

PARENTAL ATTACHMENT AND EMOTION REGULATION AS CORRELATES OF QUALITY OF LIFE AMONG IN-SCHOOL ADOLESCENTS IN DELTA STATE

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Abstract

This study examined parental attachment and emotion regulation as correlates of quality of life among in-school adolescents in Delta State, Nigeria. Four hypotheses tested at 0.05 level of significance guided the study. Theoretical and empirical studies were reviewed. The study adopted a correlational research design. The sample comprised 394 Senior Secondary School II students selected from a population of 14,252 using the Taro Yamane (1967) formula and a multistage sampling procedure. Data were collected using four standardized instruments: the Inventory of Parental Attachment Questionnaire (Armsden, 1986), the Parental Monitoring Scale (Stattin & Kerr, 2000), the Emotion Regulation Questionnaire for Children and Adolescents (Gross, 2003), and the KIDSCREEN-10 (KIDSCREEN Group, 2004). The instruments were subjected to face and construct validation. The reliability of the instruments was established using Cronbach Alpha. The instruments demonstrated acceptable internal consistency with coefficient values of 0.75, 0.81, 0.77 and 0.97 for PMS, IPAQ, ERQ and KIDSCREEN-10 respectively. The study used simple and multiple linear regression analysis to test hypotheses. The findings of the study revealed a significant but very low positive relationship between parental attachment, emotional regulation and adolescents' quality of life. However, parental attachment and emotion regulation jointly

exhibited a significant moderate relationship with adolescents' quality of life, indicating a meaningful combined effect despite weak individual associations. Based on these findings, it is recommended that parents foster supportive emotional relationships and practice balanced monitoring that respects adolescents' autonomy. Schools should also implement counselling and skills-based programmes that promote adaptive emotion regulation strategies.

Keywords: Parental Attachment, Emotion Regulation, Quality of Life In-School Adolescents, Delta State

Introduction

The quality of life (QoL) of adolescents has emerged as a critical concern globally, particularly in developing countries where socio-economic, familial, and psychological challenges exert significant pressure on young people. Adolescence is a formative stage marked by rapid physiological changes, emotional turbulence, cognitive restructuring, and increased social expectations. These transitions often leave adolescents vulnerable to mental health challenges, academic stress, identity confusion, and social alienation. These factors ultimately impact their overall quality of life. Quality of life is the perceived level of well-being of in-school adolescents in terms of their emotional functioning, social relationships, academic engagement, and general satisfaction with life within the school environment. It reflects the extent to which adolescents feel fulfilled, safe, connected, and capable of managing the demands of daily life. According to World Health Organisation (2023), quality of life is an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns.

The problem of declining adolescent quality of life is becoming increasingly rampant. In Nigeria, numerous reports have highlighted the rising cases of emotional instability, substance abuse, peer conflicts, academic disengagement, and even suicidal ideation among secondary school students. These issues suggest that many adolescents are not coping effectively with the psychosocial demands of their environment. According to Adeusi (2017), many Nigerian adolescents experience a low quality of life due to poor parental relationships, ineffective communication at home, and lack of emotional support. Similarly, Ukoha and Eze (2020) observed that emotional neglect, lack of parental supervision, and poor coping strategies significantly reduce adolescents' well-being, leading to behavioral and academic problems in schools.

Parental attachment plays a pivotal role in the emotional and psychological development of adolescents. According to attachment theory, pioneered by John Bowlby (1969), the early bond between a child and their parents forms the foundation for emotional regulation, self-esteem, and overall psychological well-being. This attachment serves as a secure base from which adolescents can explore their world and navigate the challenges of development. As adolescents seek greater independence, the nature of their relationship with their parents evolves, but the attachment bond remains influential, shaping their ability to cope with stress, form relationships, and regulate emotions. Research by Zhang et al. (2020), showed that adolescents with secure parental attachment demonstrate better emotional regulation, higher self-esteem, and healthier relationships with peers (Zhang et al., 2020). A secure parental attachment provides a strong sense of support and safety, which fosters resilience in the face of academic, social, and emotional challenges. In contrast, adolescents with insecure attachment to their parents, whether anxious, avoidant, or disorganized tend to struggle with emotional regulation, experience heightened vulnerability to anxiety and depression, and face difficulties in forming stable relationships (Mikulincer & Shaver, 2019). For example, adolescents with anxious attachment often exhibit emotional distress and insecurity in relationships, while avoidant attached adolescents may suppress their emotions, leading to interpersonal difficulties (Xu et al., 2022).

Parental attachment is a critical factor in shaping adolescents' emotional regulation, self-esteem, and overall psychological well-being. Secure attachment provides the foundation for positive mental health outcomes, while insecure attachment can lead to emotional and psychological challenges. Understanding the role of parental attachment in adolescent development is essential for promoting mental health and supporting adolescents through this critical period of growth and change.

For this study, parental attachment is defined as the perceived emotional closeness, responsiveness, and availability of mother and father to her adolescent child, reflecting both emotional bonding and physical presence to ensure proper growth and development of the child. Parental attachment is an essential emotional bond between a child and caregiver that has profound effects on the child's psychological and social development. This enduring emotional bond that develops between a child and their primary caregiver is characterized by the caregiver's consistent responsiveness, emotional availability, and sensitivity to the child's needs and serves as the psychological foundation for the child's sense of security, emotional regulation, and capacity to form stable relationships throughout life.

Emotional regulation is a critical developmental task for in-school adolescents enrolled in secondary education aged between 10 to 19 years. Emotional regulation refers to the ability of adolescents enrolled in secondary schools to recognize, manage, and modify their emotional responses for internal feelings and external expressions. Managing these emotions would help adolescents to effectively cope with daily academic, social, and personal challenges. This includes skills such as controlling impulsive reactions, calming oneself when upset, and expressing emotions appropriately in the school environment. Gross (2024) defined emotional regulation refers to the processes by which individuals influence the emotions they have, when they have them, and how they experience and express these emotions. During this stage, adolescents undergo significant changes in cognitive, social, and emotional domains, influenced by both biological maturation and environmental factors, such as family, peers, and school environments. Emotional regulation refers to the processes by which individuals manage and modulate their emotional experiences in adaptive ways. It involves regulating the intensity, duration, and expression of emotions to respond appropriately to different situations. According to Sawyer et al. (2018), emotional regulation refers to an adolescent's ability to manage and modulate emotional responses in a socially acceptable manner.

Conclusively, while numerous studies have explored these variables in isolation, research examining their combined influence on in-school adolescent overall quality of life, particularly in Delta state, remains limited. Furthermore, the dynamic interactions between parental attachment, monitoring, and emotional regulation have not been adequately addressed in the literatures concerning the quality of life being enjoyed by adolescents in Delta state, Nigeria. The paucity of research on the combined impact of these variables, particularly in the Delta State context, necessitates the current study. This study, therefore, aims to examine the interrelation among parental attachment, monitoring and emotional regulation, on quality of life of in-school adolescents in Delta State.

Statement of the Problem

The declining quality of life (QoL) among in-school adolescents in Nigeria has become a matter of deep concern to me, particularly as it relates to the increasing emotional, social, and academic difficulties faced by this age group. Adolescents are navigating a crucial developmental period that demands stable family relationships, effective guidance, and strong emotional coping mechanisms. However, in many Nigerian communities, especially in Delta State, these essential supports appear

to be weakening, leaving many adolescents vulnerable and dissatisfied with various aspects of their lives.

My concern is specifically rooted in the observation that the three psychosocial variables of parental attachment, parental monitoring, and emotional regulation are often insufficiently addressed in the lives of adolescents. Weak parental bonds, inconsistent supervision, and poor emotional self-regulation have all been linked to a range of negative outcomes including anxiety, depression, academic disengagement, social isolation, and risky behaviors. These factors not only undermine adolescents' daily functioning but also diminish their overall sense of well-being and fulfillment.

Although various studies have been conducted on adolescent mental health and academic performance in Nigeria, a major gap persists in the literature. Very few empirical studies have holistically examined how parental attachment, monitoring, and emotional regulation jointly contribute to the quality of life of adolescents. Where such studies exist, they often treat these variables in isolation or focus narrowly on either behavioral outcomes or educational achievement, without adequately capturing the adolescents' overall lived experiences of well-being.

In Delta State, the interaction of cultural norms, socio-economic disparities, and changing family dynamics further complicates how adolescents experience attachment, supervision, and emotional support. Yet, there is a lack of context-specific research exploring how these variables influence their perception of life satisfaction, emotional health, and academic engagement within both school and home environments.

This significant gap in knowledge and the urgent need to support adolescent development form the basis of my interest in this study. By investigating the roles of parental attachment, parental monitoring, and emotional regulation as correlates of quality of life among in-school adolescents in Delta State, I hope to contribute meaningful insights that can inform targeted interventions and policy efforts aimed at improving adolescent well-being in Nigeria.

Therefore, this study seeks to bridge this gap by investigating the relationships among parental attachment, parental monitoring, and emotional regulation as they relate to the quality of life of in-school adolescents in Delta State.

Review of Relate Literature

Conceptual Review

Parental Attachment Styles

Attachment theory, initially developed by Bowlby (1969) and Ainsworth (1978), continues to be a pivotal framework for understanding the dynamics between caregivers and children. Recent studies have expanded on this foundation, exploring the nuanced ways in which parental attachment styles influence child development and interpersonal relationships.

Secure attachment, characterized by consistent and responsive caregiving, fosters emotional regulation and resilience in children (Shaver & Mikulincer, 2016). In contrast, avoidant attachment, often resulting from emotionally distant caregiving, can lead to challenges in forming close relationships and a tendency to suppress emotional needs (Mikulincer & Shaver, 2016). Anxious attachment, stemming from inconsistent caregiving, is associated with a preoccupation with relationships and heightened sensitivity to potential rejection (Mikulincer & Shaver, 2016). Disorganized attachment, typically arising from frightening or erratic caregiving, is linked to confusion and fear in relationships (Mikulincer & Shaver, 2016).

The impact of parental attachment styles extends into adolescence, influencing peer relationships and social competence. Securely attached adolescents tend to have more positive peer interactions, characterized by trust, intimacy, and effective communication (Delgado et al., 2022). In contrast, insecure attachment styles are often linked to challenges in peer relationships and increased susceptibility to peer pressure (Delgado et al., 2022).

Furthermore, parental attachment styles can affect the parent-child relationship quality during adolescence. For instance, a parent's anxious attachment style may contribute to a more controlling or overprotective parenting approach, potentially leading to conflicts and reduced relationship quality with their adolescent children (Walsh & Zadurian, 2023).

The influence of parental attachment styles is not limited to childhood and adolescence but extends into adulthood, affecting romantic relationships and mental health. Adults with secure attachment styles generally report higher relationship satisfaction and better psychological well-being (Shaver & Mikulincer, 2016). On the other hand, those with insecure attachment styles may experience difficulties in relationships and higher levels of anxiety and depression (Shaver & Mikulincer, 2016).

Emotional Regulation

Emotional regulation refers to the processes by which individuals influence the emotions they experience, when they experience them, and how they express and experience these emotions. This concept encompasses both conscious and unconscious strategies aimed at modifying the intensity, duration, and expression of emotional responses to achieve personal goals and adapt to environmental demands (McRae & Gross (2020). This is to say that emotions play a key role in academic settings, and have a significant impact on the quality of life of in-school adolescents. No wonder why Guzman et al. (2016) stated that correct regulation and handling of emotions is a central variable for the individual's personal and academic wellbeing.

In adolescence, emotional regulation is critical because it influences how adolescents handle stress, conflict, and emotional challenges. Adolescents who struggle with emotional regulation are more prone to anxiety, depression, and behavioural problems (Gross & John, 2020). Conversely, those with effective emotional regulation tend to have higher self-esteem, better social functioning, and greater psychological well-being. Adolescents with higher levels of emotional regulation are more resilient and better able to navigate developmental challenges (Bavolar & Balzan, 2022). Effective emotional regulation allows adolescents to maintain balance in stressful situations, leading to fewer mental health issues and better emotional outcomes. Emotional regulation is shaped by early experiences, such as secure attachment to the mother, and ongoing parental monitoring, which provides the structure and support needed for emotional development (Kerns & Brumariu, 2018).

Adolescents with secure attachment to their mother are more likely to develop strong emotional regulation skills, which helps in maintaining emotional balance and resilience. High levels of parental monitoring reinforce positive emotional regulation by offering adolescents guidance and support, creating an environment conducive to psychological well-being. The combination of these factors—secure attachment, effective emotional regulation, and parental monitoring serves as a protective buffer, reducing the risk of mental health issues like depression, anxiety, and poor emotional coping (Simmons & Williams, 2021).

In contrast, insecure attachment, low parental monitoring, and poor emotional regulation contribute to negative psychological outcomes, including emotional dysregulation, depressive symptoms, and lower psychological resilience (Mikulincer & Shaver, 2019; Laird et al., 2019). This study, therefore, aims to examine how these interconnected factors contribute to the quality of life of in-school adolescents in Delta State. Similarly, emotional regulation is the ability to respond to the ongoing demands of experience with the range of emotions in a manner that is

socially tolerated or sufficiently flexible to permit spontaneous reactions as the ability to delay spontaneous reactions needed (American Psychological

Quality of Life

Quality of life (QoL) among adolescents has been conceptualized in various ways, reflecting the multidimensional nature of this construct. It is widely accepted that QoL in adolescents includes physical, emotional, social, and psychological well-being. For instance, Adolescents' perceptions of QoL are often described as a positive cycle, where feeling good and being satisfied with oneself contribute to a higher QoL (Rosen et al., 2020). This positive cycle is further emphasized in research where QoL is seen as a composite of core domains that are influenced by both personal characteristics and environmental factors (Müller et al., 2021). Additionally, quality of life in adolescents is increasingly understood as reflecting their self-assessment in relation to their goals, with the importance of goal attainment being a key measure (Williams et al., 2023).

Further defining QoL, adolescent QoL is often viewed as a multidimensional phenomenon that spans not just physical health but also emotional and social dimensions of well-being (Clark et al., 2020). Specifically, adolescents' health-related quality of life is often gauged through measures like the QoL Profile–Adolescent Version, which emphasizes physical, emotional, and social well-being as integral factors (Simms et al., 2020). This view is complemented by findings that QoL among adolescents with chronic illnesses is strongly linked to their mental health and social support systems, highlighting the importance of these factors in shaping adolescent experiences (Martínez et al., 2021).

In the realm of mental health, quality of life in adolescents has been described as both a reflection of and an influence on their emotional well-being (Javadian et al., 2022). According to research on adolescents with chronic health conditions, QoL is heavily affected by physical health and emotional regulation, with physical health often serving as a foundational factor for overall life satisfaction (Rodríguez et al., 2021). This perspective is supported by studies focusing on adolescents' ability to self-regulate emotions, which has been found to correlate with higher levels of QoL, particularly in those facing mental health challenges (Adams et al., 2019).

Theoretical Framework

Theory of Attachment by Bowlby (1969)

The theory was propounded by a British psychoanalyst named John Bowlby in the late 1960s. It is called the attachment theory. The theory is a foundational framework in developmental psychology that explains the importance of early emotional bonds between a child and their caregiver. The theory posited that children are biologically pre-programmed to form attachments with caregivers as a means of survival. Bowlby illustrated this concept by observing that children instinctively seek proximity to a primary attachment figure, typically a parent, especially during moments of distress, fear, or uncertainty. This behaviour, according to him, stems from an innate drive to form a “secure base”, which allows the child to explore the environment while maintaining a sense of safety and emotional support.

At the heart of Attachment Theory are several key tenets: the sensitivity and responsiveness of the caregiver, the formation of internal working models, and the existence of a critical period during which attachment must be formed. Bowlby (1969) suggested that when caregivers respond consistently and appropriately to a child’s emotional and physical needs, the child develops a secure attachment, which fosters trust, emotional regulation, and a positive self-image. In contrast, unresponsive, neglectful, or inconsistent caregiving can lead to insecure attachment styles, including avoidant, ambivalent/resistant, or disorganized attachments, which may hinder emotional development and social competence.

The applications of attachment theory extend beyond early childhood into adolescence and adulthood. In educational settings, securely attached students often demonstrate better peer relationships, academic engagement, and self-regulation. In mental health, clinicians use attachment history to assess emotional vulnerability or resilience. In social work and family therapy, practitioners evaluate caregiver-child interactions to guide interventions that strengthen emotional bonds.

Deductions from Attachment Theory emphasize that early attachment relationships form the basis for an individual's internal working models, cognitive frameworks that influence how they perceive themselves and others in later relationships. These models impact emotional regulation, self-worth, interpersonal trust, and life satisfaction. Therefore, understanding a person’s attachment history offers deep insights into their current psychosocial functioning.

Review of Empirical Studies

Oparaugo et al. (2024) investigated the mediating role of parent-child relationships on psychosocial adjustment among in-school adolescents in Anambra State. The study was guided by four research questions and four null hypotheses. Employing a correlational survey research design, the study sampled 3,250 senior secondary two students aged 14–17 years using a multi-stage sampling technique. Data were collected using the Parent-child Relationship Questionnaire (PCRQ) and the Psychosocial Adjustment Questionnaire (PSAQ), with reliability coefficients of 0.81 and 0.78, respectively. Linear regression analysis was utilized for data analysis. The findings revealed that parent-child relationships significantly mediate adolescents' psychosocial adjustment, highlighting the importance of parental attachment in enhancing adolescents' quality of life. The study recommended that school counsellors organize intervention programs targeting psychosocial dysfunction among in-school adolescents, emphasizing the role of parent-child relationships. This study is relevant to the present research as it underscores the significant impact of parental attachment on adolescents' psychosocial adjustment, which is a critical component of their overall quality of life. However, it differs in its focus on psychosocial adjustment rather than a broader assessment of quality of life.

Uzor (2024) investigated the relationship between parental attachment and emotional regulation among in-school adolescents in Delta State. The study employed a correlational research design with a sample size of 300 adolescents aged 12–18 years. Findings indicated that secure parental attachment was positively correlated with adaptive emotional regulation strategies, which in turn enhanced the adolescents' quality of life. Instruments used included the Parental Attachment Scale, the Emotion Regulation Questionnaire (ERQ), and a Quality of Life Scale. The study was guided by two research questions and two hypotheses, examining the relationships among parental attachment, emotional regulation, and quality of life. This study relates closely to the current research as it focuses on similar variables—parental attachment and emotional regulation—among in-school adolescents in Delta State. However, it differs from the present study by not including parental monitoring as a variable, and by treating emotional regulation primarily as a mediator rather than as a direct correlate.

Okeke and Anierobi (2020) examined the relationship between parental attachment and aggressive behaviours among in-school adolescents in Anambra State. A correlational research design was used, with a sample size of 450 adolescents aged 12–18 years. Results showed that insecure parental attachment was associated with higher levels of aggression. The researchers used the

Parental Attachment Scale and the Aggression Questionnaire to collect data. The study was guided by one research question and one hypothesis, which posited that adolescents with insecure parental attachment would show significantly higher levels of aggression. This study is related to the current research as it explores the impact of parental attachment on adolescent behaviour. However, it differs from the present study by focusing on aggression rather than emotional regulation or quality of life, and by excluding variables such as parental monitoring. The authors recommended programs aimed at enhancing parental involvement and strengthening attachment security to reduce aggressive behaviour among adolescents.

Adubale and Osaghale (2020) investigated the influence of parental divorce on adolescents' interpersonal relationships in Benin Metropolis, Edo State. The study employed a descriptive survey design and included 261 adolescents aged 14–18 years. The findings revealed that parental divorce did not significantly affect adolescents' interpersonal relationships, suggesting that adolescents demonstrated resilience in managing family-related stress. Data were collected using a structured questionnaire designed to measure perceived impacts of parental divorce on peer and social relations. The study was guided by one research question and one hypothesis. While it provided insight into family structure and adolescent development, it differs from the current study by focusing on parental marital status rather than parenting behaviours like attachment or monitoring, and it does not examine emotional regulation or quality of life.

Akanbi et al. (2020) examined the relationship between parenting styles, attachment, and emotional support with adjustment to college life among fresh undergraduates in Nigeria. A correlational design was adopted, and the study involved 300 undergraduates aged 17–20 years. Findings revealed that authoritative parenting style and secure attachment were significantly associated with better adjustment to college life. The researchers used the Parenting Styles Inventory, Attachment Style Questionnaire, and an Adjustment to College Life Scale. The study was guided by three research questions and three hypotheses. This study is relevant to the current research in its inclusion of parental attachment and emotional factors affecting youth well-being. However, it differs in focus and population—targeting university students rather than in-school adolescents, and assessing adjustment to college life rather than general quality of life.

Uchendu (2022) investigated the effect of parenting styles on the emotional adjustment of children in secondary schools in Nnewi South, Anambra State. The study employed a descriptive survey design with a sample of 180 students. Findings revealed no significant relationship between parenting styles and emotional adjustment. The study suggests the need for programs to enhance

emotional self-concept and adjustment. This study is relevant to the current research as it explores parenting styles and emotional adjustment, components of quality of life. However, it differs in its findings, which did not support a significant relationship, whereas the current study hypothesizes a positive correlation.

Osuolale, Salako, and Musari-Martins (2023) in their study titled *Health-related quality of life among children and adolescents living with HIV/AIDS in Lagos State, Nigeria*. The study was guided by 2 research questions and 2 hypotheses and employed a cross-sectional survey design and used descriptive and inferential analyses to compare health-related quality of life categories. The study found that age, gender, educational status, and religion were significantly associated with differences in adolescents' quality of life, while parental monitoring or support was not analyzed. This research is relevant as it has to do with the overall impact on adolescent's wellbeing. However, it differs from my research, which focuses specifically on the direct influence of parental attachment, monitoring, and emotional regulation on adolescents' quality of life in a general school population.

Olutola et al. (2023) in their study titled *Influence of psychosocial factors on quality of life among in-school adolescents in Osun State, Nigeria*. A sample of 398 adolescent students were used for the study. 2 research questions and 2 hypotheses guided this study. The study employed a cross-sectional survey design and analyzed data using descriptive and inferential statistics, including correlation and regression analyses. Their findings revealed that sleep quality and social media addiction were significant predictors of adolescents' quality of life, whereas family relationships, including parental involvement, did not independently predict QoL. The relevance is on its focus on quality of life of in-school adolescents. This differs from my research, which directly investigates parental attachment, monitoring, and emotional regulation as correlates of adolescents' quality of life.

Oparaugo et al. (2024) investigated emotional intelligence and self-efficacy as predictors of psychological adjustment among secondary school adolescents in Awka Education Zone, Anambra State. The study was guided by three research questions and three null hypotheses. Employing a correlational survey research design, the sample comprised 485 senior secondary two students aged 14–17 years, selected through simple random sampling. Data were collected using the Emotional Intelligence Questionnaire (EIQ), Self-Efficacy Questionnaire (SEQ), and Psychological Adjustment Questionnaire (PAQ). Multiple regression analysis was used for data analysis. The findings revealed that emotional intelligence and self-efficacy significantly predicted

psychological adjustment, indicating that emotional regulation plays a crucial role in adolescents' overall quality of life. The study recommended that parents and teachers devote more time and effort to empower adolescents to build emotional intelligence and self-efficacy to promote their psychological adjustment. This study is relevant to the present research as it links emotional intelligence, a component of emotional regulation, to adolescents' psychological adjustment, a key aspect of quality of life. However, it differs in its focus on psychological adjustment rather than a broader assessment of quality of life.

Kiouach and Zarhbouch (2024) examined the relationship between emotional intelligence and quality of life among Moroccan adolescents. The study was guided by three research questions and one hypothesis. Utilizing a descriptive research design, the sample consisted of 96 secondary school students aged 12–16 years, selected through purposive sampling. Data were collected using the BAR-ON Emotional Intelligence Scale and the Quality-of-Life Scale. Pearson correlation analysis was employed for data analysis. The results indicated a significant positive correlation between emotional intelligence and quality of life, suggesting that adolescents with higher emotional intelligence reported better quality of life. The study recommended that interventions aimed at enhancing emotional intelligence could improve adolescents' quality of life. This study is pertinent to the current research as it explores the impact of emotional intelligence on adolescents' quality of life. However, it focuses specifically on emotional intelligence, whereas the present study examines broader aspects of emotional regulation.

Babalola et al. (2023) investigated self-regulation as a predictor of psychological well-being among undergraduates in Southwestern Nigeria. The study was guided by two research questions and two hypotheses. Employing a descriptive survey research design, the sample comprised 1,563 undergraduates aged 18–25 years, selected through multistage sampling. Data were collected using the Psychological Well-Being Scale (PWBS) and Self-Regulation Scale (SRS). Linear regression analysis was used for data analysis. The findings revealed that self-regulation significantly predicted psychological well-being, indicating that emotional regulation contributes to overall quality of life. The study recommended that educational programs should be organized to enhance self-regulation skills among students to improve their psychological well-being. This study is related to the present research as it links self-regulation, a component of emotional regulation, to psychological well-being, a key aspect of quality of life. However, it focuses on undergraduates, whereas the current study targets secondary school adolescents

Gap in Literature

Empirical studies were reviewed in some studies conducted both in Nigeria and other countries of the world. The empirical studies conducted by various experts on parental attachment, monitoring, emotional regulation and quality of life were reviewed. However, the researcher noticed that at the end of reviewed literature that most of the studies did not empirically explore the impact of the joint relationship of parental attachment, monitoring, and emotional regulation on the quality of life of In-school adolescents in Delta State. Most of the studies were conducted among adults and not necessarily on in-school adolescents. To the best of the researcher's knowledge, no record of work was done so far on parental attachment, monitoring, and emotional regulation as correlates of quality of life of in-school adolescents in Delta state. Thus, there's a gap in knowledge which needs to be filled by this research work. This study therefore investigated parental attachment, monitoring and emotional regulation as correlates of quality of life of in-school adolescents in Delta State.

Research Method

Research Design

The study adopted a correlational research design. The study was conducted in Delta State. The data collected was analyzed with Pearson's Coefficient,

Data Analysis

Testing of Hypotheses

Null Hypothesis 1

This is no significant relationship between parental attachment and the quality of life among in-school adolescents in Delta state.

Table 1: *Test of Significance of Pearson's Correlation between Parental Attachment and Quality of Life among In-school Adolescents in Delta State (n=392)*

Variables	N	Parental Attachment	Quality of Life	P	Remark
Parental Attachment	394	1	0.18	0.000	Significant
Quality of Life	394	0.18	1		

As shown in Table 1, there was a significant relationship between parental attachment and quality of life among in-school adolescents in Delta state, ($r = 0.18$, $p = 0.000$). The null hypothesis was rejected since the p-value was less than 0.05 level of significance.

Null Hypothesis 2

Null Hypothesis 2

There is no significant relationship between emotional regulation and the quality of life of in-school adolescents in Delta state?

Table 2: *Test of Significance of Pearson's Correlation between Emotional Regulation and Quality of Life of In-school Adolescents in Delta State (n=392)*

Variables	N	Emotional Regulation	Quality of Life	p	Remark
Emotional Regulation	394	1	0.33		
				0.000	Significant
Quality of Life	394	0.33	1		

As shown in Table 2, there was a significant positive relationship between emotional regulation and quality of life of in-school adolescents in Delta state($r = 0.33$, $p = 0.000$). The null hypothesis was rejected since the p-value was less than 0.05 level of significance.

Conclusions

Parental attachment was found to have a significant but very low positive relationship with the quality of life of in-school adolescents in Delta State. This suggests that while parental attachment contributes to adolescents' quality of life, its influence is minimal when considered independently. Emotional regulation had a significant low positive relationship with the quality of life of in-school adolescents. This indicates that adolescents who are able to manage their situations in a positive way are more likely to experience better quality of life.

Recommendations

Amongst the recommendations is that parents should strengthen emotional bonds with their children through open communication, warmth, and responsiveness, rather than relying solely on control or supervision. Schools should organize workshops and counselling programmes aimed at teaching adolescents effective emotional regulation strategies and that government and educational stakeholders should support family and school-based initiatives that promote adolescents' emotional wellbeing and overall quality of life.

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