

Psycho-Demographic Factors Predisposing School Adjustment Among The Adolescents in Osun State, Nigeria.

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Abstract: The study examines the Psycho-demographic factors predisposing school adjustment among In-school adolescents in Osun state, Nigeria. The study adopted a descriptive design of correlational type. A Sample of three hundred In-school adolescents were selected using a multi-stage sampling technique. Data collected were analyzed using Pearson Product Moment Correlation, T-test and Multiple regression analysis. Results indicated School adjustment positively correlated with peer pressure ($r = .461$, $p < 0.05$), emotional instability ($r = .665$, $p < 0.05$) while school adjustment is negatively correlated with gender ($r = -.332$, $p < 0.05$). All the independent variables jointly accounted for 48.5% variance in predicting school adjustment among In-school adolescents. Two out of three predictors (emotional stability and gender) are potent predictors of school adjustment. The most potent factor was emotional stability ($\beta = .591$, $t = 11.611$, $P < 0.05$), followed by gender ($\beta = -.205$, $t = -4.757$, $P < 0.05$ except peer pressure ($\beta = .062$, $t = 1.198$, $P > 0.05$) which is not a potent predictor of school adjustment. This implies that, an increased influence of emotional stability will increase school adjustment by 59.1% and gender will increase school adjustment by 20.5%. Also, the T-test analysis reveal a significant difference in the school adjustment of male and female; $t_{(298)} = 6.081$, $p < 0.05$.

Keywords: Psychological factors, Demographic factors; School adjustment; Students,

Abstrak: Studi ini meneliti faktor-faktor psiko-demografis yang mempengaruhi penyesuaian diri siswa di sekolah di negara bagian Osun, Nigeria. Penelitian ini mengadopsi desain deskriptif tipe korelasional. Sampel pada penelitian ini adalah 300 siswa yang dipilih dengan menggunakan teknik multi-stage sampling. Data yang dikumpulkan dianalisis menggunakan Korelasi Product Moment Pearson, T-test dan analisis regresi berganda. Hasil menunjukkan penyesuaian sekolah berkorelasi positif dengan tekanan teman sebaya ($r = 0,461$, $p < 0,05$), ketidakstabilan emosional ($r = 0,665$, $p < 0,05$) sedangkan penyesuaian sekolah berkorelasi negatif dengan jenis kelamin ($r = -0,332$, $p < 0,05$). Semua variabel independen secara bersama-sama menyumbang 48,5% varians dalam memprediksi penyesuaian diri remaja di sekolah. Dua dari tiga prediktor (kestabilan emosi dan jenis kelamin) adalah prediktor yang kuat untuk penyesuaian sekolah. Faktor yang paling kuat adalah stabilitas emosional ($\beta = .591$, $t = 11.611$, $P < 0,05$), diikuti oleh jenis kelamin ($\beta = -.205$, $t = -4.757$, $P < 0,05$ kecuali tekanan teman sebaya ($\beta = .062$, $t = 1,198$, $P > 0,05$) yang bukan merupakan prediktor kuat dari penyesuaian sekolah, ini berarti bahwa, peningkatan pengaruh stabilitas emosional akan meningkatkan penyesuaian sekolah sebesar 59,1% dan jenis kelamin akan meningkatkan penyesuaian sekolah sebesar 20,5%. analisis mengungkapkan perbedaan yang signifikan dalam penyesuaian sekolah pria dan wanita ($t_{(298)} = 6,081$, $p < 0,05$).

Kata kunci: Faktor psikologis, faktor demografis, penyesuaian diri disekolah, Remaja.



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INTRODUCTION

Adjustment to the school depends on a variety of elements and these factors can have each high quality and/or terrible influence on an adolescent's capacity to stay inspired and succeed in the school. Reports have shown that there has been a downward adjustment among students in Nigerian secondary schools. These investigations spotlight the challenges posed via high demands of home and neighborhood violence and crime, improved tiers of mental illness, poor-quality of schools, and multiple family stressors that doubtlessly interfere with adolescent's adjustment and success in the school as nicely as in other factors of their lives (Knyazev et al, 2002)

School adjustment is a vast research area that include many unique components such as adaptation, satisfaction, engagement, class achievement, and pro-social behavior. Students who are welladjusted usually enjoy most of the school activities and what they learn in the class. As a result, they are positively concerned in school activities subsequently get hold of academic high grades (Kiuru et al, 2009). Poor adjusted students on the different hand, register low academic grades, painting behavioral problems, show off discordant academic aspirations and may even choose to dropout altogether et al, 2009)

Adjustment is a form of interplay between the man or woman and his or her environment. Adjustment refers to adoption of the individual to demands of the environment. Human being not solely adapts to their environment however through the use of changes the environment to meet the needs extra effectively. He learns to enhance his self by replacing the demands and have an impact on his environment. Adjustment connotes conformity; it offers with the way a character adapts to his/her environment and the needs for life. This consists of how he/she relates to others which ought to be interpersonal and how he/she offers with his/her responsibilities and internal feelings. Psychologically, adjustment helps the adolescents to cope with the needs and pressures of the outside world as nicely as the needs, wishes and conflicts experienced from within (Dickens, 2008).

Peers play a large role in the social and emotional development of children (Allen et al, 2005). Their influence begins at an early age and increases through the teenage years, it is natural,

healthy and important for children to have and rely on friends as they grow and mature. A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle, 2002). On the other hand, the term "pressure" implies the process that influence people to do something that they might not otherwise choose to do. According to (Bursztyn et al, 2019; Heimer, 2016) peer pressure refers to the influences that peers can have on each other. Also, the term emotions refer to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act. Stability in emotions means firmly established or fixed, not easily upset or disturbed well balanced and capable to remain in same status. (Aleem, 2005; Deb & Carri, 2018) term stability as the state or quality of being stable, or firm; steadiness; stableness; firmness; strength to stand without being moved or overthrown. Emotional stability involves a person's ability to remain stable and balanced.

According to (Deb & Carri, 2018; Penn, Kuperberg, & Zebrack, 2017) Emotional stability is a state of personality in which one is emotionally mature, whose emotional reactions are appropriate for the particular situation and are consistent from one set of circumstances to another. Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development. The concept of stable emotional behaviour at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behavior sometimes. People who score low on the trait emotional stability tend to experience such negative feelings as anxiety, embarrassment and low self-esteem (Burgess, et al, 2009)

The broad purpose of this study is to assess the psycho-demographic factors that predispose school adjustment among in-school adolescents in Osogbo, Osun State. Specifically, the objectives of the study are to: (a) Examine the relationship that exists among the factors of (Emotional stability, Peer influence and gender) and the dependent factors (School adjustment); (b) Investigate the joint effect of (Emotional stability, Peer influence and gender) and the dependent factors (School adjustment); (c) Find out the relative effect of each of the predisposed factors on school adjustment; (d) Ascertain the

gender differences in school adjustment among in school adolescents.

METHOD

This study is a descriptive survey research. One of the advantages of survey research is the fact that it makes comparisons and evaluation of existing condition as well as collection. Also it observed and records information as they naturally occur without manipulating any variable. The participants in the study were three hundred adolescents (300) from public and private secondary schools in Osogbo. Ten secondary schools were randomly selected, with total number of 156 females and 144 males within the age range of 9 and 20 years. The sampling technique that was used for the study was a multi stage sampling technique. The first stage includes the random sampling of ten (10) schools. The second stage involve selecting 30 students each from the selected schools. In all, 300 students were selected to take part in the study.

The research tool used for the study was a questionnaire titled "School adjustment scale" consisting of an introductory letter, Section A consisting Bio-data (such as gender, age, class, parent's educational background and qualification, family type, and religion) and six other sections (B,C,D) for measuring emotional stability, peer influence and school adjustment.

These four instruments or scales were developed by the researcher, each scale has fifteen items (15). Pilot testing was carried out using forty (30) participants. The reliability obtained for each of the scales are as follows: Peer influence and school adjustment (0.79); Emotional intelligence and school adjustment (0.80).

The researcher herself personally administered the instrument to the various participants. The participants were made to understand every items ion the questionnaire that seems difficult. The completed copy were returned on the spot. An average of 35 minutes was used to complete the questionnaire. Three research questions were generated and were tested at 0.05 level of significance using Multiple Regression Analysis, Pearson Product Moment Correlation (PPMC) and t-test for independent samples.

RESULTS AND DISCUSSION

This chapter presents the result of the findings. Three research questions and three research hypotheses generated were tested at 0.05 level of significance using Multiple Regression Analysis, Pearson Product Moment Correlation (PPMC) and t-test for independent samples. The summary of the findings are presented in tables.

Table 1. Descriptive Statistics and Inter-correlations among the variables

	Mean	SD	1	2	3	4
School adjustment	25.48	9.93	1.000			
Peer pressure	26.75	8.09	.461**	1.000		
Emotional stability	23.65	8.17	.665**	.579**	1.000	
Gender	1.20	0.40	-.332**	-.276**	-.185**	1.000

**Correlation Significant at 0.01 levels

Table 1 revealed the relationship of each independent variable (Emotional stability, Peer influence and gender) with the dependent variable (School adjustment); School adjustment

positively correlated with peer pressure ($r = .461$, $p < 0.05$), emotional instability ($r = .665$, $p < 0.05$) while school adjustment is negatively correlated with gender ($r = -.332$, $p < 0.05$)

Table 2. Summary of regression for the joint contributions of independent variables to the prediction of School adjustment

R =.700
R Square =.490
Adjusted R square =.485
Std. Error =7.12622

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14459.631	3	4819.877	94.911	.000 ^b
	Residual	15031.781	296	50.783		
	Total	29491.412	299			

Table 2 reveals significant joint contribution of the independent variables (peer pressure, emotional stability and gender) to the prediction of School adjustment. The result yielded a coefficient of multiple regressions $R = 0.700$ and multiple R -square = 0.490. This suggests that the three factors combined accounted for 48.5% ($\text{Adj.}R^2 = .485$) variance in the prediction of School adjustment. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of the independent

variables on School adjustment, $F_{(3, 296)} = 94.911$, $P < 0.05$, $\eta^2 = 0.48$, this implies that the independent variables have moderate effect in the variation of change of the dependent variable. The independent variables accounted for 48% ($\eta^2 = 0.48$) on the independent variable. For the third research objective such what is the relative contribution of the independent variables (peer pressure, emotional stability and gender) on the dependent variables (school adjustment)?, can be seen in the table 3.

Table 3: Relative Effect of The Independent Variables To The Prediction Of School Adjustment

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.571	2.265		5.550	.000
	Emotional stability	.718	.062	.591	11.611	.000
	Peer pressure	.076	.064	.062	1.198	.232
	Gender	-.5.093	1.071	-.205	-4.757	.000

Table 2 shows that two out of three predictors (emotional stability and gender) are potent predictors of school adjustment. The most potent factor was emotional stability ($\beta = .591$, $t = 11.611$, $P < 0.05$), followed by gender ($\beta = -.205$, $t = -4.757$, $P < 0.05$ except peer pressure ($\beta = .062$, $t = 1.198$, $P > 0.05$) which is not a potent predictor of school adjustment. This implies

that, an increased influence of emotional stability will increase school adjustment by 59.1% and gender will increase school adjustment by 20.5%.

Research question four such what is the gender differences in school adjustment among in-school adolescents?, it can be seen in the table 4.

Table 4: T-Test Summary Showing Difference In School Adjustment Based on Gender

	Category	N	Mean	Std.Dv	Df	T	Sig	P
School adjustment	Male	100	27.1351	9.34660	298	6.081	.000	<0.05
	Female	30	18.9000	9.52908				

Table 4 revealed that there was a significant difference in the school adjustment of male and female; $t_{(298)} = 6.081$, $p < 0.05$. This

implies that the school adjustment of male and female is different from each other.

The significant correlation between psycho-demographic factors on school adjustment happens because of some factors which, make up the construct of emotional stability such as positive self-image, problem solving, positive self-concept correlate positively on the school adjustment among the students in the school (Noviandari & Mursidi, 2019).

Also, the second finding shows that gender influence school adjustment significantly among the adolescent in the school because male has more emotional stability than women. During puberty, girls are more sensitive than boys. At this time girls tend to have lower self-concepts than boys so that it directly, influences their ability to adapt at school. Even so, the low emotional stability in women will tend to increase in adulthood. Many of the girls experience low emotional stability due to the formation of culture, especially in societies that each embrace patriarchal culture (Pardo et al., 2018; Rath & Jim, 2010; Wehner & Schils, 2019).

In addition, peer pressure negatively affects student school adjustment because peer pressure such as bullying creates discomfort for teenagers in school. They will tend to avoid the environment where they feel uncomfortable. So indirectly, when there is a lot of peer pressure in a school, the adolescent event tends to show refusing behavior and does not want to adapt to the environment.

CONCLUSION AND SUGGESTION

The result shows that there was a significant relationship between this psycho-demographic factors on school adjustment. The psycho-demographic factors also jointly predicted school adjustment among In-school adolescents. It was also revealed from the research that emotional stability and gender are potent predictors of school adjustment. The result supported the study carried out by (Omotere, 2011) and the findings from the study revealed that peer group could positively influence the academic performance and school adjustment of in-school adolescents also the result was also in tandem with the results of (Bottiani, et al, 2017; Jung, 2016; Wentzel, 2002; Wormington, et al, 2016) who pointed out that peer pressure positively correlate to school adjustment; that is negative peer pressure of the students affect their adjustment in school which

lead to drop out.

More also, it was corroborated with the it Also, the findings of (Noviandari & Mursidi, 2019; Piqueras, Mateu-Martínez, Cejudo, & Pérez-González, 2019) who opined that emotional stability as one of the seven important indicators of school adjustment and it affects the learning of the pupils. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. The result also shows that a significant gender difference on school adjustment and this corroborates the findings of Wang et al, (2008) who found out that girls had higher scores on academic achievement, distinguished studentship and self perceptions and lower scores on teacher rated learning problems than boys.

Based on the finding of this study, the following rsuggestions are made: (1) There should be counseling services available to students of this category. Trained counselor should be posted to all the secondary schools so as to help counsel secondary school students who need to adjust in school; (2) There is a need for teacher to have greater supervision and regulations on students to enhance effectiveness of good peers and helps in developing their emotions in order to adjust in school.

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