APEX ACADEMIA PRESS
ELEGANCE ON EVERY RESEARCH

International Journal of Global Humanities and Management Insights
ISSN: 3070-6916 / Open Access / IJGHMI_Y2F4A001
Apex Academia Press / https://doi.org/10.63665/ijghmi-y2f4a001

Original Article

Strategic Communication and Children Upbringing in Calabar Metropolis, Cross River State, Nigeria

***Uche Nicholine Bassey*[1], *Oshe Mathias*[2]**

[1,2] *Department of Developmental Communications, Faculty of Communications and Media Studies, University of Calabar, Cross River State, Nigeria.*

Abstract

This empirical study investigated the influence of strategic parental communication on children upbringing within Calabar Metropolis, Cross River State, Nigeria. Driven by growing concerns over changing family dynamics, rapid urbanization, digital media exposure, and varying child-rearing outcomes, the research examined how planned, purposeful parental communication strategies—specifically authoritative dialogue, active listening, structured feedback, and empathetic conflict resolution framing—shape behavioural, emotional, and social development outcomes in children. Grounded in Symbolic Interactionism Theory and Social Development Theory, the study adopted a quantitative cross-sectional survey research design. A representative sample of 384 parents and guardians was drawn using multi-stage sampling across Calabar Municipal and Calabar South Local Government Areas. Data were gathered via a structured, validated questionnaire ($r = 0.84$) titled Strategic Parental Communication and Upbringing Questionnaire (SPCUQ) and analysed using descriptive statistics (mean, standard deviation) and inferential statistics (Pearson Product Moment Correlation and Multiple Regression analysis at a 0.05 significance level). Findings revealed a statistically significant positive relationship between structured parental communication strategies and positive child behaviour outcomes ($\beta = 0.412$, $p < 0.05$). Active listening and collaborative problem-solving yielded the highest positive correlation with emotional stability and academic focus ($r = 0.654$, $p < 0.05$). The study concluded that strategic communication serves as a vital tool for effective parenting in contemporary urban settings. Consequently, it recommended community-based parental communication workshops, school-parent communicative synergy, and media-driven family advocacy campaigns across Cross River State.

Keywords

Strategic parental communication, child upbringing, parenting strategies, active listening, authoritative dialogue, empathetic conflict resolution, child behavioral development, emotional stability, social development, parent-child communication, Calabar Metropolis, Cross River State, Nigeria.

Article History

Received: 11.10.2026

Accepted: 15.10.2026

Published: 18.10.2026

1. Introduction

Child upbringing is a foundational pillar of societal continuity, social stability, and human capital development. From a global viewpoint, contemporary scholarship in development communication, family sociology, and behavioral psychology increasingly emphasizes that child-rearing is not merely an instinctual or biological endeavor, but a structured, communicative process. Across Western, Asian, and Latin American societies, changing socioeconomic structures, digital technology proliferation, and evolving family systems have shifted parenting from directive, top-down instruction toward interactive, strategic communication strategies designed to foster resilience, emotional intelligence, and cognitive self-regulation.

On the continental level in Africa, family systems are undergoing a rapid structural transition. While traditional African parenting historically relied on extended family networks and collective social norms, economic pressures and urban migration have shifted primary child-rearing responsibilities predominantly onto the nuclear family unit. Across sub-Saharan Africa, parents face the dual imperative of preserving rich cultural ethics while navigating modern developmental and economic challenges, making goal-directed intra-familial communication essential for social cohesion and moral continuity.

https://creativecommons.org/licenses/by/4.0/

At the regional level (West Africa), socio-economic developments, flexible labor demands, and widespread exposure to global media platforms have altered traditional communication flows within households. Families across West African metropolitan areas increasingly confront communication gaps resulting from prolonged parental working hours, economic stress, and screen-mediated interactions, directly impacting the quality of parental guidance and children's social alignment.

At the national level in Nigeria, child-rearing practices reflect diverse cultural heritage, religious traditions, and socio-economic realities. Recent national reports and sociopolitical studies highlight rising cases of juvenile delinquency, substance abuse, cyber-crime participation, and emotional distress among Nigerian youth. These socio-behavioral infractions are frequently linked by mass communication and sociology scholars to systemic dysfunctions in home-based communication dynamics. While communication in many Nigerian households has historically been authoritative, unidirectionally prescriptive, or passive, there is growing scholarly recognition that intentional, strategic interaction between parents and children acts as a critical buffer against external socio-cultural risks.

At the study area level (Calabar Metropolis, Cross River State), a unique socio-cultural atmosphere exists. As a major administrative, educational, and commercial center in Southern Nigeria, Calabar presents a blend of rich indigenous Efik, Efut, and Qua cultural values alongside rapid modern urbanization. Parents in Calabar Metropolis face contemporary urban pressures—ranging from dual-career demands to pervasive digital media exposure—creating a critical need to empirically evaluate how strategic parental communication practices influence child development in this specific regional context.

2. Literature Review

A. Conceptual Clarifications

(a) Strategic Communication in the Family Context

In classic communication literature, strategic communication is defined as the purposeful use of communication by an organization or entity to fulfill its overall mission (Hallahan et al., 2007; Holtzhausen & Zerfass, 2015). Transposed to the domestic sphere, Strategic Parental Communication (SPC) refers to the conscious, goal-directed, and audience-aware utilization of verbal, non-verbal, instructional, and feedback channels by parents to achieve specific developmental, behavioral, and emotional outcomes in their children. Unlike ad-hoc or impulsive parent-child interactions, strategic communication involves deliberate message framing, active listening, contextual timing, and empathetic feedback loops designed to foster understanding, mutual trust, and value internalization.

(b) Children Upbringing

Upbringing (or child socialization) encompasses the holistic physical, emotional, social, intellectual, and moral development of a child from infancy through adolescence into early adulthood. Within development communication frameworks, upbringing is recognized as an interactive socialization process wherein children learn cultural codes, behavioral boundaries, emotional self-regulation, and civic responsibility primarily through primary socializers—most notably, parents and guardians.

B. Theoretical Framework

(a) Symbolic Interactionism Theory

Formulated by George Herbert Mead (1934) and expanded by Herbert Blumer (1969), Symbolic Interactionism posits that human beings act toward things based on the meanings those things have for them, which emerge from social interaction and are modified through interpretation.

Application to Study: Within the household, parental words, tone, non-verbal gestures, and communicative feedback serve as primary symbolic inputs. Children do not merely receive directives; they interpret the symbolic value of parental interaction. When parents employ strategic communication characterized by respect, clarity, and constructive feedback, children internalize positive self-evaluations and functional behavioral norms. Conversely, erratic or aggressive communication symbols foster defensive or non-compliant identity constructs.

(b) Social Development Theory

Developed by Lev Vygotsky (1978), Social Development Theory asserts that cognitive and social development is inherently driven by social interaction within the "Zone of Proximal Development" (ZPD) through a process known as scaffolding.

Application to Study: In the child-rearing process, strategic communication acts as the social scaffolding through which parents' guide children from guided external regulation to autonomous internal self-discipline. Language functions as both a tool of thought and a medium of social regulation. By utilizing structured dialogue, open-ended questioning, and active listening, parents provide the cognitive and emotional support required for high-level moral reasoning and behavioral compliance.

C. Comprehensive Literature Review and Identification of Literature Gaps

(a) Parental Communication Styles and Behavioral Outcomes

The foundational typology of parental control and responsiveness established by Baumrind (1971) and refined by Maccoby and Martin (1983) categorized parenting into authoritative, authoritarian, permissive, and uninvolved styles. Contemporary communication scholars (e.g., Fitzpatrick & Ritchie, 1994; Koerner & Fitzpatrick, 2002) translated these psychological constructs into the Family Communication Patterns (FCP) Theory, which identifies two primary communication dimensions: conversation orientation (the degree to which families encourage open, unrestrained communication) and conformity orientation (the degree to which families emphasize uniformity of beliefs and obedience).

Empirical Review & Critique: Scholars such as Schroeder (2020) and Braithwaite et al. (2021) observed that families characterized by high conversation orientation produce children with stronger socio-emotional problem-solving skills, higher self-esteem, and lower rates of externalizing behavioral problems. However, these studies were largely conducted in North American and European nuclear family environments characterized by individualistic cultural orientation.

Identified Gap 1 (Contextual & Cultural Gap): Western studies on family communication patterns heavily emphasize individual autonomy and egalitarian parent-child dynamics. In African communal settings—and specifically urban Nigerian environments like Calabar—parental communication is culturally intertwined with deference to elders, collectivist norms, and hierarchical authority. Existing literature fails to sufficiently capture how strategic communication functions when integrated with traditional African authoritative parenting norms.

(b) Strategic Communication, Active Listening, and Emotional Regulation

Active listening—a strategic communication practice involving attentive non-verbal cues, reflective questioning, and empathetic validation—has been extensively analyzed in therapeutic, organizational, and pedagogical settings (Rogers, 1957; Gordon, 2000). In domestic communication scholarship, active listening by parents is associated with secure attachment, lowered anxiety levels, and enhanced emotional literacy in youth (Gottman et al., 1997; Segrin & Flora, 2019).

Empirical Review & Critique: Recent studies by Nwokolo and Chukwu (2022) in South-Eastern Nigeria indicated that children who perceived their parents as attentive listeners demonstrated significantly higher self-efficacy and resilience during socio-academic transitions. Similarly, Omoniyi (2021) found that parental empathetic listening moderated the relationship between peer pressure exposure and adolescent delinquency in Lagos State.

Identified Gap 2 (Conceptual Precision Gap): Most existing Nigerian studies treat "parental communication" as a monolithic construct, equating it simply with frequency of interaction or general parental involvement. There is a lack of communication-specific empirical studies that isolate active listening as a distinct, measurable strategic communication tool and evaluate its specific predictive power on child emotional stability versus general parental presence.

(c) Structured Feedback, Discipline Framing, and Behavioral Compliance

In Strategic Communication theory, message framing (Entman, 1993; Kahneman & Tversky, 1984) determines how information is processed based on whether it is presented as a gain, loss, supportive guidance, or punitive threat.

Applied to child upbringing, how parents frame discipline and behavioral correction (gain-framed vs. threat-framed communication) dictates whether children internalize behavioral norms or merely exhibit superficial compliance out of fear.

Empirical Review & Critique: Okeke and Amadi (2022) investigated parental disciplinary practices in urban Rivers State and observed that punitive, fear-based verbal communication achieved immediate compliance but resulted in long-term resentment, covert rebellion, and communication avoidance. Conversely, Adebayo (2023) demonstrated that constructive, rationale-based feedback (explaining why a behavior is unacceptable) fostered intrinsic moral reasoning in primary school children.

Identified Gap 3 (Theoretical Integration Gap): While framing theory is widely deployed in media effects and public relations research, Mass Communication literature in Nigeria has rarely extended framing principles to micro-level intra-familial strategic communication. Existing family studies remain anchored in traditional educational psychology frameworks, missing the opportunity to analyze parent-child verbal interactions through strategic message construction and feedback loop models.

(d) The Impact of Digital Proliferation and Socio-Economic Stress on Domestic Communication

The contemporary media ecosystem has introduced unprecedented challenges to home communication dynamics. The proliferation of smartphones, digital media, and social networks has created what communication scholars' term "technoference"—the frequent interruptions of interpersonal interactions caused by digital devices (McDaniel & Radesky, 2018).

Empirical Review & Critique: Studies by Akpan and Eyam (2021) in Cross River State highlighted that over 60% of surveyed parents reported spending over three hours daily on digital devices during home hours, leading to fragmented communication with their wards. Concurrently, economic pressures in urban centers force parents into extended working hours, diminishing the quantity and quality of communicative engagement.

Identified Gap 4 (Methodological & Regional Empirical Gap): While the disruptive effects of socio-economic stress and modern media are widely acknowledged, empirical research examining how urban parents in Calabar Metropolis strategically adapt their communication methods to overcome these technological and economic barriers remains scarce. Most regional studies (e.g., Akah & Akpa, 2021; Akah et al., 2022) focus on educational hygiene or health variables rather than evaluating strategic intra-family communication frameworks.

D. Empirical Review Summary Matrix

Table 1: Review of Empirical Studies on Parental Communication Patterns and Child Behavioral Development in Nigeria

Author(s) & Year	Study Title / Focus	Major Findings	Identified Research Gap Addressed by Present Study
Adebola & Okon (2021)	Family communication patterns and adolescent social alignment in South-West Nigeria.	Open dialogue significantly reduced peer conformity risks ($r = 0.58$, $p < 0.01$).	Focus was limited to adolescents in South-West Nigeria; did not examine broader child age groups or South-South geopolitical contexts like Calabar.
Etim, Bassey, & Udoh (2022)	Parental communication strategies and academic performance in Southern Nigeria.	Active parental feedback correlated positively with academic self-efficacy ($r = 0.62$).	Evaluated academic performance as the primary dependent variable, omitting emotional stability, moral alignment, and social compliance.

Nwosu, Okafor, & Egwu (2023)	Interpersonal communication dynamics and youth behavioral development in urban Nigeria.	Empathetic framing during conflict resolution reduced domestic behavioral infractions.	Used a qualitative design with a small sample (N = 30), limiting generalizability across large urban populations.
Akah & Akpa (2021)	Social variables and hygiene practices among students in Calabar.	Parental socio-economic status significantly influenced child domestic habits.	Focused primarily on educational/health hygiene variables without investigating strategic communication models within the home.
Omoniyi (2021)	Parental empathetic listening and adolescent delinquency	Empathetic listening acted as a significant buffer against	Conducted in Lagos megacity, whose socio-cultural and demographic dynamics

3. Methodology

(a) Research Design

Quantitative cross-sectional survey research design, ideal for assessing attitudes, practices, and behavioral relationships across a representative population sample.

(b) Study Area

Calabar Metropolis, comprising two Local Government Areas: Calabar Municipal and Calabar South, located in Cross River State, Nigeria. The metropolis represents a diverse socio-economic population with a blend of professional, business, and civil service households.

(c) Target Population

Parents, guardians, and primary caregivers residing within households across Calabar Metropolis (estimated household population > 100,000).

(d) Sample Size Determination

Calculated using Cochran's (1977) formula for unknown/infinite populations at a 95% confidence level (Z = 1.96) and an acceptable margin of error (e = 0.05):

n = (Z^2 * p * q) / e^2 = ((1.96) ^2 * 0.5 * 0.5) / (0.05) ^2 = (3.8416 * 0.25) / 0.0025 = 384.16

n ≈ 384

(e) Sampling Technique

Multi-stage sampling technique:

Stage 1 (Stratification): Stratification of Calabar Metropolis into two geopolitical strata—Calabar Municipal (10 political wards) and Calabar South (12 political wards).

Stage 2 (Cluster Selection): Random selection of 4 political wards from each Local Government Area (total 8 wards).

Stage 3 (Household Selection): Systematic sampling of households within selected wards, targeting one parent/guardian per selected household until the quota of 384 respondents was achieved.

(f) Instrument for Data Collection

Structured questionnaire titled Strategic Parental Communication and Upbringing Questionnaire (SPCUQ), divided into two sections:

Section A: Demographic information (Age, Gender, Education, LGA, Occupation, Household Size).

Section B: Psychometric items measuring Strategic Communication Practices (Active Listening, Structured Feedback,

Non-Verbal Reinforcement, Discipline Framing) and Child Upbringing Outcomes (Emotional Stability, Behavioral Compliance, Academic Focus, Social Alignment) on a 4-point Likert Scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree).

(g) Validity and Reliability

Content and face validity were established by three senior academics in Mass Communication and Educational Measurement at the University of Calabar. Reliability was determined via a pilot test on 30 parents in Odukpani LGA (outside the study area). Cronbach's Alpha analysis yielded an overall internal consistency coefficient of $\alpha = 0.84$, confirming high instrument reliability.

(h) Method of Data Analysis

Data were processed using IBM SPSS Statistics v26. Descriptive statistics (frequencies, percentages, means, and standard deviations) answered research questions (benchmark decision mean = 2.50). Inferential statistics (Pearson Product Moment Correlation and Multiple Linear Regression) tested hypotheses at a 0.05 alpha level of significance.

4. Results and Discussion

Out of 384 questionnaires distributed to parents across Calabar Metropolis, 372 valid copies were completed and retrieved, yielding an exceptionally high response rate of 96.8%.

A. Socio-Demographic Characteristics of Respondents

Gender: Male = 158 (42.5%), Female = 214 (57.5%).
Location: Calabar Municipal = 198 (53.2%), Calabar South = 174 (46.8%).
Educational Level: Tertiary = 248 (66.7%), Secondary = 102 (27.4%), Primary/None = 22 (5.9%).
Marital Status: Married = 298 (80.1%), Single Parents/Guardians = 74 (19.9%).

Table 2: Strategic Parental Communication Practices (N = 372)

Item Statements	Mean (&bar;X)	Std. Dev. (SD)	Decision
Active Listening: I dedicate uninterrupted time to listen to my children's thoughts and emotional concerns.	3.18	0.72	Agreed
Structured Feedback: I explain the reasons behind family rules and disciplinary actions rather than just commanding compliance.	2.94	0.81	Agreed
Non-Verbal Reinforcement: I use encouraging body language (hugs, nods, eye contact) to communicate affection and approval.	2.85	0.78	Agreed
Empathetic Framing: During conflict, I focus on correcting the negative behavior rather than attacking the child's identity.	3.02	0.75	Agreed
Directive Instruction: I rely primarily on strict, top-down instruction to maintain discipline in the house.	3.42	0.65	Agreed
Grand Mean & Standard Deviation	3.08	0.74	Agreed

Field Survey, 2026 (Benchmark Mean = 2.50)

B. Regression Model: Influence of Strategic Communication on Child Behavior Outcomes

A Multiple Linear Regression analysis was conducted to examine the predictive influence of Strategic Communication dimensions (Active Listening, Discipline Framing, Non-Verbal Support) on Child Behavior Outcomes.

Table 3: Model Summary for Strategic Communication and Child Behavior Outcomes

Model	R	R Square (R^2)	Adjusted R Square	Std. Error of the Estimate	F-Change	Sig. (p-value)
1	0.654	0.428	0.423	0.3812	91.82	0.000

Predictors: (Constant), Active Listening, Discipline Framing, Non-Verbal Support

Dependent Variable: Positive Child Behavior Outcomes

Table 4: Regression Coefficients of Strategic Communication Dimensions

Variable Model	Unstandardized β	Std. Error	Standardized β	t-value	p-value (Sig.)
(Constant)	1.120	0.245	—	4.571	0.000
Active Listening	0.385	0.052	0.362	7.403	0.000
Discipline Framing	0.294	0.048	0.281	6.125	0.000
Non-Verbal Support	0.210	0.041	0.198	5.122	0.000

Dependent Variable: Positive Child Behavior Outcomes ($p < 0.05$)

Table 5: Challenges Impeding Strategic Parental Communication (N = 372)

Challenge Factor	Mean (&bar;X)	Std. Dev. (SD)	Decision
Workplace stress and long working hours reducing interaction time.	3.56	0.58	Agreed
Smartphone and digital media distractions ("Technoference") during family hours.	3.38	0.64	Agreed
Financial strain and economic anxiety affecting emotional calmness.	3.45	0.61	Agreed
Lack of formal exposure/training on structured child communication methods.	3.12	0.70	Agreed
Cultural belief that explaining rules to children diminishes parental authority.	2.88	0.83	Agreed

Field Survey, 2026 (Benchmark Mean = 2.50)

The findings from this empirical study provide strong quantitative evidence that strategic parental communication significantly shapes children's upbringing and behavioral outcomes in Calabar Metropolis.

First, the evaluation of predominant practices (Table 1) revealed a dual communication environment. While traditional directive instructions remain dominant (&bar;X = 3.42), parents in Calabar Metropolis increasingly incorporate strategic communication components, notably active listening (&bar;X = 3.18) and empathetic framing during conflict (&bar;X = 3.02). This finding aligns with global trends identified by Littlejohn et al. (2021), indicating that urban parents are adapting their communication styles to navigate contemporary socio-cultural environments.

Second, the regression model (Tables 2 & 3) established that 42.8% of the variance in positive child behavior outcomes (R^2 = 0.428, F = 91.82, $p < 0.001$) is directly explained by parental strategic communication strategies. Among the individual dimensions, Active Listening emerged as the strongest standardized predictor ($\beta = 0.362$, $p < 0.001$), followed closely by Discipline Framing ($\beta = 0.281$, $p < 0.001$). This validates Vygotsky's Social Development Theory and Mead's Symbolic Interactionism Theory by confirming that language structured around active engagement and constructive rationale provides the necessary cognitive scaffolding for internal self-regulation and moral reasoning in children. These results build directly upon the foundational work of Etim, Bassey, and Udoh (2022) by expanding the observed impact of communication from academic performance alone to broader socio-behavioral and emotional outcomes.

Third, the findings regarding operational challenges (Table 4) highlight that workplace stress (&bar;X = 3.56), economic anxiety (&bar;X = 3.45), and digital device distraction/technoference (&bar;X = 3.38) serve as major barriers to consistent strategic communication. This supports the observations of Akpan and Eyam (2021) regarding the structural pressures confronting modern urban Nigerian households, emphasizing that while parents recognize the value of strategic communication, macro-level economic and technological conditions frequently disrupt domestic dialogue.

5. Conclusion and Recommendations

A. Conclusion

This study investigated the relationship between strategic communication and children upbringing within Calabar Metropolis, Cross River State. The empirical evidence demonstrates that strategic parental communication—characterized by active listening, constructive feedback framing, and empathetic non-verbal support—is a powerful predictor of positive child behavioral, emotional, and social development. Parents who consciously move beyond unidirectionally authoritative commands toward structured, objective-driven dialogue raise children with higher emotional stability, superior behavioral compliance, and stronger social alignment. Conversely, economic pressures and digital distractions pose real obstacles to domestic communication quality. Ultimately, strategic communication must be recognized not merely as an organizational tool, but as an essential, learnable competence for effective contemporary parenting.

B. Recommendations

(a) Community-Based Strategic Parenting Workshops

The Cross River State Ministry of Social Welfare and Sustainable Development, in partnership with Civil Society Organizations (CSOs), should establish neighborhood-level parenting communication workshops across Calabar Municipal and Calabar South to train parents in active listening, constructive discipline framing, and conflict resolution techniques.

(b) Media-Driven Family Advocacy Programming

Broadcast stations across Cross River State (such as CRBC, Rhythm FM, and Canaan City FM) should design and air dedicated development communication programs focusing on strategic intra-family communication, digital device management, and positive child guidance practices.

(c) Institutionalizing School-Parent Communicative Synergy

Primary and secondary schools within Calabar Metropolis should expand traditional Parent-Teacher Association (PTA) meetings into collaborative forums that educate parents on aligning home communication strategies with school behavioral and psychological support frameworks.

(d) Policy Recognition of Family Development Communication

The Nigerian Federal Ministry of Information and National Orientation should integrate family-level strategic communication guidelines into national social and behavior change communication (SBCC) policies to strengthen primary socialization structures nationwide.

6. References

[1] Adebayo, T. O. (2023). Message framing in parental discipline and moral reasoning among primary school children in urban Nigeria. Journal of Development Communication, 34(1), 112–128.

[2] Adebola, O. A., & Okon, E. U. (2021). Family communication patterns and adolescent social alignment in South-West Nigeria. Journal of Communication and Media Research, 13(2), 45–58.

[3] Akah, L. U., & Akpa, S. U. (2021). Social variables and hygiene practices of senior secondary school students in Calabar Education Zone, Cross River State, Nigeria. International Journal of Educational Administration, Planning and Research, 13(1), 66–76. https://doi.org/10.5281/zenodo.5528906

[4] Akah, L. U., Owan, V. J., Uduigwomen, G. A., & Akpa, S. U. (2022). Psychological variables and consumption of healthy meals among first cycle in Calabar Metropolis, Nigeria. Journal of Educational Research in Developing Areas, 3(2), 223–236. https://doi.org/10.47434/JEREDA.3.2.2022.223

[5] Akpan, E. O., & Eyam, S. E. (2021). Qualitative assessment of parents' role and views towards secondary school adolescents' sexual and social behavior in Cross River State. African Journal of Social Sciences, 11(3), 89–104.

[6] Bandura, A. (1977). Social learning theory. Prentice-Hall.

[7] Baumrind, D. (1971). Current patterns of parental authority. Developmental Psychology Monographs, 4(1, Pt. 2), 1–103.

[8] Blumer, H. (1969). Symbolic interactionism: Perspective and method. Prentice-Hall.

[9] Braithwaite, D. O., Schrader, K. L., & Stephenson, E. R. (2021). Interpersonal and family communication: Principles and

research. Routledge.
[10] Cochran, W. G. (1977). Sampling techniques (3rd ed.). John Wiley & Sons.
[11] Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. Journal of Communication, 43(4), 51–58.
[12] Etim, E. J., Bassey, N. U., & Udoh, P. S. (2022). Parental communication strategies and academic performance among secondary school students in Southern Nigeria. African Journal of Social Sciences and Humanities, 5(1), 112–126.
[13] Fitzpatrick, M. A., & Ritchie, L. D. (1994). Communication schemata within the family: Multiple perspectives on family interaction. Human Communication Research, 20(3), 275–301.
[14] Gordon, T. (2000). Parent effectiveness training: The proven program for raising responsible children. Harmony Books.
[15] Gottman, J. M., Katz, L. F., & Hooven, C. (1997). Meta-emotion: How families communicate emotionally. Lawrence Erlbaum Associates.
[16] Hallahan, K., Holtzhausen, D., van Ruler, B., Verčič, D., & Sriramesh, K. (2007). Defining strategic communication. International Journal of Strategic Communication, 1(1), 3–35.
[17] Holtzhausen, D., & Zerfass, A. (Eds.). (2015). The Routledge handbook of strategic communication. Routledge.
[18] Kahneman, D., & Tversky, A. (1984). Choices, values, and frames. American Psychologist, 39(4), 341–350.
[19] Koerner, A. F., & Fitzpatrick, M. A. (2002). Toward a theory of family communication. Communication Theory, 12(1), 70–91.
[20] Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2021). Theories of human communication (12th ed.). Waveland Press.
[21] Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent–child interaction. In P. H. Mussen (Ed.), Handbook of child psychology (Vol. 4, pp. 1–101). John Wiley & Sons.
[22] McDaniel, B. T., & Radesky, J. S. (2018). Technoference: Longitudinal associations between parent technology use, parent-child interactions, and child behavior problems. Pediatric Research, 84(2), 210–218.
[23] Mead, G. H. (1934). Mind, self, and society. University of Chicago Press.
[24] Nwokolo, C. N., & Chukwu, E. C. (2022). Active listening practices among parents and adolescent self-efficacy in South-Eastern Nigeria. Nigerian Journal of Applied Psychology, 19(2), 145–160.
[25] Nwosu, C. I., Okafor, G. O., & Egwu, U. E. (2023). Interpersonal communication dynamics and youth behavioral development in urban Nigeria. Nigerian Journal of Mass Communication, 19(1), 78–94.
[26] Okeke, I. C., & Amadi, P. O. (2022). Disciplinary feedback framing and child compliance in Rivers State: A development communication perspective. Journal of Humanities and Social Sciences, 14(4), 55–71.
[27] Okpoko, J. I. (2020). Development communication in contemporary Africa. University of Nigeria Press.
[28] Omoniyi, A. B. (2021). Parental empathetic listening as a moderator of peer-induced delinquent behavior among youth in Lagos State. African Journal of Behavioral Studies, 8(2), 201–217.
[29] Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology, 21(2), 95–103.
[30] Schroeder, A. N. (2020). Family communication patterns, relational satisfaction, and child self-esteem: A longitudinal analysis. Communication Studies, 71(3), 389–406.
[31] UNFPA Nigeria. (2021). National communication strategy on ending gender-based violence and harmful practices in Nigeria. UNFPA Nigeria Country Office.
[32] UNICEF. (2017). Communication for Development (C4D): Global report. UNICEF Headquarters.
[33] Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.