

Adjustment Problem of National Diploma Student in Burutu Environment-A Case Study of Delta State School of Marine Technology, Burutu Delta State

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Abstract

This research was aimed at investigating the adjustment problems of National Diploma students in Burutu. A case study of Delta State School of Marine Technology, with a view of suggesting possible solutions to the problems. Two research questions were formulated and two hypotheses were tested at 0.05 levels of significant. The survey method was used to carry out the study. Four hundred (400) students were randomly selected in the school, Delta State School of Marine Technology, Burutu. Items means was used in answering the research questions and t-test was used in testing the hypotheses. It was revealed that many adjustment problems face the National Diploma students. They include external, internal, social development, academic which a trained and qualified counselor will go a long way to correct. Based on that recommendations were made which the researchers hope will go a long way in helping the students to overcome their adjustment problems.

Keywords: National Diploma students, etc.

Background to the Study

Man from birth is concerned consciously or unconsciously with making changes. Positive changes are needed within and outside the environment. They struggle constantly to satisfy their needs by relating it in one way or the other to their physical or social environment in which he strives to satisfy his needs for emotions, security, self-acceptance, self esteem and self-fulfillment. Moreover, adjustment with polytechnic/monotechnic life can be a strong indicator of the academic level of the students from one hand and the level of social relations development and achieving personal goals from the other hand. Many educational scholars studied this aspect in order to explore the status of the academic, social and psychological level of undergraduate students then determining the problems facing them when trying to achieve their goals (Al-khatib, Awamleh & Samawi, 2012).

It is known that polytechnic life has its own demands and challenges, failure in meeting those demands and challenges will cause academic. Psychological and social problems for the student who is the mostly affected by those problems (Abu Baker, 1997). Therefore, it is important to guide students to achieve adjustment in order to avoid those problems and achieve their goals.

There are many definitions of adjustment. Sufian (2004) defined it as the individual's ability to fulfill his

psychological needs and his self-acceptance as well as enjoying life without any types of conflicts and accepting social activities and participation in social activities. Or it is a behavior directed to overcome the obstacles or the techniques used by people to fulfill needs and satisfy motives as well as reducing pressure to achieve balance and satisfaction (Al-ananni, 2005). Furthermore, Scott looked into adjustment as the behavioral process by which humans to maintain an equilibrium among their various needs or between their needs and the obstacles of their environments (Al-azza, 2004).

A polytechnic/monotechnic is a new environment that triggers different reactions among first year students. Thus, life at delta state school of marine technology Burutu for the first year can be exciting and challenging. On one hand, increased personal freedom can feel wonderful and frightening. The monotechnic presents the opportunity to become more individualistic. In addition, parental control ceases and the student is confronted with the new found freedom (O'Neill 2007). On the other hand, the student has to reconstruct his or her personal relations in a new environment and this often causes mental and physical distress (Tao *et al.* 2000). Bad adjustment with monotechnic life may force the student to leave the institution (Mudhovozi, 2012).

The higher education terrain is drastically different from that of the school. Students get anxious as they

adjust to academic, social, personal and lifestyle challenges that are presents at higher education . It is not surprising that today, it is widely recognised that high school graduation is not sufficient to prepare students for academic and social independence at polytechnic. This is a cause of concern as adjustment to the polytechnic/monotechnic environment is regarded as an important factor in predicting polytechnic outcomes (Mudhovozi,2012). The students deal with the transitional problems differently. Some deal with adjustment problems constructively while others feel overwhelmed and fail to cope with life at a polytechnic. It is against the above that the present study discusses the two major dimensions of adjustment which are social and academic. Social Adjustment Adjustment: Adjusting to polytechnic involves the complementary processes of desocialisation and socialization (Pascarella and Terenzini1991).

Desocialisation entails the changing or discarding of selected values, beliefs and traits one brings to polytechnic in response to the polytechnic experience. Pascarella and Terenzini (1991) explained socialisation as the process of being exposed to and taking on some of the new values, attitudes beliefs and perspectives to which one is exposed at university. Upon entry into a polytechnic, first year students are confronted with new personal and interpersonal challenges that include the need to establish new relationships, develop study skills and modify existing relationships with parents and their families (Parker *et al.* 2004; Tinto 1996). Pascarella and Terenzini (1991) reported that first year students who are pre-occupied with friends from home struggle to adjust. They also observed that students who maintain compatible relationships with their families are more likely to do well at polytechnic.

Similarly, Winter and Yaffe's (2000) study found that good relations with parents help both male and female students to adjust to the polytechnic. However, female students were more vulnerable to family problems than males. Therefore first year students need to renegotiate existing relationships with their parents and families to adjust well into polytechnic life. Students who received social support adjusted easily. A study by Enochs and Renk (2006) suggests that males adjust faster than females.

In addition, the study revealed that females rely on social support more than their male counterparts to adjust to the polytechnic life. In addition, peer support and peer networks were critical in a person's adjustment into polytechnic life (Tao *et al.* 2000).

A study conducted with Malaysian students found that first year students encountered health, financial and academic challenges (Ahmad *et al.* 2002). The students experienced a delay in the disbursement of their money and that the money did not meet their financial needs at university. In South Africa, Cherian and Cherian (1998) reported that 33 to 85% of first-year students drawn from the University of the North experienced various

adjustment problems. A recent study suggested that a significant number of South African tertiary students face financial problems as they live below the poverty line (Lloyd and Turale 2011). Thus, the transition to emotional and financial independence can be an overwhelming experience for new students (Smith and Renk 2007). It is believed that religion has a beneficial effect of increasing self control, allowing individuals to accept the situation and adjust the self by exerting greater control over their own behaviours (McCullough and Willoughby 2009). Religion promotes fellowship with others.

Academic Adjustment: Pascarella and Terenzini (1991) argued that for most students, the transition to polytechnic classroom requires an adjustment of academic habits and expectations. First year students find that at polytechnic, competition is more acute, classes are larger, there is a lot of work, lecturers use different teaching styles, the volume and frequency of written work are higher and standards are higher. It is imperative that the new students respond to the demands by studying harder, change their study habits and rearrange their priorities (Pascarella and Terenzini 1991& Mudhovozi, 2012). As expected, Beder's (1997) study found that first year students had difficulty adjusting to the different styles of teaching compared to school. This is consistent with Adler *et al.*'s (2008) assertion that adjustment to polytechnic is critical for academic success.

The researchers argue that poor college adjustment correlates with poor academic performance, low graduation rates and poor success later in life. It is therefore intriguing that most high school graduates have academic and social difficulties that delay their adaptation to the new polytechnic environment.

Other research scholars confirm that the experience of attending polytechnic /university is complex and pregnant with challenges that impinge on their academic success. Watton (2001) reports that the transition and adjustment time between high school and university is influenced by high school performance, living arrangements, origin and orientation activities. Students who stay off campus with their families and those from urban areas find the adjustment easier to make. In addition, participation in polytechnic orientation activities is associated with better semester averages.

Furthermore, research suggests that male students adapt to the polytechnic environment better than their female counterparts (Enochs and Roland 2006). Another study by Doyle and Walker (2002) suggests that university students encounter a myriad of challenges. The academic staff who took part in the study reported that first year students were influenced by inadequate high school preparation, a sense of feeling disconnected and an increase in personal responsibility. Burgess *et al.* (2009) reported that failure to meet the wider challenges faced by students during the transition from secondary to tertiary education impacts on learning outcomes. In South Africa, limitation in English was found to be significant

among the historically disadvantaged black students and impacted negatively on their learning (Ngwenya 2004). Similarly, an earlier study by Ahmad *et al.* (2002) indicated that the use of English as the official mode of communication among Malaysian students was a challenge as well.

Contrary to conventional wisdom, a study with disadvantaged South African students found that adjustment did not function as a pure mediator on academic performance as the dependable variable (Petersen *et al.* 2009).

Instead, they reported that psychological variables better explained the students' adjustment to the polytechnic than academic performance. From the foregoing, it is clear that first year at polytechnic is a critical stage at which students either form their beliefs and patterns of behavior in terms of higher education or decide to drop from university (Beder 1997). Adjustment in the first year of study at polytechnic has increasingly become recognised as vital to the overall success of students (Friedlander *et al.* 2007). First year students, therefore, require adaptive behaviours in areas such as time management, effective study skills, the capacity to complete courses and the ability to see transition as a normative shift and not a crisis (Birnie-Lefcovitch 2000). The students need to learn to balance many choices they have with their academic responsibilities. Also, they need to learn to negotiate dating in an era of sexually transmitted infections such as HIV, changes in daily routines, homesickness and the lack of externally imposed structure on their lives (Pascarella and Terenzini 1991).

Considerable literature is available on adjustment of first-year students in developed countries, yet comparatively little scholarly attention was given to Africa (Cherian and Cherian 1998). Also, adjustment difficulties among students need serious attention as they can lead to students' failure to complete their studies (Abdullah *et al.* 2009). Given that there is little known about adjustment problems among university students in Zimbabwe, the present study was conducted to assess whether the first year students actually differ from international first year students.

There is need for students to adjust to his environment to attain emotional security and self-acceptance. But students still have some problems with adjusting to the school environment. What then could be the cause of these problems? Thus, this research work is designed to identify adjustment problem of national diploma student in burutu environment. a case study of delta state school of marine technology, burutu delta state.

Statement of Problem

It is the policy that a student coming to the marine school ground should be comfortable in their learning environment to enhance speed and good performance.

Recently, it has been more difficult for new students coming into the school system to easily adjust. It is said that students coming into the school environment have the adjustment problem of trying to cope with the environment which are not conducive enough. In some others, they have the adjustment problem of trying to adjust to the lecturing method of the lecturers because most lecturers put on these reluctant attitudes of the new student forgetting the fact that they are new to the system and need to be taught slowly at first.

To some other students they face the problem of inferiority complex. It is prevalence of problems of adjustment especially among the National Diploma students that spurred the researchers into this endeavour. The study strives to find out the various types of adjustment problems causes in the school (Marine School and its environ) with the aim of reducing it by suggesting useful solution to the problem.

Purpose of the Study

The purpose of this research therefore is to investigate the adjustment problems of National Diploma student to Burutu environment in Delta State School of Marine Technology, Burutu. Specifically the study seek to investigate:

- Adjustment problem students really face.
- Behavioural problems of the newly admitted students when they come into school.

Research Questions

- Do students really face adjustment problem?
- What has been the behavioural problems of the newly admitted students when they come into school?

Method

The design for the study was a descriptive survey which enable the researcher to collect factual information that described the nature of existing condition (Ikponwamosam 2006). The sample comprised 400 students selected using multistage grand sampling technical. The instrument for the study was a self-structure questionnaire titled " Adjustment Problem Among Burutu Students (APABS)". The validity of the instrument was duly established using experts. The reliability index was 0.79.

Three research questions that guided the study were analysed using the mean and standard deviation in order to determine the order of agreement to each questionnaire items, mean scores of 2.50 and above was chosen as the acceptance. If below 2.50, it was not accepted. Therefore, t- test statistics was employed in testing the two hypothesis formulated for the study.

Result

The result of the study were presented in the table as follows:

Table 1 (Research question 1): Do students really face adjustment problem?

S/N	Items description	Mean(x)	decision
1	Students have difficulty in adjusting to long distance walk from home to lecture hall	3.70	Accepted
2.	New students have series of challenges adjusting to the school environment than old students	3.89	Accepted
3	Students face financial adjustment problem	3.25	Accepted
4	Students face adjustment problem because of trying to pay tuition Fee on time.	3.00	Accepted
5	New students find it difficult to adjust to meet the time set for morning lectures.	3.61	Accepted

The result showed that students have a lot of adjustment problems in the higher institution of learning. Especially the newly admitted students have the highest mean items of 3.89.

Table 2 (Research Question 2): What has been the behavioural problems of the newly admitted students when they come into school?

S/N	Items description	Mean(x)	decision
1	Newly admitted students face intimidation from older student and this very act given them adjustment problem.	3.91	Accepted
2.	Newly admitted Students find it difficult to adjust with students that drinks and smoke in school	2.67	Accepted
3	Students find it difficult in taking note when lecture is going on	3.01	Accepted
4	Students are uncomfortable during note taking due to lack of furniture in the lecture hall	3.77	Accepted
5	Students get frustrated due to over population of the lecture hall as a result of this they have academic adjustment	3.45	accepted

The result revealed the behavioural problems of the newly admitted students when they come into school, with item 1 having the highest mean of 3.91.

Table 3 (hypothesis 1) : there is no significant difference between the adjustment problem of male and female student in Delta state school of Marine technology

Group	X	SD	N	Df	T-cal	T-crit	Level decision
Male	3.01	0.13	200	398	2.1	1.96	0.05 NA
Female	3.16	0.18	200				

Table 3 showed that the mean of male was 3.01, while that of female was 3.16. The data were further analyzed with t-test in order to find whether there was any significant difference between the rating by the two groups. The result showed that significant difference was found as calculated t was more than t critical on this basis, the hypothesis was not upheld.

Table 4 (hypothesis 2) : there is a significant difference between the adjustment problem of ND1 and ND2 student in Delta state school of Marine technology Burutu, Delta State.

Group	X	SD	N	Df	T-cal	T-crit	Level decision
OND 1	3.12	0.18	240	398	1.01	1.96	0.05 A
OND 2	3.51	0.17	160				

Table 4 showed that the mean for OND 1 students was 3.12 while that of OND 2 students was 3.51. The data were further analyzed with t-test in order to find whether there was any significant difference between the rating by the two groups. The result showed that significant difference was found as calculated t was less than t critical on this basis, the hypothesis was upheld.

Discussion of Finding

The result of this study was as follows

- The students face various adjustment problems entering the school, some of which are emotional, social, academics, etc.
- The factors responsible for adjustment problems of behavioural pattern can be noted to be both external and internal factors. They include lack of counselor or rather trained counselors, lack of orientations, unawareness.
- The students face some difficulties of adjustment in the class-room some of such problems are the inconclusiveness of the classrooms, inferiority in asking questions and so on.

Having mentioned the finding from data analysis, there is need to briefly discuss these findings one after the other. A close look at the adjustment problems faced by the student, such as the social, emotional, intellectual, etc.

The role of counselors or guidance or an orientation cannot be over emphasized because they need to understand themselves clear from our findings that of the behavioural pattern is one of the problems of adjustment of newly admitted students into Delta State School of Marine Technology environment Burutu by feeling strange. To eliminate these behaviours, they need to be a counselor and orientation.

In addition the student face the problem of trying to adjust to the classroom environment, the classroom is congested that they lack concentration and feel inferior in socializing.

Conclusion

From the results obtained and findings, the following conclusions were arrived at;

Most students coming to the marine school at first, face lots of adjustment problems and the problems faced are numerous. We lack trained and qualified counselors in the school, counseling facilities are also lacked. More so, orientation programmes are not organized.

In conclusion, new students feel strange and out placed in the school environment and as such they need to get properly oriented and guided.

Recommendation

After examining the various adjustment problems faced by new students, the following recommendations are made;

Since the students undergo series of internal and external changes (development stage) and exposure to the different stages of development will help the student understand themselves.

The school counselor should be challenge to assist students in trying to adjust. There should be orientation programmes for awareness to the students and be exposed to various educational and social aspects. Qualified and trained counselor should be provided by the authority of the school.

There should be provision of lecture rooms with enough space to avoid congestion and making teaching and learning process comfortable for both the students and lecturers.

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This questionnaire is designed to explore the various adjustment problems among diploma students in the delta state school of marine technology, burutu delta state. It is not in any way intended to expose the students privacy. For this reason, all information supplied would be treated in strict confidence.

Section a

In this section you are requested to filled in the appropriate responses in the spaces provided against each item.

1. Sex male () Female ()
2. Age :.....
3. Level:.....
4. Department:.....

Section B

Please, sincerely respond to the items below by ticking the appropriate column of your choice for each statement.

SA: strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

S/N	Item	SA	A	D	SD
1	Newly admitted students face intimidation from older student and this very act given them adjustment problem.				
2.	Newly admitted Students find it difficult to adjust with students that drinks and smoke in school				
3.	Students face financial adjustment problem				
4	Students face adjustment problem because of trying to pay tuition Fee on time..				
5	New students find it difficult to adjust to meet the time set for morning lectures.				
6	Newly admitted students face intimidation from older student and this very act given them adjustment problem.				
7	Newly admitted Students find it difficult to adjust with students that drinks and smoke in school				
8	Students find it difficult in taking note when lecture is going on				
9	Students are uncomfortable during note taking due to lack of furniture in the lecture hall				
10	Students get frustrated due to over population of the lecture hall as a result of this they have academic adjustment				