INFLUENCE OF SOCIAL ENVIRONMENT ON ATTITUDE TOWARDS   SCHOOLING AND SCHOOL ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS IN BENUE STATE, NIGERIA

BY

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M.ED/EDUC/9836/2011-2012**

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS DEGREE (M.ED) IN EDUCATIONAL PSYCHOLOGY

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February, 2016

DECLARATION

I declare that this dissertation entitled "Influence Of Social Environment On Attitude Towards Schooling And School Adjustment Among Secondary School Students In Benue State" has been carried out by me in the Department of Educational Psychology and Counseling, Ahmadu Bello University Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this institution.

_____   _____   _____

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CERTIFICATION

This dissertation entitled INFLUENCE OF SOCIAL ENVIRONMENT ON ATTITUDE TOWARDS SCHOOLING AND SCHOOL ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS IN BENUE STATE byADEKPE,AnthoniaUnyi meets the regulations governing the award of the degree of Master of Educational Psychology of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Research is dedicated to my husband Dr. Adekpe D. I. for his love for education which made me what I am today.

ACKNOWLEDGEMENT

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OPERATIONAL DEFINITION OF TERMS

The following terms are operationally defined as they are used in the study.

Social Environment – Social environment refers to the elements with which the child interacts. This includes the family environment, neighborhood environment, peer group environment and the school environment.

School Adjustment – This refers to the ability of the child to relate harmoniously and cope with the challenges of school.

Attitude towards school – This refers to feelings, opinions or evaluation (positive or negative) about school and its activities.

ABSTRACT

This study investigated the influence of social environment on attitude towards schooling and school adjustment among secondary school students in Benue State, Nigeria.The social environment in the cause of this study included some of the elements with which the child interacts, which includes the family, neighbors, peer groups and the school system. The study adopted Correlational Design; the targeted population of the study was 7,500 students from junior secondary schools in Benue state. Simple Random Sampling was used to select 3 secondary schools, one from each of the 3 educational zones in Benue state. The sample of the study was 322 respondents drawn from the three secondary schools. Data was collected using social environment inventory (SEI), School Adjustment Questionnaire (SAQ) and Attitude towards Schooling Inventory (ATSI). The collected data was processed and analyzed using descriptive statistics (Frequencies, Mean and Standard Deviation) and inferential statistics (Pearson Product Moment Correlation). All tests were done at a 0.05 level of significance. The finding shows that social environment positively influenced both students' attitude towards schooling and adjustment with the following values; Home Environment on attitude towards schooling r= .028, p=.001, Home environment on school adjustment r=.370 p=.000, Neighborhood environment on students' attitude r=.145 p=.020, Neighborhood environment on school adjustment r=.194 p=.003, Peer group on students' attitude r=.134 p=.026, Peer group on school adjustment r=.125 p=.009, School environment on students' attitude r=.232 p=.000 and School environment on school adjustment r=.017 p=.009.From the results of the findings, it is recommended that social environment should be made secure and conducive for the child in order to foster positive attitude to school and adjust when necessary.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Social environment refers to the interaction between the child and the social elements within the environment. The social elements in one way or the other have some degree of influence on the child's social life, adjustment and attitude. The growing body of research suggests the importance of social environment as a context for school success, student's relationship, and student's experiences in their neighborhood, school, family and peer group. These have shown to influence specific student's adaptation outcome associated with school success powers, Bowen and Rose (2005). Moreover, each of these social environments may affect the individual differently over time, (Jessor, 1993).

Social environment factors include the neighborhood, school, family and peers. These factors are systems in a student's life that influences individual adaptation outcomes associated with success. A great deal of research has been conducted to identify the influential relationship between social and environmental systems and student school success. perception of students neighborhoods is directly and negatively related to their report of positive educational behavior at school. School attitude and behavior has an empirical relationship with the neighborhood context. Neighborhood support and safety have been shown to promote school engagement (Cook, Herman, Philips&Settersten, 2002). School is another factor of social environment, positive perceptions of school safety are related to a sense of school connectedness, which are related to student's perceptions of being affirmed and valued by adults at school (Whitelock, 2006).

Family environment has a positive influence on social support, physical health, happiness, personal adjustment and self-esteem. Social environment provides for the interaction between the child and the social elements within the environment. In order to achieve this, there

should be an enabling environment that is cohesive. Success cannot thrive in a non-cohesive social environment.

Attitude towards schooling consists of the students' self-reported interests and apathy towards school. Attitude towards schooling is a general feeling or evaluation about school and its activities. The school is an avenue where students can attain growth and development. Thus, schooling can be described as acquisition of curricular and curricular education skills within the school system. Therefore, it is proper to establish students' attitude towards schooling in order to determine whether it is significant enough to propel them towards achieving educational success.

According to Weiner (1992), students who achieve in schools are usually interested in schooling. Under-achievers seem to exhibit more negative attitudes towards school than average and high achievers. In this case, attitude is believed to relate to students achievement. Attitude towards schooling pertains to feelings about school activities in general and the value attached to schooling (Morrell & Lederman, 1998). Mourer (2010) declared that a child's attitude is often a more accurate predictor of his or her success in school and further noted that the key to changing attitude of students is to know them first, get to know the reason behind their attitudes and try to help them.

According to Allport as cited in Mukherjee (2002), an attitude is a mental or neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects or situations with which it relates. Mukherjee(2002), is ofthe view that there are three components of attitude: Cognitive, Affective and Behavioral. Attitude maybe positive or negative. Suppose an individual has acquired experienced satisfaction about schooling and what school stands for, then his positive experience about the values of schooling

will inevitably lead to a positive cognition about it that is cognition of merits of schooling. The positive cognition will in turn generate positive feelings or affective about the values that school stands for, which in their turn would manifest in the individual's actions in school, that is to make the very best of his or her school education.

Adjustment as a process describes and explains the ways and means of an individual's adaptation to his or herself and his or her environment without reference to the quality of such adjustment or its outcome in terms of success or failure. It shows how individuals or groups of people cope under changing circumstances and what factors influence this adjustment.

As children start school, they face many challenges, personal challenges occur as children take new identities at school. Children face the challenge to adjust to new academic activities and they need to mix with new and more diverse groups of friends. At school, daily schedule is more structured, with more formal rules. Children are faced with large groups of children of different ages and size and are confronted with the challenge of making new friends. A child is confronted with the challenge on how to cope with academic activities in the classroom. Thus a child is confronted with a totally new environment as compared to the former. However, successful adjustment to school largely depends on past experience at home and on children skills and knowledge (Pockett, Perry & Tracey, 1977; Fabian, 2000).

When children exhibit a range of social skills associated with cooperation, initiating interactions or assertation, and self-control, they are more likely to adjust easily to school. Difficulties are likely to arise when children are: non-compliant; disorganized, distractible or when they are anti-social and have difficulties. Schooling is influenced by a variety of personal and family characteristics and societal trend. It is the interaction of the child's personal

characteristics and their experiences that ultimately determines how a child adjusts to school (Morgetts, 2002).

Human beings are exposed to a number of experiences as they interact with other people and the environment in which they live. As a result, they may develop attitude about others or the environment. Attitude greatly influences how one behaves, therefore among the issues that may be responsible for people's actions in different situations. Attitudes are important aspects of social function since they summarize past experiences and predict and direct future actions. Ratecliff (1991), points that students attitudes about entry to school, values, sense of purpose and sense of independence have a direct influence on academic achievement. The students' perception to school environment has a great influence on social and school adjustment. Hogg& Vaughan (1995), support that, the learning of attitudes is an integral part of socialization process, which may occur through direct experience and/or interaction with others. The child's interaction with his social environment will eventually influence his attitude to the environment, when a child interacts well with his social environment, attitudes are developed and the child tends to adjust socially which is reflected in his academic performance. On the other hand, when a child is not able to relate or interact well with the social environment, his attitude is influenced negatively which will eventually bring mal-adjustment in school and academic performance. Poor relationship in the home, neighborhood, school and among peer group may be the reason why the child's attitude is affected which eventually affects his ability to adjust to school activities. This is why this study seeks to find out the influence of social environment on attitude towards schooling and adjustment among secondary school students in Benue State.

1.2   Statement of the Problem

Students' negative attitude toward school may be partly due to parents' non – challant attitude towards their children. For example, some parents may engage their children on domestic work which may hinder them from being in school when they are supposed to. If the child lives in the neighborhood where other children do not value school, it may affect the child's attitude towards school because the child may have wrong impressions about school. The child's relationship with peers and the school environment may be other reasons why the child have no interest in school or finds it difficult to adjust. For example, the child's relationship with his class-mates, teacher-student relationship or the school environment and activities among others may be responsible for the child's attitude and adjustment to school. Students who give-up their studies for the things mentioned above and others distracting activities may consequently exhibit negative attitude to school and poor school adjustment and school dropout. It was against the background, the study sought to investigate the influence of social environment on attitude towards school and adjustment among secondary schools students in Benue State.

1.3   Objectives of the study

The main objective of this study is to investigate the influence of social environment on attitude towards school and school adjustment among secondary school students in Benue State. Specifically, the study sought to;

1.   Determine the influence of home environment on students' attitude towards schooling.
2.   Determine the influence of home environment on school adjustment of students
3.   To determine the influence of neighborhood environment on students attitude towards schooling
4.   Determine the influence of neighborhood environment on school adjustment of students

5. Determine the influence of peer group on students' attitude towards schooling

6. Determine the influence of peer group on school adjustment of students

7. Determine the influence of school environment on students' attitude towards schooling

8. Determine the influence of school environment on school adjustment of students.

1.4 Research Questions

The following questions were formulated and answered to guide the study:

1. What is the influence of home environment on students' attitude towards   schooling

2. What is the influence of home environment on school adjustment of students.

3. What is the influence of neighborhood environment on students' attitude towards schooling

4. What is the influence of neighborhood environment on school adjustment of students

5. What is the influence of peer group on students' attitude towards schooling

6. What is the influence of peer group on school adjustment of students

7. What is the influence of school environment on students' attitude towards schooling

8. What is the influence of school environment on school adjustment of students.

1.5 Research Hypotheses

To further guide the study, the following null hypothesis were tested;

1. There is no significant relationship between home environment and students' attitude towards schooling

2. There is no significant relationship between home environment and school adjustment of students

3. There is no significant relationship between neighborhood environment and students' attitude towards schooling.

4. There is no significant relationship between neighborhood environment and school adjustment of students

5. There is no significant relationship between peer group and students' attitude towards schooling

6. There is no significant relationship between peer group and school adjustment of students

7. There is no significant relationship between school environment and students' attitude towards schooling

8. There is no significant relationship between school environment and school adjustment of students.

1.6 Basic Assumptions

The study assumes that

1. Home environment of students influences their attitude towards schooling

2. Home environment of students influences their school adjustment

3. Neighborhood environment may have influence on students' attitude towards schooling

4. Neighborhood environment may have influence on students' school adjustment

5. Peer group may have influence on students' attitude towards schooling

6. Peer group may have influence on students' school adjustment.

7. School environment may have influence on students' attitude towards schooling

8. School environment may have influence on students' school adjustment

1.7 Significance of the study

The findings of this research work will be beneficial to parents since the home as is believed, is the first social contact of the child. It has a very important function towards the education and social behaviors of the child. The values and norms that develop positive approach to educational success are required from home. When the relationship between parents and their children become cordial due to the knowledge of the outcome of this study students will become well-adjusted not only at home but in school and in the society at large.

Similarly, the findings in this study will be of great importance to the students, teachers, school counselors and school authorities. The finding will enable the school to counsel both parents and students alike about the student's adjustment problems and attitudes to school, which will in turn reduce dropout rate in our secondary schools.

Also, the finding of this research work will help our secondary school students to realize the importance of schooling therefore improve their attitude toward school.

In the same way, publishing the findings of this study in a journal of Educational Psychology will serve as a reference point for psychologists, non-governmental organizations (NGOs) and curriculum planners, the findings will be used to help students on how to adjust properly to school activities.

Using the findings in this research work, our schools will be able to produce the required manpower that the nation requires because students in secondary schools will learn how to adjust and develop positive attitude towards school and learning which will make them remain in school and graduates to become productive citizens of their nation. Private organizations and the society at large will make use of the findings from the study in order to help students achieve more in their studies.

1.8   Scope and Delimitation of the study

The scope of the study covers all the secondary schools in Benue state. The study is delimited to three secondary schools from three local government areas in Benue state. The research specifically employs the use of social environment, attitude towards school and school adjustment variables as the focus for the study. Junior secondary school 3 (JSS 3) students were used for this study and the study comprised of both male and female students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1   Introduction

Below are the areas of review in the study. The chapter is categorized into the following sub headings: Conceptual Framework, Theoretical Framework, review of related studies and summary.

2.2   Conceptual Framework

2.2.1   Concept of Social Environment

2.2.2   Concept of School Adjustment

2.2.3   Concept of Attitude towards Schooling

2.3   School Environment and School Experience

2.3.1   Relationship between Students, School adjustment and attitude towards schooling.

2.3.2   Socialization process of a child

2.3.3   Gender and students' attitude to school

2.3.4 Gender and students' adjustment to school

2.3.5   Socio-economic background and students' attitude to school

2.3.6 Socio-economic background and students' adjustment to school

2.4   Theoretical Framework

2.4.1   Social Cognitive Theory of Vygotsky (Social Environment Theory)

2.4.2   Personality Theory of Sigmund Freud (Adjustment Theory)

2.4.3   Theory of Attitude Change

2.4.4   Review of Related Studies

2.5   Summary

2.2   Conceptual Framework of Variables

2.2.1 Concept of Social Environment

Social Environment can be seen as includes the group we belong, the neighborhood in which we live, the organization of our work place, and the policies we create to order our lives. Idowu, (2002), described the child's learning environment as made up of all the forces that influence his/her growth and development, his/her behavior and the realization of his potentials, intellectual and otherwise.

According to Adeniyi (2003), Social environment can be seena s appositive psychosocial environment. She further explains that it is a healthy form of human relatedness that draws latent potentials out of the persons concerned and the benefit as derived extends to the cause of their coming together. She further described it as an environment that will encourage commitments to organizational objectives and which will provide opportunities for the maximum exercise of initiating ingenuity, commitment and self direction in achieving the set objectives.

The social environment consists of several social forces that make great impact on the social development of man. Hence it has been believed over time that the socialization of an individual begins in the home. Some Psychologists are of the view that the home is the first social environment of a person. Ango, (2005), stated that the nature of social interaction has been found to have a significant relationship with cognitive development. To him, positive social interactions instigate social growth. The child grows up within an environment that holds sway to his future. The moral values, norms and moral behavior of the growing child are acquired within the family environment. Denga, further observed that "the children learns some of these moral behavior from the home, how to greet and respect the elders, the peer group and other values needed for proper growth". Gray, and Starke, (1984:69) explained that "Social

Psychologists were concerned with the social aspect of human identity. The behavior of people in groups and how they are affected by that social group". Social activities lead to acquisition of information that directs social behavior. Individual behavior is derived, by the need for certain social benefits.

The society plays a functional role in its own to shape the social behavior of its members. Mukherjee, (2002:176) citing Skinner's operant conditioning shows how a particular operant is increasingly emitted by an organism, following its reinforcement. Society remains a factor in reinforcing social behaviors which has direct implication to the life of its members. Ejide, (2002:25), noted that environment begins to exert impact on the human person before birth. He argued that the parental environment determines cognitive performance of the child. He further stated that environmental variables affect cognitive development.

Mukherjee further emphasized that a child gets reinforcements of various types as he grows in his home, and neighborhood society. These reinforcements coming from his elders or onlookers of his behaviors shape the child in that behavior pattern.

Social environment comprises of those elements that have direct relationship with the educational progress of the child. These are the variables that can affect the child either positively or negatively; The Family, The Peer Group, and The School, among others. The family is one of the elements of social environment being addressed in this study

The Family

Kimmel, 1982, (as cited in Senwa, 2004) described the family as a social group of people consisting of a parent or parents and their children or husband, wife and their children.

Anyanwu and associates (1982) in Odemelam and Okafor (2005) regards the family as a team of individuals where every member has a role to play in making the family affairs run smoothly. They also regard it to be a small community in itself, a relatively permanent group of people related to each other in the most intricate way.

Osarhemen, (2005) defined the family as a basic social group united through bonds of kinship or marriage and is an institution that is present in all societies. Another element of social environment discussed is the school.

The School

School can be seen as a social group which its tone have either positive or adverse effect on students desire to learn or to identify themselves with their institution.

Ango, (2005), was of the opinion that the learners or students school environment is made up of all the forces that influence his/her growth and development, behavior and realization of his potentials, intellectually and socially.

Denga, (2005:135), described school as the agent of social, economic, religious, political and military advancement. He argued that the school culture is designed to give children opportunities to interact socially, to learn from one another, to develop healthy moral habits, to cultivate sense of social responsibility. He further stated that the school takes over from the parents the responsibility of training children to obey the rules of society, to develop into selfless

beings and to grow into socially well adjusted citizens. Peer Group is one of the elements of social environment that is addressed below.

The Peer Group

The peers' influence has a great impact on the individual and without this influence the child is not complete. This is because his success depends on the way he presents himself and the way his friends think about him. A student without friends who are united with him can be frustrated out of school. kohenderfer (1996) in a study on Peer Victimization is a pre-causer of some social adjustment problems in schools. This is because the victimized individual will become lonely. He may express the adjustment difficulties and avoid school environment. The implication of the problem facing the child is internal and external truancy, which can happen to both boarding and non-boarding students.

The peers are needed for the purpose of maintaining the child's self-esteem that he has acquired. He also uses them as a measuring rod against which he can judge his own success and failure. He needs to develop confidence in himself concerning his future development. Therefore according to Lowell (1971:93), the adolescent needs assurance from peer group, and they are an essential authority that will enable the individual to determine his own identity. That is the reason why this study needs to ask the subjects to provide some information about themselves and their peers. This is because impressions, opinions and feelings about others are formed among the peer group. The adolescents mostly find the togetherness of their peer in a school. that is to say that the school also has an influence on the individual that passes through the school.

The process of socialization may start at home, or at school when children increase contact with other peers, on many occasions beyond the supervision of adults. In this new social

environment, they are exposed to both positive and negative acts on the parts of others, and in the case of the latter might normally look to school authorities (or even the criminal justice system) for protection. As children approach adolescence, they start questioning those formal authorities as they realize that their protection is not perfect. Thus, for some, antisocial behaviors are attractive precisely because they appear to offer an alternative source of protection, through the achievement of a reputation based on strength, bravery and toughness. The School adjustment variable is one of the variables being addressed in this study.

2.2.2   Concept of School Adjustment

The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium. Which may be affect by either of these processes (Monroe, 1990). It is used to emphasize the individual's struggle to along or survive in his or her social and physical environment.

In adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her. Whereas, the environment have includes all the social factors. Adjustment (from lare Latin ad-juxtare, derived from juzta, near, but early confounded with a supposed derivation from Justus, right), regulating, adapting of settling, in commercial law, the settlement of as loss incurred at a sea on insured goods.

The concept of adjustment means adaption to physical environment as well as to social demands. No human being can live apart from his physical environment. There is action and reaction chin going on between the individual and his environment. Then there are social

pressures and demands of socialization. To these may be added the individual's personal demand such as the satisfaction of physiological needs. All this compiled functioning of the person's demands adjustment. The process of adjustment becomes still more complicated when his interaction with one situation comes into conflict with the requirements of the other situation. One situation may give rise to pleasure while the other may give rise to pain. The resulting tension may cause disturbance in his psyche, produce uncomfortable physical symptoms or may even lead to abnormal behavior.

Attitude towards schooling is another variable being addressed in this study.

2.2.3   Concept of Attitude towards Schooling

The term 'attitude' refers to one's feelings, thoughts and predisposition to behave in some particular manner towards some aspect of one's environment. Generally speaking, however, we may observe behavior of individuals and measure them, but from such observations of behavior it would be difficult to trace the underlying factors of his feelings why he behaved in that manner. There may be hundreds of instances where individuals are forced to act in a manner where they would not be acting out of choice. Attitudes are best expressed when individuals wake statements about their feelings or opinions about certain objects, issues or things. "I hate to go to school", "school is boring", "I admire pacifists", etc. In each of the above statements, one discovers elements of feelings or opinions of the speakers. The statements are therefore statements of attitudes of individuals concerned. It goes without saying that one's feelings are generated from one's cognition or knowledge obtained directly or indirectly about the thing or object which the feelings are centered. (Mukherjee, 2002).

Furthermore, one conception of attitude is that attitude is how positive or negative, favorable or unfavorable or pro or con a person feels toward an object. This definition views attitude as feeling or evaluation reaction to objects. Another definition represents the thought of Allport, who views attitudes as learned pre-dispositions to respond to an object or class of objects in a consistently favorable or unfavorable way. This definition is slightly more complicated than the others because it incorporates the notion of a readiness to respond towards objects.

Another definition of attitude popularized by cognitively oriented social psychology is: on enduring organization of motivational emotional perceptual and cognitive process with respect to some aspect of the individual's world. This views attitude as being made of three components:

- The cognitive or knowledge component

- The affective or emotional component and

- The cognitive or behavioral tendency component

More recently, theories have given more attention to new definitions of attitude which has generated mush research and has been useful in predicting behavior. This definition explicitly treats attitude as being multidimensional in nature, as opposed to the one-dimensional emphasis taken by earlier definitions. Here, a person's overall attitude toward an object is seen to be function of:

- The strength of each of a number of beliefs the person holds about various aspects of the object and

- The evaluation given to each belief as it relates to the object.

A belief is the probability a person attaches to a given piece of knowledge being true. This definition has considerable appeal because it has been shown that consumers perceive a product (object) as having many attributes and they form belief about each of these attributes. For example, a consumer may believe strongly that Listerine mouthwash kills germs, helps prevent colds, gives people clean refreshing breath and prevent sore throats. If these consumers evaluate all five of these attributes as favorable qualities, then according to the definition, he would have a strongly favorable overall attitude toward the brand. On the other hand, a second consumer might believe just as strongly as the first consumer that Listerine possesses all five of these traits. However, she may not evaluate all attributes of favorable attitudes towards the brand as the first consumer does. For an attitude to be regarded as balanced, it has to be cognitive, affective and behavioral.

Cognitive

Affective   **Operational or Behavioral**
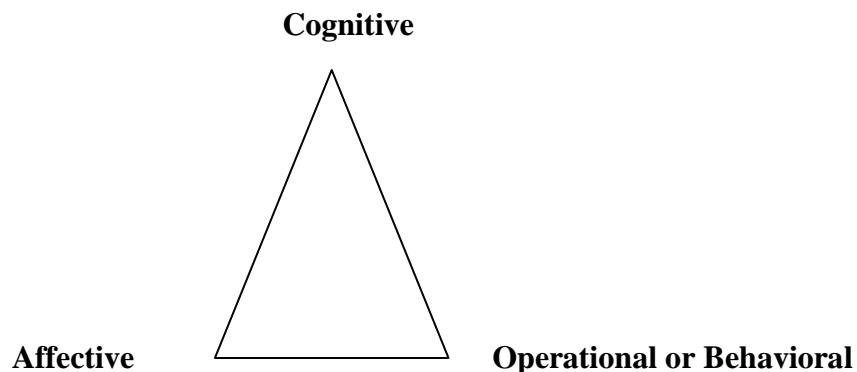
Figure 2.1: Balance Concepts of an Attitude

Source: Mukherjee (2002) pp 144

According to Allport in Mukherjee 2002, an "attitude is a mental or neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects or situations with which it is relate". The most crucial phrase

in the above definition seems to be organized through experience. From experience, individuals acquire cognition, and feelings or affection about the things or situations of their environment, and the 'readiness' implies that it is a kind of 'predisposition' to respond, and therefore it gets an 'operational' component as well. Kelvin in Mukherjee (2002) suggests that the three components of an attitude, cognitive, affective, and behavioral are best viewed if they are conceived as if constituting a balance system. The school environment and school experience of the child can be linked to the child's attitude and adjustment to school.

2.3   School Environment and School Experience

The term *school* environment refers to the social construction of interactions and perceptions that teachers and students develop about the school context (Trickett, Leone, Fink and Braaten, 1993) and, therefore, it is a reflection of positive feelings about the social climate of the context in which they all interact (Peterson and Skiba, 2000). A positive school environment exists when students feel comfortable, valued and socially accepted in a climate based on support, mutual respect and trust (Moos, 1974). Yoneyama and Rigby (2006) distinguish two principal elements that constitute this positive climate, the first being support and respect from teachers, and the second enjoyment of relationships with peers in the classroom. Moos, Moos &Trickett (1989) also considered these two dimensions, identified by them respectively as teacher support and affiliation among peers; the former refers to the amount of help, trust and attention the teachers offer to students, the latter to the degree of concern and friendship students feel for one another. These authors add a third dimension to define the school environment, namely involvement in school activities which refers to degree of students' attentiveness, interest and participation in class activities.

Research has shown, on the one hand, that quality relationships with teachers buffers against development of misbehaviors at school, while negative teacher-student interactions adversely affect students' psychosocial and behavioral adjustment in schools (Blankemeyer, Flannery &Vazsonyi, 2002; Reinke and Herman, 2002). On the other hand, peer relations in educational settings may also significantly influence adolescent's emotions and behaviors. Peers can exert a crucial influence on participation in risk behaviors and antisocial acts (Dishion, 2000; Barnow, Lucht,&Freyberger, 2005), but they can also provide useful beneficial opportunities to learn socially accepted values and attitudes, or to acquire interpersonal skills such as the ability to handle conflicts (Hartup, 1996; Laursen, 1995)

Considering the three dimensions of school environment proposed by Moos et al., (1989), research has documented that perceiving peers in the classroom as friends or colleagues having positive interactions with teachers, as well as being academically successfully, are factors related to perception of school as a useful learning context for the acquisition of relevant knowledge and for future social promotion, and as a valuable setting in which to share enriching experiences with others. Students sharing those perceptions will feel more comfortable and liked in this setting, will express more positive attitudes towards teachers and the school, and will not normally exhibit behavioral problems in this context (Jack et al., 1996; Molpeceres, Lucas & Pons, 2000; Samdal, 1998). A negative school climate, in students' academic and social prospects (Moote&Wodarski, 1997; Murray & Murray, 2004). This fact is extremely important if we take into account that school experience is a key factor related to the subsequent orientation towards institutional systems as a whole, with clear implications for comformity with established social norms (Emler, 1993; Rubini&Palmonari, 1998), as we will analyze in more depth in the following section.

School experience is therefore a key aspect in relation to adolescent psychosocial and behavioral adjustment that seems to go even beyond what one may consider *normative* misbehaviors or *minor* antisocial acts. Recent work as part of the Edimburgh Study of Youth Transitions and Crime has shown that some of the most important factors related to criminal records and delinquency in adolescence belong to the educational setting. McAra&McVie (2007) concluded that having being excluded from school in secondary education and leaving school at the age of 16 were among the stronger predictions in this sense. Smith (2006) found that both truancy and school exclusion, together with level of attachment to teachers and parental commitment to school were closely correlated to misbehavior at school, and also to delinquency.

These results raise the question of the effectiveness of including expulsion from school as a measure to reduce or prevent new misbehaviors and to punish aggressors. Tyler (2006) argues that people obey established norms and social rules if they believe these norms and rules are legitimate and if they respect formal figures and institutions, and not just because they fear punishment. This idea is again connected to the attitude people hold towards authority, one could imagine that this measure would be interpreted as a gift for some of them, as a badge of honour in their search for a reputation as rebellious and non-conforming. There is relationship between school adjustment and attitude to schooling. If a child learns to adjust to school, he can also develop a positive attitude towards the school.

2.3.1   Relationship between Student's School Adjustment and Attitude towards Schooling

Increasingly, research in recent years has documented significant associations between aspects of teacher-student relationship and its impact on children's adjustment to school (Birch & Ladd, 1996, 1998; Pianta, 1992; Pianta, Hamre, &Stuhlman, 2003). School adjustment refers not

only to the academic performance of children but it also includes their attitude and level of affect towards school, as well as their involvement or engagement in school (Birch & Ladd, 1996). The growing body of literature examining the nature of interaction between teachers and students also suggests that relationship with teachers has a unique contribution to different aspects of a student's overall development (Birch & Ladd, 1997; Davis, 2003; Pianta, 1997, 1999). According to Skinner & Belmont (1993), teachers are instrumental in influencing student's quality of behavioral and emotional engagement in school. Pianta (1997) indicated in his study that teachers as adults bring to their relationships with children, an "affordance value" where they provide resources to support a child's intellectual, emotional and social development.

Students who reported positive teacher-student relationships experienced more positive affect when in school and displayed better adjustment to school (Roeser, Midgley, &Urdan, 1996). Findings from past research also indicated that early experiences in positive teacher-student relationship help put children on a trajectory towards higher levels of school adjustment and competence and can serve as a buffer against risk (Birch & Ladd, 1997; Lynch &Cicchetti, 1992). Negativity in the relationship with teachers serves as a predictor of a wide range of negative academic and behavioral outcomes (Cicchetti& Lynch, 1993).

In positive teacher-student relationships, perceived support from teachers was found to be a strong predictor of student's increased interest in class and improved behavior in school (Bm, Murberg, & Stephens, 2001; Hall & Hall, 2003; Harter, 1996; Murdock &Bolch, 2005; Wentzel, 1994; Wölk, 2003; Woolley & Bowen, 2007.). Murdock (1999), in his study on alienation in school experience, found that teacher's support and expectation were the strongest and most consistent predictor of student's engagement and compliance in school. Murray and Greenberg (2000) in their examination of student's social experience in school revealed that children who

perceived teachers as supportive and responsive are better adjusted. It also helped to build warmth, trust and reduce the risk for deviant behaviors and academic failure (Murray, Murray, &Waas, 2008; Roeser et al., 1996).

Conversely, conflict in teacher-student relationship was found to affect the children's attitude towards school by creating an environment that was perceived as aversive rather than supportive to the child. Conflict between teacher and student was found to correlate positively with school avoidance and negatively with school liking, self-directedness and cooperation in the classroom. Likewise, in their study which looked at children's adjustment in school, Pianta, Steinberg, and Rollins (1995) found teacher reports of conflict in relationships to correlate with increases in student problem behaviors and decreases in competence behaviors over time. They argued that teacher-student relationships that are characterized by conflict may lead to teachers attempting to control student's behaviors, thereby hindering efforts to promote a positive school environment for them. To a certain extent, this explains why negative teacher-student relationships involving difficult children are also related to teacher's efforts to exclude these children from the classroom.

Prior studies examining the association between family variables and violent behavior at school have shown that a negative family environment characterized by problems of communication between parents and children is an important risk, factor for the development of behavioral problems in adolescence (Demaray&Malecki, 2002, Estevez, Musitu, &Herrero, 2005a). Recent investigations point out that the quality of communication with parents is closely related to adolescents'

behavior and psychological adjustment (Liu, 2003; Stevens, De Bourdeaudhuij,

&Van Oost, 2002); in particular, negative and offensive communication with parents may lead to misbehaviors in children (Lambert &Cashwell, 2003; Loeber, Drinkwater, Yin, Anderson, Schmidt, & Crawford, 2000). Another variable is the family self-concept. A negative family self-concept, which is, moreover, strongly associated with a parent-adolescent negative communication style (Jackson, Bijstra, Oostra, L., &Bosma, 1998; Musitu& Cava, 2001; Musitu& Garcia, 2004), has been linked to violence in adolescence (Estevez, Herrero, Martinez, &Musitu, 2006).

Some previous research has also analyzed the relationship between school variables and students' behavioral problems, indicating that adolescents who are violent in school also have more negative interactions with teachers (Blankemeyer, Flannery, &Vazsonyi, 2002; Jack, Shores, Denny, Gunter, DeBriere, &DePapape, 1996; Meeban, Hughes, & Cavell, 2003; Murray & Murray, 2004), have lower levels of school self-concept (Andreou, 2000; Boders, Earleywine, & Huey, 2004; O'Moore& Kirkham, 2001), and in some cases are rejected by peers (socio-metric status) (Hay, Pa5nne, & Chadwick, 2004; Rubin, Bukowski& Parker, 1998; Werner, 2004). It also has been shown that violent adolescents generally hold more negative attitudes toward authorities such as the police, the law, school, and teachers (Adair, Dixon, Moore, & Sutherland, 2000; Emler, Ohana, & Dickinson, 1990; Emler&Reicher, 1995). Moreover, recent studies point out important links among these school variables; for instance, adolescents with low socioeconomic status (rejected by peers) tend to have a negative school self-concept (Estevez et al., 2006). Thus, is it possible that some of these factors jointly contribute to the understanding, at least in part, of school violence. This and other significant questions should be answered if we are to understand the relationship between adjustment problems in the family and school contexts and violent behavior by adolescents. Forexample, very little research has also jointly

considered the role of father, mother, and teacher on adolescent behavioral problems. Research has traditionally examined the influence of the mother on a child's adjustment (Berg-Nielsen, Vika, & Dahl, 2003; Rey, 1995), while recent studies suggest that fathers *and* mothers may each independently contribute to the explanation for some behavioral problems in children (Veneziano, 2000). Along this line, some authors suggest that the closer association is between positive father-child relationship and adolescents' psychosocial adjustment (Estevez et al., 2005a,b; Rohner&Veneziano, 2001).

School self-concept appeared to have a strong association with students' attitudes toward institutional authority; in other words, adolescents who obtained lower scores for school self-concept showed less respect toward school and teachers and perceived more injustice at school. In a recent study, Levy (2001) found a similar trend in self-concept and attitude toward authority scores in a sample of adolescents. Nevertheless, the relationship among students' attitude and the different dimensions of self-concept has hardly been considered in research focused on adolescent violent behavior at school, while the scant data we have from the scientific literature suggest that these variables may jointly explain, at least in part, behavioral problems in the school context (Haynes, 1990). The relationship between attitude toward institutional authority and violent behavior in adolescence has been more extensively documented. Adolescents who show behavioral problems at school express a more negative attitude toward formal authority figures and institutions, such as teachers and the school (Emler&Reicher, 1995, 2005; Adair et al., 2000). This negative attitude, as our results also indicated, seems to be a very important risk factor in the development of behavioral problems (Hoge, Andrews, &Lescheid, 1996; Loeber, 1996). However, attitude towards institutional authority may also be a protective factor, since a positive attitude to school and teachers have been positively related to behavioral adjustment in

adolescence (Moncher&Miller, 1999; Thomberry, 1996). Socialization is important in a child's adaptation to his social environment, adjustment to school and attitude towards schooling.

2.3.2 Socialization Process of the Child

The socialization of the child is a vital tool for the personality development of the child. The social environment of the child is always first provided by the parents. The social condition the child meets in the family to a large extent affects his social environment. Kadaura, (1994), noted that the socialization of the child begins from home. In essence, the home marks the beginning of the child's social interaction.

According to Stark (1985) as cited in Anyiin (1994), "the family is a fundamental social situation occurring in all societies. Although its particular forms differ substantially from place to place" therefore the family includes all members of the same household as well as members of the extended family. The family has a fundamental responsibility towards the development, socialization and education of the child. All family members have the responsibility to nurture and socialize the child. Anyiin (2004) further explained that

> Another function of the family is to nurture the child by show of love and affection. He further stated that as the fundamental agency of socialization, they reproduce cultural patterns in the individual, imparting ethnic norms, social values and shaping character modes of thought and action. Dawap, Dasuk and Mohammed (2004), options that family and home conditions have a marked influence on a child's behavior and personality adjustment. From home, the child learns to greet peer group members and those elderly than he is. The child learns other skills such as interactions, sanitary behavior, how to live peacefully with others, how to return parental love to parents and others, how to help those who need and so on.

The family unit is to inculcate the social skills to the offspring to increase the interpersonal and emotional support which is essential for personality development. The child's development as an enviable personality is wrapped in the social context which the family provides. Social relationships imply the socialization framework provided by the family for the child. Socialization in its context refers to the learning that goes on during the process of development. It involves the acquisition of cultural norms, and values which helps to direct and control behavior or the training which an individual receives that guides moral behavior as well as the attitudes adopted to interact with other people within the society.

Aggawal, (2001), posited that the main object of socialization is to assist an individual confirm to the norms of the group or the society to which he belongs to. As society develops, they set up norms, values and attributes that guide the conduct of the members of the society. It is these social norms and values inherent in one's social setting that is transmitted to the larger society. If these social orientations are negatively based, it will to a large extent affect the relationship between the environmental variables. Recognition of the impact of the environment on a child's general development has been informed by research. Bruner & Bloom in Sprinter, (1977) suggests that for any meaningful intellectual development to occur, the child should be exposed abundant and richly endowed environment. Downey, (2001) as cited in Ogunmakin, (2004) was of the opinion that the relative richness of the environment affects cognitive development. Furthermore, learning can only thrive and produce greater results in a good environment. Human potentials tend to find ways, and means of expression within a richly endowed environment. Such favorable environment provides opportunity for interpersonal positive influence, which facilitates greater achievement. Ti gives room for social interactions that tends to enhance positive behavior pattern towards academic achievement.

Great attention should be paid to academic achievement in the present times. The intellectual capacity of the child has a lot of input in the academic achievement and the environment makes contribution to the development of this capacity of the child. According to Liddel& Rae (2001), "There is considerable evidence from developed world that in school factors most notably is children's earliest experiences in the Microsystems"

Social environment therefore occupies a vantage position in determining the extent the child could go in the field of education. It has a great role to play in motive development in individual. The young child grows up to inherit such values which he in the other hand is expected to cherish and adhere to. Balland (Agawal 2001), stated that family was the original social institution from which all other institutions developed. It is a fact that foundations of all social organizations. Joseph Mazzini in Aggawal also was of the view that the child comes to have the first lesson of citizenship on mother's brace and father's kiss.

This has placed the family in a position to guide, initiate and moderates the individual's life. The home is very vital in terms of moral instructions. They will guide the interaction process within the society. The structure of a society begins from home. The longer part of the child's life is spent in the family. Experts are of the same opinion. In the words of Aggawal, "Home offers the physical security which is essential for the growth and development of Children. The home provides the essential security needed for the child's achievement. There is need for effective communication in the home for effective and efficient moral development and decision making of the child. Smart ad Smart, (1972:616), observed that

> Parent – child, patterns of communication were examined for
> encouragement of the child in taking part in the decision making in
> the home. The child should be encouraged to be able to take decision

which will positively affect him and others around him. Decision making conventional parents was less likely to encourage decision making than were principled parents. Children with low encouraging parents were much likely to operate on a reconvention level than were children whose parents gave strong encouragement. Otite & Oginwo, (2001), observed that the family is in many aspects a vital unit in social organization and social control as well as an important institution in the process of socialization.

Aggarwal, (2001), defined socialization as a process of interaction among members of the society through which the young learn the values of the society and also its ways of doing and thinking that are considered to be right and proper. He further noted to the norms of the group or the society to which he belongs to. It is imperative to note that due to the fact that the socialization of the growing child has great impact on the type of personality the child will grow up to be, it acts as predictor of sound moral life style and positive personality formation. Denga (2002) asserted that the home influence on the total development of a child's is incontrovertible. He further stated that the child inherits some behavioral traits from the parents.

2.3.3   Gender and students' attitude to school

Cook (1995), posits that female students often have more difficult time adjusting to college environment. This could be due to the difference in their development process. Female students tend to rely on relations and socialization experiences to aid in adjusting to college more than their male counterparts. Aurthur (1998), ascerts that the way in which male and female students cope with stress and depression differs. He further remarked that males tend to suppress stress via isolation and escape while females tend to engage in self-blame. This difficulty in adjustment for female students may also be due to the lack of social connections in the environment. The degree to which a female is able to adjust may be directly linked to her level of

confidence and general self-esteem. Protinsky et al (1996) asserts that female students who perceive themselves as having a high sense of personal authority would also fore better in perceived school adjustment. Numerous studies have indicated that female students face unique problems and have more difficulties in adjusting to school environment than their male counterparts.

Empirical support from several research studies have shown that boys tend perceive their teachers as a source of instrumental aid, in helping them to organize their social learning environment. Teachers are more likely to be perceived as learning facilitators and challengers by boys and less likely to be seen as a source of emotional support or close relationship for them. (Howes 1999, Pianta& Walsh 1996). Boys' attitude towards school is developed on a similar perspective, where in boys view, their school is an organizational structure with policies that are instrumental in contributing to their learning environment and process. Gilligan (1982), in her investigation on developmental pathways of girls, found that when compared to boys, girls have a greater tendency to develop inter-personal relationships than boys do. Deci (1992), further argued that good interpersonal relationship provide students with a strong sense of school belongingness which helps sustain their level of interest in school. to a large extent, girls' perception of their closeness to their teachers is an important direction in their school adjustment and attitude towards school. the socio-economic background of the students is another factor that can influence students' attitude to school and adjustment.

2.3.4 Gender and Student's Adjustment to School

Prior studies indicate that gender has a notable effect on a child's coping strategies. Coping strategies can be categorized into two basic types; maladaptive and adaptive strategies

(P. Hampel&Petermann, 2005). Younger boys and girls, and boys from all age groups tend to make more use of adaptive coping strategies that focus on the immediate problem. Strategies are externalized and commonly include direct action, distraction and positive self-instruction (P. Hampel&Petermann, 2005; P. Hampel&Petermann, 2006).

There is also evidence that girls cope with daily stressors by seeking social support and utilizing social resources (Frydenberg& Lewis, 1993). In contrast, boys use physical recreation such as sport to cope with adversity (Frydenberg& Lewis, 1993).

Despite being under stress, girls have been found to use resilience factors such as seeking and getting support more than boys, with Grotberg finding that girls used these resilience factors more than boys (P. Hampel&Petermann, 2005).

The studies mentioned above focused on older children, but few studies have examined age and gender differences in resilience in primary school aged children in Australia. In the current study, the effects of gender and age (late childhood, early, and middle adolescence) on resilience, within 2 domains (individual characteristics and protective factors) were investigated. It was hypothesized that girls would employ more individual focused strategies and protective factor focused strategies than boys. Middle childhood would have higher scores than early adolescence in both individual characteristics and protective factors;

Sharma (1995) conducted a study to identify the over and under achievers and comparing them with regard to adjustment in school, social and home area and found that there was significant difference among over, average and under achievers with regard to their adjustment in school, home, social, religious and miscellaneous area; the over achievers had better adjustment than the under achiever in all these areas of adjustment; those who had more effective adjustment

in school, home, social, religion, and miscellaneous areas were over achievers and those having less effective adjustment in these areas were under achievers.

2.3.5   Socio-Economic Background, Student's Attitude to School

Students that join secondary school come from diverse social backgrounds. Their socio-economic background is varied in terms of family income, parental level of education and the nature of occupation. Children socialization starts from those around them, the first being the immediate family of the child. This interaction often produces positive results. If it is positively based, it will produce positive attitude and a well-adjusted child. The orientation from the home gives the child the positive or negative perception of self. The child's concept of self develops at home. It is this perception that is already inculcated into the child that he takes to school. Sigmond Freud (1856-1935) in his theory asserts that early experiences can influence later behavior of the child. Hence the level of social interaction of the child at school depends on the exposition to social process at home. This is obvious because self-concept of the child is related to social class, race and sex. Smart and Smart (1972), also remarked further that self-concepts of the child is sharpened by the people of ages. In this view, self-concept is linked to socio-economic status of the family. They observed that children from low socio-economic level decreased significantly. This is so because the socio-economic background gives children boldness for self-expression.

Socio-economic status of the parents account for greater percentage of the children's attitude and adjustment. Those from high socio-economic background tend to exhibit high confidence levels as well as positive self-concept disposition. This is so, because most of them are exposed to early experiences which help their future behaviors. Idowu, (2002) noted that

children from high income homes may be exposed to experiences and reactions that favour cognitive development. He further maintained that this may not be the case with children who are born into low income families. The findings of Idowu (2002), confirmed that Nigerian children from high income homes have high educational attainment and adjust easily to school life than their counter-parts from low socio-economic homes. He is of the view that a low income mother for instance, may not be aware of the importance of a good diet during pregnancy or be able to maintain such diet. Idowu (2002) noted that moat drop-outs are children from families whose parents are not able to provide the necessary school requirements.

Freud has argued that if a child is properly trained and carefully coordinated at the early stage of life, the child will grow up a positive person. Hence the child will develop positive attitudes to life as well as school which will in turn make him adjust in any situation he finds himself, even school adjustment. The child will be able to adapt to school requirements and experiences. Ayiin, (2004; 143) was of the opinion that poverty level in Nigeria has also parental role over their children. This is because most parents are unable to feed, educate and cloth their children.From the views of these authors, it is convenient to say that if a child develops the concept of positive self-worth from home, it will affect hi school success, attitude and adjustment. The social values, economic assessment as well as psychological disposition of the child reflect on his attitude and adjustment in life.

Socio-economic status of parents accounts for greater percentage of the educational process of the children. Those from high socio-economic background tend to exhibit high confidence levels as well as positive self-concept disposition. This is so, because most of them

are exposed to early experiences which help their future education progress. Ozoh, (1999; 23) maintained

> That in most cases in Nigerian society today, many families are experiencing depressed economic situation which tends to exercise tremendous negative effect on their children's education. This according to has contributed to the droup-out of many children from school. Dantani and Balarabe, (2002;84,85) found that students and teachers have similar views on parental economic status as cause of students dropout. Their data also shows that many students sponsor themselves because their parents are either not economically able or are not interested in their schooling.

When we talk about the relationship between attitude towards school, adjustment and socio-economic level, the results of previous studies had shown that children with higher levels appear to be more satisfied with school and that children from lower socio-economic level and who have less access to school resources express more negative attitude towards school, and find it difficult to adapt to school environments. Socio-economic levels also regards to the way in which families take part in their children academic life. In this aspect, previous studies show that family contexts that are less exciting and involved in their children's education are manifested in less positive attitudes towards school, less resilience levels and have higher probability of dropping out of school once they feel less support from their families and community (Abreu, 2006). They tend to believe that having studies and complete school course are not important to having a job or maintaining a career (Rumberger, 2001).

2.3.6 Socio-economic Background and Student's Adjustment to School

Recent evidence suggests that the complex web of social relationships students experience—with peers, adults in the school, and family members—exerts a much greater

influence on their behavior than researchers had previously assumed. This process starts with students' core relationships with parents or primary caregivers in their lives, which form a personality that is either secure and attached or insecure and unattached. Securely attached children typically behave better in school. Once students are in school, the dual factors of socialization and social status contribute significantly to behavior. The school socialization process typically pressures students to be like their peers or risk social rejection, whereas the quest for high social status drives students to attempt to differentiate themselves in some areas— sports, personal style, sense of humor, or street skills, for example.

Socioeconomic status forms a huge part of this equation. Children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance.Kasinath (2003) studied interactive effect of mental health, school adjustment and socio economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years and found that mental health had significant determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

Singh (2006) studied the effect of socio-emotional climate of school on the adjustment of students and found that social climate of the school affects the emotional and total adjustment of students significantly; boys had significantly better health and emotional adjustment than girls whereas girls were significantly better in school adjustment than boys; girls were significantly better than boys in home and school adjustment at different levels of emotional climate of the

school whereas boys were significantly better in emotional and health adjustment; social and emotional climate of the school and gender do not interact significantly with regard to home, health, social, school, emotional and total adjustment of students.

2.4   Theoretical Framework

2.4.1   Social Cognitive Theory
Vygotsky, (1978), in his social cognitive theory, stated that social interaction plays fundamental role in the development of cognition. He maintained that every function appears twice first, on the social level and later on the individual level, first between people (inter-Psychology) and then inside the child (intra-Psychology). To him, this appears equally to voluntary attention, to logical memory and to the formation of concepts. Another function originates as actual relationships between individuals. Vygotsky went further to state that the potential for cognitive development attained depends upon Zone of Proximal Development. A level of development attained when children engage in social behavior. Full development of this system depends upon full social interaction. It can be noted that the range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained.

Bandura, (1997) Social Cognitive theory explains how people acquire and maintain certain behavioral patterns, while also providing the basis for intervention strategies. He maintained that the evaluation of behavioral change depends on the following factors, Environment, People and Behavior.

Glanz, Rimer and Lewis, (2002), maintained that environment, People and Behavior are constantly influencing each other. They further stated that behavior is not simply the result of person and behavior. To him, observational learning occurs when a person watches the actions of another person and the reinforcement that person receives. Glanz and his associates while

analyzing Bandura's theory outlined some factors that plays vital role as environment and behavior.

Johnson and Johnson (1998) refer to interdependent theory propounded by Kurt Koffka around 1990. Koffka was one of the founders of Gestalt's School of Psychology. In theorizing on social interdependence, proposed that groups were dynamic wholes in which the interdependence among members could vary.

Kurt Lewin and his colleagues further contributed to the theory by stating that: (a) the essence of group is interdependence among members (created by common goal) which result in the group being a dynamic whole so that a change in the state of any member or subgroup changes the state of any other member or subgroup. (b) An intrinsic state of tension within group members motivates movement towards the accomplishment of desired common goals.

Ango, (2005) asserts that everyone needs a mentally satisfying relationship; this serves as the basis for further social growth and provides opportunities to build confidence in the social and academic activities. Social relationships are vital tools for influencing positive behavior pattern. When a positive social environment is provided, it facilitates social relationships that enhances effective social framework. He further stated that the nature of social interaction has been found to have a significant relationship with cognitive development. He argued that engaging in collaborative interactions and collaborative problems solving hastened the development of skills.

Senwua, (2005), observes that human being live in society that is complex and offer individual a wide range of possible life styles and social involvements in members and social involvements in numerous institutional settings.

Monton Deutsch (1962) theory of cooperation and competition provides a process of enhancing individual's goal achievement and thereby facilitating hard work and commitment to objective's.

Laing(2004), in his relationship perception and interpersonal communication theory, described relationship as a form of communication two people have for their belief based on the pattern of interaction. The theory further explained that a person's communication behavior is affected by his or her perception of the relationship. This research will apply the theory of adjustment to find how useful it will be on students' adjustment to school.

2.4.2 Theory of Adjustment

Social adjustment theory is a phenomenon that describes types of relationships which involve the accommodation of individuals to circumstances in his social environment for the satisfaction of his needs or motives. Social adjustment theory can be linked to the theory of adjustment. Various theories and models of adjustment provide the theoretical frame work for explaining the phenomenon of human adjustment. Among these theories and models, the socio-genic or cultural model and the psychoanalytic model will be discussed thus;

1. **Sociogenic or Cultural Model** makes adjustment a function of behavior norms of one's culture and society. The psychoanalytic or behavioristic model on the other hand, makes adjustment a function of the interaction between one's self and the environment (physical as well as social). According to this model (Mangal, 2005) the society in general and culture in particular affects one's ways of behavior to such an extent that behavior takes the shape of adaptive or non-adaptive behavior, turning one into an adjusted or mal-adjusted personality. The society and the culture to which one belongs does not only influence or shape one's behavior but

also sets a standard for its adolescents to behave in the way it desires. Individuals behaving in the manner that society desires are labeled as normal or adjusted individuals while deviation from social norms and violation of role expectancy is regarded as the sign of maladjustment and abnormality. Negative attitude towards school, as exhibited by some students is an abnormal and maladjusted behavior. Although, society or culture plays a significant role in shaping and influencing human behavior, yet, it should not be regarded as the only factor in the adjustment process. Moreover, the societies or cultures may themselves, rather than the individual be mal-adjustive and sometimes even destructive to the individual's adjustment like the Nazi Germany. It is not proper, therefore, to depend solely on the Sociogenic and model for labeling of one's behavior as adjusted or mal-adaptive. The research therefore, will apply Sociogenic and cultural principles to find out how useful it will be in shaping and influencing one's attitude towards school.

2.   **Psychoanalytic Model**; psychoanalysis is a system of psychology that represents a fine blend of theory and practice for the understanding and shaping of human behavior. According to this model, one is adjusted to the extent that one's needs are gratified or in the way of being gratified (Mangal, 2005). Psychoanalytic model incorporates the viewpoints of Freud, Adler, Jung, and other neo-Freudians like Horney, Fromm, Reich and Erickson. However, the work of Sigmund Freud seems to be the first and most comprehensive and popularly used by psychologists hence, his contributions will be examined within the context of this work.

Freud's Psychoanalytic Theory

Sigmund Freud (1856 – 1939), a Viennese physician was the father of psychoanalytic movement which presented a new dimension in the field of psychology. Therefore, we shall

confine the discussions of this model to only those factors which are relevant to success or failure in adjustment. According to Mangal (2005), Sigmund Freud views adjustment under the influence of psychoanalysis in terms of the totality of human behavior, briefly in the following concepts;

i).   Sigmund Freud (1856 – 1939) stated that human psyche or mind consists of three layers, the Conscious, the Sub-Conscious and Unconscious. The conscious holds the key to our behavior. It decides the individual's adjustment and maladjustment to his self and to his environment. It contains all the repressed wishes, desires, feelings, drives and motives of which are related to sex and aggression. One is adjusted or maladjusted to the degree, extent or the ways in which these are kept dormant or under control.

ii).   According to Sigmund Freud (1856 – 1939), man is a pleasure seeking animal by nature. He wants to seek pleasures and avoids pain or anything which is not in keeping with his pleasure loving nature. The social restriction imposed by his super ego comes in conflict with the unrestricted and unbridled desires of his basic pleasure seeking nature. These pleasures are mostly sexual in nature. One remains adjusted to the extent that these are satisfied. An individual drifts towards malfunctioning of behavior and maladjustment in case such satisfaction is threatened or denied. Freud postulated the imaginary concepts of 'id', 'ego' and 'superego' for the adjustive and non-adjustive behavior patterns and formulated the following conclusion that a person's behavior remains normal and in harmony with his self and his environment to the extent that hi sego is able to maintain the balance between the evil designs of his id and the moral ethical standard dictated by his superego. In case the ego is not strong enough to exercise proper control over one's id and superego, malfunctions of behavior would result. Two different situations could then rise:

- If the superego dominates then there is no acceptable outlet for expression of the repressed wishes, impulses and appetites of the id. Such a situation may give birth to neurotic tendencies in the individual.

- If the id dominates, the individual pursues his unbridled pleasure seeking impulses, without care for the social and moral norms. In such a situation, the individual may be seen to be engaged in unlawful or immoral activities in maladaptive, problem or delinquent behavior.

iii). Freud also uses the concept of libido, i.e a flow of energy related to sex gratification. He equates it with a flowing river and maintains that:

- If its flow is outward causing sex gratification and pleasurable sensation from outside objects, the individual remains quite normal and adjusted to his self and the environment.

- Its outward flow leads to self – indulgence and narcissism.

- If its path is blocked, this results in its arrest leading to regressive behavior, a kind of abnormality.

- If the flow of the libido is damned up, condemned or repressed through the authority exercised by the ego in association with the superego, it may cause severe maladjustment. When the ego is weak and the superego is rigid, this may lead to psychotic personality disorders. However, when the ego is weak and also the superego is not to rigid, it may result in relatively simple disorders like neurosis or still simpler maladaptive behavior characterized bt restlessness, sleeplessness, stomach ache, back ache, vomiting, lack of appetite, among others.

iv). According to Freud, adjustment or maladjustment should not be viewed only in terms of what the individual may be undergoing at present. What happened to him in his earlier childhood

is even more important. What he may have experienced as a child, what types of gratification to his sex urges he has achieved, what has been repressed in his unconscious, how he has passed through distinct stages of sexual development and so on, are thus, quite important for making him adjusted or maladjusted to his self and the environment. Therefore, the research will apply psychoanalytic model to find out how useful it will be on attitude towards schooling and among students. Another theory that is used to determine students' attitude is the theory of attitude change.

2.4.3 Theory of Attitude Change

According to McLeod, S. A. (2008), Cognitive dissonance refers to a situation involving conflicting attitudes, beliefs or behaviors. This produces a feeling of discomfort leading to an alteration in one of the attitudes, beliefs or behaviors to reduce the discomfort and restore balance etc. For example,).

Festinger's (1957) cognitive dissonance theory suggests that we have an inner drive to hold all our attitudes and beliefs in harmony and avoid disharmony (or dissonance). Attitudes may change because of factors within the person. An important factor here is the principle of cognitive consistency, the focus of Festinger's (1957) theory of cognitive dissonance. This theory starts from the idea that we seek consistency in our beliefs and attitudes in any situation where two cognitions are inconsistent.

Leon Festinger (1957) proposed cognitive dissonance theory, which states that a powerful motive to maintain cognitive consistency can give rise to irrational and sometimes maladaptive behavior. According to Festinger, we hold much cognition about the world and ourselves; when they clash, a discrepancy is evoked, resulting in a state of tension known as cognitive dissonance. As the experience of dissonance is unpleasant, we are motivated to reduce or eliminate it, and

achieve consonance (i.e. agreement).

According to cognitive dissonance theory, there is a tendency for individuals to seek consistency among their cognitions (i.e., beliefs, opinions). When there is an inconsistency between attitudes or behaviors (dissonance), something must change to eliminate the dissonance.

Dissonance can be reduced in one of three ways:

First, individuals can change one or more of the attitudes, behavior, beliefs etc. so as to make the relationship between the two elements a consonant one. When one of the dissonant elements is a behavior, the individual can change or eliminate the behavior. However, this mode of dissonance reduction frequently presents problems for people, as it is often difficult for people to change well-learned behavioral responses for example, schooling and what an individual stands to gain. The attitude towards schooling can be better if the relationship between school and the gain are consonant. That is what they stand to gain after enduring the process of schooling.

A Second (cognitive) method of reducing dissonance is to acquire new information that outweighs the dissonant beliefs. For example, thinking that it is better to make money by doing menial jobs or going to the farm may cause dissonance. However, new information such as "only little money can be gotten without proper schooling may reduce the dissonance and increase the consonant"

A third way to reduce dissonance is to reduce the importance of the cognitions (i.e. beliefs, attitudes). A person could convince himself that it is better to "live for today" than to prepare for the future (by going to school). In other words, he could tell himself that the pleasure he enjoys now is better than the waiting and enduring for a job after school that may not end at the secondary school. When someone is forced to do (publicly) something they (privately) really don't want to do, dissonance is created between their cognition (I didn't want to do this) and their

behavior (I did it).Forced compliance occurs when an individual performs an action that is inconsistent with his or her beliefs. The behavior can't be changed, since it is already in the past, so dissonance will need to be reduced by re-evaluating their attitude to what they have done. This prediction has been tested experimentally

Theory of Consistency

The most well-known theory of consistency was postulated by Heider (Mukherjee 2002) which is similar to the balance concept of attitude organization. According to the 'balance system' of attitude consistency, he stated that one can view the attitude of an individual as manifested out of balance from interaction with several variables of his environment. He further stated that beliefs, attitudes, and behaviors of individuals manifest consistency if such balances are achieved. Besides the tendency of a balance within the three components of attitude, there is also a tendency towards balance within any one of them. This will be clear if we consider the diagram tagged figure 2.2

<div align="center">

SCHOOL

</div>

A Plus sign (+) denotes positive relationship while A Minus sign (-) denotes a negative relationship $\pm$ $\pm$

Fig: 2.2   **HENRY**   **+**   **MICHAEL**
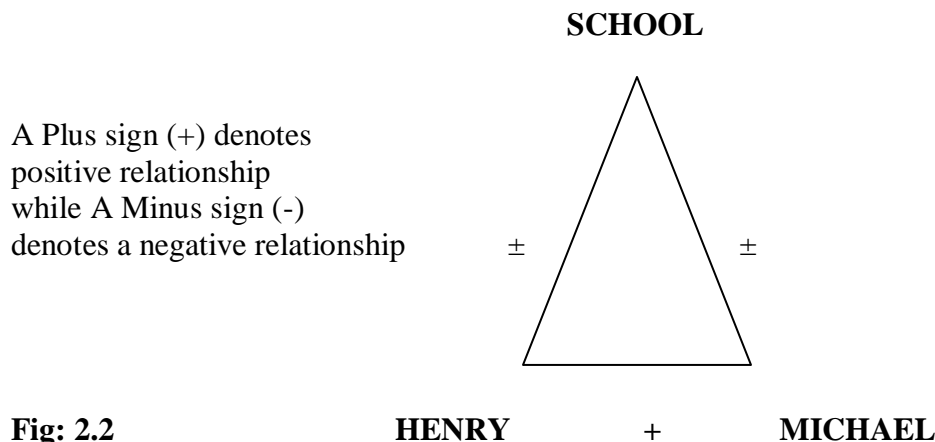
Source: Mukherjee (2002) pp 146

The interpretation of the above concept is simple: Michael and Henry are two individuals having positive feelings of attraction between them; Michael's attitude comprising of his feelings, cognition and operation towards the school is also positive for the balance or equilibrium to take place, it is likely that Henry's attitude to school will also be positive in the same direction. Here can be another case, that is, of the individuals have an extremely negative attitude towards school, then for the intimacy between the two individuals to remain it will be only reasonable to expect that the other's attitude towards schools also to be negative. Heider maintains that for a balance or equilibrium to take place the sum of all the signs in the triad should be positive, which can result from either all the signs being positive, or only one being positive. Both cases illustrated in the above diagram show perfect balance in the organization of attitudes towards school in either positive or negative for both Michael and Henry (Mukherjee, 2002)

The balance theory of Heider in the organization of one's attitudes can be applied to other situations. There are many factors to understand individual attitudes, taking one factor to be the child, and the other factor to be the school. Some of the possibilities that are likely to confront the teachers in schools are illustrated in figure 2.3

(a) Successful advantaged child
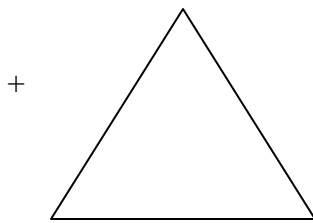
(b) Successful disadvantaged child

+ △

- △

Advantaged   +   School
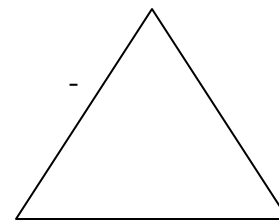
culture of home

Disadvantaged   -   School

culture of home

(c) Unsuccessful advantaged child
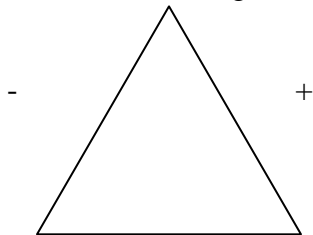
(d) Unsuccessful disadvantaged child

- △ +

△

Advantaged   +   School
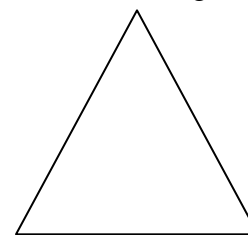
culture of home

Disadvantaged   -   School

culture of home

Fig: 2.3   Harrison's hypothesis regarding attitudes of adolescents

Source: Mukherjee (2002) pp 149

In all cases (excepting 'in attitudes towards education'), his hypothesis were supported upholding the balance concept of attitude formation. The theory of balance postulates than an individual in order to achieve consistency in his behavior and feelings, strives to make a choice so that a balance can be achieved. Case (c) above illustrates this point in particular. To have balance in his attitude (negative) towards school, the child may even reject the approval of his advantaged home. Harrison found this to be true, thereby lending adequate support to Heider'stheory of consistency being predictable from his balance concept of attitude formation.

The conceptual framework of Heider's theory thus shows that with the knowledge of the background actors of the child's attitude towards education or school, it is possible for the school to suggest or adopt means to restore balance in the desire direction, but any attempt in changing one's attitudes needs further information which is now being discussed.

2.4.4   Review of Related Studies

Related studies on influence of social environment on adjustment and attitude towards schooling revealed that much is yet done in this area. However, the literature review presents few research findings from similar studies in developed countries and few from developing countries. Adelinda, Nicole and Oliveira (2008) investigated students' attitudes towards learning and school – study of exploratory models about the effects of social demographics and personal attributes. A total of 778 Portuguese youngsters from regular classes were administered questionnaires of attitudes towards school. A regression trees algorithm was used to predict students' attitudes towards learning and school. Predictors include socio-demographics, personal attributes and some specific characteristics related to school. The result of their findings revealed the importance of social environment on adjustment and attributes towards schooling as being affected for different combinations of factors. Thus, the improvement of attributes towards schooling should involve students, parents, teachers and community.

Michael (2007) investigated the effects of social environment on the academic achievement of secondary school students. The research was intended to find out the extent to which environmental factors affect the educational progress of the students. Six hypotheses were formulated and tested at 0.05 level to reject or accept the hypothesis. A sample size of 295 students was selected from eight secondary schools for the study. The statistical method employed for the data were one way analysis of variance (ANOVA), Pearson Product Moment

Correlation Coefficient (r), T-Test, Percentages and Frequencies. Social Environment Inventory (SEI) questionnaire was designed to collect data. The result of his findings revealed that there is no significant relationship between family support for education, peer influence, motivation, school relationship and family cohesiveness. Also, no significant difference between parents' level of education and occupation and academic achievement of students. The test also revealed significant difference in the academic achievement of urban and rural students. The result as well revealed that there is significant difference in academic achievement of male and female students. A non-significant relationship exists between socio-economic status and academic achievement. Correlation analysis was also carried out among the variables and all showed significant relationship. Comparative analysis was made on the variables and all also showed significant difference. It was recommended that students, despite their discipline, should be given equal opportunities. That more attention should be paid to rural schools b providing infrastructures, teaching materials, qualified teachers and well finished laboratory and conducive school environment for learning. Parents with high level of education and occupation should pay attention to education of their children instead of assuming that their high level of education will have automatic positive effects on their children's education.

Mellissa and Stacy (2007) tested whether social adjustment added to the prediction of academic outcomes above and beyond prior academic functioning. School records, peer, teach and self-report measures were collected for 1,255 third grade children in the fall and spring of the year. Social acceptance by and aggression with peers were included as measures of social adjustment. Academic outcomes include math and reading GPA, classroom behavior, academic self-esteem and absenteeism. The result of their findings revealed that social adjustment contributed to the prediction of academic outcome. Gender differences in the patterns of results

were present, particularly for the impact of aggression on academic adjustment. Discussion focuses on the implications for social – emotional literacy programs to prevent negative academic outcomes. Abolarinwa (2000) investigated the impact of social adjustment and intra family relationship on academic achievement of secondary school students. A total population of 400 S.S.1 students in Zaria education zone was selected at random from six secondary schools for the study. Survey research design was also used. Two types of instruments were used for data collection. The instruments are; the Myer's Intra – family questionnaire and Sydmond adjustment scale. A pilot testing was conducted and the reliability coefficient was computed to be 0.487 at 0.05 level of significant. The result of her findings revealed that social adjustment and intra family relationship have positive impact on academic achievement of students.

2.5   Summary

In this chapter, various definitions of social environment have been given. Also school adjustment and attitude towards schooling has been defined by various authors. In this chapter, key concepts have been identified and explained to facilitate understanding of the necessary concepts in the study. Issues relating to the child's environment, school adjustment and attitudes towards schooling were discussed. Issues such as school environment and school experience, relationship between student school adjustment and attitude towards schooling, socialization process of the child, gender issues and student attitudes to school and adjustment as well as socio economic background and students' attitude to school and adjustment were reviewed. Social Cognitive Theory of Vygotsky, Personality Theory of Sigmund Freud (Adjustment Theory), and Theory of Attitude Change (Theory of Cognitive Dissonance) by Festinger were used as the

theoretical framework. Various related studies on social environment, social adjustment and attitude towards schooling were reviewed from the previous studies.

2.6   Uniqueness of The Study

In the reviews of related studies, it was discovered that many studies were done on social environment and adjustment, adjustment and academic achievement, attitude and adjustment but not so much has been done on social environment, attitude toward schooling and school adjustment that is why I want to contribute to what has already been done on this area of study. This study is coming to find out how the child's social environment can influence his attitude which can eventually affect how he is able to adjust in school.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter explained the method the researcher employed to coherently gather data needed for the study, it encompasses the research design meant to understanding the focus of the research. The population of the research was determined, samples and sampling techniques were discussed, and instrumentation, validity and reliability and administration of the instrument were explained in the chapter. In the end, the chapter explained the procedure for data collection and analysis.

3.2   Research Design

This research employed correlational design in investigating the influence of social environment on attitude towards school and school adjustment among secondary school students in Benue State. This designdetermines whether or not two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. S. Kalla (2011). This study involves an investigation on entire population of people or items under study by collecting data from samples drawn from population or assuming that these samples are a true representation of the entire population. Since the population of this study is large and samples are to be drawn to represent the entire population, correlational design is appropriate to that effect.

3.3   Population

The population of the study comprises of Junior Secondary School (JSS) students in Benue state. All JSS 3 students in Benue state with a total population of 7,500 students (Benue State Ministry of Education 2014). Both male and female students were used for the study mostly within the age range of 12 to 21 years.

3.4   Sample and Sampling Technique

The research used simple random technique in which equal chance was given to every member of the population to be selected for the study. Simple random technique was used to select three secondary schools with the total population of 2,011 students, while Kreejie & Morgan (1970) table was used to determine the sample size of 322 students comprising of 160 male and 162 female students. The three (3) secondary schools were selected from the three (3) Educational Zones of Benue State. Ito Community Secondary School which consists of a total sample size of 324 males and 330 females, Government Science Secondary School, North Bank, Makurdi consists of a total sample size of 350 male and 350 female students and Government College Kastina-Ala which consists of 328 male and 329 female students in Benue State.

Table 3.1 Distribution of samples from schools in Benue State

s/no	name of schools	total population	population male	population female	sample size male	sample size female	percentage
1.	ito community sec. sch. okpokwu	654	324	330	52	53	32.6%
2.	government science sec. sch., makurdi	700	350	350	56	56	34.8%
3.	governmentcollege, kastina-ala	657	328	329	52	53	32.6%
	total	**2011**	**1002**	**1009**	**160**	**162**	**100%**

Source: Benue State Ministry of Education 2014.

3.5   Instrumentation

Three main instruments were used for this study. The instruments are Social Environment Inventory (SEI), School Adjustment Questionnaire (SAQ) and Attitude towards Schooling Inventory (ATSI). Social Environment Inventory (SEI) and School Adjustment Questionnaire (SAQ) were self-constructed from reading of literature on social environment and school adjustment respectively while attitude towards schooling inventory (ATSI) was adopted from the department of Counselor Education, University of Ilorin, Ilorin (2011). The instrument comprises of four sections: A - Demographic Data, B - Social Environment Inventory (SEI), C - Attitude towards School Inventory (ATSI) and D - School Adjustment Questionnaire (SAQ). (See Appendix One). The section of Demographic Data contained two items which seek to determine the demographic information of subjects involved in the study. These include gender and socio-economic background; in terms of parents' level of education.

3.5.1 Instrument One: Social Environment Inventory (SEI)

This instrument seeks to measure various aspects of social environment of the students in secondary school. The 35 items comprises of the child's positive and negative experiences in the home environment, neighborhood environment, peer influence and the relationship in the school. It has four-point scale ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) which represents student's feelings on the various items of the instrument.

3.5.2 Instrument Two: Attitude towards Schooling Inventory (ATSI)

This is a standardized instrument that is designed to measure the attitudes of students towards school. It includes issues such as child's feelings about the school, his behavior towards school and the child's dispositions both positive and negative. It is composed of 40 items and has the same scoring point as school adjustment questionnaire above.

Attitude towards schooling inventory (ATS) was adopted from the Department of Counselor Education, University of Ilorin, Ilorin, Nigeria (2011) for the purpose of this study. The instruments were found to be valid and reliable with coefficient of 0.62 (Department of Counselor Education, University of Ilorin 2011) and are widely used in the fields of psychology and other behavioral sciences.

3.5.3 Instrument Three: School Adjustment Questionnaire (SAQ)

This is also an instrument designed to measure school adjustment of the students. This includes issues such as student's relationship with the school environment, school activities, teachers and fellow mates. It involves how a child is able to cope with school activities. It is composed of 20 items and has the same scoring point as social environment inventory above.

Moreover, both the social environment inventory and adjustment questionnaire were self-constructed from reading literature on social environment and school adjustment respectively.

3.6   Validity of the Instrument

To establish the validity of Social Environment Inventory (SEI), Attitude Towards Schooling Inventory (ATSI) and School Adjustment Questionnaire (SAQ), the questionnaire were given to the supervisors and other experts in Educational Psychology, Department of Educational Psychology and counseling, Ahmadu Bello University, Zaria to validate in terms of content coverage and use of expressions to avoid ambiguity and to have content validity for the instrument. After their observations, corrections were done and incorporated into the final draft.

3.7   Pilot Testing and Reliability of the Instrument

To estimate the reliability of the instrument (Social Environment Inventory (SEI) and School Adjustment Questionnaire (SAQ), a pilot testing was conducted at Government Secondary School, Hunkuyi, Kudan Local Government of Kaduna State which was not part of the schools selected for the study. On-spot mode of assessment was administered. Fifty (50) questionnaires were distributed to 25 male and 25 female students. The data collected were coded and analyzed using Guttman Split-Half method of estimating reliability co-efficient to measure the internal consistency. School Environment Inventory has the reliability figure of 0,73 and School Adjustment Questionnaire has the reliability figure of 0.82 which according to R.J Rummel(1976) are suitable to be used for the study since they have positive reliability coefficient figure.

3.8   Procedure for Data Collection

The instruments for the study were administered to collect relevant data from the sample. The researcher visited the schools and with the permission from the principals, the researcher had access to the students and other valuable information needed for the study. The instruments were administered with the help of research assistants who were trained on questionnaire distribution. This was to enable the researcher conveniently administer the questionnaires and collect them back for collation.

The subjects were served during one of their lesson periods which the researcher asked from the class teacher. The researcher tried to ensure that the questionnaires were filled immediately so as to avoid missing of some of the administered instruments.

3.9   Procedure for Data Analysis

This study made use of a number of statistical tools to help in the analysis and interpretation of the data. The data collected was subjected to analysis using descriptive and inferential statistics. The bio-data of the subjects was subjected to frequency counts and sample percentages to determine the means and standard deviation which was used to analyze data based on research questions. For the hypotheses, the following statistical tools were used for their analysis. Pearson Product Moment Correlation was used to analyze Hypotheses 1-8.

CHAPTER FOUR

RESULTS AND DISCCUSIONS

4.1 Introduction

The survey research design was used for this study. The sample size for this study is 322 students comprises of 160 males and 162 female students. The students were randomly selected. Three instruments were used in this study. The instruments are social environment inventory (SEI) with 35 item questions, School Adjustment Questionnaire (SAQ) with 20 item statements and adopted Attitude towards Schooling (ATSI) with 40 item statements. The demographic variables which include gender and socio-economic background in terms of parent's level of education were presented using simple frequencies and percentages. Descriptive statistics of mean and standard deviation were used to answer the research questions, these have been transferred to appendixfour page 93 while Pearson Product Moment Correlation Coefficient was used to test the null hypotheses 1-8. The four-point scales were used ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

4.2 Demographic Data
Below is the interpretation of the analyses on demographic variables

Table 4.1 Gender Distribution Of Respondents

Gender	Frequency	Percentage (%)
Male	160	49.7
Female	162	50.3
Total	322	100.0

Table 4.2.1 showed that one hundred and sixty (160) respondents representing 49.7% were male respondents while one hundred and sixty-two (162) respondents representing 50.3 % were female respondents. This indicated that majority of the respondents were female.

Table 4.2:Parents' Level of Education

	Frequency	Percent
Tertiary Education	57	17.7
Secondary Education	128	39.8
Primary Education	109	33.9
No Education	28	8.7
Total	322	100.0

Table 4.2.2 showed the parents' level of education of respondents. Fifty-seven (57) respondents representing 17.7% had tertiary education. One hundred and twenty-eight (128) of the respondents representing 39.8% had secondary education, while one hundred and nine (33.9%) of the respondents had primary education and twenty-eight respondents representing 8.7% had no education. This indicated that majority of respondents had secondary education.

4.3 Hypotheses Testing

Eight Hypotheses were proposed and tested in this study. Below is the interpretation of the analysis on the hypotheses;

Hypothesis 1: There is no significant relationship between Home Environment and Students' Attitude towards Schooling.

Pearson Product Moment Correlation (r) was used to determine the relationship between home environment and students' attitude towards schooling, the result is shown in the table below.

Table 4.3: the relationship between Home Environment and Students Attitude Towards Schooling

Variable	N	Mean	Sd	df	r	p.
Home Environment	322	27.1057	2.83100	321	.028	.001
Student Attitude Towards Schooling	322	120.0371	7.59364			

Pearson Product Moment Correlation Coefficient (r) shows significant positive influence of home environment on students' attitude towards schooling with (r-value of .028, p=.001. The hypothesis which says there is no significant influence of home environment on students attitudes towards schooling is rejected because, the p=.001, is less than level of significant 0.05. This implies that conducive home environment will increase students' attitude towards schooling.

Hypothesis 2: There is no significant relationship between Home Environment and School Adjustment of Students

Pearson Product Moment Correlation (r) was used to determine the relationship between home environment and school adjustment of students. The result is shown in the table below.

Table 4.4: The relationship between Home Environment and School Adjustment of students.

Variable	N	Mean	SD	df	r	p.
Home Environment	322	27.1057	2.83100	321	.370	.000
School Adjustment Of Students	322	58.3800	6.25817			

**Correlation is significant at the 0.05 level (2-tailed).
Table 4.3.2: The Pearson Product Moment Correlation Coefficient (r) shows significant positive influence with (r= .370, p= .000). It means that conducive home environment will allow for improve school adjustment of students. The hypothesis two which says '' there is no significant influence of home environment on school adjustment of students'' is hereby rejected.

Hypothesis 3: There is no significant relationship betweenNeighbourhood Environment and Students' Attitude towards Schooling.

Pearson Product Moment Correlation (r) was used to determine the relationship between Neighbourhood Environment and Students' attitude towards schooling. The result is shown in the table below.

Table 4.5: TheRelationship betweenNeighborhood Environment and Students Attitude towards Schooling

	N	Mean SD	df	r	p.
Neighborhood Environment	322	28.1743 3.09004	322	.145	.020
Students Attitude Towards Schooling	322	120.0371 7.59364			

*Correlation is significant at the 0.05 level (2 tailed).

From the table above the (r-value .145, p= .202) shows significant positive influence of neighborhood environment on students' attitude towards schooling. This implies that enabling neighborhood environment will increase students attitude towards schooling and unconducive neighborhood environment can decrease student's attitude towards schooling. The hypothesis three which says '' there is no significant influence of neighborhood environment on students attitudes towards schooling'' is rejected.

Hypothesis 4: There is no relationship betweenNeighbourhood Environment andSchool adjustment of Respondents.

Pearson Product Moment Correlation (r) was used to determine the relationship between Neighbourhood Environment and School Adjustments of Students. The result is shown in the table below.

Table 4.6: TheRelationship betweenNeighborhood Environment and School Adjustment of Respondents.

Variable	N	Mean SD	Df	r	p
Home Environment	322	28.1743 3.09004	322	.194	.003
School Adjustment	322	58.3800 6.25817			

Correlation is significant at the 0.05 level (2-tailed).Pearson Product Moment Correlation Coefficient (r) shows significant positive influence (r= .194, p= .003). It implies that aconducive neighborhood environment will enhance school adjustment of students. The hypothesis four

which says '' there is no significant influence of neighborhood environment on school adjustment of students'' is hereby rejected.

Hypothesis 5: There is no significant relationship betweenPeer groupand Students' Attitude towards Schooling.

Pearson Product Moment Correlation (r) was used to determine the relationship between peer group and students attitude towards schooling. The result is shown in the table below.

Table 4.7: TheRelationship betweenPeer groupand Students Attitude towards Schooling

	N	Mean	SD	df	r	p.
Peer group	322	13.6800	1.75600	322	.134	.026
Students Attitude Towards Schooling	322	120.0371	7.59364			

**. Correlation is significant at the 0.05 level

Table 4.7: Showing the results of Pearson Product Moment Correlation Coefficient (r) which indicated that there is a significant negative influence of peer pressure on student attitude towards schooling with (r= .134, p= .026).. The p-value= .026 is less than the 0.05 level of significant, the hypothesis five which says '' there is no significant influence of peer pressure on students' attitudes towards schooling'' is hereby rejected

Hypothesis 6: There is no significant relationship betweenPeer groupand School Adjustment of students.

Pearson Product Moment Correlation (r) was used to determine the relationship between peer group and school adjustment of students. The result is shown in the table below.

Table 4.8: TheRelationship betweenPeer Influence and School Adjustment of Respondents.

Variable	N	Mean	SD	df	r	p.
Peer group	322	13.6800	1.75600	322	.125	.009
School Adjustment of Students	322	58.3800	6.25817			

**Correlation is significant at the 0.05 level of significant(2-tailed).

Table 4.8: Showing the results of Pearson Product Moment Correlation Coefficient (r) which indicated that there is a significant positive influence of peer influence on school adjustment of students with (r= .125, p= .009). The p=value .009 is less than the 0.05 level of significant, therefore; the hypothesis six which says '' there is no significant influence of peer pressure on school adjustment of students'' is hereby rejected

Hypothesis 7: There is no significant relationship betweenSchool Environment and Students' Attitude towards Schooling.

Pearson Product Moment Correlation (r) was used to determine the relationship between school environment and students attitude towards schooling. The result is shown in the table below.

Table 4.9: TheRelationship betweenSchool Environment and Students Attitude

Variables	N	Mean	SD	df	r	p.
School Environment	322	13.6800	1.75600	322	.232	.000
Students Attitude Towards Schooling	322	58.3800	6.25817			

**Correlation is Significant at the 0.005 level (2-tailed).

Table 4.9: Showing the results of Pearson Product Moment Correlation Coefficient (r) which indicated that there is a significant positive influence of school environment on students' attitude towards schooling with (r= .232, p= .000). It means that a conducive school environment will enhance school adjustment of students. The p-value= .000 is less than the significant level of

0.05. The hypothesis seven which says '' there is no significant influence of school environment on students' attitude towards schooling'' is hereby rejected.

Hypothesis 8: There is no significant relationship betweenschool Environment and School adjustment of Respondents.

Pearson Product Moment Correlation (r) was used to determine the relationship between school environment and school adjustment of students. The result is shown in the table below.

Table 4.10: TheRelationship betweenSchool Environment and School Adjustment of Respondents.

	N	Mean	SD	df	r	p.
School Environment	322	29.7657	1.78885			
School Adjustment of Students	322	58.3800	6.25817	322	.017	.009

Table 4.10: Showing the results of Pearson Product Moment Correlation Coefficient (r) which indicated that there is a significant positive influence of school environment on school adjustment of students with (r= .017, p= .009). It means that a conducive school environment will also increase the school adjustment of students. The p-value= .009 is less than the 0.05 significant level, the hypothesis eight which says '' there is no significant influence of school environment on school adjustment of students'' is hereby rejected.

4.4 Summary of the Findings

The findings of the study are summarized below:

i. The finding show significant positive influence of home environment on students' attitude towards schooling with, (r=.028, P=.001).

ii. The finding reveals that there is a significant positive influence of home environment on school adjustment of students, (r=0.370, P=.000).

iii. The finding also shows that there is a significant positive influence of neighborhood environment on students' attitude towards schooling, (r=.145, P=.020).

iv. The finding reveals significant positive influence of neighborhood environment on school adjustment of students, (r= .194, P=.003).

v. The finding shows significant positive influence of peer group on students attitude towards schooling, (r= .134, P=.026).

vi. The finding shows significant positive influence of peer group on school, adjustment of students(r= .125, P=.009).

vii. The finding shows significant positive influence of school environment on students attitude towards schooling, (r= .232, P=.000).

viii. Finally, the finding shows significant positive influence of school environment on school adjustment of students, (r= .017, P=.0009).

4.5 Discussion of the Major Findings

Based on the hypotheses tested in the course of this study, the findings are discussed below;

The study showed significant positive influence of home environment on students' attitude towards schooling. The result of this hypothesis using Pearson Product Moment Correlation Coefficient indicated that better home environment has positive influence on students; attitude towards schooling. If there is conducive home environment there will be positive attitude on the part of the students towards schooling. This finding was supported by Demaray& Malecki (2002); Esteves, Musitu & Herrero (2005) that there is positive association between family variables and attitude towards schooling and that a good family environment characterized by effective communication between parents and children will positively influence the students attitude towards school. According to Morgetts (2002), schooling is positively influenced by a variety of personal and family/home characteristics and societal trends.

The study showed significant positive influence of home environment on students' attitude towards schooling. The result of this hypothesis using Pearson Product Moment Correlation Coefficient revealed that good/conducive home environment has positive influence on school adjustment of students. This finding was supported by Dawap, Dasuk and Muhammed (2004) noted that family and home conditions have a marked positive influence on the child's behaviour and personality adjustment. From home, the child learns to greet peer group members and those elderly than he is. The child learns other skills such as interactions, sanitary behaviour, how to live peacefully with others, how to return parental love to parents and others, how to help those who need and so on. Pockett, Perry & Tracy (1977); Febian (2000) observed that successful adjustment to school largely depends on past experience at home and on children skills and knowledge. Morgetts (2002) added that difficulties are likely to arise when children are: non-compliance; disorganized, distracted or when they are anti-social and have difficulties.

The study also showed that there is a significant positive influence of neighborhood environment on students' attitude towards schooling. This implies that conducive neighborhood environment will enhancing students' attitude towards schooling. This research finding was supported by Hogg &Vaughan (1995) that the child's interactions with his social environment will eventually influence his attitudes to the environment, he added that when a child interacts well with his environment, attitudes are developed and the child tends to adjust socially which reflected in his positive academic performance. On the other hand, when a child is not able to relate or interact well with the social environment, his attitude is influenced negatively which will eventually bring mal-adjustment in school and academic performance. Cook, Herman, Philips & Settersten (2002) opined that school attitude and behaviour has an empirical relationship with the neighborhood context. Neighborhood support and safety has been shown to promote school

environment, positive perceptions/attitude of school safety are related to a sense of school connectedness, which are related to students' perceptions/attitudes of being affirmed and valued by adults at school (Whitelock, 2006).

The study revealed significant positive influence of neighborhood environment on school adjustment of students. The tested null hypothesis IV revealed that good neighborhood environment increases school adjustment of students and vice-versa. This finding was supported by Cook, Herman, Philips & Settersten (2002) that perception of students' neighborhood is directly and negatively related to their report of positive educational behaviour at school. Brown and Rose (2005) that student's experiences in their neighborhood, school, family and peer group have specific influence on students' adaptation outcome associated with school success power. Jessor (1993) added that each of these social environments may affect the individual differently overtime. Mukherjee (2002) concluded that the society plays a functional role in its own to shape the social behaviour of its members.

The study showed that there is significant positive influence of peer pressure on students attitude towards schooling. This suggests that good peer group increase students' attitude toward schooling. This finding was supported by Dishion, (2000); Barnow, Lucht & Freyberger (2005) that peer relations in educational settings have significantly positive influence adolescent's emotions and behaviours. Peers can exert a crucial positive influence on participation in risk behaviours and antisocial acts, but they can also provide useful beneficial opportunities to learn socially accepted values and attitudes, or to acquire interpersonal skills such as the ability to handle conflicts (Hartup, 1996; Laursen, 1995). Lowell (1971) added that the adolescent needs assurance from peer group and they are essential authorities that enable the individual to

determine his own identity. He added that the adolescents mostly find togetherness of their peer in a school, that is to say that the school also has an influence on the individual that passes through the school.

The study revealed significant positive influence of peer group and school, adjustment of students. This implies that good friendship allows the child to enjoy going to school. This finding was supported by Kohenderfer (1996) that peer victimization is a pre-causer of some social adjustment problems in schools. This is because the victimized individual will become lonely. He may express the adjustment difficulties and avoid school environment. The implication of the problem facing the child is internal and external truancy, which can happen to both boarding and non-boarding students.

The study revealed significant positive influence of school environment on students' attitude towards schooling, meaning that conducive school environment do motivate and positively enhance the child attitude towards schooling. This finding was supported by Blankemeyer, Flannery & Vazsonyi (2002); Reinke and Harman (2002) who found quality relationships with peers, teachers, and guide against development of misbehaviors at school, while students/teachers interactions positively influence students' psychosocial and behavioural adjustment in schools. School environment according to Moos (1998) research has documented that perceiving peer in the classroom as friends or colleagues having positive interaction with teachers as well as being academically successful are factors related to perception of school as a useful learning context for the acquisition of relevant knowledge and for future social promotion, and as a valuable setting in which to share, enriching experience with others.

The study showed significant positive influence of school environment on school adjustment of students. This suggests that when enabling school environment were provided for the students, their school adjustment will increase, that is they will like to go to school. This finding was supported by Moos, 1974) that a positive school environment exists when students feel comfortable, valued and socially accepted in a climate based on support, mutual respect and trust. Yoneyana and Rigby (2006) distinguish two principal elements that constitute this positive climate, the first being support and respect from teachers and the second enjoyment of relationships with peers in the classroom. Ango (2005) that students' school environment is made up of all the forces that influence his/her growth and development, behaviour and realization of his potentials, intellectually and socially.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter comprised of summary, conclusion and recommendations of the research which are based on the researcher's findings.

5.2 Summary

The study was carried out to find out the influence of social environment on attitude towards schooling and school adjustment among secondary school students in Benue State, Nigeria. To achieve this, eight specific objectives were raised, eight research questions were asked and eight null hypotheses were posited which include the following; (i) there is no significant influence of home environment on students' attitude towards schooling (ii) there is no significant influence of home environment on school adjustment of students (iii) there is no significant influence of neighborhood environment on students' attitude towards schooling; (iv) there is no significant influence of neighborhood environment on school adjustment of students among others.

The research design used was the descriptive survey method. It also stated the target population of the study was 7,500 JSS 3 respondents. The sample size was 322 randomly selected respondents consisting of (160) males and (162) females. Three reliable instruments were used for data collection, namely; Social Environment Inventory (SEI), School Adjustment Questionnaire (SAQ), and attitude towards Schooling Inventory (ATSI). Data collected were analyzed using simple percentage and frequency counts for demographic information, mean and standard deviation to answer the research questions and Pearson Product Moment Correlation Coefficient (PPMC) were used to analyze the null hypotheses. Findings revealed home environment positively influence students attitude towards schooling; home environment

positively influence school adjustment of students; neighborhood environment positively influence students' attitude towards schooling; neighborhood environment positively influence school adjustment of students; peer group positively influence students' attitude towards schooling; peer group positively influence school adjustment of students; school environment positively influence students attitude towards schooling and school environment positively influence school adjustment of students.

5.3 Conclusion

Based on the findings of this study, home environment positively influenced students' attitude towards schooling and school adjustment. The neighborhood environment also, positively influenced students' attitude towards schooling and school adjustment. The study also had that peer group environment positively influenced students' attitude towards schooling and adjustment. Students' attitude towardsschooling and adjustment was also positively influenced by School environment.

5.4 Recommendations

The following are the Researcher's recommendations:

1.   Since the findings showed that home environment positively influenced students 'attitude towards schooling and school adjustment; the researcher is recommending that conducive and enabling home environment be provided for the children. Parents should ensure that cordial relationship exists between parents and their children, between children. Also, family members should enjoy working together and learn to tolerate one another which will help to improve students' attitude towards schooling and school adjustment.

2.   Since the study showed that neighborhood environment has positive influence on students' attitude towards schooling and school adjustment, there is need to create awareness in our community about her influence on students' attitude towards school and adjustment. The role of the community leaders in helping students maintain positive attitudes towards schooling and adjustment be encouraged, laws and order should be put in place to help checkmate neighborhood environment. Also, children should be allowed to participate in social activities within their community in order to socialize with themselves which will help improve on their attitude towards schooling and school adjustment.

3.   The study revealed positive influence of peer group on students' attitude towards schooling and adjustment. The researcher is recommending that parents/guardians should monitor the kind of friends their children keep and move with. They should get to know the families of their children's friends, their values, beliefs and upbringing in order to encourage their children to keep and maintain good friends which will help enhance their attitude towards schooling and adjustment in school.

4.   The study also revealed that school environment has a positive influence on students' attitude towards schooling and adjustment, therefore, the researcher is recommending that all school stakeholders such as parents/guardians, school heads, teachers and school psychologists/counselors should keep school environments safe and conducive, also the school authority should improve on her extra-curricular activities and encourage students to be involved, students should also be encouraged to participate in cooperate work, club and society within the school which will improve students' attitude towards schooling and adjustment in school.

5.5 Suggestion for Further Studies

This study is limited to investigate influence of social environment on attitude towards schooling and school adjustment among secondary school students in Benue State. This study does not cover so many other factors that may influence students' attitude towards schooling and school adjustment among secondary school students. Therefore, the researcher advices that further studies be carried out on:

i. Influence of social environment on attitude towards schooling and school adjustment among senior Secondary School Students in Benue State.

ii. Influence of social environment on attitude towards schooling and school adjustment among students in Colleges of Education in Benue State.

iii. Influence of social environment on attitude towards schooling and school adjustment of undergraduate students in University.

iv. Influence of social environment on attitude towards schooling and school adjustment of undergraduate in Polytechnics in Benue State.

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APPENDICES

APPENDIXONE: **Social Environment Inventory (SEI), Attitude Towards Schooling**

                Inventory (ATSI) and Schooling Adjustment Questionnaire (SAQ)

Introduction

This questionnaire is designed to assess the influence of social environment on attitudes towards schooling and school adjustment among secondary school students. You are kindly requested to respond as honestly and accurately as possible to every item on the questionnaire. Your responses will form the basis on which professional counselors and psychologists will assist students in promoting positive attitude towards schooling. Read each item carefully and put a tick [√] as it relates to you. The keys indicating the scales are as follows: SA for Strongly Agree, A for Agree, D for Disagree and SD for Strongly Disagree.

Section A: Demographic Data

a)   Gender: Male ☐   Female ☐

Socio – Economic Background

b)   Parents' level of Education

- Tertiary Education ☐
- Secondary Education ☐
- Primary Education ☐
- No Education ☐

Section B: Social Environment Inventory

S/N	HOME ENVIRONMENT	SA	A	D	SD
1	I always play with my siblings				
2	I help m parents do household chores				
3	My home is always clean				
4	There is always fighting within the house I live				
5	There are things in my home that make me very sad				
6	My parents always quarrel				
7	Older members of my family always bully me				
8	I always fight with my brothers and sisters				
9	There isn't always enough food for me and my siblings				
10	My parents are always peaceful and happy				
NEIGHBORHOOD ENVIRONMENT					
11	There is always fighting within my neighborhood				
12	There are so many gangs in my neighborhood				
13	There are many drug outlets in my neighborhood				
14	There are many beer parlors within my neighborhood				
15	There are many gambling activities in my neighborhood				
16	I am always afraid to walk around in my neighborhood				
17	Fighting and other activities are normal in my neighborhood				
18	My neighborhood is always quiet				
19	I hardly hear any noise in my neighborhood				

20	The streets in my neighborhood are always busy				

PEER INFLUENCE

21	My teacher shows interest in those that do well in school				
22	I usually study in the company of my friends				
23	Studying with my friends affect my performance positively				
24	My friends help me in doing my assignment				
25	My friends help me to solve my academic problems				

RELATIONSHIP IN THE SCHOOL

26	My relationship with my fellow students is cordial				
27	I am always involved in group work with my classmates				
28	I usually study alone				
29	My classmates help me in my school work				
30	In our class, nobody helps each other				
31	My teacher often encourages me to work hard				
32	My teacher often supervises and marks my assignments				
33	T he presence of my teacher always make me happy				
34	My teacher has been very kind and caring				
35	My teacher's care changed my attitude towards academics				

Source; Self-Constructed Social Environment Questionnaire from reading of literature on social environment issues.

School Adjustment Questionnaire

S/N	Items	SA	A	D	SD
1	It is difficult for me to give an oral report before the class				
2	My relationship with my teacher has usually been pleasant				
3	I find it difficult to ask my classmates for help				
4	I often quarrel with my classmates				
5	I find it difficult to start a conversation with my mate				
6	I find it easy to make friendly contact with an opposite sex				
7	I always feel remorse for the wrong things I do				
8	I find it difficult to speak in public				
9	I like chatting with my classmates				
10	I always walk away when I am angry				
11	I feel self-conscious when I recite in class				
12	I always feel embarrassed if I have to take permission to leave the classroom				
13	I ask my teachers questions when I do not understand				
14	I love my school environment				
15	I like the way my teacher treats me				
16	I like working hard to pass my exams				
17	I am always happy with my teacher				
18	I like resuming to school on Mondays				
19	I am happy with my grades in school				
20	My school environment is conducive for learning				

Source; Self-Constructed Social Environment Questionnaire from reading of literature on SCHOO ADJUSTMENT issues.

Section C: Attitude towards Schooling Inventory

S/No	Items	SA	A	D	SD
1	I like to go to school every day.				
2	I learn important lessons from school.				
3	My school facilities are adequate for effective learning.				
4	My school environment is conducive for learning.				
5	I like to engage in co-curricular activities for learning.				
6	I like to go to school on time.				
7	I do not leave school without permission.				
8	I relate well with my teachers.				
9	I interact effectively with my school mates.				
10	My school provides me with the opportunity to develop skills.				
11	I am happy with my present class.				
12	I visit my school during the holiday periods.				
13	I make efforts to understand what my teacher teaches me at school.				
14	My teachers give me too much work to do in school.				
15	I participate in school debate.				
16	My school provides opportunities for career advancement.				
17	I contribute to class discussion.				
18	I attend classes regularly.				
19	I do my homework regularly.				

20	I ask questions during classes.				
21	I prepare adequately for examinations.				
22	I show my homework to my parents regularly.				
23	I see the school administration as friendly.				
24	My school is interesting.				
25	My teachers like me.				
26	My co-students like me.				
27	Schooling is very necessary to attain success in life.				
28	What I learn in school will help me in the future.				
29	I like being in school.				
30	I am happy when I am in school.				
31	School is of immense value to me.				
32	I participate in sporting activities in school.				
33	I am not bullied by any of my schoolmates.				
34	I do not like to skip school.				
35	I would like my children to attend my present school.				
36	I think it is important for me to go to school.				
37	What I learn in school is worthwhile.				
38	I think going to school is not a waste of time.				
39	I like to wear my school uniform.				
40	I like to sing my school anthem.				

APPENDIX TWO

SOCIAL ENVIRONMENT INVENTORY (SEI)

```
RELIABILITY

  /VARIABLES=SOCIAL ENVIRONMENT INVENTORY

  /SCALE (SOCIAL ENVIRONMENT INVENTORY)ALL

  /MODEL=ALPHA.
```

Reliability

Scale: SOCIAL ENVIRONMENT INVENTORY

Case Processing Summary

		N	%
	Valid	40	95.2
Cases	Excluded a	2	4.8
	Total	42	100.0

a. List wise deletion based on all

variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.73	2

APPENDIX THREE

SCHOOL ADJUSTMENT QUESTIONNAIRE (SAQ)

```
RELIABILITY

  /VARIABLES=School Adjustment Questionnaire

  /SCALE(School Adjustment Questionnaire) ALL

  /MODEL=ALPHA.
```

Reliability

Scale: School Adjustment Questionnaire

Case Processing Summary

		N	%
Cases^a	Valid	40	95.2
	Excluded	2	4.8
	Total	42	100.0

a. Listwise deletion based on all

variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.82	2

APPEMDIX FOUR

4.6 Research Questions
Below are the interpretations on the analyses on research questions

research question one: what is the influence of home environment on students attitude

towards schooling

table 4.6.1: showing the mean and standard deviation of response of respondents on home environment and students attitude towards schooling

s/n	home environment	response category				n	mean	std.
		sa	**a**	**d**	**sd**			
1.	i always play with my siblings	52	98	99	73	322	2.6273	.59405
2.	i help my parents do household chores	101	82	109	30	322	2.8354	.80936
3.	my home is always clean	67	104	56	95	322	3.1646	1.01127
4.	there is always fighting within the house i live	73	106	88	55	322	2.8043	.73767
5.	there are things in my home that make me very sad	201	21	60	40	322	2.8758	.93234
6.	my parents always quarrel	96	154	42	30	322	2.6925	.84382
7.	older members of my family always bully me	22	106	96	98	322	2.5590	.80377
8.	i always fight with my brothers and sisters.	107	98	27	90	322	2.4410	.94288
9.	there isn't always enough food for me and my siblings.	202	23	43	54	322	2.9099	.85085
10.	my parents are always peaceful and happy.	91	22	109	100	322	2.7391	.78555

	student attitude towards schooling	response category				n	mean	std.
		sa	**a**	**d**	**sd**			
1	i like to go to school everyday	21	109	94	98	322	2.6988	.77294
2	i learn important lessons from school.	205	20	53	44	322	3.1770	.94211
3	my school facilities are adequate for effective learning.	22	57	202	47	322	2.9876	.86818

							N	Mean	Std. Dev
4	my school environment is conducive for learning.	86	36	97	103		322	2.7391	.59405
5	i like to engage in co-curricular activities for learning.	104	148	48	22		322	2.6584	.79410
6	i like to go to school on time.	202	150	21	49		322	2.6863	.71329
7	i do not leave school without permission.	58	149	86	29		322	2.5062	.99608
8	i relate well with my teachers.	52	66	108	96		322	2.6925	2.49021
9	i interact effectively with my school mates.	97	151	58	16		322	2.4130	.79340
10	my school provides me with the opportunity to develop skills.	22	91	100	109		322	3.0000	.812410

Table 4.6.1 above shows the opinion of the respondents on home environment and students' attitude towards schooling. Most of the respondents were of the opinion that there are things in my home that make them very sad as this item attracted the mean of (3.1646) and the standard deviation of (1.01127). Detail shows that a total of 201 of respondent strongly agreed with this item. Similarly, the response of respondents on students' attitude towards schooling shows that item 4 has the highest mean score of 3.0000 with the Standard deviation of .81267. This indicated that majority of the respondents agreed that school environment is conducive for learning, but there are things in the home that make the students sad.

Research Question TWO: What is the influence of home environment on school adjustment of students.

table 4.6.2: showing the mean and standard deviation of response of respondents on home environment and school adjustment of students.

s/n	home environment	response category				n	mean	std.
		sa	a	d	sd			
11.	i always play with my sibling.	107	96	29	99	322	3.0621	1.73901
12.	i always fighting with my brothers and sisters.	223	24	15	60	322	2.6770	.98337
13.	i help my parents do house chores.	142	82	80	18	322	2.9161	.83300
14.	my home is always fighting within the house i live.	251	32	25	14	322	2.5342	.80907
15.	there are many things that make me sad.	201	41	53	27	322	2.6988	.97600
16.	my parents always quarrel.	97	125	63	37	322	2.7391	.78555
17.	older members of my family always bully me.	123	108	47	44	322	2.9006	1.95337
18.	i always fight with my brothers and sisters.	36	86	102	98	322	2.9130	.76032
19.	there isn't always enough food for me and my siblings.	128	94	198	2	322	2.5466	.88568
20.	my parents are always peaceful and happy.	148	104	23	47	322	2.7857	.73670
s/n	**school adjustment questionnaire**							
1.	it is difficult for me to give an oral report before the class	200	25	41	56	322	2.8261	.88297
2.	my relationship with my teacher has usually been pleasant.	21	226	21	54	322	2.8323	.85656
3.	i find it difficult to ask my classmates for help.	11	117	98	96	322	2.5963	.82892
4.	i often quarrel with my classmates.	210	51	23	38	322	2.7360	1.00922
5.	i find it difficult to start a conversation with my mate.	40	221	23	38	322	2.7391	.95716

Source: Field Study (2015).

cvi

Table 4.6.2 above shows the opinion of the respondents on the influence of home environment on school adjustment of students. Most of the respondents were of the opinion that there fight with brothers and sisters as this item attracted the mean of (3.0621) and the standard deviation of (1.73901). Detail shows that a total of 223 of respondents strongly agreed with this item. Similarly, the response of respondents on the school adjustment of students shows that item 2 has the highest mean score of 2.8328 with the Standard deviation of 1.00922. This implies that majority of the respondents agreed that they always play with their brothers and sisters and their relationship with the teachers have usually been pleasant.

Research Question Three: What is the influence of neighborhood environment on students attitude towards schooling.

Table 4.6.3: Showing The Mean and Standard Deviation of Response of Respondents on Neighborhood Environment and Attitude towards Schooling

s/n	neighborhood environment	response category				n	mean	std.
		sa	a	d	sd			
11.	there is always fighting within my neighborhood.	148	104	23	47	322	2.6770	.98337
12.	there are so many gangs in my neighborhood.	107	96	29	99	322	3.0621	1.73901
13.	there are many drug outlets in my neighborhood.	223	24	15	60	322	2.9161	.83300
14.	there are many beer parlors within my neighborhood.	142	82	80	18	322	2.5342	.80907
15.	there are many gambling activities in my neighborhood.	251	32	25	14	322	2.6988	.97600
16.	i always afraid to walk around in my neighborhood.	201	41	53	27	322	2.7391	.78555
s/n	**attitude towards schooling**							
11	i am happy with my present class.	96	209	10	7	322	3.0373	.69612
12	i visit my school during the holiday periods.	20	102	8	192	322	3.0839	.88027
13	i make efforts to understand what my teacher teaches me at school.	32	251	14	25	322	2.9783	.79101
14	my teachers give me too much work to do in school.	99	125	60	38	322	2.8199	.73952
15	i participate in school debate.	96	107	60	38	322	4.3727	6.36415
16	my school provides opportunities for career advancement.	97	107	29	99	322	2.8571	.78026
17	i contribute to class discussion.	57	89	98	78	322	2.7888	.89240
18	i attend classes regularly.	23	41	56	202	322	2.7764	1.02599
19	i do my homework regularly.	94	28	194	6	322	2.9068	.68633
20	i ask questions during classes.	106	22	98	96	322	2.5559	.70929

Table 4.6.3 above shows the opinion of the respondents on the influence of neighborhood environment on students' attitude towards schooling. Most of the respondents were of the opinion that there are many gangs in my neighborhood as this item attracted the mean of (3.0621) and the standard deviation of (1.73901). Detail shows that a total of 223 of respondent strongly agreed with this item. Similarly, the response of respondents on students' attitude towards schooling shows that item 15 has the highest mean score of 4.3727 with the Standard deviation of 6.36415. This indicated that majority of the respondents agreed that there are so many gangs in their neighborhood, and also agreed that they participate in school debate.

Research Question Four: What is the influence of neighborhood environment on school adjustment of students.

Table 4.6.4: Showing the Mean and Standard Deviation of Response of Respondents on Neighborhood Environment and School Adjustment.

s/n	neighborhood environment	response category				n	mean	std.
		sa	a	d	sd			
17.	fighting and other activities are normal in my neighborhood.	97	125	63	37	322	2.9006	1.95337
18.	my neighborhood is always quiet.	123	108	47	44	322	2.9130	.76032
19.	i hardly hear any noise in my neighborhood.	36	86	102	98	322	2.5466	.88568
20.	i hardly hear any noise in my neighborhood.	128	94	198	2	322	2.7857	.73670
21.	the streets in my neighborhood are always busy.	148	104	23	47	322	2.8043	.88016

s/n	school adjustment quest.							
6	i find it easy to make friendly contact with an opposite sex.	28	194	10	190	322	2.8043	.81013
7	i always feel remorse for the wrong things i do.	33	250	20	19	322	2.6180	.92392
8	i find it difficult to speak in public.	103	68	54	97	322	2.8665	.86334
9	i like chatting with my classmates.	101	121	35	75	322	2.6957	.85412
10	i always walk away when i recite in class.	82	142	60	38	322	2.8261	.87588

Table 4.6.4 above shows the opinion of the respondents on the influence of neighborhood environment on school adjustment of students' .Most of the respondents were of the opinion that there are many gangs in my neighborhood as this item attracted the mean of (2.9130) and the standard deviation of (.76032). Detail shows that a total of 36 of respondent strongly agreed with this item while 86 agree with the item 18, also 102 respondents disagree with this item while 98 of the respondents strongly disagree on the item 18. Similarly, the response of respondents on school adjustment of students shows that item 8 has the highest mean score of 2.8665 with the Standard deviation of .86334. This indicated that majority of the respondents agreed that their neighborhood is always quite, and also agreed that they find it difficult to speak in the public.

Research Question Five: What is the influence of peer group on students attitude towards schooling

Table 4.6.5: Showing The Mean and Standard Deviation of Response of Respondents on Peer group and Students Attitude towards Schooling

s/n	peer influence quest.	response category				n	mean	std.
		sa	a	d	sd			deviation
21.	my teacher shows interest in those that do well in school.	125	97	37	63	322	2.9068	2.01026
22.	i usually study in the company of my friends.	97	53	98	74	322	2.8696	.62283
23.	i usually study in the company of my friends.	106	22	96	98	322	2.8075	.81279
24.	my friends help me in doing my assignment.	41	23	202	56	322	2.7391	.69284
25.	my friends help me to solve my academic problems.	70	154	26	72	322	3.2671	.72994

s/n	attitude towards schooling							
21.	i prepare adequately for examinations.	106	99	25	92	322	2.6149	.71095
22	i show my homework to my parents regularly.	20	202	40	60	322	3.0031	.99375
23	i see the school administration as friendly.	24	223	61	14	322	2.9410	.74441
24	my school is interesting.	25	53	203	41	322	3.0062	.77738
25	my teachers like me.	98	126	59	39	322	2.9907	.71689
26	my co-students like me.	21	240	32	29	322	3.2733	2.34418
27	schooling is very necessary to attain success in life.	112	110	71	29	322	2.8540	.79355
28	what i learn in school will help me in the future.	201	41	27	53	322	2.8447	.94759
29	i like being in school.	125	99	61	37	322	2.7919	.75928
30	i am happy when i am in school.	220	41	38	23	322	2.7857	.95737

Table 4.6.5 above shows the opinion of the respondents on the influence of peer pressure on students' attitude towards schooling. Most of the respondents were of the opinion that their friends help them to solve academic problems as this item attracted the mean of (3.2671) and the standard deviation of (.72994). Detail shows that a total of 149 of respondent strongly agreed with this item. Similarly, the response of respondents on students' attitude towards schooling shows that item 26 has the highest mean score of 3.2733 with the Standard deviation of 2.34418. This implied that majority of the respondents agreed that their friends help them to solve their academic problems, and also agreed that their co-students like them.

Research Question Six: What is the influence of peer group on school adjustment of students.

table 4.6.6: showing the mean and standard deviation of response of respondents on peer influence and school adjustment of students.

s/n	peer influence quest.	response category				n	mean	std.
		sa	a	d	sd			deviation
21.	my teacher shows interest in those that do well in school.	125	97	37	63	322	2.9068	2.01026
22.	i usually study in the company of my friends.	97	53	98	74	322	2.8696	.62283
23.	i usually study in the company of my friends.	106	22	96	98	322	2.8075	.81279
24.	my friends help me in doing my assignment.	41	23	202	56	322	2.7391	.69284
25.	my friends help me to solve my academic problems.	70	154	26	72	322	3.2671	.72994

s/n	school adjustment quest.							
11	i feel self-conscious when i recite in class.	98	52	97	75	322	2.8199	.83825
12	i always feel embarassed if i have to take permission to leave the classroom.	170	88	16	48	322	2.6646	.99809
13	i ask my teachers questions when i do not understand.	22	106	98	96	322	2.3447	.86240
14	i love my school environment.	152	71	70	28	322	2.5062	.73728
15	i like the way my teacher treats me.	207	98	10	7	322	2.3168	.84590

Table 4.6.6 above shows the opinion of the respondents on the influence of peer pressure on school adjustment of students. Most of the respondents were of the opinion that their teacher shows interest in those that do well in school as this item attracted the mean of (2.9068) and the standard deviation of (2.01026). Detail shows that a total of 105 of respondent strongly agreed with this item while 197 agree with the item 21, also 12 respondents disagree with this item

while only 8 of the respondents strongly disagree on the item 21. Similarly, the response of respondents on school adjustment of students shows that item 11 has the highest mean score of 2.8199 with the Standard deviation of .83825. This implied that majority of the respondents agreed that there teacher shows interest in those that do well in school therefore; they feel conscious when they recite in class.

Research Question Seven: What is the influence of school environment on students' attitude towards schooling

table 4.6.7: showing the mean and standard deviation of response of respondents on school environment and students attitude towards schooling

s/n	relationship in school	response category				n	mean	std. deviation
		sa	a	d	sd			
26.	my relationship with my fellow students is cordial.	21	226	41	56	322	3.1056	.69804
27.	i am always involved in group work with my classmate.	11	117	98	96	322	3.0466	.68427
28.	i usually study alone.	210	51	29	32	322	2.5870	.71055
29.	my classmates help me in my school work.	151	97	16	58	322	2.6118	.93808
30.	in our class, nobody helps each other.	52	26	205	39	322	2.4410	.94288

s/n	attitude toward schooling	response category				tr	mean	std.
		sa	a	d	sd			
31	school is of immense value to me.					322	2.8851	.92178
32	i participate in sporting activities in school.					322	2.8106	.64476
33	i am not bullied by any of my schoolmates.					322	2.7516	.90365
34	i do not like to skip school.					322	2.9161	.76679
35	i would like my children to attend my present school.					322	3.0280	.84785
36	i think it is important for me to go to school.					322	2.6739	.85882
37	what i learn in school is worthwhile.					322	2.8043	.94831
38	i think going to school is not a waste of time.					322	2.9286	1.01907
39	i like to wear my school uniform.					322	2.4783	.71553
40	i like to sing my school anthem.					322	2.6522	.70389

Table 4.6.7 above shows the opinion of the respondents on the influence of school environment on students' attitude towards schooling. Most of the respondents were of the opinion that their

relationship with their fellow students is cordial as this item attracted the mean of (3.1056) and the standard deviation of (.69804). Detail shows that a total of 104 of respondent strongly agreed with this item 26. Similarly, the response of respondents on students' attitude towards schooling shows that item 35 has the highest mean score of 3.0280 with the Standard deviation of .85882. This implied that majority of the respondents agreed that their relationship with fellow students is cordial, and also agreed that they would like their children to attend the present school.

Research Question Eight: What is the influence of school environment on school adjustment of students.

Table 4.6.8: Showing the Mean and Standard Deviation of Response of Respondents on School Environment and school Adjustment of students.

s/n	relationship in school	response category				n	mean	std.
		sa	a	d	sd			
31.	my teacher often encourages me to work hard.	170	88	18	46	322	2.7795	.74747
32.	my teacher often supervises and marks my assignment.	89	57	78	98	322	2.7236	1.41245
33.	the presence of my teacher always makes me happy.	125	99	38	60	322	2.8944	.91442
34.	my teacher has been very kind and caring.	240	21	28	33	322	2.9783	.71226
35.	my teacher's care changed my attitude towards academics	109	113	73	27	322	2.8199	.81181

s/n	school adjustment quest.							
16	i like working hard to pass my exam.	152	71	70	28	322	2.6398	.80150
17	i am always happy with my teacher.	25	104	86	108	322	2.8199	.81564
18	i like resuming to school on mondays.	87	171	14	50	322	2.7143	.78481
19	i am happy with my grates in school.	94	128	60	40	322	2.7702	.76731
20	my school environment is conducive for learning.	23	55	36	208	322	3.0062	.79325

Table 4.6.8 above shows the opinion of the respondents on the influence of school environment on school adjustment of students. Most of the respondents were of the opinion that their teachers care changed their attitude towards academics as this item attracted the mean of (2.9783) and the standard deviation of (.71226). Detail shows that a total of 109 of respondent strongly agreed

with this item while 113 agree with the item 35, also 73 respondents disagree with this item while 27 of the respondents strongly disagree on the item. Similarly, the response of respondents on school adjustment of students shows that item 20 on social adjustment questionnaire has the highest mean score of 3.0062 with the Standard deviation of .79325. This indicated that majority of the respondents agreed that there teacher's care changed their attitude towards academics and also agreed that their school environment is conducive for learning.