

The Impact of Social Adjustment on Academic Performance of Learners in Secondary Schools in Ogbomoso Nigeria

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Abstract: Globally, much has been written on academic performance and social adjustment. Yet, there seems to be a gap between undeveloped behavior competence learners, and behavior competence learners. This study explores the impact of social adjustment on academic performance. Drawing on the Incidental Model Theory, it argues that students with learning and behavior difficulties tend to present relatively lower levels of social adjustment than their typically achieving peers. The data was collected through a mixed method using questionnaires and focus group interviews from a purposefully selected learners and teachers from Ogbomoso local Government. Among others, the results revealed that students with proficient behavior perform significantly better than students with undeveloped behavior competence.

Keywords: Academic Performance, Secondary Schools, Impact of Social Adjustment

1. Introduction

This study explores the relation between social adjustments of learner on his academic performance. Perhaps, it is noteworthy to mention that the academic performance of Learners in the classroom is extremely important as this is an indication of whether the learner is doing well or not. Parents, teachers and school administrators attach a great deal of importance to learners' academic performance (Klem & Connell, 2004). Consequently, if learners are not performing well academically, they see all the other efforts of the learners in the school programme as a total waste of time. Academic performance defines the totality of the learner in his school life, regardless of other school activities. In fact, academic performance has been seen as a gauge with regard to how well learners are doing in their studies and classes. This definition tends to see academic performance as the culmination of all activities of the student in the school. Academic performance for the student is also seen as the extent to which a student has achieved his educational goals (Zhu 2012:127). The view point in this is that, the student's academic performance is measured by the extent to which he has reached the educational goals he set for himself. On the other hand, the school authority measures academic performance in several ways which include homework, a number of standardised tests and even examinations.

Against this background, this study argues that students with learning and behavior difficulties tend to present relatively lower levels of social adjustment than their typically achieving peers. It departs on the assumption that the areas of strength and weaknesses in a student's academic career are determined and evaluated in order to improve the learning process of the student. With this in mind, Zhu's (2012:127) reminds us that "there are many other factors that determine the level of a student's academic achievement, among which is social adjustment". Taking it further, Romer (1993:167) highlights that other factors are punctuality, learners' ages and learners' aptitude. Apart from learners' academic performance, how they acclimatise socially is also a prerequisite for academic success, so this study will explore the impact of academic performance of learner from social adjustment perspectives. This study consists of four sections. The first section conceptualises academic performance. The second section presents the literature review. The third section presents Incidental Model Theory. The forth section presents a case study with a focus on statement of problem, research question research methodology, discussions and findings.

2. Conceptualising Academic Performance

Low social acceptance contributes to academic difficulties in a number of ways. Experiencing peer rejection can produce heightened anxiety (e.g., worry over being teased or left out) which interferes with concentration in the classroom and impedes children's acquisition and retention of information (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001; Sharp, 1995). Children who lack friends in the classroom tend to have lower academic self-esteem and depend upon teachers to a greater extent for academic assistance (i.e., seek help from teachers more frequently) compared to socially accepted children (Flook, Repetti, et al., 2005). My view on this viewpoint, I agree with both Nansel et al and Flook et al, student have the tendency to assist each other if they relates well with each other. When children have few friends or fear being bullied or teased (a frequent experience of rejected children; see Boivin, Hymel, & Hodges, 2001 for review), they tend to avoid school resulting in more frequent absences and, thus, fewer opportunities to learn academic skills in the classroom (DeRosier, et. al., 1994; Eaton, Kann, Kinchen, et. al., 2007).

Our second measure of social adjustment for this study was aggressive behavior with peers. Aggression and social acceptance are related to one another in that aggressive children are more likely to be rejected by their peers (Haselager, Cillessen, Van Lieshout, Riksen-Walraven, & Hartup, 2002). However, aggression represents an independent risk factor that has been found to add to the prediction of negative outcomes beyond social acceptance (see Coie & Dodge, 1998 for review). When physical and verbal aggression persists at a high level compared to developmental norms (e.g., significantly decline as children enter middle childhood), aggressive children are particularly likely to experience concomitant and future academic, social, and behavioral problems (see Parker et. al., 2006 for review).

Aggressive children tend to demonstrate lower achievement compared with non-aggressive peers (Hinshaw, 1992). While aggression correlates at a negligible or modest degree with IQ and general cognitive ability, aggression is highly related to underachievement, including lower GPA and school failure (e.g., Feshbach & Price, 2004; Risi, Gerhardstein, & Kistner, 2003). The poor academic performance of aggressive children may, in part, be due to heightened levels of conflict with teachers and school officials. Aggressive, externalizing behavior problems create classroom disruption which often results in disciplinary actions, including suspension and expulsion (Coie & Dodge, 1998). Further, aggressive children tend to see school discipline as overly harsh and unfairly applied (Brand, Felner, Shim, Seitsinger, & Dumas, 2003; Kuperminc et. al., 2000). Because the school environment is seen as negative and unsupportive, aggressive children may disengage, resulting in heightened risk of truancy and school drop-out (Graham, Bellmore, & Mize, 2006; Kupersmidt and Coie, 1990; Rigby & Slee, 1992).

The adolescent social life is associated with the way they live their lives in various communities (Edoh and Iyamu, 2012) and their ability to adapt to various rules and regulations of the society brings social adjustment. An adolescent is socially balanced if he sees no difficulty in adjusting to the rules and norms of the society where he finds himself, but when the reverse is the case, social problems arise. On academic performance of students, the review showed that some factors which influence students' academic performance include hard work and discipline, family income, parent's education, previous schooling and self motivation. Other factors include students' aptitude, class attendance, age of student, student's learning style matched with instructor's delivery style. (Romer, 1993 and Cohn et al, 1995). Aside students' academic performance, their social adjustment in and out of school environment is also very critical (Edoh and Iyamu 2012).

Adjustment serves as state of equilibrium, a form of balance in the person's own internal system (Hastings, 2003), it refers to an individual's general adaptation to his environment and the demands of life such as the way he relates to other people handles his responsibilities, deals with stress and meets his own needs and life satisfaction. The review also showed that deviance, with regards to the school system, is associated with frustration and failure experienced in the school, and that some of the factors responsible for students deviant behaviors include factors associated with the home front, socio economic status of the parents and peer groups (Daramola 1994). There is justification for the call from many quarters for the need to find solutions to deviant

behavior among the youths in the country and most particularly the need for the present generation of Nigerian students to maintain the tradition of discipline, social balance and academic excellence (Daramola 1994). On the family and changing social expectations, it was discovered that over time, the industrial revolution has transformed family life (Wilkins 1979). The problems of emotional disturbances emanating from the homes, the school itself and peer influence may cumulatively lead to educational deficiencies such as poor study habits, underachievement, low self-esteem and lack of motivation to learn. Eventually, all these complexities may lead the adolescent to gravitate towards indiscipline and delinquency (Osarenren, 2002).

3. Social Adjustment

The nature of understudies' scholarly execution is affected by extensive variety of ecological factors rather basically instructor factors and mental factors inside the students, for example, inspiration and oneself, as opposed to just by capacity. School as a social situation isn't just the spots in which numerous understudies spend a large portion of their day, it additionally is the place they take part in the imperative exercises of learning scholarly information; gaining and rehearsing more summed up abilities, for example, tackling issues, being on time, and following bearings; and creating developmental associations with companions and grown-ups. In addition, the results of their conduct at school can be great. As noticed, understudies' improper conduct at school can occupy both the understudies themselves and everyone around them from their learning errands. What's more, investigate has demonstrated that instructors' assessment of understudies' scholarly execution is affected by the understudies' conduct in the classroom (Minuchin and SSAPiro, 1983). Modification is one of the elements which can even be powerful on instructive accomplishment. At the end of the day, change is a man's capacity in building up association with nature, and a man can't expect ideal outcomes until he/she connects among condition and the circumstance in an educational modules air (Erica, 1996).

The term alteration implies a condition of agreeable connection between a man and his condition. It likewise alludes to a consistent procedure by which a man changes his own conduct or attempts to change nature or acquires change both to create agreeable association with his condition. It additionally implies how effectively an individual plays out his obligations in various conditions. It is worried about the person's capacity to adapt successfully to his condition. As indicated by Parameswaran and Beena (2004) Modification is a procedure by which a living life form gets a specific method for acting or carrying on or changes a current type of conduct or activity.

Since school is a public area, it is major that each and every individual stays in contact with his/her associate gatherings. Furthermore, the modification struggle can be set as far as the way of acclimation to the school climate, principals, educators and topics is erroneous practices and will be cynic to the future (Douglas, 1968). More over yonder is some other school factors identified with learning. Scholarly Strength is one of the vital factors not exclusively to understudies and their folks, yet in addition to organizations of learning, educationists and any dynamic. The nature of understudies' Scholastic Solidness is impacted by extensive variety of ecological elements. Regardless of the numerous reports on the connections between assortment of factors and Modification, there is rare if any documentation of the impact of Alteration issues on Scholastic factors. Furthermore, there is requirement for examines which will address sex contrasts in the levels of Alteration in connection to their Scholarly execution and Scholastic Solidness. This presents consider in this manner centers around these issues.

4. Assessment Of Learners

As indicated by the Division of Essential Instruction, (2011:143), appraisal is a procedure that estimates an individual student's accomplishment of learning (substance, ideas and aptitudes) in Physical Sciences by gathering, breaking down and translating the information and data acquired to empower the educator to gain dependable judgments about a student's ground, illuminate students about their qualities, shortcomings and advancement and help instructors, guardians and different partners in settling on choices about the learning

procedure and the advancement of students. The appraisal rules stipulates the quantity of exercises to be given to students in Physical Sciences to enhance student execution and is a piece of the principles. As indicated by Talk, rules are express and understood standards, traditions and social relations inside a network. They allude to casual and formal controls that can, in changing degrees, compel or free the evaluation of students and give the student direction on enhancing scholastic accomplishment (Engeström, 1999:87). Visit's significance to Physical Sciences instructing and learning is the view that compelling evaluation happens through aggregate exercises (Gibbs, 1988:355).

Appraisal is seen as a vehicle for driving Physical Sciences educating and learning since fruitful execution of the educational modules for the most part relies upon it (Beets and Le Grange, 2005:190). The principles that immediate how the evaluation ought to be directed are gotten from the Bureau of Fundamental Training as arrangement in Physical Sciences Tops report. The Bureau of Fundamental Training QAPF (2003:21) sees appraisal as a basic component of educating and learning in Physical Sciences. The Bureau of Fundamental Instruction, (2011:143) states that evaluation is a constant arranged procedure of recognizing, social event and translating data about the execution of students utilizing different types of appraisal. Lubisi (1999:17), states that evaluation involves comprehending a student's learning and aptitudes. A few purposes for which appraisal can be utilized are checking student's advancement, reviewing, affirmation, determination, assessment, direction and forecast. In any case, evaluation ought to be both casual and developmental (appraisal for learning) and formal or summative (appraisal of learning). Casual evaluation is a day by day observing of students' advancement (Bureau of Essential Instruction, 2011:143). This is done through homework, class-work, tests and examinations. Casual appraisals ought to be utilized to structure the obtaining of learning and abilities and ought to be forerunner to formal assignments in the Program of Evaluation. The Bureau of Fundamental Training stresses that casual evaluations ought to be utilized to give input to the students and to advise instructor arranging. Instructors and students can check these casual evaluation assignments. Both self-evaluation and companion appraisal are critical as they effectively include students to gain from and ponder their own execution. Self-appraisal in itself is a urgent aptitude for work and for learning. It urges students to assume liability for their own change, and is the course to greatness in Physical Sciences. Students ought to be inspired by a craving to succeed, to investigate, to create and to enhance, not by dread of disappointment (Bureau of Essential Training, 2011:142). Developmental appraisal assignments are stamped and formally recorded by the educator. Every single formal assignment are liable to balance with the end goal of value confirmation and to guarantee that fitting guidelines are kept up. Developmental appraisals furnish instructors with a deliberate method for assessing how well students are advancing in 52 Physical Sciences. It is critical to guarantee that throughout a school year, all substance for Physical Sciences is secured, the full scope of aptitudes is incorporated and a wide range of types of appraisal are utilized (Branch of Essential Training, 2011:143). Lockwood, (1994:138) explains expressing that appraisal might be developmental, empowering a student or educator to check the reaction against criteria: it might be analytic empowering somewhere around an underlying recognizable proof of qualities and potential regions of learning trouble; it might be utilized to give direction and input.

Appraisal might be summative to give a review which adds to the last honor. Evaluation can likewise persuade students through the input from the teacher that can assist students with developing confidence and trust in their improvement (Dunphy and Dunphy, 2003:48-58). In the two cases, customary input ought to be given to students to improve the learning knowledge in Physical Sciences (Division of Fundamental Training, 2011:143). The Branch of Fundamental Instruction, (2011:9) likewise stipulates that application practices including critical thinking activities ought to be done on every subjective level in all information territories and on every single logical idea. In the event that effective association of the instructing and learning process is to be kept up, there is a need to apply Physical Sciences evaluation scientific classification, which demonstrates the pace of movement from unit to unit. Educators ought to apply Sprout's scientific classification amid evaluation of students in the classroom to have legitimate tests and activities. By and by instructors should give students no less than two critical thinking practices consistently, students ought to do no less than one functional movement for each term, and students ought to be given somewhere around one casual test for every term (Division of

Fundamental Training, 2011:142). Nonetheless, Physical Sciences teachers ought to go past this base stipulation by giving more evaluations so as to enhance execution. The Standards and Benchmarks for Educator Instruction (Bureau of Fundamental Training, 2000:9) stress the requirement for instructors to successfully and proficiently play out the job of assessor. As far as this job, skillful educators comprehend that appraisal is a basic component of the instructing and learning process and exhibit this comprehension by incorporating evaluation into educating and learning on a the usual result. By suggestion, educators realize what the reasons, 53 strategies and impacts of appraisal are and can clarify these in the criticism given to students. Educated by their insight and comprehension of appraisal, instructors can outline and oversee both casual and formal evaluations in manners that are suitable to the level and motivation behind the learning. Research has given an unmistakable sign that utilizing evaluation appropriately does without a doubt enhance learning and raises measures of students' accomplishment (Harlen, 2000:3).

5. Social Acceptance

Social acknowledgment implies that other individuals' flag that they wish to incorporate you in their gatherings and connections (Leary, 2010). Social acknowledgment happens on a continuum that extents from only enduring someone else's quality to currently seeking after somebody as a relationship accomplice. Social dismissal implies that others want to incorporate you in their gatherings and connections (Leary, 2010). Social dismissal likewise is an unpredictable develop, comprising of practices that can go from overlooking someone else's quality to currently ousting him or her from a gathering or existing relationship. Individuals can encounter acknowledgment and dismissal incessantly or intensely.

Individuals encounter social acknowledgment and dismissal from numerous points of view. Precedents of acknowledgment incorporate being decided for an attractive activity or having a sentimental accomplice say "yes" to a proposition to be engaged. Precedents of dismissal incorporate separation or being disregarded by one's collaborators. Analysts have contrived a few imaginative controls of social acknowledgment and dismissal, including persuading that everybody or nobody picked them to be in their gathering (Maner, DeWall, Baumeister, and Schaller, 2007) or having confederates (genuine or virtual) incorporate or avoid them in a ball-hurling diversion (Williams, Cheung, and Choi, 2000).

The need to have a place is characterized as the longing to frame and look after close, enduring associations with some different people (Baumeister and Leary, 1995). The need to have a place has two sections. To start with, individuals need some sort of positive customary social contact. Second, individuals need the steady structure of some continuous relationship in which the people share a common worry for one another. Having both of these without alternate gives just fractional fulfillment of the need to have a place.

Being propelled to have positive and enduring connections presented a colossal preferred standpoint among our transformative precursors. Without any teeth, hide, or hooks, and with long, powerless childhoods, people are ill-suited to satisfy their survival and conceptive needs living in seclusion. Given these vulnerabilities, early people survived unforgiving situations by relying upon little gatherings of different people to meet a significant number of their survival and conceptive needs. The advantages of acknowledgment and gathering living stretch out past insurance from predators and giving mates to spread one's qualities to who and what is to come. Agreeable gathering living empowered early people to share and get assets from one another, in this manner making it pointless for people to worry about the whole concern of their prosperity all alone shoulders.

6. Learning Behaviour

Learned practices, despite the fact that they may have intrinsic parts or underpinnings, enable an individual creature to adjust to changes in nature. Learned practices are changed by past encounters, great learning practices are those which understudies show when they are utilizing metacognitive methodologies in their learning: 'numerous understudies will show some obvious practices [when applying metacognitive strategies], for example, 'telling the instructor what they don't comprehend,' or, 'proposing new exercises' Mitchell, 1992a, p.

28. This examination is worried about building up our understudies' great learning practices as it appeared to be evident to us that understudies did not for the most part show (or grow) great learning practices in classroom learning circumstances. It in this manner turns into an enthusiasm for investigating methods for encouraging the improvement of understudies' great learning practices through actualizing instructing procedures that were intended to cultivate this sort of metacognitive addressing of learning.

Numerous individuals erroneously trust that the capacity to learn involves knowledge. For them, learning is a changeless attribute like eye shading, basically fortunes of the hereditary draw. Individuals are conceived students, or they're not, the reasoning goes. So why try showing signs of improvement at it?

Furthermore, that is the reason numerous individuals tend to approach the subject of learning absent much core interest. They don't contemplate how they will build up a zone of authority. They utilize phrases like "careful discipline brings about promising results" without truly considering the learning technique at play. It's a strikingly not well characterized articulation, all things considered. Does rehearse mean rehashing a similar ability again and again? Does hone require input? Should rehearse be hard? Or on the other hand would it be advisable for it to be entertaining?

A developing collection of research is clarifying that students are made, not conceived. Through the think utilization of training and devoted systems to enhance our capacity to learn, we would all be able to create aptitude quicker and all the more successfully. So, we would all be able to show signs of improvement at improving.

Here's one case of an examination that shows how learning methodologies can could really compare to crude smarts with regards to picking up mastery. Marcel Veenman has discovered that individuals who nearly track their reasoning will outscore other people who have high as can be IQ levels with regards to gaining some new useful knowledge. His exploration proposes that as far as creating authority, concentrating on how we comprehend is exactly 15 rate focuses more essential than inborn insight.

7. Behaviour Competence

The objective of training isn't just to instruct our youngsters the learning and abilities to carry on effortlessly and appropriately yet additionally to act as needs be. As it were, instruction ought not stop at the judgment level but rather ought to likewise go straight to the genuine conduct space. The advancement of conduct ability is in this way a standout amongst the most critical ascribes that we need to educate understudies. Likewise, the conduct choice process is examined in view of the data handling approach. Distinctive variables influences one's social choices, particularly in predicament circumstances.

Conduct skill can be characterized regarding Good and Social Information: kids ought to take in the social standards, basic behavior and customs, social laws, principles, and controls in an association or gathering (e.g., home, school, government, organization, or intrigue gathering), and the socio moral esteems in a single's general public.

There are numerous positive ascribes identified with conduct capability. (Mama 2009) recommended that there are ten essential good characters that we have to assist kids with developing. These ethical characters are mankind, knowledge, mettle, still, small voice, independence, regard, duty, expectation, devotion, and lowliness. Every one of these characters can be viewed as positive properties that are firmly identified with conduct fitness. Two different qualities, confidence and persistence, are additionally very identified with conduct skill.

8. Literature Review And Theoretical Framework

Low social acceptance contributes to academic difficulties in a number of ways. Experiencing peer rejection can produce heightened anxiety (e.g., worry over being teased or left out) which interferes with concentration in the classroom and impedes children's acquisition and retention of information (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001; Sharp, 1995). Children who lack friends in the classroom tend to have lower

academic self-esteem and depend upon teachers to a greater extent for academic assistance (i.e., seek help from teachers more frequently) compared to socially accepted children (Flook, Repetti, *et. al.*, 2005; Mercer & DeRosier, *in press*). When children have few friends or fear being bullied or teased (a frequent experience of rejected children; see Boivin, Hymel, & Hodges, 2001 for review), they tend to avoid school resulting in more frequent absences and, thus, fewer opportunities to learn academic skills in the classroom (DeRosier, *et. al.*, 1994; Eaton, Kann, Kinchen, *et. al.*, 2007).

Our second measure of social adjustment for this study was aggressive behavior with peers. Aggression and social acceptance are related to one another in that aggressive children are more likely to be rejected by their peers (Haselager, Cillessen, Van Lieshout, Riksen-Walraven, & Hartup, 2002). However, aggression represents an independent risk factor that has been found to add to the prediction of negative outcomes beyond social acceptance (see Coie & Dodge, 1998 for review). When physical and verbal aggression persists at a high level compared to developmental norms (e.g., significantly decline as children enter middle childhood), aggressive children are particularly likely to experience concomitant and future academic, social, and behavioral problems (see Parker *et. al.*, 2006 for review).

Aggressive children tend to demonstrate lower achievement compared with non-aggressive peers (Hinshaw, 1992). While aggression correlates at a negligible or modest degree with IQ and general cognitive ability, aggression is highly related to underachievement, including lower GPA and school failure (e.g., Feshbach & Price, 2004; Risi, Gerhardstein, & Kistner, 2003). The poor academic performance of aggressive children may, in part, be due to heightened levels of conflict with teachers and school officials. Aggressive, externalizing behavior problems create classroom disruption which often results in disciplinary actions, including suspension and expulsion (Coie & Dodge, 1998). Further, aggressive children tend to see school discipline as overly harsh and unfairly applied (Brand, Felner, Shim, Seitsinger, & Dumas, 2003; Kuperminc *et. al.*, 2000). Because the school environment is seen as negative and unsupportive, aggressive children may disengage, resulting in heightened risk of truancy and school drop-out (Graham, Bellmore, & Mize, 2006; Kupersmidt and Coie, 1990; Rigby & Slee, 1992).

9. Incidental Model Theory

Diverse hypothetical models have been presented to enable us to comprehend the connection among scholarly and social challenges. The accidental model proposes that issues in early youth peer relations are an antique of other hidden issue or deviancies, with the end goal that associate issues are simply coincidental to other causal procedures (Parker and Asher, 1987). As indicated by the coincidental model, social and scholastic issues may happen together in a correlational manner, however social issues don't autonomously anticipate scholarly issues. On the other hand, the causal model recommends that scholarly issues are causally identified with before interruption in socialization forms, to such an extent that associate issues contribute freely to the forecast of later scholastic troubles (DeRosier *et. al.*, 1994; Kupersmidt and DeRosier 2004; Parker and Asher, 1987).

10. Case Study

Baumgart and Strong (1997) feature the deciding elements as to choosing a specific example. In this exploration work, purposive inspecting procedure was utilized. The utilization of this examining technique helped the analyst to comprehend the idea of its utilization and its relationship to speculation since survey was utilized for factual purposes. To be particular, purposive examining was utilized on the grounds that, just four schools in Ogbomoso and Ogo Oluwa nearby government were utilized as an example of the populace. Patton (1990:169; 2002) clarifies purposive examining as "choosing data rich cases to contemplate inside and out". Patton (2002:40– 41) still included that purposive inspecting is of the intend to investigate a marvel, for example, the scholastic execution of auxiliary school students and not to sum up. These two nearby governments were chosen to speak to other neighborhood governments since all the neighborhood governments in south-western

Nigeria were arranged in both country and urban settings. They encountered comparative issues with respect to urban students performing superior to provincial students.

Likewise, these two nearby government territories were picked on the grounds that they had vast populaces that assumed an essential job in revealing the degree of the issue.

Another inspiration in regards to choosing these zones was that the analyst had individual experience of these two neighborhood government territories since he had filled in as a material science and arithmetic educator for a few years. In addition, the specialist had likewise led material science practicals for specific schools in both these nearby government territories for a long time for the two noteworthy national auxiliary testament examinations, to be specific, the West African Examination Council (WAEC) and the National Examination Council (NECO). This was essential in light of the fact that subjective research anticipates that the analyst will be familiar with the day by day lives of individuals in their common settings, to have the capacity to acquire significant information (Creswell, 1998:59). It is essential for an analyst to work in such a positive domain along these lines, to the point that he may procure the fundamental information to decipher respondents' responses, sentiments and convictions about the training of students associated with the examination.

11. Statement Of Problem

Drawing on the Incidental Model Theory, it argues that students with learning and behavior difficulties tend to present relatively lower levels of social adjustment than their typically achieving peers, this researcher is therefore curious to answer the research questions below.

12. Research Question

In addressing the research problem, this study is guided by the following research question:

To what extent does students with learning and behaviour difficulties tend to present relatively lower levels of social adjustment than their typically achieving peers?

13. Research Method

This study explores a mixed method research approach, qualitative and quantitative using questionnaire and focus group interview. Two schools, Ogbomoso high school and Agboola Adibi High School were randomly chosen from Ogbomoso South Local Government Area of Oyo State. Questionnaire were structured to draw the impact of social adjustment of learner on his academic performance. Also, focus group interview was used to get data from the teachers.

14. Summarised Findings

According to the results of this research, we can see that the social adjustment is a powerful determinant with regard to academic achievement. In this article, we can see that the social, adjustment has an impact on the educational attainment of learners.

The mixed-methods approach that entails combining both qualitative and quantitative approaches to accomplish the aims of the research was used.

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