

## **ADOLESCENTS' SELF-CONCEPT AS CORRELATE OF THEIR SOCIAL ADJUSTMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA**

**Ebele Jacinta NWABUIKE<sup>1</sup> and Christopher A. NWANKWO<sup>2</sup>**

<sup>1&2</sup>Department of Guidance and Counselling, Faculty of Education,  
Nnamdi Azikiwe University, Awka, NIGERIA

### **Abstract**

*A study of adolescents' self-concept is critical as the period is marked by all sorts of deviant behaviours that constitute societal problems like drug abuse and usage, alcoholism, sexual assaults among many others. This study in essence investigated adolescents' self-concept as correlate of their social adjustment in Onitsha Education zone, Anambra State. Three research questions guided the study while one null hypothesis was tested at 0.05 level of significance. Correlational survey research design was adopted for this study. The population of the study comprised 15,816 secondary school adolescents from which a sample size of 1,440 adolescents was selected using simple random sampling and disproportionate stratified random sampling techniques. Two research instruments, namely: Adolescent's Self-concept Questionnaire" (ASCQ) and Adolescents' Social Adjustment Questionnaire (ASAQ) were used for the study. The instruments were duly validated by experts before it was used in conducting this study. The reliability of the instrument is as follows: 0.972 for ASQ, and 0.928 for ASAQ. Data was collected through direct delivery method. Research questions 1 to 2 were answered using summated scores, while research questions 3 was answered using Pearson Product Moment Correlation Coefficients. One null hypothesis was tested using regression analysis. The findings of the study revealed among others that secondary school adolescent' self-concepts correlate significantly to their social adjustment. It was recommended among others that in order to impact or maintain the positive self-concepts of students, the Guidance counsellors in schools should organized programmes in school that will help to provide the students adequate orientation towards the development of positive self-concept which would likely contribute significantly to their social adjustment in schools.*

**Key words:** Adolescents, Self-Concept and Social Adjustment

### **Introduction**

The adolescents are the future leaders and workforce of this country and constitute a significant proportion of the country's population (Bakare, in Okoye, 2007). Adolescence is a suitable period of focus in the sense that it stands as a fascinating, interesting and, full of storms, stress, strains, confusing, challenging and troubled period of human growth and development that span between the ages of 11 and 21 (Santrock, 2004). According to

Nnodum (2001), adolescence is a transitional period from childhood to adulthood. It represents a period of rapid, learning and knowledge explosion of critical conscience, and above all a period of inquiry; hence the period is marked by all sorts of deviant behaviours that constitute societal problems like drug abuse and usage, alcoholism, sexual assaults among many others. According to Nnodum, it is a critical period marked with turbulence and confusion, and sometimes referred to as “juvenile” stage of growth and development. It is also a period the individuals experience the greatest confusion in life. Adolescence encompasses the period ranging from 10 to 21 years. This is a period when young children are developing into adulthood, extending from puberty to independence. It has three stages namely; early adolescents from 10 to 14 years, middle adolescents from 15 to 17 years and late adolescents from 17 to 21 years (Onwuasoanya, 2008).

Generally, adolescents are in two categories; the early and late developers. Early maturation starts at the ages of 10 and 12 for the girls and boys respectively is marked by the physical development of primary sex characteristics or reproductive organs such as ovaries and testes among others in girls and boys respectively. There are also gradual change in the timbre and pitch of voice, facial and body hairs for boys and development of breasts and expansion of hips for girls referred to as secondary sex characteristics, (Donnelly, Eburne & Kittleson, 2001).

Research has shown that early physical maturation or changes has positive effect on boys as they are said to be more relaxed, poised, less dependent, more attractive and popular with peers. They (boys) are equally higher in self-esteem. For the girls, however, early maturation or physical changes results in negative evaluations leading to feelings of isolation, submissive behaviours and less popularity with peers and their relationship (Payne & Isaac, 2002).

According to Hahn and Payne (2001), the adolescents experience physical growth, sexual maturation, intense emotional, social (interpersonal), cognitive (intellectual), personal and moral development. These developments are described as a time of storm and stress, conflicts and crises of adjustment and a stage of alienation from adult society. They experience frustration, self-doubt, stress, pressure and feelings of rejection and failure as they go through physical developmental stages and the search for self. The adolescents witness constant and serious changes in the aspects of cognitive, physical, psychological, social and personal changes/developments. The manifestation of the changes in all aspects of these developments results to changes in behaviour which could be adaptive or maladaptive in nature.

The ability to accept these physical changes and cope with different situations in life; to regain that sense of normalcy or psychological wellness after going through or encountering difficulties mark their psychological balance, proper wellbeing and adjustment. Psychological wellbeing according to (Erikson in Myers 2002) is the development and functioning of the mental abilities such as perception, memory and awareness of things happening within the adolescent's environment.

Although adolescents exhibit general development changes, they do not have the same personal characteristics. Naturally, human beings are remarkably different especially in their behaviours, thoughts, feelings, value orientation, attitudes, perceptions, depending on a lot of factors influencing them like age, level of education, family background, biological makeup or genetic factor, exposure to life, gender and birth order among others. Thus, an individual's thought, behaviour, feelings, emotions, attitudes, physique, response patterns, habits and general poise constitute his personality which could be seen as the self-concept of the individual.

One's self-concept according to Leflot, Onghena and Colpin (2010) is a collection of beliefs about oneself that includes elements such as academic performance, gender roles and sexuality, racial identity and many others. The self-concept according to Manning (2007) is the organized set of characteristics that the individual perceives as peculiar to himself/herself. It is based largely on the social evaluations he/she has experienced. Self-concept in the context of this study is therefore be seen as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each adolescent holds to be true about his or her personal existence.

The social dimension in this case deals with interpersonal or public interactions with other individuals. One of the key elements to diagnosis is whether there is interference with normal social interactions. For instance, people who talk to the voices in their head make others uncomfortable, and people who don't interact with others at all frighten people. Also, the behavioural dimension is seen as any action taken by the individual. This is a fairly widespread dimension, covering everything from how one dress his/herself, to feeding themselves and to how they socially interact with others. The behavioural aspect typically include being erratic or excessively hyper, being inactive to the point of not taking care of basic hygiene, interacting with hallucinations, among others.

More so, according to Kowalczyk (2015), the thought and emotions dimensions' deal with the internal landscape and reactions of an individual. This according to Kowalczyk boils down to there being some kind of regulation problem with thoughts and emotions, which is translated into behaviours and social interactions. People who think differently, drastically differently, can have difficulties with social issues, and they will likely behave differently as well. When it comes to emotional disturbances, it is estimated that nearly everyone will go through some depression in their life. It is sometimes referred to as the common cold of recent times. Other emotional issues include excessive rage, inappropriate responses (such as laughing when others cry or not having any emotions), and highly variable emotions (such as reversing back and forth between love and hate for a single person). This is often a challenge between for many adolescents who many a time find it difficult to adjust in certain situations, be it at home, school, church and later on at work. Moreover, adjustment according to Oxford Advanced Dictionary is to change slightly to a situation in order to suit that situation. It is the process and condition of being in harmony with the physical and social environment in which the individuals live indicated by the

absence of symptoms of stress and by the ability to maintain good personal relationship with others. Adjustment is referred to as the extent to which a person fits happily and harmoniously into the environment or culture in which he finds himself without getting into friction with other and without being frustrated, (Beverly, 2001). It is thus, here, seen as fitting in or adapting to an environment and to normal self or to situation as a result of events or incidents that occurs.

Psychologically, adjustment is used to describe the adaptation of an organism to keep pace with changes in its environment. Here, the adjustment helps the organism to cope with demands and pressures of the outside world as well as the needs, desires and conflict experienced from within. Social adjustment, therefore, is an effort made by individual/individuals to cope with the standards, values and needs of the society in order to be accepted. It involves coping with new standards and values of the society. It is a psychological process through which individuals cope with the challenges that adolescents face daily (Sarka, 2000).

Social adjustment according to Obi (2016) is the extent to which an individual maintains a congruent relationship with other people. For instance, an individual adjusts to the other members of the family, to the peer group, to teachers, and to other member of the community in which the child lives. Most adolescents are of above average, intelligent, energetic, resourceful, and as well creative. The adolescents in the secondary school system of education are faced with some social problems, coupled with the academic problems that are part and parcel of the schools. The conditions could affect their social adjustment patterns and in turn affect their academic outputs. They may resort to anti-social behaviours like (drug use and abuse, robbery, alcoholism, rape among others) as a coping mechanism. It is against this background that this researcher seeks to examine the adolescents' personal characteristics as predictors of their social adjustment in secondary school in Anambra State.

The study by Okpara and Onyekuru (2013) investigated the psychosocial predictors of secondary school students' adjustment to school in Obio-Akpor Local Government Area of Rivers State Nigeria. Three research questions and three hypotheses guided the study. The study adopted correlational design. A sample of 452 SS2 students was drawn from the population through stratified random sampling technique. Two instruments were used for data collection- Psycho-Social Predictor Scale (PPS) and School Adjustment Scale (SAS) which were developed by the researchers. The instruments were validated by experts in Educational Psychology, Measurement and Evaluation. The reliability coefficient of PPS subsections were 0.76, 0.68 and 0.71 respectively for self-concept, emotional intelligence and peer group while SAS had 0.82 reliability coefficient. All reliabilities were obtained via Cronbach Alpha technique. The results of the simple linear regressions and the Analysis of Variance (ANOVA) show that self-concept significantly predicted secondary school students' adjustment to school while emotional intelligence and peer group do not. In terms of the relative effects of the psychosocial factors, self-concept was found to be most

effective, followed by emotional intelligence and lastly peer group. Based on the findings, recommendations were made including that parents, teachers and counsellors should provide the students adequate orientation towards development of positive self-concept and self-confidence. Findings from the study is related to the current study being that it provided insight into the extent to which psychosocial factors (self-concept, emotional intelligence and peer group) could predict secondary school students' adjustment to school. However, the study differed from the current study because it was geared towards determining the whether personality characteristics such as self-concept and psychopathology predicts adolescent adjustment in schools.

Moreover, Gesinde (2011) investigated the effect of seven dimensions of emotional maltreatment on school adolescents' self-concept. Two hundred adolescents selected through purposive sampling technique from fifteen private secondary schools in Ota, Nigeria participated in the study. Questionnaire on Seven Dimensions Emotional Maltreatment at Home (QSDEMH) and Adolescent Personal Data Inventory (APDI) are used to generate data. Three research hypotheses are tested at 0.05 alpha level using multiple regression and correlation coefficient. Findings indicate that the seven independent variables jointly account for 28.0% of the variance in self-concept ( $R^2 = .280$ .)

The independent variables contribute differently to the prediction of self-concept and negative significant relationship exists between the predictors and self-concept. Findings from this study are relevant to the current study. Findings from the study have shown that children who suffer from emotional abuse have the worst outcome of all abuse and are better predictors of later problems. Rejection from parents has been found to be predictors of internalizing and externalizing problems. Emotional maltreatment of children by parents, teachers, and caregivers have contributed to negative self-concept and social adjustment of the abused persons.

Utibeabasi (2011) investigated the influence of self-concept on physics students' academic achievement in secondary schools. The study was conducted in Uyo LGA of Akwa Ibom State in Nigeria. A sample size of five hundred (500) senior secondary two physics students took part in the investigation. Two researcher-made instruments, Self-concept Questionnaire (SQ) and Physics Achievement Test (PAT) were used in generating the data for the study. Two hypotheses were proposed to guide the investigation and the data that accrued from the study were analysed using independent t-test. The findings of the study showed that students with high self-concept achieved academically higher than those with low self-concept. Gender showed no significant difference in academic achievement of physics students with high self-concept. Findings from this study is relevant to the current study as it shows that self-concept and self-confidence are required for a person to achieve success in all human endeavours.

Zukauskien and Malinauskien (2009) investigated the relationship between youth pro-social orientation, personality traits and personal values in a sample of Lithuanian adolescents, in order to assess differences in personality and personal values between

those adolescents who are engaged in community and school life and those who are not. Mean age of participants was 18.20 (SD = 0.69), who were high school students (N = 490) from one administrative region. Participants completed a questionnaire assessing adolescent prosocial orientation, along with measures of personality traits (NEO-FFI) and personal values (PVQ).

Cluster analysis based on adolescent participation in community and school life reported in the questionnaire identified 5 distinct groupings of adolescents: Very involved (who had high levels of involvement); Involved (who scored more than 0.5 SD above the average levels of organized activities); Average involvement (who scored on the average levels of all three forms of structured activities); adolescents with Some Involvement (who scored on the average levels on structured activities, but were very low on commitment to goals); and Uninvolved adolescents. Comparisons revealed several significant differences among the groups in terms of personality traits and values. Very involved and involved adolescents were characterized by more pronounced traits in extraversion, openness to experience and agreeableness, while conscientiousness was significantly higher only in the Very involved cluster. In adolescents who are more engaged in community and school life, the researchers found higher levels of basic personal values, with the exception of hedonism.

Murad, Mahasneh and Tawarah (2016) identified the relation between the relationship between self-concept and social adjustment in the students of the higher primary stage in the school of Shoubak Governorate. A randomly sample of (298) students was selected. In order to achieve the study goals, the researchers used self-concept scale which was developed by Oweidhat (2009), and social adjustment (Smade, 2007). The results showed that self-concept in the students of the higher primary stage were high. And social adjustment was high. The results showed also that there was appositve statistical relationship between Self-Concept and Social Adjustment. And also indicated that there were no statically significant differences in the self-concept level according to gender variable, and class. The results showed that there were statically significant differences in the social adjustment of students among gender variable, and there weren't statically significant differences in the social adjustment among class variable. In the light of the finding of the study, the researchers recommended some recommendations.

Oni (2010) study investigated peer group pressure as a determinant of adolescents' social adjustment in Nigerian schools, with a focus on the Ikeja Local Government Area of Lagos State. Two null hypotheses were tested using a random sample of one hundred and twenty adolescents from four secondary schools in the Ikeja Local Government Area. The instrument was a self-designed questionnaire. The collected data were analysed using an independent t-test and a Pearson Product Moment Correlation Coefficient. The results of the analysis showed that peer group pressure among adolescents is related to their social adjustment and that the gender of the adolescents affects their social adjustment as well. This study is relevant to the current study as it has shown the serious need for parents to

serve as role models for their children to emulate; and why parents should be watchful of the types of friends kept by their adolescent children; and parent-child relationship should be cordial enough to permit adolescents in discussing their problems with them. In addition, the management of adolescents (secondary school students) has now been portrayed as the joint responsibility of parents, guidance counsellors, school administrators and society at large.

Deepshikha and Bhanot (2011) conducted a study to assess family environment of adolescent girls and its impact on their socio-emotional adjustment at Kumarganj, Faizabad District of Eastern Uttar Pradesh. One hundred adolescent girls of age group between 17-18 years comprised the sample of the study. Family Environment Scale (FES) and Adjustment Inventory for School Students (AISS) were administered. Data was analysed in terms of percentage and multiple regression analysis. The statistical analysis revealed that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.

Findings from this study is important and relevant to the current study because of the important role of psychological functioning for youngsters' daily lives and their further social adaptation, it is apparently relevant to study the effect of the family environment on the emotional adjustment of adolescents. The experience that the adolescent girls gain from the family decide the future adjustment of adolescent girl within society and her peer group which eventually reflect the social maturity of adolescent girls.

Valentina and Gulati (2014) studied the social adjustment profile of adolescents of Ludhiana city. The study examined the relationship between socio personal characteristics and social adjustment of adolescents if there exists any. The sample consisted of 100 boys and 100 girls from 4 Government schools comprising a total of 200 adolescents of the age group 16 to 18 years from intact two parent families. Self-designed socio-demographic questionnaire was used to study the socio-demographic characteristics of respondents. Deva's Social Adjustment Inventory was used to assess social adjustment of adolescents. Statistical analysis using mean, standard deviation and chi square reveals that there is no significant gender difference in social adjustment among adolescents. Social adjustment of adolescents was also found to be independent of gender, birth order and type of family.

Findings from the study is relevant to the present study as it highlighted the influence of aspects of parent adolescent relationship, family environment, peer relationship and adolescent's relationship with his/her micro and macro environment on social adjustment and the need for it to be given due consideration. It has been observed from literature that adolescents' characteristics are predictor of their social adjustment.

Little or none, from the knowledge of the researchers appeared to have been done in the aspect of the adolescents' self-concept as correlate of their social adjustment in Anambra State. However, there is need to fill the identified gap and meet the needs of so

many adolescents in Anambra state, and Nigeria as whole. This justifies the course into this study. Thus, the problem of this study is geared towards finding out whether adolescents' self-concept relates to their social adjustment in secondary schools in Onitsha Education zone of Anambra State.

**Purpose of the Study** The main purpose of this study is to find the adolescents self-concept as correlate of their social adjustment. Specifically, the study aims to determine the following: (a) Adolescents' self-concept scores. (b) Adolescents' social adjustment scores. (c) How adolescents' self-concept relates to their social adjustment

**Research Questions** The following research questions are formulated to guide the study: (a) What are adolescents' self-concept scores? (b) What are adolescents' social adjustment scores? (c) How is adolescents' self-concept relate to their social adjustment?

**Hypotheses** The following hypothesis was formulated to guide the study, and was tested at 0.05 level of significance. (a) Adolescents' self-concept is not significantly related to their social adjustment.

## **Method**

**Research Design** The research design for this study is correlational study. A correlational survey design is a kind of design that seeks to establish a relationship between two or more variables as well as indicates the direction and magnitude of the relationship between the variables (Nworgu, 2017). A correlational survey design is considered appropriate for this study because it seeks to establish a relationship between two variables, namely; adolescents' self-concept and social adjustment.

**Area of the Study** The area of study is Onitsha Education Zone in Anambra state. Onitsha education zone in Anambra State is made up of three local government areas namely; Onitsha North, Onitsha South and Ogbaru local government areas. The breakdown is Onitsha South: 5 schools, Onitsha North: 17 schools and Ogbaru: 10 schools respectively, making it a total number of 22 schools in Onitsha Education zone.

**Population of the Study** The population of the study is 15,816 secondary school students (Source: Anambra State Post Primary Schools Commission, Awka, 2019/2020). This comprises of junior and senior secondary school students in Anambra state government owned secondary schools, from the three local governments in Onitsha education zone. Students were considered appropriate for this study because majority of the students are adolescents. Only students between the age of 13 and 19 from the zone will be included in the population.

**Sample and Sampling Technique** The sample size for this study consists of 1,440 adolescents. A Multi-stage sampling method was employed in selecting the sample size as follows: first, simple random sampling technique was used to select 18 out of 22 secondary schools from the three local government areas in Onitsha education zone of the state. This was carried out through random sampling by replacement. Disproportionately stratified random sampling was employed to select 80 students from each of the schools already



chosen. Also, 20 students were selected from JSSII to SSII classes. This yielded a total of 1440 adolescents in schools. JSSI students were not sampled because the most children are not up to 13 years of age. More so, the SS3 students were not used in the sample because they might be in examination by the time of data collection.

**Instrument for Data Collection** The instruments for the study consists of two questionnaires, termed: “Adolescent’s Self-concept Questionnaire” (ASCQ), and Adolescents’ Social Adjustment Questionnaire (ASAQ). The ASCQ is a slightly modified version of Robsons’ Self Concept Questionnaire originally developed by Robson (1989), and adopted to suit the purpose of this study. The instrument, Adolescent’s Self-concept Questionnaire contains 30 items. The items seek to assess the self-concepts of secondary school adolescents.

Adolescents’ Social Adjustment Questionnaire (ASAQ): The instrument is a modified version of self-report questionnaire; Social Adjustment Scale (SAS) developed by Weisman and Paykel (1974). The instrument has 24 items assessing the functioning in each of the five role areas (house work; social and leisure activities; relationships with extended family and functioning in the family unit). It has a response option which ranges from “not at all” to “all the time”, and has weighted values of 4, 3, 2, and 1 correspondingly.

**Validation of the Instrument** The instruments were standardized and were adopted as such does not require further validation. **Reliability of the Study** The adopted instruments have coefficient alpha of 0.972 for ASQ and 0.928 for ASAQ. The high coefficient alpha show that they are reliable and good for the study.

**Method of Data Collection** The administration of the instruments was done through direct delivery approach. By this method, copies of the questionnaires were distributed personally to the respondents by the researchers with the help of four research assistants who were briefed on the research process. The researchers had discussion with the research assistants on the purpose of the research, the contents of the questionnaires, how to administer the instruments as well as how to retrieve them. The researchers and the research assistants directly distributed copies of the instruments to the respondents in their schools and collected them back after they were completed.

**Method of Data Analysis** Research questions 1 to 2 were answered using range of summated scores, while research question 3 was answered using Pearson Product Moment Correlation Coefficients. This was also used to test the null hypothesis. The decision rules based on the norms of instruments are as follows:

The self-concept scores as follows:

30 – 74	Low self-concept
75 – 120	High self-concept
For social adjustment scores:	
23 – 57	Poor social adjustment
58 – 92	Good social adjustment

For the resulting correlation coefficient:

Very low positive or negative relationship = + or - 0.00 to 0.20,

Low positive or negative relationship = + or - 0.20 to 0.40,

Moderate positive or negative relationship = + or - 0.40 to 0.60,

High positive or negative relationship = + or - 0.60 to 0.80,

Very high positive or negative relationship = + or - 0.80 and above.

## Results

### Research Question 1

What are the self-concept scores of secondary school adolescents?

**Table 1:** RANGE OF SCORES ON ADOLESCENTS' SELF-CONCEPT IN SECONDARY SCHOOLS

Range of scores	N	%	Remarks
30 – 74	353	26.7	Low self-concept
75 – 120	970	73.3	High self-concept

Table 1 reveals that 970(73%) of the secondary school adolescents with the scores ranging from 75 to120 have high self-concept, while 353(26.7%) others who scored between 30 and 74 have low self-concept.

### Research Question 2

What are the social adjustment scores of secondary school adolescents?

**Table 2:** RANGE OF SCORES ON ADOLESCENTS' SOCIAL ADJUSTMENT IN SECONDARY SCHOOLS

Range of scores	N	%	Remarks
23 – 57	817	61.8	Poor social adjustment
58 – 92	505	38.2	Good social adjustment

Table 2 shows that 505(38.2%) of the secondary school adolescents with the scores ranging from 58to 92 have good social adjustment, while 817(61.8%) others who scored between 23 and 57 have poor social adjustment.

### Research Question 3

What type of relationship exists between the adolescents' self-concept and their social adjustment?

**Table 3:** PEARSON R ON ADOLESCENTS' SELF-CONCEPT AND THEIR SOCIAL ADJUSTMENT

Source of Variation	N	Self-concept r	Social adjustment r	Remark
Self-concept Relationship	1323	1.00	0.04	Very low or no Positive
Social adjustment	1323	0.04	1.00	

Table 3 indicates that there is very low or no positive relationship of 0.04 existing between the secondary school adolescents' self-concept and their social adjustment.

### Null Hypothesis

Adolescents' self-concept is not significantly related to their social adjustment.

**Table 4:** SIGNIFICANT OF PEARSON R ON THE ADOLESCENTS' SELF-CONCEPT AND THEIR SOCIAL ADJUSTMENT USING PROBABILITY TABLE OF **r**.

N	cal.r	df	crit.r	Remark
1323	0.04	1321	0.19	NS

NS =Significant

Table 4 reveals that at 0.05 level of significance and 1321df, the calculated  $r_{0.04}$  is less than the critical  $r_{0.19}$ . Therefore, the first null hypothesis is accepted. The type of relationship existing between the secondary school adolescents' self-concept and their social adjustment is not significant.

### Discussion of Findings

*Self-concept and social adjustment of Secondary School Students* Finding from the study revealed that most of the secondary school adolescents have high self-concept. What this implies is that most of the secondary school adolescents have a clear understanding of their abilities, capabilities, interest, values, achievements, needs as well as their limitations and perceive themselves worthwhile in that regard. More so, it means that they have control over their own life, see themselves as a reliable worthy person and are not likely to feel or stay down for long when things happen to them.

Likewise, finding from the study revealed that very few of the secondary school adolescents have high social adjustment. What this implies is that more of the adolescents have low social adjustment. So, these adolescents are not likely to have harmonious relationship with their peers and others. They may lack proper understanding of social needs, requirements and group goals, and meeting effectively to the social requirements of the home, peer groups, culture and the community.

*Relationship between the secondary school adolescents' self-concept and their social adjustment* The finding of the study revealed that there is very low or no positive relationship existing between the secondary school adolescents' self-concept and their social adjustment. What this finding shows is that though the direction of the relationship is positive, the relationship is too low and could be considered non-existent relationship. It shows that as the self-concept of the secondary school adolescents increases, the secondary school adolescents may perhaps be socially adjusted. This finding of the study is related to the finding of Okpara and Onyekuru (2013) whose study demonstrated that there is a relationship between self-concept and secondary school students' adjustment. The reason for this is probably because adolescents' social adjustment in school, to some extent, depends on the match between their competences and needs and the demands of the school environment. So, components of self-concept which include physical, psychological and social attributes would likely facilitate adolescents in dealing better with

pressures of peers, school life, academic challenges and temptation of alcohol, drugs and other unwholesome acts in school.

Finding from the study further revealed that the relationship existing between the secondary school adolescents' self-concept and their social adjustment is not significant. The finding also concurred with Murad, Mahasneh and Tawarah (2016) whose study investigated the relationship between self-concept and social adjustment of students. This result may be translated to mean that the higher the self-concept of the secondary school adolescents, the more the adolescents' social adjustment which invariably translated to a higher academic achievement in schools. This is not however surprising considering the fact that an individual who is aware of self and capabilities will be able to identify the limits and strengths and by so doing build more on strengths and try to reduce the limitations. This will go a long way in assisting the individual to adjust in the environment, work harder and achieve better result especially in the area of academic achievement.

### **Conclusions and Recommendations**

From the findings of this study, it is concluded that there is no significant very low positive relationship existing between the secondary school adolescents' self-concept and their social adjustment.

Based on the findings and implications of the study, the following recommendations are made; (a) In order to impact positive self-concepts on students, the Guidance counsellors in schools should organized programmes in schools that will help to provide the students adequate orientation towards the development of positive self-concept which would likely contribute significantly to their social adjustment in schools. (b) Teachers in secondary school should work closely with the Guidance counsellors to build the self-concept of their students in order to facilitate their quick and smooth adjustment in physical, social and psychological school environments. (c) The Government should provide institution with professional counsellors equipped with the necessary psychological skills to be able to identify students with poor or low self-concept at the early stage so as to checkmate its spiraling effect on social adjustment of the adolescents in schools.

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**Ebele Jacinta NWABUIKE**, is a post graduate student in the Department of Guidance and Counselling, Faculty of Education, Nnamdi Azikiwe University, Awka, NIGERIA. Email: [ebelejacinta2016@gmail.com](mailto:ebelejacinta2016@gmail.com)

**Christopher A. NWANKWO, PhD.**, is a Professor of Counselling Psychology, Department of Guidance and Counselling, Faculty of Education, Nnamdi Azikiwe University, Awka, NIGERIA. Email: [ca.nwankwo@unizik.edu.ng](mailto:ca.nwankwo@unizik.edu.ng)