

Relationship Between Learning Facilities And Psychological Adjustment Of Secondary School Students In Zone B Area Of Benue State

Dr. (Mrs.) James, P. O.,¹ Dr. (Mrs.) A. O. Amali.,² Egidi Rebecca,³ & Chibabi, A. A.⁴

^{1, 2, 3 & 4} department Of Educational Foundations And General Studies, University Of Agriculture, Makurdi
Corresponding Author: Dr. (Mrs.) James, P. O.,

Abstract: The study investigated the relationship between learning facilities and psychological adjustment of secondary school students in Zone B Area of Benue State. The study was guided by three (3) specific objectives and three (3) research questions. Three (3) hypotheses were formulated and tested at 0.05 level of significance. The study adopted a survey research design and was carried out in Zone 'B' Senatorial District of Benue State. The population of the study consisted of 11024 students comprising of Junior Secondary School Students in Zone B Senatorial District (Benue State Ministry of Education, Makurdi, 2016). The sample for this study was 386 respondents. The sample size was drawn using Taro Yamen formula for sample determination. The sampling technique for this study was a Multi- stage sampling technique. The instrument for data collection was a questionnaire developed by the researcher and titled "Secondary School Students Psychological Adjustment Questionnaire" (SSSPAQ). Data collected for the research questions was analyzed using non-parametric statistics of Spearman Rank Order Correlation, while the research hypotheses were also tested using Spearman Rank Order Correlation at 0.05 level of significance. The findings revealed that there is a positive and linear relationship between learning facilities, emotional intelligence, self-efficacy and obedience of secondary school students. The result also showed that the relationships are statistically significant. The study recommended that government should ensure to provide schools with adequate learning facilities.

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I. Introduction

Human beings are born into different environmental conditions. Though people may differ in their hereditary potentials, the environment in which they find themselves may have greater influence on their lives thereby determining what they may become in future. Environment is the aspect of an organism's surrounding which they respond to at a given time. The child is the product of his or her total environment. The child's environment includes the home of the child and the school he attends which both influences how he will be able to adjust and learn as he grows up in the midst of other children.

School environment refers to the psychological determinants of learning. It involves judgments of psychological state of the school such as goal direction, democracy and satisfaction (Kolo & Eweniyi, 2011). The school environment consists of the physical structure, learning facilities and human resources (teachers, students, security, and nannies). The importance of school environment has been stressed by Kolo and Eweniyi (2011), when they reported a correlation between school environment and learning. Scott (2011) in his study of junior secondary school students, who were just transiting from elementary school, reported that their elementary school teachers were friendly, caring and supportive than their teachers at the junior secondary school. This seems to justify the importance of friendly school environment in the realization of a positive academic goal. Any school environment that does not seem gratifying to the learner may tend to inhibit certain desirable responses from occurring. This can create a barrier to effective learning to take place. Any learner who so desires to learn, needs an environment where everything needed is supplied and maintained. Regrettably, a close look at the Nigerian secondary schools, most of the physical structures, learning facilities among others are inadequate or not available. Odunnukwe (2002) attest to this fact that the school environment in terms of the learning facilities in most schools in Nigeria seems to be nothing to write home about.

School learning facilities consist of buildings (classrooms, libraries, laboratories, offices, gardens, farmlands, fields and play grounds). A good learning environment needs quality teachers to interact and pass knowledge to the students. Teacher's level of preparedness and methodology of teaching, his personality in relationship to his activities, his interest and dedication to his job as well as his ability to enlist the interest of the students in learning and many more attributes constitute teacher quality (Longbap, 2006). Each school

component has a role in the students' psychological adjustment process. For instance, the school learning facilities such as laboratories, hostels, libraries, school garden among others that exist, interact to produce psychological adjustment of students. This is because, as students gather together in these areas, such as the classroom, collaborative learning takes place thus enhancing adjustment process amongst them. The presence and adequacy of learning facilities such as books, chalkboards, tables, chairs, and computers seems to influence students' psychological adjustment. As the students are taught by the teachers through these learning materials, they develop emotional ties with models.

The school environment remains an important aspects of education, its components should be studied and well-managed to improve students' academic performance, the issue of school environment (physical facilities, learning materials, human resources) in most Nigerian secondary schools has not been of much concern to the government, proprietors, parents, teachers and even students. However, the quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective co-ordination of the school environment (Ajayi, 2001). Among students, there is need for adjustment in the entire domain of learning namely; affective, cognitive and psychomotor. Ishaq and Lawal (2011) linked adjustment with student's achievement and note that, it refers to efficiency of performance of one's duties in different situations. Secondary school students have various personal and social educational problems as a result are required to be well adjusted by being in harmony with their work, whether it is too hard or too easy, as well as being in harmony between themselves and the school environment. Bad adjustment with secondary school life may force the student to leave the school prematurely (Mudhovozi, 2012). In fact, research has found that students who withdraw from school in the first year often do so for personal reasons such as lack of adjustment to the school environment (Gans & Krumrine, 2004). Adjustment can be interpreted as both a process and the outcome of that process in the form of some attainment or achievement.

The word adjustment means to fit, make suitable, adapt, arrange, modify, harmonize or make correspondents (Mangal, 2009). It relates to adaptive capacity of an individual to an environment which is normally evaluated on the individual's level of compliance to social environmental rules, regulations, laws and demands. Psychological Adjustment can be used to describe the unique internal processes that occur within the individual. Psychological adjustment of students to a new environment involves challenges and demands. This implies that the effect of possible stress, pain and anxiety caused by poor adjustment to a new environment cannot be over-emphasized. Students' willingness to participate and adjust to school programmes might be influenced by school environment and students' experiences inside and outside the school (Opara & Onyekuru, 2013). Psychological adjustment is the process of the individual's efforts to satisfy his needs in the society. It is a process of reaction to the demands and pressures of personal, social and economic environment imposed upon the individual. This implies that when people are eating, drinking, resting, striving for social approval, attending to school, lessons, seeking affection, trying to achieve, mastering of environment as well as determining to attain independence, they are making meaningful adjustment. Psychological adjustment can also be seen as the process of maintaining harmonious relationship between the living organism and its environment (Raju & Rahamtull, 2007). Similarly, Ugodulunwa and Anakwe (2002) describe the psychological adjustment of an individual as a process in which the individual attempts to deal with stress, tension, and conflicts to meet his or her needs while making efforts at the same time to maintain harmonious relationship with the environment. This means that the individual and the environment are two important factors in psychological adjustment.

Indeed, students' psychological adjustment depends to an extent on the match between their competences, needs and demands of the school environment. To this end, Adeyemo (2005) looks at students' adjustment as the ability to cope, manage their emotions and anatomy, and to behave in socially appropriate and responsible way to meet up with school challenges and responsibilities. Adjustment potentials enable students deal better with pressures of peers, school life, academic challenges and temptations of alcohol, drugs and sex (Opara & Onyekuru, 2013).

Psychological adjustment as used in this study connotes a state of psychological harmony in behaviour. The indices of psychological adjustment used in this study are; Self-efficacy, emotional intelligence and obedience. Self-efficacy is a subjective judgment of one's capabilities to organize and execute courses of action to attain designated goals (Bandura, 1997). It suggests that "a positive sense of school coherence, belief that school is comprehensible, manageable, and has a responsive environment, may be an important individual-level factor for success at school" (Nash, 2002). Self-efficacious individuals possess problem-solving skills, show level of persistence, resilience and learn on tasks. Problem-solving connotes a situation when an individual develops a plan of action, either through trial and error or for dealing with this problem. Persistence is perseverance in the ability to maintain actions regardless of one's feeling of fatigue or frustration. The slogan "press on" has solved and always will solve the problems of human race. Learning orientation describes an individual's description to approach, manage, and achieve learning differently from others. One of the variables of psychological adjustment of students that is of interest to the study is the emotional intelligence of the student.

Emotional intelligence is a set of non-cognitive abilities that influence human ability to succeed in life, such as good character, honesty, energy, trust, intuition, imagination, human courage and humility (Akinboye, 2005). Emotional intelligence is the ability to perceive, express, understand and regulate emotions. It understands one's self and others, relating well to people and adapting to and coping with the immediate surroundings so as to be more successful in dealing with demands. Emotional intelligence individuals possess the attributes of self-awareness, self-management, and social-awareness and relationship management. Social awareness connotes an individual's ability to know how another person feels, that is, being empathic. It means that one should know what is socially acceptable from his society and how he should act in that manner. Peer group consists of small number of cliques who view themselves as equal and are typified by intimate proper ties of affiliations such as trust, commitment, share interests and reciprocal likening. Also of interest to the researcher is the students' obedience which is one of the variables of psychological adjustment.

Obedience is that modification that is manifested by carrying out instructions issued by figures (such as school rules and regulations). Obedience manifests itself when the "majority" is not a quantitative dimension but qualitative (Piero & Adriano, 2012). At the bottom of this, there is a difference of status; the one who exercises a power (school principal, teachers, and prefects) superior to others operates a direct explicit pressure on them (students) who adapt to their will. For a student who is coming from a different environment certain things may be strange. A student who is coming to a boarding school from a home where parents permit all kinds of behaviours will need to adjust to school schedule. The justification for the study lies in the fact that the quality of school environment has a significant effect on students' learning outcomes. There exist strong relationship between an individual's influence of learning environment (school) and his/her adjustment and performance within that environment. As such, a positive school environment should also leads to students' psychological adjustment. A conducive school environment should have an impact on students' belief, values and norms. In other words, a conducive school environment should helps the students imbibe good psychological values. Against this background, this study seeks to determine the relationship between learning facilities and psychological adjustment of secondary school students in Zone B Area, Benue State.

Statement of the Problem

It is in no doubt that when a conducive environment is created for learning, students tends to perform better in their academic pursuit as well as improve in their psychological abilities. For effective learning, students are expected to adjust so as to suit into the school environment. Adjustment is a psychological concept that refers to that behaviour that permits an individual to meet the demands of the environment. Thus, life at school can be exciting and challenging. Regrettably, Nigerian educational system has been characterized by a number of problems. As observed by the researcher, most schools in the study area lack basic learning facilities such as libraries, laboratories, journals, charts, textbooks, flash cards, audio-visual aids, maps, computers and absence of teacher support system. Added to that, the classroom which is the business center for learning lacks furniture and is over populated with poor ventilations. Pilot (2012) emphasizes on the significance of conducive school environment and shows that unless schools are well situated, buildings adequately constructed and equipment fully utilized and maintained, much teaching and learning may not be well achieved. In the face of these problems, students need effective psychological adjustment to be able to achieve academically. It is on this basis that this study is necessitated to investigate the relationship between learning facilities and psychological adjustment of secondary school students in Zone B Area of Benue State.

Objectives of the Study

The purpose of the study is to investigate the relationship between learning facilities and psychological adjustment of secondary school students in Zone B Area of Benue State. Specific objectives of the study are;

1. to determine the relationship between learning facilities and emotional intelligence of Secondary School Students in Zone B Area of Benue State.
2. to examine the relationship between learning facilities and self-efficacy of Secondary School Students in Zone B Area of Benue State.
3. to find out the relationship between learning facilities and obedience of Secondary School Students in Zone B Area of Benue State.

Research Questions

The following research questions were raised to help guide the study

1. What is the relationship between learning facilities and emotional intelligence of Secondary School Students in Zone B Area of Benue State?
2. What is the relationship between learning facilities and self-efficacy of Secondary School Students in Zone B Area of Benue State?

3. What is the relationship between learning facilities and obedience of Secondary School Students in Zone B Area of Benue State?

Statement of Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance

1. There is no significant relationship between learning facilities and emotional intelligence of Secondary School Students in Zone B Area of Benue State.
2. There is no significant relationship between learning facilities and self-efficacy of Secondary School Students in Zone B Area of Benue State.
3. There is no significant relationship between learning facilities and obedience of Secondary School Students in Zone B Area of Benue State.

Review of Related Empirical Studies

Bracket and Mayer (2003) conducted a study on factors that have a relationship with students' emotional intelligence in University of New Hampshire. The study was guided by three specific objectives from which three research questions were raised. The study adopted survey research design and the population of the study were 207 predominantly Caucasian American (97%) college students (130 women, 77 men). The study used questionnaire as the instrument for data gathering. The data collected were analyzed using descriptive statistics. Results of the findings revealed among others that students in schools with high learning facilities adjust in their emotional intelligence.

Sutton and Wheatley (2003) carried out a study on the relationship between teaching and learning facilities, teachers' personality types and self-efficacy perceptions of student. The study raised and answered two research questions. To collect the data, teacher sense of efficacy scale and The Keirseley Temperament Sorter-II were used. The Cronbach's Alpha coefficients were computed as 0.940 and 0.762 respectively for these scales. In addition to descriptive statistics, chi-square test and Pearson correlation coefficient were used to analyze the data. According to the results of the study, self-efficacy perceptions of student teachers were found high. In terms of personality types, most of the student teachers were found to be guardians and this personality type was followed by idealists, artisans and rationales respectively in this study. The student teachers, being guardians, had higher levels of self-efficacy perceptions than other personality types. The results also indicated that there are positive moderate and high levels of relationships between personality types and self-efficacy perceptions of student teachers.

Akume, Kumashe and Ikpa (2015) carried out a study on the relationship between some factors responsible for students' obedience and good behaviour in secondary schools in Benue State. The study had two specific objectives and raised two research questions. The study adopted the survey research design and the population was 15232 junior secondary school students. Questionnaire was designed and used as instrument for data collection and the data were analyzed using the descriptive statistics. The study found among others, that the adequacy of learning facilities affects students' learning, level of attentiveness and obedience in the class.

II. Methodology

The study adopted a survey research design and was carried out in Zone 'B' Senatorial District of Benue State. The population of the study consisted of 11024 students. Comprising of Junior Secondary School Students in Zone B Senatorial District (Benue State Ministry of Education, Makurdi, 2016). The sample for this study is 386 respondents. The sample size is drawn using Taro Yamen formula for sample determination. The sampling technique for this study is a Multi-stage sampling technique. Multi-stage sampling technique is a sampling technique that occurs whenever different sampling techniques are applied at several stages of the research study (Emaikwu, 2015). Simple random sampling technique was used to select three (3) local government areas out of the nine (9) in Zone B Senatorial District of Benue State. Simple random sampling was also used to select 2 schools each from the 3 LGAs selected and the total schools sampled were 6 schools. Furthermore, proportionate stratified random sampling technique was used to select the required number of subjects (respondents) from the different schools selected in each of three local government areas selected. The instrument for data collection is a questionnaire developed by the researcher and titled "Secondary School Students Psychological Adjustment Questionnaire" (SSSPAQ). The instrument is divided into four (4) Clusters: 1, 2, 3 and 4. The instrument was structured on a four point rating scale anchored on a continuum of High Relationship (HR), Moderate Relationship (MR), Low Relationship (LR) and No Relationship (NR) with scale values of 4, 3, 2 and 1 for positively worded items. The negatively worded items are in reverse order of 1, 2, 3 and 4 respectively. Copies of the instrument were given to experts for face and content validation. The experts were two lecturers from Guidance and Counselling, and one from Test and Measurement who were deemed to be sufficiently knowledgeable in the contents and design of study. To establish the internal consistency of the

instrument, the instrument was trial-tested on twenty (20) junior secondary school students in Otukpo Local Government Area of Benue State who are not part of the main study but have the same characteristics with the main sample of the study. Cronbach Alpha method was used to determine the reliability coefficient of the instrument. The instrument yielded a reliability coefficient of 0.81 and the reliability coefficient was accepted for the study because it falls within the acceptable reliability range ($\geq 0.69 \leq 1$) for measuring some psychological constructs. Data collected for the research questions was analyzed using non-parametric statistics of Spearman Rank Order Correlation, while the research hypotheses were also tested using Spearman Rank Order Correlation at 0.05 level of significance. Correlation coefficients of; 0.00 signified No Relationship (NR), 0.01 to 0.39 signified Low Relationship (LR), 0.40 to 0.69 represents Moderate Relationship (MR) and 0.70 to 1.00 implied High Relationship (HR). Also, positive and significant relationship was indicated when the value of Rho is between 0.69 to 1.00.

III. Results And Discussion

This section presents results of the data analysis and discusses the findings of the study.

Research Question 1

What is the relationship between learning facilities and emotional intelligence of Secondary School Students in Zone B Area of Benue State?

Table 1: Relationship between Learning Facilities and Emotional Intelligence of Secondary School Students

		LearningFacilities	EmotionalIntelligence
Spearman's rho	LearningFacilities	Correlation Coefficient	1.000
		Sig. (2-tailed)	.874**
		N	.000
	EmotionalIntelligence	Correlation Coefficient	.874**
		Sig. (2-tailed)	.000
		N	386

Table 1 shows a correlation coefficient of 0.874 which implies that there is a high, linear and positive relationship between learning facilities and emotional intelligence of secondary school students.

Research Hypothesis 1

There is no significant relationship between Learning facilities and emotional intelligence of Secondary School Students in Zone B Area of Benue State.

Table 2: Correlation of Learning Facilities and Emotional Intelligence of Secondary School Students

		LearningFacilities	EmotionalIntelligence
Spearman's rho	LearningFacilities	Correlation Coefficient	1.000
		Sig. (2-tailed)	.874**
		N	.000
	EmotionalIntelligence	Correlation Coefficient	.874**
		Sig. (2-tailed)	.000
		N	386

Table 2 shows that P-value is 0.00 at degree of freedom of 386 when α set value was 0.05. Since $P < 0.05$, the stated hypothesis of no significant relationship between learning facilities and emotional intelligence is rejected.

Research Question 2

What is the relationship between learning facilities and self-efficacy of Secondary School Students in Zone B Area of Benue State?

Table 3: Relationship between Learning Facilities and Self-Efficacy of Secondary School Students

			LearningFacilities	Self-Efficacy
Spearman's rho	LearningFacilities	Correlation Coefficient	1.000	.918**
		Sig. (2-tailed)	.	.000
		N	386	386
	Self-Efficacy	Correlation Coefficient	.918**	1.000
		Sig. (2-tailed)	.000	.
		N	386	386

Table 3 shows a correlation coefficient of 0.918 which implies that there is a high, linear and positive relationship between learning facilities and self-efficacy of secondary school students.

Research Hypothesis 2

There is no significant relationship between learning facilities and self-efficacy of Secondary School Students in Zone B Area of Benue State.

Correlation of Learning Facilities and Self-Efficacy of Secondary School Students

			LearningFacilities	Self-Efficacy
Spearman's rho	LearningFacilities	Correlation Coefficient	1.000	.918**
		Sig. (2-tailed)	.	.000
		N	386	386
	Self-Efficacy	Correlation Coefficient	.918**	1.000
		Sig. (2-tailed)	.000	.
		N	386	386

Table 4 shows that P-value is 0.00 at degree of freedom of 386 when α set value was 0.05. Since $P < 0.05$, the stated hypothesis of no significant relationship between learning facilities and self-efficacy is rejected.

Research Question 3

What is the relationship between learning facilities and obedience of Secondary School Students in Zone B Area of Benue State?

Table 5: Relationship between Learning Facilities and Obedience of Secondary School Students

			LearningFacilities	StudentsObedience
Spearman's rho	LearningFacilities	Correlation Coefficient	1.000	.913**
		Sig. (2-tailed)	.	.000
		N	386	386
	StudentsObedience	Correlation Coefficient	.913**	1.000
		Sig. (2-tailed)	.000	.
		N	386	386

Table 5 shows a correlation coefficient of 0.913 which implies that there is a linear and positive relationship between learning facilities and obedience of secondary school students.

Research Hypothesis 3

There is no significant relationship between Learning facilities and obedience of Secondary School Students in Zone B Area of Benue State.

Table 6: Correlation of Learning Facilities and Obedience of Secondary School Students

			LearningFacilities	StudentsObedience
Spearman's rho	LearningFacilities	Correlation Coefficient	1.000	.913**
		Sig. (2-tailed)	.	.000
		N	386	386
	StudentsObedience	Correlation Coefficient	.913**	1.000
		Sig. (2-tailed)	.000	.
		N	386	386

Table 6 shows that P-value is 0.00 at degree of freedom of 386 when α set value was 0.05. Since $P < 0.05$, the stated hypothesis of no significant relationship between learning materials and obedience is rejected.

IV. Discussion of Findings

Based on the findings of this study, the following discussions were made.

Respondents gave their responses on the relationship between learning facilities and emotional intelligence of students and the findings revealed that there is a positive and linear relationship between learning facilities and emotional intelligence of secondary school students. The result also showed that the relationship is statistically significant. The finding is in agreement with the views of Brackett and Mayer (2003) who found that students in schools with high learning facilities adjust in their emotional intelligence. As shown from the results of this study, when adequate learning facilities are made available in schools, students tend to develop high emotional intelligence.

Respondents were asked to give their opinions on the relationship between learning facilities and students' self-efficacy and the findings revealed that between learning facilities and self-efficacy of secondary school students, there exists linear and positive relationship. The finding further shows that the relationship between these learning facilities and self-efficacy of secondary school students is statistically significant. The finding is in line with the views of Sutton and Wheatley (2003) whose study revealed that the substantial variation in student's self-efficacy maybe as a result of student's emotions and the adequate teaching and learning facilities provided by the school. It is evident from this finding that students tend to believe in themselves when schools provide for them the necessary learning facilities.

The responses of the respondents revealed that learning facilities has a linear, positive and significant relationship with obedience of secondary school students. The finding supports Akume, Kumashe and Ikpa (2015) who discovered that the adequacy of learning facilities may affect students learning and thus how obedient they can be in the classroom. As evident from the findings of this study, it is no doubt that students will be obedient to their teachers when he/she teaches with all the necessary teaching facilities.

V. Conclusion/Recommendation

The study investigated the relationship between learning facilities and psychological adjustment of secondary school students in zone B area of Benue State. The study concluded that for a student to be psychologically adjusted in secondary school, learning facilities should be a top priority. The study recommended that government should ensure to provide schools with adequate learning facilities as the result of the study has shown that learning facilities influence the psychological adjustment of students.

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