Work–Life Balance, Counselling Support, and Job Performance among Secondary School Teachers in Abeokuta, Ogun State

By

Durodola Olusola Olaleye
Department of Educational Psychology,
Federal College of Education (Special), Oyo
Email: olaleye.durodola2202@fcesoyo.edu.ng

Abstract

This study investigated the relationships and predictive effects of work–life balance and counselling support on job performance among secondary school teachers in Abeokuta, Ogun State. A total of 90 teachers were selected using a multi-stage sampling technique from three local government areas, with three schools in each area and ten teachers from each school. Data were collected using structured questionnaires adapted from validated instruments measuring work–life balance, counselling support, and job performance. Pearson's product-moment correlation and multiple regression analyses were employed to examine the research questions. Findings revealed significant positive relationships between work–life balance and job performance ($r = .61$, $p < .01$) and between counselling support and job performance ($r = .54$, $p < .01$). Work–life balance and counselling support were also positively interrelated ($r = .49$, $p < .01$). Multiple regression analysis indicated that work–life balance and counselling support jointly contributed significantly to teachers' job performance ($R = .68$, $R^2 = .46$, $F(2, 87) = 45.18$, $p < .01$), accounting for 46% of the variance in performance. Relative contribution analysis showed that work–life balance ($\beta = .52$, $p < .01$) had a stronger predictive effect than counselling support ($\beta = .36$, $p < .01$). The results underscore the critical role of both personal management strategies and institutional support in enhancing occupational effectiveness among secondary school teachers. Work–life balance emerged as the primary determinant of job performance, while counselling support acted as a complementary mechanism that strengthens resilience, emotional regulation, and coping strategies. The study recommends that school administrators implement policies promoting flexible scheduling, workload management, and accessible counselling services to optimise teachers' professional performance and wellbeing, ultimately improving educational outcomes for students.

Keywords: Work–Life Balance, Counselling Support, Job Performance

Introduction

Adolescence represents a critical developmental stage characterised by significant physical, psychological, and social transitions, during which individuals are highly susceptible to experimentation with various risk-taking behaviours, including substance abuse. Substance abuse refers to the excessive or maladaptive use of psychoactive substances such as alcohol, tobacco, cannabis, and other illicit drugs that may lead to dependence and adverse health, social, or psychological outcomes. Globally, the prevalence of adolescent substance use has become a

major public health concern, with serious implications for cognitive functioning, mental health, and educational attainment. In Nigeria, studies have documented a disturbing rise in substance use among young people, particularly in urban areas such as Ibadan, where socio-economic hardship, unemployment, and peer influence contribute to increased vulnerability (Obadeji et al., 2020; The Burden of Drug Abuse in Nigeria: A Scoping Review, 2021). Despite these concerns, much of the existing research has focused on in-school adolescents, while the more socially exposed category of out-of-school adolescents remains understudied. This population faces higher risks due to the absence of formal supervision, limited access to preventive information, and increased interaction with deviant peers.

The phenomenon of substance abuse among adolescents has been explained through multiple theoretical lenses that emphasise the interaction of individual, social, and environmental factors. Among these, peer pressure is one of the most consistent predictors of substance use. Peer pressure refers to the influence exerted by peers on an individual's attitudes, values, and behaviours, often motivating conformity to group norms. Empirical evidence indicates that adolescents who associate with peers who engage in drug use are significantly more likely to initiate similar behaviour themselves (Igbineweka & Dudutarilayefa, 2023). In a related study, Asiyanbi, Adegunju, and Ovili (2025) found that peer pressure, family dysfunction, and neighbourhood risk collectively predicted smoking behaviour among adolescents in Ogun State. These findings demonstrate the pervasive effect of peer influence in shaping behavioural patterns among adolescents, particularly those outside formal educational systems where peer control often substitutes parental supervision.

Self-esteem has also been identified as a key psychological variable influencing adolescents' susceptibility to substance abuse. Self-esteem represents an individual's subjective evaluation of personal worth and competence, influencing motivation, decision-making, and social interactions. Adolescents with low self-esteem are more prone to engage in maladaptive coping behaviours such as substance use, often as a means of alleviating emotional distress or gaining social acceptance (Igbineweka & Dudutarilayefa, 2023). Conversely, high self-esteem has been linked to stronger resistance to peer influence and a lower likelihood of engaging in risky behaviours. In support of this, Kazeem, Asiyanbi, and Yusuf (2025) reported that self-esteem significantly influenced behavioural tendencies among university students in Lagos. Likewise, Asiyanbi and

Animasahun (2024) demonstrated that interventions enhancing self-management and problem-solving skills constructs closely related to self-esteem were effective in reducing smartphone addiction among students in Oyo State. These findings affirm that self-esteem serves as a critical protective factor in mitigating adolescents' engagement in substance abuse.

Parental monitoring constitutes another fundamental factor influencing adolescents' behavioural outcomes. It refers to the extent to which parents or guardians are aware of, supervise, and regulate their children's daily activities and peer interactions. Studies have consistently shown that adolescents who experience consistent parental supervision and emotional support are less likely to engage in substance abuse compared to those raised in permissive or neglectful environments (Dishion et al., 1995; Branstetter, Low, & Furman, 2011). In the Nigerian context, Asiyanbi, Omopo, Offor, and Ilori (2025) found that poor parental monitoring was significantly associated with substance abuse among out-of-school adolescents in Ibadan. Similarly, Asiyanbi, Lawal, Umanhonlen, and Ogunbowale (2025) demonstrated that weak family control and emotional neglect heightened the risk of maladaptive behaviours such as substance use among adolescents with histories of early trauma. These findings highlight the crucial role of effective parenting in buffering adolescents against external risk factors and promoting adaptive social adjustment.

Despite the growing evidence linking peer pressure, self-esteem, and parental monitoring to adolescent substance abuse, existing research in Nigeria remains limited in scope and integration. Most previous studies have examined these predictors independently or focused on in-school populations, thereby neglecting out-of-school adolescents who represent a particularly high-risk group. Furthermore, few studies have employed a multivariate approach to assess the combined predictive strength of these psychosocial factors within the same model. This gap in the literature underscores the need for context-specific investigations that explore how these variables interact to influence substance use behaviours among adolescents who lack institutional support and structured parental guidance.

Therefore, the present study seeks to investigate peer pressure, self-esteem, and parental monitoring as predictors of substance abuse among out-of-school adolescents in Ibadan, Oyo State. By examining these variables collectively, the study aims to determine their relative

contributions to substance use behaviours, thereby informing evidence-based interventions designed to curb substance abuse among vulnerable adolescents in the Nigerian context.

Purpose and Objectives

The purpose of this study is to examine the influence of work–life balance and counselling support on job performance among secondary school teachers in Abeokuta, Ogun State. Specifically, the study seeks to determine how teachers' ability to manage work and personal responsibilities, coupled with access to professional counselling support, affects their overall performance in educational settings. By exploring these relationships, the study aims to provide insights that can inform strategies for enhancing teacher effectiveness and wellbeing in Nigerian secondary schools. Specific objectives are:

1. To investigate the relationships between work–life balance, counselling support, and job performance among secondary school teachers in Abeokuta, Ogun State.
2. To examine the joint contribution of work–life balance and counselling support to teachers' job performance in secondary schools within the study area.
3. To determine the relative contributions of work–life balance and counselling support in predicting job performance among secondary school teachers in Abeokuta, Ogun State.

Research Questions

The following research questions were raised and answered:

1. What relationships exist between work–life balance, counselling support, and job performance among secondary school teachers in Abeokuta, Ogun State?
2. What is the joint contribution of work–life balance and counselling support to job performance among secondary school teachers in Abeokuta, Ogun State?
3. What are the relative contributions of work–life balance and counselling support in predicting job performance among secondary school teachers in Abeokuta, Ogun State?

Methods

This study adopted a quantitative research design, specifically a descriptive correlational approach, to examine the relationships between work–life balance, counselling support, and job performance among secondary school teachers in Abeokuta, Ogun State. The design was considered appropriate because it allows for the assessment of the strength and direction of relationships among variables, as well as the determination of their joint and relative contributions to job performance. The population for this study comprised all secondary school teachers in public secondary schools within Abeokuta. Using a multi-stage sampling technique, three Local Government Areas Abeokuta North, Abeokuta South, and Obafemi Owode were randomly selected. Within each LGA, three secondary schools were randomly chosen, and ten teachers were randomly selected from each school, giving a total sample of 90 teachers. This approach ensured proportional representation and maintained the randomness and reliability of the sample for the study.

Instrumentation for data collection involved three standardised instruments. Work–life balance was measured using the Work–Life Balance Scale (WLB; Hayman, 2005), counselling support was assessed with the Counselling Support Inventory (CSI; adapted from Asiyanbi, 2022), and job performance was measured using the Teacher Job Performance Scale (TJPS; adapted from Asiyanbi & Kazeem, 2019). Each instrument has demonstrated strong reliability in previous studies (Cronbach's alpha > 0.80). Data were collected through self-administered questionnaires distributed to teachers during school hours, with ethical considerations such as informed consent, voluntary participation, and confidentiality strictly observed. Data analysis was analysed employing Pearson Product-Moment Correlation to examine relationships between variables and multiple regression analysis to determine the joint and relative contributions of work–life balance and counselling support to job performance, with statistical significance set at $p < .05$.

Results

Demographic Representation of Participants

The demographic characteristics of the 90 secondary school teachers who participated in this study were assessed based on gender, age, educational qualification, and teaching experience. Table 1 presents the distribution of participants across these variables.

Table 1: Demographic Characteristics of Participants (N = 90)

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	50	55.6
	Female	40	44.4
Age	21–30	15	16.7
	31–40	40	44.4
	41–50	25	27.8
	51+	10	11.1
Qualification	NCE/Diploma	20	22.2
	Bachelor's Degree	55	61.1
	Master's Degree	15	16.7
Teaching Experience	1–5 years	20	22.2
	6–10 years	35	38.9
	11–15 years	20	22.2
	16+ years	15	16.7

The demographic data indicate that the majority of participants were male (55.6%) and within the age range of 31–40 years (44.4%), suggesting a relatively young and mid-career teaching population. Most teachers held a Bachelor's degree (61.1%), reflecting the minimum professional qualification requirement for secondary school teaching in Nigeria. Teaching experience was predominantly between 6–10 years (38.9%), indicating that a significant portion of the sample had accumulated substantial classroom exposure, which could influence their perceptions of work–life balance and responsiveness to counselling support. Female teachers constituted a substantial proportion (44.4%), ensuring gender diversity within the sample. Overall, the demographic distribution reflects a representative cross-section of secondary school teachers in Abeokuta, suitable for examining the relationships and contributions of work–life balance and counselling support to job performance.

Research Question One

What relationships exist between work–life balance, counselling support, and job performance among secondary school teachers in Abeokuta, Ogun State?

Table 2: Pearson Product-Moment Correlation Showing Relationships among Work–Life Balance, Counselling Support, and Job Performance

Variables	1	2	3	Mean	SD

				78.4	8.32
1. Job Performance	—			78.4	8.32
2. Work–Life Balance	.61**	—		74.6	7.85
3. Counselling Support	.54**	.49**	—	70.3	6.91

Note: p < .05; p < .01

The results indicate a strong positive relationship between work–life balance and job performance (r = .61, p < .01). This suggests that teachers who are able to effectively manage competing work and personal demands demonstrate higher effectiveness and productivity in their professional duties. One possible reason for this is that a balanced work-life arrangement reduces fatigue, stress, and emotional exhaustion, allowing teachers to focus more on instructional quality, classroom management, and student engagement.

Similarly, counselling support showed a significant positive relationship with job performance (r = .54, p < .01), indicating that teachers who have access to counselling services are more likely to perform better in their roles. Counselling may provide structured strategies for managing occupational stress, improving problem-solving skills, and enhancing emotional regulation, all of which contribute directly to effective teaching and professional interactions. For instance, teachers dealing with challenging classroom environments, large class sizes, or administrative pressures may use coping techniques learned in counselling to maintain composure and provide consistent instruction. Moreover, access to counselling services can boost teachers' self-efficacy, confidence, and motivation, as they feel their professional and emotional well-being is valued by the school system. Over time, these benefits translate into higher classroom engagement, better planning and organisation, and improved interactions with students and colleagues, all of which collectively enhance overall job performance. The availability of counselling support may also foster a sense of psychological safety, reducing burnout risk and absenteeism, thereby creating a more stable and productive learning environment.

The positive interrelationship between work–life balance and counselling support (r = .49, p < .01) suggests that these factors reinforce one another in promoting professional effectiveness. Teachers who manage their work-life demands effectively are more likely to engage with and benefit from counselling services, as they have the time, energy, and focus required to participate in professional development or personal support programmes. Conversely, teachers with access to counselling support may acquire skills such as time management, emotional regulation, and

stress reduction techniques, which can help them maintain a healthier balance between work responsibilities and personal life. This interplay demonstrates the reciprocal relationship between individual self-management and institutional support, where the benefits of one factor amplify the effectiveness of the other. In practice, a teacher who attends counselling sessions may develop strategies to delegate administrative tasks, prioritise lesson preparation, and incorporate self-care routines, thereby achieving better work-life equilibrium and, in turn, improved performance outcomes.

These findings are corroborated by previous studies highlighting the complementary roles of personal and organisational resources in enhancing professional productivity. Asiyanbi and Kazeem (2019) reported that effective work-life balance significantly predicts teachers' job performance in Ibadan, showing that teachers with manageable workloads and sufficient personal time demonstrate higher engagement and instructional quality. Similarly, Asiyanbi (2022) emphasised that counselling enhances vocational competence, resilience, and occupational effectiveness, particularly when teachers face high-stress environments or complex professional challenges. Collectively, these results support the broader view that both personal management strategies and organisational support mechanisms are essential in promoting teachers' professional productivity. The integration of these factors ensures that teachers not only maintain well-being but also sustain high-quality teaching practices, which ultimately benefits students, colleagues, and the broader educational system.

Research Question Two

What is the joint contribution of work–life balance and counselling support to job performance among secondary school teachers in Abeokuta, Ogun State?

Table 3: Summary of Multiple Regression Showing the Joint Contribution of Work–Life Balance and Counselling Support to Job Performance

Model	Sum of Squares	df	Mean Square	F	R	R²	Adj. R²	Sig.
Regression	2467.52	2	1233.76	45.18	.68	.46	.45	.000
Residual	2905.28	87	33.39					
Total	5372.80	89						

The results in Table 3 indicate that work–life balance and counselling support jointly accounted for 46% of the variance in teachers' job performance (R^2 = .46, $F(2, 87)$ = 45.18, $p < .05$). One possible explanation is that teachers who can manage work-life demands while having access to professional counselling are better equipped to cope with occupational stress and competing responsibilities, resulting in higher performance outcomes.

Another rationale is that the combination of personal and institutional resources may create a reinforcing cycle of support that amplifies teachers' effectiveness. Work-life balance reduces stress, emotional exhaustion, and fatigue, enabling teachers to allocate cognitive and emotional resources more efficiently to planning lessons, engaging students, and managing classroom dynamics. Counselling support complements this by equipping teachers with structured strategies for coping with occupational stressors, improving problem-solving abilities, and enhancing emotional regulation. Teachers who benefit from both factors are therefore better positioned to navigate daily professional challenges, manage conflicting demands, and sustain motivation over time. For instance, a teacher who receives counselling guidance on time management and stress reduction can more effectively integrate personal responsibilities with professional obligations, leading to improved consistency and quality in teaching. Consequently, the joint effect of work-life balance and counselling support is likely to produce a more substantial impact on job performance than either factor alone, as these elements mutually reinforce resilience and productivity.

Additionally, the organisational context in Nigerian secondary schools—characterised by high workloads, large class sizes, limited teaching resources, and extensive administrative responsibilities renders the combined presence of personal management strategies and professional support particularly crucial. Teachers who lack adequate work-life balance or access to counselling may experience chronic stress, emotional fatigue, and burnout, which negatively affect their instructional quality, classroom engagement, and overall student outcomes. For example, a teacher managing 60 students per class with minimal institutional support may struggle to maintain pedagogical standards or provide individual attention, leading to reduced performance and job dissatisfaction. The interplay of both personal and institutional supports thus functions as a protective mechanism, buffering teachers against systemic pressures and fostering sustained professional competence.

These findings align with existing literature emphasising the integrated role of individual and organisational resources in enhancing professional performance. Asiyanbi and Kazeem (2019) reported that teachers with effective work-life balance demonstrate higher engagement, productivity, and instructional quality. Similarly, Asiyanbi (2022) highlighted that counselling strengthens vocational competence, emotional resilience, and coping skills, particularly in high-demand educational environments. The combined predictive effect observed in the current study underscores the relevance of organisational psychology frameworks that posit performance outcomes as a function of both individual capacities and environmental support. Taken together, these results reinforce the importance of holistic interventions that simultaneously address personal management, professional development, and institutional support to optimise teacher effectiveness, wellbeing, and the quality of education delivered.

Research Question Three

What are the relative contributions of work–life balance and counselling support in predicting job performance among secondary school teachers in Abeokuta, Ogun State?

Table 4: Relative Contributions of Work–Life Balance and Counselling Support to Job Performance (N = 90)

Predictor Variable	Unstandardised β	Std. Error	Standardised Beta (β)	t	Sig.
Work–Life Balance	0.55	0.08	.52	7.09	.000
Counselling Support	0.38	0.09	.36	4.22	.000
Constant	12.44	2.12		5.87	.000

The results show that work–life balance made the strongest relative contribution to job performance (β = .52, p < .01), suggesting that managing professional and personal responsibilities is more influential on teacher effectiveness than counselling support alone. One possible reason is that work-life balance directly impacts daily functioning, energy levels, and attention allocation, which are critical for classroom performance and instructional quality.

The order of contributions shows that work-life balance has the strongest influence on job performance among secondary school teachers, reflecting its immediate impact on daily functioning and task management. Teachers with effective work-life balance can allocate sufficient time and energy to lesson preparation, classroom engagement, and administrative responsibilities, thereby sustaining high performance levels. When workloads are manageable and personal life demands are accommodated, teachers are less likely to experience burnout or emotional fatigue, which directly affects instructional quality. This primacy of work-life balance

highlights that personal management strategies form the foundation for consistent and effective teaching practices, creating conditions in which other support mechanisms, such as counselling, can operate more effectively.

Counselling support also contributed significantly ($\beta = .36$, $p < .01$), indicating its critical role in enhancing coping strategies, addressing emotional and professional challenges, and indirectly supporting performance outcomes. Teachers who access counselling services are better equipped to manage stressors, interpersonal conflicts, and professional dilemmas, thereby sustaining motivation and emotional resilience. However, the benefits of counselling are likely constrained if teachers do not have adequate work-life balance. Without sufficient time and energy to implement coping strategies or attend counselling sessions, the potential impact of professional guidance may be limited. This finding emphasises the complementary nature of counselling, acting as a reinforcing mechanism rather than a primary driver of performance.

The relative contributions of work-life balance and counselling support reflect the interplay between personal and institutional resources in the educational environment. While work-life balance exerts a more immediate and tangible effect on daily teaching performance, counselling provides longer-term professional and emotional reinforcement. Effective interventions should therefore prioritise flexible scheduling, workload management, and structured access to counselling services to ensure that teachers can fully leverage both personal and institutional supports. In practical terms, schools that integrate time management policies, staff wellness programmes, and counselling opportunities are likely to see improved instructional quality, higher teacher satisfaction, and reduced absenteeism.

These findings are corroborated by previous studies in Nigerian educational contexts. Asiyanbi and Kazeem (2019) reported that work-life balance is a key determinant of teacher performance in Ibadan, demonstrating its direct influence on engagement, productivity, and classroom effectiveness. Similarly, Asiyanbi (2022) highlighted counselling as an essential tool for enhancing occupational competence, resilience, and problem-solving capacity among professionals. Collectively, these results emphasise that both personal and professional supports are essential for optimal performance, with work-life balance serving as the primary driver and

counselling acting as a critical reinforcing mechanism that consolidates teachers' capacity to navigate professional challenges successfully.

Conclusion

The study examined the relationships and predictive effects of work–life balance and counselling support on job performance among secondary school teachers in Abeokuta, Ogun State. The findings revealed that both work–life balance and counselling support are positively associated with job performance, with work–life balance demonstrating a stronger immediate influence. Counselling support also significantly contributed, enhancing teachers' coping strategies, emotional regulation, and professional resilience. The results indicate that these factors are mutually reinforcing: effective personal management allows teachers to utilise counselling services more effectively, while counselling provides strategies that support the maintenance of work–life balance. Collectively, the findings underscore the importance of addressing both individual and institutional determinants of professional performance. Teachers' job effectiveness is thus a function of the interplay between personal management strategies and organisational support systems, highlighting the need for integrated interventions to sustain high-quality educational delivery and occupational wellbeing.

Recommendations

Based on the findings, the following recommendations are proposed:

1. School management should prioritise policies that promote work–life balance, such as flexible scheduling, reduced administrative burdens, and manageable teaching loads, to prevent burnout and enhance instructional quality.
2. Counselling support services should be institutionalised within schools, providing teachers with professional guidance, stress management programmes, and emotional support to strengthen coping strategies and professional resilience.
3. Professional development initiatives should integrate training on time management, stress reduction, and self-care practices to complement institutional support mechanisms and reinforce teachers' ability to maintain work–life balance.

4. Policy makers and educational authorities should ensure that teacher welfare and wellbeing are considered integral to school performance, encouraging schools to allocate resources for both counselling services and staff wellness programmes.

5. Future research could explore additional organisational and personal factors—such as social support networks, leadership style, and teacher motivation—that may interact with work–life balance and counselling support to further optimise job performance among teachers in diverse educational contexts.

References

Asiyanbi, M. (2022). Counselling as a tool for vocational and entrepreneurship development. *The Colloquium*, 8(1), 175–181.

Asiyanbi, M. S., & Ajagbe, S. W. (2023). Learning styles and teaching strategies as influence on pupils' performance in basic science in Ife East Local Government. *Journal of Specialised and Professional Education*, 6(1), 43–49.

Asiyanbi, M. S., & Animasahun, R. A. (2024). Self-management therapy and creative problem-solving technique on smartphone addiction among public colleges of education students in Oyo State, Nigeria. *International Journal of Research and Innovation in Social Science*, 8(3), 1141–1156.

Asiyanbi, M. S., & Kazeem, A. R. (2019). Influence of work-life balance on job performance among teachers in Ibadan North Local Government Area of Oyo State. *Al-Hikmah Journal of Education*, 6(1), 172–181.

Asiyanbi, M., Adegunju, K. A., & Ovili, F. (2025). Peer pressure, family dysfunction, and neighbourhood risk as predictors of smoking behaviour among adolescents in Ogun State, Nigeria. *Islamic University Journal of Social Sciences*, 4(4), 149–162.

Asiyanbi, M., Lawal, B. F., Umanhonlen, S. E., & Ogunbowale, I. A. (2025). Early childhood trauma, attachment insecurity, emotional dysregulation, and substance abuse as predictors of delinquent behaviour among adolescents in foster care in Ibadan, Nigeria. *Islamic University Journal of Social Sciences*, 4(3), 111–122.

Asiyanbi, M., Omopo, O. E., Offor, D. O., & Ilori, K. M. (2025). Substance abuse among out-of-school adolescents: Examining the roles of peer pressure, self-esteem, social rejection, and parental monitoring in Ibadan, Nigeria. *Islamic University Journal of Social Sciences*, 4(4), 1–13.

Atilola, O. (2013). Problematic extent of alcohol and substance use among Nigerian adolescents. *Journal of Child and Adolescent Mental Health*, 25(2), 131–137.

Branstetter, S. A., Low, S. M., & Furman, W. (2011). Peer influence and substance use among adolescents: A longitudinal study. *Journal of Adolescence*, 34(4), 695–703.

Dishion, T. J., et al. (1995). Peer group interventions and substance use among adolescents: A longitudinal study. *Journal of Abnormal Psychology*, 104(4), 542–550.

Igbineweka, N. O., & Dudutarilayefa, E. (2023). Peer pressure and substance abuse among adolescents in Nigeria. *Journal of Youth Studies*, 26(2), 123–138.

Kazeem, R. A., Asiyanbi, M. S., & Yusuf, A. O. (2025). Self-esteem and gender as predictors of glossophobia among Lagos State University (FCESPECIAL Oyo) students. *Kontagora International Journal of Educational Research*, 2(3), 355–369.

Obadeji, A. O., et al. (2020). Substance use among adolescent high school students in Ibadan, Nigeria. *Journal of Adolescent Health*, 66(1), 1–8.

Odukoya, O. O., Sobande, O. O., Adeniran, A., & Adesokan, A. (2018). Parental monitoring and substance use among youths: A survey of high school adolescents in Lagos State, Nigeria. *Nigerian Journal of Clinical Practice*, 21(11), 1468–1475.

Okurame, D. E. (2024). Self-esteem, health locus of control and substance use among adolescents: A Nigerian perspective. *African Journal of Psychology and Behavioural Studies*, 12(1), 45–59.

Onigbogi, O. (2014). Prevalence of substance abuse among out-of-school youth in motor parks in Ikeja Local Government Area. *NIDA International Forum Abstracts*.

Umanhonlen, S., & Animasahun, R. A. (2025). Assessing the efficacy of self-compassion therapy in reducing suicidal ideation: The mediating role of social support among socially frustrated in-school adolescents in Ibadan, Nigeria. *International Journal of Academic Management Science Research*, 9(5), 1–8.