family communication patterns have no significant relationship with self-esteem among secondary school students in Benue and Nasarawa States is rejected. This implies that there is a significant positive relationship

between family communication patterns and self-esteem among secondary school students in Benue and Nasarawa States.

Discussion of Findings

The discussion of the findings is organized around the research questions and hypotheses for ease of understanding and comprehension.

Hypothesis one revealed that family communication patterns have a significantly positive relationship with self-efficacy among secondary school students in Benue and Nasarawa States. This implies that, students who express their opinions freely within their families tend to have higher levels of confidence in their ability to succeed in their studies. They are more likely to exhibit abilities such as learning new things, overcoming challenges during studies, and effectively managing their time. This finding is consistent with the study conducted by Chukwu and Nnamani (2019), which showed a significant relationship between family communication patterns and self-efficacy in adolescents with social anxiety. Similarly, Nnabue (2022) found a positive relationship between conversation-oriented family communication patterns and students' self-efficacy. This means that students who reported having more conversation-oriented family communication patterns also reported having higher levels of self-efficacy. The implication of these findings is significant. Students who express their opinions freely within their families tend to have higher levels of confidence in their academic abilities. Therefore, it is crucial for counselors and teachers to encourage parents to implement strategies to boost students' self-efficacy. This could include providing positive feedback, setting achievable goals, and teaching effective problem-solving skills. Moreover, creating a supportive environment within the school where students feel comfortable discussing their academic challenges and seeking help when needed is essential. This would further enhance students' self-efficacy and contribute to their overall academic success.

The findings based on hypothesis two revealed a significant positive relationship between family communication patterns and self-esteem among secondary school students in Benue and Nasarawa States. This suggests that students who frequently engage in discussions with parents about their goals and aspirations, demonstrate the ability to learn new academic material, take pride in their academic achievements, feel capable of overcoming academic challenges, and are satisfied with the effort they put into their academic work tend to have higher levels of self-esteem. This finding agreed with Nwokolo and Osemwegie (2021) who found a significant relationship between conversation orientation family communication patterns, conformity orientation family communication patterns, and the self-esteem of in-school adolescents. Similarly, Ibrahim and Iliyasu (2023) discovered a significant influence of parent-child communication patterns on the self-esteem of in-school adolescents. Specifically, their study revealed that both conversation orientation and conformity orientation patterns of parent-child communication had notable impacts on the self-esteem of the students. The implication of these findings is that fostering family open discussions within children regarding goals, aspirations, academic achievements, and challenges can significantly contribute to higher levels of self-esteem among students. Therefore, counselors should encourage parents to have open and also provide counseling sessions for students who struggle with self-esteem issues and create a safe and supportive environment where students feel comfortable discussing their concerns and seeking guidance.

Conclusion

The study concluded that family communication patterns significantly as a correlate of self-efficacy and self-esteem of secondary school students in Benue and Nasarawa States. Specifically, positive family communication patterns were found to enhance self-efficacy and self-esteem.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Counselors and teachers should use strategies to boost students' self-efficacy. This could include providing positive feedback, setting achievable goals, and teaching effective problem-solving skills.
2. Counselors should provide counseling sessions for students who struggle with self-esteem issues and create a safe and supportive environment where students feel comfortable discussing their concerns and seeking guidance.

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