

**RELATIONSHIP BETWEEN SOCIAL, EMOTIONAL ADJUSTMENT WITH
ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENT OF AHMADU
BELLO UNIVERSITY, ZARIA, KADUNA STATE-NIGERIA**

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AHMADU BELLO UNIVERSITY, ZARIA- NIGERIA**

JULY, 2016

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PSYCHOLOGY AND COUNSELING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA- NIGERIA**

JULY, 2016

DECLARATION

I, Samsons Julius, P13/EDPC/8021, hereby declare that this dissertation titled: Relationship among social, emotional adjustment and academic achievement among undergraduate student of Ahmadu Bello University, Zaria. Is a record of my research work under supervision of Dr. I.A Mohammed and Dr. H.A Tukur. This work has not been submitted in any form for another degree at other institution.

SAMSON Julius

Date

CERTIFICATION

This dissertation titled: Relation between social, emotional adjustment with academic achievement among undergraduate student of Ahmadu Bello University, Zaria by Samson Julius meets the requirements governing the award of master's degree (Education Psychology) in the department of Educational Psychology and Counseling of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my parents Mr. Samson Agandih and Elizabeth Agandih without whom I would not have been whom I am now.

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ABSTRACT

This study investigated the relationship among social, emotional adjustment and academic achievement of undergraduate students of Ahmadu Bello University, Zaria, Kaduna State Nigeria. The study adopted a correlational survey research design. The target population of the study were six thousand, six hundred and thirty five (6, 635) male and female undergraduate student of Ahmadu Bello University, Zaria, Kaduna State Nigeria. The sample of the study were 351 respondents drawn from 300 level students. Data was collected using social adjustment inventory (SAI), Emotional Adjustment Inventory (EAI) and CGPA for the academic achievement of the student. The collected data was processed and analyzed using descriptive (frequencies, mean and standard deviation) and inferential statistics (Pearson product moment correlation and T- test). All tests were done at a 0.05 level of significance of the study indicates that the finding shows that positive relationship exist between social, emotional adjustment and academic achievement among undergraduate student with the following values; social adjustment and academic achievement of the undergraduate student $r=0.889$, $p=.000$. Emotional adjustment and academic achievement of the undergraduate student $r=.575$, $p=.000$. Social economic background of undergraduate student $r=.506$, $p=001$. Emotional adjustment and social – economic background of undergraduate student $r=.469$, $p=0.125$. Social adjustment relationship in male and female undergraduate student, 0.125 $p=0.332$. Emotional adjustment difference in male and female undergraduate students $r=0.076$. from the results of the findings it is recommended that the university management should have functional psychological testing and counseling centres in all the faculties to address student with social and emotional problem in order to foster positive adjustment when necessary.

OPERATIONAL DEFINITION OF TERMS

Adjustment:refers to an individual general adaptation to his environment and the demands of life such as the way he relates to other people that is interpersonal behavior, handle his responsibility, deals with stress and meet his own need and life satisfaction.

Social adjustmentrefers to the individual development of social cognitive understanding that contributes to social competence, interpersonal relationship or sensitivity and social awareness of how the self-related to other individuals and groups in a complete social world.

Emotional adjustment: as a means or reaction to the demands and pressures of environment imposed upon an individual coping with maintenance of both internal and external equilibrium of individual personality.

Academic Achievement:as the attainment obtained by a student from lesson taught which may include experience, knowledge, communication skill, punctuality co- curricular activities, excellent in sport behavior, and the like, that can be measure through their cumulative grade point average (CGPA).

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Adjustment refers to an individual general adaptation to his environment and the demands of life such as the way he relates to other people that is interpersonal behavior, handle his responsibility, deals with stress and meet his own need and life satisfaction. The society is dynamic and change is the only constant thing, so the individual's ability to review his attitude and behavior is an essential ingredient of adjustment. Social adjustment is an effort by an individual to cope with standards, values and needs of the society in order to be acceptable. It involves coping with new standards and values. In technical language of psychology getting along with the members of the society as best one can be is regarded as social adjustment. Emotional adjustment on the other hand can be described as the behavioral processes by which human being maintain equilibrium among their various need or between their need and the obstacle of environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry individuals, for instance are stimulated by their physiological state to seek food. Therefore, they reduce the stimulating condition that impelled them to activity, and there by adjust to this particular need.

Adjustment is associated with what is called living system, like system of organs. Group of individuals and social systems such as social organization, such system as regarded as open system (Baker & Sriyk , 1984). In the process of adjustment, forces are balanced naturally within the system with forces originally from the environment. In this regard, adjustment is served as a state of equilibrium, a form of balance in the person's own internal system the equilibrium

concept is related to the idea of tension reduction, and lead to the definition of adjustment as a process rather than a satisfaction of need, thereby reducing tension particularly when usual ways of meeting the need are blocked (Elliot, 2005).

Social adjustment involves coping with new standards and values. In technical application, adjustment or social adjustment means getting along with members of the society as best as one can. In this regard, social adjustment means reaction to the demand and pressure of the social environment. From the development view social adjustment must represent the whole gamut of change by which an entire social system turned to that diverse basic need and desires of individual and social groups within that system. Move away from a condition of life building perceived as unsatisfactory toward a situation (Rothbart M.K. 2006).

Adjustment in this context is generally divided into social and personal spheres of relation. In a social context, a person might be judged as poorly adjusted when compared to some cultural norms, values judgment are often made by reference to behavior in one of several major roles areas such as work, school, leisure, or family activities. Social adjustment include how the person interacts with others or how the person confirms to social expectations (Davidson and Jackson 2000). The emotional aspect of adjustment can be determined by asking the person about his feeling, attitudes, cognitive and behavioral characteristics; only the individual can subjectively asses the degree of adjustment and satisfaction experienced (Eisenberg & Spirad 2009).

Adjustment in this context is response to the following process:

- Some response that remove or reduce the irritating stimulus and meet up with adjustment need.

- Lack of fulfillment need.
- A need or motive in form of a strong persistence stimulus.

Therefore, social and cultural adjustments are similar to emotional adjustment. People strive to be comfortable in their surroundings and to have their emotional needs (such as love or affection) met through the social network they inhabit. When need arises, especially in new or change surrounding, they impel into personal activities meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environment, and they can come to expect that their needs will be met in future through their social network. Ongoing difficulties on social and cultural adjustment may be accompanied by anxiety or depression. Adjustment plays a vital role in the development of an individual. It is responsible for the organization of behavior to life situation, in every sphere.

Adjustment in school have being described as a very important aspect of student life. Teachers are advised to be more connected with the adjustment of student in school, because the primary purpose of education is to train student to be well adjusted in their social life. Human beings have the capacity to adapt to new situation, they do not only adapt to physical demands, but also adapt to social pressure. Social pressure plays an important role in the choice student make.

Academic achievement is the attainment obtained by a child in the lesson taught, which may include experience, knowledge, skill and like. The knowledge and skill are measured in student's CGPA. The child's good or poor performance does not depend solely on attribute the child is born with, but his family background social contacts, teachers and overall climate in his school and assessment procedure. Academic performance may be defined as excellence in all academic disciplines, in class as well as co-curricular activities.

However, excellence in sport activities, communication skills, punctuality, arts, culture, and like which can be regarded as good performance only when an individual is well adjusted.

Cohen & Garcia (2006) define academic achievement as “Knowledge attaining ability or degree of competence in school. Task usually measured by standardized test and expressed in a grade or unit based on students’ performance/ achievement”. (Cohen & Apfel 2009) refers to academic performance as “the knowledge obtained or skill developed in the school subjects usually designed by the test scores or marks assigned by the teacher. Pekrun & Elliot (2009) defined academic achievement as both curricular and co-curricular performance of student. It indicates the learning outcome of the student. The university student perform their potential efficiently, as a result of it learning takes place: the learning outcome changes the behavior pattern of University Students through different courses and subjects.

Achievement of student in the classroom and university takes a central role in the academic development of the student. Parent, teacher and school administrator alike take cognizance of the academic well - being of the student. Yardsticks are set by school authority to measure performance, the standard set by the university will determine whether a student is performing well or not. In the assessment of performance Pekrun & Elliot (2006) argued that achievement is the behavior of an individual that can be directly observed by another individual therefore academic achievement has been seen as a term used for student based on how well they are doing in studies and classes. This definition tends to see academic achievement as the culmination of all the activities of the student in the school. Academic achievement for university student is also seen as the extent to which a student has achieved his educational goals. This means the student academic performance is measured by the extent to which he has reach the educational goal he has set for himself. The university measures academic achievement

in several ways which include continuous assessment test (C.A.T.) and a number of standardize test and examination. By this method, areas of strength and weakness in a student academic performance determined and evaluated in order to improve on the learning process of the student Pekrun R. & Parry R.P. (2007)

1.2 Statement of the Problem

University is an open system where all members including students, teachers and administrators interact with one another. There is the need, therefore, to establish a conducive social environment, a healthy school environment where there is collective responsibility and effective interpersonal relationship among the different groups of members of the university community (teachers, students, and administrator). Several factors have been identified as contributory to students' academic achievement these include home background, personality and intelligence, parent socio-economic standing, social environment and societal norms. Poor physical, psychological and social aspect of the school environment have effect on academic achievement of students, as a consequence, the goals of university may be jeopardized. However, teaching staff and other stakeholders are known to strive hard in providing enabling school atmosphere to stimulate good academic achievement of students.

In this regard, there is the need to establish a qualitative social environment, where there is collective responsibility and effective interpersonal relationship in the school. However, it is observed that social and emotional adjustment measures such as teacher-student relationship, and students' relationship amongst themselves are becoming poorer by the day which may be as a result of level of emotional tension created by insecurity state of the nation and the university in particular. Mutual distrust and suspicion among various diversities of students, poor recreational

facilities in the institutions to help cope with the stressful events of life among other social and emotional difficulties are on the increase in the educational institutions and the nation at large. This situation may in turn have effect on students' academic achievement especially at universities where level of collectiveness and cordial academic relationship are to be created so as to enhance learning among students. As such, the need for empirical study become pertinent to find out the problem of social and emotional adjustment and academic achievement of undergraduate students of Ahmadu Bello University, Zaria

1.3 Objectives of the Study.

This study intends to achieve the following objectives:

1. To find out the relationship between social adjustment and academic achievement among undergraduate students of Ahmadu Bello University, Zaria.
2. To determine the relationship between emotional adjustment and academic achievement among undergraduate students of Ahmadu Bello University, Zaria.
3. To determine the relationship between socio economic background and social adjustment among undergraduate students of Ahmadu Bello University, Zaria.
4. To find out whether socio economic background has relationship with emotional adjustment among undergraduate students of Ahmadu Bello University, Zaria.
5. To determine the relationship between male and female in their social adjustment among undergraduate students of Ahmadu Bello University, Zaria
6. To determine the relationship between male and female in their emotional adjustment among undergraduate students of Ahmadu Bello University, Zaria

1.4 Research Questions

Based on the stated objectives above, the following research questions were raised:

1. What is the relationship between social adjustment and academic achievement among undergraduate students of ABU Zaria?
2. What is the relationship between emotional adjustment and academic achievement among undergraduate students of ABU Zaria?
3. What is the relationship between socio-economic background and social adjustment among undergraduate students of ABU, Zaria?
4. What is the relationship between socio-economic background and emotional adjustment among undergraduate students of ABU, Zaria?
5. What is the relationship between male and female undergraduate students of ABU, Zaria in their social adjustment?
6. What is the relationship between male and female undergraduate students of ABU, Zaria in their emotional adjustment?

1.5 Hypotheses

The following hypotheses are formulated to guide the study:

1. There is no significant relationship between social adjustment and academic achievement among undergraduate students of ABU, Zaria
2. There is no significant relationship between emotional adjustment and academic achievement among undergraduate students of ABU, Zaria
3. There is no significant relationship between socioeconomic background and social adjustment among undergraduate students of ABU, Zaria.

4. There is no significant relationship between socioeconomic background and emotional adjustment among undergraduate students of ABU, Zaria.
5. There is no significant relationship between male and female undergraduate students of ABU, Zaria in their social adjustment.
6. There is no significant relationship between male and female undergraduate students of ABU, Zaria in their emotional adjustment.

1.6 Basic Assumption

This study is based on the following assumptions:

1. It is assumed that social adjustment has significant relationship with academic achievement among undergraduate students of ABU, Zaria.
2. It is assumed that emotional adjustment has significant relationship with academic achievement among undergraduate students of ABU, Zaria.
3. It is assumed that socioeconomic background has significant relationship with social adjustment among undergraduate students of ABU, Zaria.
4. It is assumed that socioeconomic background has significant relationship with emotional adjustment among undergraduate students of ABU, Zaria.
5. It is assumed that male and female has significant relationship with social adjustment among undergraduate students of ABU, Zaria.
6. It is assumed that male and female has significant relationship with emotional adjustment among undergraduate students of ABU, Zaria

1.7 Significance of the Study

This study will go a long way in enhancing and improving quality of education in tertiary institution specifically, the study will be of great significance to policy makers, school administrators, school psychologist, counselors, parents, student and all stakeholder of tertiary education as they strive to raise the standard of education in the country.

However, conducting a research of this nature has always been to ultimately determine the extent to which tertiary student is being able to socially adjust to new standard and value that has impacted on the quality of individuals life. It is in the light of this the researcher wishes to state strongly that the findings will be of immense importance and value to psychologist and counselor as it will provide a blueprint for university's policies toward developing the needed coping strategies for socially maladjusted students of Ahmadu Bello University,Zaria.

The finding of this study will render parental awareness on the need for their children to be socially and emotional adjusted to the dictates of the school in order to benefit maximally from the school system. Thereby assist school administrators and teachers in mapping an appropriate strategy in dealing with adjustment issues among student of tertiary institution and the society.

The study will be of great importance and useful to school counselors to have a understanding in dealing with issues of social and emotional adjustment among university students. It will also contribute to the growing literature in the area of social and emotional adjustment as well as generate further investigation in the area of social and emotional adjustment. Specifically, student of tertiary institution will find this study very informative to them as it will give them an insight on how to deal with social adjustment issues and their

academic achievement. This study is also relevant to the general public who on daily basis have social and emotional issues, this could be achieve if findings and recommendations of this research is disseminated to the public through media (print and non-print) conference, workshops, and seminars etc.

1.8 Scope of the Study

The area of coverage of this study is all undergraduate student from twelve faculties of Ahmadu Bello University, Zaria, considering the challenges and feasibility of the study, the researcher selected four faculties, namely; Art, Education, Engineering and Medicine. The study was limited to only 300 level undergraduate students of the selected faculties. This level is the most suitable for this study considering the fact that they are more adapted to high educational system than 100 and 200 levels students and exposed to social and emotional challenges, while in the event of the need to interact with them again they can be accessible at 400 levels. The study involves both male and female students across the twelve faculties of the university. This study focuses on Social and emotional adjustment and academic achievement of student as the main variables of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature in accordance with the variables of the study. It also deals with review of theoretical framework and empirical studies. Finally, the summary of the literature review. The following are the areas of the review.

2.2 Conceptual frame work

- Concept of Adjustment
- Concept of Social Adjustment
- Concept of Emotional Adjustment
- Problem of social and emotional adjustment
- Concept of Academic Achievement
- Concept of Socio Economic Background
- Adjustment
- Social Adjustment and Academic Achievement
- Emotional Adjustment and Academic Achievement

2.3 Theoretical Frame Work

2.3.1 Piaget's cognitive development theory

2.3.2 Development view of social behavior - Erikson's theory of psychosocial development

2.3.3 Murray's theory of motivation

2.3.4 Weiner attribution Theory of success or failure

2.3.5 Jame- Lange Theory of emotional development

2.3.6 Cannon Bard Theory of emotional development

2.4 Review of empirical studies

2.5 Summary

2.2 CONCEPTUAL FRAMEWORK

2.2.1 CONCEPT OF ADJUSTMENT

Adjustment is the process by which a person or living organism maintain a balance between it's needs and the circumstance that influence the satisfaction of these needs (Shaffer, 1961)

Adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation, environment and internal forces (Warren, 1934).

The concept of adjustment refers to active creative efforts to live effectively. This requires gaining skills through interaction with one's world acquiring a degree of control over one's daily life successfully meeting life's challenge and self-understanding and the ability to make accurate judgment about people and place (Newman & Newman 1981 in int. J. Current research and academic review (2014). Crew and Crew (1956) stated that an individual adjustment is adequate, wholesome or helpful to the extent that he has established harmonious relationship between himself and the condition, situation and person who comprise his physical and social environment. Drever, (1952) take adjustment to be the ways and means to help the individual to meet the demands of changed condition by adapting or modifying his previous way of doing or facing things. It required changing one's mode of behavior to suit the changed situation so that a satisfactory and harmonious relationship can be maintained keeping in view the individual, on the other. Shaffer (1961) define adjustment as the process by which a living organism maintains a balance between its need and the circumstance that influence the satisfaction of these need.

Shaffer's definition underlines one's need and their satisfaction. Human needs are vital, indispensable and urgently requisite. One feels adjusted to the extent that one's needs are gratified or are in the process of being gratified. The individual tries to bring about change in his circumstance in order to overcome the difficulties in the fulfillment of his need. Sometime, he reduces his need and as a result may feel satisfied within the limits of his environment. He thus tries to maintain a balance between his need and his capacity of realizing these needs and as long as his balance is maintained, he remains adjustment. As soon as his balance is disturbed, he drifts towards maladjustment. Gates and Jersild (2003) adjustment is a continual process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment. An individual need to change or modify himself in some way or the other to fit into or accommodate himself with his environment. The condition in the environment are changing all the time, adjustment is also a continuous process, for instance, if a girl from the city marries in to a rural family and has to live in a village, she behaves to change her behaviors, her habits and her attitude in order to accommodate herself to the changed environment. According to Vanhaller (2000) we can think of adjustment as psychological survival in much the same as the biologist use the term adaptation to describe physiological survival. Vanhaller's definition takes the clue from Darwin's theory of evolution. Darwin Maintained that only those organism most fitted to adapt to changing circumstances survive. Therefore the individual who are able to adjust themselves to changed situation in their environment can live harmonious and happy life. Adjustment as a psychology term may thus be said to be another name for the term adaptation used in the biological world. Adjustment in all its meaning implies a satisfactory adaptation to the demands of day – to – day life. From the foregoing discussion, it may be concluded that adjustment is a process that helps a person to live a happy and contented life while maintaining a

balance between his need and his capacity to fulfill them. It enables him to change his way of life according to the demand of the strength and ability to bring about the necessary changes in the condition of his environment. According to Arkoff (2004), adjustment involves the gratification of a person's need as governed by the demand of various environmental situations. He stresses that adjustment is a condition or state in which the individual behaviors conforms to the demands of the culture or society to which he belongs and he feels that his own needs have been or will be fulfilled, therefore adjustment is the interaction between a person and his environment, how one adjustment in particular situation depends upon one personal characteristic as also the circumstance of the situation. In other words with both personal and environmental factor work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment.

2.2.2 CONCEPTS OF SOCIAL ADJUSTMENT

Social adjustment refers to the individual development of social cognitive understanding that contributes to social competence, interpersonal relationship or sensitivity and social awareness of how the self related to other individuals and groups in a complete social world (Thomson 2006, 26). Social adjustment is an important part of social nature of human and human life. It relates to how often individual social experience responses to communication about the thought of social practice, and which social script are to be used for which social situation (Towmoepeau and Ruffman 2008) According to Nwoke (2004), social adjustment is an innate psychological disposition to cope with standard, values and needs of a society in order to be acceptable, it involves coping with new standards of individual value, it refers to coping with social challenges confronting one in any given situation or environment and the innate strength to accommodate any possible outcome or change. According to Santrock (1995) social adjustment involves

changes in the individual relation with other people companionship, it affirmed that social adjustment remains a highly functional or serviceable word in psychology because it concerns with many ways in which an individual manage his/her social affair so, the behavior has the function of reflecting demands made upon a person by the environment. For example people's clothing pattern varies with the climate in which they live. It represent social adjustment to the weather and has the function of helping to maintain a relatively constant body temperature and making people feel more comfortable.

Nelson and Bloom (1997) observed social adjustment as a modification of monitor skill. Language, self – confidence, role play and problem solving, abilities of interaction and genetic predisposition and those qualities of individual enhances the social and cognitive adjustment. Myers (2002) state that social adjustment is that values prevalent in any ethnic group or culture that could affect the personality development and adjustment pattern or individual. He observes that student drive from their cultural norms enable them adapt effectively to their environment. In this sense, social adjustment of student depends on what the ethnic group or culture had laid down as values for the growing individual.

2.2.3 CONCEPT OF EMOTIONAL ADJUSTMENT

Is the maintenance of emotional equilibrium in the face of internal and external stressor, this is facilitated by cognitive process of acceptance and adaption such as maintaining emotional control and coping behavior in the face of an identity crisis (Mallinckrodt 1992) frequently intense and apparently unjustified emotional outburst lead others to judge the individual as “immature; suppression of emotional expression result in moodiness, which tends to make the individual rude uncooperative and preoccupied with self a satisfactory state of personal and

emotional adjustment may say to be exist when and individual physical and psychological needs can be satisfied by socially acceptable patterns of behavior. Child's emotion exercise a potent influence upon his attitude and behavior unbridled emotional reaction may therefore, interfere seriously with young person's power to use the freedom of decision making and behavior – those adolescent who are patter satisfied with their lifestyle whose urges and desire are met with satisfaction tend to enjoy life to the fullest and become emotionally adjusted. Some student adjusts well to the university environment where as other struggle with the transition, some leaving school entirely Holmbek &Wandrei 1993).

According to Shaffer (1999), Emotional adjustment as a means or reaction to the demands and pressures of environment imposed upon an individual coping with maintenance of both internal and external equilibrium of individual personality. The ultimate aim of psychologies is to train the youth to make proper adjustment to the different types of environment in which they have to live. Psychologist have brought to light on the basis of their research that making proper adjustment to the changing nature of the environment is the most important perquisite condition for a happy and successful life. An individual is not born adjusted or maladjusted. It is his physical, mental and emotional potentialities that are influenced and directed by the factor and environment in which he finds himself adjusted.

Mathur and Pareekl (2003) state that emotional adjustment is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physical and intra-personality. An emotionally mature person has the capacity to withstand delay in satisfaction of need. He has the ability to tolerate a reasonable amount of frustration, he believes in long-term planning and is capable of delaying or revising his expectation in term of demand of the situation. It has been found those emotionally well-adjusted people are quick to establish

affectionate relationship with others. A relationship between depressed emotional state and ineffective teacher or parenting has been supported by Radke, (1998), emotional adjustment is a prerequisite for long term happiness while emotional maladjustment is associated with entanglement transference and unsatisfying shallow relationship. Key to emotional adjustment are clarity, a stable sense of integrity and self-acceptance. Parent teachers who are emotionally healthy and are mature enough to handle various emotional state without disturbing their relationship with their children follow authoritative style of parenting. Teachers with emotional adjustment are better able to handle problem of student and hence better relationship with the student in classroom environment. Teachers who use low level of assertion and high level of warmth and inductive discipline and who encourage participation in classroom discussion have the ability to adjust (Boyes& Allen 1993; Parikh 1980).

Walker and Taylor (1991) reported that teachers who created supportive atmosphere by listening sensitivity, clarifying question, teacher higher level of reasoning and using motivation on student tends to develop adjusted level of student, therefore teachers who own ability to act maturely and maintain emotional balance plays an important role student academic achievement.

2.2.4 PROBLEM OF SOCIAL AND EMOTIONAL ADJUSTMENT

Social and emotional adjustment is a complex problem of human behavior; no single factor can be pinpointed as its cause. It is the outcome of multifactor interacting with the developing personality of the student. There are numerous factors in home, society and school which lead to social and emotional adjustment. Several problem have been identify to be affecting social and emotional adjustment of student such as physique, long sickness, poverty, broken home, personal inadequacies, parental attitude adoption and emotional shock etc.

The physique and appearance play an important role in the social development of the student if the individual or student is handicapped he may be shunned by others. Even parents make comparison in their children. Comments by parents, siblings and strangers affect the behavior of ugly, weak, handicapped children. They develop a number of social and emotional problems which result in maladjustment. Long sickness of a student affects his social and emotional development and academic achievement in school. Poverty is one of the adjustment problems. There is a positive correlation between poverty and mal-adjustment student. The highest percentage of maladjusted student came from low socio-economic background.

Broken home, research studies have established beyond doubt that student who come from homes that have been broken by death of parents, divorce, separation, physical or mental handicapped of parent are often more of social and emotional problem than student from more stable homes. Student in broken homes do not get the affection, love and sympathy. They are socially and emotionally disturbed. Home which are not broken but in which there is constant conflict between parents or other members of the family also provide conditions which affect the security, affection, mental stability and fulfillment of needs of students, also personal inadequate. In addition to physical appearance, there are certain other inadequacies in student which frustrate their needs and create constant emotional anxiety. The parent who are ambitious and set high goals for their children irrespective of their physical and mental abilities, create frustration in their children.

Parental attitude: an important factor which affects student social and emotional adjustment is the attitude of parent towards their children. The parents may reject the child. The rejected child develops feelings of insecurity, helplessness and loneliness. Rejection and lack of affection may lead to maladjusted behavior. Over protection of the child may lead to lack of responsibility, lack of

socialization, aggressiveness, selfishness and general infantile behavior which may put the child into trouble in a social environment.

Adoption, generally adopted children are maladjusted when they come to know the fact. If a child is adopted in early children resemble to their foster parents in many qualities. In addition to the above factors, there are many other factor which contribute to the problem of maladjustment such as relationship among brothers- sisters, position of the child in the family.

Emotional shock, children who experience emotional shocks such as death, accident, riot, flood etc. may manifest maladjustment in their behavior. Lack of clubs, playgrounds and libraries; children need physical and mental recreational activities to fulfill their physical and mental needs. If these needs are not catered, they lead to emotional tensions which are manifested in maladjusted behaviour. Mobility; children whose family move from one place to another, have to face a number of problems. Their territorial migration may be one of the factors which causes maladjustment.

Inadequate training of teacher, teachers who are not properly trained in educational psychology and mental hygiene commit such blunders in handling children and their problems, out of ignorance of child behavior, which may lead to maladjustment. Teachers' partially and automatic attitude are also important factors which create tension and anxiety in children.

Lack of recreational facilities, children who do not get facilities after classroom in the form of play, library, debates, discussions, etc. may manifest maladjustment.

Restrained relationship between administrator- teachers, teacher- teacher and student – teacher. The pattern of relationship among the inmates of school plays an important role in creating a conducive environment on the campus. If there is cooperation, mutual understanding and

brotherhood then definitely it will improve the mental health of the inmates. Hardly, there are schools where such climate exists. If there is favour, partial treatment on the basis of caste, creed, region and religion, open criticism, leg pulling and authoritarian administration, the mental health of the child is affected in a negative direction.

2.2.5 CONCEPT OF ACADEMIC ACHIEVEMENT

Gerda (1980) defines academic achievement as the attainment obtained by a child from lesson taught which may include experience, knowledge, skill and the like. He explained that the child's good or poor achievement does not depend on any attribute that the child is born with, but he has complex responses to his family, his home environment, his social contacts, his teachers and the overall climate of his school and assessment procedure.

In the previously cited survey about academic achievement a clear relationship was shown between defiant behavior at home and poor school achievement and disorder at school. The child who is disapproved of in school has many familiar family disadvantages. Welsh M. & Parke R.D. (2001) in their studies confirmed that children who are discouraged at home from too much intellectual exploration might perhaps lack behind in western development standard.

Enoch (2006) confirmed that the influence of home and preschool experience stimulate children towards academic excellence. They further stated that parental encouragement and guidance serve as the reinforcement to children since most of them are always willing to win approval from parent. Many studies have discovered that most important contributor to children academic achievement is in parental attitude towards the child's educational experiences. Blair (1975) stated that for schoolwork to be meaningful, it should be related to the pupil's background. He stated that children cannot do real thinking on the basis of abstraction alone. As simple as word

refers to object or situation at sometime presents to the senses the meaning is simple and secure. What causes the difficulty is that the high or abstraction goes further and further from realities or concrete experience. Sharp in his studies confirmed that a good home does not mean where parent are clever and bookish but that parent who have difficulties in reading can still provide their children with helpful stimulating background. He said that what is important is that the parent concern in their children educational development. In doing this the parent are laying a good foundation for the children education development.

According to Munir (2000) the extent to which child's intellectual potentialities for success in education process depends initially upon how the parent who transmitted these potentialities can provide the environmental influence to Nurture it. The study of Taiwo (1981) explained that it is only when the home performs it educational functions that the foundation of academic achievement is laid in children that the community utilize these potentiality to enrich children cultural heritage. Most of studies cited confirmed the importance of parents influence in their children academic achievement. The home should provide the children with adequate motivation, encouragement, support guidance and educational gadget such as computer, books television writing materials to mention but few.

In Nigeria public discussion frequently focus on educational standard. The public unhappiness become or more prominent following the annual release of the West African senior school certificate examination results. Student outcome do match the government and parental investment. All stakeholders are concerned about why the system is turning out graduates with poor result. To them it is questionable whether or not teachers in the public secondary school, the most important factor in the effectiveness of the school and in the quality of a child's education

are competent to teach effectively. The national policy of education states “No education system can rise above the quality of teachers in the system” (FGN 2006)

Ogunsaju (2004), state that the academic standard in all Nigerian educational institution has fallen considerably below societal expectations. Blumende (2001) corroborated this view he reported that the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. There is a need to focus teachers adequacy and competency in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content (Chall and Popp, 1990, Stuart, 2004; Rodgers 2001) in support of the aforementioned scholar, Ekwesili (2006) Institutionalized the private public partnership (PPP) and school based management committee (SBMC) to manage secondary education and to promote school effectiveness since students success depends on the amount of learning that takes place in the classroom and other related how effective and efficient the teacher perform in school. Ijaiya (1998) concurred and opined that improving the quality of the teaching force in schools is seen as the key to raising student achievement, thus raising educational standards should be the government number one priority.

Similarly Lassa (2000) and Guga (1998) claimed that education cannot be provides by just anybody, it requires a teacher who plans and delivers the lesson or instruction in such a way that objectives can be achieved. An uncertified teacher cannot prepare student for WASCE/GCE because it is likely that they could pass. Corroborating this, Owolabi (2007) stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system. The Banguada Seminar Report on Quantitative and qualitative in Nigerian Education (NERC,1980)as cited by Esa (2005) also shared the consensus that teachers are the main

determinant of quality in education; if they are apathy uncommitted, uninspired, Lazy, unmotivated, immoral and antisocial. The whole nation is doomed if they are ignorant in their discipline and thus import wrong information, they are not only useless but dangerous. Therefore the kind of teachers framed and posted to schools may well determine what ssssthe next government will be like. Teachers can make school curriculum; therefore their adequacy and quality for better service delivery need to be assessed on regular basis.

2.2.6 CONCEPT OF SOCIO ECONOMIC BACKGROUND

Socio economic background is defined as individual or family economic and social position based on education income employment and occupation. Socio economic level can serve as a determinant of social and emotional adjustment of the individual socio-economic status is often measured as a combination of education, income and occupation. It is commonly conceptualized the social standing class of individual or groups. Furthermore, examination of socio-economic status as gradient or continuous variable reveals in qualities in access to and distribution of resource. This inequalities may be a cause of poor social and emotional adjustment among different level of individual for example, it is assumed that those of lower and higher socio-economic level tend to experience high poor social and emotional adjustment because one is faced with in accessibility of basic need to livelihood and the other is striving for accumulation of more wealth and maintain their social status.

Low socio – economic and it correlated such as lower education, object poverty and poor health, ultimately affect our society as a whole (Richman 2006). Mukherjee, (1999) states that socio economic status is used as a measure of an individual or group of social position in the community. However, there is satisfactory single measure of an individual or family socio

economic status. As social position cannot be measured directly it is usually determined by various economic, social and physical characteristics of the environment in which individual live and work, as well as demographic and genetic factors.

According to Ainely and Long (1995) different socio economic indexes can be created from different combination of variables for different use. Selecting the most appropriate indicators and indexes for a special analysis can be problematic, therefore many factors within have a bearing on the achievement of individual. Attitude begin to take deep roots from the adolescent stage and remain almost unchangeable through the life span. Parent and teacher have thus a crucial role to play in creating a conducive environment for children (Neal, 2001) states that socio economic state help to determine self-concept, self-esteem, aspiration for future, and the like. According to (Teodor, 2012) socio economic status refers to a person position in any given group, society or culture. The more realistic goal setting of children from higher as compared to lower class children in the result is of greater feeling of security. Various cultural group and socio economic status bring about different attitude and values among adolescent undoubtedly class and socio economic factor play a significant role in development and learning of children.

2.2.6 ADJUSTMENT

Adjustment is to fit make, suitable, adapt, arrange, modify, harmonize, or make correspondent. Thus when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. In some situation, one of the factors may not be changeable and so the one which is, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper story window is a good example of such adjustment wearing of clothes according to the requirement of the season in another such example as ordinarily, it is

beyond our capacity to change the season according to our clothes. Modern technology has of course, made it possible to adjust the temperature inside dwelling houses and workplace to harmonize with our need. There has been a continuous struggle between the need of the individual and the external forces since time immemorial. According to Darwin's (1859) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others who did not died out. Therefore, the adaptation or changing of oneself or one's surroundings according to the demands of the external environment becomes the basic need for our survival. It is as true today with all of us it was with Darwin primitive species. Those of who can adapt or adjust to the needs of changing condition can live happily and successfully, while others either vanish. Lead miserable live or prove a nuisance to society. However, the concept of adjustment is not so simple as adaptation. Many psychologist and scholars differs considerably in interpreting its meaning and nature. Adjustment means the modification to compensate for or meet special condition. Drever (1952) takes adjustment to be the way and means to help the individual to meet the demands of changed condition by adapting or modifying his previous way of doing or facing thing.

One is required to change ones mode of behavior to suit the changed situation so that a satisfactory and harmonious relationship can be maintained keeping in view the individual and his need on the hand and environment or change his environment and it influence on the individual on the other. In doing so, the individual can either change himself according to the need of environment or change his environment to suit his own need (Shaffer – 1961) states that human needs are vital, indispensable and urgently require. One feels adjusted to the extent that one's needs are gratified or are in the process of being gratified. The individual tries to bring about changes in his circumstance in order to overcome the difficulties in the fulfillment of his

needs. Sometimes he reduces his needs and as a result he may feel satisfied within the limits of his environment. He thus tries to maintain a balance between his need and his capacity or releasing these needs and as long as this balance is maintained he remains adjusted. As soon as this balance is disturbed, he drifts towards maladjusted. Therefore adjustment can be termed as the maintenance of a harmonious relationship between man and his environment. An individual needs to change or modify himself in some way or the other, to fit in to, or accommodate himself with his environment. As the conditions in the environment are changing all the time, adjustment is also a continuous process. For example, if a girl from the city marries in to a rural family and has to live in a village, she would have to change her behavior, her habit and her attitude in order to accommodate herself to the changed environment (Gates & Jersild 1948).

In this rapid changing world adjustment is a persistent feature of human personality. A man of adjusting nature can lead a cheerful and wholesome life. The biological concept of adaptation has been borrowed and changed somewhat by the psychologist and renamed "Adjustment" to emphasize the individual struggle to get along or survive in his/her social and physical environment (Al-Nabhan 2001)

Adjustment with university life

Adjustment with university life is considered one of the main indicators of success in university-life as it is an indicator for the student ability to face the problem resulting from fulfilling high academic, social and emotional needs. Through achieving adjustment with university life, the student will be able to form a kind of good relationship with others in the university leading him to enhance his academic achievement. Moreover, adjustment with university life can be a strong indicator of the academic level of the student for one hand the level of social relation

development and achieving personal goals from the other hand. We can note that many educational scholar studied this aspect in order to explore the states of the academic, social and psychological level of undergraduate student than determining the problem facing them when trying to achieve their goals (Ali 2003)

The stage of university life is an important part of the student's life as he moved from the total dependence on the teacher family and curriculum in to the complete independence. Moreover, many student move away from their cities into new place causing a change in their cultural, social and psychological environment, this may affect their adjustment with the university life (Al-Shinawi& Abdurrahman 1994)

Adjustment in this regard in the individual's meeting of his psychological demands and accepting himself. The individual's ability to fulfill his psychological need and his self acceptance as well as enjoying life without any type of conflict and accepting social activities and participation in social activities (Sufian 2004). It is a behavior directed to overcome the obstacles or the techniques used by people to fulfill need and satisfy motives as well as reducing pressure to achieve balance and satisfaction (Al-Anani, 2005)

Adjusting to university life involves the complementary process of de-socialization and socialization (Pascarella and ter-enzini 1991) de-socialization entails the changing or discarding of selected values, belief and trait one bring to university in response to the university. Experience upon entry into a university, first upper student are con-fronted with new personal and interpersonal challenge that include the need to establish new relationships develop study skill and modify existing relationship with parent and their families (Tinto 1975); Tinto 1996)reported that first year student who are pre-occupied with friend from home struggle to

adjust. They also observed that student who maintains compatible relationships with their families are more likely to do well at the university. Similarly, Winter & Yaffe's (2000) study found that good relations with parent help both male and female student to adjust to the university. Student who received social support adjust easily. A study by Enoch and Roland C. B. (2006) suggest that male student adjust faster than female students. In addition, the studies revealed that female rely on social support more than their male counterparts to adjust to the university life. Also, peer support and peer network were critical in a person's adjustment in to university life (Terezini P.T. & Lorange W.G, 1981)

Types or Areas of Adjustment

Adjustment in the case of an individual consists of personal as well as environmental components. These two aspect of adjustment can be further subdivided into smaller aspect of personal and environmental factors. Adjustment although seems to be universal characteristics quality may have different aspect and dimension.

Through the numerous effort at measuring adjustment through inventories and other techniques, these aspect have been identified and various tests have be constructed to assess their dimension. For example. Bell (1958) has taken five areas or dimension in his adjustment inventory namely home, health, social, emotional and occupational. Arkoff (1968) in his book: Adjustment and mental health has enumerated the family, school or college, vacation and marriage as the important areas of adjustment. Joshi and Pandey (1964) in their research study covering school and college student have given eleven (11) areas of individual or dimension of an individual adjustment such as health and physical development, finance, living condition and employment, social and recreational activities, courtship, sex and marriage, social and psychological relations,

personal psychological relation, moral and religious, home and family future – vocational and educational adjustment to school and college work and adjustment in curriculum and teaching. In this way, adjustment of a person is based on the harmony between his personal characteristics and the demands of the environment of which he is a part. Personal and environmental factors work side by side in bringing about this harmony (Mangal S.K 2013)

Measurement of adjustment

Measurement as an instrument of inquiry is now frequently used in behavioral sciences at a general level of classification in behavioral science; the following five different types of measuring techniques are used.

- Testing techniques
- Projective techniques
- Inventory techniques
- Socio metric` techniques
- Scalding techniques

In the area of measurement of adjustment, inventory techniques are the most popular because they have many advantages compared to other techniques. Testing techniques can only be used to assess the characteristics of individual at the conscious, and project techniques only at the unconsciousness level the adjustment behavior, the adaptation to changed circumstance involves both conscious as well as unconscious behavior. Therefore, the two techniques separately are unable to give a proper assessment of an individual's adjustment.

Socio metric techniques are used in the measurement of social relationship. They can provide clues to the level of social adjustment. Social adjustment is only one part of an individual total

adjustment. The other aspect of his adjustment like physical, mental, emotional social and occupation are not explored by the sociometric techniques and they cannot therefore, be used for the accurate assessment of an individual total adjustment. Mangal S.K. (2013)

In scaling techniques opinion are collected from some other person or person about the adjustment pattern of a particular individual known to the respondents. Adjustment as a wide phenomenon carries so many things with it, that one cannot judge the adjustment pattern of another individual from his overt behavior and the inner private world or reaction of an individual cannot be assessed by the use of scaling techniques. However the following are some important inventions and measures of adjustment.

- Bell adjustment inventory development by Hugh M. Bell
- Edwards Personal preference schedule (EPPS) Publish by psychological corporation, New York
- The Heston Personal Adjustment Inventory developed by Joseph C. Heston
- The Mooney Problem Checklist
- Asthanas Adjustment inventory developed by H.S. Asthana
- Vyaktitva Parakha Prashnavali developed by M.S.L Saxena
- Joshi Adjustment Inventory developed by M.C. Joshi and JagdishPandy
- Adjustment Inventory for older people devised by P.V Ramamurti
- Teacher Adjustment Inventory Development by S.K. Mangal

Characteristic of a Well- adjusted Person

A well-adjusted person is supposed to possess the following characteristics.

- Awareness of his own strength and limitations: a well-adjusted person knows his strength and weakness. He tries to make capital out of his assets in some areas by accepting his limitation in others.
- Respecting himself and other: the dislike of oneself is a typical symptom of maladjustment. An adjusted individual has respect for himself as well as for others.
- An adequate level of aspiration: this level of aspiration in term of own strengths and abilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his advancement.
- Satisfaction of basic need: his basic organic emotional and social need are fully satisfied or in the process of being satisfied. He does not suffer from emotional craving and social isolation. He feels reasonably secure and maintain his self – esteem.
- Absence of a critical or fault finding attitude : he appropriate the goodness in object, person or activities he does not try to work for weakness and faults. His observation is scientific rather than critical or punitive. He like people, admire their good qualities and win their affection.
- Flexibility in behavior: He is not rigid in his attitude or way of life.
- He can easily accommodate or adapt himself of change circumstances by making necessary changes in his behavior.
- The capacity to deal with adverse circumstance: he is not easily over whelmed by adverse circumstance and has the will and the courage to resist and fight others. He has an inherent drive to master his environment rather than to passively accept it.
- A realistic perception of the world – he holds a realistic vision and is not given to flight of fancy. He always plans, think and acts programmatic.

- A feeling of ease with his surrounding: well-adjusted individual feels satisfied with his surroundings. He fits in well in his home family, neighborhood and other social surrounding. If a student like his school, school mates, teachers, and feel satisfied with his daily routine. When he enters a profession he has love for it and maintains his zeal and enthusiasm despite all odds.
- A balance philosophy of life: a well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situation and circumstance. This philosophy in central around the demands of his society, cultural and his own self so that he does not clash with his environment with himself (Mangal 2013)

Adjustment as Achievement or Process

Adjustment can be interpreted as both, process and the outcome of the process in the form of some attainment or achievement. When a poor child studies under the street light because he has no lighting arrangement at home he is said to be in a process of adjustment. What he attains in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the result of his adjustment to his self and his environment. Thus adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstance and is as such related to his adequacy and regarded as an achievement that is accomplished either badly or well (Lazarus, 1976). Adjustment as a process described and explains the way and means of an individual adaption to his self and his environment without references to the quality of such adjustment or its outcome in terms of success or failure. It only shows how individual or a group or groups of people cope under changing circumstance and what factors influence this adjustment.

The process of adjustment is continuous. It starts at one's birth and goes on without stop till one death. As people as well as his environment are constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently, the process or terms of an individual adjustment can be expected to change from situation to situation and according to Akoff (1968), there is nothing like satisfactory or complete adjustment in which can be achieved once and for all time. It is something that is constantly achieved and re-achieved by individuals.

Adjustment is a two way process and involves not only the process of fitting oneself into the available circumstance but also the process of changing the circumstance to fit one's needs. Empathizing this two-way nature of the adjustment process. Terezini P.T& White T.M. (1987) stated that the concept of adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometime adjustment is accomplished when the person yields and accepts condition which are beyond his power to change sometime it is achieved when the environment yield to the persons construction activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise (Magal, 2013).

2.2.8 SOCIAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT

The transition to university is marked by complex challenges in emotional, social and academic adjustment (chickering 1969). Some student finds ways to make this transition constructively and adapt to university whereas others feel overwhelmed and unable to effectively meet the demand of their new role. The boarder concept of academic adjustment involvement more than simple student scholarly potential. Motivation to learn taking action to meet academic demands,

a clear sense of purpose, and general with the academic environment are also important component of academic achievement (Backer & Siryk, 1984) student who have made relatively early decision to identify clear purpose educational goals tends to persist into social adjustment as compared with those who delay in academic planning (Kenny & Donalson 1991).

A growing body of literature suggest that a second dimension social adjustment of student, may as important as academic factors in predicting academic achievement of student (Mallinckrodt 1988) emphasis on integration into social environment as a crucial element in commitment to a particular academic institution. (Spady, 1975) important element of social adjustment includes becoming integrated into social life of the university, forming a support network, and managing new social freedom. Some of the most commonly reported crisis in the freshmen year involve difficulties in social adjustment manifested as feeling of homesickness and loneliness (Houston, 1971; Lokitz & Sprandel 1976; Rich & Scovel 1987) social support network as extremely important component of student academic achievement in the university (Heys & Oxley, 1986).

Social adjustment as an important indication of psychology is a topic attracting the attention of many psychologist. Social is the most important aspect of one's development and it is required through the relationship with others especially with the parent, peers, and teachers it is the accessing criterion of social growth relate to the person adjustment with him/herself. And others (Hartup & Rubin 2013). On the other hand, living in a human society has teamed from a set of value and expectation paradigm, and to meet one's expectation and value frame work, a person needs a sufficient amount of adjustment. Without adjustment, a person is not able to meet many of his/her academic basic need.

Nasir and Lin (2012) believed that one's personality as steamed from his or academic achievement, adjustment is an effective factor for one's positive achievement. Hence, an individual with sufficient amount of social adjustment has a vast range of joys and interest. Rogers, (1951) indicate that one who does not have a clear self-concept is not compatible. Rogers make a differentiation between one's actual self-rooted in one's experience and one ideal self which one wants to gain. To Rogers, of this two selves are far separated, one suffer more valuable for having high self-esteem and behave confidently and enjoy high social adjustment. Roger (1951).

Dhingra (2005) asserts that adjustment is a continuous process through which one change to be in proper adjustment with his environment, others, and himself. The basic objective to adjustment is to set a balance between one's wishes or needs and social expectation that affect all aspect of one's life. As a result, the person can be respond properly to all environmental stimuli to acquire his favorable stimuli and reinforcement. Although, adjustment contains many aspect of social, emotional, physical and education (academic) dimension. The best aspect is social adjustment which is the prerequisite to the other aspect of adjustment (Painta R.C. & Snow K., 2007). Emotional and social adjustment resulting positive academic outcome or achievement can provide the person with the some kind of ability to face difficulties to tackle such social and psychological pressures (Smith M. & Robert M.A., 2009).

2.2.9 EMOTIONAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT

The university who have high and sufficient amount of emotional adjustment, compatibility, they have the potentials of make better progress in their academics (Nasir&Lin 2012) Lapsley & Fitz (1990) believe weakening the person positive emotion has a close correlation with vulnerability

to depression. Those who have negative perception often show a lower efficiency and face an emotional problem to set up a close relationship with others. A lower adjustment individual can even make a problem of emotional management. Students commonly question their relationship, direction in life and self-worth (Chikering, 1969) tremendously, inner turmoil may result from a question about identity, and can sometimes lead to an emotional crisis (Mallinckrodt B. & Sedlacek W.E, 1987). Emotional problem, a second general area of adjustment may be manifested as a global psychological distress, somatic, anxiety, low self-esteem, or depression. Anxiety has been consistently found to predispose student academic achievement (Pappas & Loring, 1995).

Separation and individuation from parents are crucial developmental tasks facing late adolescents that affect emotional, social and academic achievement of the student, mental conflict between student and parent, and conflict over involved or poor attachment relations between the student and her or his parent may have a negative impact on a broad range of coping factors including emotional and social adjustment (Hoffman & Weisse, 1987; Lopez, Cambell & Watkins 1988) emotions matter to academic and that integrating cognition and emotion result in models that substantially advance our understanding of school readiness and academic achievement. Blair's (2002) and Ravers (2002) the most common findings of emotionality and academic achievement are negative associations between situational or dispositional anxiety and school outcomes (Duchene, Vitaro, Plarose & Tremblay, 2008; Seipp, 1991). The lack of substantial work on other emotions is surprising because situational emotional responses and individual differences with negative emotionality have prominent roles in many models of social development (Davidson, Schorer, & Smith 2003)

Blair (2002) Elliot and Maiyer (2009) postulated that negative emotion like anger reduces academic achievement of the student partly because they negatively affect higher order

cognitive process such as problem solving, memory and strategic thinking and focus attention on a narrow set of behavioral options (Fredrickson 2001). There is evidence that negative cognitive processes strongly relate to academic achievement; thus evidence that negative emotions are linked to this process is consistent with the notion of mediation. Both anxiety and anger may drop student ability to recall relevant information or materials (Linnerbrick E.A 2007).

Emotional adjustment via motivation and processes are clearly associated with student academic achievement (Ladd, 1999; Wighfield, Roeser & Davis-kean, 2006) and motivation might partially mediate the relationship between emotion and academic achievement. Students prone to anger or anxiety may perform poorly because negative emotion decreases or adjusts the motivation for learning and disengages in classroom activities (Linnebrink 2007), which are important predictors of academic success (Wighfield, 2006). Experiencing and expressing emotion are also likely to influence student academic achievement because of how emotion affects relationships. Emotional expressions that undermined the relationship at school, such as angrily shouting at a teacher or peer can be problematic because the quality of peer and student-teacher relationships is consistently linked to student academic achievement or educational outcomes of the students. (Hamre & Pianta, 2001, Jerome, Hamre & Pianta 2009) Students prone to anger can encounter more challenges developing and maintaining relationships in the classroom (Dougherty 2006) consistent with these ideas, poor emotionality predicts low levels of social competence (Dougherty 2006), and conflictual student-teacher relationships. Similarly, parents and teachers rate students prone to sadness as high in internalizing and externalizing problem behaviors both concurrently relating to peers to be rejected and exhibit aggressiveness (Rubin, Lemore, & Lollis 1990; Zoccolillo, 1992) if a consistently sad or anxious student continually withdraws from aversive

stimuli (such as negative experience while learning groups) he or she is likely to miss out with peers (Davidson et al. 2000)

Conversely, student prone to good or proper emotional adjustment may experience high level or academic achievement partly because emotion is associated with high quality of peer and teacher relationship. Joyful student are more likely to engage in free time social play at school and to form friendship that can provide social, emotional and academic achievement. (Spinrad, 2004)

2.3 THEORETICAL FRAME WORK

The following are the theories review for the purpose of this study:

2.3.1 Piaget's Cognitive Development Theory

Piaget (1964) has studied adjustment process from different angle. He used the term accommodation and assimilation to represent the alternation of oneself or environment as a means of adjustment. A person who carries his values and standard of conduct without any change and maintains these in spite of major changes in the social climate is called assimilator. The man who takes his standard from social context and changed his belief in accordance with the altered values of the society is called accommodator. The schemas which are acquired infancy are exercised and changed in later life. The process of change is accounted for by the psychological process constantly at work called assimilation and accommodation. At the sensorimotor level, when the infant acquire grasping schemas, he picks up thing and objects and grasp them. This schema of grasping object is called assimilation. Suppose the grasping schema is inadequate, the object is too small; it must change in order to manage the new situation. This is accommodation at work. The play activities of infant are the examples of the process of assimilation. The infant will take a stick and assimilates it to his available schemas, making it

into a horse, cow or man. The example of accommodation is imitation of others in the process of imitation, the child suppress his available and strives to establish a new schemas. The structure of the schema change from one stage to another by the process of equilibration through the process of assimilation and accommodation the student attempt to adjust or adapt to his environment to maintain balance between him and his changing environment.

Paige also described development as a spontaneous process which involves the differentiation of the body, the nervous system, the mental and the psychological structures or functions. Development perceived this way is the process of refinement in functioning which encompasses the process of growth, maturation and learning.

Piaget had worked extensively on the development of intellectual abilities. He started with some assumptions which may be summarized as follows:- The intellect is part and parcel of the animate nature. The animate nature is characterized by organization that is some pattern of doing things. This organization involves actions and images (Schemata). The structure of the organization is genetically determined. There is an idealized adult stage toward which intelligence is developing. The levels and stages of this development depend on the interaction between the genetic factors and the environment.

Piaget viewed the child as trying to make sense of his world by dealing actively with objects and people. From encounters with events the child moves steadily toward the ideal goal of abstract reasoning. The essence of intellectual maturity is to reason abstractly, to think about hypothetical situations in a logical way and to organize rules into complex higher order structures. How does the child ascend from his initial naive level to 'the idealized adult level? Piaget believed that the child passes through stages acquiring different classes of' operations until he gradually arrives at

the most mature stage during adolescence. The two major mechanisms that allow the child to move from one stage to the next are assimilation and accommodation.

Assimilation is the incorporation of a new object or idea or experience into an ideal scheme the child already has. It is the process of applying old ideas and old habits to new objects and viewing new events as part of existing schemata. For example a three-month old child on trying to grasp a new toy, kicks the toy farther away. The child's subsequent efforts to grasp the toy resulted in moving the toy still farther. The kicking response is in the child's existing set of actions. He use this to respond to a new set of conditions that is to grasp the new toy. Response to an unfamiliar condition with an old existing set of actions or schemata is assimilation.

An assimilative response may be adequate or inadequate. In the example above, the kicking response cannot bring the toy to the child, no matter how, long the child kicked. It is inadequate. The child must re-appraise' the situation and adjust or change his, schemata or system of actions in order to reach the goal. The child uses accommodation when he adjusts the kicking response to a grasping response such that he successfully gets hold of the new toy. Once the child discovers the efficacy of this grasping response he begins to apply it in situations that demand drawing near and holding.

Each time the child accommodates to a new event or problem his intellectual growth is pushed closer to maturity. He has changed his ideas about the world and has generated a more adaptive scheme. Initially the child attempts to understand a new experience by using old ideas and solutions. When they do not work he is forced to change his understanding of the world. so that eventually the new event fits into his prior beliefs. The process of making an unfamiliar object, event, or experience familiar and harmoniously fitted into one's repertoire of knowledge is the

process of intellectual development. This process involves the continuous operation of the mechanisms of assimilation, accommodation, adaptation and self- regulation or equilibration. Equilibration operates to maintain a balance between what one knows timelessly and what one can know.

Piaget identified four major stages through which intellectual development phases. They are the sensorimotor, pre-verbal stage (0-18months), preoperational stage (18 months to 7 years), the concrete operational stage (age 7 to 11+ years) and finally the formal operations stage (age 12 years onward) the stages are continuous and each is built upon and is a derivative of the earlier one. Piaget believed that no child can skip any stage since each new stage borrows from the accomplishments of the earlier ones. Every new experience is grafted onto what exists and there is always a relation between the child's present ability and beliefs and all of his past. Each of these stages is examined in more details below.

Sensorimotor, pre-verbal stage (0-18 months): During the first year and half of life the child's intelligence manifests in his action. He can suck, hit bang, and shake objects. Holding a bottle, shaking a rattle in order to produce a noise, sucking more efficiently, or seeking out a ball that rolled out of sight are examples of the coordinated motor behaviors Piaget called sensorimotor schemes. Among the important intellectual developmental tasks during the sensorimotor stage are:

(a) The development of practical knowledge of construction off object permanence: During the first three months of life, the child's visual universe is made up of a series of fleeting images without permanence. It is as if the child is in a moving vehicle watching the world pass before him. He follows a stimulus until it passes out of his line of vision. He then abandons any search

for it as if he believed that once the object was out of sight it ceased to exist. If the child's toy is hidden under the pillow, the child does not search for it. It is as if out of sight objects are out of existence. However, from nine months onwards the child actively reaches or searched for an object that is hidden from view, if he had watched it knowledge that out of sight objects are still in existence. In final stage of acquiring the concept of object permanence, the child will even search for objects that he has not actually seen being hidden he will, for example, search for his toy which, last week, was forgotten in the village.

(b) The Development of Practical Knowledge of Sensorimotor Space and the Construction of Temporal succession: One notices for example that during the first half of the second year of life that when a child's mother dresses to go out, the child would make frantic efforts to fetch the mother's other paraphernalia; her make up kit. Her shoes, her hand-bag, and thereafter request to escort the mother to her destination. The truth is that the mother had not announced her intention to go out. The child has, however, come to associate that manner of dressing with mummy going out One will notice again that when plates and cups are set on the table, the child would motion to the daddy to come and eat. What these indicate is that the child has become sensuously sensitized to the sequence of routine events in relation to time-space arrangement this is the beginning of rudimentary knowledge of space and temporal succession.

(c) The Development of Practical Knowledge of Elementary Sensorimotor Causality: Towards the end of the sensorimotor stage, the child starts to relate some actions performed on objects to specific prevailing condition. This development is analogous to and understanding of cause — effect' relationship. For example, the child understands such simple relationship like: if the napkin is soiled one washes it; one spreads wet clothes under the sun to dry them; if one touches

fire it burns ; one gets wounded if one jumped from the bed; and so on. These are evidence of the development of practical knowledge of rudimentary cause-effect relationship.

Preoperational Stage (18 months to age 7): Preoperational means that the child has not yet started operating. Operation is central to Piaget's theory of intellectual development. It is a special kind of mental routine whose main characteristics is that it is reversible. Every operation has a logical opposite. For example the rule that one squares the number 2 in order to get 4 is an operation. One can perform the reverse operation and extract the square root of 4 to obtain 2. Appreciation of the fact that the amount of soft drink in a bottle does not change when one transfers the contents into a glass is an operation. One can annul the effect of this transfer by pouring the soft drink back into the bottle.

The preoperational stage is the beginning of language, of symbolic function and therefore of thought. The child in the preoperational stage has language. He has labels or names for common objects in the environment. He can manipulate objects and events as well as overt actions. The child's scheme is now symbolic. For example, one will notice that the two year old child plays daddy/ mummy for his/ her doll. Children in this stage will imitate mummy and daddy in their absence and cook or build houses in a pool of sand. The two year old will treat a stick as if it were a lighted candle and blow it out. He will treat the chair as if it were a car and move it around, mimicking engine sound as he travels. This ability to treat objects as symbolic of things other than themselves is an essential characteristic of the preoperational child. Another characteristic of the preoperational child is that he is egocentric in his perspective. For example he will regard any play object he comes across as his own. He will hit his friend for calling his daddy 'daddy'. Daddy is his personal possession. He would want the mother to pull off his pant from that person' in the picture, which indeed is his own picture. The ta-ta in the picture is

wearing his pants! The preoperational child has difficulty taking the point of view of another child or adult. Many parents may regard this as a sign that the child has started to become unnecessarily stubborn. The fact is, the child has not sufficiently differentiated himself from the rest of the world to think that the world exists independent of him.

Concrete operational stage (Age 7 to 11+ years).The concrete operational child has started operations. However, his operation is on concrete objects and events and not on verbally expressed hypotheses. This means that the child's mental operations are limited to experiential physical reality or the perceptual present. Nevertheless, in practical terms the concrete operational child has achieved an intellectual feat in the sense that he can mentally represent a series of events or actions. For example. The child can take a walk to the community school, come back and mentally represent this path. He can put down such a mental plan of his path on paper. The major characteristics of the concrete operational stage are the appearance of the following: (a) The Operation of Classification: This manifests for example in such behavior as sorting objects by color, shape, size function or any other perceptible or quantifiable defining criterion. This is the beginning of concept development. The concept of class signifies an abstraction of some defining characteristics common to all members of the class.

(b) The Operation of Ordering:

This manifests for example in such action as arranging objects in definite sequence of increasing or decreasing length, height, size, weight or magnitude of an attribute.

(c) The Operation of Construction of the Idea of Number:

This is observed for example in the understanding the child show of the fact that symbols in the number system, say 1,2,4,5,... have no absolute meaning in themselves. Two is 2 only because it

is 1+1,2is 2 only as it relates to 1 and so on for every other number in the system. A seven year old child one came back from school with a grade of B+ in his report card. Puzzled by the unexplained grade, the child asked the mother: B PlusWhat?' That question was an evidence of the construction of the idea of number system, which was subtler than the teacher's unexplained grading system.

(d) Spatial and Temporal Operations: This manifests in the understanding of distance time or distance- speed relationship. An example is the development of depth perception children achieve this though practicing jumping from different heights. An understanding of speed-distance relationship may be achieved through practicing crossing busy expressways.

(e) Fundamental Operations of Elementary logic of Classes and Relations: This manifests in the understanding for example of relational concepts or expressions such as sister, father, darker, smaller, some of, part of, left of, taller than, and so on. The child could now understand that these relational expressions are not names or absolute attributes of objects or persons rather they are relations holding between objects, persons or between objects and persons.

(f) The operation of conservation: This is seen for example, in the child's understanding that some qualities of objects such as quantity, mass, or volume remain invariant. Such qualities do not depend on the object. The child can understand compensatory functions. For example, length and width are compensatory — if a quantity, of Plasticize is made shorter, it becomes wider so length and width compensate each other. Understanding of such compensatory qualities demands that the child thinks of the two variables simultaneously. Another example may be cited. Ten pebbles spread all over a table remain ten when they are clustered together. The number ten is invariant irrespective of the perceptual arrangement. Development of conservation

is an important hallmark in intellectual development because it aids the decent ration process which not only unties the child's thought from self and perceptual qualities of objects but also opens the mental gateway to possibilities and probabilities.

Formal Operational Stage (Age 12 years onwards): the formal operational stage coincides with adolescent period of development. At this stage the individual can reason on hypotheses and not only on objects. The construction of propositional logic and combinational reasoning also appears. Below is a brief description of some important characteristics of this stage. (a) Reasoning Hypotheses: The adolescent is capable of considering all possible ways a particular problem might be solved and the possible forms a particular variable might assume. For example, if the adolescent is thinking about the shortest way to get to the market, he can and will review all the possible routes and he knows when he has exhausted all the possibilities.

Let us consider' the following question put to a seven —year old and a 13 —year old: Towards the end of an examination, considered to have been conducted under very strict supervision, a student was caught with a script containing the correct solutions to all the questions asked in the same order the questions were asked. What happened? They younger child thinks up a reason that satisfies him and states it: the student saw the question paper in advance. The older child is more likely to generate all the possible ways such a cheating could have been effected — the cheat could have seen the questions in advance; the script was written outside the examination hall; he could have copied from a text which he later hid away; and so on.

Consider another problem put to the children:" A man was found dead in the back seat of a car, which had hit an electric pole. What happened?" Again typically, the younger child thinks up a reason that satisfies him and states it: the man hit the pole and was thrown to the back seat and

was killed. The older child is more likely to generate all the possible ways this event might have happened — the victim could have hit a pole and was thrown into the back seat; he could have been killed, then put in a car that crashed in order to make the scene appear to be an accident; he could have been put in the back seat by his companion after the crash; and so on. This tendency to generate and explore systematically all the possible solution hypotheses and then to check each carefully for its probable validity is one of the hallmarks of the stage of formal operations.

(b) Constructing Operations of Propositional Logic: Propositional logic is a self - consciously deductive reasoning process reminiscent of the thought of a scientist. The adolescent can think in terms of hypothetical propositions that may be fanciful and not fit any reality. Consider this illustration: Ndubisi is a 15 —year old Junior Secondary III student. The mother sent him to the market with N5.00 coins and a small basket full of sour soup. The instruction was the Ndubisi should buy N2.00 worth of bar soap and N3.00 crayfish, no matter how much he sold the sour soup. Incidentally Ndubisi returned without the crayfish, the soap, the money, and without the sour soup. Ndubisi defended himself thus: One madam prized the sour soup N7.00 and I asked her to pay. She demanded for a balance for the ten Naira note which she had. I gave her the coins in my pocket and forgot to receive the ten naira note from her. Before I recollected myself, the woman had melted into thin air. In the next moment, I saw her several meters away racing on all her four limbs'. Now what is silly about that defense? The seven —year old may object to the problem above by insisting that the woman cannot run on all four limbs. However, the adolescent can accept the fanciful hypothesis and attempt to reason out an answer. Propositional reasoning helps the adolescent to understand abstract concepts that have no equivalence in physical reality. It helps thought to transcend beyond the perceptual frame of physical things into

the world of probabilities and possibilities. Such concepts like the atom, the electron, the mole, absolute zero temperature, the law of inertia, the theory of relativity, and so on cannot be understood through physical experience. They are inferred through suppositions.

(c) Constructing Operations of Combinational Reasoning:

Combinational reasoning is a way of organizing and combining abstract rules to solve a whole class of the relationship between language and thought is like the chicken 'egg' question. It is not clear which comes before the other. There is a dynamic simultaneous mutual interaction (SMI) between language and thought.

2.3.2 Developmental View of Social Behavior Erikson's Theory of Psychosocial Development

Erickson (1963), views adjustment as a function of the conflict between inborn instincts and societal demands. He has divided the entire human life span into eight distinct stages. At each stage, the society characterized by a particular culture puts up a specific demand which may or may not suit the urges or instincts manifested at that specific stage by the individual. In this way, at each stage of life one is faced with a crisis the resolution of which can have either a good or bad effect on one's adjustment. For example, during the stage of infancy, the individual is confronted with the problem of resolving the crisis peculiar to this stage, i.e. trust (enabling him to form intimate relationships) versus mistrust (enabling him to protect himself in the hostile world) for his proper growth and development. The outcome of his behaviour depends upon the success or failure of the satisfactory resolution of this crisis and consequently he may grow into a wholesome healthy personality or a defective and deviant personality.

Erikson presented the psychosocial theory of social development. The theory attempted to explain how society and culture present challenges that shape the individual as he matures. To Erikson psychosocial development refers to changes in one's interactions with others, and one understands of others, and of one's knowledge and understanding of oneself and others as members of society. Erikson had proposed that developmental changes occurring throughout one's life may be perceived as a series of eight stages, with each stage focusing on a developmental task, a crisis or challenge or turning point in one's life span. The individual necessarily undertakes each stage task in a process, which Erikson has described as a polarity of pathology and health or pairing of the most positive and the most negative aspects of the crisis of each period.

In reality none of the stage crisis is completely resolved but sufficient resolution of a stage crisis to some extent equips the individual to be able to deal with the challenges presented by the next stage of development. Thus each stage is considered to be salient at a particular age period, and optimal development is supposedly characterized by a sequence of successful resolutions of the stage crises. The crux of Erikson's is that the ability to master one's environment, to perceive oneself and the world realistically, and to show unity of the various aspects of one's personality, is prime in mental health and productive life. The first five stages spanning infancy to adolescence are considered here. These five stages are perceived to have greater relevance to school — related activities.

Stage one - Trust Versus Mistrust (Birth 1 1/2 years)

During the child's first year of life he accomplishes a great deal in learning to move in space and perform the simplest actions with objects. He learns to hold his head up, to sit down, crawl, stand

up on his feet and take one or two hesitant steps; he begins to reach out to objects, seizes and holds on to them, and finally; to manipulate them. These are actions, which lead to the gradual mastery of forms of characteristics of human behavior. Without proper child-care and upbringing the child may develop and establish with these movements such actions that may, rather than facilitate further development actually retard it. For example, the child may start to thumb-suck, peer endlessly at his hand held up to the face, fumble with the hands, etc.

These are dead end actions which may not facilitate the acquisition of new impressions and familiarization with new objects and their characteristics. Rather they separate the child from the physical reality or external world. Sucking one's fingers or thumb results in an almost total and long term retardation of other schemes. This is because while sucking, the child does not move, looks at nothing, listens to nothing and it is very difficult to break him off this. Thus the child needs to be constantly attended to by significant adults for proper organization of his behavior at this stage. According to Erikson, the fundamental social issue which the child must deal with at this stage concerns trust as opposed to mistrust. The child learns to think of the adult as someone on whom he can count as dependable or undependable, treacherous or trustworthy.

The child who resolves the crisis of trust learns to rely on providers outside of himself trust himself as well and the capacity of his body to respond adequately to life urges. He will feel essentially optimistic about people and their motives have faith and confidence in self and the world in general. The child who is unsuccessful in resolving the stage crisis learns to distrust people prefers to be alone because friends get one into trouble, dislikes confiding in anyone, distrusts both self and the world. One infers from Erikson's analysis, that among the defining elements of social pathology are included over-optimism or over-pessimism about what the provider will be or not be willing to provide. Acquisition of basic trust defines the positive aspect

of mental health and social adjustment. Significant adults in the family especially the care givers play important part in the development of basic trust at infancy by ministering to the child's needs more or less at the child's beck and call.

Stage Two: Autonomy Versus Shame or Doubt (2 - 4 Years)

By the end of infancy the child had developed, through his movement and activities organized by adults, initial conceptions of the world around him as well as elementary forms of perception and thinking. During early childhood he begins to master important forms of activities namely social intercourse and the mechanism of using stable incentives and play. These enable the child to find his bearing in the world and help him to assimilate social experiences.

According to Erikson, during the second stage shame and doubt may possibly become established as pathological trends, as opposed to autonomy. Successful resolution of the stage crisis — leads to acquisition of rules which do not hamper freedom and initiative but enable the child to be more effective. Conscience rather than guilt controls the child. He can employ enterprise and has a sense of industry. Attitudes and ways of doing things is the child's own. He is not afraid of holding his own opinion against the groups or doing what he likes against the dictate of the social group. Unsuccessful resolution leads the child to be self-conscious about own ideas and ways of doing things. The child prefers to stay within tried and tested ways. He avoids asserting self against the group, and emphasizes how much like others he is.

Stage Three: initiative versus guilt (4 to 7 years)

During middle childhood the child further elaborates on the skills involved in inter-personal discourse, object and play activities acquired earlier. The child's volume of social intercourse

expands as the child strives to seek out playmates and to satisfy his own need for positive emotions. He masters, through social intercourse, emotional expression relevant to parents, peer, teachers, authority figures, etc., and to varying situations routinely encountered in the immediate environment. The child begins to learn how to distinguish right and wrong as defined by the social group and to do something for others on his own initiative.

According to Erikson, successful resolution of the stage crisis leads the child to take pleasure in planning and initiating actions, to plan ahead, to design own schedule of activities. Unsuccessful resolution leads the child to letting others initiate actions, to play down on success and accomplishments.

Stage Four: industry versus sense inferiority (6-12 years)

After the child had entered school he comes in contact with a greater number of children. His interest in family activities begins to wane. His circle of friends begins to widen.

This is the 'gang- age' the age during which children begin to rapidly acquire social consciousness. The child begins to be more clearly aware of the motivating forces and consequences of what he does. The child's self-awareness and understanding of what he is develop as he learns what qualities he possesses, how those around regard him, and what it is that produces their attitudes. The child now is more able to appraise himself, his achievements, his failure and resources. This is the period the child develops self-acceptance, the period to build positive image of self; the period to develop fundamental skills in reading, writing, and arithmetic. This is the period to begin to develop appropriate scale of values or priorities, and to begin to achieve competence in personal care.

According to Erikson, successful resolution of this stage crisis leads the child to like to make things and carry them to conclusion, to strive for skill mastery, and to have pride in production. Unsuccessful resolution leads the child to self-rejection, to developing of a feeling of inferiority — an attitude of "I am not able". Thus the child may leave things undone; feels inadequate about own ability to do things or to produce work.

Stage Five: Identity Versus Diffusion or Role Confusion (12-years) Ego psychologists believe that the most crucial crisis in the Ericksonian psycho-social theory of personality is that of establishing a secure sense of self-identity while avoiding the development of identity diffusion. This crisis stage is concerned with the need to establish a self-identity which is unique, stable, and enables an individual to provide a satisfying answer to the question, 'who am I'? Individual struggles to achieve behavior characteristic which earn him respect from others and enable him achieve a sense of self worth and dignity. Peer influence is very strong at this stage as acceptance or rejection by peers may have serious implications as he works towards the resolution of identity crisis. When an individual fails to positively resolve the crisis at this stage, there may be what is referred to as identity diffusion. In this case, the individual may perceive himself as an inferior and unimportant member of the social group. He may become a social isolate or may engage in anti-social behavior to achieve the recognition which he supposedly lacks.

Stage six: Intimacy versus Isolation (Young Adult) This crisis stage occurs at the same period as that of the identity question. It is a period when adolescents attempt establishing a close relationship with members of the opposite sex. Achieving successful relationship would require adolescents giving up some of the rigid principles they may hold in order to be accommodated in an inter-personal relationship. Entering into and maintaining an intimate

relationship would also require cooperation, ability to share and care for others. These qualities when developed ensure closer affiliation with others. An individual who is unable to form an intimate relationship with others may become lonely, unhappy and a social isolate. (Aisha, Yunusa & Umma 2013)

2.3.3 Murray's Theory of Motivation

Murray's theory of motivation comes under need theories of motivation. His theory has been influenced by the dynamic approach of psychoanalysts and field theorists. Before discussing Murray's conception of motivation, it is necessary to present his distinction between two major kinds of activity: process and modal activity and directional activity on the other hand. Different motivational concepts are applicable to each kind of activity.

Both Process and Modal activities are engaged in for their own sake and in this sense they are unmotivated. "Process activities" are the fundamental givens of life itself the manifestations of life seen in random, spontaneous, uncoordinated, effortless, and involuntary perceptions, movements, and vocalizations. These undirected activities are observable primarily in the infant and young child when the high energy level overflows into activity. "Modal activity" is activity in that perfection of activity is required for satisfaction. Developing a modal activity may be extremely tedious, but the goal is for the activity to become eventually effortless. For example long hours of dull practice in learning to play a musical instrument are tolerated by the learner for the sole purpose of perfecting the skill. No rewards extrinsic to the modal activity itself are necessary to maintain the practice. A large part of our mental and creative endeavors are examples of modal activities.

Directional activity differs from process and modal activity in that it is oriented towards some satisfying end state or goal that is extrinsic to the activity itself, e.g. food-seeking activity. The activity is directed towards the acquisition of a goal (food), the achievement of which brings satisfaction. Murray based his conception of motivation on the need for food model. He adopted the view that food seeking behaviour and other such activities "constitute an alluring conceptual trap for the unwary theorist" and he imposed on himself the prohibition against using the hunger drive and its motor patterns and effects as a paradigm of directional behaviour. Murray's conception of need remains the best example of the hunger-based conception of motivation and one that has stimulated most of the research in the area. According to Murray, needs are not discernible facts but are hypothetical constructs that refer to processes existing in the brain. He used two criteria for defining and identifying needs. The first is the kind of situational transformation that the need brings about, that is the kind of effect produced by the need. The second is the kind of activity, effect, or end situation that is associated with satisfaction (Murray as cited Morgan, King, Weisz & Schopler, 2004)

Murray dealt with the optimum number of the needs for a useful theory of motivation. The list modified from his 1938 conception of needs is divided into the viscerogenic and the psychogenic. The viscerogenic needs have to do with physical satisfactions and they have their source in the psychological make-up of the organism sex, harm avoidance, sentience; air water, food, lactation, urination, defecation no avoidance, heat-avoidance, and cold-avoidance (Mangal, 2013). The psychogenic needs have to do with mental or emotional satisfaction. They are presumably dependent upon and derived from the viscerogenic needs, but the process by which the derivation occurs is in doubt.

Adaptation of Murray's List of Viscerogenic and Psychogenic Needs is Presented Below.

Table 2.1 Source: Henry a. Murray, explorations in Personality as cited in (Chauhan, 2007)

NEED	BRIEFLY DESCRIBED AS NEED TO
Harm avoidance	Avoid pain, physical injury, illness and death. Escape from a dangerous
Sentience	Seek and enjoy sensuous impressions
Sex	From and further an erotic relationship. Have sexual intercourse
Abasement	Submit passively to external force; Accept injury, blame, criticism, punishment;
Achievement	Accomplish something difficult; Master, manipulates, or organizes physical objects, human beings, or ideas; Overcome obstacles and attain a high
Affiliation	Draw near and enjoyably cooperate or reciprocate with an allied object;
Aggression	Overcome opposition forcefully; Fight; Revenge an injury: attacks injure or
Autonomy	Get free, shake off restraint, and break out of confinement; Resist coercion and destruction. Be independent and free to act according to impulse.
Blame avoidance	Avoid blame or rejection (loss of affection) Inhibit narcotic, a social impulses and perform be rebuked by others
Counteraction	Master or make up for a failure by striving; Obliterate a humiliation by resumed action; overcome weakness, repress fear.
Dependence	Defend the self against assault, criticism and blame. Conceal or justify a
Deference	Admire and support a superior object. Praise, honour, eulogize, and emulate
Dominance	Control one's human environment to induce an object to act in accordance
Exhibition	Make an impression. Be seen and heard
Info-avoidance	Avoid humiliation. Quit embarrassing situations or avoid conditions that may lead

One method of assessing the strength of need is by the intensity, duration, and frequency of its occurrence. Another way is by the "focal-diffuse dimension" by noting the number of objects or events that serve as goals for the need. If there are only a few goals associated with the need, it is diffuse. We can also assess a need by determining its "prepotency" the urgency with which the need becomes "regnant" or dominant, e.g. the need for oxygen is pre-potent over the need for food. When two or more needs are satisfied at the same time by the same behaviour, the needs are said to be "fused", "subsidization" refers to the situation in which one or more needs are activated in the service of another need (Santrock, 2010). Conflict between needs occurs when two or more opposed needs of about equal strength are active at the same time. Needs, it should be recalled, arise out of a state of disequilibrium that the subject experiences as unsatisfying and un-pleasurable. This state gives rise to activity that, if successful, is instrumental to acquiring a goal that leads to the end situation, for the subject is returned to a state that existed prior to the beginning situation. In this way the tension of the beginning situation is reduced at the time of the end situation. Thus, behaviour tends to reduce a certain kind of dissatisfaction and to increase a certain kind of satisfaction (Morgan et al, 2004).

At the lower end of what Murray termed the "hedonic scale" are expression of depression, crying, and retardation of motor activity. At the high end of the scale, feelings of elation, shouting, and laughter are common. While some directional activities are initiated from without and some from within, processes and modal activities are clearly set into motion by events totally within the subject and there is some doubt as to whether they are motivated at all in the usual sense of that term (Nwachukwu, 1999).

2.3.4 Weiner Attribution Theory for Success or Failure:

Attribution theory rests on three basic assumptions (Santrock, 2010). First, people want to know the causes of their own behaviour and others, particularly behaviour that is important to them. Second, attribution theory assumes that we do not randomly assign causes to our behaviour. There is a logical explanation for the causes to which we attribute our behaviour. Third, the cause that we assign to our behaviour influence subsequent behaviour. If we attribute our failure to a particular person, we may come to dislike that person. The student who believes that "no matter what I do, Mr. Smith won't give me a good grade" will come to dislike Mr. Smith. Attribution theory also relates well to the need for achievement. Bernard Weiner as cited in Santrock (2910) believes that when achievement is aroused, we tend to attribute our performance to one of four elements ability, effort, task difficulty, or luck. Each of these elements is characterized below.

Ability: These attributions of success and failure have important implications for teaching since students' assumptions about their abilities are usually based on past experiences. It is precisely here that we find explanations for math phobia, reading problems, or dislike of science. When students have a history of failure, they often make the rather devastating assumption that they lack ability. This tendency is particularly true if others do well at the task. Once students question their abilities, this doubt spreads to other subject and other tasks. Soon there is a generalized feeling of incompetence that paralyzes initiative and activates an expectation of failure. Schunk (1989), studying the relationship between self-efficacy (that is, personal judgments of performance capabilities on any task) and learning,

reported that students enter a classroom with aptitudes and experiences that affect their self-efficacy for increases, and in turn, enhances motivation.

Students who consistently question their own abilities pose a serious challenge for educators, because the students' history of failure and feelings of incompetence undercut motivation and learning. An initial assumption about these students should be that there must be something that they can do well. Consequently, search for tasks that they can perform with competence and publicly reward them for their success. Remember: Avoid the danger of attributing their initial failure to a lack of ability before searching for alternate causes.

Effort: Weiner (1990) also made the interesting discovery that students usually have no idea how hard they try to succeed. Students (and all of us) judge their efforts by how well; they did on a particular task. Even in tasks involving pure chance, successful students believed that they tried harder than those who were unsuccessful. An important cycle is thus established: Success increases effort; effort produces more success. The educational implications are real and significant. If a skill is to be mastered and the teaching is consistent for an entire group, then student performance will vary because of motivation. Here again we note the importance of ensuring success as a means of encouraging further effort (Santrock, 2010).

Luck: Finally, if there is no tangible link between behaviour and goal attainment, the tendency is to attribute success to luck. Those students who have little faith in their abilities attribute their success on almost any task to luck, thus short-circuiting the motivational network just described. Success in this case will not increase effort; lack of effort does

nothing to bolster a belief in one's ability, and tasks remain an overwhelming obstacle (Santrock, 2010).

Task Difficulty: Task difficulty usually is judged by the performance of others on the task. If many succeed, the task is perceived as easy and vice versa. An interesting phenomenon can develop here. If a student consistently succeeds on ability. But if individual success is matched by the success of others, then the source of the success is seen in the task. Weiner's findings emphasize once again the importance of matching a task with a student's ability, thus enhancing ability and increasing effort (Santrock, 2010).

2.3.5 James- Lange Theory of Emotional development

One of the first psychologists to attempt a scientific explanation of emotion was a Harvard professor, William James. Incidentally a few years later in 1885 a Danish physiologist Carl Lange also arrived at the same conclusion as propagated by James and consequently, the theory is jointly named as James-Lange theory.

James-Lange theory advocates that emotions spring from physiological reactions. The perception of a stimulus causes our body to undergo certain physiological changes and will experience emotion. This theory, however, reversed the old common notion about the sequence of arousal or adjustment of emotions. The previous sequence was we see a bear, we feel afraid we run, according to the new theory, the order is changed to we see a bear, we run, we feel afraid..

James- Lange theory view Adjustment as a bodily changes follow directly the perception of the exciting fact; and that our feeling of the same changes as they occur in the emotions. According to James and Lange we experience bodily changes in reaction to events in the environment.

These psychophysiological changes, then lead to the feelings we identify as emotions rather than the other way around.

Emotions also have damaging effects on the behavior of an individual. The most damaging effect of emotion is a physique of the individual. Constant emotional tension may cause lack of sleep, restlessness, headache, chronic fatigue, insomnia and lack of appetite which in turned to have effect an academic achievement of the individual if he is not properly adjust. Kuhlen in 1952 conducted research on the effects of continuous emotional tension he reported that emotional tension affect the efficiency of the individual, adjusted or shifts moods and inconsistency in behavior. It also affects the memory. Forgetfulness increases in emotional state. The individual cannot reason, think and concentrate on a problem. Constant emotional pressure disturbs learning ability, fear and anger, etc cause the most powerful effect on though process. Moodiness and irritability etc they bring adjustment or change in our attitudes toward life, negative emotional experience for a long period disturb the total personality of an individual and may lead to mal, adjusted behavior developing proper emotions and adjusting it is, very essential objective towards adolescence. Academic achievement. Meeting social demand as well as to eliminate the damaging effects of the emotions and attitudes, habits behavior and physical wellbeing adjustment of emotions is essential. Adjustment does not mean repression but learning to approach a social situation with rational attitude and repression of those emotions which are socially unacceptable. Emotions serve as an effective media of communication between individuals and guide an individual to adjust or modify his behavior in order to confirm to social standards. Unguided emotions may prove harmful to the individuals may indulge in maladjusted or destructive behavior.

2.3.6 Cannon-Bard Theory of Emotional development

Cannon view adjustment as the physiological responses that accrue simultaneously, not one after another. For example when we encounter a frightening stimulus like a bear, the sequence of adjustment or arousal of emotion takes the form as, we perceive the bear, we run and are afraid, with neuter reaction that is emotional response and emotional experience, preceding the other.

Cannon proposed that the lower brain centres, specifically the thalamus and hypothalamus, are responsible for inciting emotional reactions. After perceiving a stimulus, the sensory impulses reach that thalamic-hypothalamic region. From there they are carried simultaneously to the internal organs of the body and the cerebral cortex. The cerebral cortex therefore, receives and experience emotions at the same time when physical adjustment or changes occur in the body. Cannon proposed that different emotions are often associated with the same psychophysiological states within the body. (Today, with more advanced measurement techniques than were available to cannon, we can recognized better the differences in the psychophysiological states corresponding to various emotions) in additions, the organs of the body do not provide the kinds of information that people would need to distinguish one emotion from another. Cannon propose instead that the brain, the thalamus in particular, controls emotional behavior. Bodily reactions alone do not. However, Philip Bard (1999) later elaborated cannon's view, so it is to a reaction on the part of the brain, which in turn leads to identification of an emotion.

Psychologists now believe that some aspects of both the James-lange theory and the cannon theory are correct. Cannon was correct in recognizing that emotions are largely governed by the brain, especially by several parts of the limbic system. E.g. the hypothalamus. James and Lange

were also correct, however, in noting that physiological adjustment or change contribute to people's perception of their emotions. (Robert J.S, 2002).

2.4 Empirical studies

A study was conducted by Othman, (2014) on Influence of Psychological Adjustment on Academic Performance of International Students: The Moderating Role of Social Support. The study was conducted to investigate the dimensions of psychological adjustment that might contribute to students' academic performance by looking at the moderating effect of social support. The results of hierarchical regression analyses indicate that cognitive adjustment is the most significant predictor of academic performance with p-value of 0.000. Therefore, family support was found to enhance the relationship between affective adjustment and academic performance. Friends support on the other hand, moderates relationship between attitudinal adjustment and academic performance.

Lloyd, (2012) conducted a study on Impact of Children's Social Adjustment on Academic Outcomes of students. The study tested whether social adjustment added to the prediction of academic outcomes above and beyond prior academic functioning. School records and peer, teacher and self -reports were measures were collected for 1,255 third grade children in the fall and spring of school year. Social acceptance and aggression with peers were include as measures of social adjustment. Academic performances include reading and Math CGPA, classroom behaviour, academic self -esteem and absenteeism. As expected support for the causal model was found where both forms of social adjustment contributed independently to the prediction of each area of academic adjustment. Gender differences in the patterns of the results were present particularly for the impact of aggression and academic adjustment.

Panda (1997) studied the impact of creativity and adjustment on academic achievement and found that creativity and adjustment were essential factors for the progress of academic achievement of student. The correlation between academic achievement and creativity, academic achievement and adjustment showed that there was a linkage between them. Therefore proper stress may be given to develop creative power among the students, so that they can be balanced and ultimately secure better academic achievement. Uche (1995) observed that in any classroom, some students come from well-to-do homes where they are well-fed and their various needs met to a large extent, while others come from economically deprived homes where the basic need for food cannot be assured. According to him, some parents may place great values on education and emphasize on the need for hard work while in school. They may also take the extra step of inspecting the ward's school work on a regular basis and offer a helping hand in terms of instruction. Yet others are nonchalant about the students and what they do at school.

The student might be the product of a broken home or both parents may be under stress at home maybe non — existent or the student may be kept so busy with household chores after school that he has little or no time for his homework. Generally, the variables that related to the home are powerful determinants of what a student can do at school. They may determine his interest, his aspirations, achievement level and his level of commitment to academic work (Uche 1995). The influence of parents is one of the most persistent factors determining the child's interests in school. Not only do parents influence children attitudes toward school in general, but they have profound influence on their attitude towards the importance of education, towards studying, toward different school subjects and towards his teachers and classmates. When parents show an interest in the child's schooling and pride in his

achievements, the child usually lives upto his capacities. When parents are in different, the child is likely to be indifferent also while most parents, even if their own education has been limited, feel that their children should have good education, they unfortunately foster often unconsciously unfavorable attitudes in their children, also the children's social responsibility (Cobb 1992).

Ogunshola and Adewale (2012) investigated the relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State is investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analyses were: parental socio-economic background, parental educational background, parental educational qualification and students' health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on students' academic performance. Parental socio-economic statuses and parental educational background did not have significance effect on the academic performance of the students. However, the parental educational qualification and health statuses of the students were identified to have statistical significant effect on the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student' home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area.

Adenike (2013) assessed the effects of inter-relationship between family type and academic achievement of students. A Correlational survey research was adopted for the study with a

total of 300 respondents. Analysis of the data indicated that significant relationship exists between academic achievement, family type and students' academic motivation ($r=0.26$; $P<0.005$). Also, a significant relationship existed in the overall academic achievement of students from monogamous families and those from polygamous families ($T\text{-cal}=3.48$; $P<0.005$). However, sex did not significantly affect academic achievement of students from monogamy and polygamy background. Though, the males tend to achieve slightly better than the females with mean of 36.26. Outcome of this finding posited that counselors should provide the necessary assistance and psychological support for students from polygamous family to overcome poor academic achievement.

Yengimolki, Kalantarkousheh and Malekitabar (2015) their study aimed at exploring the relationship between self-concept and social adjustment with academic achievement of students. The research population was male and female secondary students in Iran, Islamshahr city. The subjects selected through cluster random sampling method including 234 students(122 male and 112 female students). Rogers Self-concept questionnaire and the student adjustment questionnaire utilized. For academic achievement, the first half-year GPA considered. Using SPSS software for data analyzing, the results of the study are; there is a significant difference between girls and boys academic achievement, there is also a significant difference in the overall adjustment between these two groups, but there is no significant difference between their self-concept. To study the relationship between self-concept and social adjustment with academic achievement of the male and female students and its dimensions the correlation matrix of the students' scores of research variables calculated. The result indicates a significant relationship between self-concept and adjustment. There is a significant correlation between academic achievement and social

adjustment, but there is no significant relationship between self-concept and academic achievement. In general, the results indicated that the better adjustment people have, the more ability they will make progress in their life.

Nicole, Stephens, Hamedani, and Destin (2014) examined a Closing Social-Class Achievement Gap among College students who do not have parents with 4-year degrees (first-generation students) earn lower grades and encounter more obstacles to success than do students who have at least one parent with a 4-year degree (continuing generation students). In the study reported here, we tested a novel intervention designed to reduce this social-class achievement gap with a randomized controlled trial (N = 168). Using senior college students' real-life stories, we conducted a difference-education intervention with incoming students about how their diverse backgrounds can shape what they experience in college. Compared with a standard intervention that provided similar stories of college adjustment without highlighting students' different backgrounds, the difference-education intervention eliminated the social-class achievement gap by increasing first-generation students' tendency to seek out college resources (e.g., meeting with professors) and, in turn, improving their end-of-year grade point average. The different education intervention also improved the college transition for all college students on numerous psychosocial outcomes.

Ogundokun and Adeyemo (2010) examined the moderating of emotional adjustment, age and academic motivation on academic achievement of secondary school student. The study adopted a survey research design. The participant of the study were 5, 637 (both male and female) secondary school student from Oyo State, Nigeria. Their age ranged between 12 and 17 years with mean age of 15.96 years. Two valid and reliable instruments were used to assess emotional adjustment and academic motivation while achievement tests on English language and

Mathematics were used as a measure of academic achievement. Descriptive statistics, Person's Product Moment Correlation (PPMC) and hierarchical regression were used to analyse the data. The result revealed that emotional adjustment, age and academic motivation were potential predictors of academic achievement with ($r = .395$).

Mishra (2008) carried out a research titled "Effect of emotional adjustment on academic achievement of Jaipur senior secondary student" the researcher investigated the effect of emotion adjustment on academic achievement of senior secondary students. A sample of 100 students was drawn adopting random cluster sampling technique from Government Senior Secondary School of Jaipur District, Rajasthan survey method was used to collect the data. The study revealed that there is a positive effect of emotional adjustment on academic achievement of total group students and especially Boys students.

Hashemi (2011) in his study titled Relation between emotional adjustment and self- efficacy: A case of Iranian EFL University students investigated the relationship between emotional adjustment and sense of self- efficacy belief. The research was carried out to investigate this association based on theoretical contentions in the literature which demonstrated of several factors. One of which is the individual emotional states. To empirically investigate the theorized relationship between self- efficacy and emotional adjustment, 97 EFL university students were selected according to convenience sampling from different universities in Iran. The participants were asked to complete the Baron EA test as well finding of the study indicated that there is a significant relationship between self- efficacy beliefs with ($r = .456$).

2.5 Summary of Literature Review

This chapter deals with thorough review of relevant literature of the study. From the literature adjustment is the process by which a person or living organism maintain a balance between its needs and the circumstance that influence the satisfaction of these needs. Adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation, environment and internal forces. The concept of adjustment refers to active creative efforts to live effectively. This requires gaining skills through interaction with one's world acquiring a degree of control over one's daily life successfully meeting life's challenge and self-understanding and the ability to make accurate judgment about people and place. The further explains other concepts such as academic achievement and the relationship between social and psychological adjustment with academic achievement of students. Furthermore, relevant theories were reviewed which include Piaget Cognitive Development, Development view of social behaviour, Erickson's theory of psychosocial development, Murray's theory of motivation and Weiner's attribution of success or failure. Last segment deals with related empirical studies.

However, the uniqueness of this research is established in the sense that the empirical studies reviewed focus on relationship between social adjustment and academic performance among adolescents, psychological adjustment and students' self-concept, impact of children's social adjustment on academic outcomes, relationship between academic achievement and social adjustment: evidence from Chinese children, students' adjustment to college life at Albalqa Applied University among others. While this study distinctly examines influence of psychological and social adjustment on academic performance of students at Ahmadu Bello University, Zaria.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter deals with the research method used in this study. These include research design, population, sampling techniques, instrument for data collection, validity and reliability of instrument, pilot study and procedure for data collection, procedure for data analysis.

3.2 Research Design

The design adopted in conducting this research was survey. This design according to Belue (1995), is a form of descriptive research undertaken when dealing with systematic collection of data or information from a population through the use of personal interview, opinion, scale, questionnaire and or observation. This study involves an investigation of entire population of people or items under study by collecting data from sample drawn from the population and assuming that these samples are true representation of the entire population. Since the population of this study is large, and samples are to be drawn to represent the entire population. Correlation method is appropriate to that effect.

3.3 Population

The population of this study was made up of all 300 level students of Ahmadu Bello University Zaria. Their number stands at six thousand, six hundred and thirty five (6,635) male and female undergraduate students. This is the population of the entire 300 level students of the university across the twelve faculties both male and female. The table 3.3.1 below describes the population of the study

3.3.1 Distribution of the population of 300 level student of Ahmadu Bello University Zaria according to their faculties and percentage

NO	Faculty	No. of student	percentage
1	Administration	835	12.6
2	Agriculture	95	1.4
3	Art	588	8.9
4	Education	1051	15.9
5	Engineering	685	10.3
6	Environmental design	512	7.7
7	Law	280	4.2
8	Medicine	188	2.8
9	Pharm science	150	2.3
10	Science	1364	20.6
11	Social science	789	11.6
12	Vet. Medicine	118	1.8
	TOTAL	6635	100%

3.4 Sample and Sampling Technique

The sample of this study is 351 male and female undergraduate student of ABU, Zaria. This sample is drawn from the entire population of all 300 level students which is 6,635. The selection conforms to the Krejcie and Morgan (1970) prescription as attached in the appendix of this research.

Proportionate sampling technique was used in the allocation of sample to the various faculties. This is because the faculties differ in their population and to ensure equitable distribution of the sample, proportionate sampling technique was appropriate. However the research will purposefully target 300 level undergraduate students of Ahmadu Bello University, Zaria. These students at 300 levels have stayed enough in the university. However, their social and emotional adjustment was determined there by correlating with their academic achievement.

The table below shows the sample size of each faculty proportionately

Distribution of the Sample of 300 level student of Ahmadu Bello University Zaria according to their faculties and percentage

No	Faculties	No student	Male	Female	Total
1	Administration	835	23	22	45
2	Agriculture	95	3	3	6
3	Art	588	16	16	32
4	Education	1051	29	28	57
5	Engineering	685	19	18	37
6	Environmental design	512	14	14	28
7	Law	280	8	7	15
8	Medicine	188	5	5	10
9	Pharm science	150	4	4	8
10	Science	1364	37	37	74
11	Social science	789	21	21	42
12	Vet. Medicine	118	3	3	6
	Total	6,635	182	178	360

3.5 Instrumentation

Three main instruments were used for this study. The instruments are Social Adjustment Inventory, Emotional Adjustment Inventory, and CGPA of the students. The instrument

iscomprised of three sections. Section A, Biographic Data and socio Economic Background of the Students, section B Social Adjustment Inventory, section C Emotional Adjustment Inventory.

Moreover, both the social and emotional adjustment inventory are adapted from Bell H.M (1994) for the purpose of this research. The instruments are found valid and reliable for this type of research.

Pilot study

The pilot study was carried out in Kaduna State University (KASU) with the purpose of establishing internal consistency of social adjustment and emotional adjustment inventory after adaptation of these instruments. SAI and EAI, 40 copies of each were distributed among 300 level students of the various faculties in Kaduna State University. (They are not going to participate in the main study, but have similar characteristics with the general population of SAI and EAI data collected from pilot study was analyzed using (SPSS) version 20.0 and internal consistency of test reliability co-efficient were obtained. Social adjustment inventory has the internal consistency of .898 while emotional adjustment inventory has the internal consistency of .892 respectively. These reliability measures were determined by the use of Cronbach's Alpha. These reliabilities show that the instruments are reliable to collect data for the research.

3.5.1 Biographical Data and Socio Economic Back Ground

This section consists of 10 items which seek to determine the demographic information of the respondent involved in the study.

3.5.2 Social Adjustment Inventory

This instrument is standardized one that seeks to determine aspect of social adjustment of students.

The 20 items instrument concentrates on issues such as speaking in public, meeting new people, answering question in class, relating with peers, attending occasions and many more. It has five points scale ranging from strongly agreed (SA), Agreed (A), Not Sure (NS), Disagreed (D), Strongly Disagreed (SD) which represent students' feelings.

3.5.3 Emotional Adjustment Inventory

This instrument is also standardized which is design to measure emotional adjustment of the students. It include issues such as feeling of disappointment with one's performance, depressed easily, moved to tears at a slight disappointment etc. the instrument has 15 items.

Scoring guide for social and emotional Adjustment

<29 - low adjustment

30-59- averagely adjusted

60-100 highly adjusted

Moreover, both the social and emotional adjustment inventory are adapted from Bell H.M (1994) for the purpose of this research. The instruments are found valid and reliable for this type of research.

3.5.4 Academic Achievement CGPA Scale

It is considered acceptable as a valid and reliable tool to measure students' academic achievement through their cumulative grade point average CGPA. This measure is widely used in Nigerian Universities.

3.5.5 Validity of the Instruments.

To ascertain the validity of the instruments, scholars in the department of educational psychology and counseling of Ahmadu Bello University validated the instrument to determine content validity, their relevance and appropriateness in the study.

3.5.6 Reliability of the Instrument

The instruments are reliable as both have an appreciable internal consistency. Social adjustment inventory has the internal consistency of .898 while emotional adjustment inventory has the internal consistency of .892 respectively. These reliability measures were determined by the use of Cronbach's Alpha. These reliabilities show that the instruments are reliable to collect data for the research.

3.6 Procedure for Data Collection

Before going to the field, the researcher collected an introductory letter from the Department of Educational Psychology and Counseling, ABU, Zaria to the faculties where research is been carried out. After permission from the deans of the faculties, the researcher started collecting the data. The instruments adapted for this study (Social adjustment and Emotional Adjustment Inventory Scales) was administered to the respondent by the researcher himself.

3.7 Procedure for Data Analysis

The data collected were analyzed using descriptive and inferential statistics. The study made considerable use of tables for the presentation analysis of the data. The descriptive statistics were used to analyze the Bio- data of the subject, percentage, mean and standard deviation were used to answer the research question raised while the inferential statistics (parametric statistics) were used to test the hypotheses. For the study, Pearson product moment correlation (PPMC) was used to test all the six hypotheses respectively. The hypotheses were tested at 0.05 alpha level of significance. SPSS version 20.0 was used for data calculation, analysis and storage.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction:

This study is primarily aimed at assessing the relationship among social adjustment, emotional adjustment and socio economic background on academic achievement of under graduates of ABU Zaria. A total of 351 students consisting of 300 level students were used. Items on socio economic background, structured questions on social adjustment and emotional adjustment including the recorded CGPA academic achievement were analyzed. The first section presents the distribution of respondents by their demographic variables consisting of their socio economic background in frequencies and percentages. These include their sex, age, fathers and mothers education, payment of fees among others. A total of six research questions were answered using the descriptive statistics of means, standard deviations and correlation index. Pearson product moment correlation. All the hypotheses were tested at 0.05 alpha level of significance.

4.2 Analysis of Bio Data Variables and Socio Economic Background

Table 4.2.1: Distribution of respondents by: Gender

	Frequency	Percent
Male	163	46.4
Female	188	53.6
Total	351	100.0

As presented in the table 4.2.1 above, a total of 163 of the respondents representing 46.4% are male and the remaining 188 representing 53.6% are female

Table 4.2.2: Distribution of respondents by: Age group

	Frequency	Percent
16-20 yrs	158	45.0
21-25 yrs	71	20.2
26-30 yrs	90	25.6
31 yrs and above	32	9.1
Total	351	100.0

Table 4.2.2 indicates, the age distribution of the respondents which showed that 158 or 45.0% are aged between 16-20 years while 71 or 20.2% are aged between 21-25 years as against 90 or 25.6% that are aged between 26-30 years and the rest 342 representing 931% are aged from 31 years and above

Table 4.2.3: Distribution of respondents by: Fathers level of education

	Frequency	Percent
no formal education	60	17.1
Primary	105	29.9
Secondary	128	36.5
Tertiary	58	16.5
Total	351	100.0

Table 4.2.3 distribution of respondents by their fathers level of education indicates that 105 or 29.9% said their father has primary school or below, 128 or 36.5% said their parents have secondary education, as against 58 or 16.5% whose parents have tertiary education and the rest 60 or 17.1% said their father have no formal education

Table 4.2.4: Distribution of respondents by: Mothers level of education

	Frequency	Percent
No formal education	71	20.2
Primary	26	7.4
Secondary	148	42.2
Tertiary	106	30.2
Total	351	100.0

Table 4.2.4 distribution of respondent by mothers level of education, indicates that 26 or 7.4% have primary education, 148 or 42.2% have secondary education as against 106 or 30.2% with tertiary education and the rest 71 or 20.2% said their mother have no formal education

Table 4.2.5: Distribution of respondents by: Source of school fees

	Frequency	Percent
Self	64	18.2
Guardian/parents	261	74.4
good Samaritan	26	7.4
Total	351	100.0

Table 4.2.5 distribution of respondent source of school fees, indicates that a total of 64 or 18.2% said from self as against 261 or 74.4% said from guardians as against the rest 26 or 7.4% that said school fees are from good Samaritan.

Table 4.2.6: Distribution of respondents by: Have access to internet at home

	Frequency	Percent
Yes	159	45.3
No	192	54.7
Total	351	100.0

Table 4.2.6 distribution of respondent on access to internet at home, indicates a total of 159 representing 45.3% said they have access to internet while the rest 192 representing 54.7% said they do not

Table 4.2.7: Distribution of respondents by: source of power at home

	Frequency	Percent
NEPA	290	82.6
Generator	38	10.8
solar	23	6.6
Total	351	100.0

According to the above table 4.2.7 on respondents source of power at home, indicates that a total of 290 representing 82.6% said it is NEPA, while 38 representing 10.8% said it is generator and the rest 23 representing 6.6% said their source of power at home is from solar energy.

Table 4.2.8: Distribution of respondents by: have access to personal computer

	Frequency	Percent
Yes	218	62.1
No	133	37.9
Total	351	100.0

Table 4.2.8 distribution of respondent on access to personal computers, it was observed that 218 representing 62.1% said they have, the remaining 133 representing 37.9% said they do not have access to personal computers

Table 4.2.9: Distribution of respondents by: do parent provide good text book for you

	Frequency	Percent
Yes	77	21.9
No	274	78.1
Total	351	100.0

From the above table 4.2.9 indicate that only 77 or 21.9% said their parents are able to provide them with good text books and the rest 274 representing 78.1% said their parents are not able to provide them with any good text books

Table 4.2.10: Distribution of respondents by: do you always have pocket money

	Frequency	Percent
Yes	240	68.4
No	111	31.6
Total	351	100.0

Table 4.2.10 distribution of respondents on access to pocket money indicates that 240 representing 68.4% said they always have pocket money, the rest 111 representing 31.6% said they do not always have pocket money

Table 4.2.11: Distribution of respondents by: means of travel to school

	Frequency	Percent
personal car	8	2.3
commercial bus	8	2.3
motor bike	233	66.4
on foot	102	29.1
Total	351	100.0

Table 4.2.11 distribution of respondents on their means of travel to school, shows that 8 representing 2.3% said by personal car while 8 or 2.3% others said through commercial bus as against 233 or 66.4%\$ said through commercial bike and the rest 102 representing 29.1% said they go to school by foot.

4.3 Test of Hypotheses

Hypothesis One: There is no significant relationship between social adjustment and academic achievement among undergraduate students of ABU, Zaria

Table 4.3.1: Pearson Product Moment Correlation statistics on the relationship between social adjustment and academic achievement among undergraduate students of ABU, Zaria

VARIABLES	N	MEAN	S.D	CORRELATION INDEX R	Df	SIG (P)
Academic Achievement	351	2.9525	.45233		349	
Social Adjustment	351	66.6895	10.03354	0.889		0.000

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

The computed result of the above table 4.3.1, Pearson Product Moment Correlation statistics revealed that significant relationship exists between Academic Achievement and Social Adjustment. This is because the calculated significant (p) value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r value of 0.889 at df of 349. This shows that the social adjustment significantly affects Academic Achievement, This implies that the higher the level of social Adjustment, the higher and better their Academic Achievement. Therefore the null hypothesis which states that there is no significant relationship between Academic Achievement and Social Adjustment among undergraduate students of ABU, Zaria, is hereby rejected.

Hypothesis Two: There is no significant relationship between emotional adjustment and academic achievement among undergraduate students of ABU, Zaria

Table 4.3.2: Pearson Product Moment Correlation statistics on the relationship between emotional adjustment and academic achievement among undergraduate students of ABU, Zaria

VARIABLES	N	MEAN	S.D	CORRELATION INDEX R	Df	SIG (P)
Academic Achievement	351	2.9525	.45233		349	
Emotional Adjustment	351	50.2593	8.92115	0.575		0.000

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

From the findings reflected in the above table 4.3.2, Pearson Product Moment Correlation statistics revealed that significant relationship exists between Academic Achievement and Emotional Adjustment. This is because the calculated significant (p) value of 0.000 is lower than the 0.05 alpha level of significance at a correlation index r value of 0.575. This implies that the higher the level of Emotional Adjustment, the higher their Academic Achievement and the lower the level of Emotional Adjustment, the lower their Academic Achievement. Therefore the null hypothesis which states that there is no significant relationship between Academic Achievement and Emotional Adjustment among undergraduate students of ABU, Zaria, is hereby rejected.

Hypothesis Three: The null hypothesis states that there is no significant relationship between socioeconomic background and social adjustment among undergraduate students of ABU, Zaria.

Table 4.3.3 Pearson Product Moment Correlation statistics on the relationship between socioeconomic background and social adjustment among undergraduate students of ABU, Zaria.

VARIABLES	N	MEAN	S.D	CORRELATION INDEX R	Df	SIG (P)
SOCIAL_ADJUSTMENT	351	66.6895	10.03354		349	
Socio Economic Background	351	18.7920	2.06869	0.506		0.001

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

Results of the above table 4.3.3, Pearson Product Moment Correlation statistics (PPMC) revealed that significant relationship exist between Social Adjustment and Socio Economic Background of undergraduate students of ABU, Zaria.. This is because the calculated significant (p) value of 0.001 is lower than the 0.05 alpha level of significance at a correlation index r value of 0.506. This implies that the higher the level of socio economic background, the higher social adjustment and vice versa. Therefore the null hypothesis which states that there is no significant relationship between Social Adjustment and Socio Economic Background among undergraduate students of ABU, Zaria, is hereby rejected.

Hypothesis four: The null hypothesis states that there is no significant relationship between socioeconomic background and emotional adjustment among undergraduate students of ABU, Zaria.

Table 4.3.4 Pearson Product Moment Correlation statistics on the relationship between socioeconomic background and emotional adjustment among undergraduate students of ABU, Zaria.

VARIABLES	N	MEAN	S.D	CORRELATION INDEX R	Df	SIG (P)
EMOTIONAL ADJUSTMENT	351	50.2593	8.92115		349	
Socio Economic Background	351	18.7920	2.06869	0.469		0.002

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

The computed results of the above table 4.3.4, Pearson Product Moment Correlation statistics (PPMC) revealed that significant relationship exist between Emotional Adjustment and Socio Economic Background of undergraduate students of ABU, Zaria.. This is because the calculated significant (p) value of 0.002 is lower than the 0.05 alpha level of significance at a correlation index r value 0.469. This implies that the higher the level of socio economic background,the higher their Emotional adjustment and the lower the socio economic background and the lower their emotional adjustment. Therefore the null hypothesis which states that there is no significant relationship between Emotional Adjustment and Socio Economic Background among undergraduate students of ABU, Zaria, is hereby rejected.

Hypothesis Five: The null hypothesis state that There is no significant relationship between Male Social Adjustment and Female social adjustment among undergraduate students of ABU, Zaria.

4.3.4 Pearson Product Moment Correlation (PPMC) statistics on the relationship between Male Social Adjustment and Female social adjustment among undergraduate students of ABU, Zaria.

VARIABLES		N	MEAN	S.D	CORRELATIO N INDEX R	Df	SIG (P)
Male	Social	163	69.5460	12.52366		349	
	Adjustment				-0.121		0.125
Female	Social	188	64.2128	6.26658			
	Adjustment						

Results of the above Pearson Product Moment Correlation statistics (PPMC) revealed that there is no significant relationship between Male Social Adjustment and Female social adjustment among undergraduate students of ABU, Zaria.. This is because the calculated significant (p) value of 0.125 is higher than the 0.05 alpha level of significance at a correlation index r level - 0.121. This implies that the male social adjustment is not affected by the female social adjustment and vice versa. Therefore the null hypothesis which state that there is no significant relationship between Male Social Adjustment and Female social adjustment among undergraduate students of ABU, Zaria, is hereby accepted and retained.

Hypothesis Six: The null hypothesis state that There is no significant relationship between Male Emotional Adjustment and Female Emotional adjustment among undergraduate students of ABU, Zaria.

4.3.4 Pearson Product Moment Correlation (PPMC) statistics on the relationship between Male Emotional Adjustment and Female Emotional adjustment among undergraduate students of ABU, Zaria.

VARIABLES	N	MEAN	S.D	CORRELATIO N INDEX R	Df	SIG (P)
Male EMOTIONAL Adjustment	163	54.3620	9.15627	-0.076	349	0.332
Female EMOTIONAL Adjustment	188	46.7021	6.99554			

Results of the above Pearson Product Moment Correlation statistics (PPMC) revealed that there is no significant relationship between Male Emotional Adjustment and Female Emotional adjustment among undergraduate students of ABU, Zaria. This is because the calculated significant (p) value of 0.332 is higher than the 0.05 alpha level of significance at a correlation index r level -0.076. This implies that the male Emotional adjustment is not affected by the female Emotional adjustment and vice versa. Therefore the null hypothesis which state that there is no significant relationship between Male Emotional Adjustment and female Emotional adjustment among undergraduate students of ABU, Zaria, is hereby accepted and retained.

4.4 Summary of findings

The followings are the summary of the major findings

1. Significant relationship exists between Academic Achievement and Social Adjustment. Social adjustment significantly affects Academic Achievement, This implies that the higher the level of social Adjustment, the higher and better their Academic Achievement.
2. Significant relationship exists between Academic Achievement and Emotional Adjustment. The higher the level of Emotional Adjustment, the higher their Academic Achievement and the lower the level of Emotional Adjustment, the lower their Academic Achievement.
3. Significant relationship exists between Social Adjustment and Socio Economic Background of undergraduate students of ABU, Zaria. The higher the level of socio economic background, the higher the social adjustment.
4. Significant relationship exists between Emotional Adjustment and Socio Economic Background of undergraduate students of ABU, Zaria. The higher the level of socio economic background, the higher the emotional adjustment.
5. Significant difference exists between Male and Female students in their Mean Social Adjustment. Their calculated mean social adjustments are 69.5460 and 64.2126 by male and female students respectively, with a mean difference of 5.3332 between male and female.
6. Significant difference exists between Male and Female students in their Mean Emotional Adjustment. Their calculated mean Emotional adjustments are 54.3620 and 46.7021 by male and female students respectively.

4.5 Discussions of findings

The present research aimed at investigating the relationship among social, emotional adjustment and academic achievement among undergraduate students of Ahmadu Bello University, Zaria.

Hypothesis one:The findings of this research indicated that significant relationship exist between social adjustment and academic achievement of undergraduate student. The findings agree with that of Othman (2014) who established that social support is the most significant predictor of academic performance of undergraduate student with $p=$ value of 0.000. Therefore, social, psychological adjustment was found to enhance the relationship between affective adjustment and academic achievement. The study also agreed with that of Osa and Iyamu (2012) whose findings showed that social adjustment influences student academic achievement of student with $p=0.053$

Hypothesis Two:The study indicated that there is significant relationship exist between emotional adjustment and academic achievement of undergraduate student. The findings agree with Hashemi (2011) who investigate relationship between emotional adjustment and self-efficacy belief. The study revealed that 97 EFL university student were selected according to convenience sampling from different universities in Iran and was found there is a significant relationship between emotional adjustment and self-efficacy beliefs in the university with ($r=.456$)

The findings also agree with Mishra (2008) who found that emotional adjustment has strong positive effect on student academic achievement especially boys students. Similarly, Ogundokun and Adeyemo (2010) examine d that the moderating of emotional adjustment, age and academic

achievement student. The study adopted a survey research design. The population in the study were 5, 637 both male and female.

Student from Oyo state Nigeria. Descriptive statistics, Person product moment correlation (PPMC) were used to analyse the data. The result revealed that emotional adjustment, age and academic motivation are potential predictors of academic achievement of students with ($r=0.395$).

Hypothesis three: Research hypothesis investigate relationship between socio- economic background and social adjustment among undergraduate student, the result revealed that significant relationship exist between socio- economic background and socio- economic background and social adjustment among undergraduate student of Ahmadu Bello University, Zaria. These findings agree with other researchers. According to Richman (2006), parent education is one of the strongest predictor of cognitive performance and academic attainment of students among other aspects of socio- economic status. In his article about relationship between socio economic status and socio development, he found that mothers education to be a stronger predictor of intellectual attainment of student. He further stated that low socio- economic and it correlated such as lower education, object poverty and poor health ultimately affect our society as a whole. Also (Mukherjee, 1999) states that socio economic status is used as a measure of an individual or group of socio position in the community. He also reported that mothers' education is the strong predictor of student academic achievement. These results can be explained by the different roles that fathers and mothers play in the child development. Similarly, Neal & Teader, 2012 stated that socio- economic state help to determine self- concept, self-esteem, aspiration for future and the like. The more realistic goal setting of children from higher as compared to lower class children in the result is of greater feeling of security various cultural group and socio-

economic status bring about different attitude and values among adolescent undoubtedly class and socio economic factor play a significant role in development and learning of students.

Hypothesis four:The study indicated that, there is significant relationship exist between socio economic background and emotional adjustment of undergraduate students of Ahmadu Bello University, Zaria. These findings correspond with the findings of other researchers. According (Nasir& Lin, 2012) the university who have high and sufficient amount of emotional adjustment, compatibility, they have the potentials to make better progress in their academics. In their article which stated that weakening the person positive emotion has a close correlation with vulnerability to depression. Those who have negative perception often show a lower efficiency and faced emotional problem to set up a close relationship with other. The lower the socio economic status the lower the emotional adjustment which can lead to emotional crisis and thereby affecting the academic achievement of student. Elliot &Maiyer, 2009 postulated that negative emotion like anger reduce academic achievement of the student partly because they are negatively affect higher order cognitive process such as problem solving, memory and strategic thinking an focus attention on a narrow set of behavioural option (Fredrickson, 2001). There is evidence that negative cognitive process strongly relates to academic achievement: this evidence that negative emotion are linked to this process is constant with the motion of mediation. Both anxiety, anger, poor socio economic status may drop student ability to recall relevant information or material (Linnerbrick E.A, 2007).

Hypothesis five:Research hypothesis examine the significant relationshiprevealed that there is no significant relationship between Male Social Adjustment and Female social adjustment among undergraduate students of ABU, Zaria.. This is because the calculated significant (p) value of 0.125 is higher than the 0.05 alpha level of significance at a correlation index r level -

0.121. This implies that the male social adjustment is not affected by the female social adjustment and vice versa. Therefore the null hypothesis which states that there is no significant relationship between Male Social Adjustment and Female social adjustment among undergraduate students of ABU, Zaria, is hereby accepted and retained. The findings correspond with the findings of Yengimolki and Malekitabar (2015) who aimed at exploring the relationship between self- concept and social adjustment with academic achievement of student. The research shows that significant different exist between girls and boys. There is also a significant difference in the overall adjustment between these two groups (Male and Female) but there is no significant difference between their self- concept. To study the relationship between self- concept and social adjustment with academic achievement of the male and female students and its dimensions the correlation matrix of the students' scores of research variables calculated. The result indicated that male student is more socially adjust than the female counterparts.

Hypothesis six: Research hypothesis investigate the significant Pearson Product Moment Correlation statistics revealed that there is no significant relationship between Male Emotional Adjustment and Female Emotional adjustment among undergraduate students of ABU, Zaria. This is because the calculated significant (p) value of 0.332 is higher than the 0.05 alpha level of significance at a correlation index r level -0.076 This implies that the male Emotional adjustment is not affected by the female Emotional adjustment and vice versa. Therefore the null hypothesis which state that there is no significant relationship between Male Emotional Adjustment and female Emotional adjustment among undergraduate students of ABU, Zaria, is hereby accepted and retained. The findings correspond with the findings of Mishra (2008) who carried out a research titled: Effect of emotional adjustment on academic achievement of Joipur senior secondary student the researcher investigated the effect of emotional adjustment and

found positive effect of emotional adjustment and academic achievement on total group student. (Male & Female). The research revealed that boys (male) are more emotional adjusted than the female student.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary of the chapters, offer deduced conclusions and raise some recommendations as well as presents further studies.

5.2 Summary

The study was aimed at finding the relationship between social; adjustment, emotional adjustment and socio economic background on the academic achievement of underground students of ABU Zaria. To achieve this main objective the study was structured in five different chapters and this action is to summarize the five chapters. Chapter one presents the background and introduction of the study, as well as statement of problem that necessitated the drawing up of objectives and the research questions and research hypotheses. It was established Social adjustment involves coping with new standards and values. In technical application, adjustment or social adjustment means getting along with members of the society as best as one can. In this regard, social adjustment means reaction to the demand and pressure of the social environment. From the development view social adjustment must represent the whole gamut of change by which an entire social system turned to that diverse basic need and desires of individual and social groups within that system. Move away from a condition of life building perceived as unsatisfactory toward a situation (Rothbart M.K. 2006).

Chapter two presented the relevant literature review under the following headings such as Concept of Adjustment, Concept of Social Adjustment, Concept of Emotional Adjustment, Concept of Academic Achievement, Concept of Socio Economic Background, Adjustment,

Social Adjustment and Academic Achievement, Emotional Adjustment and Academic Achievement.

Chapter three presented the methodology of the study. The study adopts the survey descriptive design. The population of this study is all 300 level students of Ahmadu Bello University Zaria. Their number stands at six thousand, six hundred and thirty five (6,635) male and female undergraduate students. In this design, the researcher selected the 361 undergraduate students from ABU Zaria from the above population using the Krejcie and Morgan table. The instrument was therefore structured 35 items on emotional adjustment and social adjustment including their CGPA as their academic achievement;

Chapter four was the use of statistical package to analyze the data collected from the distributed questionnaire. A total of 351 respondents responded to the data. The study presented the frequencies of the demographic variables. Six research questions as well as six research null hypotheses. It was discovered among others that: Significant relationship exists between Academic Achievement and Social Adjustment. Social adjustment significantly affects Academic Achievement, Significant relationship exist between Academic Achievement and Emotional Adjustment. Significant relationship exists between Social Adjustment and Socio Economic Background of undergraduate students of ABU, Zaria. Significant relationship exists between Emotional Adjustment and Socio Economic Background of undergraduate students of ABU, Zaria. Significant difference exists between Male and Female students in their Mean Social Adjustment. Significant difference exists between Male and Female students in their Mean Emotional Adjustment.

Chapter five being the last chapter presented the study's summary, conclusions and recommendations.

5.3 Conclusions

Based on the result of the hypothesis, the following conclusions can be deduced:

of the major findings

1. Student from high social background can easily perform better in their academic achievement than those from low social background.
2. Student with high emotional adjustment can easily perform better in their academic achievement than those with low emotional adjustment.
3. Student with high social economic background can easily adjustment their social issue of social problem than those from low social economic background.
4. Students from high socio economic background can easily adjust their emotional issues than those from low socio economic background
5. The calculated mean of social adjustments indicated that there is no correlation between male and female students in their social adjustment.
6. The calculated mean of Emotional adjustments indicated that there is no correlation between male and female students in their emotional adjustment.

5.4 Contribution to knowledge

This research work has contributed toward re- addressing students with social and emotional adjustment problems in tertiary institution and it has given more light on how student are lacking

behind in terms of their academic achievement as a result of poor adjustment in the tertiary institutions.

5.5 Recommendations

The following recommendations are given on the basis of findings of this research

1. University management should have functional psychological testing and counseling centres in re addressing student with social problem for proper adjustment.
2. University management should have functional psychological testing and counseling centres in re addressing student with emotional problem for proper adjustment of the student.
3. Teachers, administrators should pay more attention to undergraduate student with emotional problem and refer them to school psychological testing and counseling centres by adopting this will reduced the emotional challenges.
4. Similarly, Parent should improve on providing more financial support to their child in re-addressing financial problem. This enables the student to be more emotionally and socially adjust to the school environment.
5. University managementshould encourage the both male and female students or set aside a social programme week for the both male and female, this will encourage all participation in social activities thereby increasing their social adjustment.
6. Similarly, University managementshould provide more security posts in the area of social gathering in order to encourage both male and female participation in social program, this will reduce their emotional tension.

5.6 Recommendation for further research

Although the area of social and emotional adjustment is well research in many parts of the world, however, to the best of our knowledge, only a few works have been done in this area of psychology in the Nigerian universities. Based on this conclusions and recommendation of previous research, the present research has the same opinion that there is need for more research about social and emotional adjustment and its correlates (especially with academic achievement of undergraduate student) in Nigeria in education system especially in Ahmadu Bello University as the largest university in the sub- Sahara continent.

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Appendix A

Department of Educational Psychology

Faculty of Education

Ahmadu Bello University

Date:

Dear respondent

QUESTIONNAIRE OF SOCIAL AND EMOTIONAL ADJUSTMENT

I am a master's student of department of education psychology and counseling ABU Zaria currently conducting a research on relationship between social and emotional adjustment and academic achievement among undergraduate student of ABU, Zaria I am here by soliciting for your support to answering.

I however, wish to inform you that any formation collected from you will be treated confidential for it will only be used for the purpose of this research.

Thank you for cooperation

Yours faithfully

SAMSON JULIUS

INSTRUCTIONS

This questionnaire is divided into three sections. Section A – Bio-Data, Section B – social adjustment inventory, Section C – Emotional adjustment inventory questionnaire respectively. In each of the sections, lists of questions are provided with corresponding boxes. Simply tick [✓] the appropriate box that represents your feelings. The following options are orderly provided: SA-(Strongly Agree), A-(Agree), SD-(Strongly Disagree) DA-(Disagree) UD-(Undecided) which represents your feelings on each question.

SECTION A

BIO DATA SOCIO ECONOMIC BACKGROUND

1. Gender: Male [] Female []
2. Age group 16-20 [], 21-25[], 26-30[], 31 and above []
3. Father's level of education
 - a. Primary school []
 - b. Secondary school []
 - c. Tertiary school []
 - d. No formal Education []
- Mother's level of education
 - a. Adult Education []
 - b. Primary school []
 - c. Secondary school []
 - d. Tertiary school []
 - e. No formal Education []
4. Source of school fees (a) your parent [] (b) self [] (c) guardian [] (d) good Samaritan (d) others Specify _____
5. Do you have access to internet at home? (a) yes [] (b) []
6. Source of power at home (a) Nepa [] (b) generator [] (c) solar [] (d) others Specify _____
7. Do you have access to personal computer? (a) yes [] (b) []
8. Do your parent provide good text book for you? (a) yes [] (b) []
9. Do you always have pocket money? (a) yes [] (b) []
10. I travel to school by (a) personal car [] (b) commercial bus [] (c) motor bike [] (d) on foot []

SECTION B: SOCIAL ADJUSTMENT INVENTORY (SAI) Revised (1994)

Please indicate by ticking (✓) the item that best describe you where: SA=Strongly Agree, A=Agree, NS=Not Sure, D= Disagree SD= Strongly Disagree

S/N		SA	A	NS	D	SD
1	Do you enjoy social gatherings just to be with people?					
2	Do you take responsibility for introducing people at a party					
3	Do you often have much difficulty in thinking of an appropriate remark to make in group conversation					
4	Do you feel embarrassed when you have to enter a public assembly after everyone else has been seated' ?					
5	Do you often feel lonesome, even when you are with people?					
6	In school is it difficult for you to give an oral report before the class?					
7	Have your parents frequently objected to the kind of companions that you go around with?					
8	Do you have difficulty in starting conversation with a person to Whom you have just been introduced					
9	Have you frequently-known the answer to a question in class but failed when called upon because you were afraid to speak out before the class?					
10	Do you find it easy to make friendly contacts with members of the opposite sex ?					
11	Do you find it very difficult to speak in public?					
12	Do you make friends readily?					
13	Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking?					
14	Do you hesitate to volunteer in class recitation?					
15	Are you often the centre of favorable attention at a party?					
16	Do your find that you tend to have a few very close friends rather than many casual acquaintances?					
17	Are you often in a state of excitement?					
18	Do you feel self-conscious when you recite in class?					
19	Do you keep in the background on social occasion?					
20	Do you feel embarrass if you have to ask for permission to leave a group of people?					

Source: Adapted From Hugh M Bell. (1994)

SECTION C: EMOTIONAL ADJUSTMENT INVENTORY (EAI)- Revised (1994)

Please indicate by ticking (✓) the item that best describe you where: SA=Strongly Agree, A=Agree, NS=Not Sure, D= Disagree SD= Strongly Disagree

S/N		SA	A	NS	D	SD
1	Do you feel there has been a lack of real affection and love in your home?					
2	Do you sometimes have difficulty getting to sleep even when there are no noises to disturb you?					
3	Has illness or death among your immediate family tended to make home life unhappy for you?					
4	Are you easily moved to tears?					
5	Are you troubled with shyness?					
6	Have you frequently been depressed because of low marks in school?					
7	Do you get discouraged easily?					
8	Do you get angry easily?					
9	Do you often feel just miserable?					
10	Are you troubled with feelings of inferiority ?					
11	Do you consider yourself rather a nervous person?					
12	Are your feelings easily hurt					
13	Does criticism disturb you greatly					
14	Have you felt that your friends have had happier home life than you?					
15	Do you worry too long over humiliating experience					

Source: Adapted From Hugh M Bell. (1994)

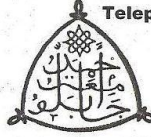
APPENDIX B

AHMADU BELLO UNIVERSITY, ZARIA NIGERIA

Vice-Chancellor: Prof. Abdullahi Mustapha
B.Sc (Hons), Pharm, A.B.U. Ph.D (London) FPSN

Telephone: 069-551294, 069-550811

Ag.Registrar: Mal. Abdullahi Ahmed Kundila,
NCE, B.Ed, PGDM, MBA



Office of the Registrar
(Academic Affairs)

Ref: R/ACA/GEN/06.

8th September, 2014

M.Ed/EDUC/29962/2012-2013,
Department of Educational Psychology and Counselling,
Ahmadu Bello University,
Zaria.

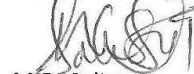
Dear Sir,

We write to inform you that the University official policy of grading is as indicated below:

I.	A	-	4.50-5.0	First Class
II.	B	-	3.50-4.49	Second Class Honours (Upper Division)
III.	C	-	2.50-3.49	Second Class Honours (Lower Division)
IV.	D	-	1.50-2.49	Third Class Honours
V.	E	-	1.00-1.49	(Pass.)

Thank you.

Yours Faithfully,



M.D. Salisu

For: DR. (Academic Affairs)

APPENDIX C
MANAGEMENT INFORMATION SYSTEM (MIS) UNIT
INFORMATION COMMUNICATION TECHNOLOGY (ICT) DIRECTORATE
AHMADU BELLO UNIVERSITY, ZARIA

Undergraduate Students Statistics By Faculty/Department 2014/2015 Session.

Row Labels	100	200	300	400	500	60	G. Total
Administration	444	703	835	1245			3227
Accounting	133	191	257	304			885
Business Administration	114	212	221	254			801
Local Government and Development Studies	102	136	92	258			588
Public Administration	95	164	265	429			953
AgriCulture	89	67	95	71	113		435
Agricultural Economics and Rural Sociology							20
Agriculture	89	60	80	64	113		406
Arts	377	743	566	818			2526
African Languages and Cultures	7	109	58	141			315
Arabic	41	127	89	132			389
Archeology	128	151	119	150			551
English	99	72	194	180			645
French	5	40	2	65			121
History	57	58	55	78			248
Theatre and Performing Arts	40	74	71	72			257
Education	548	1581	1051	1339			4519
Arts and Social Science Education	183	437	317	364			1301
Educational Psychology and Counselling	36	162	116	67			381
Library and Information Science	109	293	218				
Physical and Health Education	7	36	43	54			140
Science Education	177	469	245	427			1318
Vocational and Technical Education	36	151	112	187			519
Engineering	594	706	685	612	1123		3720
Agricultural Engineering	34	40	40	46	74		234
Chemical Engineering	155	151	137	122	295		860
Civil Engineering	136	107	112	99	203		657
Communication Engineering	8						8
Computer Engineering	15	36					51
Electrical Engineering	96	152	178	145	223		796
Mechanical Engineering	83	113	90	86	181		553
Metallurgical Engineering	33	49	66	48	63		259
Surveying					3		3
Water Resources and Environmental	32	58	62	66	81		299
Environmental Design	416	542	512	526	221		2217
Architecture	83	91	101	160			435
Building	110	102	71	84	100		467
Fine Art	24	39	49	61			173
Geomatics	25	36	26				87

Industrial Design	52	115	133	92			392
Quantity Surveying	63	74	64	61	50		312
Urban and Regional Planning	59	85	68	68	71		351
Law	238	260	280	255	353		1386
Civil Law	137	127	154	153	201		772
Islamic Law	101	133	126	102	152		614
Medicine	482	325	188	352	219	2	1568
Human Anatomy	109	73	80	93			355
Human Physiology	110	75	79	86			350
Medicine	112	72	28	95	11	2	320
Nursing Science	151	105	1	78	208		543
Pharmaceutical Sciences	120	134	150	152	273		829
Pharmacy	120	134	150	152	273		829
Science	1312	1346	1364	2066	109		6197
Biochemistry	169	149	159	295			772
Biological Sciences	218	194	210	340			962
Chemistry	156	152	152	297			757
Geography	103	109	155	199			566
Geology	63	64	59	131			317
Mathematics	278	465	352	453			1548
Microbiology	187	114	154	227			682
Physics	70	58	70	94			292
Textile Science and Technology	68	41	53	30	109		301
Social Sciences	618	714	769	961			3062
Economics	109	109	163	263			644
Vlass Communication	217	225	212	•			904
Political Science	197	275	271	282			1025
Sociology	95	105	123	166			489
Veterinary Medicine	90	94	118	60	59	108	529
Veterinary Medicine	90	94	118	60	59	108	529
Grand Total	5328	7215	6635	8457	2470	110	30215

APPENDIX

Determining the size of a random sample

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1,000	278	75000	382
210	136	1100	285	100000	384

Notes

N= population size

S= sample size

Source: Krecjie and Morgan, 1970. In: Cohen, L. Manion, A. L. And Marrison, K. (2000). Research methods in Education (5th Edition) London: Routledge Falmer. Chapter 4 page 95

APPENDIX E

Relationship among social, emotional adjustment and academic achievement among undergraduate students of ABU

Reliability of Social Adjustment inventory

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.878	.898	20

Relationship among social, emotional adjustment and academic achievement among undergraduate students of ABU

Reliability emotional adjustment inventory EAI

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.870	.892	15

Hp1 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
ACademic Achievement	2.9525	.45233	351
SOCIAL_ADJUSTMENT	66.6895	10.03354	351

Correlations

		ACademic Achievement	SOCIAL_ADJUSTMENT
ACademic Achievement	Pearson Correlation	1	.889**
	Sig. (2-tailed)		.000
	N	351	351
SOCIAL_ADJUSTMENT	Pearson Correlation	.889**	1
	Sig. (2-tailed)	.000	
	N	351	351

** . Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

```

/VARIABLES=Academic_Performance EMOTIONAL_ADJUSTMENT
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```

Hyp2 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
ACademic Achievement	2.9525	.45233	351
EMOTIONAL_ADJUSTMENT	50.2593	8.92115	351

Correlations

		ACademic achievement	EMOTIONAL_ADJUSTMENT
ACademic achievement	Pearson Correlation	1	-.575**
	Sig. (2-tailed)		.000
	N	351	351
EMOTIONAL_ADJUSTMENT	Pearson Correlation	-.575**	1
	Sig. (2-tailed)	.000	
	N	351	351

** . Correlation is significant at the 0.01 level (2-tailed).

```

RECODE internet computer money textbooks (1=3) (2=4).
EXECUTE.
RECODE internet computer money textbooks (3=2) (4=1).
EXECUTE.
RECODE fees travel (1=5) (2=6) (3=7) (4=8).
EXECUTE.
RECODE fees travel (5=4) (6=3) (7=2) (8=1).
EXECUTE.
COMPUTE
Socio_Economic_Bckground=fathers_educ+mothers_educ+fees+internet+power+computer+textbooks+money+travel.
EXECUTE.
CORRELATIONS
/VARIABLES=SOCIAL_ADJUSTMENT Socio_Economic_Bckground
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```


Hyp3

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
SOCIAL_ADJUSTMENT	66.6895	10.03354	351
Socio_Economic_Bckground	18.7920	2.06869	351

Correlations

		SOCIAL_ADJUSTMENT	Socio_Economic_Bckground
			und
SOCIAL_ADJUSTMENT	Pearson Correlation	1	.506**
	Sig. (2-tailed)		.001
	N	351	351
Socio_Economic_Bckground	Pearson Correlation	.506**	1
	Sig. (2-tailed)	.001	
	N	351	351

** . Correlation is significant at the 0.01 level (2-tailed).

```
CORRELATIONS  
  /VARIABLES=EMOTIONAL_ADJUSTMENT Socio_Economic_Bckground  
  /PRINT=TWOTAIL NOSIG  
  /STATISTICS DESCRIPTIVES  
  /MISSING=PAIRWISE.
```

Hypo 4 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
EMOTIONAL_ADJUSTMENT	50.2593	8.92115	351
Socio_Economic_Bckground	18.7920	2.06869	351

Correlations

		EMOTIONAL_ADJUSTM ENT	Socio_Economic_Bckgro und
EMOTIONAL_ADJUSTMENT	Pearson Correlation	1	-.469**
	Sig. (2-tailed)		.002
	N	351	351
Socio_Economic_Bckground	Pearson Correlation	-.469**	1
	Sig. (2-tailed)	.002	
	N	351	351

** . Correlation is significant at the 0.01 level (2-tailed).

```
T-TEST GROUPS=gender (1 2)
/MISSING=ANALYSIS
/VARIABLES=SOCIAL_ADJUSTMENT
/CRITERIA=CI (.95) .
```

Hypo 5

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
male social adjustment	69.5460	12.52366	163
female social adjustment	64.2128	6.26658	188

Correlations

		male social adjustment	female social adjustment
male social adjustment	Pearson Correlation	1	-.121
	Sig. (2-tailed)		.125
	N	163	163
female social adjustment	Pearson Correlation	-.121	1
	Sig. (2-tailed)	.125	
	N	163	188

CORRELATIONS

/VARIABLES=Male SocialFemale Social

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Hypo 6 Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
male emotional adjustment	54.3620	9.15627	163
female emotional adjustment	46.7021	6.99554	188

Correlations

		male emotional adjustment	female emotional adjustment
male emotional adjustment	Pearson Correlation	1	-.076
	Sig. (2-tailed)		.332
	N	163	163
female emotional adjustment	Pearson Correlation	-.076	1
	Sig. (2-tailed)	.332	
	N	163	188

```

CORRELATIONS
/VARIABLES=MaleEmotional FemaleEmotional
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```