

**SCHOOL ADJUSTMENT AND GENDER OF SAFE SCHOOL INITIATIVE AND NON-SAFE SCHOOL INITIATIVE STUDENTS IN FEDERAL GOVERNMENT COLLEGES IN SOKOTO STATE, NIGERA****BY****Fatima Binta Musa (Ph.D): Ministry of Science and Technology Sokoto State;****E-mail: fatimabintamus@gmail.com****Abstract**

*This study examined school adjustment and gender of safe school initiative and non-safe school initiative students in Federal Government Colleges in Sokoto state. Two research questions, objectives and research hypotheses guided the study. The study adopted a descriptive survey designed. The population of this study was 59 safe-school initiative and 387 non-safe school initiative students and thus, all the 446 students were used as sample for this study through purposive sampling technique. A researcher designed School Adjustment Questionnaire (SAQ) was used for data collection in this study. The questionnaire was validated by experts in measurement and evaluation from the Faculty of Education Usmanu Danfodiyo University Sokoto and Sokoto State University and a reliability index of 0.82 was obtained through Pearson Product Moment Correlation Coefficient statistics. Hypotheses  $H_{01}$  and  $H_{02}$  were subjected to t-test analysis using Statistical Package for Social Science (SPSS) version 20. The results of the study revealed male and female Safe School Initiative students and non-safe school initiative students of Federal Government Colleges in Sokoto State do not differ significantly in their school adjustment. Based on these findings, recommendations were made that teachers and counsellors should help both male and female non-safe school initiative students in their school adjustment through mentoring and regular counselling as this could help them adjustment properly in school.*

**Keywords:** *Safe School initiative, Non-safe school initiative, Students federal government colleges and Sokoto*

**Introduction**

Social existence has produced physical dangers such as wars, terror attacks, famine and a host of other psychological problems uniquely associated with living in society. There are also questions of attainment of basic satisfaction from competence in interpersonal relations and through some degree of inner harmony. The above submission led to the emergence of a distinct discipline referred by various names, as recorded in the words of (Bernard in Peerzade, 2013). The names included 'psychology of adjustment', 'mental hygiene', 'personality adjustment', to mention a few. The goals of such a discipline can be explained by quoting Bernard in Peerzade (2013):

The goals of mental hygiene have been expressed as attainment of a fuller, happier, more harmonious and more effective essence. This is not the same as saying that to be mentally healthy one must live a full happy life which entails no conflict or failure. The mentally healthy person will, however engage in the heterostatic processes of getting closer to a full, happy and harmonious existence.

Such a discipline takes into account both the personality of the individual and his adjustment. The discipline seeks to unravel why the developments of a person go wrong and adjustment failure occur. Bernard cited earlier suggested that 'the stress producing experiences of life interfere or disrupt the learning of appropriate adjustment mechanism.' He postulates that humans have to be studied both from the point of view their personality and adjustment. The science of psychology is applied to various aspects of human life including education. Today, schools are not considered merely as information centres but as places where conditions are evolved so as to develop balanced personality with good adjustment, less conflicts and frustrations and to face the realities of life confidently. When educationists try to understand their students, they must look at them from two points. One is the aspect of the student's personality and the other one is the conditions, physical, social and emotional, his level of adjustment and the conflicting situations an individual is facing which is the focal point of this paper. In the light of this discussion, the extent of school in adjustment of its students should better be emphasized.

Insurgency has affected every aspect of life in Northeast Nigeria, especially education which has become the basis of conflict. The Human Rights Watch's report of 2016 indicated that insurgents have destroyed more than 910 schools, forced 1500 to close and made 1 million school-aged children to flee due to violence. More than 600,000 have lost access to school as a result of the conflict (Abdulmalik, 2016). Part of these children are enrolled into schools in other parts of the country in a programme tagged Safe School Initiative Programme sponsored by the Federal Government and other humanitarian organizations. Northern Nigeria has a significant education challenge particularly in Gombe, Yobe, Borno and Adamawa states (NPC, 2014). Attendance in primary and secondary schools in the Northeast is the lowest in the country. It was estimated that more than 52 percent of males and 61

percent of females aged six and above in the Northeast have received no education, (UNICEF, 2016). UNICEF further documented that, 10.5 million primary schools- aged children were out of school in Nigeria as at 2010. The stark reality is that 60 percent of out of school children live in the North.

Boko Haram's brutal insurgency has affected every aspect of life in Nigeria's Northeast, especially education which has become the fault line of the conflict (Adebusuyi, 2015). True to its name, Boko Haram, whose meaning in Hausa Language, means 'western education is forbidden', has deliberately targeted and killed teachers, students and educational workers (Human Rights Watch, 2014). Between 2009 and 2015, at least 611 teachers have been killed and 19,000 have been forced to flee, more than 2000 people, many of whom are student including Chibok girls have been abducted since the start of the conflict. Thousands of students and teachers have been injured. Attacks in Northeast have destroyed more than 910 schools and forced at least 1,500 to close. An estimated 952,029, school aged children had fled the violence. More than 600,000 have lost access to learning as a result of the conflict, in north eastern, (Human Rights Watch, 2015). UNICEF(2015) reported that, 46,453 school age children displaced in Adamawa, Borno, Gombe and Yobe state have been enrolled into schools in other parts of the country in a programme tagged 'Safe School Initiative'. The main thrust of this study, therefore is to examine school adjustment and gender of safe school initiative students in Federal Unity Colleges in Sokoto state.

### Objectives of the Study

The objectives of this study were to find out if:

1. There is difference in school adjustment of male and female Safe School Initiative students in Federal Government Colleges in Sokoto State.
2. There is difference in school adjustment of male and female Non-safe School Initiative students in Federal Government Colleges in Sokoto State.

### Research Questions

The following research questions guided the study:

1. Is there any difference in school adjustment of male and female Safe School Initiative students in Federal Government Colleges in Sokoto State?
2. Is there any difference in school adjustment of male and female Non-safe School Initiative students in Federal Government Colleges in Sokoto State?

### Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in school adjustment of male and female Safe School Initiative students in Federal Government Colleges in Sokoto State.
2. There is no significant difference in school adjustment of male and female of non-safe school initiative students in Federal Government Colleges in Sokoto State.

### Methodology

The study adopted descriptive survey design. The population of the study consisted of all senior secondary school two (2) safe school initiative and non-safe school initiative students of Federal Government Colleges in Sokoto State with a total population of 446 students. The sample of the study was drawn from the three (3) Federal Government Colleges in Sokoto state using purposive sampling techniques. A purposive or judgmental sampling is a technique used for the study based on the assumption that with good judgment, one can handpick element of cases in a population, which are satisfactory in relation to one's needs i.e., safe school initiative and non-safe school initiative students. Purposive sampling technique is a sampling method in which subjects are chosen based on the purpose of the study, and also purposive sampling may involve studying the entire population of some limited group or a subset of a population (Nworgu, 2008). The researcher found this sampling technique suitable for this research because the number of Safe School Initiative Students posted to these schools were limited. As a result, the researcher used all SSII students in Federal Government Colleges in Sokoto state. This is presented in table 1.

**Table 1: Sample Size of the Study**

S/N	Colleges	SSIS		NSIS		SAMPLE SIZE
		Male	Female	Male	Female	
1.	Federal Science College Sokoto, Sokoto State	87	44	14	8	153
2.	Federal Government College	160	57	18	10	245

	Sokoto, Sokoto State						
3.	Federal Government Girls College Tambawal, Sokoto State	-	39	-	9		48
	<b>Total</b>		<b>247</b>		<b>140</b>		<b>32</b>
					<b>27</b>		<b>446</b>

**Source:** Federal Ministry of Education Inspectorate Division Sokoto State

The researcher designed School Adjustment Questionnaire (SAQ) for Senior Secondary School Students was for data collection in this study. The Instrument was designed to measure an individual student's level of adjustment to School, school environment, friendship bond (i.e., association with peers who are bonded to school) and avoidance of school related behaviour. The instrument was validated by experts in measurement and evaluation from the Faculty of Education, Usmanu Danfodiyo University, Sokoto and Sokoto state University. At the end, the independent judgment of the experts adjudged that the instrument possess face and content validity. The reliability index for this instrument was obtained through test re-test. The instrument was administered on 30 students from Federal Government College Anka, Zamfara State at interval of 4 weeks between first and second administration. A reliability co-efficient of 0.82 was obtained and accepted by the researcher for use in this study. Scoring of the school adjustment scale ranges from "least like me" to "most like me" with ratings from 1-4 by putting numbers 3 or 4 against any positive item shall indicate "most like me". Furthermore, by putting numbers 1 or 2 against any item indicate that the statement is somehow "least like me". The two hypotheses in this study were subjected to t-test analysis using Statistical Package for Social Science (SPSS) version 20. The justification for using t-test was because the researcher examined the statistical differences between the mean score of two groups.

### Hypotheses Testing

**H<sub>01</sub>:** There is no significant difference in school adjustment of male and female Safe School Initiative students in Federal Government Colleges in Sokoto State.

**Table 2: Difference in School Adjustment of Male and Female Safe School Initiative Students in Federal Government Colleges in Sokoto State**

Variables	N	Mean	Std. Deviation	Df	t-value	p-value	Decision
Male	32	16.91	1.678	57	1.90	1.03	Not Significant
Female	27	15.09	0.962				

From Table 2, it can be seen that the difference in school adjustment of male and female Safe School Initiative students has t-value= 1.90 with p-value= 1.03 > .05. Thus, the hypothesis is accepted. This indicates that, there is no significant difference in school adjustment of male and female Safe School Initiative students in Federal Government Colleges in Sokoto State because the p-value is greater than the .05 level of significance. Thus, hypothesis which states there is no significant difference in school adjustment of male and female Safe School Initiative students in Federal Government Colleges in Sokoto State was retained. This means that male and female safe school initiative students do not significantly differ in their school adjustment in Federal Government Colleges in Sokoto State.

**H<sub>02</sub>:** There is no significant difference of school adjustment in male and female of Non-safe school initiative students in Federal Government Colleges in Sokoto State.

**Table 3: Difference in School Adjustment of Male and Female Non-Safe School Initiative Students in Federal Government Colleges in Sokoto State**

Variables	N	Mean	Std. Deviation	Df	t-value	p-value	Decision
Male	247	22.26	2.772	378	1.45	1.72	Not Significant
Female	140	21.74	1.338				

From Table 3, it can be seen that the difference in school adjustment of male and female Non-Safe School Initiative students has t-value= 1.45 with p-value= 1.72 > .05. Thus, the hypothesis is accepted. This indicates that, there is no significant difference in school adjustment of male and female Non-Safe School Initiative students of Federal Government Colleges in Sokoto State because the p-value is greater than the .05 level of significance. Thus,

hypothesis which states there is no significant difference in school adjustment of male and female Non-Safe School Initiative students in Federal Government Colleges in Sokoto State was retained. This means that male and female non-safe school initiative students do not significantly differ in their school adjustment in Federal Government Colleges in Sokoto State.

### Discussion of Findings

The two null hypotheses tested in this study were retained and was further discussed as follows:

Hypothesis one stated that there is no significant difference of school adjustment of male and female Safe School Initiative students in Federal Government Colleges in Sokoto State. The finding on this hypothesis revealed that there is no significant difference of school adjustment between male and female Safe School Initiative students. Thus, the hypothesis is accepted. The result indicates that school adjustment for male and that of female was not significant. Hence, there is no significant difference between school adjustment of male and female Safe School Initiative students in Federal Government Colleges in Sokoto State because p-value was greater than .05 level of significance. This findings concur with the study of Mifra (2012) who studied school adjustment of middle age students and found that there is no significant difference in the adjustment of male and female students. This could be as a result of pro-social and antisocial behaviors in general. For instance, the social learning theory Fleming, Catalano, Oxford, and Umar et al. (2014) indicated that children learn patterns of behaviors from primary socialization sources, like peer group, school and family. As a result, they are motivated to conform to the norms, expectations and values of the pro-social sources. On the other hand, they argued that, weak bonds to pro-social sources and strong bonds to anti-social sources expose children to norms, expectations and values of anti-social sources. This was also supported by the assertion of (Maddox and Prinz cited in Roy and Mifra, 2012).

Hypothesis two stated that there is no significant difference of school adjustment between male and female non-Safe School Initiative students of Federal Government Colleges in Sokoto State. The finding on this hypothesis revealed that there is no significant difference of school adjustment between male and female non-Safe School Initiative students. Thus, the hypothesis is accepted. The result indicates that school adjustment for male and that of female was not significant. Hence, there is no significant difference between school adjustment of male and female Non-safe School Initiative students of Federal Government Colleges in Sokoto State because p-value was greater than .05 level of significance. This finding concur with the study of Mifra (2012) who studied school adjustment of middle age students and found that there is no significant difference in the adjustment of male and female students. This could be as a result of pro-social and antisocial behaviors in general. For instance, the social learning theory Fleming, Catalano, Oxford, and Umar et al. (2014) indicated that children learn patterns of behaviors from primary socialization sources, like peer group, school and family. As a result, they are motivated to conform to the norms, expectations and values of the pro-social sources. On the other hand, they argued that, weak bonds to pro-social sources and strong bonds to anti-social sources expose children to norms, expectations and values of anti-social sources. This was also supported by the assertion of (Maddox and Prinz cited in Roy and Mifra, 2012).

### Conclusion

Based on the analyzed and interpreted data of this study, it was concluded that, male and female Safe School Initiative students and non-safe school initiative students of Federal Government Colleges in Sokoto State do not differ significantly in their school adjustment.

### Recommendations

In view of the findings of the study, it was recommended that:-

1. Teachers and counsellors should help both male and female safe school initiative students in improving their school adjustment through continue counselling of students in school and frequent appraisal of students at all times so as to check whether adjustment had really taken place or not.
2. Teachers and counsellors should help both male and female non-safe school initiative students in their school adjustment through mentoring and regular counselling as this could help them adjustment properly in school.

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