

RELATIONSHIP BETWEEN SOCIAL INTEGRATION AND SENIOR SECONDARY SCHOOL STUDENTS ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE IN ADAMAWA STATE, NIGERIA

BY

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Abstract

This study explores the relationship between social integration and senior secondary school students academic performance in English Language in Adamawa State, Nigeria. A correlational research design was employed, sampling 396 students from a total population of 35,525 across five educational zones using a multi-stage sampling technique. Data collection utilized the Social integration School Adjustment Scales (SISA), which was validated through convergent validity and demonstrated high reliability ($\alpha = 0.76$) using cronbach alpha. Additionally, students' academic performance in English was recorded using a pro-forma, capturing results from the first to third terms. Pearson Product Moment Correlation analysis revealed a significant positive relationship ($r = 0.51$, $p = 0.00$) between social integration and English Language academic performance. The study concludes that social integration plays a crucial role in enhancing academic achievement in English among Senior Secondary School students in Adamawa State. It was recommended that English language proficiency and overall academic performance, educational strategies should focus on promoting inclusive and engaging school environments that encourage strong social connections among students.

Keywords: Social Integration, School Adjustment and Academic Performance

Introduction

The English Language proficiency in North East Nigeria, particularly in Adamawa State, is influenced by several interconnected factors. English, being the medium of instruction in most schools, plays a crucial role in students' academic success. However, many students in Adamawa State face significant challenges due to language barriers (Aina, Adedija, & Akintola 2020). For instance, students often come from homes where local languages such as Hausa, Fulfulde, or other indigenous languages are predominantly spoken, which makes it difficult for them to fully grasp concepts taught in English, leading to poor comprehension and lower academic performance (Aina et al., 2020). Additionally, the quality of English instruction in the region varies significantly. Many schools lack access to well-trained English teachers and adequate teaching resources, resulting in subpar teaching methods and limited exposure to English outside the classroom (Abdullahi & Mohammed, 2021).

The importance of the English language in daily life is widely recognized. However, students' academic achievement in English in Adamawa State remains concerning. According to the Nigerian WAEC Chief Examiners' reports (2014), the percentage of students passing English nationwide from 2014 to 2023 fluctuated between 29.98% and 49.9%, with a consistent trend of higher failure rates, reaching 58.4% in 2023 (Udonsa, 2023). A study by Abdul (2023) further highlighted that only 7.54% of students in Adamawa State achieved a credit pass in 2023, while 72.87% failed. Factors contributing to poor performance in English, such as a shortage of qualified teachers, inadequate facilities, and poor instructional materials (Adebule, 2017), are closely linked to students' overall academic adjustment and social integration. The quality of English instruction directly affects students' ability to engage with the curriculum, which in turn influences their academic performance and social integration within the school environment. Okeke (2022) highlights that ongoing challenges in English education exacerbate difficulties in academic adjustment, as students struggle to keep up with their peers and participate fully in classroom activities. These challenges often lead to

increased frustration and disengagement among students, which can significantly hinder their social integration within the school environment. Social integration, a key factor influencing academic performance, is critical for students' success. When students face deficiencies in English education, their ability to engage with peers and teachers is compromised, leading to feelings of isolation and reduced involvement in school activities. This lack of social integration further impairs their academic performance, creating a cycle where poor English proficiency and social disengagement reinforce each other.

Social integration is an extent to which students feel connected to their peers, teachers, and the broader school community, is a critical aspect of students' overall well-being and academic success (Wang & Brooks, 2019). Understanding the relationship between social integration and senior secondary school students' academic achievement in English language provides insights into the importance of positive social relationships and a supportive school climate for language learning. The overall school climate, characterized by factors such as safety, inclusivity, and respect, significantly influences students' social integration and academic achievement. Studies have found that students who perceive their school environment as supportive and conducive to learning tend to perform better in English language exams (Akinyemi & Babatunde, 2017). Participation in extracurricular activities, such as language clubs, cultural events, and community service projects, enhances students' social integration and language proficiency. Odeyemi and Ogunyemi, (2018) asserted that students who engage in extracurricular language activities demonstrate higher levels of English language achievement. These activities provide opportunities for students to interact with peers who share similar interests, practice language skills in authentic contexts, and develop cultural competence. Peer and teacher support networks play a crucial role in facilitating students' social integration and language learning. Peer mentoring programs, teacher-student partnerships, and collaborative learning activities not only promote positive social relationships but also play a critical role in enhancing students' English language achievement in senior secondary school. Emotional regulation is integral to these interactions, as it enables students to manage their emotions effectively, leading to more productive collaborations and a supportive learning environment (Smith, 2022; Johnson & Miller, 2023).

The studies collectively highlight the crucial role of social integration in enhancing English language academic achievement. Yamamoto and Suzuki (2021) revealed that social integration is a strong predictor of academic success in English among high school students, with better social integration marked by supportive peer relationships and active school engagement—correlating with higher English proficiency. Similarly, Lee and Kim (2021) found that students who are well-integrated into their school communities are more motivated to improve their English skills, as social integration fosters a sense of belonging and encourages active participation in language studies. Wang and Brooks (2019) emphasized that students who feel connected to their peers and teachers perform better academically, with positive social relationships and a supportive environment significantly boosting language skills. Thompson and Rodriguez (2019) confirmed that positive social integration greatly enhances academic achievement in English among middle school students in urban South Africa, showing that strong peer relationships and extracurricular participation contribute to higher performance in English. Morris and Thompson (2018) highlighted that frequent peer interactions in English-related activities lead to better language skills; as such interactions enhance students' confidence and competence. Liu and Choi (2015) reported that higher social integration levels are associated with increased student satisfaction, improved academic performance, and better overall well-being among college students in the United States, identifying key factors like extracurricular participation and quality peer relationships as central to effective social integration.

In Adamawa State, North East Nigeria, students' academic performance in English is significantly impacted by various challenges, including issues related to social integration. While English serves as the primary medium of instruction, many students face barriers due to inadequate social integration, which affects their academic achievement. Existing research has highlighted the importance of social integration in academic success, but there is a notable gap in studies focused specifically on the context of Adamawa State. Factors such as socio-cultural differences, regional educational challenges, and the role of emotional and psychological aspects in social integration have not been extensively explored in this region. Furthermore, there is limited understanding of how specific demographic variables and

institutional factors influence the relationship between social integration and English language performance. This study aims to address these gaps by investigating how social integration impacts students' academic performance in English in Adamawa State, providing valuable insights to improve educational strategies and support systems tailored to the local context.

Purpose of the Study

The purpose of the study is to examine the relationship between social integration and senior secondary school student's academic performance in English language Adamawa, State, Nigeria. Therefore, the specific objective is to determine: The relationship between Social integration and senior secondary school student's academic achievement in English language in Adamawa state Nigeria.

Research Question

The study addressed the research question:

What is the level of Socials integration in senior secondary school in Adamawa Adamawa State?

Hypothesis

The null hypothesis was formulated and tested at 0.05 level of significance to guide the study.

There is no significant relationship between social integration and senior secondary school student's academic achievement in English language in Adamawa state Nigeria

Methodology

This study utilizes a correlational research design to explore the relationship between social integration and academic achievement in Senior Secondary School II (SS II) students in English Language Adamawa State, Nigeria. Adamawa State, characterized by its educational challenges and diverse student population, serves as the study's context. The research population includes all public SS II students studying English Language across five educational zones in Adamawa State Yola South, Mubi, Gombi, Numan, and Ganye totaling 35,525 students from the 21 local government areas. A sample of 396 students was selected from three of these zones using multi-stage sampling techniques, with the sample size determined using Taro Yamane's formula. Data collection involved administering the Social integration Adjustment Scales (SIAS) and analyzing the data with mean and standard deviation for answering research question, while Pearson Product Moment Correlation was used for answered hypothesis. The SSAS was validated through convergent validity, and its reliability was confirmed with a Cronbach's Alpha coefficient of 0.76, indicating strong consistency. Academic performance data in English Language was gathered using a performance pro-forma for the first to third terms.

Results

Research Question

What is the level of Socials integration in senior secondary school in Adamawa Adamawa State?

Table 1: Mean and Standard deviation of Social integration of Senior Secondary Schools Students in Adamawa State

The data from Table 1 indicate that Senior Secondary School students in Adamawa State generally exhibit a High

S/N	items	n = 396	Mean	Std. D	Remarks
1.	Participate in school clubs and extracurricular activities.		4.17	0.80	HL
2.	Feel accepted by my peers at school		3.95	0.87	HLS
3.	Collaborate with classmates on group projects or assignments		4.07	0.82	HL
4.	Feel included in social activities and events at school		4.10	0.77	HL
5.	Feel supported by teachers and school staff		4.00	0.81	HL
6.	Interact with students from different backgrounds or cultures within my school		3.45	1.00	ML
7.	Opinions and ideas are valued in class discussions		3.83	0.84	HL
8.	Engage in informal social interactions, such as chatting or hanging out, with your classmates		3.47	1.01	ML
9.	Feel approach with my peers for help in school-related or personal issues		3.82	0.76	HL
10.	Participate in or contribute to school-based community service or volunteer activities		3.13	1.42	ML
	Grand Mean		3.80	0.91	HL

Level of social integration, with activities such as participation in school clubs, collaboration on group projects, and feeling supported by teachers showing high levels of engagement. Students also feel accepted by peers and included in social events. However, there are areas with Moderate Levels of integration, such as interacting with students from diverse backgrounds, informal social interactions, and participation in community service. The Grand Mean of 3.80 suggests overall positive social integration, though improvements could be made in fostering cross-cultural interactions and increasing involvement in volunteer activities.

Hypothesis

There is no significant relationship between social integration and senior secondary school student's academic achievement in English language in Adamawa state Nigeria

Table 2: Summary of PPMC Analysis of Relationship between social integration and senior secondary school student's academic achievement in English Language

Variable	n	Mean	SD	r	p-value	Decision
Social Integration	396	3.80	0.91	0.55	.00*	Reject
English Language Academic Performance	396	4.06	0.81			

*Significant; $p < 0.05$.

Table 2 summarizes the Pearson Product Moment Correlation (PPMC) analysis examining the relationship between social integration and Senior Secondary School students' academic achievement in English Language. The mean score for social integration is 3.80 with a standard deviation of 0.91, indicating a generally positive level of social integration among students. The mean score for English Language academic performance is 4.06 with a standard deviation of 0.81, reflecting good academic achievement in English. The correlation coefficient (r) of 0.55 suggests a moderate to strong positive relationship between social integration and academic performance in English. The p -value of 0.00, which is less than the 0.05 significance level, indicates that the relationship is statistically significant. Therefore, the hypothesis that social integration positively impacts academic achievement in English Language is supported, and the null hypothesis is rejected.

Discussion

The finding revealed a significant positive relationship between social integration and English language performance, with a Pearson correlation coefficient of 0.55 ($p < 0.05$). This indicates that students who experience higher levels of social integration, marked by active participation in school activities, supportive peer relationships, and feeling included in school events, tend to achieve better academic outcomes in English. This finding is consistent with the results of Yamamoto and Suzuki (2021), who identified social integration as a strong predictor of academic success in English among high school students. Their study demonstrated that supportive peer relationships and engagement in school activities were associated with higher English proficiency. Similarly, Lee and Kim (2021) found that students with strong social integration are more motivated to improve their English skills, as this integration fosters a sense of belonging and encourages active participation in language studies. This sense of belonging is crucial for academic motivation, as students who feel connected are more likely to invest effort in their academic work. Wang and Brooks (2019) also support these findings by emphasizing that students who feel connected to their peers and teachers perform better academically. Their research highlighted that positive social relationships and a supportive environment significantly enhance language skills, which aligns with the current study's results showing the importance of social integration for academic performance. Thompson and Rodriguez (2019) further corroborated these findings, demonstrating that strong peer relationships and extracurricular participation contribute to higher performance in English among middle school students in urban South Africa. Morris and Thompson (2018) highlighted the role of frequent peer interactions in English-related activities, finding that such interactions enhance students' confidence and competence in using English. This is relevant to the current study, which shows that social integration, including peer interactions and support, positively affects English language achievement. Liu and Choi (2015) reported that higher social integration levels correlate with increased student satisfaction, improved academic performance, and better overall well-being. Their study underscores the importance of extracurricular participation and quality peer relationships in fostering effective social integration, which is supported by the current study's findings.

Conclusion

The study concludes that social integration plays a crucial role in enhancing academic achievement in English among Senior Secondary School students in Adamawa State. The significant positive correlation between social integration and English language performance underscores the importance of fostering supportive peer relationships, active participation in school activities, and a sense of belonging within the school environment. These findings align with existing literature, which consistently highlights the impact of social integration on academic success. To improve English language proficiency and overall academic performance, educational strategies should focus on promoting inclusive and engaging school environments that encourage strong social connections among students.

Recommendations

Based on the findings, the following recommendations are proposed:

1. Schools should implement and support programs that promote social integration, such as peer mentoring, collaborative projects, and inclusive extracurricular activities. These initiatives can help students build supportive relationships and foster a sense of belonging.
2. Schools should encourage students to engage actively in school clubs, sports, and community service activities. Providing varied opportunities for involvement can enhance social interaction and contribute to improved academic performance.
3. Develop a supportive school environment where students feel accepted and valued. This can be achieved through training teachers and staff to be more responsive to students' social and emotional needs and ensuring that all students feel included in classroom activities and school events.
4. Create structured opportunities for peer interactions, such as group work, discussions, and collaborative learning. Regular, positive peer interactions can enhance language skills and boost students' confidence in their academic abilities.
5. Engage parents in supporting their children's social and academic development. Providing resources and guidance on how parents can contribute to their child's social integration and academic success can be beneficial.

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