

Adolescents' Psychopathology as Correlate of Their Social Adjustment in Secondary Schools in Anambra State, Nigeria

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Abstract

The study is on adolescents' psychopathology 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 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 Psychopathology Questionnaire (APQ) 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: 0.949 for APQ, and 0.928 for ASAQ. Data was collected through direct delivery method. Research questions 1 to 2 were answered using range of summated scores, while research questions 3 was answered and the null hypotheses was tested using Pearson Product Moment Correlation Coefficients. The findings of the study revealed among others that secondary school adolescents' psychopathology has high negative relationship with their social adjustment. It was recommended among others that guidance counsellors should carefully set out behaviour modification techniques to enhance psychopathological state of the adolescents positively to ensure their proper social adjustment in schools.

Key words: Adolescents, Psychopathology and Social Adjustment

Introduction

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 experiences the greatest confusion in life.

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.

Consequently, personal characteristics of adolescents could be identified thus; motivation, interest, intelligence, ability, values, self- concept, self-efficacy, self-esteem, personality, intelligent quotient (I.Q.), internet addiction and misuse, gender, study-behaviour, psychopathology, age-range, perceived mental health, birth-order and psychophysiological- symptoms amongst others. (Manago, Graham, Greenfield & Salimkhan, 2008). However, this study dwells on aspect of adolescents' psychopathology (emotional and behavioural problems of the adolescents) in relation to their social adjustment.

Adolescence is also a stage that is known to be characterised by instability and susceptibility to the development of psychopathology symptoms. Psychopathology according to Gottesman (2001) is defined as the study of any significant behavioural or psychological syndrome that impairs an individual's daily functioning in society. Psychopathology has been reported among adolescents worldwide, but prevalence rates as reported by Taiwo (2011) have varied across countries of which that of Nigeria, like most developing countries has not yet been accurately ascertained as of the time of this study. Nevertheless, according to Obi (2016), high prevalence of psychopathology has been observed among Nigerian secondary school adolescents.

Notable factors implicated for early manifestation and relationship to psychopathological symptoms among adolescents includes role taking (also known as perspective taking), role perception and self-concept. These factors are jointly referred to as "socialization", a psychological term which referred to the adolescents' tendency to conform or not to conform to the values and norms of the society. Moreover, there is evidence from literature (example Longley, Whitbeck & Hoyt, 2008), that a high prevalence of psychopathology exists among legally identified adolescents with high antisocial behaviour tendencies. A similar result was obtained among the sample of delinquent juveniles (Baryluk, 2003). These observed relationships between psychopathology and antisocial behaviour among adolescents made the American Psychiatric Association to conclude that adolescents with antisocial problems are part of a population within which

there is higher incidence of psychopathology. Bearing this in mind, psychopathology in the context of this study is seen as the study of adolescents' social, emotional and behavioural problems which sometimes makes it difficult to adjust at home, schools and the community (Kowalczyk, 2015).

Moreover, in every day usage, adjustment 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 Denga in Okoye (2003) 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.

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.

Ganai and Ashraf Mir (2013) did a comparative study of adjustment and academic achievement of college students in India. The study was a descriptive survey undertaken to study the adjustment and academic achievement of male and female college students. The sample for the study comprised of 80 students who were on rolls in various higher secondary schools of district Baramulla. The tool used for data collection was Mental Health Battery by A.K.Singh and Alpana Sengupta which is the battery of six tests including Emotional Stability (ES), Overall adjustment (OA), Autonomy (AY), Security-Insecurity (SI), Self – Concept(SC), Intelligence (IQ).Data was analysed by using mean, SD and t-value. The findings revealed that the male and female adolescents differ significantly on mental health. However the two groups showed no difference on academic achievement. Further the two groups showed difference on various dimensions of the Mental Health Battery including Emotional Stability (ES), Overall Adjustment (OA), Security Insecurity (SI) and General Intelligence. The main difference favoured the male adolescents in case of these dimensions. However, the two groups showed no difference on Autonomy (AY) and Self Concept dimension (SC).

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. The studies on psychopathology have also highlighted some important facts and provided empirical justification for a model of explanation for psychopathology among adolescents. The study has also provided empirical support for existing ecological, attachment and personality theory in developmental psychopathology to explain adolescent psychopathology. A research which is community based would provide better information on children and adolescent psychopathology than clinically based ones in the Nigerian community where children and adolescents suffering psychopathology are rarely referred to experts, and where there are many adolescents suffering in silence due to lack of treatment for their psychopathological symptoms.

Hohendorff, De Paula and Eschiletti (2013) investigated the relationship between social skills, psychopathology and socio-demographic characteristics among adolescents. Participants were 50 adolescents from Rio Grande do Sul, Brazil (30 girls and 20 boys, Mage=14 years, SD=1.61) who attended either a public or a private school. The participants answered a socio-demographic questionnaire, the social skills Inventory for Adolescents Del-Prette (frequency and difficulty) and, to assess symptoms of psychopathology, the Self Report Questionnaire 20. Results indicated that there were no differences in the frequency of the social skills investigated with regard to genders, age, type of school attended, and the indication of psychopathology. However, the difficulty score reported on the use of social skills was related with psychopathology. This relationship was further moderated by the type of school. Thus, socio-demographic variables and personal characteristics (such as psychopathology) were confirmed as being important in social skills studies.

Landazabal (2006) investigated the concomitant relationships between psychopathological symptoms, cooperation, social skills, and other personality traits; and the predictive variables of psychopathological symptoms. The study was carried out in Spain. The sample consists of 322 adolescents aged 14 to 17 years old. The study uses correlational methodology. In order to assess psychopathological symptoms, cooperation, social skills, and personality traits, the following scales were used: the Symptom Checklist, the Cooperativeness Scale, the MESSY social skills scale by (Matson, Rotatori, and Helsel, 1983), and the TPT Personality Test. Pearson coefficients suggest that adolescents with many psychopathological symptoms have low levels of cooperative behaviours and social skills. They also score high in inappropriate assertiveness, impulsiveness, overconfidence, and jealousy-withdrawal and have low levels of emotional stability, sociability, and responsibility. Through multiple regression analyses, the following variables were identified as predictors of psychopathological symptoms: jealousy-withdrawal, low social integration, impulsiveness, and low self-concept. The role played by intervention programs promoting socio-emotional development to prevent psychopathological symptoms and enhance mental health was also discussed.

Oshukova, Kaltiala-Heino, Miettunen, Marttila, Tani, Aronen, Marttunen, Kaivosoja and Lindberg (2016) explored the relationship between self-rated psychopathic traits and psychopathology in a sample of Finnish mid-adolescent girls and boys. The sample comprised 370 secondary school ninth-graders with the mean age of 15.1 years (SD 0.28). The Youth Psychopathic traits Inventory (YPI) and the Youth Self Report (YSR) served as self-assessments. Boys showed significantly higher traits of psychopathy, but girls scored

significantly higher on the Total Problems as well as on the majority of the syndrome scales on the YSR. In both genders, psychopathic traits correlated highly with rule-breaking and aggressive behaviour, moderately with attention and thought complaints, and modestly with depression, anxiety, withdrawal and social problems. The correlations between psychopathic traits and somatic problems were moderate in boys, but modest in girls. The correlations showed only a few statistically significant gender differences: the correlation between the Affective dimension of the YPI and the rule-breaking behaviour syndrome scale of the YSR, as well as the correlation between the Interpersonal dimension of the YPI and somatic problems were stronger in boys than in girls.

Even though boys show higher traits of psychopathy and girls exhibit more general psychopathology, the correlations between psychopathic traits and other forms of psychopathology closely resemble each other. In both genders, psychopathic traits correlate positively with both externalizing and internalizing problems. The callous-unemotional traits correlate more strongly with rule-breaking behavior in boys than in girls. Screening for psychopathic traits among adolescents with psychosocial adjustment problems seems relevant.

Tackett, Herzhoff, Harden, Page-Gould and Josephs (2014) examined whether the associations between stress responses and psychopathology were moderated by adolescent personality disorder (PD) traits. Participants were a community sample of 106 adolescents (47 male, Mage = 16.01) and their parents. Parents reported on adolescents' PD traits and behavioural problems. Changes in salivary cortisol were assessed in response to a laboratory-based stress induction. Moderated regression analyses revealed significant linear and quadratic interactions between cortisol recovery and PD traits in the prediction of behavioural problems. Although typically conceptualized as "adaptive," steeper post-stressor recovery was associated with more behavioural problems when PD traits were high. These findings suggest that, in the presence of maladaptive personality traits, premature recovery from environmental stressors may indicate an inability to respond appropriately to negative environmental stimuli, thus reflecting a core disturbance in PD trait functioning. The results underscore the informative role that personality plays in illuminating the nature of hormone functioning in adolescents and are interpreted in a developmental psychopathology framework. Findings from the study are relevant to the current study. The study examined the interplay between stress and adolescent personality disorder characteristics of adolescents.

Furthermore, Tackett and Herzhoff; Harden, Page-Gould and Josephs (2014) investigated personality hormone interactions in adolescent externalizing psychopathology. The study extended research on the dual-hormone hypothesis by testing the interaction between testosterone, cortisol, and personality disorder (PD) traits in predicting externalizing problems in a community sample of adolescent males and females. The study participants were 106 youth from the community, ranging in age from 13–18 (M age 16.01 years, SD age 1.29), and their parents. Parents and youth provided ratings on an omnibus measure of personality pathology and externalizing problems. Youth provided saliva samples via passive drool from which testosterone and cortisol levels were obtained. Robust moderation of the joint effects of testosterone and cortisol on parent-reported externalizing problems was found for both higher-order PD traits associated with externalizing psychopathology (Disagreeableness and Emotional

Instability). Higher testosterone was associated with externalizing outcomes, but only when cortisol was low, and only among youth with high levels of Disagreeableness and Emotional Instability.

These findings provide the first evidence for the dual-hormone hypothesis in a mixed-sex sample of community adolescents, but importantly offer novel evidence for the importance of personality traits. Examination of the joint regulation of externalizing problems by testosterone and cortisol in the context of adolescent personality may help to clarify inconsistent main effects of testosterone and cortisol on clinical externalizing phenotypes. This study is relevant to the current study as the findings clearly suggests that hormonal influences on core aspects of externalizing extend to adolescents from the community and to adolescents of both sexes, when considering variations in more broadly distributed personality characteristics.

Taiwo (2011) identified the predictors of psychopathology among adolescents in Ibadan region using a multi-theoretical approach. Eight hundred and eighty-nine (889) male and female adolescents drawn from different parts of Ibadan region of the South-West Nigeria, participated in the study. The study is a cross-sectional survey and adopted an ex-post facto design. A questionnaire divided into six sections, with two versions was used for data collection. Analysis of data involved multiple/stepwise regressions, F-test & T-test. SPSS 10.0 computer programme was utilized for all analyses.

Data showed that all the predictors jointly contributed 37% ($P < 0.0001$) to the prediction of reported psychopathology. The domains of psychosocial, personality, demographic and medical condition reports all independently and significantly predicted psychopathology among the adolescents but psychosocial domain had the highest contribution of 16% ($P < 0.0001$). Prevalence rate for psychopathology among the sampled adolescents was 0.152 (15.2%) at the criteria of one standard deviation above the mean. The study, being relevant to the current study concluded that a multi-theoretical approach to the understanding of psychopathology among adolescents will be more appropriate in the Nigerian community. Results have implication for further assessment and treatments. The result however has implication for further studies which will identify specific psychopathology symptoms that are associated with personal characteristics of adolescents in Anambra state.

The reviewed empirical studies succeeded in touching aspect of adolescents' psychopathology and adjustment, however, none of the studies was actually focusing on adolescents' psychopathology as correlate of their social adjustment in Anambra State.

Purpose of the Study

The main purpose of this study is to find the adolescents' psychopathology as correlate of their social adjustment. Specifically the study aims to determine the following: (a) Adolescents' psychopathology scores. (b) Adolescents' social adjustment scores. (c) How adolescents' psychopathology relate to their social adjustment.

Research Questions

The following research questions are formulated to guide the study: (a) What are adolescents' psychopathology scores? (b) What are adolescents' social adjustment scores? (c) How is adolescents' psychopathology related to their social adjustment?

Hypothesis

The study formulated and tested one null hypothesis at 0.05 level of significance: Adolescents' psychopathology will not significantly relate to their social adjustment.

Method

Research Design The researchers adopted correlational survey research design for the 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' psychopathology 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 16,800 secondary school students (Source: Anambra State Post Primary Schools Commission, Awka, 2018/2019). 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 were included in the population.

Sample and Sampling Technique The sample size for this study consists of 1,760 adolescents. Disproportionately stratified random sampling was employed to select 80 students from each of the 22 schools. The stratification was based on class levels. Also, 40 students were selected from JSSII to SSII classes. This yielded a total of 1760 adolescents in schools. JSSI students were not sampled because the children are not up to 13 years of age. More so, the JSSIII and SSIII students were not used in the sample because they were engaged in examinations while the SSI students were just back to school after their BESCE by the time of data collection.

Instrument for Data Collection The instruments for the study consist of two questionnaires, termed: Adolescent Psychopathology Questionnaire (APQ) and Adolescents' Social Adjustment Questionnaire (ASAQ). Adolescent Psychopathology Questionnaire (APQ): this is Adolescent Personal Inventory developed by Professor Julius Akinboye in Department of Guidance and Counselling, University of Ibadan. The instrument has 30 items which aims at appraising a number of antisocial behaviours such as lying, fighting, stealing, cruelty to others, destruction of property, use of a weapon in a fight, refusal to abide by rules at home and at school, issues and other problems dealing with behaviour. It has 10 point response options which ranged from Least like me to Most like me, and had weighted values of 0 – 9 respectively.

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 and Reliability of the Study The instruments were standardized ones and as such were not subjected to further validity or reliability. The two instruments being standardized, have coefficient alpha of 0.949 for APQ, and 0.928 for ASAQ. The high coefficient alphas 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.

Method of Data Analysis Research questions 1 and 2 were answered using range of summated scores, while research questions 3 and the null hypothesis were analysed using Pearson Product Moment Correlation Coefficients.

The decision rule for judging the psychopathology scores:

28 – 70 Low psychopathology

71 – 112 High psychopathology

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 psychopathology scores of secondary school adolescents?

Table 1: RANGE OF SCORES ON SECONDARY SCHOOL ADOLESCENTS' PSYCHOPATHOLOGY

Range of scores	N	%	Remarks
28 – 70	592	33.64	Low psychopathology
71 – 112	1168	66.36	High psychopathology

In table 1, it was observed that 592(33.64%) of the secondary school adolescents with the scores ranging from 28 to 70 have low psychopathology, while 1168(66.36%) others who scored between 71 and 112 have high psychopathology.

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	1233	70.06	Poor social adjustment
58 – 92	527	29.94	Good social adjustment

Table 2 shows that 527(29.94%) of the secondary school adolescents with the scores ranging from 58 to 92 have good social adjustment, while 1233(70.06%) others who scored between 23 and 57 have poor social adjustment.

Research Question 3 What type of relationship exists between the adolescents’ psychopathology and their social adjustment?

Table 3: PEARSON R ON ADOLESCENTS’ PSYCHOPATHOLOGY AND THEIR SOCIAL ADJUSTMENT

Source of Variation	N	Psychopathology r	Social adjustment r	Remark
Psychopathology	1760	1.00	-0.73	High negative Relationship
Social adjustment	1760	-0.73	1.00	

Table 3 reveals that there is high negative relationship of -0.73 existing between the secondary school adolescents’ psychopathology and their social adjustment.

Null Hypothesis The type of relationship existing between the secondary school adolescents’ psychopathology and their social adjustment is not significant

Table 4: SIGNIFICANT OF PEARSON R ON THE ADOLESCENTS’ PSYCHOPATHOLOGY AND THEIR SOCIAL ADJUSTMENT USING PROBABILITY TABLE OF R.

N	cal.r	df	Pvalue	Remark
1760	-0.73	1758	0.000	S

S =Significant

Table 4 shows that at 0.05 level of significance and 1758df, the calculated r-0.73 with Pvalue 0.000 which is less than 0.05, the null hypothesis is rejected. The type of relationship existing between the secondary school adolescents’ psychopathology and their social adjustment is significant.

Discussion of Findings

Psychopathology and social adjustment of Secondary School Students

Finding from the study revealed that most of the secondary school adolescents have high psychopathology. What this means is that more of the adolescents experiences social, emotional and behavioural problems which sometimes makes it difficult for them to adjust

at home, school and the community. So, it may be hard for these adolescents to emotionally resist temptations, frustrations, and urges, and they have a tendency to act unpredictable, rashly, erratic, and reckless. They can lie, steal, cheat, bully, vandalize things and enjoy doing it. This finding agreed with that of Longley, Whitbeck and Hoyt, (2008), who stated that a high prevalence of psychopathology exists among legally identified adolescents with high antisocial behaviour tendencies.

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' psychopathology and their social adjustment

Finding from the study revealed that there is high negative relationship existing between the secondary school adolescents' psychopathology and their social adjustment in schools. This means that as the secondary school adolescents psychopathology increase their social adjustment decrease. It is likely that they will find it difficult becoming socially adjusted in school, home and the society. In line with findings, Kowalczyk (2015) is of the view that because when it comes to psychopathology, the most important is the social dimension, which deals with interpersonal or public interactions with other individuals. For instance, as Kowalczyk noted, people who talk to the voices in their head make others uncomfortable, and people who don't interact with others at all frighten people.

Finding from the study more so, indicated that the type of relationship existing between the secondary school adolescents' psychopathology and their social adjustment is significant. This means that the existing relationship between adolescents' psychopathology and their social adjustment is very serious. This finding likewise is still in line with Tackett, Herzhoff, Harden, Page-Gould and Josephs (2014) whose finding suggest that, in the presence of maladaptive personality traits, premature recovery from environmental stressors may indicate an inability to respond appropriately to negative environmental stimuli, thus reflecting a core disturbance in personality disorder, a trait functioning attributable to psychopathology.

Similarly, Oshukova, et al. (2016) observed that, psychopathic traits correlated highly with rule-breaking and aggressive behaviour, moderately with attention and thought complaints, and modestly with depression, anxiety, withdrawal and social problems. The reason for this could possibly be linked with adolescence being a risk period for the emergence of many psychological and social adjustment problems. So, internalizing symptoms, including somatic, depression-, anxiety- and stress-related symptoms, emerged mostly at this stage.

Furthermore, the above result agreed with that of Oshukova, et al, (2016), whose study revealed that adolescents with callousness and emotionality have exhibited elevated levels of psychosocial impairment, and this affective deficit has even been suggested as an indicator of social maladjustment. The reason for this may be connected with the notion that problem behaviour appears when adolescents feel unable to achieve their

developmental goals through the help of their resources, and when they lack positive belief in self to meet the requirements of a situation.

Conclusions and Recommendations

From the findings of this study, it is concluded that: There is significant high negative relationship existing between the secondary school adolescents' psychopathology and their social adjustment.

Based on the findings and implications of the study, the following recommendations are made; (a) Guidance counsellors in schools should organised programmes in school that will help to reduce the psychopathological symptoms among the students to enhance their social adjustment in schools. (b) The Government should provide institution with professional counsellors who are specially trained to be able to identify psychological characteristics of psychopathology at the early stage so as to checkmate its spiralling effect and social adjustment problems of the adolescents in schools.

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