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RELATIONSHIP EXISTING BETWEEN SELF-CONCEPT OF STUDENTS AND THEIR SOCIAL ADJUSTMENT IN NNAMDI AZIKIWE UNIVERSITY, AWKA, NIGERIA

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ABSTRACT
The study was on the relationship existing between students' self-concept and their social adjustment in Nnamdi Azikiwe University, Awka. It was guided by three research questions and one hypothesis. The study adopted correlational survey design. A sample of 1050 students was made through disproportionate stratified random sampling technique. It made use of two standardized instruments for data collection: Self-Concept Inventory by Akinboye (1995) and Social Adjustment Index by Nwankwo and Nwabuike (2020). Data was collected through direct administration with the help of seven research assistants. Aggregate score was used to answer research questions 1 and 2, while Pearson product moment correlation coefficient was used to answer research question 3 and t-test of correlation was used to test the null hypothesis. The findings reveal among others that there is very high significant positive relationship existing between the self-concepts and social adjustments of Nnamdi Azikiwe university students. Based on the findings, recommendations were made, which include that the university guidance counselors should be working closely with the students to make sure they maintain high self-concept and high social adjustment for their academic wellbeing.

Keywords: Relationship, Self-concept and Social Adjustment

Introduction

Gaining admission into the university of their choice is the dream of most aspiring young adults. Eventual movement or entrance into these institutions offers great opportunities for these youths. It also brings along various challenges, demands, and ups and downs. Some students can cope with these obstacles while others cannot; those who adjust turn these obstacles to building blocks of their success story, while the later perceive itas to be stumbling blocks to their destiny. These challenges if not handled tactfully can set in motion a whole lot of problems from dwindling grade, absenteeism, alcoholism, smoking, drug addiction, insomnia, strife, fighting, aggression, malingering and eventual dropout of school.

Most times nothing is done about these maladjustment problems. Those students do not know what to do, when to seek help, who to confide in, and where to seek help. These students need help to actualize their dreams on campus. Positive societal adjustment involves getting along with students and others in the university milieu and been able to meet up with the burdens and pressures of the academic program Lack of adjustment to the university milieu hampers personal, social, academic and psychological progress and expansion of students, perpetually hampers personal, social, academic and psychological

growth and development of students and invariably hampers good academic performances.

Attending tertiary institute of learning offers scholars with knowledge experiences and prospects for societal development (Friedlander, Reid, Stupak & Crabbier, 2007; Salami, 2011). Salami opined that entering a higher institute of learning may be a source of tension and great pressure. This is because at the college and university stages academic hassles increase and new social relationships are established. Students' capacity to cope with these demands differs greatly; while others manage easily, others are not sure of their skills to cope with academic burdens (Abdullah & Elias, 2009).

Literature, however, has given proof that students in this phase face adjustment hitches and challenges (Julia & Veni, 2012). First-year students generally come face to face with the dilemmas of adjustment. They often find that the method of education and instruction is not the same from those gotten from the secondary school. The adjustment process is the way in which individuals try to manage pressure, encounter, strain, and meet their desires. During this process, the individual also seeks to sustain a good relationship with the environs. In addition, adjustment is also defined as someone interaction with the environs (Abdullah & Elias, 2009). This implies that adjustment is anapproach an individual tries as to cope with hostile and surprising events in life. Psychologists see adjustment as the behavioural progression whereby Homosapiens and other animals maintain a state of stability to meet their needs or and between hurdles in their environment. Effective college adjustment can be seen when individual engage in various associations, in institutional activities, displays good psychological wellbeing, and good academic outcomes (Julia & Veni, 2012). Positive adjustment can assist student to face their challenges, pressures and overcome obstacles in order to accomplish their goals (Woolfolk, Hughes & Walkup, 2007), in contrast to bad adjustment which leads to frustration (Armstrong, 2010). Adjustment is seen as a positive attitude that has to do with somebody's quality of life; the better adjusted a person is, the higher the quality of life. Subsequently it could be concluded that individual that are properly socialized have better adjustment and invariable better quality of life. A more recent definition views Adjustment as coping with the problems of daily living (Weiten, Dunn & Hammer, 2015). This implies that man can adapt in any environment; whether in a university, household/marital, and place of work, in a relationship or in an educational program.

Social adjustment is an attempt an individual makes to cope with standards, values, and needs of a society in order to be accepted. It also includes getting along with other members of the society as best as one can. The lack of ability of an individual to cope with standards, values, needs of others in a society brings about social maladjustment. The ability of people to behave according to the rules of the society so as to be well adjusted to the society varies with different people. For no two people are exactly the alike, even the monozygotic twin who resulted from one egg Psychologists use the term adjustment of varying conditions of societal and interpersonal relation in the society. Thus adjustment can be called the response to the demand and pressure of the societal environ imposed upon the individual. An important aspect of social adjustment is getting alongside with other people; therefore it is likely to regard as well adjusted, somebody who gets along with other people. Such an individual may be pleasing, kind, likeable, and generally smart. The social modification that people make varies from situation to situation. Therefore, a student is said to be adjusted when one gets alongside with other students, lecturers, and staff of the university.

Personal qualities of an individual; which includes the following; age, sex, race, colour, language, culture, family background, height, weight, self-concept, belief system but to mention a few influence the way the individual adjusts (Nwabuike & Nwankwo, 2020). Self-concept is the

image we have of selves. Self-concept is the perception or image of one's abilities and uniqueness. Huitt (2014) believes that self-concept is the cognitive and intellectual aspects of "self" which provides the person with an overall understanding about him or herself. Self-concept can also be defined as self-assessment, awareness and insight one has about him or herself. Also, Eric (2016) views self-concept as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Self-concept is a collection of belief about one's own nature, unique qualities, and typical behaviour (Kendra, 2014). Futhermore, Paik and Micheal (2012) defined self-concept as a set of implicit beliefs about the self and the relationships between those beliefs that may mediate behaviour in certain situations. In other words, a person's conscious awareness, that is what he thinks and feels, is that which primarily guides and regulates his behaviours, performance and actions. A student who has positive evaluation of him or herself tends to feel at ease, more motivated, concentrated, focused and retaining information longer. A positive self- concept is valued as a desirable outcome in educational setting. Experts believe that a student with good self-concept will be able to adjust to life phenomena. Most psychologist believe that the view an individual has of himself or herself affects his or her behaviour and actions, is it likely that self-concept may influence their social adjustment in the university?

Soheila, AFlireza, Seyed and Allameh (2015) examined the relationship between Self-Concept, Social Adjustment and Academic Achievement of secondary school students Islamshahr city, Iran. To guide the study, five research question were answered and five null hypotheses were tested at 0.5 significant level. The study adopted the correlation research design. The study sample consists of 234 students (112 males and 122 females), who were selected through a multi-stage cluster sampling. Rogers' self-concept scale (RSCS) was used to assess the students' self-concept while Adjustment Inventory for School Students (AISS) was used to assess the students' social adjustment. For academic achievement, the students' first half-year GPA was used. Pearson product moment correlation coefficient and t-test were used as statistical measures for data analyses in the study. The results of the study revealed that there was significant relationship between the students' self-concept and their social adjustment. The results also indicated that there was a significant correlation between academic achievement and social adjustment, while there was no significant relationship between self-concept and academic achievement. It was also found that there was a significant difference between male and female students' self-concept and their social adjustment. The researchers recommended that educational planners and curriculum designers create a program dealing with social skills and the ways to get students properly adjustment with the problems facing them in different fields. The study reviewed is related to the present study in that it investigated self-concept and social adjustment. However, the study involved academic achievement which is not among the variables of this study, and was conducted in a far location with its sample drawn from secondary school population.

Dramanu and Balarabe (2013) examined the relationship between self-concept and academic performance of junior high school students in Ghana. The study investigated the relationship between academic Self-concept and academic performance of Junior High School (JHS) students in Ghana. Differences between the self-concept of male and female students as well as students from urban and rural schools were also investigated. Participants were 756 male and 714 female JHS2 students randomly selected from 24 Junior High Schools through stratified sampling. Two research instruments namely, achievement tests in mathematics, English language, social studies and integrated science, and self-concept scale with a

Cronbach alpha reliability coefficient (internal consistency) of 0.84 were used to collect data. Pearson product moment correlation coefficient and t-test were used in analyzing the data. The results showed a significant positive relationship between self-concept and academic performance of students. A significant difference was also found between the self-concept of students in urban and rural Junior High Schools with students in urban schools recording higher scores. The study also indicated significant difference in students' self-concept based on their gender and age. The researchers suggested that the actions and reactions of teachers, parents and significant others toward students should encourage, suggest, assure and reinforce the students that they are academically capable and competent. The study reviewed above is related to this study in that it involved students' self-concept. However, it differs from this study because it involved academic performance, used junior high school students as its sample and was conducted in a far location.

Matovu (2012) carried out a research on self-concept and academic achievement among University students in Malaysia. The purpose of this study was to investigate the relationship between students' self-concept and their academic achievement. The self-concept information among university students was collected using the Liu and Wang's Self Concept Scale which composed of two sub-scales; self-confidence and self-effort scales. The study was conducted on 394 university students; males and females from different levels of study and faculties in a public university in Malaysia. Pearson product moment correlation coefficient (Pearson-r) and MANOVA were used to analyse the collected data. Results of the study revealed that students' self-concept significantly correlated with their academic achievement. It was also revealed that there was a statistically significant gender difference in the relationship between students' self-concept and their academic achievement, while also a statistically significant difference was shown in faculties on academic achievement. Again a difference was noted in the interaction between gender, faculties, and levels of study on academic achievement. The study reviewed is similar to this study because it involved students' self-concept and gender. Its sample was also drawn from University students. However, the study included academic achievement, used MANOVA as one of the methods of data analyses, and was carried out in a different location. These make the study dissimilar from the present study.

Ghazvina (2011) carried out a study on the relationship between self-concept and academic achievement among high school students in Malaysia. The purpose of this research was to determine the relationship between the academic self-concept and academic performance. The sample consists of 363 students from 10 high schools which were chosen by using multistage cluster sampling method. The data collection instrument for self-concept was a researcher made questionnaire title Students' Self Concept Questionnaire (SSCQ). For obtaining data regarding the participant's academic performance, the researcher used scores from their past central examination. Data analysis was carried out using Pearson product moment correlation coefficient and Regression analysis. The research finding showed a positive relationship between students' self-concept and their academic performance. According to the findings, the students' self-concept strongly and positively predicted their performance in mathematics. The study reviewed above is related to the present study because it studied students' self-concept and was a correlation study. However, the study involved academic achievement which is not part of the present study. Again, it used a small sample size as compared to this study which will use a larger sample size. Moreso, the study reviewed was carried out in a different location from the location of the present study.

Haynes (2008) in his study investigated the influence of self-concept on school adjustment among middle-school students in the United States

of America. The study was aimed at examining the relationship between specific self-concept dimensions and school adjustment in three areas of general classroom behaviour, group participation and attitude toward authority. Seven research questions were answered while seven null hypotheses were tested at 0.5 level of significance. The researcher adopted the correlation research design for the study, and the sample size was 142 American middle- school students who attended four inner-city public schools. The instruments used for data collection in the study were The Tennessee Self-Concept Scale (TSCS) and The School Adjustment Questionnaire (SAQ) constructed by the researcher. Pearson product moment correlation coefficient and multiple regression analyses were used for analysing data pertaining to the study. Results from the study showed that significant bivariate correlations existed between each self-concept dimensions on the Tennessee Self-Concept Scale and the three adjustment domains studied. The results also indicated strong individual and combined predictive power among the self-concept dimensions. The researcher recommended, among others, that teachers and guidance counsellors should create programmes that would help to strengthen positive self-concept among their students so as to enable them adjust properly in school. The study reviewed above is similar to this study in that it dwelt on self-concept and students' adjustment. But the study differs from this study because it drew its sample from the middle-school students, and was conducted in different location.

Arul (2014) in his study determined the relationship between students' self-concept, social adjustment and academic achievement. The study was carried among students of the University of Baroda studying in the preparatory class. Six research questions were answered while six null hypotheses were tested at 0.5 significant level. The study adopted the correlation research design and a sample of two hundred and twenty-five (225) students was selected in a stratified random style to represent the various disciplines of the students. A self-concept inventory and social adjustment inventory were used for data collection. The self-concept inventory measured self-concepts in six areas, such as the physical appearance, intellectual ability, sociability, temperament, morality, and position in the family. Examination marks of the students were taken to indicate their academic achievement level. Thus scores on self-concept, social adjustment and achievement were obtained. Pearson's product-moment correlation was used for data analyses. The study found that the students' self-concept had a significant positive correlation with their social adjustment. The study also found that the students' self-concept correlate negatively with their academic achievement. The researchers recommended among others, that parents and significant others should try to instil positive self-concept in their children and wards from childhood so as to enable them adjust adequately with their social environment. The study reviewed above is related to the present study in that it investigated the relationship between self-concept and social adjustment, with samples drawn from University students. However, the study differs from this study in that it involved academic achievement which is not among the variables of this study, and it was conducted in a far location.

Yashwant and Kalpna (2012) conducted a study titled Empathy and Personality Traits as Predictors of Social Adjustment among Indian Youths. The study aimed at determining whether empathy and personality traits predict social adjustment of youth in Southern and Central India. The researchers adopted the ex-post facto research design for the study. The sample consisted of 52 young male adults (17-22 years) from southern and central part of India who volunteered for the study. Participants' mean age was 18.12 years (SD=0.74), and 45% were in senior secondary school and 55% were pursuing graduation at Bhopal (Central India) and Bangalore (South India). The Empathy quotient Scale (EQS), The Jackson Personality Inventory

(JPI) and The Revised Bell's Adjustment Inventory (RBAI) were used in data collection for this study. Stepwise multiple regression analysis was used for data analyses. Results from the study showed that empathy positively and significantly correlated with the social adjustment. The results also indicated that social adjustment correlated positively and significantly with the anxiety, interest, complexity, conformity, interpersonal affect and value orthodoxy dimensions of personality. The study reviewed above is similar to this study because it involved social adjustment and the sample was drawn from subjects between 17-22 years of age. However, the study dwelt on empathy and personality traits which are not part of the variables of this study and was conducted in a different location.

Dorien, Doede and Lieuwede (2011) in a study titled Environmental Factors and Social Adjustment as Predictors of Psychosis in subjects at ultra-high risk, investigated environmental factors and social adjustment as predictors of psychosis. The study was carried out in a Psychiatric hospital in Denmark. Three research questions and three hypotheses tested at 0.5 level of significance guided the study. The study adopted the causal comparative research design. A total of 72 subjects were followed up for a period of thirty-six months.Cox Regression analyses were applied for analysing data for the study. The study found out among others that environmental factors and social adjustment are predictive of transition to a psychosis in subjects at ultra-high risk. The researchers recommended among others, that environmental factors and social adjustment should be implemented in a model for prediction of psychosis because such a model would be more specific than current models and may lead to patient-specific preventive interventions. The study reviewed above is related to the present study in that it was a predictive study involving social adjustment which is the dependent variable of the present study. However, the study involved environmental factors and psychosis which are part of this study. Moreso, the study was conducted in a far location.

The empirical studies reviewed so far all involved some or all the variables of this study which include personal characteristics such age, gender and self-concept, and social adjustment. The review of available literature has brought to the limelight that no study has so far investigated the relationship existing between students' self-concept and their social adjustment in institutions of higher learning in Anambra state. Moreso, the few studies found to be related with this study were conducted in secondary schools and locations different from that of this study. Hence, the need for the study among undergraduate students in Nnamdi Azikiwe University, Awka.

Research Questions

The following research questions will be formulated to guide this study

1. What are the student's self-concept scores in Nnamdi Azikiwe University?
2. What are the social adjustment scores of students in Nnamdi Azikiwe University?
3. What type of relationship exist between self-concept of undergraduate students and their social adjustment in Nnamdi Azikiwe University?
4.

Null Hypotheses

Based on the research questions, the following null hypothesis was tested at 0.05 level of significance.

1. Self-concept of the students is not significantly related with their social adjustment in Nnamdi Azikiwe University, Awka.

Research Method

The study was a correlational survey research design. According to Nworgu (2017), this type of study seeks to establish what relationship exists between two or more variables. Usually such studies indicate the direction and magnitude of the relationship between the variables. The correlation design was considered appropriate for this study

because it sought to establish the relationship between self-concept undergraduate students' and their social adjustment in Nnamdi Azikiwe University Awka, Anambra state. The population of the study include 9,597 males and female students of Nnamdi Azikiwe University Awka, (data from students' admissions office). This consists of all first-year students of 2020/2021 academic session in the thirteen faculties in the University.

The first-year students are new in the University and might have problems in fitting into various activities and events in the university environment. This invariably makes it difficult for these students to adjust favourably to the social milieu of the University. This might lead to them been confused in their day to day activities in the university. This therefore is the reason for the researchers' choice of the first- year students as the appropriate population for this study. The sample for the study will consist of 1050 undergraduatefirst year students, and disproportionate sampling technique was used to sample the students. Seven faculties were selected out of the thirteen faculties. Also 150 students were selected from each of the faculties giving a total of 1050 students. The following instruments were used for data collection:

1. Adolescent Personal Data Inventory Subscale – A(APDI): The Adolescent Personal Data Inventory. Subscale - A (APDI) is an instrument developed by Akinboye in 2002. APDI Subscale- A is a self-concept report psychometric scale which was developed to measure individual's self-concept as it relates to interaction with peers, in home, social gatherings and schools. The instrument contains thirty items. It is on a five point scale. The APDI Subscale- A has an introductory part that solicits the bio-data of the respondents such as gender and age. The "section B" is designed to measure the students' self-concept. The instrument contains a total of 30 items.

The APDI Subscale- A has both direct and reverse scoring pattern (for instance items 4, 5, 9, 16, 17, 18, 19, 20, 22, 24, 25 and 29 are reversed). For direct scoring, most like me = 5, like me = 4, undecided = 3, somehow like me = 2, least like me = 1, while for reverse scoring most like me = 1, like me = 2, undecided = 3, somehow like me = 4, least like me = 5

2. Social Adjustment Measuring Inventory**:** The Social Adjustment Measuring Inventory (SAMI) was developed by the researchers. The SAMI also has an introductory part, titled "section A" that solicits the bio-data of the respondents such as gender and age. The "section B" is designed to measure the students' social adjustment. The instrument contains a total of 23 items with four point rating scale.

The instrument for data collection has both direct and reverse scoring pattern (for instance items 2, 3, 6, 7, 9, 10, 13, 14, 16, 22 and 23 are reversed). For direct scoring, strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1, while for reverse scoring strongly agree = 1, agree = 2, disagree =3 and strongly disagree = 4.

The Adolescent Personal Data Inventory Subscale - A (APDI) is a standardized instrument developed and validated by Akinboye in 2002. The instrument was adopted for this study.

The second instrument for this study: Social Adjustment Measuring Inventory (SAMI) was validated by three experts in Nnamdi Azikiwe University Awka. Two of the experts are in the Department of Guidance and Counselling, and one of them is in Measurement and Evaluation. The experts assessed the instrument in terms of its ability to yield the data needed to answer the research questions and for testing the hypotheses. The experts were provided with copies of the research topic, purpose of the study, research questions and hypotheses to guide them.

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The experts gave some suggestions which include removal of the item number 23, creating a space for the students' age, recasting the thesis topic, among others. The instrument was therefore modified in line with these suggestions. See appendix "E".The Adolescent Personal Data Inventory Subscale - A (APDI) has been proved to have good psychometric properties. The instrument indicated a high degree of internal consistency coefficient alpha of 0.75. Test retest reliability was also established for this instrument (Akinboye& Hassan, 2002). The coefficient of test-retest reliability is indicated as r = .86.

For the Social Adjustment Measuring Inventory (SAMI), the researcher conducted a pilot testing study in Imo State University, Owerri for the second instruments using 40 first year students. This was done in order to determine the internal consistency of the instrument. Crombach alpha method was used. Ityielded alpha of 0.87 which showed an internal consistency among the items.Theseven research assistants and the researchers administered copies of the instruments through face to face delivery method in various departments of the students. A letter of introduction will be presented to thedeans for approval. Then the researchers with the help of the research assistants proceeded to administer copies of the instruments to the respondents and also retrieved the completed copies of the instruments at site for scoring and analysis. The completed copies of the instruments for this study were scored following the scoring guide in the manuals of the instructions. All data to be collected for this study was organised in tables and analysed. Summated scores and Pearson product moment correlation coefficient were employed for the analysis.

Presentation of Results

Research Question 1: What are the self-concept scores of Nnamdi Azikiwe University students?

Table 1: Range of self-concept scores of Nnamdi Azikiwe University students (Norm = 90)

Range for scores	N	%	Remark
30 – 89	55	5.3	Low self-concept
90 – 150	976	94.7	High self-concept

In table 1, it was observed that with scores ranging from 90 to 150, 976(94.7%) Nnamdi Azikiwe University students have high self-concept, while 55(5.3%) others whose scores ranged from 30 to 89 have low self-concept.

Research Question 2: What are the social adjustment scores of Nnamdi Azikiwe University students?

Table 2: Range of social adjustment scores of Nnamdi Azikiwe University students (Norm = 57.5)

Range in scores	N	%	Remark
23 – 57.49	94	8.1	Low social adjustment
57.5 – 92	937	91.9	High social adjustment

Table 2 reveals that with scores ranging from 57.5 to 92, 937(91.9%) Nnamdi Azikiwe University students have high social adjustment, while 94(9.1%) others whose scores ranged from 23 to 57.49 have low social adjustment.

Research Question 3: What type of relationship exists between self-concept of Nnamdi Azikiwe University students and their social adjustment?

Null Hypothesis 1: Self-concept of Nnamdi Azikiwe University students is not

significantly related with their social adjustment.

Table 3: Pearson r on the relationship Self-concept of Nnamdi Azikiwe University students and their social adjustment

N	r	df	Cal. t	P<0.05	Remark
1031	0.864	1029	55.127	0.000	S

Table 3 shows that Self-concept of Nnamdi Azikiwe University studentshad very high positive relationship of 0.864 withtheir social adjustment.

Also at 1029df and 0.05 level of significant, the calculated t55.127 with P.value 0.000 which is less than the 0.05, the null hypothesis is not accepted. Therefore the relationship existing between the students' self-concept and their social adjustment is significant.

Discussion of Findings

Finding indicated that majority of the undergraduate students in Nnamdi Azikiwe University have high self-concept. The finding aligns with the finding of Yarmohammedeain, Molavi and Iranpoor (2013) which revealed that a good number of the female students studied have high self-concept. However, the present finding is commendable because it has shown that the university students especially the first year students have positive perception of themselves. This will in turn lead to improvement in their academic pursuit.

Also, it was found that majority of the undergraduate students in NnamdiAzikiwe University Awka have high social adjustment. The finding is agreement with that of Arul (2014) which found that Students of the University of Baroda have high social adjustment. The present finding also agrees with that of Nwabuike and Nwankwo (2020) who found that majority of secondary school students in Anambra state, Nigeria have high social adjustment. This is not surprising because a student with high self-concept is expected to adjust socially.

Finally it was found that there is very high positive relationship existing between self-concept of Nnamdi Azikiwe University students and their social adjustment. It was also found to be significant. Findings of this study agree with study done by Arul (2014) which revealed that there was high relationship between students' self-concept and social adjustment among students of the University of Baroda. The study found that the students' self-concept had a significant positive correlation with their social adjustment.

In addition the present study agrees with that of Soheila, Alireza, Seyed and Allameh (2015) whose study revealed that there was significant relationship between the students' self-concept and their social adjustment in Iran. The present researchers are of the view that any person with high self-concept or self-esteem will have high social adjustment.

Conclusions

Self-concept of Nnamdi Azikwe university Awka students is significantly related to their social adjustment.

Recommendations

1. Parents should help in developing positive self-concept in their ward as the home is the first agent in the socialization.

2. Guidance counsellors should assist students to develop skills necessary for healthy social adjustment within the university community.

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