

Social Adjustment, Academic Motivation and Self-Concept differential between Residential and Non-Residential Senior Secondary School Student In Abeokuta Metropolis, Ogun State, Nigeria

Research Paper

M Ogini, O.O¹ and Ofodile, M.C²

¹Department of Educational Foundations and Management Olabisi Onabanjo University, Ago- Iwoye, Ogun State, Nigeria.

²Counseling Unit, Federal University of Agriculture, Abeokuta, Ogun State Nigeria.

*Corresponding Author E-mail: odiato2019@yahoo.com

Accepted 2 April 2014

The study investigated the social adjustment, academic motivation and self-concept differentials between residential and non-residential senior secondary school students in Abeokuta Metropolis, Ogun State, Nigeria. A total of 600 residential and non residential senior secondary school students were sampled from 7 public and 3 private secondary schools in Abeokuta metropolis. Data were collected with the use of standard Social Adjustment Scale (SACQ), Academic Motivation scale (AMS) and Self-concept inventory, a sub scale of the Adolescent Personal Data Inventory (APDI). 50.8 percentages of respondents were males while 49.2 percent were females. 338(56.3% response rate) scales and inventories were returned from non residential students while 262, representing 43.7% response rate were returned from residential students. 56.3% of the respondents were non-residential students while 43.7% were non- residential students. Significant differences were observed in the social adjustment, academic motivation and self-concept of senior secondary school students in Abeokuta, contrary to the three hypotheses which were initially formulated. This indicated that residential students have significantly higher levels of social adjustment, academic motivation and self-concept than non-residential students. It was recommended that all tiers of Government and other stake holders in the education industry should come to the aid of secondary schools by reviewing and increasing funds allocated to them for infrastructural development. Proprietors/Proprietress of secondary schools should endeavor to provide better incentives so as to enhance learning. Also, programmes to accommodate non-residential senior secondary school students along with residential students for a specific period, especially towards preparation for various important internal and external exams to ensure maximum performance should be drawn.

Key Words: Social Adjustment, Academic Motivation, Self-concept, Residential School, Non-Residential School.

INTRODUCTION

Social adjustment is the process of finding and adopting modes of behaviour suitable to the environment. The transition from secondary school to the University is a challenging life transition in the developmental stages of young adults. Many students are inadequately prepared for the psychological, emotional and academic realities of higher education (Francis et al., 1987). The College Freshman is confronted with adaptation challenges of living apart from family and friends, adjusting to the

academic regimen, assuming responsibility for the task of daily living and developing a new array of social relationship with peers and faculty (Henton, et al., 1980).

A great deal of research has been devoted to determining the factors and issues that are relevant to the academic adjustment of college students. (Kenny and Donaldson, 1992) provided an organizing model of the research in the areas of academic adjustment and success that based on multiple predictor and outcome

variables. In their model, factors predictive of academic adjustment are divided into three major content areas such as academic, social/environment and personality. Academic factors include a number of variables directly related to academic performance such as aptitude and ability, study skills and test anxiety, academic motivation and self- efficacy and attribution. Social/environmental factors affecting academic adjustment include life stress and social support, campus environment, work involvement, family variables and academic environment.

Also, Pintrich and Degroot (1990) distinguished three general categories of relevant construct for motivation in education contexts; they are students' belief about their ability to complete a task, importance and interest; and an effective component. Thus, various research papers claim that students adopting intrinsic motivational orientation use cognitive strategies and self-regulating processes to a greater degree than students who adopt an extrinsic motivational orientation (Pintrich and Degroot, 1990).

Nearly 30-40% of college students drop out without obtaining a college certificate due to their inability to cope with academic and emotional challenges of school, many of these students never return to college (Kenny and Donaldson, 1992).

Individuals who are able to succeed at handling their independence and new found freedoms are able to make new relationships while maintaining old relationships (Hoimbeck and Leake, 1999).

It has also been reported that developmental processes for male and female college students may differ, in that women tend to rely on relationships and socialization experiences to aid in adjusting to college more than their male counterparts (Kenny and Rice, 1995).

A number of studies have shown a moderate-to-strong relation between academic achievement and motivation (Kenny and Rice, 1995). One motivational tendency maintains that students who engage in a task in order to master a skill or activity in an attempt to seek competence pursue a mastery goal. The other motivational tendency maintains that student who engage in a task to attain a favourable judgement of competence pursue achievement goal (Kaplan and Middleton, 2002). Across both studies, positive correlations between motivation and achievement were obtained, young children with higher academic intrinsic motivation had significantly higher achievement and intellectual performance Mikulincer *et al.*, 2003). Overall, young children with higher academic intrinsic motivation functioned more effectively in school. It was also reported that early intrinsic motivation correlates with later motivation and achievement and that later motivation is predictable from early achievement (Mikulincer *et al.*, 2003). Self-concept is a multi-dimensional construct that refers to an individual's perception of 'self in relation to any number of characteristics such as academics and non-academics or

gender role and sexuality, racial identity and many others. While closely related with self-concept clarity (which 'refers to the content to which self-knowledge is clearly and confidentially defined internally consistent and temporary stable'). It is also more general than self-esteem, which is purely evaluative element of the self-concept (Kenny and Rice, 1995).

Self-concept 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. The self-concept is not restricted to the present. It includes past self and future selves or "possible selves" represent individual ideals or what they might become, what would like to become and what they are afraid of becoming. They correspond to hopes, fears, standards, goals and threats, Students frequently display a decline in self-concept during elementary school and the transition to middle level. This decrease represents an adaptive reaction to the overly positive self-perceptions that are characteristic of childhood. Young children tend to overestimate their competence because they lack the cognitive maturity to critically evaluate their abilities and to integrate information from multiple sources.

Several lines of research pursued over the decades have accumulated evidence that numerous factors are associated with student achievement at all levels of education. Such factors could include: social behaviour, learning strategies, academic engagement, parenting styles and academic motivation (Pintrich and Degroot, 1990).

Every individual also tends to develop self-concept through interaction with other members of the society. This self-concept plays a very important role in the life of the individual, as this self-concept is responsible for a successful balanced life or a life of failures and depression.

Statement of the Problem

The academic performance of students at the secondary school level is largely dependent on their level of social adjustment, academic motivation and self-concept. Regrettably findings have shown that secondary school students are most lacking in these essential variables. The study therefore intends to determine the extent to which the residential; status of secondary schools will impact on the Adjustment, Academic Motivation and Self-concept of Secondary School Students.

Objectives of the Study

The objective of this study is to find out if there is any difference in the social adjustment, academic motivation and Self-concept of residential and non-residential

Table 1. Scale of and inventories of administered and returned questionnaire.

Respondents	No of questionnaire administered	No of questionnaire returned	% frequency of respondent
Non- residential students (Day)	600	338	56.3
Non- residential students(Boarding)	400	262	47.7
Total	1000	600	100

Table 2. Distribution of respondents.

Socio economic variables Distribution by sex	Frequency	Percentage of response	Mode
Male	305	50.8	50.8
Female	295	49.2	
Total	600	100	
Distribution by school type			
Day school	338	56.3	56.3
Boarding school	262	43.7	
Total	600	100	

Senior Secondary School Students in Abeokuta Metropolis.

Research Hypotheses

- (i) H_{01} : There is no significant difference in the Academic Motivation of Residential or Non-Residential Senior Secondary School Students in Abeokuta.
- (ii) H_{02} : There is no significant difference in the Social Adjustment of residential and non-residential Senior Secondary School Students in Abeokuta.
- (iii) H_{03} : There is significant difference in the self - concept of residential or non-Residential senior secondary school students in Abeokuta.

METHODOLOGY

The Study Area

Abeokuta is the capital of Ogun state and traditionally home of Egbas stratified into Abeokuta North and Abeokuta south Local Government Area. The Egbas have been traditionally divided into four (4) namely Egba Ake, Oke – Ona, Gbagura and Owu. Three types of religion are widely practiced by the people. The religion includes Christianity, Islam and traditional religion. The Christian religion is predominant (Adekunle, and Akinlemibola, 2008). Geographically, Abeokuta lies on latitude 7°15N and longitude 3°25E. The town is about 81 km South- west of Ibadan, the Oyo State capital and 106km North of Lagos, former Nigerian capital city. Abeokuta has humid weather with an average temperature of about 27.4° C and an annual rainfall of 128 cm in the southern part of the city to 105 cm in

Northern part. The Ogun river transverses through the town from the south to the western part.

This study was carried out to evaluate social adjustment, academic motivation and self-Concept differential between Residential and Non-Residential Senior Secondary School Student In Abeokuta Metropolis, Ogun State, Nigeria. A sample of 1,000 respondents partook in this research and these respondents comprised of 100 senior secondary school students (SSSI-3) in each of the 7 public secondary schools and 3 private secondary schools randomly selected in the ratio of 50 boys to 50 girls per secondary school. Information on demographic Pro-forma, social adjustment scale, academic motivation scale and self-Concept Inventory were collected with use of the student adaptation to college questionnaire (SACQ), academic motivation scale (AMS) and self-concept inventory, a sub scale of adolescence personal data inventory (APPI). Data were subjected student't' test.

RESULTS AND DISCUSSION

A total of 1,000 scales and inventories were administered, out of which only 600 were returned resulting into 60% response rate. From non residential students, 338 scales and inventories representing 56.3% response rate were returned while 262, representing 43.7% response rate were returned from residential students (Table 1).

Larger number (305) of respondents, denoted by 50.8% were males while 295 representing 49.2% response rate were female. 56.3% of the respondents were non-residential students while 43.7% were non-residential students (Boarding) (Table 2). Since 't' calculated ratio (4.56) is greater than 't' tabulated

Table 3. Test of difference in the social adjustment of resident and Non- residential senior secondary student in Abeokuta.

Groups of Students	No. of questionnaire returned	Mean	Standard deviation	't' calculated	't' tabulated
Residential students	338	45.59	21.89		
Non-Residential students	262	37.93	18.7	4.56	1.96

P<0.05, df=598.

Table 4. Test of difference in the Academic motivation of Residential and Non – residential Secondary school students in Abeokuta.

Groups of Students	No of questionnaire returned	Mean	Standard deviation	't' calculated	't' tabulated
Residential students	338	32.12	9.556	2.62	1.96
Non-Residential students	262	29.89	9.763		

P<0.05, df=598.

Table 5. Test of difference in the self- concept of residential and non- residential senior secondary school students in Abeokuta.

Groups of students	No of questionnaire returned	Mean	Standard deviation	't' calculated	't' tabulated
Residential students	338	32.68	9.446	2.79	1.96
Non-Residential students	262	30.61	9.741		

P<0.05, df=598.

(1.96) therefore, the hypothesis which states that there is no significance difference in the socio adjustment of residential and non- residential senior secondary school students in Abeokuta is therefore rejected. The study showed that there was significant difference between the two variables in question. The result of these findings may be an indication that residential students (boarding students) have significantly higher level of Social adjustment than non -residential students (day students) this in turn may have either negative or positive impact on the students' overall academic performance (Tables 3,4 and 5).

The result of this hypothesis corroborates the views of Francis and Doyle, (1987) who asserted that the transition from high school to college is a challenging life transition in the developmental stages of young adults and many students are inadequately prepared for these psychological, emotional, and academic realities of higher education.

Rice *et al.* (1997) opined that the College Freshman is confronted with the adaptation challenges of living apart from family and friends, adjusting to the academic environment, assuming responsibility for the tasks of daily living and developing a new array of social relationships with peers and faculty. Also, Kenny and Rice (1995) asserted that the Developmental processes for male and female college students may differ, in that females tend to rely on relationships and socialization experiences to aid in adjusting to college more than their

male counterparts. Kenny and Rice (1995) emphasized the importance that social support and making meaningful relationship connections have on students overall adjustment to the college environment Institutions that provide opportunities for not only academic support, but also social and personal support increase their retention rates.

Arthur *et al.*, (2001) asserted that, the ways in which males and females cope with stress and depression differed. Males tend to suppress depression via isolation and escape while females tend to engage in self-blame, crying, and are more likely to seek assistance. Living arrangements have impacted the social adjustment of college students. The environment in which students live has had a direct impact on the students' overall wellness level. Residential Students who lived in environments that were conducive to learning and provided ample study space and opportunities for growth and interaction tend to adjust easier than students who lived in other environments.

Some residential schools have various programmes that assisted in creating conducive learning environments. These communities attempt to combine academics and social activities. Students are encouraged to learn from each other, have study groups, and also have social activities. Some of these environments had residence halls that have specialized programs that attempt to bring academics into the halls through programs such as faculty review sessions for exams and

tutoring centers located in these halls.

The second hypothesis stated that there was no significant difference in the academic motivation of residential and non-residential senior secondary school students in Abeokuta. The hypothesis was tested and rejected. The outcomes revealed that the level of what motivated student was high among the residential students than non-residential students. The result of this hypothesis showed that student living in dormitory performed better in their academics than those residing outside; this is due to the fact that learning environment is made conducive in boarding schools than day schools. Also learning facilities are made available to the residential students even after the normal school hours compared to non-residential students; such learning facilities include text books, well ventilated classroom and competent teachers, house parents, library. etc. All these and others are what motivated residential students and propel them to perform better than the non-residential students who had to struggle before getting learning materials or have access to some of these facilities only during normal school hours.

The result of this hypothesis was supported by another study which revealed that residential students performed better than non-residential students due to the fact that the former had greater access to learning facilities as compared to the latter. Also, according to Earthman (2002), poor at school facilities have influence on teaching and academic performance. These findings have raised concern in our high school as to why in some cases residential students do better than non-residential students.

The inadequacy of such physical resources like classroom, halls of residence, laboratories, libraries and other academic resources translates to poor results because it breeds over crowdedness (Fabiya and Uzoka, 2009). Fabiya and Uzoka (2009) observed that the planning and design of educational facilities for schools have impact on educational outcomes. According to Earthman (2002) school building design features and components have been proven to have a measurable influence on student's learning. In addition, overcrowded school buildings and classrooms have been found to be a negative influence on students' performance. The overall impact a school building has on students can be either positive or negative, depending on the condition of the building. In cases where students attend school in substandard buildings they will be definitely handicapped in their academic achievement. A correlational study showed a strong and positive relationship between overall building conditions and students' achievement. Researchers have repeatedly found a difference of between 5-17 percentile points between achievement of students in poor buildings and those students in standard buildings (Earthman, 2002). In the comparison of residential and non-residential students' academic performance, Burtner and Tincher(1979) noted that the

Grade Points Average of non-residential and residential students were almost identical. This implied that there was no significant difference in their academic performance. Also, non-residential students were less likely to form close friendships with students they did not know before coming to the school and that they dated less frequently than residential students. The authors further noted that it appeared that nonresidential students were less satisfied than resident students with their social lives at the school and also they do not participate much in school activities as compared to residential students.

The third hypothesis posited that there was no significant difference in the self-concept of residential and non-residential senior secondary school students in Abeokuta. The result obtained from findings also shows that there was significant difference in self-concept of residential and non-residential senior secondary school students in Abeokuta. This is due to the fact that attributes such as personality, skills and abilities and physical characteristics of individuals. Markus and Nurius (1986) sees self-concept as including past, present and future selves which represents an individual ideas of what they might become, what they would like to become, and what they are afraid of becoming which correspond to hopes, fears standards, goals and threats that can be found in individual as a person.

According to Damon and Daniel (1988) Students frequently display a decline in self-concept during elementary school and the transition to middle level. As students' transits from Middle level to High school, their Self-concept gradually grows. As students also develop, they better understand how others view their skills aid better distinguish between their efforts and abilities. As a result, their self-perceptions become increasingly accurate. Damon and Daniel (1988) defines self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. Beginning in infancy, children acquire and organize information about them as a way to enable them to understand the relation between the self and their social world, many residential students during the term spend most time together thus making it possible for interaction during and after school hours leading to improved Self-concept.

Conclusion

The results showed that there were significant differences in the social adjustment, academic motivation and self-concept of residential and non-residential senior secondary school students in Abeokuta. The study also revealed that availability of facilities such as educational materials, good libraries; good classrooms etc. had relationship with academic performance and positively influenced the academic performance of residential

students. Finally, T- test revealed that there were significant differences between the social adjustment, academic motivation and self- concept of residential and non- residential students in Abeokuta metropolis.

REFERENCES

- Adekunle VAJ, Akinlembola O (2008). Effect of deforestation on climate change and global warming in Nigeria. *In: Popoola, L. (ed.)*. Proceedings of the 32nd Annual Conference of Forestry Association of Nigeria (FAN) held in Umuahia, Aba State, Nigeria between 20th and 24th October, 2008. Pp. 170-182.
- Arthur MB, DeFillippi RJ, Jones provide initial of author (2001). Project -based learning as the interplay of Career and company Non-financial capital. *Management learning* 32(1):99-117.
- Damon W, Daniel H (1988). Self- understanding in child and adolescence. New York, Cambridge university press.
- Earthman GI (2002). *School Facility Conditions and Student Academic Achievement*. Los Angeles, CA: UCLA's Institute for Democracy, Education, and Access (IDEA).Experience.
- Fabiyi A Uzoka N (2009). Massification and Quality in Tertiary Education: The Nigerian
- Francis, McDaniel, and Doyle, 1987; Tracey and Sedlacek, 1985; Trippi and Stewart, 1989). success in school : A Research agenda on student attrition.
- Henton J, Lamke L, Murphy C, Haynes L (1980). Crisis reactions of college freshmen as a function of family support systems. *Personnel and Guidance Journal*.
- Hoimbeck GN, Leake C (1999). Separation-individuation and psychological adjustment in late adolescence. *Journal of Youth and Adolescence*. 28:563-581.
- Kaplan A, Middleton M (2002). Should childhood be a journey or a race? Response to Harackiewicz et al. *Journal of Educational Psychology*, 94:64-648.
- Kenny ME, Donaldson G (1992). The relationship of parental attachment and psychological separation to the adjustment of first-year college women. *Journal of College Student Development*, 33:431-438.
- Kenny ME, Rice KG (1995). Attachment to parents and adjustment in late adolescent college students: Current status, applications, and future considerations. *The Counseling Psychologist*, 23:433-456.
- Markus H, Nurius P (1986). "Possible selves" American Psychologist 41:954-969 of students with learning disabilities: A meta-analysis. *School psychology Review*, 31:405-427.
- Mikulincer M, Shaver PR, Pereg D (2003). Attachment theory and affect regulation: The dynamic development and cognitive consequences of attachment-related strategies. *Motivation and Emotion*, 27:77-102.
- Pintrich PR, DeGroot EV (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82:33-40.
- Rice KG, Cunningham TJ, Young MB (1997). Attachment to parents, social competence, and emotional well-being: A comparison of Black and White adolescents. *Journal of Counseling Psychology*, 44:89-101.