RELATIONSHIP BETWEEN PSYCHOLOGICAL SELF CONCEPT AND ADJUSTMENT AMONG STUDENTS OF FEDERAL COLLEGE OF EDUCATION ZARIA, KADUNA STATE-NIGERIA

==N0. 2 print==

Abubakar Yawa Wakeh
Department of Educational Psychology and Counselling
Faculty of Education
Ahmadu Bello University, Zaria

Julius Samson (PhD)
Department of Educational Psychology and Counselling
School of Education,
Federal College of Education, Zaria

&
Rahmatu Dogara Abdullahi
Department of Foundation Education and Curriculum Studies
Kaduna State University

Abstract

This study assessed the relationship between psychological self-concept and adjustment among students of Federal College of Education Zaria, Kaduna State-Nigeria. Two objectives and two hypotheses guided the study. The study employed correlational survey design. The population of the study was 7801 male and female students of Federal College of Education, Zaria. 368 students were proportionately sampled out and used as the sample for the study. Two instruments were used for data collection namely, Psychological Self-Concept Scale and Adjustment Inventory. All the two hypotheses were tested using Pearson Product Moment Correlation Statistics (r). Findings revealed that there was significant relationship between psychological self-concept and social adjustment among Federal College of Education Zaria students (p= 0.006), there was significant relationship between psychological self-concept and academic adjustment among Federal College of Education Zaria students (p=0.002). The study recommended that, college management should have functional psychological testing and counseling centres across all schools in readdressing student with social adjustment problem for the development of all round psychological self-concept; lecturers, administrators should pay more attention to student with low psychological self-concept problem and academic adjustment issues and refer them to the school psychological testing and counseling centres by adopting this will minimize the issue of low self-concept and academic adjustment challenges.

Keywords: Psychological Self-Concept Adjustment, Federal College of Education Zaria Students.

Introduction

Self-concept has been defined by different psychologist from different perspective. Lewis, (2015) defined self-concept as the accumulation of knowledge about self, such as beliefs regarding personality traits, physical characteristics, value, goals and roles. Self-concept is defined by Markus and Nurius, (2016) as self-identity, which refers to the global understanding of a conscious being. It presupposes but can be distinguished from self-consciousness, which simply is an awareness of one's self. It is more general than self-esteem, which is the purely evaluative element of the self-concept. They explained further that the self-concept is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes (Akin & Foloruson, 2015).

It would seem logical to reason that a poor self-concept, which implies a lack of confidence in the environment, would be related to deficiency in one of the most important areas of accomplishment for students and their performances in school. It is not surprising therefore that studies (Salawu, 2017) have documented a significant relationship among variables such as academic achievement, school satisfaction, and self-concept. According to Boutler (2016) if students are expected to perform well in their examinations, positive self-concept is sine qua non. This is also evident in the statement by Crawford (2015) that the level of effort exerted by students in learning to a large extent contributes significantly to their self-concept which in turn boosts their academic performance.

The concept of adjustment is associated with what may be called living systems: system of organs, psychological systems or personality systems, group of individuals that is the social systems: closely structures social systems such as social organizations. Such system as are engaged with the surrounding world is regarded as open system (Casey and Dyson, 2009). In the process of adjustment, forces are balanced naturally within the system with forces originating from the environment. The immediate goals of the process may be characterized generally as a type of equilibrium with the system and in the interaction of the system with the environment. Generally, adjustment refers to an individual's general adaptation to his environment and the demands of life such as the way he relates to other people that is interpersonal behaviour, handles- his responsibilities deal with stress, for example inadequacy in learning, growing up and meeting his own needs and life satisfactions (Hastings, 2007). Adjustment is not a one way process in which the individual conforms to the duties and requirement of others but rather a two way process, for it is the ability to be oneself, hold on to one's own and make reality adapt itself to one's requirement and needs. It does not imply a state or condition of contentment or pure mind. Since life is constantly changing, the ability to revise ones attitude and behaviour appropriately is an essential ingredient of adjustment. Life adjustment is easier when the individual is educated. There are several issues an individual needs to adjust to in life, academic, social life, marital life, job experience etc. for the adolescence academic challenges are one of the issues they may need adjustment.

Social adjustment refers to the individual development of social cognitive understanding that contributes to social competence, interpersonal relationship or sensitivity and social awareness of how the self-related to other individuals and groups in a complete social world (Thompson 2015). According to Nwoke (2014), social adjustment is an innate psychological disposition to cope with standard, values and needs of a society in order to be acceptable, it involves coping with new standards of individual value, it refers

to coping with social challenges confronting one in any given situation or environment and the innate strength to accommodate any possible outcome or change.

Academic adjustment is a broad construct which consists of many different aspects such as academic achievement, school satisfaction, school engagement and pro social behavior. Well-adjusted students usually value what they are learning, are positively involved in classroom activities and perform well academically. But poor academic adjustment leads to poor Academic outcome, behavioral problems, discordant educational aspirations and sometimes school dropout (Adhiambo & Mildred, 2011). Academic adjustment refers to a students' ability to meet academic demands, to be attentive, to participate in class activities, and become an independent student, while social and emotional adjustment refer to a students' ability to establish meaningful and positive relationships with teachers and peers, and feel emotionally secure (Bart, Hajami & Bar-Haim, 2007).

Statement of the Problem

Self-concept has been shown to be a very important educational achievement indicator as well as a desirable mediating variable leading to other positive outcomes, such that educational policy statements throughout the world list self-concept enhancement as a central goal of education. In Nigeria, few researches have been carried out which confirm the significant relationship between psychological self-concept and adjustment of college students.

Generally, the behaviour of students in school is a crucial element in their overall adjustment, because school is where students spend most of their day, engage in the important activities of learning academic knowledge; acquiring and practicing more generalized skills, such as solving problems, being on time, and following directions and developing formative relationships with peers and adults. The consequences of their behaviour at school can be powerful. As noted, students" inappropriate behaviour at school can distract both the students themselves and their social and academic adjustment. It is on this basis that the researcher investigated the relationship between psychological self-concept and adjustment among Federal College of Education students Zaria.

Objectives of the Study

1. To determine the relationship between psychological self-concept and social adjustment among Federal College of Education, Zaria students.
2. To determine the relationship between psychological self-concept and academic adjustment among Federal College of Education, Zaria students

Hypotheses

Ho_1: There is no significant relationship between self-concept and social adjustment among Federal College of Education, Zaria students.

Ho_2: There is no significant relationship between self-concept and academic adjustment among Federal College of Education, Zaria students.

Methodology

This research employed correlational design. According to Mitchell and Jolley (2007), when researchers want to find out the relationship between two or more variables,

then correlation design should be used. This design is a form of descriptive research undertaken when dealing with systematic collection of data or information from a population through the use of personal interview, opinion scale, questionnaire and observation. This enables the researcher to make generalization in the end of the research. This study involved an investigation of entire population of people or items under the study by collecting data from sample drawn from the population and assuming that these samples are true representation of the entire population. Since the population of this study is large, and samples are to be drawn to represent the entire population, correlation method is appropriate to that effect.

The population of this study is made up of the entire students of Federal College of Education, Zaria with a total population of seven thousand eight hundred and one (7801) male and female students. The sample size of this study consists of 368 students selected in line with the provision of Krecjie and Morgan (1970) who stated that for a population below 9000, a sample size of 368 was sufficient in capturing the desired response.

For the purpose of this study, two instruments were used to generate relevant data for the study. These instruments are Self-Concept Scale (SCS) and Adjustment Inventory respectively. The Self-Concept Scale was adopted by the researcher from Wilkins (2004) for the purpose of this study. This is a standardized instrument that was designed to measure students' knowledge about themselves and how they perceive their personality. This instrument covered some key aspects of individual student personality such as their attitudes, perception, self-assessment, achievement and among others. It is also composed of 20 items and has five points Likert scale response options. The instrument adjustment inventory was adapted with little modifications by the researcher from Bell (2012). The instrument has twenty (20) items in all with five points Likert scale response options. The instrument covered two (2) indices or components of social and academic adjustment. The Social Adjustment component has ten (10) items which begin from item number 1-10 in the instrument while the Academic Adjustment component also comprised of 10 items from the instrument which covered item number 11-20.

To determine the validity of the instruments, the instruments were vetted by three lecturers in the Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria who validated the instruments by checking the content and construct validity. Through this, necessary corrections and observations were made with a view of making it better for appropriate data collection in this study. All corrections and observations made by those three lecturers were harmonised and effected to make the instruments valid tool for data collection in this study. To determine the reliability of the instruments, a test re-test method of reliability was used. The instruments were administered twice with an interval of two weeks to the same respondents of Kaduna State University. The two sets of scores were correlated using Correlation statistics reliability method, r value of 0.82 was obtained psychological self-concept scale and the r value 0.711 for adjustment inventory. These indicated that the instruments are reliable.

The data collected through the psychological self-concept and adjustment inventory were subjected to statistical analysis using descriptive and inferential statistics.

For the study, Pearson Product Moment Correlation (r) was used to test all the two hypotheses at 0.05 alpha level of significance.

Test of Hypotheses

Null Hypothesis 1: There is no significant relationship between Psychological Self-Concept and Social Adjustment among Federal College of Education, Zaria students.

Table 1: Pearson Product Moment Correlation (r) statistics on the relationship between Psychological Self-concept and Social Adjustment

Variables	N	Mean	STd. dev	Df	Corre index r	Critical r	P
Psychological Self-Concept	358	50.586	5.842				
				356	0.746**	0.098	0.006
Social Adjustment	358	25.270	2.953				

**. Correlation is significant at the 0.05 level (2-tailed).

From the table above Pearson Product moment correlation statistics above, significant positive relationship exist between psychological self-concept and social adjustment among Federal College of Education Zaria students. Reasons being that the calculated p Value of 0.006 is lower than the 0.05 alpha level of significance. The level of relationship is at a value of 0.746. The relationship between psychological self-concept and social adjustment is directly proportional implying that the higher the level of psychological self-concept the higher the social adjustment and vice versa. Therefore the null hypothesis which states that there is no significant relationship between psychological self-concept and social adjustment among Federal College of Education, Zaria students, is hereby rejected.

Null Hypothesis 2: There is no significant relationship between self-concept and academic adjustment among Federal College of Education, Zaria students

Table 2: Pearson Product Moment Correlation (r) statistics on the relationship between Psychological Self-Concept and Academic Adjustment

Variables	N	Mean	STd.dev	Df	Corre index r	Critical r	P
Psychological Self-Concept	358	50.586	5.842				
				356	0.759**	0.098	0.002
Academic Adjustment	358	25.268	3.062				

**. Correlation is significant at the 0.05 level (2-tailed).

The Pearson Product moment correlation statistics in Table 2, shows a significant positive relationship exist between psychological self-concept and academic adjustment among Federal College of Education Zaria students. Reasons being that the calculated p Value of 0.002 is lower than the 0.05 alpha level of significance. The level of relationship is at a value of 0.746. The relationship between psychological self-concept and academic adjustment is directly proportional implying that the higher the level of psychological self-concept the higher the academic adjustment. Therefore the null hypothesis which states that there is no significant relationship between self-concept and academic adjustment among Federal College of Education, Zaria students, is hereby rejected.

Discussion of Findings

The finding of this study revealed that there is significant relationship between self-concept and social adjustment among Federal College of Education, Zaria students. This finding is in agreement with that of Crawford (2015) that the level of effort exerted by students in learning to a large extent contributes significantly to their self-concept which in turn boosts their academic performance

The finding of this study also revealed that there is significant relationship between self-concept and academic adjustment among Federal College of Education, Zaria students. This finding is in line with that of Boutler (2016), if students are expected to perform well in their examinations, positive self-concept is sine qua non.

Conclusion

Based on the findings of this study, it can be concluded that significant relationship existed between psychological self-concept and social adjustment. Also, significant relationship existed between psychological self-concept and academic adjustment.

Recommendations

1. College management should have functional psychological testing and counseling centres across all schools in readdressing student with social adjustment problem for the development of all round psychological self-concept.
2. Lecturers, administrators should pay more attention to student with low psychological self-concept problem and academic adjustment issues and refer them to the school psychological testing and counseling centres by adopting this will minimize the issue of low self-concept and academic adjustment challenges.

References

Adhiambo W.M & Mildred A. A (2011). Relationship among School Adjustment, Gender and academic Achievement amongst Secondary school Students in Kisumu district, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) 2 (6): 493-497*.

Akin, J.O. & Folourusn, E. (2015). *Adolescent Personal Data Inventory (APD1):* Users' Manual. Ibadan: Claveeranium Press.

Boutler, L.T. (2016) Self-concept as a predictor of college freshman academic adjustment. *College student Journal* 36:234-247.

Casey, A., & Dyson, B. (2009). The implementation of models-based practice in physical education through action research. *European Physical Education Review*, *15*(2), 175–199. https://doi.org/10.1177/1356336X09345222.

Crawford, W.R. (2015). The relationship of Self-concept and academic achievement. Unpublished master's thesis, Glass Bobo States College Nigeria.

Hastings, G. (2007). *Social Marketing* : Why Should the Devil Have All the Best Tunes / G. Hastings.

Krecjie, R.V., & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*, 607-610.

Lewis, M. (2015), Self-knowledge and social development in early life. In L.A Pervin (ed) Handbook of Personality. 277-300, New York, Guilford.Liu, Hui-Ju (2009). Exploring changes in academic self-concept in ability grouped English classes. change gung. *Journal of Humanities and Social Sciences, 2*, 411-432.

Markus, H. & Nurius, P. (2016). Possible Selves. American Psychologist. 41(1), (1986), 954-960.

Mitchell, M. L., and Jolley, J. M. (2007). *Research Design Explained*. Belmont CA: Thomson Wadsworth Mishra R. (2011). Academic stress of college students: comparison of student and faculty perceptions. *College student journal vol. 4 (345-350)*.

Nwoke D.U. (2014). *Developmental psychology and educations theories Issues and trends.* Enugu magnet Business Enterprise.

Thompson, R.A (2015) *Development of person: social understanding relationship, self-concern* in handbook of students psychology (6thed) vol.3, social, emotional and personality development.