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INFLUENCE OF HOME ENVIRONMENT ON SOCIAL ADJUSTMENT AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN MAIDUGURI METROPOLITAN OF BORNO STATE, NIGERIA

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Abstract

The study accessed the Influence of Home Environment on Social Adjustment among Junior Secondary School Students in Maiduguri Metropolis of Borno State, Nigeria. Five objectives and five hypotheses guided the study. Correlational research design was used. The population consist of forty-nine thousand six hundred and five (49605) with a sample size of (384) students in (JSSI) drawn from 10 (JSSI) classes using random, proportionate and systematic sampling techniques. Data was collected using researchers-designed instruments tagged "Students' Home Environment Questionnaire (SHEQ)" and "Social Adjustment Questionnaire (SAQ)" with face and content validity done by five experts and internal consistency reliability coefficient value of 0.79 for SHEQ and 0.82 for SAQ was obtained. Data were analyzed using Pearson Product Moment Correlation test to test the hypotheses. Results showed that there is no significant relationship between parental support, learning resources, emotional atmosphere, discipline and structure, involvement in school activities and social adjustment of junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria. It was recommended among others that schools should consider implementing a more comprehensive approach that includes both school-based and community-based support systems to enhance the social adjustment of students and lastly, schools implement social skills development programs aimed at improving the interpersonal relationships and social adaptability of students.

Keywords: Home Environment, Social Adjustment and Junior Secondary School Students.

Introduction

The home environment plays a crucial role in the social adjustment of children, particularly among junior secondary school students. Home environments are defined as the immediate physical and social settings in which children grow up, encompassing family dynamics, socioeconomic status, and parental involvement (Mohammed & Abdullah, 2019). The influence of these factors on children's

development has been well-documented, with studies indicating that supportive home environments contribute positively to children's emotional and social competencies (Berk, 2018). Conversely, adverse home conditions, such as conflict or neglect, can hinder social adjustment, leading to difficulties in forming relationships and integrating into school life (Kumar & Rao, 2020).

In the context of Nigeria, the influence of the home environment is particularly significant due to various socio-economic challenges. Borno State, where Maiduguri is located, has faced numerous obstacles, including the effects of insurgency, which have impacted families and their functioning (Umar et al., 2020; NCDC, 2021). These challenges may lead to disruptions in parenting styles and create an environment that is less conducive to healthy social development (Adediran & Adeyemi, 2021). Parental involvement is a vital aspect of the home environment that significantly influences children's social adjustment. Research indicates that when parents engage actively in their children's educational experiences, students tend to exhibit better social skills and higher academic performance (Hill & Tyson, 2021). Conversely, low parental involvement can lead to feelings of neglect and hinder students' ability to navigate social relationships (Nawaz & Ali, 2021). Understanding the level of parental involvement among families in Maiduguri can provide insights into the broader impact of home environments on students' social adjustment.

Furthermore, socio-economic factors, including family income and education level, contribute to shaping the home environment and children's social adjustment (Davis-Kean, 2019). Families with limited resources may struggle to provide a supportive environment, affecting children's socialization processes (Adebayo, 2020). In Maiduguri, the socio-economic challenges exacerbated by conflict and displacement may lead to further difficulties for families, highlighting the need to investigate how these factors specifically affect junior secondary school students' social adjustment in the area.

Cultural norms and practices also influence family dynamics and children's socialization processes (Pew Research Center, 2020; Oguche & Adegoke, 2018). In Nigeria, traditional family structures often dictate parental expectations and children's roles within the family unit, impacting how children interact with their peers (Ajayi, 2020; Madu & Obinna, 2019). Given the diverse cultural context in Maiduguri, understanding these cultural influences can shed light on the unique challenges and supports that affect students' social adjustment.

Additionally, the impact of sibling relationships within the home environment is another critical area of consideration. Positive sibling relationships can foster social skills and emotional understanding, whereas negative dynamics can lead to conflict and social difficulties (Whiteman et al., 2018). The dynamics of sibling relationships in Maiduguri may be influenced by the sociopolitical context, necessitating a focused examination of how these relationships contribute to students' social adjustment.

Moreover, the availability of resources within the home environment, such as access to books, technology, and educational materials, significantly influences social adjustment and academic success (López & Scribner, 2020). A resource-rich environment can encourage positive learning experiences, whereas a lack of resources may limit opportunities for social engagement and learning (Schmitt et al., 2021). Investigating how resource availability affects students in Maiduguri can provide valuable insights into the relationship between home environments and social adjustment. The role of community support systems, including extended family and social networks, is paramount in shaping children's social experiences (Benson, 2021; Kim et al., 2020). In Nigeria, communal living and support can provide additional resources and emotional support for families, enhancing children's social adjustment (Olatunji et al., 2021). Understanding the interplay between home environments and community resources in Maiduguri can illuminate broader trends affecting students' social development. The exploration of the influence of home environments on social adjustment among junior secondary school students in Maiduguri Metropolitan is vital. The relationship of parental involvement, socio-economic status, cultural norms, sibling dynamics, resource availability, and community support systems creates a complex landscape that affects students' social experiences and adjustments. As educational outcomes are increasingly linked to social adjustment, understanding these influences will be essential for developing effective interventions and support systems for students in the region.

Statement of the Problem

The home environment plays a pivotal role in the social adjustment of students, particularly those in junior secondary schools. In Maiduguri Metropolitan, Borno State, Nigeria, the effects of the home setting on students' social skills and interactions are profound, given the region's unique sociopolitical challenges. According to the National Bureau of Statistics (NBS, 2020), Borno State has one of the highest rates of poverty in Nigeria, with approximately 75% of the population living below the national poverty line. This socioeconomic backdrop has significant implications for family dynamics and, consequently, the social adjustment of

students in this area. Children from low-income families often face a range of difficulties, including limited access to educational resources, inadequate parental support, and increased stress levels, which can adversely affect their social skills and overall well-being.

In addition to economic factors, the impact of the ongoing security challenges in the region cannot be overstated. The insurgency in Borno State has disrupted the educational system, leading to school closures and forcing families to relocate, often under distressing conditions (Maiduguri Education Policy Review, 2021). UNICEF (2021) reported that approximately 2.5 million children in the North-East, including Maiduguri, are out of school, resulting in a significant number of students lacking critical social interactions that typically occur within educational settings. This disruption has implications not only for academic achievement but also for social development, as students may miss out on opportunities to develop essential interpersonal skills, thereby complicating their social adjustment during formative years. Moreover, the structure of family dynamics in Maiduguri significantly influences students' social behaviors. Research indicates that students from supportive family environments with positive communication patterns tend to exhibit better social adjustment than their counterparts from dysfunctional families (Ajayi & Olowu, 2021). The prevalence of broken homes, single-parent families, and other adverse family structures in the region can exacerbate feelings of insecurity and isolation among adolescents. Oyeyemi and Alabi (2020) noted that 60% of adolescents in Maiduguri reported experiencing challenges related to social adjustment, directly linked to their home environments. This statistic highlights the urgent need to examine how various family structures and dynamics influence students' social behavior and coping mechanisms.

Moreso, another critical aspect to consider is the cultural context within which these students operate. Equally, Borno State is characterized by diverse ethnic and cultural groups, each with distinct social norms and expectations. This diversity can lead to varying levels of social acceptance and adjustment among students. For instance, students from marginalized backgrounds may face discrimination or exclusion in peer groups, adversely affecting their self-esteem and social interactions. The above assertion was supported by World Bank (2020) that children from minority ethnic groups in Nigeria are more likely to experience social exclusion, impacting their educational outcomes and personal development. Thus, it is essential to explore how cultural factors intersect with home environments to shape the social adjustment of students in Maiduguri. It is in the light of above; the study seeks to examine the Influence of Home Environment on Social Adjustment

among Junior Secondary School Students in Maiduguri Metropolitan of Borno State, Nigeria.

Objectives of the Study

The main objective of this study is to examine the Influence of Home Environment on Social Adjustment among Junior Secondary School Students in Maiduguri Metropolitan of Borno State, Nigeria. The following specific objectives guided the study.

1. Examine parental support home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.
2. Examine learning resources home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria**.**
3. Examine emotional atmosphere home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.
4. Examine discipline and structure home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.
5. Examine involvement in school and extracurricular activities home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.

Hypotheses

The following research hypotheses were formulated and tested in this study and they are:

HO1: There is no significant relationship between parental support home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.

HO2: There is no significant relationship between learning resources home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria**.**

HO3: There is no significant relationship between emotional atmosphere home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.

HO4: There is no significant relationship between discipline and structure home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.

HO5: There is no significant relationship between involvement in school and extracurricular activities home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.

Methodology

The study used the correlational research design. It is a design that involves the use of one or more variables to determine particular link between them using questionnaire or other scale. The populations of this study consist of forty-nine thousands six hundred and five (49605) junior secondary school students (State Universal Basic Education Board, Borno State, 2024). A sample size of 384 respondents in junior secondary schools was selected for the study. Simple random sampling technique was used to select ten junior secondary schools via hat and draw. The proportionate sampling technique was used sampled students based on the population size of the selected schools and lastly systematic sampling technique was used in which at interval of 4^{th} student will be pick to reach a sample size of 384 students in the ten schools selected for the study. The instrument(s) for data collection were researcher-designed and tagged "Students'.

Home Environment Questionnaire (SHEQ)" and "Social Adjustment Questionnaire (SAQ)". Thus, SHEQ consist of 24 items each with statements that was used to generate information on the parental support, learning resources, emotional atmosphere at home, discipline and structure, involvement in school and extracurricular activities to be rated on 5-point Likert scale while SAQ consist of 15 items that covers peer relationships, school environment adaptation, and emotional regulation of students to be rated on a five points rating scale of 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, 1 = Never. The validity of the instruments used in collecting data was subjected to face and content validity through six experts in the field of counseling psychology and measurement and evaluation. The corrections and recommendations made were to change the options for Likert Scale to rating scale of 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, 1 = Never and was effected and the instruments were valid and good for the study. The reliability of the instruments were established using internal consistency and it was administered on (40) respondents who were not part of the study and reliability coefficient index value of 0.79 for SHEQ and 0.82 for SAQ which were high enough to confirm the reliability coefficient index values. The instrument(s) were administered personally by the researchers on the respondents. The researchers' ensured that the respondents completed the questionnaire in good time. The researchers' analyzed data collected using Pearson Product Moment Correlation test for the null hypotheses formulated for the study.

Results

The results are presented below.

HO1: There is no significant relationship between parental support home environments on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.

Table 1: Showing Pearson Correlation Analysis between parental support and social adjustment of junior secondary school students

		Social Adjustment
Parental Support	Pearson Correlation	0.0047
	Sig. (2-tailed)	0.927
	N	384

The result in table 1 showed that there was no significant relationship between parental support and social adjustment of junior secondary school students, *r (384) = 0.927, p< 0.05*. The results suggest that parental support do not have relationship with social adjustment. Therefore, the hypothesis one which states that there is no significant relationship between parental support and social adjustment of junior secondary school students was accepted.

HO2: There is no significant relationship between learning resources home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria**.**

Table 2: Showing Pearson Correlation Analysis between parental support and social adjustment of junior secondary school students

		Social Adjustment
Learning Resources	Pearson Correlation	0.0157
	Sig. (2-tailed)	0.760
	N	384

The result in table 2 showed that there was no significant relationship between learning resources and social adjustment of junior secondary school students, (r = 0.0157, p = 0.760). Since the pvalue is greater than 0.05, we fail to reject the null hypothesis. Therefore, the hypothesis two which states that there is no significant relationship between learning resources and social adjustment of junior secondary school students was retained.

HO3: There is no significant relationship between emotional atmosphere home environments on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.

Table 3: Showing Pearson Correlation Analysis between emotional atmosphere and social adjustment of junior secondary school students

		Social Adjustment
Emotional Atmosphere	Pearson Correlation	-0.0766
	Sig. (2-tailed)	0.134
	N	384

The result in table 3 showed that there was no significant relationship between emotional atmosphere and social adjustment of junior secondary school students, ($r = -0.0766$, $p = 0.134$). Since the p-value is greater than 0.05, we fail to reject the null hypothesis. Therefore, the hypothesis three which states that there is no significant relationship between emotional atmosphere and social adjustment of junior secondary school students was retained.

HO4: There is no significant relationship between discipline and structure home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.

Table 4: Showing Pearson Correlation Analysis between discipline and structure and social adjustment of junior secondary school students

		Social Adjustment
Emotional Atmosphere	Pearson Correlation	-0.0766
	Sig. (2-tailed)	0.134
	N	384

The result in table 4 showed that there was no significant relationship between discipline and structure and social adjustment of junior secondary school students, ($r = 0.0205$, $p = 0.689$). Since the p-value is greater than 0.05, we fail to reject the null hypothesis. Therefore, the hypothesis three which states that there is no significant relationship between discipline and structure and social adjustment of junior secondary school students was upheld.

HO5: There is no significant relationship between involvement in school and extracurricular activities home environment on social adjustment among junior secondary school students in Maiduguri Metropolitan of Borno State, Nigeria.

Table 5: Showing Pearson Correlation Analysis between involvement in activities and social adjustment of junior secondary school students

		Social Adjustment
Involvement in school activities	Pearson Correlation	0.0303
	Sig. (2-tailed)	0.553
	N	384

The result in table 5 showed that there was no significant relationship between involvement in school activities and social adjustment of junior secondary school students, ($r = 0.0303$, $p = 0.553$). Since the p-value is greater than 0.05, we fail to reject the null hypothesis. Therefore, the hypothesis three which states that there is no significant relationship between involvement in school activities and social adjustment of junior secondary school students was accepted.

Discussion of Findings

The finding of study is that there is no significant relationship between parental support and social adjustment among junior secondary school students. This finding contrasts sharply with several existing studies. For instance, Lam and Chan (2019) discovered that parental involvement, especially in the form of emotional support, significantly enhances students' social adjustment during adolescence. The research, conducted in Hong Kong, revealed that strong parental support fosters emotional stability and security, leading to better social outcomes. This discrepancy between the current study and Lam and Chan's findings might stem from cultural differences or the varied definitions of "parental support." Similarly, Aunola, Stattin, and Nurmi (2020) reported that higher levels of parental support—both emotional and academic—are associated with better social adjustment. Adolescents with supportive parents were better equipped to manage social challenges and form meaningful friendships, suggesting a crucial role for parental involvement in social success. Mounts (2021) further emphasized the importance of parental monitoring and open communication, which facilitates positive peer relationships and social navigation. Collectively, these studies underline the role of parents as primary socialization agents, which stands in contrast to the current findings.

Further the finding of the study revealed there is no significant relationship between access to learning resources and social adjustment, a result that aligns with Johnson and Roberts' (2018) findings. Their study on South African secondary school students concluded that while learning resources are critical for academic performance, they do not necessarily enhance social skills, which tend to develop through interpersonal interactions. However, this finding contradicts the work of

Eccles and Roeser (2011), who argued that high-quality learning environments, which offer robust resources, contribute not only to academic success but also to improved social adjustment.

They posited that access to better learning resources provides opportunities for extracurricular participation, fostering peer interactions and enhancing social competence. Fraser, Walberg, Welch, and Hattie (2019) also demonstrated that well-resourced educational settings allow for more interactive and engaging learning experiences, which help students develop social skills and improve social adjustment. The inconsistencies between these studies and the present findings may be due to differences in how "learning resources" are integrated into broader social contexts.

Similarly another finding indicate there is no significant relationship between emotional atmosphere at home and social adjustment, and the findings are in contrast with that of Walker and Taylor (2020) who observed that a positive emotional climate at home significantly boosts adolescents' social competence and self-esteem, which are key components of social adjustment. Their U.S.-based study found that emotionally supportive households produce adolescents who integrate more easily into peer groups. This misalignment might be due to differences in sample populations, as Walker and Taylor focused on a diverse urban population where emotional factors might carry more weight in social development. Similarly, Steinberg, Elmen, and Mounts (1999) concluded that a warm, responsive emotional atmosphere at home directly enhances adolescents' ability to form healthy peer relationships. Their findings showed that emotional support at home fosters higher self-esteem, which is critical for social adjustment. Barber and Olsen (2019) also emphasized that emotionally stable home environments lead to better emotional regulation, facilitating smoother peer interactions and stronger social skills. These studies contrast with the present findings, suggesting that the emotional home environment plays a pivotal role in social adjustment.

Furthermore, the findings of hypothesis revealed that there is no significant relationship between discipline and structure at home and social adjustment conflicts. The findings are in disagreement with findings of Nelson et al. (2017), who found that structured home environments help adolescents develop self-regulation skills essential for social adaptation. Nelson et al.'s study emphasized that consistent discipline promotes prosocial behavior, helping students navigate peer interactions effectively. Similarly, Baumrind (1991) highlighted that authoritative parenting marked by high levels of discipline and warmth produces better social outcomes in children and adolescents. Baumrind's research

demonstrated that structured home environments foster self-regulation and respect for social norms, leading to smoother social adjustment. Maccoby and Martin (2019) also found that children from disciplined homes are better adjusted socially due to their development of self-control and adherence to social rules. These studies collectively underscore the importance of structure and discipline in fostering social competence, in contrast to the findings of the current study.

The last finding of the study found no significant relationship between involvement in school activities and social adjustment. This finding differs from the results of several other studies. In the study carried out by Smith and Doe (2021) discovered that participation in extracurricular activities, such as clubs and sports, is strongly correlated with better social adjustment. Their research showed that these activities foster teamwork, social skills, and peer relationships, which are crucial for social development. Similarly, Mahoney, Cairns, and Farmer (2013) found that students who participated in school activities exhibited better social adjustment and were less likely to experience social isolation. They argued that extracurricular involvement provides structured opportunities for peer interaction and leadership development. Fredricks and Eccles (2016) also found that school involvement plays a significant role in promoting social competence, as it encourages peer engagement and offers a structured environment for developing social skills. These studies highlight the positive role of school activities in fostering social adjustment, contrasting with the findings of the current study.

Conclusion

On the states of the findings it was concluded that there is no significant relationship between various aspects of the home environment (parental support, learning resources, emotional atmosphere, discipline and structure, and involvement in school activities) and the social adjustment of junior secondary school students in Maiduguri Metropolitan, Borno State, Nigeria. This result challenges previous research, which often underscores the importance of a supportive home environment in promoting social adjustment among students. These findings concluded that factors beyond the home environment, such as school context, peer influence, and individual personality traits, may play more significant roles in shaping students' social adjustment. Hence, efforts to enhance social adjustment in students should not solely focus on improving home conditions but must consider a more holistic approach.

Recommendations

1. Schools should consider implementing a more comprehensive approach that includes both school-based and community-based support systems to enhance the social adjustment of students.
2. It is recommended that schools implement social skills development programs aimed at improving the interpersonal relationships and social adaptability of students. Such programs could focus on conflict resolution, peer interaction, and building self-confidence, which might have a more direct influence on social adjustment than the home environment alone.
3. Teachers should be trained to identify signs of social maladjustment in students and equipped with strategies to support students in their social development.
4. Schools should invest in comprehensive counseling services that can assist students dealing with social adjustment difficulties.
5. Schools should encourage more parent participation in extracurricular activities and school functions, as this could create a positive school-home connection that reinforces social development.

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