THE IMPACT OF SOCIAL ADJUSTMENT ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ZARIA

BY

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DECEMBER 2000

THE IMPACT OF SOCIAL ADJUSTMENT ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ZARIA

M.Ed. THESIS
EDUCATIONAL PSYCHOLOGY

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (M.ED) IN EDUCATION PSYCHOLOGY.

FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

DECEMBER 2000

DECLARATION

I hereby declare that this thesis is my own original research work. It has neve been previously presented in any form anywhere else for the purpose of any award o a higher degree.

All sources of information have been specifically acknowledged by means of referencing.

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December 2000

CERTIFICATION

This thesis report entitled "THE IMPACT OF SOCIAL ADJUSTMENT AND INTRA-FAMILY RELATIONSHIP ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOLS IN ZARIA" by COMFORT ABOLARINWA to meet the regulations governing the award of the degree of Master of Education in Educational Psychology, the Faculty Board of Education and is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This thesis is dedicated to God Almighty for His grace, love and care that sustained me during the course of this work. It is also dedicated to my husband and all our children for their full support and endurance to make this work a reality.

ACKNOWLEDGMENTS

I give all the glory and honour to Almighty God for His provision and strength to carry out this research work successfully. I am indebted to many people for their advice, guidance and encouragement during the write-up. I am very grateful to my Supervisors, Dr. (Mrs.) E.F. Adeniyi and Dr. M. Balarabe for their guidance, understanding, untiring constructive criticism that has made this work what it is. I am very grateful to Dr. G.A. Adeyanju and Dr. A.B. Ayanniyi for their incisive comment contribution and encouragement. I am also grateful to Dr(Mrs) A.O. Okalahi and Dr. M. Musa for their contribution towards the success of this work.

I am grateful to my husband and all our children and the entire family members for their patience and understanding. I must also remember the following people, Chief and Mrs. L.A. Akande, Dr. and Mrs. A.L. Bello, Dr. and Mrs. J.O.T Adewara, Dr. (Mrs) Adegbite, Mr. K.A. Momoh and Mr. J.O. Obisesan. I cannot mention everybody's name, since a lot of people have contributed to this work in one way or the other, I cannot appreciate enough in order to reciprocate their love and care, only God can do that. May God Almighty bless you all, Amen.

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ABSTRACT

This study tried to examine the impact of Social Adjustment and Intra-Family Relationship on Academic Achievement of Secondary School Students in Zaria. The target population is all the SSI Students in Zaria Educational Zone. The subjects consisted of 400 boys and girls of SSI students from 6 secondary schools that were randomly sampled. Survey method was the research design. Two types of instruments were used, which are the Myer's Intra-Family Questionnaire and Sydmond Adjustment Scale. The former takes care of the adjustment at home while the latter is for the adjustment in school.

A pilot study was conducted in two of the schools, one for boys and the other for girls. The reliability of the instrument was computed with Cronbach alfa coefficient and the reliability was 0.487 at 0.05 level of significance. The researcher and some teachers who assisted conducted the administration of the instrument. Pearson Product Moments Correlation and t-test was used. The JSSCE examination represented the Achievement test, which was already administered nationally.

The main results obtained are follows:

1. Mother Alive, Father Alive, Father's Education Mother's Education, Number of Siblings, Father's job, and Number of Father's wives are not significant except Mother's job.
2. Parental Supervision and Control, Parental Support, Relationship between Parents are not significant except Relationshi with Siblings. Relationship with Peers, Relationship with Teachers, Attitude to school work are not significant except Attitude to school Extra Curriculum Activities.
3. The t-test Equality of Means between boys and girls shows that Father Alive, Mother Alive, Number of Father's wives, Father's Education, Mother's Education, Father's job and Mother's job are significant except Number of Siblings.
4. Students' Age, Students' Course, Parental Control, are significant except Parental Support, Relationship with Siblings and Relationship between Parents which are not significant.
5. Relationship with Peers, Relationship with Teachers, Attitude to School extra Curriculum Activities that are not significant.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The objectives of some nations, among others, are to develop their manpower for more productivity. It is also the right of every citizen to be given an opportunity to be trained and he completes his education successfully, he will become a useful citizen. A successful secondary school graduate will in turn become the right candidate for tertiary education.

According to Akyen (1978) one of the problems militating against education is that the public has lost confidence in secondary education because standards have become low. He contended that the blame cannot be apportioned to only one group but all who find themselves within the educational system. The type of policies made by the government may not be faulty but funds are not adequate for the required facilities. The major task in personal and social adjustment is the movement from dependence to independence. Dinkmeyer and Dreikurs (1963) are of the opinion that the child can be guided to become responsible for his actions, be aware of himself and change from the situation of condemning himself that of encouraging himself. At any given situation a child should face any given problem with the determination to succeed. His aim is to adapt to environmental forces

around him. According to Sandford (1975) the child learns to maintain and secure equilibrium, dealing with dangers and responds to frustrations, and at the same time must learn positive coping strategies of living. He must learn to influence his environment so that his needs are better served. In addition he should discover how he could further his own growth, learning how to increase and enrich the various possibilities for satisfaction and enjoyment. Wrightman and Sandford (1975) concluded that as tension leads the individual to mobilize his resources, the individual struggles to deal with tensions, stress, and risks. An individual who can do all the above is termed as well adjusted.

Adjustment can be associated with a dynamic process in which an individual learns to face problems, determines change in the light of goals to change his behaviour. Adjustment indicates a good mental health; and development of personal qualities. According to Sheristzer (1967) adjustment is a term used to denote a general process in which the individual changes response pattern as the dimension of the environmental change. It is a state of life when the individual is more or less in harmony with personal, biological, social and physical needs and with the demands of the environment. Tallent (1978) thought of the term adjustment as a household word because people are referred to as poorly adjusted or well adjusted. The psychology of adjustment is based on practical matters, as understanding others, living in harmony with ourselves and with neighbours and ourselves.

In the light of the above, Tallent (1978) refers to well-adjusted individuals as successful in the art of living. In Social adjustment individual has to cope with other people in a significant way since he cannot survive by living alone in the society. Therefore a well-adjusted person is the individual who "gets along with other people". On the other hand, a poorly adjusted person may be an intelligent child who is unstable and has difficulty in relating with his peers. Therefore a child needs to understand himself and his needs, relate well with others and seek to

meet his needs according to the norms of the society. Lazarus (1963) perceives a child as having the problem of how he could manage successfully the demands that are made upon him. Hence adjustment consists of the processes by means of which he manages the demands.

In a study by Adams (1964) approximately 4,000 boys and girls from over 30 schools were asked to report the most serious personal problem that was causing difficulty. The boys were also asked to list what they thought to be the greatest problem for other boys and girls of their age. The subjects ranged in age from 10 to 19 years.

The problem areas and the percentage of personal problem reported by each group for self and peer by the total group of boys and girls are presented in table 1.1 below. In contrast with the findings of other studies, school problems were listed by a large numbers of boys and girls. Students from sub-urban communities listed more problems than other students. Girls listed more interpersonal and family problems than boys while boys listed more problems related to sports and recreation and finance. The study is related to this study because students' response for school problems has the highest frequency, followed by interpersonal and family problems, which are the major concern of this study.

Table 1.1: Percentage of personal problems Reported by Self and Peers by Male and Female Groups (Adams 1964).

Problem Area	Self		Peer	
	Male	Female	Male	Female
School	35	23	21	14
Interpersonal	12	19	23	33
Emotions	2	4	2	3
Maturity	2	3	2	7
Work	6	5	7	6
Sports and Recreation	4	2	5	2
Health	2	4	2	2
Ethical	1	2	1	2
Family	10	22	8	17
Habit	0	0	1	1
Finance	10	4	7	4
Unclassified	8	6	8	3
No answer	4	3	13	6
No problem	4	3	0	0

Table 1.1 above revealed that both sexes see their peers as having fewer school problems and more interpersonal problem than they reported for themselves. Otherwise, there was a close relationship between problem areas of self and peers.

1.2 STATEMENT OF THE PROBLEM.

The general expectation is that while in school a student should be well adjusted to school activities particularly academic and social activities. If he is well adjusted he is expected to perform well. On the other hand poorly socially adjusted students may not perform academically well in school. Laslett (1977) shares the same opinion with Child (1986.31) that students come into school with diverse problems; especially the day they resume school. According to the authors, the first few days or months the students resume are most important and they need careful organisation and sensitive arrangement. The school situation is one where the child's ability to compete, to accept competition, to accept adult's authority and to acquire learning skills makes demands upon the ability to adapt and respond.

In the light of the above, if students resume school with problems, it is obvious that their problems are from home. The findings of Ade (1984.14) during his teaching practice revealed some of the problems militating against students at home, hence he wrote

> ...."that pupils in some houses are not better than house girls or house boys. Their parents have little or no time for them, perhaps because of their understanding of educational values."

Students who are treated like house boys or girls cannot have time for their academic work. The boarding students will rest a bit while they are in the boarding houses, but for the non-boarding students they may certainly face more problems than the boarding students as the former live with their parents even during the academic sessions.

Although schools may lack adequate facilities for effective teaching, lack of qualified teachers and improper use of teaching aid, Ade (1984) felt that the blame of falling educational standard still fall on the students, because of their attitudes. Nowadays teachers struggle to update their teaching efficiency but some students are not ready to learn, probably due to their home background as explained above. This is probably why Ade (1984.14) wrote about his experience in the classroom: -

> .....while teaching in the classroom, some students busy themselves with phonographic pictures, they waste most of their time in odd places than reading their books. Pupils of this type will come to the class only to draw the hands of the clock backward.

Students like the ones described above cannot be expected to be well adjusted. Laslett (1977) defined a poorly socially adjusted child as the one whose behavioural and emotional difficulties, however caused, have prevented him or her from benefiting from the ordinary social, educational experience of home and

school. He is the one whose difficulties will persist until appropriate skilled person like a school counsellor or teachers gives help or both.

Education is concerned with the child whether he is achieving an adjustment, which is socially acceptable, or not. In many schools in Nigeria and in Kaduna State in particular, one of the causes of falling educational standard is the problem of the poorly socially adjusted students. The researcher knows some students who find it difficult to live in the hostel probably because they were forced to come to school or they are overprotected. Such students see nothing good in whatever the school does, hence they just want to leave the school to become non-boarding students because they cannot cope with the boarding activities, such students may eventually drop out of school. It is necessary therefore to find out what problems militate against such students who cannot cope in the school. Also it is good to trace the source of their problems that is the aim of this study.

1.3 RESEARCH QUESTIONS.

The study is seeking answers to the following questions:

1. Is there any significant effect of home background on Secondary School Students' academic achievement?

2. Is there any effect of School Adjustment and student's academic achievement?

3. Is there any significant difference between male and female students in academic achievement, home background and school adjustment?

1.4 HYPOTHESES.

1. There is no significant relationship between Home Background and Students' academic achievement.

2. There is no significant relationship between school adjustment and academic achievement.

3. There is no significant difference in the mean score of male and female students in

   (a) Academic Achievement.

   (b) Home Background.

   (c) School Adjustment.

1.5 OBJECTIVES OF THE STUDY.

Since the social adjustment of the child is concerned with the level of students' acceptance of the norms and practices of the school, his relationship with

teachers, peer-group and his attitude towards school, the adjustment relationship with his environment should be studied. The objectives of this study are to:

1. find out if there is any significant relationship between the academic achievement of students and their home background.
2. find out if there is any significant relationship between students' academic achievement and school adjustment.
3. find out if there is any significant difference in the mean scores of male and female students.
4. to suggest possible recommendation for the findings.

1.6 SIGNIFICANCE OF THE STUDY.

Due to the fact that Nigeria aims at producing the bulk of manpower from the universities and polytechnics, it is necessary to examine the process that leads to secondary school academic performance since they are the products of secondary schools who will be candidates of tertiary institutions. The differences between the social adjustment and academic achievement of boarding and non-boarding secondary school students to be established by this study (if there is any) will be very useful to school counsellors, teachers and school authorities. This will enable the school to counsel both students and parents alike about the causes of

social adjustment problem as this has adverse effect on academic achievement. When the relationship of parent child becomes cordial due to the knowledge of the outcome of this study, students will become well socially adjusted not only at home but in the school and in the society at large. Our nation will then be able to produce the required manpower when all students achieve well in their academic endeavours, and become successful graduates. This is so because education is a vehicle for changing the society. Ball (1977) described the school as a microscopism of the society that influences the growth of the child.

In the light of the above, the members of social system have beliefs about how the system operates. Likewise the members of the school system according to Macmillan (1980) who are students, teachers, administrators, parents, educational researchers, local politicians have ideas about factors leading to high students' achievement in the classroom and about the importance of schooling. The atmosphere of the group has been proved to have a definite effect on the kind of behaviour children produce. Dreikur and Dinkmeyer (1963:72) confirmed it that the atmosphere and general management of the classroom can serve, not only to promote productive work, but also to enhance and facilitate social adjustment".

1.7 ASSUMPTIONS.

This study is based on the following assumptions.

1. Students may have problems while they are in school. Some of them may be able to cope with problems, while some may not be able to do so. For those who may not be able to cope with their problem, may also not be able to concentrate, thereby resulting to academic problems.
2. Those who are able to cope with their problems may have settled minds; therefore they may not have problems to cope academically.
3. The male students may be able to achieve better than the female students.

1.8 SCOPE OF THE STUDY.

The study examines the social adjustment and academic achievement of boarding and non-boarding students in Zaria Zone. In this zone, there are 20 secondary schools but 10 of them have only Junior schools without Senior session. Among these 10 schools, 5 of them have boarding facilities while the remaining 5 are non-boarding school. Only two of such schools have girls who are boarding students while the rest of them are boys. Since the study is interested in both boarding and non-boarding students who are in SS1, the schools with only Junior students are eliminated from this study. Therefore the focus is only on the 10

schools with both junior and senior section since the JSSCE results of the subjects will be compared with their social adjustment scores.

Zaria Zone is chosen because it has more boarding schools than the other zones that make the zone to be more appropriate. Among the 10 schools, two of them have boys only who operate differently from the one with girls only, as they alternate morning and afternoon sections with each other, and both of them are pure day students under the same roof. Therefore the two schools can be accepted as only one school. In other words there are 9 schools, two of them were used for the pilot study while the remaining ones are for the main research work.

1.9 OPERATIONAL DEFINITION OF TERMS AND ABBREVIATION

Operational Definition of Terms.

For the purpose of this study, the following terms are operationally defined as follows:

1. **Adjustment:** -is a harmonious relationship with the environment. This involves the ability to satisfying most of one's needs and meet most of the physical and social demands that are put upon one.

2. **Academic achievements:** - is the mean score of a student's scores in all subjects offered.
3. **Social Adjustments:** - is a general process in which the individual changes response pattern as the dimension of the environmental change. It is the ability to adapt to the environment along with the human beings and at the same time satisfy one's needs and meeting most of the demands.
4. **Types of schools:** - are boarding and non-boarding school (day schools).
5. **Home Background of the Students includes the followings:**
    a. Father alive
    b. Mother alive
    c. Number of Father's Wives
    d. Father's Education
    e. Mother's Education
    f. Number of Siblings
    g. Father's Job
    h. Mother's Job
    i. Parental Supervision
    j. Parental Support
    k. Relationship with siblings

1. Relationships between Parents.

6. **School Adjustment of the Students includes the followings:-**

   a. Relationship with Peers

   b. Relationship with Teachers

   c. Attitude to School Academic Work

   d. Attitude to School Extra Curriculum Activities.

Abbrevations

MIFQ	-	Myers' Intra-Family Questionnaire
SAS	-	Sydmonds Adjustment Scale
JSSCE	-	Junior Secondary School Certificate Examination
NBEM	-	National Board for Educational Measurement
WAEC	-	West African Examination Council
FGC	-	Federal Government College

1.10 SUMMARY.

The problems of the falling standard of education has been highlighted in this chapter and especially the standard in connection with the social adjustment of secondary school students as it is related to the students' academic achievement.

The effect of the home and the school environment on the students has been mentioned. The emphasis of the need to investigate the causes of social adjustment and with the hope to improve the state of mind in order that the students can better achieve academically is highlighted. The research questions to be answered and the assumptions that led to them were also dealt with so that the future of our secondary school students can become better.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Education is widely accepted as the vehicle for changing the society as it influences the growth of the child through the classroom activities. Social adjustment is one of the ways whereby the growth and development can be possible as the school learning occurs in a social system. Due to the importance of social adjustment that is a concept that has to do with the quality of human life, the concept becomes a focus for some psychologists like Freud, and Erikson who studied a person's perception of the self and others.

This study plans to make a theoretical review of some related works under the following headings as listed below.

2.2 Theories of Social Adjustment In Relation to Achievement.

2.3 Concept of Social Adjustment (Nature and Kinds).

2.4 Social Context of Social Adjustment. (Parental, Peer and School Influence).

2.5 Social Adjustment and Academic Achievement - Teachers' influence and School Influence

2.6 Summary.

2.2 THEORIES OF SOCIAL ADJUSTMENT IN RELATION TO ACHIEVEMENT.

Human beings are seen as social beings that are manipulated by physical instincts and experiences. Alder's theory in Tallent (1978) postulated that human beings strive to achieve in higher state of perfection to be constructive and to interact in a healthy way with others. According to this theory, they have a will to become superior in competitive world. To suffer from inferiority complex is be destructive. Overcoming the feeling of inadequacy is through compensation, which is changing weakness into strength. This theory is related to this study because the implication is that a child who suffers rejection from the parents may have adjustment problem if he feels inferior. This in turn may be a barrier to hi striving ability for higher goal even in academic achievement. In relation to the theory explained above Horney in Tallent (1978) who is a neo - Freudian Psychologist, identified a theory of three ways of dealings with people. The three ways are "Moving towards people", Moving against people", and "Moving away from people". Moving towards people, she explained, as seeking love and dependence of others. Moving against people means hostility while moving away

from people indicates lack of satisfaction and support from others. The implication of this theory is that a child who moves 'against' and 'away' from others will remain hostile and never have the support of others and thereby remain unsatisfied. Such a child is already having social adjustment problem probably from home and yet in school and in the society at large he is not ready to avail himself for anybody to help solve his problems and how then can he achieve academically. Such a child is the focus of this study.

Erikson's Theory of Psychosocial stages proposed that a child passes through eight stages.

1. Stage one is the sense of trust versus mistrust (birth to 18 months) when he develops the sense of trust in himself and the environment.
2. Stage two (18 months to 3 years) is when the child develops the sense of autonomy and does not want help from others, but do things in his own way. A degree of freedom is given to him at this stage and monitored.
3. Stage three (3 to 6 years) is the period to develop a sense of initiative or a sense of fault, as he grows socially, physically, intellectually and emotionally. This is the period when they know between right and wrong, and their social boundary extends to the social world.

4. Stage four (6 to 12 years) is the period when the child develops a sense of industry versus inferiority, as he devotes his energies to self-improvement. He applies himself to given skills and tasks which is far beyond mere playful expression. He uses tools and wants to master whatever he does.
5. Stage five (12 years and above adolescence). The child at this stage identifies with his peer which is an important period in his life.
6. Stage six (early adulthood) marks the period when the young adult intimate himself with others in the society or isolate himself.
7. Stage seven (young and middle adult age) when the growing adult is at the stage of generativity versus self-absorption.
8. The final stage eight (later adulthood) is a stage of integrity versus despair.

The implication of Erikson's theory is another relevant issue to this study as it is concerned with a person's perception of the self and others -the role of parents in shaping the life of their children, the siblings' peers and the society. Tallent (1978) and Chahaun (1978) explained this theory as the treatment the child received from the group of people listed above depends on whether the child will have the feelings of trust or mistrust, become initiative or acquire the feeling of guilt, to become industrious or inferior, intimate or isolate himself from others. When a child agrees and moves with his peer group who have positive common

goals with him, he will achieve a higher height in life. This is because he will be free from social adjustment problems. On the other hand, the hostile child will not be able to attach any considerable importance to academic achievement. That is why the researcher has the following parameters to consider for this study; the secondary school students in relation to their parents, siblings, peers, teachers, school authority members in order to determine the students' level of social adjustment, to be compared with their academic achievement, whether they are boarding or non-boarding students.

It is therefore not surprising why Lothian Region Educational Home Visiting Scheme recorded in Raven (1980:2) was organised. According to the author, the programme came to being wher. it was discovered that studies showed that many children seemed to do less well at school than their measured intelligence would predict. Also it was a widely held view that some two-thirds of the variance in school performance among pupils of the same age could be attributed to home background. The other widely held view, the author added, is that the variance in cognitive/academic ability was well established by the time children were five years of age. It was concluded from the reports of the researches carried out on the subjects, it was then suggested that variance in educational performance had something to do with early experience in the home.

Besides the theories already explained, Havighurst's cognitive theory of Development in Chahau (1978:65) is relevant to this study as it is concerned with achievement. According to the author, for new stages of development there are certain tasks, skills, attitudes and understandings to be met before the individual moves to the next stage, which is a higher, or level of development that is why he stated that:

> ....."at or about a certain period in life of the individual successful achievement leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society and difficulty with later tasks". Chahau (1978:65).

The theory implies that a child who succeeds in his examinations will become happy and have the courage to continue to succeed in his later tasks in life. On the other hand, a child who fails cannot be happy and it may lead him to his disapproval by the society. Such a child who already has problem with the society will find it difficult to succeed in his later tasks until he is helped out of his problem.

2.3 CONCEPT OF SOCIAL ADJUSTMENT.

2.3.1 Nature of Social Adjustment.

The word adjustment connotes changes on the part of an individual in order to cope, fit and to perform successfully in an environment where he belongs. Since the individual cannot exist along because he cannot live in isolation, he co-exists and co-habits with other human beings. This is where social adjustment is appropriate. Tallent (1978), Rotter (1964), Mouly (1968) and Lazarus (1963) refer to social adjustment of the child as the ability to fit, and adapt to accommodate himself in order to satisfy his needs. At the same time he strives to maintain a happy relationship with others as he meets the demands of the environment. He does this by achieving a working and harmonious relationship with the environment that will lead to both physiological and psychological balance. Besides the above achievement, the individual still concentrates at the same time on the problems of satisfying his future needs which must be satisfied within the framework of expectation of the society. Failure to do this is likely to increase his adjustment problems.

Social Adjustment has its origin in psychology primarily because of Freudian Psychologists. Colliers (1968:597) confirms that:

> .....it was introduced into education partly because of the realization that disturbed children need help before they can do justice to their regular school works. Also partly because of the belief that the school should not only provide an environment that promotes mental health of the children but also that it should teach appropriate social response as a part of its curricular responsibilities.

That is the reason why moral education is taught in some schools during guidance and counselling periods. Mouly (1968) submitted that adjustment is not complete within a particular period for a child, because throughout life he has to meet environmental and internal demands. The author stated that the "adjustment is meaningful only in terms of adjusted to what"? The author concluded his statement by saying that, if we speak of promoting the child's adjustment, we are trying to develop him to be able to deal with the problems confronting him today, then he will be adequate to meet the problems of tomorrow. Mouly (1968:186).

The problem of psychological adjustment involves problems of happiness. Rotter (1964) is of the opinion that adjustment indicates the problems of feelings of discomfort, frustration, inadequacy, anxiety or tension within an individual as well as his relationship to other people and the demands, goals and customs of the broaden society where he lives. According to Wrighman and Sanford (1975), the word "Coping" is favoured instead of "adjusting" since the later term are only

passive recipients of external forces and their task is to adapt to whatever environmental forces around them.

The authors, threw more light on the problems of adjustment by stating that:

> ....."while the individual learns to maintain a secure equilibrium deals with dangers and respond to frustrations, he also has to learn the more positive coping strategies of living influencing his environment so that his needs are better served, discovering how he can further his own growth, learning how he can increase and enrich the various possibilities for satisfaction and enjoyment," Wrightsman and Sanford (1975:440).

In the light of this statement, there are kinds of social adjustment.

2.3.2 Kinds of Social Adjustment.

There are types of social adjustment, as countless adjustments are made daily either consciously or unconsciously. There is an adjustment known as 'adaptation', Tallent (1978) described this type of adjustment as whereby individual has to adjust, to cope with other people and which he also called the psychology of interpretational relationship. Besides, adaptation, social adjustment is both external and internal. Lazarus (1963) refers to the external one as the most important one whereby the individual has external demands that challenges him.

This is the conformity to social behaviours, which he must abide by, as there are sanctions against non-conformity. Also great suffering awaits him if those needs are not satisfied. Hence he must conform in order to lessen his suffering. The internal adjustment is the one that is concerned with the demands from within the individual. These demands are his psychological needs, which must be satisfied before he can be comfortable; they are sleep, hunger and thirst, which can be satisfied through internal adjustment behaviours. Also there is the adjustment to specific set of circumstances. Adjustment to self, others, school work, and also to job. Rotter (1964:2) associated adjustment to job as the problem of types of job, *machines and engines, adjustment to school involves adjustment to learning.*

This study is concerned with the adjustment to school work, and whatever the individual needs to adjust to from his home that may hinder the social adjustment. According to Colliers (1968), if the basic needs of the individual are not met, and he becomes frustrated, maladjustment may occur and he may not fit socially. That is why this study examined the social context of social adjustment.

2.4 SOCIAL CONTEXT OF SOCIAL ADJUSTMENT.

2.4.1 The Child in the Group.

A child must exist amongst a group and only in the group can he function. That is probably why Stone (1966) sees man as man only when he is in the society. He emphasized it that the more a child is removed from normal human company, the less adequate human being he is likely to be. That might be the reason why Mouly (1968:499) defines adjustment as the resultant of two forces in dynamic interaction forces within the individual and forces from the environment. This is because the individual must maintain his equilibrium while at the same time growing towards greater adequacy and greater complexity. He further stated that:

> ....Adjustment is not a simple matter of satisfying ones needs but rather of integrating ones purposes and needs with those of the social orders in which one lives. The integrated person either conforms to the social standards because their acceptance eventually leads to great rewards or, if he rebels he does so on considered ground and he is willing to pay the prize for behaving according to his own values. It is not a question of his fitting into a preconceived behaviour mold which can be considered adjusted as normal but rather a matter of operational functionality. Mouly (1968:549).

A child cannot meet most of his needs unless he understands himself as a being. This is where the concept of 'self' becomes important.

2.4.2 Self and Self-esteem.

A child should be able to study himself in terms of his capabilities. He must be able to answer some questions concerning himself. According to Druikmeyer and Dreikurs (1963:24), such questions to be answered are "Who am I? How strong am I? What is my place? The author is of the opinion that the perception of his self-concept will help him to evaluate himself. Therefore self-ideal is made up of the individual's attitude about what he wants to become. Downey (1977:865) recorded Hargareave's study that shows that

> ....pupils with high degree of self-esteem liked school, displayed favourable attitudes towards teachers and accepted the values and norms of the school. It was obvious that any individual with high degree of self-esteem and feel at home in a situation, which presents him with challenges, whatever it happens to be. He will like the situation because he expects to be successful and desires pleasure in his success. The opinion of the author implies that the individual described above will be at peace with himself and others in the society, as he has determined to succeed.

Coppersmith's work recorded by Downey (1977:58) noted that such children with high esteem tend to approach others with confidence for friendship, which makes them to become independent and creative in their thinking which leads them to be pre-occupied with personal problems. However the self-image of a child cannot be built without his biological influence that comes from the parents. Therefore the biological make up of an individual determines personality, which in turn affects his life style.

2.4.3 Parental Influence.

Parental influence is a major factor leading to the character formation of an individual. Many studies found that unfavourable attitude of the parents in an individual's life, can cause some damages in future. Such unfavourable conditions are; lack of affection and security at the early stage of the child's life. Mouly (1968:494) & Lowell (1971:98) in their studies found that children who are rejected openly and brutally or even abandoned with starvation and beating from parents grow to become hostile. Such individuals may vent their grievance through retaliation against people and their properties, for they fear no man or beast. Mouly (1968:494) and Lowell (1971:98) has Mead's work amongst the New Guinea Children that the infant who received much affection and indulgent

handling, grew to become generous and optimistic adults. The over protected children whose parents prolonged their infancy by rendering services far beyond what is customary to their age group to become dependent. Balarabe in relation to the above statement during a lecture in 1995 mentioned that non-commitant parents brought up careless children.

Permissive attitude to aggression encourages the child to express aggression. According to the works of Sear Rau and Alpert in Lowell (1971:99) girls' adjustment seems more dependent of her current interpersonal relationship while the adjustment of the boys depends more on constant relationship built up through the years. Coppersmith's work recorded in Downey (1977:58) shows that parents with positive self-concept have warm and trusting relationships with their children, they allow them reasonable degrees of independence, yet at the same time enforce rules consistently for their children to have a secure frame work with clear standards and a sound model upon which to base their own developing ideas.

The view of Smart and Smart (1972) is that children are affected by values and hope as well as tension and hostility, as it is in a home with children of different age who will have their values differ. The younger ones focusing on the physical features, clothing, language and habits, while the older ones focus more on personality, politics, religion and wealth. In his expression concerning the roles

of parents in students' preparation for examination, Child (1986) asked the following questions:

> ".....Do the children have conducive atmosphere for study? Can the children have peace and quiet in the home when they need it? Can they be provided with space, reasonable comfort and warmth? Is there a remarkable top and book space? Do they fork out when books and equipment are needed?

The above issues affect all parents especially the parents of non-boarding students in the area of conducive atmosphere for effective study. The parental influence alone though important does not complete the process of character formation of a child as he has his peer group to identify with. Hence the peer influence is another factor that builds up a child in life, and it is worthy of noting.

2.4.4 Peers' Influence.

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. This should be the reason why Blount (1968:354) wrote:

> .....Adolescents are interested in how others react to them. If they are to become well-adjusted adults, adolescents must learn to make and keep friends. A student who has no friends in class

> and who does not get along well with his teachers may not study effectively. When he feels that he is not wanted by the group, he remains aloof and isolated and thus looses the opportunity to learn from the group.

In the light of the idea expressed above, a student without friends who are united with him can be frustrated out of school. Kohenderfer (1996) in a study on Peer Victimization found that peer victimization is a precauser 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.

2.4.5 The Schools Influence.

The school is the link between the home and the society for the adolescent individuals. Learning and teaching occur in a social context, which is the classroom. The opinion of Ball (1977:153) affirmed that students in the classroom are not just any group but peer group with its own structure and functions, as they play specific roles. The teacher, who is the manager of the classroom, has important role to play in the social life of his students. The school authority members and their ability to organize the school curriculum activities will have an impact on the students' adjustment to school.

On the part of the teachers, the question is how do they form opinion about their students, and how do their students perceive them? How does the perception affect subsequent classroom behaviours? In the light of the above questions the work of Roberthal and Jacobson stated in Ball (1977:153), describes that:

> .....pupils tend to produce the level of teachers' expectation. They tend to believe what people say about their pupils. Therefore once pupils are stereotyped as stupid, they are treated as though they were. The teacher then behaves negatively towards them

and this affect their progress. On the other hand high expectations often lead to high achievement.

The above statement implies that the way students perceived their teachers matter a lot, as the perception of the teacher can influence the students, whether they achieve the teachers' goal or not. The fact in essence is that teachers can bring about a change in personal social adjustment of their students through their relationship with them.

As earlier mentioned, a well organized and interesting curriculum can affect students positively while an uninteresting and unorganized curriculum can have a negative effect on them. Graham (1969) is of the opinion that participation in school activities is related to the well being of the students. Besides, the attitude of the school authority can bring about a positive or negative change in the life of the students depending on the type of attitude, even academically.

2.5 ACADEMIC ACHIEVEMENT IN RELATION TO SOCIAL ADJUSTMENT.

2.5.1 Academic Achievement.

The academic achievement of the individual depends on the individual's desire. There are needs to be met and it depends on the one the individual desires

to have. Maslow's self-actualization theory in Lazarus (1963) submitted that there are lower needs like hunger and thirst which man shares with lower form of animals. His ideas of higher needs are belonginess, love, esteem and cognitive and aesthetic needs such as thirst for knowledge and desire for beauty. The higher needs will not be gratified according to him unless the more potential needs are satisfied. Hence to the individual achievement is secondary since it is only an aesthetic phenomenon. It cannot be met when the lower needs are not met. This is where the parental influence comes in again to aid their children to achieve. The view of Banner (1979:153) and Musgrove (1979:86) is that the will to achieve has its root in the family circumstances, especially the child's relationship with his parents. According to the authors, if the relationship is a closed one the child is likely to be handicaped for life.

Hence if the parents of the students have faithfully played their roles, the interaction of the teacher-student relationship will make the child to achieve academically and as such the teachers' role in the academic life of the student should be discussed.

2.5.2 Teachers' Influence and Students' Academic Achievement.

Teachers need to observe their students in order to know why they behave in a particular way. In his book of "How children fail" Holt (1972:147) argued that: "The subject matter of a course is frequently little more than merely vehicle for the achievement of the educational goals, yet all too often subject matter become end in itself". He then suggested that a teacher could perceive this if he gets inside the mind of his pupils, every day teaching should be a process of mutual discovery, interaction and exploration of the self as well as another personal subject matter.

The teacher's own personal attitude towards the students is another important issue. As a model to them he can influence positive attitude in his students. Macmillan (1980:39) has an opinion about what can cause failure in the classroom. According to the author it can be attributed to stable effort, consistent pattern of diligence or laziness. In relation to the importance of the teacher in the classroom Colliers (1968:606) qualifies the teachers' impact on the students and said:

> .....a teacher does not only impact information, but they also create knowledge that enriches life and secures men against superstition, truancy and fear. They stimulate minds and hearts to that creative self-effort which alone gives significance to the term education (Colliers 1968:606).

The causes of success and failure in the work of Bar-Tal, Raugad and Zilberman (1981:347) in support of Macmillan (1980:39) and Merret (1981) found them to be effort, ability, test difficulty and teacher, and effort and the teacher have the higher frequencies of the response.

Besides, the teacher-student relationship, the school's organizational system has to be equipped for the teacher's abilities to train the students' potentials. Some scholars have done some works in the area of the social adjustment in relation to academic achievement, and they need to be considered, as they are important to this study.

2.5.3 Previous Studies on Social Adjustment and Academic Achievement.

A lot of studies have been done separately on social adjustment alone, and on academic achievement alone. Few works were done on social adjustment in relation to academic achievement of secondary school students. A little is known about the social adjustment and academic achievement of boarding school students compared with that of non-boarding students.

Considering the social adjustment of the child in relation to the parental influence, Smart and Smert (1972:494) found that successful students are more likely to come from middle class home as children doubtlessly take parents as

models for achievement behaviour and aspiration, just as they do in other areas. The successful students share their things in common irrespective of their background. A student who believes that he can control his environmental world logically tries to gain mastery of that environment. Therefore parent-child relationship of the past has a great influence on the children when they become adolescents. In addition, they found that achievement motivation is closely independence as parents communicate their expectation to their children and the children respond. The parents made appropriate demands at appropriate times while they gave them freedom. Downey (1975:57) recorded Mead's work that those who influence the child's development of self are important to him 'the significant others': These significant others are those on whom the child is emotionally and psychologically dependent e.g. parents and those who helped him acquire basic categories and concepts and to learn the language to express them. These ones include any trusted adult who provide framework for development. Lowell (1971:101) has the account of Sear, Ran and Alpert's work that the love-hostility of mothers affected 1Q of their male children while the 1Q of female children depends on the education of their parents and mother's 1Q.

Also Kohn's work that was recorded in Lowell (1971) confirmed it that permissiveness has greater pressure on the child's high level of performance in

school work and achievement generally. Hence there is more freedom and expectation for them. Siann and Ugbuegwu (1980) has the work of Paquita and McNichael that link-up between self-concept, school achievement, academic achievement occur early in the life of children. Hence feeling of inadequacy even if they are cognitively well prepared they are unable to pay attention to learning task of school, while some students who initially though high in self-esteem fall because of cognitive inadequacy and consequently develop low-esteem. They concluded their report by saying that in both cases these set of students already have adjustment problem and unless their teachers step in, their problems may persist. The implication of their study is for both parents and teachers to study to the level of their ward/students' self-esteem and render assistance whenever it is necessary.

The teacher's attitude on the child's academic achievement that was recorded in Lowell (1971:91) was Swell's work who submitted that the fact that child's attitude and value are affected has profound implications for the teacher since in general the attitude and values are reflected in performance at school. The study found that students from the most economically and socially deprived groups often show lack of motivation in respect of school performance and the mastery of vocabulary to be used. Obioha and Habitat (1986) noticed that social adjustment is

self-validating in terms of the dividends it yields in academic performance within schools. They added that social adjustment might not necessarily manifest, as a defiant behaviour in the school but its adverse effects on academic achievement is perceivable. The result of the study shows a positive relationship between social adjustment and academic success in schools, which is true of both boys and girls and for low and higher socio-economic status. The study was done among only three schools in Plateau State and only 215 subjects out of the target population of 312 were examined. Also only 2 teachers from each of the 3 schools rated the students, and only 20-item self-inventory test was used. The problem is that teachers cannot know everything about their students in order to rate them correctly.

Shahabi (1996) who studied the influence of neuronism, extroversion, introversion, self-esteem, intelligence and academic achievement on sociometric status of secondary school students of F.G.C Kano found something related to this present study. Although the study does not have the same title but he found that personal adjustment in school influenced the academic achievement of the students more than the measured intelligence. Kayode (1986) in his own study about academic and occupational aspiration, found that some students have many home adjustment problems because they find themselves doing the subjects they were

not prepared to do simply because their parents forced them to do them. This practice according to him amounts to putting a round peg in a square hole. The findings of the study done by Merret (1981) on causal perception of success and failure recorded that academic achievement in relation to success and failure were attributed to the threat of failure and this is also responsible for the students' achievement orientation.

The identification of low achievers, with their peers who also motivated them than the high achievers, was discovered by Ringness (1967). This is because the over-achievers were more dependent than the under-achievers. According to him, the peer groups were to be a means of gaining some emotional security as a way of reducing anxiety for under-achievers. He concluded by saying that high achievers have to identify with parents, authority figures and cultural norms and employ socially accepted behaviour.

In the area of social adjustment, peace and staying in school in connection with the peer group and victimization, Kohenderfer (1996) affirmed the view that peer victimization in school is a precauser of some social adjustment problems. This is due to the discovery of the work done that victimized children tend to be lonely and become school avoidance. They tend to avoid school environment and thereby experienced greater adjustment problem. The study also found a

relationship between peer victimization and academic achievement. His work is related to this study, although it is about primary school children but it is relevant since the character formation acquired from childhood persist to adolescent age.

The work of Itsokowitz, Ocbach and Yablo (1980) observed in their study of "Adjustment of Boarding and non-Boarding Students", that many adolescents face problems of adjustment to new environment when they enter boarding schools. This is due to the feelings of suffering, punishment, hurt, shame and isolation, which is caused by separation from home. According to the authors, students who suffer rejection from parents behave in a way that they will be punished or expelled in order to go home and become deboardened. The relevance of their study to this one is the problem of adjustment of boarding students and the effect it may likely have on their academic achievement. In the work of Kofar Mata (1994), it was recorded that boarding students perform better than day students, because according to the author the boarding students have favoured home environment and parental support, and the parents of such students have educational standard above primary education than the parents of the non-boarding students.

2.6 SUMMARY.

The review of literature for this study has brought to the open, some concepts of social adjustment especially the social context, where the family members, the peer group and the staff members of the schools have roles to play in the areas of the students social adjustment and academic achievement. It is also clear that the positive roles of these groups of people can enable the child to attain a higher goal in life. In the light of the statements above, a lot of negative effects have been recorded, of the students in relation to their academic achievements due to the mismanagement of the roles of people concerned in the society. It is therefore necessary to examine the social adjustment of boarding and non-boarding students in relation to their academic achievement, due to the importance of the child in the society.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The study focuses on the social adjustment of secondary school students. The students' Intra-personal relationship and their relationship with others who are parents, peers and teachers were examined. These relationships were compared with the students' academic achievement. The male and female students were also compared in terms of their level of social adjustment and academic achievement.

3.2 Research Design.

The research Design used for this study is survey as it saves time and ensures efficiency as a large percentage of the population can be reached at the same time. Hillway (1964) and Afolabi (1993) described survey method to be a way of obtaining exact facts and figures about a current situation and it is qualitative. As such the survey method is not restricted to fact finding, but may result in the formation of important principles of knowledge and the solution of scholastic problems. Hillway (1964:) submitted that the facts disclosed by survey could be of considerable practical usefulness.

3.3 Population.

The target population for this study is all SSI students in secondary schools (both male and female) (1026) focusing on only Zaria Educational Zone. The schools with only junior section were not inclusive since SSI students are the subjects for the study. The students who transfer to another school after their JSSCE examination in a school were not included as it cannot be easy to get their JSSCE result, which is required in order to compare the academic score with that of social adjustment.

Zaria Zone has 10 schools with both junior and senior sections. The subjects were drawn from all the schools except the 2 schools, which were used for pilot study. More than 10% of the subjects were examined, that is 400 out of 1026 (about 40%). According to Hillway (1964) and Afolabi (1993), the closer the population of a research work is, the more generalization power it has.

Procedure for Data Collection.

The data was collected with the assistance of the teachers in different schools, the students were gathered in classrooms for the administration of the instruments, the researcher administered some and the collection was done

immediately. The measure of academic achievement was collected with the assistance of the examination officers who traced the JSSCE results of the subjects.

3.4 Sample And Sampling Procedure.

In order to give an equal chance of being selected to all the students of SSI, the method of simple random sampling was employed. According to Nwana (1985), random sampling is the one that gives an equal chance of being selected to every member of the population. The simple random sampling was used to select more than 50 percent of the population. Numbers 1-4 were assigned repeatedly to the students in every class and those with numbers 1&3 were gathered into separate classes for the administration of the questionnaire. In order words those who picked number 2&4 were exempted.

3.5 Instruments.

This study used a questionnaire and a scale. Questionnaire, according to Thondrike and Hagen (1961.318) and Schofield (1978.184), is a mass written interview as it contains questions that might be asked in face-to-face interview and as such it represents the group test. Only the students responded because teachers and the school authority may not know much about the students. Thondrike and

Hagen (1961.318) and Kirkendal (1972) are of the opinion that the obvious source of information about a person is that person himself as no one has as intimate and continuous a view of the person than himself. He is aware of hopes and aspirations, worries and concerns that may be well hidden from the outsider. Another person does not recognize adjustment until someone reacts to it as such. This reaction may come as a result of the pupil's speaking about his feelings of adjustment, or as a result of his conduct, which offers evidence of such a feeling. Due to the statements above, the teachers were not interviewed since they are many and the individual difference is also another factor that makes their ways of thinking to differ from each other.

The questionnaire is the revised version of Myers Intra-Family Questionnaire (1972 MIFQ); Fadahunsi (1993) used this form. The second instrument is the Sydmonds Adjustment Scale (S.A.S 1972). It was reconstructed and used by Abdullahi (1992), which was redesigned by the present researcher to fit the purpose of this study.

Myers Intra-Family Questionnaire (MIFQ).

The MIFQ consists of 5 sections A-E. Section 'A' has 8 items for the students' personal information. Section B has 10 items, which is about the parental

supervision and control. Section "C-E" has 5 items each and they are about parental support, relationship with siblings and the relationship between the parents of students. In order words the MIFQ will measure the child's position in the family

Sydmonds Adjustment Scale (SAS).

The SAS that was redesignated for this study consists of 5 sections A-E. The personal data on the MIFQ serves the same purpose for the SAS, hence the two questionnaires were administered together. Section A of the form is for relationship with peers and has items. Section B has 10 items that treat the relationship of student with teachers. Section C has 6 items and deals with the students' attitude to work. The last section consists of 9 items and seeks to know about the student's attitude to school activities. The SAS has 32 items and it will measure the condition in the school environment that may affect the students' life.

Achievement Test.

The achievement test for this study is the Junior Secondary School Certificate Examination (JSSCE). This examination is chosen because it is standardized. It is the standardized national test administered to all students in

Nigeria for the transition to the Senior Secondary Schools. The National Board for Educational Measurement (NBEM) is in charge of the test. The four core subjects of JSSCE are the concern of this study. They are English, Mathematics, Integrated Science and Social Studies.

3.6 VALIDITY AND RELIABILITY OF THE INSTRUMENTS.

Validity.

Despite the fact that many people have used part of the instrument in the past a number of specialists in the Faculty of Education went through the current instrument to attest to the content validity. According to Mehem and Lehman (1978) Thondrike (1977) there is no numerical expression for content validity. It is typically determined by a thorough inspection of the item whether each item represents the specific domain. Therefore the content was achieved as four experts read through the instrument. Two of the experts are Educational Psychologists who are my supervisors, and the other two are in Educational Research Method and statistics respectively. Two Sociologists also made their own contributions concerning the socio economic value in relation to the parental study of the students. All their corrections and suggestions have been effected in the questionnaire.

Reliability is the degree of consistency between two measures of the same thing, whether or not the score of a person is similar under slight different conditions. In the case of this study Cronbach coefficient alpha was used to compute the reliability of the instrument. Cronbach coefficient alpha according to Cooley (1976) and Mehem and Lehman (1978) is a test for decision oriented inquiry. It is a criteria oriented study to construct validation because it generates a theory of industrial difference and a theory of tasks and situations. It is about evaluative inquiry and a more sophisticated treatment of the topics; hence the authors highly recommended the task for those who will prefer it for a thorough study.

Reliability of Instrument

The MIFQ that was used in Kirkendal (1972) was tested by the split half of Spearman Brown and the coefficient of reliability of each section were between 0.738 to 0.912. The SAS was adapted from Filts 1965, and was used by Marsh et al (1983) and later used by Abdullahi 1992. To test for the reliability of this instrument; the Cronbach Coefficient Alpha was used. The calculated value at 0.05 level of significance is 0.487 whereas the critical value is 0.273. Therefore the instrument is satisfactory.

3.7 PILOT STUDY

In order to validate the instrument, 60 questionnaires were administered to the students of two schools out of the ten in Zaria Educational Zone. One of the schools is a boarding while the other is a non-boarding one, and both of them have boys and girls, 30 each to have at least 50 in return.

Several journeys were made to the schools to ensure that the questionnaires were properly administered. The scores of the Likert 5-point scale were written as 5,4,3,2,1 from the highest to the lowest rating. It was noticed that some students were ticking mostly the columns with high scores because they want to score the highest figures. Due to the influence of the figures on the rating scale, the figures were removed from the instrument for the major research work. As a result of the pilot study some lapses that could affect the responses of students were discovered.

Result of Pilot Study

1. The Correlation Analysis of Social Adjustment and Academic Achievement is r = 0.3543, which is significant.
2. The result of Correlation Analysis of Social Adjustment and Academic Achievement is r 0.2751 which is also significant.

3. The result of Correlation Analysis of Social Adjustment and Academic Achievement of Non-Boarding Students is 0.1521 which is not significant

3.8 Procedure of The Study

The MIFQ was administered first and the SAS followed immediately as the questionnaires were together. The students did not keep it but fill and return to the teachers and researcher immediately.

The Achievement Test was not administered, as it is the standardized examination they did at JSSCE. This result was collected from the examination officer of the school.

3.9 Procedure for Data Analysis

The Pearson Product Moment Correlation was used to compute the relationship between Achievement and Parental Supervision, Support Relationship with Siblings and Relationship between parents. It was also used for the Variables in charge of Social Adjustment at school. Such variables are Relationship with peers Relationship with Teachers, Attitude to School Work and Attitude to School Activities.

The t-test independent was used to compare Academic Achievement and Home background. The variables concerned are Father Alive, Mother Alive, Number of Father's wives. Such variables are Father's Education, Mother's Education, Number of Siblings, Father's job, Mother's job and Student's age.

The t-test was used to compare the achievement of boys and girls in relations to those variables.

The Person Moment Correlation according to Mehren and Lehmann (1973) is the most often used statistics to give an indication of relationship between two sets of scores. Dececco (1988) described t-test as the test that is capable of determining possible significant difference in means of two samples. He qualified the test to be the commonly used for analyzing the difference between two variables, while analysis of Variance is the test to analyse the variance between the groups within the groups.

3.10 SUMMARY.

The social adjustment of secondary school students of Zaria Zone in Zaria was compared with their academic achievement. It was examined in relation to whether both the male and female students are equally socially adjusted, and achieving academically. The subjects consist of only the SSI of Secondary

Schools in Zaria Zone students using their JSSCE examination scores. The Pilot study was done in two of the schools in the same zone. One of the schools have boarding male and female students and the other non-boarding male and female students. The research design employed is survey and the statistical analysis was computed by using Pearsons Product Correlation was used. The instrument used was the revised version of both SAS and MIFQ. Simple random sampling method was used to select 50 percent of subjects, in order to be closer to the population.

CHAPTER 4

DATA ANALYSIS AND DISCUSSIONS

4.1 INTRODUCTION

The results of the impact of Social Adjustment and intra-family relationship on Academic Achievement obtained from this research conducted among the SSI students of secondary schools in Zaria and the statistical analyses are presented in this chapter. The one-way analysis of variance was used to establish relationship between students' home background, which is the Social Adjustment at home and Academic achievement.

The Pearson Product Moment Correlation was employed to determine possible relationship between Social Adjustment at school and academic achievement. Equally used was t-test to detect possible difference between boys and girls in social adjustment at home. The table below show the results.

4.2 Results and testing of Hypothesis

4.2.1 Hypotheses testing using Pearsons Product Moment Correlation Analysis

Hypothesis 1

There is no significant relationship between Home background of students and Academic Achievement.

Table 4.1: Pearsons Product Moment Correlation of Home Background with Academic Achievement.

Variables	r	N	p.Value
Mother Alive	.0236	400	.0638
Father Alive	.0476	400	.342
Father's Education	.092	400	.114
Mother's Education	-0670	400	.181
Number of Siblings	-0402	400	.422
Father's Job	-0709	400	.157
Mother's Job	-1236	400	.015
Numbers of Father's wives	-0502	400	.317
Parental Supervision and Control	.0863	400	.085
Parental Support	.0051	400	.919
Relationship with Siblings	.1118	400	.025
Relationship between Parents	.0084	400	.866

Table 4.1 above shows the result of Mother Alive p.638.0.05, Father Alive p.342.0.05, Father's Education p.181>0.05 are not significant. Mother's Education

p.114>0.05 is almost significant but nct significant. Father's Job p.157 > 0.05, which is not significant. Mother's Job p.015> is significant. Relationship with Sibling p.025 which indicates a level of significance. The other variables are not significant as they have the following p. Values, Parental Support .919, Parental Control p.866. Therefore this section of hypothesis 1 is retained.

Hypothesis 2

There is no significant relationship between School Adjustment of Students and Academic Achievement.

Table 4.2. Pearsons Product Moment Correlation of School Adjustment with Academic Achievement.

Variable	r	N	p. Value
Relationship with Peers	.0088	400	.861
Relationship with Teachers	.0591	400	.239
Attitude to School Work	.0296	400	.55
Attitude to School Activities	.1233	400	.014

Table 4.2 above shows the result of Relationship with Peers p.861>0.05, Relationship with Teachers p.239>0.05, Attitude to School Academic Work p.55>0.05 and Attitude to School extra curriculum activities 0.14>0.05. The last Variables shows that there is a significant relationship between attitude to school

extra curriculum activities, hence that part of hypothesis 2 is rejected. While the first three variables are not significant and this section of hypothesis 2 is retained.

4.3 Testing of Hypothesis with t-test Equality of Means between boys and girls

4.3.1 Hypothesis 3

There is no significant difference between male and female stueens in academic achievement, home background and school adjustment.

Table 4.3 t-test of Home Background, Sex and Academic Achievement

Variables	Means Score		No of Cases		t-test	df	p.value
	Boys	Girls	Boys	Girls			
Father Alive	1.9333	1.8511	210	188	2.68	396	.000
Mother Alive	1.9714	1.9468	210	188	1.25	396	.012
No of Father's wive	1.4952	1.6543	218	188	-3.14	396	.016
Father's Education	3.5048	3.8298	210	188	-2.43	396	.075
Mother's Education	2.7381	2.8136	210	188	-.61	396	.023
No of Sibling	1.9333	1.9149	210	188	.25	396	.908
Father's Job	2.6762	2.7340	210	188	-.35	396	.008
Mother's Job	4.3286	4.5372	210	188	-1.42	396	.002
Parental Supervision/Control	40.1000	42.1862	210	188	-3.35	396	.003
Parental Support	21.4619	21.2979	210	188	.54	396	.704
Relationship with Sibling	20.5238	20.7872	210	188	-.80	396	.887
Relationship between Parents	21.9952	22.3511	210	188	-1.12	396	.643

Table 4.3 shows the following t-test result: Father alive p.000 < 0.05 which is significant. The mean score of the boys is more than that of the girls 1.9333 > 1.8511. This part of hypothesis is rejected. This implies that whether father is alive or not has effect on the academic achievement of students especially boys.

Mother alive has p.012 < 0.05 which is significant and the mean score of boys a little bit higher than that of the girls, and whether mother is alive or not has a significant effect on the child's academic achievement especially boys. Therefore that part of Hypothesis 3 is rejected. Number of father's wives has p.016 < 0.05 and it is significant. The mean scores of girls 1.6543 > 1.4957 is higher than that of the boys. This indicates that the number of Father's wives has an effect on the academic achievement of students especially girls. Hence that part of hypothesis 3 is rejected.

Father's education is p .075 < 0.05 with higher mean score of girls 3.8298 > 35048, which indicates a significant level and father's education does not affect the academic achievement of students especially girls. That part of hypothesis 3 is retained.

Mother's education has a result of p.023 with the mean score of girls a little bit higher than boys. This means that the education of mother affect the Academic

Achievement of students especially girls. Therefore that part of hypothesis 3 is rejected.

Number of siblings has a result of p.908 that is not significant. This implies that there is the number of Siblings in the home has no effect on the students' academic achievement. Hence that part of hypothesis 3 is retained.

Father's job has a result of p.008 which is significant and the girls' score is higher than the boys' 2.7340>2.6762. This means that Father's job has an effect on the students' academic achievement. Therefore that part of hypothesis 3 is rejected.

Mothers' job has p=002 with the mean score of girls higher than that of boys, the 4.5372>4.3286. This implies that mother's job has a significant effect on the academic achievement of students especially the girls. Therefore that part of hypothesis 3 is rejected.

Parental Control is significant as p.value is .003>0.05 with the means score of girls as 42.1862>40.1000 this implies that Parental Control has effect on academic achievement. Therefore that part of hypothesis is rejectec.

Parental Support, Relationship with Siblings and Relationship between parents are not significant as their p=values are p=704>.05, p=887>.05 and

$p=843>.05$. The results indicate that the last three variables have no effect on academic achievement. The mean score of boys is $21.4619>21.2979$ for parental support. Relationship with Sibling has the girls mean score as $20.7872>20.5238$ and the mean score of girls for Relationship between parents $22.3511>21.9952$ greater than the mean scores of boys.

Therefore these parts of hypothesis 3 are retained.

Table 4.4 - t-test Equality of Means between Boys and Girls of Academic Achievement in Relation to School Adjustment

Variables	Mean Scores		No. of Cases		t-test value	df.	p.value
	Boys	Girls	Boys	Girls			
Relationship with Peers	28.9810	29.2819	210	188	-.76	396	.552
Relationship with Teachers	40.4857	41.2394	210	188	-1.24	396	.975
Attitude tc School Work	24.7190	25.8298	210	188	-2.32	396	.185
Attitude to School Activities	24.2333	34.0532	210	188	.31	396	.278

Table 4.4 shows the result of Relationship with peers as p = 552 > .05 although not significant but the mean score of girls is greater than boys (29.2819 > 28.9810) Relationship with teachers has p = 975 which is not significant but the mean score of girls is higher than that of boys (41.3294 > 40.4857). Attitude to school work has p = .185 with the means score of girls higher than that of boys (25.78298 > 24.7190) Attitude to school activities is p = .278 with the means score of boys a little bit higher than that of the girls (34.2333 > 34.0532). The result indicates that all the variables above have no effect on academic achievement of the students. Therefore, the parts of the hypothesis 3 concerned are retained.

4.4 SUMMARY

The results and the statistical analysis used to test the three hypotheses were presented in this chapter. The findings obtained are:-

Home Background and Academic Achievement (As shown in Table 4.1)

1. Father Alive p.342 > 0.05
2. Mother Alive p.638 > 0.05
3. Father's Education p.181 > 0.05
4. Mother's Education p.114 > 0.05

5. Number of Siblings p.422 > 0.05

6. Father's Job p.157 > 0.05

7. Mother's Job p.015 < 0.05

8. Number of Father's Wives p.317 > 0.05.

9. Parental Control p.085 > 0.05

10. Parental Support p.919 > 0.05

11. Relationship with Siblings p.025 < 0.05

12. Relationship between Parents p.866 > 0.05

All the results of the variables above are not significant except Mother's job and Relationship with Siblings, which are significant and that part of hypothesis 1 are rejected. While the other en are retained.

School Adjustment and Academic Achievement (As shown in Table 4.2)

1. Relationship with Peers p.861 > 0.05

2. Relationship with Teachers p.239 > 0.05

3. Attitude to School Academic Works p.55 > 0.05

4. Attitude to School extra curriculum activities p.014 < 0.05

The first three variables are not significant that part of hypothesis 2 is not retained. The last variable (Attitude to school extra curriculum activities is significant and hence that part of hypothesis 2 is rejected.

t-test of Home Background, Sex and Academic Achievement.

1. Father Alive p.000 < 0.05
2. Mother Alive p.012 < 0.05
3. Number of Father's Wives p.016 < 0.05
4. Father's Education p.075 > 0.05
5. Mother's Education p.025 < 0.05
6. Number of Siblings p.908 > 0.05
7. Father's job p.008 < 0.05
8. Student's Age p.001 < 0.05
9. Student's Course p.000 < 0.05
10. Parental Control p.003 < 0.05
11. Parental Support p.704 < 0.05
12. Relationship with Siblings p.887 > 0.05
13. Relationship with Parents p.843 > 0.05

CHAPTER 5

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

This chapter contains the discussion of the results obtained from the research. It also contains the procedure used, the findings of the research including the recommendations made.

5.2 SUMMARY

5.2.1 Home Background and Academic Achievement of Students (Table 4.1)

The analysis shows the followings:

Father Alive t-test between boys and girsl p.000 > 0.05 with boys having his mean score than the girls 1.9333>1.8511.

Mother Alive p.638>0.05 and t-test between boys and girls p.012<0.05 with the mean score of boys higher than girls. The result above shows that there is a Correlation between Father and Mother Alive and Academic Achievement. Although some of the subject lost one parent 43 out of 400 and only 5 out of 400 lost both parents. Therefore Father and Mother alive have an impact on the academic achievement of students. Boys are more affected by the fathers' presence while girls are more affected by mothers' presence. This is probably due to the fact

that boys imitate the fathers while girls imitate the mothers. Father's Education p.181>0.05 and t-test between boys and girls is p.016<0.05 with the means score of girls higher than boys 1.6543>1.4952. The result implies that Mother's Education p.114>0.05 and t-test between boys and girls is p.023 with the Father's education has some impact on the academic achievement of the children but not significant and one will wonder why this is so. The girls have impact of the father's education than the boys. The focus seems to be on girls as they also feel more of the mother's impact than boys. This indicates that the knowledge acquired by the parents is useful. This result agrees with the findings of achievement motivation is closely independent as parents communicate their expectation and demand to their children who respond accordingly. The result is also in agreement with the one recorded in Lowell (1971), which says that mother's 1Q affects the 1Q of girls.

Number of Siblings is p.422>0.05 and t-test between boys and girls is p.908>0.05 with the mean score of boys higher than that of girls 1.9333>1.9149. This implies that the number of Siblings in the home is not significant but has an impact on he boys than girls. Fathers job p.157>0.05 and the t-test gender difference is .008 with the mean score of girls higher than boys 2.7340>2.6762. This implies that father's job has an impact on the child's academic achievement especially the girls. Mother's job p.015<0.05 and the t-test gender difference p.002

with the mean score of girls higher than that of boys. The implication is that mother's job has a greater impact on the child's academic achievement especially the girls. This is not because the father's job has no effect on academic life especially on the girls whose mean score is higher than that of boys42.1862 < 40.1000. The Parental Control is significant and it is more felt by the girls probably due to their moral life training.

Parental Support is p.919 > 0.05 which is not significant and t-test for gender difference is p.704 > 0.05 both result are not significant but there is an impact of it on the boys than girls 21.4619 > 21.2979.

Relationship with Siblings has p.025 < 0.05 and t-test for gender difference is p.887 > 0.05. This implies that there is a relationship between Relationship with Siblings and academic achievement. The t-test although not significant but has an impact on the girls with a higher mean score than boys 20.7872 > 20.5238.

Relationship between parents is p.866 > 0.05 and the t-test gender difference gives p.843 > 0.05. Although both results are not significant but the impact is more felt than the girls. This implies that the children in the homes depend on each other for academic success but this shows that whatever the mothers do for a living they take their responsibilities in the home very serious

This result indicates the important role of mothers in the life of their children. Some mothers are not only supporters of their husbands but the bread winners to their families. The finding agrees with the United Nations Rating of Status of Women in Jibril (1992.6) which says that women are the conscious of the nation, catalysts for change, citizen and community mobilizers, partners in progress, stable horses of the society, to mention only a few out of many. This to say that, the mother role, cannot be over emphasized.

t-test for gender difference of age is .001 with the mean score of boys higher than that of girls. The implication is that there is an impact of age in the academic achievement of students especially the boys as some of them are old than girls in class. This may also indicates that the boys who were probably reserved for farming have been released for schooling. Student's course with t-test gender difference is $p.000 < 0.05$ with the mean score of boys higher than girls own $1.7571 > 1.5760$. This indicates that the choice of course has a great impact on academic achievement. Students were probably forced to do the course they do not want to do. If that is the case, the result agrees with hat of Kayodem (1986) who found that some students have many home adjustment problem because they find themselves doing the subjects they were not prepared to do simply because their parents forced them to do those subjects.

Relationship with sibling has a more significant impact on academic achievement. The t-test did not show any significant effect, but its impact is more on the girls. This indicates that the children in the homes depend on each other for academic success. It ranges from sharing of textbooks to pocket money and even group academic discussions and readings. This result agrees with the findings of Adams (1964) that indicated that girls have family problem than boys, while boys also rated interpersonal problems than girls. Relationship between parents has some impact that is more felt by the girls but it is not significant.

Parental Control is p.085 and t-test gender difference is p.003. The result implies that Parental Control may not be significant but it has an impact on the academic achievement of the students.

5.2.2 School Adjustment and Academic Achievement (Tables 4.2 and 4.4)

Relationship with peers is p. $861 > 0.05$, t-test = $p.532 > 0.05$, with a higher mean score for girls, $29.1819 > 28.9810$.

Relationship with teachers, Correlation analysis = $p.239 < 0.05$ and the t-test result among boys and girls = $p.975 > 0.05$ with a higher score for girls = $41.2394 > 40.4857$. Attitude to school work, correlation analysis = $p.555 > 0.05$, t-test analysis = p.185, with a higher scores for girls $25.8298 > 24.7190$.

Attitude to school activities, correlation analysis = p.014 < 0.05, t-test score = p.278, with a higher mean score for girls 34.2333 > 34.0532 (Table 4.15).

The results indicate that there is a difference in the mean score of boys and girls for relationship with peers. Although the effect is not significant, the impact is on girls. It shows how much dependable girls are on their peers, since they need the peers for approval of their self-esteem.

Relationship with teachers has the result of p.239 > 0.05 and t-test gender difference is p.975 > 0.05 which results are not significant but they have impact on the girls as the mean scores are 41.2394 > 40.4857. Attitude to school academic work is p.55 > 0.05, t-test gender difference has p.185 with he mean score of girls higher than boys 25.8298 > 24.7190. This implies that girls are more devoted to their academic works. On the other hand Attitude to school extra curriculum activities has p.014 < 0.05 which is significant. The t-test gender is p.278 > 0.05 and the impact is more on girls also than boys with the mean scores as 34.0532 > 24.2333. This study agrees with Graham (1969) whose views is that participation in school activities is related to the well being of the students, since their attitude influences the amount of energy they expend on whatever they want to do.

5.3 CONCLUSION

This study was conducted in order to determine the impact of social adjustment and intra-family relationship on academic achievement. The subjects are 400 and of 1026 SS1 students from 6 secondary schools in Zaria Educational Zone, 3 of the schools are for boys while the other ones are for girls. Simple random sampling method was used to select the subjects. Survey method was used to administer two questionnaires simultaneously; they are Myers' Intra-family questionnaire and Syndmon Adjustment Scale. Achievement test was already administered nationally, but the result was obtained from the school.

Two types of statistical methods were employed to do the statistical analysis. They are Pearson Product Movement Correlation and t-test to detect the possible relationship and difference between the variables. The results of the study are as follows.

The t-test analysis showed that student's relationship with peers, teachers, attitude to work, and to school activities are not significant, although they are a bit related. $p = .552, .975, .185$ and $.278 > 0.05$, and their hypothesis are retained. When computed using t-test, the mean score of boys are higher for some variable like Father alive or dead, Mother Alive or dead, parental support probably because the boys are the ones to succeed their fathers.

Fathers' job is significantly related to the achievement of girls probably for economic reasons that can help to take care of the moral life of the girls. Mother alive and sex is significant especially for boys, as they have higher mean scores. This is probably because of the leadership role the boys will play in order to support the family in decision making. Also the result of this study agrees with Mouly's (1971) who discovered that the hostility/love of mother affects the 1Q of male children.

The number of father's wives significantly correlated with girls rather than boys, as the stepmothers may tend to be jealous and harsh on the girls. On the other hand they may be kind to the boys as they are the representatives of the fathers in the home.

One may wonder why some variables like Father Alive and mother education and father's job do not have much impact on the child's academic achievement; the reason may not be far too fetched. In the works of Bar-Tal, Rahgard and Zimberman (191.347) Macmillan (1980.39) and Merret (1981) found that the causes of success and failure are effort, ability, test difficulty and teacher, and effort and teacher have the highest frequencies of the response. Therefore except a child puts more effort to supplement the teachers effort, all the provisions parents may give to support him may be to no avail.

A set of variables that are significant correlated with each other may be considered since they are related to academic achievement as they are tied to the home background of the child. The variables are parental control, parental support, relationship with siblings, relationship between peers by attitude to school work.

Relationship with Siblings p.025<0.05. Also t-test gender differnce shows the following significant results, they are:- Father Alive p.000<0.05, Mother Alive p.012<0.05, Number of Father's wives p.016<0.05, Mother's Education p.023<0.05, Father's job p.008<0.05, Mother's job p.002<0.05, Parental Control p.003<0.05, Age of the Students p.001<0.05. The other variables are not significant and have little impact on the student's academic achievement.

If the restriction from parents is too much and the parental support is inadequate and there is no cordial relationship with siblings. Also the parents do not agree within themselves on how to care or support the child, his attitude to school work will become low or will become negative. The relationship with peer is very important, as he needs them in order to study effectively which in turn affects academic achievement.

The Result of the Pearsons Moment Correlation Analysis of School Adjustment has only one variable that is significant and has much impact on the students' Academic Achievement. The variable is Attitude to school Extra

Curriculum Activities p.014 < 0.05. The t-test gender difference though not significant but have little impact on the Students school Academic Achievement.

5.4 RECOMMENDATION

5.4.1 Recommendation for the homes of students

The academic achievement of a child should be supported in all ramifications. Parents should not allow their own duties to be over shadowed by that of siblings, and their duties should be more felt so that all the siblings will get along with each other. This is because whatever they cannot discuss with parents may be fully understood and discussed among the other siblings. In other words they are to be freer with each other. One may wonder why relationship with peer is not significant with academic achievement. This may be due to the fact that most of the subject for this study is day students, and they have little time with each other. Three of the schools are completely day students while the other three have both day and boarding students. Fathers should continue to strife to live a life that portrays good image as their presence are being noticed and emulated especially by the boys who are fathers of tomorrow. They should also support the home economically so that the lives of the girls will be commendable.

Fathers should also work towards a more harmonious relationship at home not only among the wives but also between the wives and the children, so that there will not be a set back in the academic achievement of their children. Above all there should be a moderate restriction that gives a little freedom to the children so that they will not feel unwanted in the home. Some students have all the financial supports but they are low achievers, due to the lack of love they experience in the home.

5.4.2 Recommendation For the School Authorities

The schools, from the result of this study have done their best but they would continue to encourage the students. They should strife to make use of every opportunity they have any time they are in school, since most of them are day students. Teachers should keep on performing their duties of loco-parenties to students at school in order to replace any love that the students might have missed at home, and bridge the gap. The students will perform better as they receive more love from their teachers, as some of them are older than the classes they belong.

5.4.3 Recommendation to the Administrators In the Ministry of Education

The administrators have worked hard in order to raise the standard of education. If remedial classes can be organized and funded by the Ministry of Education, this may waste some time but will not be a wasted effort. This is to give sound background to the students who have difficulties in communication skill. This will surely be improvement with the new system of education to be commenced (Universal Basic Education). There should also be enough facilities in the schools for teachers to work effectively.

5.5 IMPLICATION FOR FURTHER RESEARCH

The researchers who would want to embark on further studies may wish to think of another research design rather than survey in order to avoid the use of questionnaires interview may be used if the subjects are few. A further study may focus on why should boys be achieving more than the girls as discovered by this study and recognized by the National Body for Common Entrance Examination (JSSCE) as the body has different cut-up points, for the male and female candidates for common entrance interview.

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APPENDIX A

INSTRUCTION

This questionnaire consists of two parts 1 and 2.

The statements in it are about feelings and actions. Please respond sincerely to each question as it applies to you. Choose any of the followings:- 'Strongly Agree', 'Agree', Not Sure, 'Disagree' or 'Strongly Disagree'. Your responses will be treated as confidential.

Thank you very much for your cooperation, which will be highly appreciated. God bless you.

NB.

Strongly Agree	=	SA
Agree	=	A
Not Sure	=	NS
Disagree	=	DA
Strongly Disagree	=	SDA.

1. **MYERS' INTRA-FAMILY QUESTIONNAIRE MIFQ.**

A. **STUDENTS' HOME BACKGROUND & PARENTAL STATUS.**

NAME _____

AGE _____

CLASS _____

COURSE:..... ART [ ] SCIENCE [ ]

Are you A BOY OR GIRL: Boy [ ], Girl [ ]

1. Is your father alive YES [ ] , NO [ ]
2. Is your mother alive YES [ ], NO [ ]
3. How many wives does your father have?

   (a) Only one [ ]

   (b) More than one [ ]

4. Father's highest education. (Please tick one).

   (a) University degree [ ]

   (b) Diploma/NCE [ ]

   (c) Secondary education [ ]

   (d) Primary education [ ]

   (e) No formal education [ ]

5. Mother's highest education (Please tick one).

(a) University education [ ]

(b) Diploma/NCE [ ]

(c) Secondary education [ ]

(d) Primary education [ ]

(e) No formal education [ ]

6. What job does your father do _____

_____

7. What job does your mother do _____

_____

8. Number of children in the family.

(a) 1 - 4 [ ]

(b) 5 - 10 [ ]

(c) 10 and above [ ]

B. **PARENTAL SUPERVISORY/CONTROL**

		SA	A	NS	DA	SDA
1.	My school works are supervised by my father.					
2.	My school works are supervised by my mother.					
3.	My father cares about what I do outside the home.					
4.	My mother cares about what I do outside the home.					
5.	Bad behaviours on my part are noticed and punished by my father.					
6.	Bad behaviours on my part are noticed and punished by my mother.					
7.	The friends I go with must be approved by my parents.					
8.	The friends I invite to my home must be approved by my parents.					
9.	The places I visit must be approved by my parents.					
10.	My good behaviours receive praise and reward from my parents.					

C. **PARENTAL SUPPORT**

11.	My parents buy clothes for me regularly.					
12.	My pocket money is supplied by my parents regularly.					
13.	My parents permit me to decide important things for myself.					

14. My parents supply all the necessary books and school materials I need.

15. My parents always fulfil their promises to me.

D. **RELATIONSHIP WITH SIBLINGS**

16. I have to cooperate with my brothers and sisters.

17. Children in my house respect each other's opinion.

18. My parents don't say I am inferior to other.

19. When I am with my brothers and sister, we don't quarrel.

20. When my brothers and sisters want to do something, I join them to do it.

E. **RELATIONSHIP BETWEEN PARENTS**

21. In the management of our home, my parents work together.

22. My father and mother care for each other's interest.

23. My father and mother make discussions and decisions together.

24. My father is always patient with my mother.

25. My mother is always patient with my father.

2. **SOCIAL ADJUSTMENT QUESTIONNAIRE**

A. **RELATIONSHIP WITH PEERS**

1.	I make friends easily.	SA A NS DA SDA
2.	I relate well with other students.	
3.	I share my things with other students.	
4.	When I need something that will help me in school my friends give it to me.	
5.	Other students like me.	
6.	I am not shy when I am among other students.	
7.	I try to understand other people's point of view.	

B. **RELATIONSHIP WITH TEACHERS**

8.	I like all my teachers.	SA A NS DA SDA
9.	All my teachers like me.	
10.	All my teachers are understanding.	
11.	My teachers solve my problems.	
12.	My teachers correct me in love when I make mistake.	
13.	My teachers are also concerned with my social problems.	
14.	I am happy with the marks I received from my teachers.	
15.	My teachers give me the marks I deserve.	

16. I am free to see my teachers any time I have problem.

17. I am happy when I see my teachers.

C. **ATTITUDE TO SCHOOL WORK**

18. I find it difficult to sit for a long time in the class. SA A NS DASDA

19. I always sit quietly in class.

20. I do my assignment or home work at the right time.

21. I study always and I understand what I read.

22. I get good marks in school subjects.

23. I am interested in my school subjects.

D. **ATTITUDE TO SCHOOL ACTIVITIES**

24. The school activities are interesting to me. SA A NS DA SDA

25. The school rules and regulations make me to caution myself.

26. The school prefects are loving and caring to students.

27. The members of the School Authority are like parents. to students.

29. I belong to some clubs and societies of the school.

30. I like the activities of my clubs.

31. I volunteer to do some activities in the school.

32. I am happy in the school.

APPENDIX B

SCORING

1. MYERS INTRA-FAMILY QUESTIONNAIRE MIFQ

A. STUDENTS HOME BACKGROUND AND PARENTAL CONTROL.

AGE	-	12 - 15	=	1
		16 - 18	=	2
		above 18-20	=	3
		above 20	=	4
COURSE	-	Art	=	1
		Science	=	2
		Science/Technical	=	3.

1. a = 2,b = 1
2. a = 2, b = 1
3. a = 2, b = 1
4. a = 5, b = 4, c = 3, d = 4, e = 1
5. a = 5, b = 4, c = 3, d = 4, e = 1

A - 3
C - 2
P - 1
F - 0

The 4 core subjects = 4 x 3 = 12

Obtainable = 12.

School A = boys

School B = boys

School C = boys

School D = girls

School E = girls

School F = girls.

6. Father's job

Professionals	=	6
Big Business	=	5
Skilled Manual	=	4
Small Business	=	3
Clerical	=	2
Unskilled	=	1

7. Mother's job = same as Father's job

8. Number of children

a = 3, b = 2, c = 3

B. Each question has 5 marks as obtained

	10 items x 5 =	50}	
C.	5 items x 5 =	25}	125
D.	5 items x 5 =	25}	
E.	5 items x 5 =	25}	

SYDMONDS ADJUSTMENT SCALE SAs

2.	**A**	-	7	items x 5	=	35}	
	B	-	10	items x 5	=	50}	160
	C	-	6	items x 5	=	30}	
	D	-	9	items x 5	=	45}	

AHMADU BELLO UNIVERSITY ZARIA

Our Ref: DE/S.25 Date: 11/4/2005

THE DIRECTOR
ZONAL OFFICE
MIN. OF EDUCATION,
ZARIA

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria, requires each student working for a degree to complete a research project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

TOPIC OF RESEARCH: IMPACT OF SOCIAL ADJUSTMENT ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ZARIA.

Thank you for your continuing cooperation.

Yours sincerely,

I. D. Dangi