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INFLUENCE OF PSYCHO-SOCIO FACTORS ON PRIMARY SCHOOL PUPILS' ADJUSTMENT IN ILORIN SOUTH LOCAL GOVERNMENT AREA OF KWARA STATE

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Abstract

Beyond the outward expressions on children's faces, there are a host of abstracts–social and psychological–that influence their adjustments in different contexts. This paper examined the influence of psycho-socio factors on primary school pupils' adjustment in Ilorin South Local Government Area of Kwara state. The research employed a descriptive survey methodology, utilizing two assessment tools: The Pupils' Psycho-socio Factors Questionnaire (PPSFQ), administered to 149 pupils, and the School Adjustment Rating Scale of Pupils (SARSP), assessed by their teachers. Both respondents were selected through a simple random sampling method. Three research questions were raised and one null hypothesis was formulated and tested at0.05 level of significance. The data collected were analysed using descriptive statistics (mean and standard deviation) for the research questions while inferential statistics (linear regression) was used for the hypothesis testing. Reliability of the instruments was ascertained by internal consistency and reliability indexes of 0.76 and 0.82 were obtained respectively. Findings of the study revealed that the personality trait of pupils in Ilorin South Local Government is positive; the level of parental involvement is high, and the level of primary school pupils' adjustment is also high. Based on the findings, it was concluded that there was a significant Influence of Psycho-Socio Factors on Primary School Pupils' Adjustment in Ilorin South Local Government Area of Kwara state. Based on the conclusion, it is recommended that parents should prioritize involving in their children learning by striking a balance between the demands of work and involvement in their children's development. Educational authorities should organise regular parent-teacher meetings, seminars and workshops to educate parents on how to best support their children's learning.

Keywords: Psycho-socio factors, School adjustment, Primary school pupils

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INTRODUCTION

Beyond the outward expressions on children's faces, there are a host of abstracts–social and psychological–that influence their adjustments in different contexts. As the elementary school child undergoes transitioning, some variables could impact his adjustment to certain school programmes and activities. Researchers have identified some significant variables as what could influence a pupil's social adjustment. These include, among others, the home context variables, the school context variables, and the classroom context variables. This triad all together constitute the psycho-social factors which could either hinder the pupil's learning and adjustment or rather promote both. Ali, Wan Munira, and Nobaya (2017) shared a similar view and asserted that negative psychosocial factors could distort teaching and learning while positive psychosocial factors have the potential of facilitating excellent performance.

School adjustment refers to a range of adaptation processes that pupils engage in, in other to successfully acclimatise to the school setting (Roeser & Eccles, 2013). This construct encompasses various aspects, such as social, emotional, and behavioural characteristics, which outline a child's ability to establish connections with classmates and educators, effectively handle academic demands, and actively participate in learning activities. The achievement of a successful adaptation to school environment is crucial in enabling a child to effectively navigate various challenges, effectively cope with stressors, and ultimately excel academically. The achievement of a smooth and effective transition and adaptation of primary school pupils within an educational environment represents crucial milestones in their academic and psychological growth.

The multidimensional nature of school adjustment for primary school pupils, which is influenced by different psycho-socio aspects that have a substantial impact on their well-being and academic achievement. An important concern is the growing incidence of academic stress. Primary school pupils may encounter stress as a result of rigorous curricula, elevated expectations, and standardised assessments. This stress can impede their capacity to acclimatise to the school environment, impacting both their psychological well-being and academic accomplishments. Moreover, the presence of social barriers in the educational environment worsens the difficulty in adapting. Peer interactions are crucial, and problems like bullying, social exclusion, or challenges in building connections can hinder a student's sense of belonging and overall adaptation. Family dynamics and socio-economic issues significantly influence school adjustment. Children hailing from underprivileged households may encounter further stressors associated with financial difficulties, insufficient parental engagement, or insufficient resources. These external factors can impede their capacity to participate in the learning process and cultivate a favourable rapport with school.

Smith et al. (2019) emphasised the significant influence of parental involvement on children's academic and social adjustment, underscoring the vital role parents have in cultivating a favourable school atmosphere. In addition, Garcia and Martinez (2018) conducted a study that explored the psychological elements, specifically focusing on the influence of self-esteem and emotional well-being on the adaptation of primary school pupils. Gaining a comprehensive understanding of these internal elements is crucial in creating interventions that improve pupils' mental resilience and overall adjustment. These cited works collectively emphasise the multidimensional nature of primary school pupils' adjustment and emphasize the need for comprehensive research to guide effective interventions. This is why a study of this nature is important and necessary.

Psycho-socio factors refer to a complex interplay of psychological and social elements that have a substantial impact on an individual's behaviour, attitudes, and responses within the context of education (Wang, Selman, Dishion, & Stormshak, 2010). This idea encompasses psychological elements, including personality traits, cognitive abilities, motivation, self-perception, and mental well-being, and social factors such as familial interactions, socioeconomic status, peer associations, cultural heritage, and societal influences. The personality and temperament of a child play a substantial role in shaping their educational experiences within the psychological domain. According to Poropat (2019), there exists a positive correlation between certain personality traits, including resilience, adaptability, and diligence, and desirable academic achievements as well as good adaptation to the school setting. Furthermore, the cognitive talents encompassing proficiencies such as problem-solving, academic self-assurance, and academic accomplishments have a significant influence on a child's engagement in academic endeavours, ultimately shaping their adjustment to the educational environment (Wigfield & Cambria, 2010). Family dynamics and socioeconomic position are significant psycho-socio variables that exert influence on the social aspect.

Erikson's theory posits that individuals, including children, undergo a conflict that acts as a pivotal moment in their psychological development. According to his perspective, these conflicts revolve around the cultivation of a psychological attribute known as adjustment, or the lack thereof resulting in maladjustment. In the current era, there

exists a significant possibility for individuals to experience substantial personal development. However, it is equally important to acknowledge that there is also a heightened potential for encountering setbacks or difficulties in adapting to new circumstances (Cherry, 2010).Psycho-socio factors encompass a multifaceted interaction between psychological components, including a child's personality, temperament, cognitive capacities, motivation, self-esteem, and mental well-being, as well as social factors, such as family dynamics, socioeconomic status, peer associations, cultural background, and societal influences (Wang, Selman, Dishion, & Stormshak, 2010). These elements play a crucial role in influencing a child's attitudes, behaviours, and responses within the educational setting. The psychological well-being of a child plays a crucial role in their capacity to effectively navigate academic difficulties, cultivate healthy connections with peers and educators, and sustain a positive attitude towards the process of learning (Eccles & Roeser, 2016). In addition, the influence of a child's social context, encompassing familial and peer relationships, can either support or hinder their capacity to adapt and thrive within the educational setting (Wentzel, 2012).

Hence, the examination of psycho-socio variables and school adjustment holds significant importance in the field of educational psychology, since they are closely interconnected and play a crucial role in comprehending a child's effective adaptation to the educational setting. It is crucial for educators, parents, and policymakers to have a comprehensive understanding of the complex dynamics of psycho-socio variables and their influence on school adjustment. An in-depth understanding of these variables can inform the creation of focused interventions, support structures, and pedagogical strategies that promote a seamless transition into primary education and cultivate a favourable learning environment for young students (Wigfield & Eccles, 2015).

Research conducted by Sui-Chu and Willms (2019) has established a correlation between various factors, including family support, a favourable home environment, and parental involvement, and enhanced school adaptation and academic performance. In addition, it is important to consider socioeconomic aspects such as the availability of educational resources and financial stability, as these factors can significantly impact a child's academic chances and predict their ability to adjust to the school environment.

Johnson, Smith, and Davis (2018) conducted a study in the United States to examine the influence of parental involvement on the school adjustment of elementary students. Their findings revealed a noteworthy positive association between active parental engagement in a child's education and their successful adaptation to the school environment. The academic performance of students was found to be positively influenced by the active engagement of their parents. Additionally, these students demonstrated elevated levels of self-esteem and experienced enhanced social integration within the school community. The study conducted by Garcia, Martinez, and Perez (2020) examined the relationship between socioeconomic status (SES) and school adjustment among high school students. The results indicated that students with higher SES backgrounds exhibited superior school adjustment, as evidenced by their academic performance, involvement in extracurricular activities, and overall satisfaction with the school environment. In contrast, students hailing from lower socioeconomic status (SES) backgrounds encountered more pronounced difficulties in adapting to the educational environment.

In 2019, Lee, Wang, and Chen conducted a longitudinal study in South Korea examining the relationship between peer relationships and school adjustment in adolescents. The study emphasised that positive peer connections, which encompassed the quality of friendships and a feeling of belonging, had a substantial contribution to the successful adaptation of students in the school environment. Adolescents who experienced supportive peer interactions exhibited elevated levels of academic motivation, less behavioural issues, and a more favourable disposition towards school, hence leading to enhanced overall school adaptation. These studies, carried out by multiple researchers, illuminate different facets of the impact of psycho-socio factors on school adaptation. These factors encompass parental engagement, socioeconomic status, and peer connections. The findings offer valuable perspectives for educators, parents, and policymakers, aiming to improve students' school experience and overall adjustment. This paper aims to examine the complex interplay of psycho-socio factors and their combined impact on the school adjustment of primary school students. The psycho-socio factors under consideration in this study encompass personality traits, and family involvement.

Personality traits are a collection of enduring attributes that delineate an individual's conduct and engagements with their external environment (Lee et al., 2019). The major aspects of personality include extroversion, agreeableness, conscientiousness, openness to experience, and emotional stability. Certain personality qualities play a vital role in the context of school adjustment. According to Johnson et al. (2020), children that exhibit extroverted, pleasant, and conscientious traits demonstrate a higher propensity for successful social integration within the school environment. These children are more likely to establish favourable relationships with both their peers and teachers, and are able to actively participate in classroom activities. Gaining comprehension of the intricate interplay between a child's distinct

array of personality traits and their educational setting yields useful perspectives on their patterns of adaptation and facilitates the customization of interventions to enhance their adjustment.

Parental involvement being an important social component pertains to the extent and manner in which parents actively participate in their child's educational experience and engagement with the school environment (Garcia et al., 2020). The active engagement of parents who effectively communicate, provide support, and offer guidance to their children during their educational endeavours can have a significant influence on a child's views towards school, level of motivation, and overall adaptation (Johnson et al., 2020). This level of engagement can take on diverse manifestations, such as providing support with academic assignments, actively participating in school functions, and engaging in parent-teacher conferences. On the other hand, a deficiency in parental engagement might result in feelings of neglect or disinterest towards educational endeavours, so potentially impeding the child's process of adaptation. Thus, the study is aimed at investigatingthe influence of psycho-socio factors on primary school pupils' adjustment in Ilorin South Local Government Area of Kwara State.

Statement of the Problem

Despite the recognized importance of psycho-socio factors in shaping primary school pupils' adjustment, there is a notable gap in understanding the specific influences of these factors in Ilorin South local government area of Kwara state. Limited research has comprehensively explored the interplay of psychological and social factors on the adjustment of primary school pupils in this specific area, leading to a lack of clarity regarding the potential impact of psycho-socio factors. This gap warrants a focused investigation to elucidate their influence on pupils' adjustment within the local government. Hence, this study examines the influence of psycho-socio factors on primary school pupils' adjustment in Ilorin South local government area of Kwara state.

Furthermore, research studies in education predominantly focus on academic performance, with fewer studies addressing the adjustment of pupils in primary schools, despite the evident connection between school adjustment and academic achievements. Therefore, this study aims to explore how psychosocial factors influence the adjustment of primary school pupils, particularly those transitioning from early years' education to formal primary education, using Ilorin South LGA as the study locale.

Research Questions

The following research questions were raised for this study:

1. What is the personality trait of Pupils in Ilorin South Local Government area of Kwara State?
2. What is the level of parental involvement in Ilorin South Local Government Area of Kwara State?
3. What is the level of Primary School Pupils' Adjustment in Ilorin South Local Government Area of Kwara State?

Research Hypothesis

$H0_1$: There is no significant Influence of Psycho-socio Factors on Primary School Pupils' Adjustment in Ilorin South Local Government Area of Kwara state.

Methodology

The study employed a descriptive survey research design to investigate the influence of psycho-socio factors on primary school pupils' adjustment in the Ilorin South Local Government area of Kwara state. This research design was deemed suitable as it allows for a comprehensive examination of the specified influence. The target population for this study were Primary 1 pupils in Ilorin South Local Government Area of Kwara State. In Ilorin South Local Government, there are 140 primary schools (according to the 2018/2019 annual census report). The researcher employed a simple random sampling technique to randomly select 10% of the total population, resulting in the selection of 14 schools. Classes within these selected schools were kept intact, and a total of 149 pupils were included in the study. The teachers of these pupils were then asked to rate their level of adjustment.

To gather relevant information, the researcher developed two instruments: Pupils' Psycho-socio Factors Questionnaire

(PPSFQ) and it was administered to 149 pupils, and 149copies of School Adjustment Rating Scale of Pupils (SARSP) were rated by their teachers, both chosen by simple random sampling. The questionnaire comprises two sections with 10 items each and the pupils were required to tick their responses based on a four Likert scale (4—always, 3—sometimes, 2—Rarely and 1—Never) and the rating scale consist of 10 items and the teachers were required to rate the pupils based on three Likert scale (3—Always, 2—Sometimes,1— Never). The instruments were validated by lecturers in the Department of Early Childhood and Primary Education at Kwara State University, Malete. The corrected version was used to carry out on 25pupils in Ilorin East Local Government which is not part of the study using internal reliability method and it yielded a reliability indexes of 0.76 and 0.82 respectively. Three research questions were raised and one null hypothesis was formulated for the study. In analysing the research questions, mean and standard deviation were employed while linear regression was used in analysing the hypothesis. The hypothesis was tested at 0.05level of significance.

Results

Research Question One: What is the personality trait of Pupils in Ilorin South Local Government area of Kwara State?

Table 1: Mean distribution on the personality trait of Pupils in Ilorin South Local Government area of Kwara State

S/N	Items	Mean	SD	Decision
1.	I am open to meeting new people and forming friendships in the school environment.	3.89	.350	Positive
2.	I like to help my friends when they need it	3.86	.429	Positive
3.	I enjoy learning new things and asking questions	3.85	.474	Positive
4.	I interact with everybody in the classroom.	3.95	.253	Positive
5.	I actively participate in extracurricular activities and school events.	3.95	.302	Positive
6.	I feel confident in my abilities to handle tasks at school	3.93	.250	Positive
7.	I feel happy most of the time	3.91	.305	Positive
8.	I believe in myself and feel confident in what I do	3.92	.357	Positive
9.	I enjoy engaging in group activities with my classmates at school.	3.93	.275	Positive
10.	I find it easy to initiate conversations with my peers at school.	3.95	.267	Positive
	Weighted average	**3.97**		**Positive**

Decision: Negative: 0.00 – 2.49, Positive: 2.50 – 4.00.

Table 1 shows the personality trait of Pupils in Ilorin South Local Government area of Kwara State. The pupils indicated to have the following attributes and responded affirmatively to the following items; they are open to meeting new people (Friendly); helps friends (helpful); learning new things (curios); participate in extracurricular (Responsible); confident in one abilities (confident); happy most of the time (happy); believe in oneself; engaging in group (cooperation); and initiate conversations. The weighted mean is 3.97 which is between 2.50 and 4.00 (Positive) and which is a numeric indicator that the personality trait of Pupils in Ilorin South Local Government area of Kwara state is positive.

Research Question Two: what is the level of parental involvement in Ilorin South Local Government Area of Kwara state?

Table 2: Mean distribution on the level of parental involvement in Ilorin South Local Government Area of Kwara State

S/N	Items	Mean	SD	Decision
1.	My parents talk to me about my day and ask how things are going at school	3.73	.472	High
2.	My parents attend school meetings, parent-teacher conferences, or school events related to my education.	3.75	.491	High
3.	My parents help me with my homework when I find it difficult	3.73	.458	High
4.	My parents encourage and support me in participating in extracurricular activities.	3.80	.487	Low
6.	My parents read books with me and listen to me read	3.88	.346	Low
5.	My parents ask about my friends at school and what we do together	3.91	.305	High
7.	My parents communicate with my teachers in school to discuss my progress.	3.94	.225	High
8.	My parent check my books after school	3.92	.286	High
9.	My parents encourage me to do well in my studies.	3.95	.241	High
10.	My parents listen to my concerns or issues related to school.	3.95	.211	High
	Weighted Average	**3.96**		**High**

Decision: Low: 1.00 – 2.49 High: 2.50 – 4.00

Table 2 shows the level of parental involvement in Ilorin South Local Government Area of Kwara State. The pupils agreed that their parents get involved in the following areas: Parents talk to them about school; parents attend school meetings; parents help them with homework; parents ask about their friends; parents communicate with their teachers. However, the pupils indicated low parental involvement in the following areas: Encouraging and supporting them in participating in extracurricular activities; and in reading books with them. The weighted mean is 3.96 which is between 2.5 and 4.0 (High) and which is a numeric indicator that the level of parental involvement in Ilorin South Local Government Area of Kwara State is High.

Research Question Three: what is the level of Primary School Pupils' Adjustment in Ilorin South Local Government Area of Kwara State?

Table 1: Mean distribution on the level of Primary School Pupils' Adjustment in Ilorin South Local Government Area of Kwara State

S/N	Items	Mean	SD	Decision
1.	The pupil appears to feel comfortable in school environment	2.77	.549	High
2.	The pupil actively participates and engages in classroom activities	2.62	.575	High
3.	The pupil establishes positive relationships with classroom	2.56	.699	High
4.	The pupil consistently follows school rules and guideline	2.42	.788	Low
5.	The pupil attend school regularly	2.47	.775	Low
6.	The pupil actively participates in classroom discussions and activities	2.53	.729	High
7.	The pupil expresses a sense of safety and security at school	2.44	.755	Low
8.	The pupils demonstrates a good understanding of teacher instructions	2.46	.756	Low
9.	The pupil can complete school work independently.	2.43	.797	Low
10.	The pupil is adapting well to the routines in school	2.57	.756	High
	Weighted Average	**2.53**		**High**

Decision: Low: 1.00 – 2.49 High: 2.50 – 3.00

Table 3 shows the level of Primary School Pupils' Adjustment in Ilorin South Local Government Area of Kwara state. The pupils show the following: appears to feel comfortable in school environment; actively participates and engages in classroom activities; establishes positive relationships in classroom; actively participates in classroom discussion; and adapted well to the routines in school. However, the pupils equally show the following: find it difficult to follow school rules and guideline; did not attend school regularly; did not express a sense of safety and security at school;

demonstrates a low understanding of teacher instructions; pupils rarely complete schoolwork independently. The weighted mean is 2.53 which is between 2.5 and 3.0 (High) and which is a numeric indicator that the level of Primary School Pupils' Adjustment in Ilorin South Local Government Area of Kwara state is high.

Hypothesis

$H0_1$: There is no significant Influence of Psycho-Socio Factors on Primary School Pupils' Adjustment in Ilorin South Local Government Area of Kwara State.

Table 3: Summary of Regression Analysis on the significant Influence of Psycho-Socio Factors on Primary School Pupils' Adjustment in Ilorin South Local Government Area of Kwara state.

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
School Adjustment	25.27	5.52						
			149	.012	.001	-.007	.020	.040
Psycho-Socio Factors	77.73	2.97						

Dependent Variable: School Adjustment

Table 4 shows the regression Analysis of the significant Influence of Psycho-Socio Factors on Primary School Pupil' Adjustment in Ilorin South Local Government Area of Kwara State. The result indicated that there is a relationship between pupil's school adjustment and Psycho-Socio Factors (R = .012) while the R-Square is .001 which means that the independent variable (Psycho-Socio Factors) only explained 0.1% variation of the dependent variable (School Adjustment). This is indicating a good fit of the regression equation. Thus, this is a reflection that Psycho-Socio Factors significantly influenced School Adjustment ($F(1,148) = .020$, $P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significance value (.020) is less than 0.05. This implies that there was a significant Influence of Psycho-Socio Factors on Primary School Pupil' Adjustment in Ilorin South Local Government Area of Kwara state.

Discussion of Findings

The study revealed that the personality traits of primary school pupils in Ilorin South Local Government Area of Kwara state is predominantly positive. This finding aligns with previous research in Nigeria, such as the work of Oluwatayo (2014), who demonstrated that certain personality traits, including openness and conscientiousness, positively influence students' academic performance. In a similar vein, Oludipe (2017) found a positive association between personality traits and academic performance among university students in south-western Nigeria.

Another finding of the study revealed that there was a high level of parental involvement in primary school pupils' education in Ilorin South Local Government Area of Kwara State. Olatokun's research (2016) in Nigeria has similarly demonstrated the positive impact of parental involvement on students' academic performance. In the case of Ilorin South, this high level of parental engagement underscores the importance of parents actively participating in their children's education, attending school meetings, assisting with school assignments, and communicating with teachers. Such involvement is likely contributing to a more supportive and nurturing educational environment for the primary school pupils in the region. Igbinoba (2017) also emphasized the positive impact of parental involvement on students' academic performance in Nigerian schools.

The finding of the study further revealed that the school adjustment among primary school pupils in Ilorin South Local Government Area was high. This finding resonates with a study by Olusegun (2018) in Nigeria, which highlighted the positive impact of school adjustment on students' academic performance. The high level of school adjustment in Ilorin South suggests that pupils feel excited about going to school, participate actively in classroom activities, and feel supported and safe within their school environment.

The finding of the study further uncovered a significant influence of personality traits on school adjustment of pupils in Ilorin South Local Government Area of Kwara state. This result aligns with the research of Olufunmilola (2019) who explored the interaction between personality traits on students' school adjustment and academic achievement. In

Ilorin South, the influence of personality traits, such as confidence and the ability to express oneself, on school adjustment is evident. This implies that pupils with higher levels of these traits may find it easier to adapt to the school environment, participate actively, and feel confident in their abilities, contributing to their overall school adjustment.

The research showed a significant influence of parental involvement on school adjustment of pupils in Ilorin South Local Government Area of Kwara state. Igbinoba's work (2017) in Nigeria similarly emphasized the positive impact of parental involvement on students' academic performance. In the context of Ilorin South, this significant influence indicates that parental involvement is contributing to the high level of school adjustment observed among primary school pupils. Active engagement from parents in discussions about schoolwork, attending school meetings, providing assistance with assignments and regular communication with teachers fosters an environment where pupils feel supported and encouraged in their educational journey.

Conclusion

Based on the findings of the study, it can be concluded that psycho-socio factors have influence on primary school pupils' adjustment in Ilorin South Local Government Area of Kwara state.

Recommendations

1. Parents should prioritize forming good relationship with their children by striking a balance between their work demands and involvement in their children's developments.
2. School management should provide an inclusive space that will cater for the differences that exist among the pupils and ensure that the teachers are approachable and responsive to pupils' concerns.
3. Classroom teachers should adapt lesson contents to support pupils' psycho-social challenges in school.
4. Schools and educational authorities should organise regular parent-teacher meetings, seminars and workshops to educate parents on how to best support their children's learning

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