Research article

SOCIAL ADJUSTMENT AND EMOTIONAL STABILITY AS CORRELATES TO THE ACADEMIC PERFORMANCE OF 200L STUDENTS IN THE SCHOOL OF PUBLIC AND ALLIED HEALTH IN BABCOCK UNIVERSITY, NIGERIA.

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ABSTRACT

   University life can be stressful, although it is undoubtedly one of the most memorable experiences in one's life. It represents a critical developmental period for both late adolescents and young adults. In view of this, the study was designed to find out if there is any relationship between social adjustment and the emotional stability and the academic performance of 200L students in the school of Public and allied health in Babcock University. A structured questionnaire was used to obtain relevant information on the study using a purposive sampling technique. Two hundred and fifty questionnaires were administered to 200L public health students, social work

students and medical laboratory students all in the school of public and allied health. The findings show that there is a significant difference between social adjustment and the emotional stability and the academic performance of 200L students in the school of public and allied health. Social adjustment affects the academic performance of 200L students in the school of public and allied health greater than emotionally stability. Lastly, academic performance has a positive correlation with social adjustment and emotional stability. It is recommended that improving the academic performance of 200L students in the school of public and allied health, the social workers, counseling psychologist and those who are interested in the well being of students should help in assisting students in adjusting to the university environment. Parents should also assist their wards or students by telling them the difference between the university setup and the secondary school setup.

Key words: Social Adjustment, Emotional Stability and Academic Performance

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INTRODUCTION

In today's world, it is often remarked that the only constant thing is change; therefore change is a common occurrence for everyone throughout life. Students tend to face different transitions in life especially the transition of late adolescent from high school to university. This transition presents an ideal situation to study the importance of social support on the transitional experience as these students navigate their way through a number of challenges ranging from changes to their social networks to adjust to their daily routine (Tao et al., 2000). These challenges also include change in environment of the individual which the individual needs to learn how to adjust to the new environment in order to cope properly. Adjustment is a psychological concept that refers to the behaviour that permits people to meet the demands of the environment in which they find themselves at any given period. Thus life in the University for a First year student can be both exciting and challenging. On one hand increased personal freedom can feel wonderful and frightening. The university presents the opportunity to become more individualistic. In addition, parental control ceases and the student is confronted with the new found freedom. How this freedom is utilize will determine the success or failure of the student's stay in the university, if they will graduate with their set or if they end up having an extra year due to personal decision made by them during their stay in the university. The student will have to reconstruct his or her personal relations in a new environment and this often causes mental and physical distress. Bad adjustment with university life may end up forcing the student to leave the institution due to wrong personal choices. Upon graduation from the secondary school into the university, students get anxious as they have to adjust to the academic, social, personal and lifestyle challenges that the university presents. Due to recent observations, adjustment to the university environment is a major cause of concern because it is regarded as an important factor in predicting the university outcome of students. The students deal with transitional problems differently.

Adjustment connotes conformity; it deals with the way an individual adapts to his/her environment and the demands for life. This includes how he/she relates to others which could be interpersonal and how he/she deals with his/her responsibilities and inner feelings. Psychologically, adjustment helps the organism to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experienced from

within (Dickens, 2006). Nowadays, school education places more emphasis on the learning of knowledge rather than on students' frame of mind. Yet students feel nervous, anxious, frustrated, depressed and abased when instructors ignore their emotions. If students cannot receive timely guidance from school authorities, teachers or their parents or timely concern from their peers or siblings, then their unstable emotions may result in behavioural problems. Furthermore mental disorders can influence students' academic achievement and life adaptation. Majority of students admitted into the university are still in their puberty stage which is characterized by strong negative emotions such as fear, worry, distress and anger can be injurious to the health of the individual if not properly managed. Educators often underestimate the importance of developing students' abilities to adapt and get along with people; however students' learning abilities to adapt and cope with people.

Emotional stability, Extraversion, Intellect, Conscientiousness and Agreeableness are used as a five-factor personality model which are bipolar. People who score low on the trait emotional stability tend to experience such negative feelings as anxiety, embarrassment and low self-esteem. Individuals high on Extraversion trait tend to be social and assertive. The Intellect trait, also known as Openness to Experience is characterized by an open-mind and a willingness to experience novel situations. Individual high on the agreeableness trait are altruistic, adaptable and cooperative. Conscientiousness is characterized as being responsible, hardworking and dependable. Previous research as shown that three of the five personality traits that positively predict academic success, although the findings have been mixed (Diseth et al., 2006). Conscientiousness is the trait most consistently positively correlated with academic performance (Diseth, 2003; Nguyen, Allen, & Fraccestoro, 2005). Intellect has also positively associated with academic success in undergraduate studies (Burgress et. al 2009). Introverted students are expected to outperform extraverts, however, findings are, Neuroticism and Agreeableness are generally not associated with academic success (Diseth et al. 2006).

In view of this, three hypotheses were postulated:

1 There is no significant difference between Emotional stability and the Academic performance of 200L students in the school of Public and allied health.

2 There is no significant difference between the Social adjustment and the academic performance of 200L students in the school of Public and allied health.

3 Three is no significant difference between Emotional stability and Social adjustment and the academic performance of 200L in the school of Public and allied health.

METHODOLGY

STUDY DESIGN

A quantitative descriptive survey design was used in the study. The design made it possible for all subjects to be studied. Questionnaire used to gather information on the social adjustment and emotional stability problems relates to the academic performance of 200L students.

POPULATION OF THE STUDY

The population of the students represent the total number of 200L students in the school of public and allied health comprising of students in the departments of public health and medical laboratory sciences.

Sample size

Since the total population of 200L students in the school of public and allied health was 250.

DESCRIPTION OF INSTRUMENT

The instrument used for data collection of the research was a self-structured questionnaire.

Validity of the instrument was carried out by presenting a draft to the research expect. Adequate corrections were made on the questionnaire to make it more effective for the research work. A pre-test reliability was done to know the reliability of the questionnaire. 200L students who were from other departments and other levels were selected to fill the questionnaire which involved the same set of students filling the questionnaire again. The score is 0.647.

DATA ANALYSIS

The data collected from the distributed questionnaires were analyzed with the aid of Statistical package for social sciences version (SPSS). The hypothesis one and two were tested with Anova and Hypothesis three was tested using Pearson moment correlations.

Results

Hypothesis One: There is no significant difference between Emotional stability and the Academic performance of 200L students in the school of Public and allied health.

Table 1: Analysis of variance of Emotional stability (ES) and Social adjustment (SA) and Academic performance (AP).

	Sum of Squares	Df	Mean Square	F	Sig.
Emotional stability					
Between Groups	733.864	44	39.406	5.226	.000
Within Groups	772.85	205	7.540		
Total	2506.714	250			

The Hypothesis of no significant difference between emotional stability and academic performance is hereby rejected as the result shows that F value of 5.226 is greater than the table value at a significant difference of 0.05. Hence the alternate hypothesis is accepted. That is there is a significant difference.

Hypothesis Two: There is no significant difference between the Social adjustment and the academic performance of 200L students in the school of Public and allied health.

Table 2: One way Analysis of Variance of social adjustment and academic performance.

	Sum of Squares	Df	Mean Square	F	Sig.
Social adjustment					
Between Groups	2225.696	44	50.584	6.027	.000
Within Groups	860.18	205	8.392		
Total	3085.876	250			

The Hypothesis of no significant difference between social adjustment and academic performance is hereby rejected as the result shows that F value of 6.027 is greater than the table value at a significant difference of 0.05. Hence the alternate hypothesis is accepted. That is there is a significant difference.

Hypothesis Three: Three is no significant difference between Emotional stability and Social adjustment and the academic performance of 200L in the school of Public and allied health.

Table 3: Showing the Means, Standard deviation and the Correlations Matrix

	Mean	Standard Deviation	Academic Performance	Social Adjustment	Emotional Stability
Academic Performance					
Pearson Correlation	32.0308	4.14926	1	.661**	.587**
Sig. (2-tailed)					
N	250	250	250	250	250
Social Adjustment					
Pearson Correlation	11.3462	2.79177	.661**	1	.034

Sig. (2-tailed)					
N	250	250	250	250	250
Emotional stability					
Pearson Correlation	10.0923	2.54700	.587**	.034	1
Sig. (2-tailed)					
N	250	250	250	250	250

a.   Dependent Variable: Academic Performance

** Correlation at 0.01 level of significance

Table 3 is showing the means, standard deviation and correlation matrix of emotional stability, social adjustment and academic performance. The above table shows the mean, standard deviation and correlation matrix of the three variables. The means of social adjustment is 11.3462 and emotional stability is 10.0923 and academic performance is 32.0308. It can be seen that the mean for emotional stability and social adjustment are close while the mean for academic performance is higher than the emotional stability and social adjustment. Also, there is a perfect positive correlation between academic performance and social adjustment as r=.661 which is significant as a level of 0.05. Also, emotional stability is perfectly correlated in which r=.587 which is also significant to 0.05. Hence, the hypothesis of no significant relationship is rejected and the alternate is accepted.

DISCUSSION

This study examined the correlation between social adjustment and emotional stability and its relationship to the academic performance of 200L students in the school of Public and allied health. The first two hypotheses that stated that there is no significsnt difference in social adjustment and emotional stability in the academic performance were rejected. The results shows that there is a significant difference. This is in agreement with research conducted by (Abdullah et al. 2009:Wolfok, 2001) who opined that positive adjustment can assist student to face find challenges, pressures and overcome it to accomplish their goals (Wolfok, 2001), in contrast to negative adjustment in which it will lead to frustration (Al-Kfaween, 2010).Also, it was observed that failure to meet wider challenges faced by students during their transition from secondary to tertiary education has impact on their learning outcomes (Burgess et al. 2009). Also,Emotional intelligence has been found to be a predictor of life satisfaction, healthy psychological adaptation, positive interactions with peers and family, and higher parental warmth. Lower emotional intelligence has also been found to be associated with violent behaviour, illegal use of drugs and alcohol, and participation in delinquent behaviour (Sifion, 2004)

The third hypothesis which state there is no significant relationship between the dependent and independent variables was also rejected as the result revealed a significant relationship between social adjustment and emotional stability and academic performance. This corroborate the research of Watton (2001), who reported that the transition and adjustment time between high school and university is influenced by high school performance, living arrangements, origin and orientation activities. Also, Emotional intelligence is the

driving force behind the factors that affect personal success and everyday interactions with others. Studies of emotional intelligence have shown its relevance to many aspects of life and the role it plays in the interactions and adjustments in daily life. (Peropat, 2009).

The fourth hypothesis which states that there is no relative contribution of Emotional stability and Social adjustment in the academic performance of 200L students in the school of Public and allied health, the result was rejected. The result reveal that social adjustment contributed most to the academic performance than that of emotional stability. This might be as a result of the fact that the 200L students has been on campus for a year and this might have made them to have adjusted emotionally. Whereas the social adjustment which might be a form of peer pressure and others might be on for years. This might be the reason for social adjustment having a higher value than that of emotional stability.

Conclusion

Many of the respondents were aware of the relationship between social adjustment and emotional stability and how it affects their academic performance Based on the result obtained from the analysis of the data, it was concluded that there is a relationship between social adjustment and emotional stability and the academic performance of 200L students in the school of Public and allied health and that social adjustment affects the students' academic performance more that emotional stability.

RECOMMENDATIONS

1.

The University authority should provide specific programs that will assist 200L students in the school of public and allied health to assist students who have problems adjusting socially and emotionally in order to do better academically. This program should also be open to students from other courses and schools who have similar academic problems and are doing badly academically.

2.

There should be counseling services available to students of this category.

There should be Advocacy services provided to students who already have academic problems in order for special attention to be given to them in order for them not to be put on academic suspension due to their results.

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