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GOOD GOVERNANCE
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***THEME: DEMOCRATIZATION, GOOD GOVERNANCE AND
EDUCATION***

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IMPACT OF POOR ACADEMIC PERFORMANCE ON THE SOCIAL LIFE ADJUSTMENT OF ADOLESCENTS IN NIGERIA. IMPLICATION FOR COUNSELLING

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Abstract

This study investigated the impact of poor academic performance on the social life adjustment of adolescents in Junior Secondary Schools. One hundred and twenty (120) students were drawn as sample from two junior secondary schools in Lagos State. The descriptive survey was the research design used. Three null hypotheses were formulated to guide the study. The instrument for data collection was a self developed questionnaire titled "Social Life Adjustment Questionnaire": (SLAQ) The hypotheses were tested using chi-square and one way analysis of variance at 0.05 level of significance. Two of the hypotheses tested were rejected and one was accepted

The findings of the study revealed that poor academic performance affects the social life adjustments of the adolescent. It also revealed that poor academic performance affects social life adjustment of both sexes negatively. And that socio-economic status also affects the social life adjustment of the adolescents with poor academic performance.

Key Words: *Social life, adjustment, poor academic performance, adolescent, secondary schools.*

Introduction

Education is the bedrock for meaningful development of any nation. Life adjustment is easier when the individual is educated. Among the problems that face some adolescents in their academic pursuit

is poor academic performance. Some adolescents in secondary schools battle with this problem in addition to other problems of that stage of life. The term adolescence has been variously defined by many authors. Osarenren (2001) refers to it as period between puberty and adulthood. Egbochukwu (2008) refers to adolescence as a period of growth to maturity which begins at puberty and extends to the late teens. It is the period between the 12 – 21 years in which the person shows rapid social expansion. Agubosi (2003) stated that it is the era of peer grouping when the adolescents spend most of their time with others of their age. The period is a period of storm and stress (Badejo, 2000, Bolarin, 1995, Olayinka, 1987) and identity formation (Osarenren 2001).

Agubosi (2003) outlined the following as the causes of ineffective study and the consequent poor results by the adolescent students:

- Inability to cope with anxiety
- Rigidity of thought and poor study habit
- Lack of reading skills
- Unplanned and sporadic attempts to study
- Low rate of productivity resulting in inability to complete work on time
- Poor note taking
- Inability to develop arguments in a reasoned and coherent manner
- Lack of good expression in written work
- Inability to reason logically

Poor academic performance makes the adolescent look withdrawn, shy and anti-social among his mates. Most of the time the next line of action for the adolescents are truancy and absenteeism from school. Obe (1998) says that truancy is when a student stays away from school regularly without permission, whereas absenteeism is when there is high rate of absence where regular attendance is required. Adolescents with poor academic performance stay away from school to avoid shame. Some even opt to be transferred to another school to avoid shame. Nwabunwanne (2006) opined that students who are asked to repeat classes are ashamed to do so for the fear that other students will ridicule them. This is to say that their social interaction with their mates in the school is highly affected. This study therefore is aimed at finding out the impact of poor academic performance on the social life adjustment of the adolescents in school.

Statement of problem:

Poor academic performance makes the adolescent to be dejected, confused maladjusted and sometimes leads to failure in life.

Purpose of the study

The study was aimed at:

- (a) examining the impact of poor academic performance on the social life of adolescents and how they can be re-adjusted socially through improved academic performance.
- (b) examining the impact of gender on social adjustment of the adolescents.

- (c) examining the impact of socio economic status on social life adjustment of adolescents with poor academic performance.

Research questions

1. What is the effect of poor academic performance on the social life adjustment of adolescents?
2. Does gender difference exist in the social life adjustment of adolescents with poor academic performance?
3. Does socio-economic status have an effect on the social life adjustment of adolescents with poor academic performance?

Research hypotheses

1. Poor academic performance does not significantly affect the social life adjustment of the adolescents.
2. There is no significant gender difference on the social life adjustment of adolescents with poor academic performance.
3. Socio economic status does not have a significant impact on the social life adjustment on adolescents with poor academic performance

Scope of the study

This study is delimited to adolescents in Lagos Secondary Schools with particular reference to their social life adjustment and academic performance.

Methodology

Research Design

The descriptive research was adopted for this study

Population and sample

The target population for the study consists of all the adolescents in junior secondary schools in Lagos State. Out of these a simple random sampling technique was used to select 120 adolescents for the study.

Instrument for Data Collection

A self-developed questionnaire was used to collect data. The questionnaire was tagged "Social Life Adjustment Questionnaire (SLAQ). It was designed to tap information on the impact of poor academic performance on the social life adjustment of the adolescents, socio-economic status and effect of gender on the social life adjustment of adolescents with poor academic performance. It was on a four point likert type scale of strongly agree, agree, strongly disagree and disagree

Validity of the instrument

The instrument was given to experts in the field of counseling psychology for validation. It has face validity and construct validity. For reliability, a test-retest at two weeks interval was obtained and the score yielded a coefficient reliability of 0.78 using Pearson Product Moment Correlation Coefficient

Statistical Method for Data Analysis

The data collected were analysed using the chi-square and analysis of variance.

Test of Hypotheses

Hypothesis I: Poor academic performance does not have significant impact on the social life adjustment of the adolescents. Ch-square was used to analyse the data. The result is presented in the table 1 below.

Table 1: Computation of expected frequency on the impact of poor academic performance on the social life adjustment of the adolescents using ordinary chi-square (test of goodness of fit).

Frequency	SA	A	D	SD	Total
Observed (o)	1290	702	158	95	2245
Expected (e)	561.3	561.3	561.3	561.3	

Cell	fe	fo	fo - fe	(fo - fe) ²	$\frac{(fo - fe)^2}{fe}$
1	1290	561.3	728.70	531.003.69	946.02
2	702	561.3	140.70	19796.49	35.27
3	158	561.3	-403.3	-806.60	-1.44
4	95	561.1	-466.3	-932.60	-1.66
				χ^2	$\chi^2=978.19$ $\chi^2 = 9.8$

*P < 0.05

From the analysis and tables above the calculated χ^2 value is 9.8 which is greater than the critical or table value of 6.25 at 0.05 level of significance and degree of freedom of 0.05. This shows that the hypothesis which stated that poor academic performance has no significant effect on the social life adjustment of the adolescents is rejected. Hence poor academic performance has a great effect on the social life adjustment of the adolescents in the junior secondary schools.

Hypotheses II.

It states that there is no significant gender difference on the social life adjustment of adolescents with poor academic performance/academic failure. The result of the analysis is presented on table 2 below.

Table 2: Computation of the expected frequency on the effect of gender on the social life adjustment of adolescents with poor academic performance/academic failure

Sex	SA	A	D	SD	Total
Male	688(655.66)	381(373.91)	118(212.62)	42(48.70)	1249
Female	564(596.3)	333(340.1)	188(193.4)	51(44.3)	1136
Total	1252	714	406	93	2,385

Cell	fe	Fo	fo - fe	(fo - fe) ²	(fo - fe) ² fe
1	688	655.66	32.34	1045.88	1.59
2	564	596.34	32.34	-64.68	-0.1
3	381	373.91	7.09	50.27	0.3
4	333	340.09	-7.09	-14.18	-0.4
5	118	212.62	-94.62	-189.24	-0.88
6	188	193.38	-5.38	-10.76	-0.5
7	42	48.70	-6.70	-13.40	-0.27
8	51	44.3	6.70	44.89	1.01
					χ^2 1.36
					1.4

Decision: Since the calculated Chi-square value of 1.36 is less than the critical or table value of 7.82 given degree of freedom of 3 at 0.05 level of significance, the null hypothesis which states that there is no significant effect of gender on social life adjustment of adolescents with poor academic performance is upheld or accepted. This shows that poor academic performance affects the social life adjustment of male and female adolescents in Junior Secondary Schools.

Hypothesis III

It states that socio-economic status does not have significant impact on the social life adjustment of the adolescents with poor academic performance. Table 3 below shows the result of the analysis.

Table 3: One way analysis of variance on the impact of socio-economic status on the social life adjustment of the adolescents

Source of variation	Sum of square	Df	Mean Square	F - ratio
Between groups	70	2	35	3.11
Within groups	655.6	88	873	
Total	725.691	90		

The above analysis revealed that the calculated value of 4.01 is greater than the critical value of 3.11 given 2 and 88 degrees of freedom at 0.05 alpha level. The hypothesis is rejected, indicating that socio-economic status affects social life adjustment of the adolescents with poor academic performance.

Table 4: Post Hoc Analysis showing the differences in social life adjustment of the three groups.

Groups	High	Middle	Low
High	16.2	0.84	9.50
Middle	1.47	7.11	8.62
Low	16.87	15.38	2.8

Group means are in the diagonal, difference in group means are below the diagonal and protected t-values are above the diagonal. The critical t-value at 158 degrees of freedom is 1.96 at 0.05 level of significance.

Table 4 above showed that the low socio-economic group recorded the highest calculated value of 9.50 which is greater than the critical value thereby making the test significant.

Discussion

The findings in hypothesis one revealed that poor academic performance affect the social life adjustment of adolescent negatively. This supports Onwuchekwa (1998) who posits that truancy and self assertion are indications of adolescents' rebellion and reaction to problems.

In hypothesis two, the finding shows that both gender are affected in social life adjustment by poor academic performance. This finding is in support of Akinboye (1987) who stated that both boys and girls are overly concerned about their bodies and social life adjustments. Similarly, Idowu (2004) commented that poor academic performance makes the adolescents have problems in engaging in satisfying relationship with others.

Hypothesis three revealed that socio economic status significantly affects the social life adjustment of the adolescents with poor academic performance. Obe (1998) opined that truancy and absenteeism which are repercussions from poor academic performance are prevalent among adolescents from low socio-economic class. When their social life adjustment is threatened in the class due to poor performance they opt to stay away from school.

Implication for counselling

Based on the findings of this study, there is a need for concerted effort for counselling to adolescents, teachers and parents, to eradicate impact of poor academic on the social life of adolescents in secondary schools.

The school counsellors should organize forum where they could counsel students on how to adjust socially when they fail in their examination. They should also organize orientation programmes on study skills for students who are coming into JSS I. Some researchers for example, Bojuwoye (1993)

believes that there is a relationship between study skill and academic performance. Furthermore, counselors should use the Parent Teachers Association forum to enlighten parents on the negative consequences of their children's poor academic performance. They should be counseled to monitor their children's academic work at home and to provide necessary study materials to them.

On the part of the teachers, they should be counselled to make different use of teaching methods in teaching and to try as much as possible to carry every adolescent student along in their teaching. More so, they should be counselled not to neglect those students that perform poorly in the academic work for they can still do better. They should encourage such students and not to abandon them.

The government should use effective modality when transferring students from rural areas to urban centre like Lagos. For it is observed that majority of transferred adolescents from the rural areas perform very poorly in examinations. The government should make sure that such transferred students are placed in the appropriate classes according to their ability.

Conclusion

Poor academic performance poses a big threat to the adolescents in schools.

All hands should be on deck to give adequate counselling to the students teachers, parents and the government on this issue so that this problem will not work against the sustainable livelihoods of these adolescents in future for them to join hands in developing national economies.

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