NEEDS SATISFACTION AND SOCIAL ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS IN OF CROSS RIVER STATE, NIGERIA

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Abstract. The study investigated the influence of needs satisfaction on social adjustment among students in Calabar Municipality, Cross River State, Nigeria. To achieve this purpose, three hypotheses were formulated to guide the study. The study adopted a survey research design. A stratified and purposive sampling technique was used to select a total of three hundred (300) students in study. The instrument used for data collection was questionnaire titled” Needs Satisfaction and Social Adjustment Scale (NSSAS). The questionnaire was validated by experts in measurement and Evaluation and the reliability established using Cronbach alpha reliability estimate were .81 and the coefficient was high for the instrument to be considered dependable and consistent. The test statistics used for the study was simple regression. This statistics was selected based on the nature of the hypotheses and how they were measured in the instrument. The result showed that there is significant influence of psychological, physiological and social needs satisfaction on social adjustment among students. Based on the finding, recommendations were made that students’ physiological needs such as food, shelter and clothing should be made a priority by parents in order to help the learner adjust speedily to the demands of the environment.

Keywords: Adjustment, needs, psychological, students

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INTRODUCTION

The learner in the school environment is an embodiment of different characteristics. These diversities in characteristics are evident in all learners as a result of the differences in their genetic make-up and home differential setting. These differences are sometimes used to explain the rationale for the learners’ behaviour. For example, most students respond positively to new task, environment and challenges, while others respond aptly, differently in the same situation. This is why Isangedighi (2011) asserts that the home environment is different from the school environment. That is, the demands of the home are different from that of the school. The task of a particular level in the school is different as the learner progresses in his education. More so, school rules and regulations, standards and norms differ and the learner must therefore adjust to this demand in order to function well in the school system.

Adjustment as a continuous process that last throughout lifetime is important characteristics of a happy and peaceful life (Bhagat and Baliya, 2016). It allows the individual to change and adjust his behaviour and tendencies in order to confront difficult situations. Adjustment deals with the way an individual adapts to his environment and demands of life (Ogoemeka, 2013), which includes how he relates to others and how he he deals with his responsibilities and inner feeling. Psychologically, adjustment helps the organism to cope with the demands and pressure of the world as well as the needs, desires and conflicts experience from within. Adjustment as a process describes and explains the ways and means of an individual adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure (Rashid, 2011). It is an organizational behaviour in life situations at home, at school, at work, in growing up and in ageing. It helps one to keep out basic impulses at tolerable level, to believe in one’s own abilities and to achieve desired goals (Amalu, Amalu & Oyoita, 2022). Thus adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical and vocational dimensions. In general, the adjustment process according to Sharma (2016) has four parts: a need or motive in the form of a strong persistent stimulus, the thwarting or non-fulfilment if this need, varied activity or exploratory behaviour accompanied by problem solving, some response that removes or at least reduces the initiating stimulus and completes the adjustment.

To keep pace with the revolutionary changes in the different fields of the society, one has to make changes with oneself or his environment. If the individual does not keep pace with the changing times, he is thrown back in the society (Amalu & Njoku 2019) So, the individual has to constantly make change with himself, to make adjustment possible. Adjustment in the school system is of different dimensions. This could be psychological, social and academic adjustment. For the purpose of this study, the researchers are interested in social adjustment.

Another variable that is of utmost importance to this study is needs satisfaction. Need satisfaction is a range of internal and external desires by man that must be satisfied in order to aspire for greater things. Every individual has certain needs that must be satisfied in order to live a meaningful life. These needs could be intrinsic or extrinsic. Maslow (1954) posited that human needs are structured from physiological to self-actualization needs and that satisfaction of one level of needs will lead to better aspiration of higher order needs, No student can be devoid of all these needs and adjust well to the learning environment, For example, it may be impossible that where a child is devoid of food, shelter or even clothing, they can never get along with others in the school especially where their peers are looking clean and may not want to associate with them. This is the more reason why most students were rejected or not accepted by their peers and this arouses in them a sense of inferiority that may affect them grossly. More so, where a child develops a sense of insecurity as a result of threats from the environment, peers, teachers, senior students and even parents, according to (Ofoegbu, Amalu &Uchegbu,2020) may affect the child. In the context of this study, these needs could be psychological, physiological and social needs satisfaction. Individuals are likely to thrive and be motivated in settings that fit well with their psychological needs (Eccles and Roeser, 2011). During adolescence, individuals have an increasingly higher needs for complex tasks to take part in decision making. Self-
determination theory by Ryan and Deci (2018) posit that humans have inherent motivation to learn and develop. They also have a natural tendency to assimilate environmental values and practices. SDT posits that one’s motivation is contingent on the capacity of the environment to promote or discourage three innate needs namely autonomy, competence and relatedness.

The needs for autonomy refer to the need for a sense of control, agency or autonomy in interaction in the environment. It is also the need of being self-governed and taking responsibility for the choices one makes. The need for competence is similar to the need for mastery and understanding to seek control of outcomes and experience mastery of any given situation. Humans also need to feel connected to the larger context of a situation. The need for relatedness is the universal need to interact, to be connected to and to experience caring for others. This can be satisfied by sharing the thoughts and feeling with theirs, feeling accepted and receiving confirmation from others. The three needs of autonomy, competence and relatedness interact and forms one’s self determination. When these needs are satisfied they encourage psychological well-being and enable individuals achieve optimal social relationship (Bekomson, Amalu, Ngban & Abang, 2020). In contrast, when these needs are not satisfied, students fail to thrive. Social needs are needs for belonging, love, affection as well as for relationship with family friends and companionship. These needs are met through pleasing.

Social adjustment is an organism’s ability to get along with the social environment by maintaining a healthy social interaction and interrelationship among those in the environment. In the process of social adjustment, the individual tries to behave in accordance with norms, ethics and values that enhance his survival and meeting the social expectation of the environment. It is the ability to develop and launch constructive social relationship with other people. When individuals are able to adjust effectively in a new environment, it enhances their optimal performance, physically and intellectually.

In this study, the researcher will be particular about the influence of need satisfaction on social adjustment. Lionel (2013) carried out a study on need satisfaction, motivation and social interdependence in high school students. The study examined the climate of one large urban high school was related to individual perceptions of autonomy, competence and relatedness across gender and racial/ethnic subgroups. Then structural equation modelling to test a process model in which autonomous motivation mediated the relationship between perceived climates or needs satisfaction (with and without accounting for prior year achievement). The sample comprised of 863 students from an urban high school in the Western United States. The reliability and structural validity for the basic psychological needs scale (BNS) were below acceptable ranges, whereas the reliability and structural validity for the social adjustment scale (SAC) were within the acceptable ranges. The relationship among need satisfaction, autonomous motivation and social interdependence were not fully consistent with SDT; that is competence and relatedness were significantly related to social relationship (r=.09p>.01). European American and Asian American students showed significantly and meaningfully higher mean-level GPA than African American and Latino students whereas differences among groups in needs satisfaction and autonomous motivation were not both meaningful and significant. The process model without prior adjustment explained 1% of the variance in adjustment capacity and fit indices approached acceptable ranges, whereas the model with prior year status showed unacceptable fit indices.

A study by Raizene, Gabrialavicula and Garckija (2017) on the link between basic psychological need satisfaction and school adjustment: A person oriented approach. The objectives were to identify the individual profiles of basic psychological need satisfaction at school and to establish its relation to academic, personal and social adjustment. A sample of 306, 13-18years old student from four Lithuanian schools was surveyed. Two groups (average and low need satisfaction were identified using the latent profile analysis. Average need satisfaction students showed better adjustment in comparison with low need satisfaction students. The finding confirmed the importance of all three basic psychological need satisfaction for school adjustment. Fernando and Amparo (2010) carried out a study on the relationship among student psychological need satisfaction, approaches to learning, social relationship and achievement.
The study examined the relationship between student psychological need satisfaction (autonomy, competence, relatedness and belonging), their reporting of approaches to learning (deep and surface), their reporting of social relationships (avoidance of effort and challenge, avoidance of help seeking and preference to avoid novelty) and achievement in subject-matter domains. The sample comprised 157 Spanish undergraduate students. Self-report questionnaires were used to measure the construct selected for this study and their interrelationships examined using structural equation procedures. It was proved that basic needs satisfaction, when satisfied encourage the use of the deep approach to learning and in turn, the decrease of students’ avoidance strategies. In contrast, when these needs are not satisfied, the use of the surface approach to learning is encouraged, consequently leads to an increase in students’ negative attitude to social relationships and achievement. The result suggested that approaches to learning and avoidance strategies may play a mediator role between student psychological needs and student achievement: In a study conducted by Allison and Mark (2012) on the relationship of basic need satisfaction and social adjustment: A preliminary examination of the factors militating against social performance. The study adopted a survey research design with stratified and simple random sampling technique to collect a sample of 560 students. The result showed that there was a significant influence of basic need satisfaction on social adjustment. It was found that food, shelter and clothing were significant when a post hoc analysis was conducted using Fishers Least significant Difference (LSD). In a study carried out by Hilary and Egenel (2013) on the factors militating against social relationship among middle school students, the study adopted a survey research design with simple random sampling technique. The study made use of 320 students selected randomly. Questionnaires and social adjustment scale adapted were used for data collection. The result revealed that home background (provision of basic need, love and care), school social climate were significant factors that influence students social relationships

In another study on psychosocial predictors of secondary school students’ adjustment to school by Opara and Onyekuru (2013), the study investigated the psychosocial predictors of secondary school students’ adjustment to school in obi-Akpor Local Government Area of Rivers State, Nigeria. The study adopted correlation design. A sample of 452 SS2 students was drawn from the population through stratified random sampling technique. The reliability coefficients for PPS and SAS subscales were 0.76, and 0.82 respectively. All reliabilities were obtained via Cronbach Alpha technique. The result of the simple linear regression and the Analysis of Variance (ANOVA) showed that self-concept, family background (basic need satisfaction, parental love and care) significantly predicted secondary school students’ adjustment to school while emotional intelligence and peer group do not. In terms of relative effects of the psychosocial factors, self-concept was found to be most effective, followed by emotional intelligence and lastly peer group.

Another study conducted on student need satisfaction and pattern of relationships in secondary schools in Khyber Pakhtunkhwa, Pakistan by Safdar and Inayat (2013) to examine the satisfaction level of the three basic physiological needs of the secondary students and relationship of the fulfilment of these needs with the pattern of relationships. The objectives of the study were i). To identify the relationship of these three of these basic physiological need satisfaction level of the secondary students. ii). To identify the relationship of these three basic need satisfaction with the pattern of social relationship among students. The study was descriptive in nature and survey method was used to collect the data. The population of the study was students who were in Grade 9 class of secondary schools. A sample of 454 students was taken using simple random sampling technique. The result revealed that there was positive correlation between basic physiological need satisfaction and social relationship among students, there was correlation between food need satisfaction and peer relationship, positive high correlation between shelter need satisfaction and very low or negligible correlation between clothing need satisfaction and peer acceptance. In a similar study by Aminga(2016) on the evaluation of the influence of pupils' physiological needs and need satisfaction on academic performance and school adjustment of public primary schools in Eastern zone of Nakuru Municipality, Kenya. The study used survey research design to establish the influence of adequate nutrition,
adequate water, adequate sleep and family well-being on academic performance of class 8 pupils in the area of study. The study target population was 800. 370 respondents were chosen as sample of the study through systematic random sampling. Provision of adequate nutrition, provision of adequate water and the feeling that one's need, adequate attention, parental love and care were met at the family level showed influence on academic performance and school adjustment. The study concluded that though Maslow's theory of hierarchy of needs gave valuable insight on the role that meeting physiological needs and social needs played on academic performance and adjustment, it was not completely adequate in explaining why some pupils who were physiologically deprived still ended up performing well in examination.

From the reviewed literature, it can be seen that need satisfaction is an important factor that has a profound relationship with the adjustment of individuals socially. Therefore there is need for this present study to be carried out since the effective adjustment of students may enhance their optimal performance both physically and intellectually.

STATEMENT OF THE PROBLEM

Over the years, observations have shown that most students in schools especially in the area of relationship with their peers and in social interaction with others. In some cases, students find it difficult relating with teachers, friends and siblings at home. This situation has been a source of concern to researchers, parents, teachers, school administrators, government and Non-Governmental Organizations (NGOS). Government and school administrator have provided desks, where students sit together to discuss and interact in the classroom, they are grouped for debates and quiz, time has allocate for fellowship, inter-class sports among others. Churches and Non-Governmental Organizations are not left out in these efforts to ameliorate this situation of maladjustment but the problem still persist among secondary school students. This is what prompted the study to investigate the needs satisfaction and social adjustment among secondary school students in Calabar Metropolis of Cross River State.

Purpose of the study

The purpose of the study is to examine the influence of need satisfaction on social adjustment among secondary school students in Calabar Metropolis. Specifically, the researcher is poised to find out if:
1. Psychological need satisfaction influences social adjustment
2. Physiological needs satisfaction influences social adjustment.
3. Social needs satisfaction influences social adjustment

Statement of hypotheses

The hypotheses stated in the null form guided the study
1. There is no significant influence of psychological needs satisfaction on social adjustment of secondary school students.
2. There is no significant influence of physiological needs on social adjustment of secondary school students.
3. There is no significant influence of social needs on social adjustment among secondary school students.

METHODOLOGY

The study adopted a survey research design, because information from a larger population about a particular phenomenon was collected with the use of questionnaire. The population of the study consist of all the thirteen (13) public secondary school in Calabar Municipality for 2020/2021 session. These schools had a total enrolment of three thousand and thirty-two (3032) SS1 students in Calabar Municipality as recorded by the Ministry of Education in 2020/2021. Stratified random sampling technique was used to select five (5) schools while simple random sampling was used to select three hundred students (300). Sixty (60) students were selected from each of the sampled school.

Questionnaire titled Need Satisfaction and Social Adjustment Scale (NSSAC) was used for data collection. The questionnaire had 3 sections (A,B,C). Section A provided personal data of the respondents, while B which had 18 items was designed to measure sub-variables of needs satisfaction such as I am independent of my parents, I eat three times a day, I can interact freely with my friends. Section C contained items on social adjustment
measured using a total of 18 items. Sections B and C were structured using the modified Likert type response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The validity of the instrument was established by two experts in Educational Psychology, Measurement and Evaluation. The reliability coefficient was .80 using Cronbach alpha reliability coefficient. Forty (40) students who were not part of the sample for the study were used to determine the reliability of the instrument. Copies of the questionnaires were administered in the selected schools by the researcher and two research assistants with the permission of the principals of the various schools. At then of the exercise, 299 copies of the questionnaires were successfully retrieved from the respondents. The data collected were coded and analyzed using simple regression statistical technique.

RESULT

Hypothesis One

There is no significant influence of psychological needs satisfaction on social adjustment among students. The independent variable is psychological needs satisfaction, while the dependent variable is social adjustment measured continuously. To test the hypothesis, simple regression analysis was employed and the result is presented in Table 1.

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean Squares</th>
<th>F-val</th>
<th>p-val</th>
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<tr>
<td>Within</td>
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<td>298</td>
<td>92.65</td>
<td>15.34</td>
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<tr>
<td>Total</td>
<td>29031</td>
<td>299</td>
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</table>

R = 0.762; AdjR²=0.581

Table 3 showed that R = 0.762 which means that the variation in the social adjustment could be attributed to 58.1% of the contribution of psychological needs satisfaction. A further look at the analysis of variance (ANOVA) showed that (F=15.34, p<.05). Since p(.000) is less than p(.05), this implies that there is a significant influence of psychological needs satisfaction on social adjustment among students. Hence the null hypothesis is rejected.

Hypothesis Two

There is no significant influence of physiological needs satisfaction on social adjustment among students. The independent variable is physiological needs satisfaction, while the dependent variable is social adjustment measured continuously. To test this hypothesis, simple regression analysis was used and the result is presented in Table 2.

<table>
<thead>
<tr>
<th>Source of variation squares</th>
<th>F-val</th>
<th>p-val</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Within</td>
<td>27543</td>
<td>298</td>
</tr>
</tbody>
</table>

Table 4 revealed that R= 0.601 Which indicated that there is a significant relationship between physiological needs satisfaction and social adjustment among students. This implies that the higher the physiological need satisfaction, the better adjusted the students will be socially. More so, the Adj R=0.361 which revealed that the variation in the social adjustment could be attributed to 36.1% of the contribution of physiological needs satisfaction. A further look at the analysis of variance (ANOVA) showed that (F=16.09, p<.05). Since p(.000) is less than p(.05), this implies that there significant influence of physiological needs satisfaction on social adjustment among students. Hence, the null hypothesis is rejected.
Hyphothesis Three

There is no significant influence of social needs satisfaction on social adjustment among students. The independent variable is social needs satisfaction while the dependent variable is social adjustment measured continuously. To test this hypothesis, simple regression analysis was used and the result is presented in Table 3.

Table 3
Simple regression analysis of the influence of social needs satisfaction on social adjustment

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean squares</th>
<th>F-val</th>
<th>p-val</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
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<tr>
<td>Within</td>
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<td>92.28</td>
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<td>Total</td>
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<td>299</td>
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</table>

R= 0.817, AdjR²=0.667

Discussion of findings

Hypothesis one stated that there is no significant influence of psychological needs satisfaction on social adjustment was rejected in terms of student-student relationship, peer-teacher relationship and student-parents relationship. This implies that there is an influence of psychological needs on social adjustment. This could be due to the fact that adolescents are likely to thrive and be motivated in settings that fit well with their psychological needs. Where the individual needs of relatedness and competencies is achieved, there is every likelihood that they would be able to work well with others in the environment as well as adjust to the demands of the task, responsibilities that the environment offers to them. Where this lacking, it becomes a serious challenge for this students to work well with others as well as relate well with parents at home. The finding of this study was in agreement with the findings of Lionel(2013) that revealed that basic needs when satisfied, there is every tendency that students adjust well to their social relation pattern.

Hypothesis two which stated that there is no significant influence of physiological need satisfaction on social adjustment was rejected in terms of student-student relationship, peer-teacher relationship and student-parents relationship. In collaboration with the finding noted that at the physiological level is the need for air, water, nourishment, good health, activity, rest and avoidance of pain. The students require nourishing food and clean clothes before they are in any condition to move on to a higher stage of development such as playing with their parents. Where students physiological needs such as food, shelter, good clothing are not satisfied, there is every tendency that most students would be hungry, socially withdrawn, develop inferiority complex as well as fear of association which is inimical for social adjustment tendencies. Some of these needs may specific to the children for example; a child deficient in a particular nutrient will develop a specific hunger for foods containing that nutrient. If such is not satisfied, the child begins to withdraw and this may affect their relationship with peers and teachers in school. This finding is in agreement with the finding of Saifdar and Inyat(2013) who concluded that basic physiological needs of students are essential for proper adjustment in the social setting.

Hypothesis three which stated that there is no significant influence of social needs satisfaction on social adjustment was rejected in terms of student-student relationship, peer-teacher relationship and student-parents relationship. This could be due to the fact that these social needs are needs for having a sense of belongingness, love, affection for relationship with family, friends and companionship. These needs are met through pleasing and fulfilling relationship with others. A pleasing and fulfilling relationship would imply acceptance by others. The finding
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Corroborates the finding of Hilary and Egenel (2013) that noted that adolescents have needs for love and affection. Affection is the key factor in any meaningful and social relationship. The home provides the child the first social setting in which mutual liking, love and affection are nurtured between parents and the offspring or between children and other relatives. The child development of trust, sense of belonging, self-confidence and personal expression is dependent on the prevailing air of social interaction and the level of emotional stability at home. Where there is warmth, attention and helping behaviour in the environment, they adjust to the demands of the social environment. But a child whose social environment has not allowed for self-expression and social interaction will tend to act in isolation at school. Children from unstable and quarrelsome homes will normally need additional and special attention at school, if they have to cope with social and intellectual demands of school life.

CONCLUSION AND RECOMMENDATIONS

Conclusion
This study has tried to examine students need satisfaction and its influence on their adjustment in social setting. It was revealed that for proper adjustment socially, the students have to be highly satisfied. Hence it is imperative to provide them with information and skills that will increase their adjustment with the social life in the school.

Recommendations
Based on the finding, the following recommendations were made:
1. Students’ physiological needs such as food, shelter and clothing should made a priority by parents in order to help the learner adjust speedily to the demands of the environment.
2. Warmth, loving and caring environment should be created to enhance the satisfaction of the social needs of the learners.
3. The activities that would promote the individual such as reinforcements should be promoted in school and at home in order to help the learner develop self-esteem that would save them from inferiority complex which affects social relationships.

REFERENCES


