

Article

Influence of Polygamous and Foster Homes on Scholastic Maladjustment among Secondary School Students in Obio or Akpor Local Government Area of Rivers State

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Abstract: This study examines how foster homes and polygamy affect secondary school pupils' academic maladjustment in Rivers State's Obio/Akpor Local Government Area. The study employed a descriptive survey research design. The study was led by four null hypotheses and four research questions. All 16,596 public senior secondary school 1 and 2 students in the Obio/Akpor Local Government Area made up the study's population. There were 400 senior secondary school pupils in the study's sample. The sample size was determined using the fluid survey sampling calculator. The "Influence of Polygamous and Foster Homes on Scholastic Maladjustment Scale (IPFHMS)," a questionnaire created by the researcher, serves as the study's instrument. To determine the face and content validity of the study's instrument, the instrument was sent to three measurement and assessment specialists who reviewed its structure and content. The instrument's reliability was assessed using a test-retest methodology. The instrument's reliability coefficient, $r = 0.89$, was determined by applying the Pearson Product Moment Correlation. The study questions were answered using the mean and standard deviation, and the null hypotheses were tested using the independent t-test at the 0.05 level of significance. The study's findings showed that while foster homes had no discernible effect on students' academic maladjustment based on parents' educational attainment, polygamous homes had a significant impact on students' academic maladjustment based on both gender and parents' educational attainment respectively. In order to address the particular difficulties experienced by adolescents from polygamous households, the researcher suggested, among other things, that school administrators establish gender-sensitive counseling programs in schools.

Keywords: Polygamous Homes, Foster Homes, Scholastic Maladjustment

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1. Introduction

Students experience a critical development when entering secondary education while adapting from home to school presents substantial hurdles. Students entering school encounter multiple readjustment problems that involve academic difficulties as well as social interactions and emotional responses and behavioral issues. Students find it difficult to adapt academically when they begin attending classes with advanced learning materials which demands that they handle multiple subjects through complex assignments while dealing with demanding teacher requirements. Academic demands frequently develop stress together with anxiety for students unless they maintain the appropriate study methods and time management practices. Students experience additional challenges during this academic transition because primary education methods stand unlike most

high school teaching practices and assessment procedures thus students find it harder to match the new educational speed.

Social adjustment serves as a major challenge because students need to navigate through new social environments for building relationships as they work toward establishing belonging within their larger and diverse peer group. According to [1] the adolescent stage is vital for learning social abilities because young people make peer acceptance their main focus. Students encounter different levels of difficulty when trying to connect with others because they sometimes face bullying behaviors together with social isolation and peer group pressures that endanger their emotional wellbeing. Students in their secondary educational stage face emotional challenges since they experience quick changes in their psychological and emotional development. Academic performance excellence standards alongside social relationship building responsibilities create feelings of inner insecurity and doubt and emotional unsteadiness among new secondary school students [2].

The process of behavioral adjustment presents itself as a source of learning difficulties in addition to performance pressures. Students usually need better self-control and strict conformity with school guidelines when studying at secondary levels. The adjustment process becomes difficult for students especially when they have come from institutions with looser behavioral requirements in their prior education period. Students develop numerous behavioral issues which include skipping school and disobedience and lack of attention due to difficulties adapting to higher expectations of independence in secondary school [3]. Students encounter multiple obstacles that might prevent them from succeeding academically and developing properly in the educational environment. Various elements impact their capacity to adjust both in academic settings and socially and culturally together with their psychological development. Students display different abilities when adapting to or managing stress when transitioning from home comfort to the school environment or when the adjustment causes psychological problems leading to maladjustment.

Students display maladjustment through different behaviors which consist of school disengagement and social detachment as well as emotional suffering and disappointment in their secondary school experiences [4]. Student maladjustment to secondary school life and academic demands leads them to face different negative outcomes including poor achievement, higher dropout rates and developing mental health problems and substance addiction and difficulties in building meaningful relationships. University society together with the community suffers from poor student outcomes as a result of school maladjustment.

The condition of scholastic maladjustment affects students when academic challenges prevent them from meeting performance goals. A student's academic advancement alongside their ability to connect socially suffers from different educational difficulties that include learning disabilities and attention deficits and behavioral problems and emotional disturbances. Multiple background factors produce scholastic maladjustment including family relationships and brain differences along with economic differences and poor student supports and defective teaching approaches. Scholastic maladjustment creates wider academic problems that cause students to experience poor self-esteem accompanied by weakened mental health which ultimately shapes their academic progression across several academic years. According to [5] secondary school children find it difficult to adapt to their environments both inside and outside the school. The choices students make about attending classes as well as the solutions they find for dealing with their peers and school atmosphere and their school attendance decisions are examples of adjustments. A person responds to social environmental limitations through adaptive measures. For an organism to survive an environmental change it needs to transform itself.

The researchers concluded that students' school maladjustment relates directly to their home family background including their family structure [6]. Scenarios of different families include single-unit homes and dual-parent systems and monogamous and polygamous groupings as well as nuclear-family or extended-family arrangements. The relationships may exist in three forms: separated, divorced and still united. Academic achievement and a child's social development essentially depend on family structure throughout their growth process. Many African communities still practice polygamy as a cultural tradition so one must examine its effects on childrearing practices. Children who grow up in polygamous households receive incomplete emotional and financial care because parents split their time between multiple families at once.

The problems inherent to foster placements create difficulties that influence educational progress together with interpersonal relationships of children. Because foster children suffer from abandonment feelings and identity confusion along with the absence of stable parental figures they might develop emotional and behavioral problems. Future classroom behavior issues appear when foster children show problems with concentration in addition to poor social skills with their classmates. The educational development of children receives insufficient support because foster parents lack appropriate psychological skills to help them through their developmental stages. Frequent relocations that foster children encounter create obstacles for their educational development by producing educational instability and complicating academic adjustment.

Statement of the Problem

Scholastic adjustment stands as a vital academic ingredient for secondary school students which determines their academic achievement alongside their entire educational outcome. Academic struggles affect numerous secondary school students at present particularly during the period of senior secondary education. Student academic workload combined with new expectations of senior secondary school and social pressure along with individual life challenges create obstacles leading students towards scholastic maladjustment.

Students face numerous conflicting issues that manifest as scholastic maladjustment at academic institutions from different parts of the world. The researcher found maladjustment exists in several ways which include both academic underperformance and difficulties with social interactions and emotional well-being. Academic disengagement serves as a common issue through which students lose their academic drive resulting in delayed work completion and deficient learning behavior which eventually deteriorates their school results. Strong social maladjustment is defined as the inability to create deep social ties because people face either social isolation or internal conflicts with their peers. Family dynamics cause the appearance of these challenges between students. Learning activities of any child emerge directly from their foundation in family. Education at every subsequent level develops from this base established by the family.

In the researcher's view, scholastic maladjustment among secondary school students seems to constitute a significant barrier to their academic achievement and overall mental health. In Rivers State, this issue appears to be more pronounced among students from polygamous and foster homes. The complex family dynamics within polygamous households characterized by competition for resources, emotional neglect, and divided parental attention are often linked to psychological and behavioral challenges that can impact a student's ability to adjust academically. The educational transition becomes more challenging for students in foster homes because they face instability alongside emotional distress along with inconsistent parental involvement. The vital function that family structure plays in adolescent educational growth lacks sufficient empirical research on its relationship to scholastic maladjustment within polygamous and foster home environments. The literature shortage concerning this topic creates doubts about educational success in the traditional school system for students from polygamous and

foster homes. The education sector in Rivers State lacks sufficient resources to handle the particular needs of these students which might worsen school abandonment and poor academic results together with social adjustment problems. This research investigated the observed relationship between students in polygamous and foster homes and their academic adjustment in secondary schools throughout Obio/Akpor Local Government Area of Rivers State.

Aim and Objectives of the Study

The study's objective was to find out how secondary school pupils in Rivers State's Obio/Akpor Local Government Area evaluated the effects of foster homes and polygamy on their academic maladjustment. The particular goals were to:

1. 1. Assess the degree to which polygamous households affect secondary school pupils' academic maladjustment in Rivers State's Obio/Akpor Local Government Area according to gender.
2. 2. Based on the educational attainment of the parents, determine the degree to which polygamous households affect secondary school pupils' academic maladjustment in Obio/Akpor Local Government Area of Rivers State.
3. 3. Determine the degree to which foster homes affect secondary school students' academic maladjustment in Rivers State's Obio/Akpor Local Government Area according to gender.
4. 4. Based on the educational attainment of the parents, assess the degree to which foster homes affect the academic maladjustment of secondary school pupils in Rivers State's Obio/Akpor Local Government Area.

Research Questions

The study was guided by the following research questions:

1. To what degree do polygamous households affect secondary school pupils' academic maladjustment according to gender in Obio/Akpor Local Government Area of Rivers State?
2. Based on the educational attainment of the parents, how much of an impact do polygamous households have on the academic maladjustment of secondary school pupils in Rivers State's Obio/Akpor Local Government Area?
3. How much of a gender-based impact do foster homes have on secondary school children' academic maladjustment in Obio/Akpor Local Government Area, Rivers State?
4. How much does the educational attainment of parents affect the perceived impact of foster homes on academic maladjustment among secondary school pupils in Rivers State's Obio/Akpor Local Government Area?

Hypotheses To further direct the investigation, the following hypotheses were developed:

1. Polygamous households do not significantly affect secondary school pupils' academic maladjustment based on gender in Obio/Akpor Local Government Area of Rivers State.
2. Based on the educational attainment of the parents, polygamous households have no discernible impact on the academic maladjustment of secondary school pupils in Rivers State's Obio/Akpor Local Government Area.
3. Foster homes have no discernible impact on the academic maladjustment of secondary school pupils in Rivers State's Obio/Akpor Local Government Area, regardless of gender.
4. Based on the educational attainment of the parents, foster homes have no discernible impact on the academic maladjustment of secondary school pupils in Rivers State's Obio/Akpor Local Government Area.

3. Materials and Methods

This study examined the effects of foster homes and polygamy on secondary school pupils' academic maladjustment in Rivers State's Obio/Akpor Local Government Area. The study used a descriptive survey research design. All 16,596 public senior secondary school one and two students in the Obio/Akpor Local Government Area made up the study's population. 388 senior high school students made up the study's sample. The sample size was determined using the fluid survey sampling calculator. The study's tool is a questionnaire called "Influence of Polygamous and Foster Homes on Scholastic Maladjustment Scale (IPFHSMS)," which was created by the researcher. There are three sections to the instrument. Demographic information, including gender, age, and school location, is handled in Section A. Polygamous households and academic maladjustment are handled in Section B. Foster homes and academic maladjustment are handled in Section C. A 4-point modified Likert scale with Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (D) = 2, and Very Low Extent (VLE) = 1 was used to answer the item assertions. The instrument was submitted to measurement and evaluation specialists who reviewed its structure and content in order to determine its face and content validity for the study. The test-retest method was employed to ascertain the instrument's reliability.

After two weeks, the researcher went to Emohua Local Government Area, which is beyond the sample schools, and gave the same instrument to a sample of thirty secondary school students. The instrument's reliability coefficient, $r = 0.89$, was determined by applying the Pearson Product Moment Correlation. After getting approval from each school principal, the researcher traveled to the sampling schools and, with the assistance of two research assistants, personally administered the instrument. The instrument was administered in 388 copies, of which 377 were correctly filed, recovered, and used for analysis. The study questions were answered using the mean and standard deviation, and the null hypotheses were tested at the 0.05 level of significance using the independent t-test.

4. Results

Research Question One: *What is the extent of influence of polygamous homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on gender?*

Table 1. Descriptive Statistics on the Extent of Influence of Polygamous Homes on Scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State Based on Gender.

Item Statements	Gender					
	Female students (N = 197)			Male students (N = 180)		
	Mean	SD	Decision	Mean	SD	Decision
I often feel neglected by my parents, which affects my ability to concentrate in school.	2.73	.912	HE	3.27	0.89	HE
Disputes among family members in my home make it difficult for me to focus on my academic work.	2.82	.91	HE	2.61	1.03	HE
I struggle to maintain healthy relationships with my peers because of the complex family dynamics in my home.	2.19	.76	LE	2.40	1.08	LE
I feel less motivated to participate in school activities due to emotional stress from my family environment.	2.93	.84	HE	2.53	0.98	HE
Grand Mean	2.85	0.86	HE	2.79	0.97	HE

According to data in Table 1, secondary school students in Obio/Akpor Local Government Area of Rivers State rated the degree to which polygamous households affected their academic maladjustment with a grand mean of 2.85 and standard deviation of 0.86 for female students and 2.79 and 0.97 for male students. This finding indicates that, to a significant degree, secondary school pupils in Rivers State's Obio/Akpor Local Government Area had gender-based scholastic maladjustment as a result of polygamous households.

Research Question Two: *What is the extent of influence of polygamous homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents' level of education?*

Table 2. Descriptive Statistics on the Extent of Influence of Polygamous Homes on Scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State Based on Parents' Level of Education.

Item Statements	Parents' Level of Education					
	FSLC/WAEC (N = 197)			DEGREES (N = 180)		
	Mean	SD	Decision	Mean	SD	Decision
Frequent financial challenges in my polygamous home limit my access to school materials and resources.	2.83	.912	HE	2.64	0.89	HE
The competition for parental attention among my siblings affects my academic performance negatively.	2.82	.91	HE	2.61	1.03	HE
I often feel emotionally overwhelmed due to conflicts in my polygamous family, which impacts my studies.	2.88	.76	HE	2.95	1.08	HE
Teachers have commented on my poor behavior or lack of focus, which I attribute to challenges at home.	2.93	.84	HE	2.53	0.98	HE
Grand Mean	2.86	0.86	HE	2.95	0.97	HE

The result of the study in table 2 presents that students whose parents have First School Leaving Certificate and WAEC have a grand mean of 2.86 and standard deviation of 0.86, while students whose parents have degrees have a grand mean of 2.95 and standard deviation of 0.97 on their rating on the extent of influence of polygamous homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents' level of education. This result reveals that, to a high extent, polygamous homes influenced scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents' level of education.

Research Question Three: *What is the extent of influence of foster homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on gender.*

Table 3. Descriptive Statistics on the Extent of Influence of Foster Homes on Scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State Based on Gender.

Item Statements	Gender					
	Female (N = 197)			Male (N = 180)		
	Mean	SD	Decision	Mean	SD	Decision
I find it difficult to concentrate on my studies because of frequent changes in my foster home.	2.57	.96	HE	2.64	0.89	HE
The lack of academic support in my foster home negatively affects my school performance.	2.82	.91	HE	2.61	1.03	HE
I feel isolated at school due to my experiences in foster care.	2.88	.76	HE	2.95	1.08	HE
My foster home environment does not encourage me to set academic goals.	2.93	.84	HE	2.53	0.98	HE
Grand Mean	2.94	0.84	HE	2.95	0.97	HE

Based on gender, secondary school students in Obio/Akpor Local Government Area of Rivers State rated the degree to which foster homes affected their academic maladjustment with a grand mean of 2.94 and standard deviation of 0.84 for female students and 2.95 and 0.97 for male students, according to Table 3. This finding indicates that foster homes had a significant impact on secondary school pupils' academic maladjustment based on gender in the Obio/Akpor Local Government Area of Rivers State.

Research Question Four: *What is the extent of influence of foster homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents level of education?*

Table 4. Descriptive Statistics on the Extent of Influence of Foster Homes on Scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State Based on Parents Level of Education.

Item Statements	Parents' Level of Education					
	FSLC/WAEC (N = 197)			DEGREES (N = 180)		
	Mean	SD	Decision	Mean	SD	Decision
I often feel anxious about my foster home situation, which affects my ability to complete school tasks.	2.41	.91	LE	2.38	0.89	LE
I have trouble adjusting to school routines because of disruptions in my foster home life.	2.32	.91	LE	2.40	1.03	LE
Emotional challenges from living in a foster home make it hard for me to interact with peers at school.	2.44	.76	LE	2.46	1.08	LE
My foster home placement makes it difficult for me to attend school regularly.	2.33	.84	LE	2.38	0.98	LE
Grand Mean	2.36	0.86	LE	2.40	0.97	LE

According to the data in Table 4, students who have parents with degrees have a grand mean of 2.40 and a standard deviation of 0.97 when it comes to their assessment of the degree to which foster homes have impacted academic maladjustment among

secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents' educational attainment, whereas students whose parents have a First School Leaving Certificate and WAEC have a grand mean of 2.36 and a standard deviation of 0.86. This finding indicates that, depending on the educational attainment of the parents, foster homes had a minimal impact on the academic maladjustment of secondary school pupils in Rivers State's Obio/Akpor Local Government Area.

Hypothesis One: There is no significant influence of polygamous homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on gender.

Table 5. Independent Sample T-test Analysis on the Extent of Influence of Polygamous Homes on Scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State Based on Gender.

Gender	N	Mean	Standard deviation	Df	t-test	Sig.	Remark
Female	197	2.80	.77	375	-5.772	.000	Ho is Rejected
Male	180	3.16	.63				

From the results in Table 5, it can be observed that at 0.05 level of significance and 375 degree of freedom, t-value = -5.77 and p-value = 0.00 < r = 0.05. Since the p-value = 0.00 < r = 0.05 the null hypothesis that there is no significant influence of polygamous homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on gender is rejected. In other words, there is a significant influence of polygamous homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on gender.

Hypothesis Two: There is no significant influence of polygamous homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents' level of education.

Table 6. Independent Sample T-test Analysis on the Extent of Influence of Polygamous Homes on Scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State Based on Parents' Level of Education.

Parents' Education	N	Mean	Standard Deviation	df	t-test	Sig.	Remark
FSLC/WAEC	197	3.33	.86	375	-.092	.000	Ho is Rejected
DEGREES	180	2.51	.78				

From the results in Table 6, it can be observed that at 0.05 level of significance and 375 degrees of freedom, t-value = -.092 and p-value = .000 < r = 0.05. Since the p-value = .000 < r = 0.05 the null hypothesis that there is no significant influence of polygamous homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents' level of education is rejected. In other words, polygamous homes significantly influenced scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents' level of education.

Hypothesis Three: There is no significant influence of foster homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on gender.

Table 7. Independent Sample T-test Analysis on the Extent of Influence of Foster Homes on Scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State Based on Gender.

Gender	N	Mean	Standard deviation	Df	t-test	Sig.	Remark
Male	180	2.76	.92	373	-1.168	.000	Ho is Rejected
Female	197	3.55	.73				

From the results in Table 7, it can be observed that at 0.05 level of significance and 375 degrees of freedom, t-value = -1.168 and p-value = .000. Since the p-value = .000 < 0.05 the null hypothesis that there is no significant influence of foster homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on gender is rejected. This result implies that foster homes significantly influenced scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on gender.

Hypothesis Four: There is no significant influence of foster homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents' level of education.

Table 8. Independent Sample T-test Analysis on the Extent of Influence of Foster Homes on Scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State Based on Parents Level of Education.

Parents' Education	N	Mean	Standard deviation	Df	t-test	Sig.	Remark
FSLC/WAEC	174	3.32	.86810	377	-.092	.927	Ho is Accepted
DEGREES	220	3.33	.78536				

From the results in Table 8, it can be observed that at 0.05 level of significance and 375 degrees of freedom, t-value = -0.92 and p-value = .927. Since the p-value = .927 > 0.05 the null hypothesis that there is no significant influence of foster homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents' level of education is accepted. In other words, there is no significant influence of foster homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on parents' level of education.

5. Discussion

The result of the study from research question/hypothesis one as indicated in Table 1&5 revealed that polygamous homes significantly influenced scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State based on gender. The results support the findings of [7] who studied polygamous home effects on scholastic maladjustment of secondary school students in Delta State Nigeria. Students who grew up in polygamous families showed much higher scholastic maladjustment according to the study findings in comparison to their monogamous counterparts. The analysis demonstrated that female students in polygamous households

experienced more scholastic maladjustment problems than their male counterparts who showed much fewer cases of truancy and academic difficulties and emotional turmoil. The complex relationships between wives and children found in polygamous homes led to student poor academic adjustment according to this research.

Results from research question/hypothesis one showed polygamous homes created substantial effects on scholastic maladjustment of students in Obio/Akpor Local Government Area of Rivers State according to parent educational attainment (Table 2&6). The study of [8] showed that insufficient educational parental participation remained a major school adjustment problem for urban students coming from polygamous households. [9] Presented evidence that students from polygamous backgrounds experience heightened scholastic maladjustment problems. Children from polygamous families exhibited better behavioral difficulties and worse academic performance than students coming from traditional monogamous families.

This study showed that students from foster homes experienced a significant impact on their scholastic maladjustment throughout Obio/Akpor Local Government Area of Rivers State (Table 3&7). [10] documented that boys in foster care establishments showed elevated academic maladjustment levels compared to girls in similar situations. Male students represented 62% of the students who faced academic challenges because of insufficient support from their foster homes whereas only 48% of female students reported this problem. Research data confirmed that living in foster homes substantially impacts both academic achievement and self-confidence of students.

The study results based on Table 4&8 indicated that the relationship between foster homes and scholastic maladjustment exhibited no significant statistical association for Obio/Akpor Local Government Area secondary school students according to parent education levels. Findings differ from [11] because they discovered parents' education level demonstrates a negative connection to scholastic maladjustment levels in foster home students. Student scholastic maladjustment was lower among those who had parents with higher educational attainment.

6. Conclusion

The study investigated the influence of polygamous and foster homes on scholastic maladjustment among secondary school students in Obio/Akpor Local Government Area of Rivers State. Some of the variables considered in the study include influence of polygamous homes on scholastic maladjustment of students based on gender, influence of polygamous homes on scholastic maladjustment of students based on parents level of education, influence of foster homes on scholastic maladjustment of students based on gender and influence of foster homes on scholastic maladjustment of students based on parents' level of education. From the results of the study, it disclosed that polygamous homes significantly influenced scholastic maladjustment of students based on gender and parents' level of education, while foster homes significantly influenced scholastic maladjustment of students based on gender and had no significant influence on scholastic maladjustment of students based on parents' level of education. Based on the results, the researcher concluded that polygamous and foster homes influenced scholastic maladjustment of students in Obio/Akpor Local Government Area of Rivers State.

Recommendations

1. School administrators should implement gender-sensitive counselling programs in schools to address the unique challenges faced by students from polygamous homes. These programs should focus on building self-esteem, enhancing social skills, and providing academic support tailored to the needs of male and female students.
2. Guidance counsellors should organize community outreach and parental education programs to equip parents in polygamous households with knowledge and strategies for supporting their children's academic and emotional well-being, regardless of their educational background.

3. Mentorship initiatives should be established in schools where trained mentors can guide and support foster children, addressing gender-specific challenges to help them adjust socially and academically.
4. Schools should still promote inclusive policies and foster positive school environments to ensure that students from foster homes have equal opportunities for scholastic success, irrespective of their foster parents' education level.

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