EKO JOURNAL OF EDUCATIONAL RESEARCH

• Volume 9 Sept. 2021 •



PUBLISHED BY:
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
AND COUNSELLING PSYCHOLOGY,
FACULTY OF EDUCATION, LAGOS STATE UNIVERSITY
OJO, LAGOS NIGERIA

DR. ADEDAYO ADESOKAN

EKO JOURNAL OF EDUCATIONAL RESEARCH

VOLUME NO. 9
2021

PUBLISHED BY
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
AND COUNSELLING PSYCHOLOGY.
FACULTY OF EDUCATION.
LAGOS STATE UNIVERSITY, OJO, LAGOS, NIGERIA

VOLUME NO. 9
EKO JOURNAL OF EDUCATIONAL RESEARCH (EKOJER)

The Official Journal of the
Department of Educational Foundations and Counselling Psychology,
Faculty of Education, Lagos State University, Ojo, Lagos, Nigeria

Editorial Crew

Editor-in-Chief: **Prof. Oluwatobi Pemede**

Managing Editors: **Prof. A. O. K. Noah**
Prof. Akinkoutu, Yemi Ambrose
Prof. Abodunrin, Ife
Prof. Dosunmu, Semeon A.

Business Managers: **Dr. Etobro,Akpezi Benjamin**
Dr. Odebowale, Ireti T.
Dr. Olagunju, Isioma
Dr. Falade Enitan O.
Mr. Gandonu, M. B
Mrs. Sanni, H. M
Mrs. Aina, Omobolanle . O.

Editorial Consultants: **Prof. Badejo, Ayodeji . O**
Prof.Bisi Obadofin
Prof. Sulaiman, Afolashade Airat
Dr. Olufowobi, Oludare .O
Dr. Abidogun, Babajide. G.

Associate Editors:
Prof. C. O. Fasan: *Lagos State University, Lagos, Nigeria*
Prof. Kola Babarinde: *University of Ibadan, Ibadan, Nigeria*
Prof. Esther Oduolowu: *University of Ibadan, Ibadan, Nigeria*
Prof. Edun Taiwo: *Olabisi Onabanjo University, Nigeria*
Prof. Pesanayi Gwirayi: *Great Zimbabwe University*
Prof. Nkidi Phatudi: *College of Education University of South Africa, UNISA*
Prof. Martin C. Njoroge: *University of Pennsylvania, USA.*
Prof. Omoteso, B. A.: *Obafemi Awolowo University, Nigeria*
Prof. Mejai B, M, Avoseh, *: University of South Dakota, USA*
Prof. Lawrence. O. Bamikole: *The University of the West Indies, Mona Campus, Kiriptson Jamaica*
Prof. M. B. Ubangha: *University of Lagos, Nigeria*

CONTRIBUTORS

Abidogun, Babajide Gboyega PhD. Department of Educational Foundations and Counselling Psychology, Faculty of Education, Lagos State University, Ojo, Lagos.

Abisoye Motunrayo Afusat. Department of Educational Management, Lead City University, Ibadan, Oyo State, Nigeria

Adegbenga A. Onabamiro. Tai Solarin University of Education, Ijagun, Ogun State.

Adeosun, Praise Kehinde (PhD), Department of Educational Evaluation and Counseling Psychology, University of Benin, Edo State, Nigeria.

Adesokan, Adedayo, Department of Special Education, Faculty of Education, Kwara State University, Malete.

Adewole, Mercy Folasade. Department of Educational Foundations and Counselling Psychology, Faculty of Education, Lagos State University, Ojo

Adeyemi Oladele Mutalib. Department of Educational Foundation and Counselling Psychology, Faculty of Education, Lagos State University, Ojo

Adeyeye, Biliamin Adekunle. Michael Otedola College of Primary Education, Noforija, Epe, Lagos, Nigeria

Afolake Olajumoke Salawu. National Productivity Centre, Ibadan, Oyo State.

Aina, Omobolanle Oyenike, Department of Educational Foundations and Counselling Psychology, Faculty of Education, Lagos State University, Ojo

Ajimuse, Muyiwa Sunday (Ph. D), Department of Educational Management and Business Studies, Faculty of Education, Federal University, Oye Ekiti, Ekiti State, Nigeria

Ajimuse, Muyiwa Sunday (PhD). Department of Educational Management, Faculty of Education, Federal University Oye-Ekiti.

Akanni, Olurotimi Oladayo Ph.D. Department of Educational Psychology and Counselling, EACOED, Oyo, Oyo State P.M.B.1010.

Akinkuotu Yemi Ambrose (Prof.). Department of Educational Foundation and Counselling Psychology, Faculty of Education, Lagos State University, Ojo

Akinnaso-Olowo, F. M. Department of Educational Foundations, Federal University, Oye-Ekiti

Akinwale, Joel Mayowa. Department of Educational Foundations and Counselling Psychology, Faculty of Education, Lagos State University.

Amos Nidimma Yilbis. Department of Arts Education, Faculty of Education, University of Jos

Anyaehie, Kosisochi Vivian. Department of Educational Management, University of Lagos

Anzaa, Jonathan Tyodaa, Department of Educational Foundations, Nasarawa State University, Keffi, Nasarawa State, Nigeria

Arinola B.L, Centre for Entrepreneurship, Yaba College of Technology, Lagos State, Nigeria.

Aworinde Adekunle. Department of Pure and Applied Mathematics, Ladoke Akintola University of Technology (Lautech), Ogbomosho, Oyo State

Ayoola, A.T, Centre for Entrepreneurship, Yaba College of Technology, Lagos State, Nigeria.

Babalola, Oludare Ezekiel, Department of Educational Management and Business Studies, Faculty Of Education, Federal University, Oye Ekiti, Ekiti State, Nigeria.

Badejo, A.O. Department of Educational Foundations and Counselling Psychology, Faculty of Education, Lagos State University.

Badung Joel Danladi. Department of Arts Education, Faculty of Education, University of Jos

Bakare, Racheal Adenike, Department of Educational Evaluation and Counseling Psychology, University of Benin, Edo State, Nigeria.

Bisi Obadofin (Professor). Department of Educational Foundations and Counselling Psychology, Faculty of Education, Lagos State University.

Bodunrin, A. Olugbenga (Ph.D). Department of Educational Foundations and Counseling Psychology, Faculty of Education, Lagos State University, Ojo.

Dimkpa, Daisy Inyingi. Department of Educational Foundations, Niger Delta University, Bayelsa State, Nigeria

Dosunmu, Simeon. A. (Prof.). Department of Educational Foundations and Counseling Psychology, Faculty of Education, Lagos State University, Ojo.

Efuntade Omotayo Olubunmi, Department Of Economics, Faculty Of Social Science, Federal University Oye Ekiti, Ekiti State.

Efuntade, Adelani Olusegun, Bursary Department, Federal University, Oye Ekiti, Oye-Ekiti, Ekiti State, Nigeria

Etobro, A. Benjamin (Ph.D). Department of Educational Foundations and Counselling Psychology, Faculty of Education, Lagos State University, Ojo

Etobro, A.B. Department of Educational Foundations and Counselling Psychology, Faculty of Education, La State University

Gloria George Galadima. College of Basic and Advanced Studies, Yelwa-Yauri, Kebbi State.

Ife Abodunrin (Professor). Department of Educational Foundations and Counselling Psychology, Faculty Education, Lagos State University.

Ikleel A. Akewugberu. Ansar-Ud-Deen College of Education, Isolo, Lagos State.

Ileuma Senimetu(PhD). Department of Educational Management, Lead City University, Ibadan, Oyo State, Niger

Lamidi, Muraina Adeniyi. Department of Educational Foundations and Counselling Psychology, Faculty Education, Lagos State University, Ojo

Maciver, Johnson Etaverho. Department of Educational Foundations, Niger Delta University, Bayelsa Stat Nigeria

Nwosu, Ngozi P., Department of Educational Foundations, Nasarawa State University, Keffi, Nasarawa Stat Nigeria

Odebowale, Ireti Tina, Department of Educational Foundations and Counselling Psychology, Faculty of Educatio Lagos State University, Ojo

Ogunleye Isabellah Adejoke PhD. Lagos State Ministry of Education.

Ogunsakin, Ayodele Augustine Barnes (PhD). Department of Educational Management, Faculty of Educatio Lagos State University, Ojo, Lagos State

Okechukwu, Joy Chinwe. Department of Educational Foundations and Counselling Psychology, Faculty Education, Lagos State University, Ojo, Lagos.

Oladejo, Muhideen Adewale Ph.D. Department of Educational Foundations and Administration Adenira Ogunsanya College of Education.

Olagunju, Isioma Stella. Department of Educational Foundations and Counselling Psychology, Faculty Education, Lagos State University, Lagos Nigeria.

Olaloye Bunmi. Department of Educational Foundation and Counselling Psychology, Faculty of Education, Lag State University, Ojo

Olatunji, Alice Bolanle. Department of Educational Foundation s and Counselling Psychology, Faculty Education, Lagos State University, Ojo, Lagos

Ologunde, Michael Tunde. Department of Educational Foundations, Federal University, Oye-Ekiti

Olnbusayo Aduke Asikhia. Department of Educational Psychology, Guidance and Counseling, School **Education, Michael Otedola** College of Primary Education, Noforija, Epe, Lagos, Nigeria.

Oresajo, N. Olasunkanmi, PhD. Training and Research Fellow, Training and Research Department, Nation Institute For Educational Planning and Administration (NIEPA) Ondo State, Nigeria.

Osakwe, Georgina O. Department of Educational Foundations and Counselling Psychology, Faculty of Educatio Lagos State University.

Osokoya, M. Modupe (Ph. D). Institute of Education, University of Ibadan, Ibadan Nigeria

Owoeye, R.O. Department of Educational Foundations and Counselling Psychology, Faculty of Education, Lag State University, Ojo, Lagos, Nigeria.

Oyebade, Stephen Adebanjo (Prof.). Department of Educational Management, University of Lagos

Oyeyemi, Kayode. Department of Educational Management, Faculty of Education, Lagos State University.

Oyeyemi, Lawrence Kolawole. Department of Educational Foundations and Counselling Psychology, Faculty Education, Lagos State University, Ojo.

Rosanwo O.A, Department of Educational Foundations and Counselling Psychology, Faculty of Education, Lag State University, Ojo, Lagos, Nigeria.

Sanda, Yakubu Yusufu PhD. Department of Arts Education, Faculty of Education, University of Jos.

Sulayman,MujibatAjoke, Department of Special Education,Faculty of Education, Kwara State University, Malet

Suuru, Abosede Funmi. Department of Educational Psychology, Guidance and Counseling, School of Educatio **Michael Otedola** College of Primary Education, Noforija, Epe, Lagos, Nigeria.

Tenabe, M. Bodunde. Faculty Officer, Training and Research Department, National Institute For Educationa Planning and Administration (NIEPA) Ondo State, Nigeria

Théophile G. Kodjo Sonou, PhD. Département d'Anglais, Institut Universitaire Panafricain (IUP), Porto-Nov Bénin

Usman Tunde Saadu. PhD. Department, Early Childhood and Primary Education, Faculty of Education, Kwa state University, Malete.

Wilcox, Lydia Amonia. Captain Elechi Amadi Polytechnic, Port Harcourt, Rivers State, Nigeria

Yusuf, J. Ph.D. Guidance and Counselling Unit, Al-Hikman University, Ilorin, Kwara State.

TABLE OF CONTENTS

1.	Impact of Child Labour on the Health of the Child – **Abidogun, Babajide Gboyega (PhD) & Okechukwu, Joy Chinwe**	1
2.	School Plant Management as Determinant of Teachers' Job Satisfaction in Public Secondary Schools in Oyo State, Nigeria – **IleumaSenimetu (Ph.D) & Abisoye Motunrayo Afusat**	4
3.	Relationship Between Teachers' Characteristics and Secondary School Students' Academic Achievement in Three Local Government Areas of Lagos State – **Adegbenga A.Onabamiro, Gloria George Galadima &Afolake Olajumoke Salawu**	13
4.	Attitude of Mathematics Teachers Toward Corrective Feedback in Senior Secondary Schools in Benin Metropolis – **Adeosun, Praise Kehinde (Ph.D) & Rachael Adenike Bakare**	20
5.	Gender Differences in Social and Academic Adjustment of Students Studying Special Education at Kwara State University, Malete Kwara State Nigeria – **Adedayo Adesokan &Muyibat Ajoke Sulayman**	27
6.	Effectiveness of Quality Control Mechanism on Primary Education in Lagos State, Nigeria – **Lamidi, Muraina Adeniyi, Adewole Mercy Folashade &Aworinde Adekunle**	35
7.	Child Abandonment and its Psychological Effects on Personality Development of Children in Lagos Nigeria – **Prof. Akinkuotu Y.A & Adeyemi Oladele Mutalib**	41
8.	Panacea for Government Funding of Running Cost Burden of Universal Basic Education Programme- **Ajimuse, Muyiwa Sunday(Ph.D), Efuntade, Adelani Olusegun Babalola, Oludare Ezekiel &Efuntade Omotayo Olubunmi**	46
9.	Centrality of Education and National Development – **Oyeyemi Kayode, Ajimuse, Muyiwa Sunday (Ph.D) & Ogunsakin, Ayodele Augustine Barnes (Ph.D)**	52
10.	Factors affecting the Reading Readiness of Pupils in Nigerian Pre-primary Schools – **Akinkuotu Yemi Ambrose &Olaloye Bunmi**	56
11.	Yoruba Language as a Medium of Instruction: its Effects on the Academic Achievement of Primary School Pupils in Ibadan South Local Government Area of Oyo State – **Ologunde, Michael Tunde &Akinnaso-Olowo, F.M**	59
12.	Appraisal of Self-Efficacy Theraphy on Aggressive Behaviour Among Secondary School Students in Lagos State – **Bisi Obadofin, Ife Abodunrin & Akinwale, Joel Mayowa**	65
13.	Media Influence and its Effects in Creating Awareness in Career Choice among SS2 History Students in Jos-South Local Government Area of Plateau State – **Badung, Joel Danladi, Sanda, Yakubu Yusufu (Ph.D) & Amos,NidimmaYilbis**	72
14.	Work-Life Balance Practices and Teachers' Job performance in Lagos State Senior Secondary Schools: Implications for Economic, Planning **-Anyaechie, Kosisochi Vivian, Oladejo, Muhideen Adewale &Oyebade, Stephen Adebanjo**	78
15.	Influence of Household Characteristics on school Enrolment in the North-East Senatorial District of Benue State, Nigeria – **Anzaa, Jonathan Tyodaa& Nwosu, Ngozi P**	88
16.	Drug Abuse and Deviant Behaviours Among University Students in Lagos State, Nigeria – **Ayoola A.T. Arinola B.L., Rosanwo O.A & Owoeye R.O**	96
17.	The Effects of Mother Tongue on Teaching and Learning of English Language in Primary Schools in Ojo Local Government Area – **Adeniyi, Kikelomo (Ph.D), Mafikuyomi, Johnson Adewole, Adeniyi, Oluwasegun Kehinde &Mafikuyomi, Olufemi Deborah**	103

18. Trends in Gender Equity, Leadership and Human Capacity Training Among Local Government Education Authorities in Nigeria - **Adeyeye, Billiamin Adekunle** 112

19. Impact of Mass Media on the Criminal acts Manifestation of Adolescents in Ibadan Metropolis -**Akanmi Olurotimi Oladayo (Ph.D) & Yusuf, J. (Ph.D)** 119

20. Impact of Caregivers' Attitudes and Orphanage Home's Environment on the Personality type of Teenage Orphans in Lagos State –**Olubusayo Aduke Asikhia&Suuru, Abosede Funmi** 112

21. Economics Education as a Veritable Tool for Sustainable Development among Secondary School Students in Ekiti State, Nigeria - **Ayegbusi Emmanuel Taiwo, Adebayo, Florence Aduke &Ajimuse Muyiwa Sunday** 139

22. Significance of Guidance and Counselling at the Primary Schools: Intervention Strategies for School Children - **Bodunrin A. Olugbenga (Ph.D)** 146

23. Counsellor Trainees' Experiences of Counsellor Educators' Supervisory Skills in Nigeria - **Dimkpa, Daisy Inyingi, Maciver, Johnson Etaverho& Wilcox, Lydia Amonia** 152

24. Students' Attitude Toward Sports Betting Among Senior Secondary Schools in Lagos State, Nigeria- **A.O.K Noah, Dosunmu Simeon A & Oyeyemi Lawrence Kolawole** 162

25. Acts of Indiscipline in Contemporary Secondary Schools: Forms, Causes and Recommendations –**Ogunleye Isabellah Adejoke** 169

26. The Relevance and Impact of Culture on Early Childhood Education for National Development – **Olagunju, Isioma Stella** 174

27. Motivation in the Process of English as a Foreign Language (EFL), Reading, Teaching and Learning -**Theophile G. Kodjo Sonou** 180

28. Indigenous Knowledge and Skills for Decolonizing Early Child Care and Pre-Primary Education Towards Achieving SDG 4 by 2030 - **Ikleel A. Akewugberu** 189

29. Parental involvement: It's Effect on Academic Performance of Primary School Pupils - **Odebowale, Ireti Tina & Aina, Omobanle Oyenike**

30. Covid 19 Pandemic: Implications on Basic and Post-Basic Education and Career Development in Nigeria - **Oresajo, N Olasunkanmi (Ph.D) &Tenabe, M. Bodunde** 200

31. Adolescents' Substance Abuse Behaviour in Juvenile Correctional Centres in Lagos State: Implications for Counselling –**Osakwe, Georgina O., Badejo, A.O., & Etobro,A. B.** 207

32. Assessment of Voter Education Programme on Electorates' Attitude to Voting in Anambra State, Nigeria - **Osokoya, M. Modupe & Etobro, A. B.** 216

33. Patterns of Social Networking Among Senior Secondary School Students in Ogun State. –**Pemede,Oluwatobi & Oyeniyi, Taiwo Peter.** 228

GENDER DIFFERENCES IN SOCIAL AND ACADEMIC ADJUSTMENT OF STUDENTS STUDYING SPECIAL EDUCATION AT KWARA STATE UNIVERSITY, MALETE KWARA STATE NIGERIA

Adedayo ADESOKAN
adedayo.adesokan@kwasu.edu.ng; duduskydayo1@yahoo.com; 08167515243
&
MujibaT Ajoke SULAYMAN
oyindamola2real@yahoo.com; 08103433195; 08180724857

ABSTRACT

The study examined the gender difference in social and academic adjustment of students studying Special education at Kwara state University, Malete. Descriptive survey research design was used. The respondents were one hundred and forty-three (143) students studying Special Education, purposive sampling technique was used. Two research instruments were used; they are social adjustment questionnaire (r =0.74) and academic questionnaire (r =0.71). Two research questions were stated and two hypotheses were formulated and tested at 0.05 significant levels. Frequency count, percentage, mean and t-test were used to analysis data gathered.
The finding of the study revealed that social and academic adjustment of students studying Special Education was high. It was also revealed that there was no significant difference between social adjustment of male and female students studying Special Education at Kwara State University ($p>0.05$). It was revealed that there was no significant difference in the academic adjustment of male and female students studying Special Education ($p>0.05$).
It was therefore concluded that there was no gender difference in social and academic adjustment of students studying special education at Kwara State University, Malete. It was recommended that teachers, parents, school administrators should increase the counselling section for students and give them motivational talk.

Keywords: Adjustment, Social adjustment, academic adjustment and gender

Introduction

Transition from secondary school to higher institution of learning requires new challenges from students because of the nature of environment. This kind of transition needs adjustment to cope in new environment like University environment. Every student in higher institution of learning needs adequate adjustment to cope in a new environment after secondary school, but faced with different fate especially when they are given different courses to study that differ from their choice. This makes it difficult for them to adjust in the University environment. Adjustment is the way an individual cope in a new environment that is both physical and environmental factors, how one adjusts in a particular situation depends upon one's personal characteristics as also the circumstances of the situation. In other words both personal and environmental factors work side by side.

According to Feldinald & Feldinal (2006), adjustment is the continuous process of satisfying one's desire, mastery of the environment and sense of being at peace with oneself. Simply means that adjustment is the ability to select appropriate and effective measures so as to meet demands of the environment while maintaining a healthy attitude towards the circumstance. Margetts (2002) explains adjustment as the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts to school. From the psychologically point of view, adjustment helps the organism to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experienced from within (Dickens, 2006).
Adjustment is an innate psychological disposition to cope with challenges confronting one in any given situation or environment and it is the innate strength to accommodate any possible outcome or changes. The psychological concept of adjustment explains that, teenagers struggle to identify with his/her ethnic groups, way of life and behavior among living beings. Bier (2008) stated that adjustment is a process of altering behavior to reach a harmonious relationship with the environment. Every student in higher institution of learning needs adequate adjustment to cope in a new environment after secondary school. The adjustment areas expected of any students include social adjustment, emotional adjustment and academic adjustment. This research therefore focuses only on two areas of adjustment which are social and academic adjustment.
Social adjustment refers to the adjustment of an individual to the social set up of higher institution of learning around him or her. It involves the efforts made by an individual to cope with standards, values and needs of the society in order to be accepted. Social adjustment is fundamental for everyone but particularly important for undergraduate students engaged in a process of individualization from their home. This simply means social adjustment is how well students have integrated themselves into the social arena of the university including

dorm life, new friendships, and other activities the higher institution of learning has to offer.
Dyson and Renk (2006) stated that social adjustment of students can be defined in terms of how much students participate in social activities and how much they are satisfied with the social aspect of the university environment. Newly enrolled students in the university are required to adjust to the university environment. Students are not sure about their abilities to meet the new challenges and it will be a new experience for some students to think independently who mostly rely on their teachers and parents for their course work (Robinson, 2009).
More so, social adjustment refers to successfully managing time effectively, developing close friendships with other students, the frequency the student felt worried about meeting new people, isolated from campus life and lonely or homesick (Sax et al. 2000). One way of assisting students in establishing connections is to help them become involved in social activities at the university. Social adjustment to university life is also critical for success at university, particularly during the first year (Gomez & Conejeros, 2013;Rinn, 2007). Jones (2010) noted that social adjustment can be measured through students reported satisfaction with informal interactions with staff, faculty, and peers. In a study conducted by Enochs and Roland (2006) on the relationship between gender and living environment suggests that males adjust socially faster than females. In addition, the study revealed that females rely on social support more than their male counter-parts to adjust to the University life. Lama (2010) reported that there is a great tendency for female students to experience social adjustment problems more than males. These findings imply that male students are better adjusted in overall socially adjustment compared to female students. Female students tend to rely on relation and socialization experiences to aid in adjusting to university more than their male counter parts. In a Study conducted by Kaur (2016), Makwana and Kaji (2014) found that there is significant difference in social adjustment of male and female students. In a study conducted by Al-Mseidin and Omar-fauzee (2017) on the relationship between social and academic adjustment among secondary female students investigated the level of social and academic adjustment. A total of 100 students from one school were examined and the result from the analysis posited that there is a high level of Social Adjustment (60%) and Medium level of Academic Adjustment (66%) among female students. Velmurugan and Balakrishn (2011) investigated self-concept of higher secondary students in relation to social adjustment and found that the level of social adjustment among the higher secondary school students is high. Priya and Ms.malathi (2017) worked on a study on social adjustment among higher secondary school students and found out that majority of the boys and girls have high level of social adjustment but comparatively, the girls have high level of social adjustment than boys.
Academic adjustment is a process involving psychological and behavioral change as individual try hard to regulate them to achieve balance in their new academic environment and to meet the new learning requirements of a university (Feng & Li, 2002 in Quan (2014). Academic adjustment is the degree to which students are able to adapt with the academic demands by looking at their attitudes towards the course. Academic adjustment refers to how well students deal with educational demands, such as motivation to complete academic requirement, academic effort and satisfaction with academic environment. Acado et al. (2000) revealed that academic demands increase and new social relations are established when students join higher level of institution. Students are often uncertain of their abilities to meet these demands. Thus, Academic adjustment is a fit of a learner in the academic environment. Students adjusts academically well, if they have motivation, believe their capabilities, implement their abilities, be satisfied with their chosen universities and even the level of loyalty to their academic aims (Rienties et al., 2011).
In terms of how adjusted the individual is in academics, depends on the individual student's capability of getting grades and eventually achieving the goals and objectives of his/her academic pursuits. Magarey (2001) said that academic adjustment is significant for them to make successful change to maturity.

A study conducted on gender differences in academic adjustment has portrayed that girls are better adjusted academically compared to boys. One of such study was by Wang, Chen and Szeto (2008) which found that girls had higher scores on academic adjustment, than boys. Helena and Krister (2006), girls adjust academically better than boys in school. Abdallah et al. (2004) found a positive and significant relationship between student's level of academic adjustment and emotional intelligence among first year university students. Obi (2012) worked on Academic adjustment amongst first year undergraduate students in Anambra State University (ANSU) and result shows that majority of first year students have high level of academic adjustment. As gender roles in the society are being rapidly redefined, female students today are showing outstanding academic prowess and pursuing higher education.
Based on this, the study examine gender differences in social and academic adjustment of students studying Special Education in Kwara State University, Malete.

THEORETICAL REVIEW

Social Learning Theory (SLT)

This present study centred on social learning theory by Albert Bandura (1977), he suggests that social behavior is learned by observing and imitating the behavior of others. It emphasizes the importance of observing,

modeling and imitating the behavior of others, attitudes and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior. The social learning theory argues that, the behavior of an individual or a group acts as stimulus for similar thoughts, attitude and behavior on the parts of the observers. Bandura asserts that people learn by observing the behavior of others and that some serve as models that are capable of eliciting behavior change in certain individuals. The theory is useful in that it addresses the key issues of behavior acquisition and mode of adjustment relevant for students during their stay at the University.

Thus, behavior is not solely by inner drives or environments, but as a result of an interactive association between inner process and environmental variables. Therefore, behaviour in this theory is learned through observation and imitation. The change in attitudes through observation may directly cause psychological, social and academic adjustment among the students at the University. Badura's social learning theory is based on five (5) principles:

i. The first principle that served as the basis was that learning was not just a behavioral process that responded to stimuli. Instead, behavior was a cognitive process that happened within the larger social environment. People think about their behaviors, consider their environment and make decisions regarding what they want to do.

ii. The second principle underlying social learning theory was that learning and behaviors could be reinforced in one of two ways. Just as older researchers implied, learning could be reinforced based on the consequences of those actions. Punishments and rewards could increase or decrease the likeliness that a behavior would be repeated, which was called direct reinforcement. However, social learning theory implied that learners could also see the consequences of a behavior in others. Instead of directly experiencing the consequence, the learner could learn by observing the outcome of an action that others took. This was called vicarious reinforcement.

iii. The third principle underlying the theory was the importance of observation, which was highly linked to the second principle. When observing, learners do observe the outcomes of an action, including whether it is rewarded or punished. However, they also identify other strands of information. Learners also observe the process that goes into the action so that they can repeat it themselves.

iv. The fourth principle behind the theory is that reinforcement does support learning. However, unlike previous theories indicated, learning is not dependent entirely on reinforcement. Instead, observation and social context play a significant role. As such, the fourth principle indicates learning is the result of multiple influences instead of any specific one.

v. The final principle underlying the theory is that learners are active in their own learning process. Instead of being passive recipients of information, learners are engaged in their own learning process. They think about their behaviors, engage in their environment, and reciprocate with the influence that impacts them. Rather than be passive vessels to which information is transferred and behavior taught, individuals are active learners who negotiate their environment.

Social learning theory tries to models the child's behavior to reflect the acceptable norms, attitudes and values acceptable in the society. One of the primary strengths of this theory to social and academic adjustment is that its flexible in explaining the differences in a person's behavior or learning that is when there is a change in a person's environment, the person's behavior may change.

Statement of the Problem

The transition from home to school has been a serious problem for students because this change involves a lot of adjustment. It is very important that student who is leaving a particular stage to another stage must adjust to the new environment by coping with the challenges of such environment. All students go through an adjustment phase upon entry to a University with each student varied in his or her own pace of development which includes social and academic adjustment.

Based on experience as university lecturers, it was observed that students generally tend not to adjust socially and academically to University environment especially when their courses of their interest were not given to study. According to past researchers female students tend to find it difficult to adjust socially than their male counterpart and female students adjust academically than male students. Also, literatures have shown that female students do adjust academically than male students. Literature reviewed by the researchers show that numerous studies have been carried out on gender difference in academic and social adjustment of general students in the University. None of these have considered students studying special education at Kwara State University Malete which is the gap the present study intends to fill.

Research Questions

1. What is the academic adjustment level of students studying special education in Kwara State University, Malete, Kwara State Nigeria?

2. What is the social adjustment level of students studying special education in Kwara State University, Malete Kwara State Nigeria?

Research Hypotheses

1. There is no significant difference in the academic adjustment of male and female students studying Special Education in Kwara State University
2. There is no significant difference in the social adjustment of male and female students studying Special Education in Kwara State University

Methodology

A descriptive survey research design was adopted for the study; reason for this is to describe the characteristics of a population or fact being studied. The respondents for this study were one hundred and forty three (143) students studying Special education at Kwara State University, Malete; they were purposefully selected for the study. Two instruments were used for the study; they are social adjustment questionnaire and academic adjustment questionnaire. Social adjustment scale was designed by the researchers to obtain information on social adjustment of students studying special education. The instrument contains two sections: A and B. section A elicit responses on demographic details while section B contains 10-items to elicit information on social adjustment of students studying special education which consist of four likert of Strongly agreed (SA), Agreed (A), Disagreed (D) and Strongly disagreed (SD) while the second instrument was called Academic adjustment questionnaire was designed by the researchers to obtain information on social adjustment of students studying special education.

The instrument contains two sections: A and B. section A elicit responses on demographic details while section B contains 10-items to elicit information on academic adjustment of students studying special education which consist of four likert of Strongly agreed (SA), Agreed (A), Disagreed (D) and Strongly disagreed (SD). The two instruments were validated using test-re-test method to determine the reliability coefficient of the two instruments, the researchers administered 20 copies of the instrument to 20 students from another department which are not respondents in this study at interval of 2weeks. Pearson product moment correlation (PPMC) was used to correlate the two results. The reliability coefficient of 0.74 was obtained for social adjustment questionnaire and 0.71 for academic adjustment questionnaire; this is an indication that the two instruments are reliable. The researchers administered one hundred and forty three (143) questionnaires and collected everything back on the spot. The data collected were analyzed using frequency count, percentage and mean for research questions while t-test was used for hypotheses.

Decision Rules

Research questions: If the weighted mean is between 3.5-4.00 is very high level, 2.50-3.49 is high level, 1.50-2.49 is low level and 0.00-1.49 is very low level.

Hypotheses: If calculated p is less than fixed value (0.05) the hypothesis will be rejected, if otherwise it will not be rejected.

Result

Research Question 1: What is the social adjustment level of students studying Special education course at Kwara state University Malete?

Table 1: Table showing the percentage and mean distribution social adjustment level of students studying Special education course at Kwara state University Malete.

S/N	ITEM	SA	A	D	SD	MEAN
1	Since coming to this University I have developed close personal relationships with other students	63(44.1)	57(39.9)	15(10.8)	8(5.6)	3.2
2	Most students at this University have have values and attitudes different from my own	65(45.4)	60(42.0)	8(5.6)	10(7.0)	3.3
3	It has been difficult for me to meet and make friends with other students	30(21.0)	34(23.8)	43(30.1)	36(25.2)	2.4
4	I easily get along with my classmate	54(37.8)	49(34.3)	18(12.6)	22(15.4)	2.9
5	I regularly attend my classes because I feel comfortable with my colleagues	71(49.7)	47(32.9)	12(8.4)	13(9.1)	3.2
6	I am confident that I made the right decision in choosing to attend this university because I love the people	61(42.7)	55(38.5)	19(13.3)	8(5.6)	3.2

	around me	29(20.3)	22(15.4)	42(29.4)	50(35.0)	2.2
7	I often feel alone i this university because I don't have friends to associate with	29(20.3)	6(4.2)	36(25.2)	72(50.3)	1.9
8	I am not adjusting pretty well to the university because the people around me hate me	19(13.3)	31(21.7)	38(26.6)	55(38.5)	2.1
9	I often feel nervous and tense when I am with my colleagues	47(32.9)	67(46.9)	20(14.0)	9(6.3)	3.1
10	I am adjusting pretty well to the university because I feel comfortable around people in my hostel					

WEIGHTED MEAN 2.75

Note: The figures in parentheses are in percentages

Table 1 showed the social adjustment level of students studying Special education course in Kwara state University Malete. The following shows the level of social adjustment students studying Special education course at Kwara University Malete as follows: Since coming to this University they have developed close personal relationships with other students (3.2), Most students at this University have values and attitudes different from my own (3.3), It has been difficult for them to meet and make friends with other students (2.4), they easily get along with my classmate (2.9), they regularly attend my classes because they feel comfortable with my colleagues (3.2), they are confident that they made the right decision in choosing to attend this university because they love the people around me (3.2), they often feel alone at this university because they don't have friends to associate with (2.2), they are disagreed that they are not adjusting pretty well to the university because the people around me hate me (1.9), they often feel nervous and tense when they are with my colleagues (2.1) and they are adjusting pretty well to the university because they feel comfortable around people in my hostel (3.1). The weighted mean was 2.75, means that calculated mean was greater than fixed mean (2.5). This implies that the level of social adjustment of students studying Special Education courses at Kwara State University is high.

Research Question 2: What is the academic adjustment level of students studying Special education course at Kwara state University, Malete?

Table 2: Table showing the percentage and mean distribution academic adjustment level of students studying Special education course at Kwara state University, Malete.

S/N	ITEM	SA	A	D	SD	MEAN
1	I am enjoying the lifestyle of being a university student	72(50.3)	55(38.5)	10(7.0)	6(4.2)	3.3
2	I sometimes feel tough my education is not worth time away from my work or family	24(16.8)	46(32.2)	50(35.0)	23(16.1)	2.5
3	I sometimes worry I do not have the academic skills needed to enjoy being a student	22(15.4)	28(19.6)	58(40.6)	35(24.5)	2.3
4	I find my academic work difficult at the department	27(18.9)	36(25.2)	58(40.6)	22(15.4)	2.5
5	I think I am as academically able as any other student	72(50.3)	63(44.1)	6(4.2)	2(1.4)	3.4
6	I am satisfied with my ability to learn at university	62(43.4)	72(50.3)	9(6.3)	-	3.4
7	I expect to successfully complete my degree in the usual allocated timeframe	81(56.6)	47(32.9)	7(4.9)	8(5.6)	3.4
8	The reason I am studying is to lead a better lifestyle	68(47.6)	56(39.2)	3(2.1)	16(11.2)	3.2
9	I would rather be at another university	18(12.6)	13(9.1)	54(37.8)	58(40.6)	1.9
10	I am satisfied with my course of study	69(48.3)	53(37.1)	9(6.3)	12(8.4)	3.3

WEIGHTED MEAN 2.92

Note: The figures in parentheses are in percentages

Table 2 showed the academic adjustment level of students studying Special education course at Kwara state University, Malete. The following shows the level of academic adjustment students studying Special education course at Kwara state University Malete as follows: they are enjoying the lifestyle of being a university student (3.3), they sometimes feel tough my education is not worth time away from my work or family (2.5),they sometimes worry they do not have the academic skills needed to enjoy being a student (2.3), they find my academic work difficult at the department (2.5), they think they are academically able as any other student(3.4), I am satisfied with my ability to learn at university (3.4), they expect to successfully complete my degree in the usual allocated timeframe (3.4), The reason they are studying is to lead a better lifestyle (3.2), they would rather be at another university (1.9) and they are satisfied with their course of study (3.3). The weighted mean was 2.92, which mean that calculated mean was greater than fixed mean (2.5). This implies that the level of academic adjustment of students studying education courses at Kwara State University is high.

Ho1: there is no significant difference in the social adjustment of male and female students studying Special Education courses at Kwara State University, Malete.

Table 3: Summary of t test result showing the social adjustment of male and female students studying Special Education courses at Kwara State University, Malete.

Gender	N	Mean	Std. Deviation	T	F	Df	Sig	Decision
Social Adjustment								
Male	52	26.12	3.17	-0.19	2.50	0.06	Not Sig	
Female	91	27.37	4.14	141				

From table 3 the summary of t-test result showing the social adjustment of male n female students studying Special Education courses at Kwara State University, Malete It was revealed that male students had mean score 26.12 and standard deviation 3.17 while female students had mean score 4.13 and standard deviation 27.77, the t was -0.19, degree of freedom 141, F was 2.50 and significant level of 0.06 (P>0.05). This implies that there was no significant difference in the social adjustment of male and female students studying Special Education courses at Kwara State University, Malete. Therefore, the null hypothesis that states that there is no significant difference in the social adjustment of male and female students studying Special Education courses at Kwara State University, Malete was not rejected.

Ho2: there is no significant difference in the academic adjustment of male and female students studying Special Education courses at Kwara State University, Malete.

Table 4: Summary of t test result showing the academic adjustment of male and female students studying Special Education courses at Kwara State University, Malete

Gender	N	Mean	Std. Deviation	T	F	Df	Sig	Decision
Academic Adjustment								
Male	52	28.94	3.22	-0.16	1.56	0.87	Not Sig	
Female	91	24.4	3.74	141				

From table 4 showed the summary of t-test result showing the academic adjustment of male and female students studying Special Education courses at Kwara State University, Malete. It was revealed that male students had mean score 28.94 and standard deviation 3.22 while female students had mean score 24.4 and standard deviation 3.74, the t was -0.16, degree of freedom 141, F was 1.56 and significant level of 0.87 (P>0.05). This implies that there was no significant difference in the academic adjustment of male and female students studying Special Education courses at Kwara State University, Malete. Therefore, the null hypothesis that states that there is no significant difference in the academic adjustment of male and female students studying Special Education courses at Kwara State University, Malete was not rejected.

Discussion of Findings

The first finding of the study revealed that social adjustment level of students studying Special education at Kwara State University, Malete was high, the reason for this could be that students have level of social interaction right from their secondary school days. This finding is in line with the finding of Klal-Mseidin (2017) found out that there is high level of Social Adjustment among students in higher institution of learning, similarly Velmurugan and Balakrishn (2011) found that the level of social adjustment among the higher secondary school students is high. Another finding of the study showed that academic adjustment of students studying Special

education at Kwara state University, Malete was high this could be that students have received enough counseling to know the value of education and reason why they are in the University. This finding is in accordance with finding of Obi (2012) who found out that majority of first year students have high level of academic adjustment. The study also revealed that there was no significant difference in the social adjustment of male and female students studying Special Education courses at Kwara State University, Malete, this finding is not in line with Enochs and Roland (2006) who found out that males students adjust socially faster than female in higher institutions. Lama (2010) reported that there is a great tendency for female students to experience social adjustment problems more than males. These findings imply that male students are better adjusted in overall socially adjustment compared to female students. Female students tend to rely on relation and socialization experiences to aid in adjusting to university more than their male counter parts. Kaur (2016), Makwana and Kaji (2014) found that there is significant difference in social adjustment of male and female students. Similarly, Priya and Ms.malathi (2017) found out that majority of the boys and girls have high level of social adjustment but comparatively, the girls have high level of social adjustment than boys.

Last the study found out that there was no significant difference in the academic adjustment of male and female students studying Special Education courses at Kwara State University, Malete; this result is not in accordance with the findings of Wang, Chen and Szeto (2008) who found that girls had higher scores on academic adjustment, than boys, Helena and Krister (2006), girls adjust academically better than boys in school.

Conclusion and Recommendation

Based on the finding it was concluded that social adjustment and academic adjustment of students studying Special Education at Kwara State University, Malete did not significance. Therefore, it was recommended that teachers, parents, school administrators should increase the counselling section for new intake in school and give them more motivational talk that so that their social and academic adjust will continue to be high. Also students should be monitored adequately.

References

Abdullah M. C., Elias H., Mahyuddin, R. &Uli J. (2009) Adjustment amongst first year students In a Malaysian University, *European Journal of Social Sciences 8 (3).*

Adams, G. R., Ryan, B. A., & Keating, L. (2000). Family relationships, academic environments, And psychosocial development during the university experience: A longitudinal investigation. *Journal of Adolescent Research. 15. 99-122.*

Adams, K.S. & Proctor, B.E. (2010). Adaptation to college for students with and without Disabilities: group differences and predictors. *Journal of postsecondary Education And Disability,22(3), 166-176.*

Al-Mseidin k. ,Kaur, A. & Omar-fauzee, M. (2017). The relationship between social and academic adjustment among secondary female Students in Jordan. *European Journal of Education studies*

Bandura, A. (1977). *Social learning theory.* Englewood Cliffs, NJ: Prentice Hall.

Bier D 2008. From <http://suite101.com/article/understanding-adjustment-psychology-a64518> (Retrieved July 5, 2012).

Burlison, J. D., Murphy, C. S., & Dwyer, W. O. (2009). Evaluation of the motivated strategies For learning questionnaire for predicting academic performance in college Students of varying scholastic aptitude. *College Student Journal, 43(4), 1313-1324.*

Dickens, W.T. (2006). "Cognitive Ability" The New Dictionary of Economics, Steve Durlaufed.

Dyson, R. & Renk, K. (2006). Freshmen adaptation to university life: depressive symptoms, Stress, and coping. *Journal of Clinical Psychology, 62(10), 1231-1244.* doi:10.1002/jclp.20295.Retrievedfrom https://www.ncbi.nlm.nih.gov/pubmed/16810671.

Enochs, W.K. Reland, & Catuerine B (2006), Social Adjustment of college Freshman; the Importance of gender & living environment. *College students Journal*

Feldinald &Feldinald (2006). The relationship between social support, social adjustment, Academic adjustment, and academic performance among college students in tanzania.

Feng, T. Y., & Li, H. (2002). Preliminary research on the contemporary college students' academic adjustment [In Chinese]. Psychological Exploration, 22, 44-48.

Gómez-Arizaga, M. P., &Conejeros-Solar, M. L. (2013). Am I that talented? The experiences of gifted individuals from diverse educational backgrounds at the postsecondary level. High Ability Studies, 24(2), 135–151. https://doi.org/10.1080/13598139.2013.838898

Jones, W.A. (2010). The impact of social integration on subsequent institutional commitment conditional on gender. *Research in Higher Education, 51, 687-700.*

Kaur, S. (2012), A Study of Adjustment of High School students in Relation to Their Achievement, Sex and Locality, *International Journal of Research in Education, Methodology Council For Innovative Research,* 1(2), 18-21.

Lama M. (2010) Adjustment of college freshman: The importance of gender and place of residence. *International Journal of Psychological Studies,* ;2(1):142-150.

Makwana, M. D., & Kaji, S. M. (2014). Adjustment of Secondary School Students in Relation to their Gender. *The International Journal of Indian Psychology, Volume 2, Issue 1.*

Margetts, K. (2002). The developing child in today's world: Issues and care in Education. Educare News, Issue 127(July), 10-13.

Rienties, B., Beausaert, S., Grohnert, T., Niemantsverdriet, S., & Kommers, P. (2011). Understanding academic performance of international students: The role of ethnicity, academic and social integration. *Higher Education Quarterly,* 63, 685-700.

Rinn, A. N. (2007). Effects of programmatic selectivity on the academic achievement, academic self-concepts, and aspirations of gifted college students. *Gifted Child Quarterly, 51(3), 232–245. https://doi.org/10.1177/0016986207302718*

Robinson, W. S. (2009). Ecological correlations and the behavior of individuals. *International Journal of Epidemiology, 38(2), 337-341.* Retrieved from http://ije.oxfordjournals.org/content/38/2/337.short

Priya, P & Ms.Malathi.V.A. (2017). "A study on social adjustment among higher Secondary School Students and its impacts on their academic achievement in Coimbatore district. *International journal of research 5(6), 458-463*

Sax, L. J., Gilmartin, S. K., Keup, J. R., Dicrisi, F. A., & Bryant, A. N. (2000). *Designing an Assessment of the first-year college year: Results from the 1999-2000 YFCY Pilot study a report for the policy center on the first-year of college.* Brevard College Higher Education Research Institute Graduate School of Education and Information. Studies University of California: Los Angeles.

Velmurugan, K. and balakrishn V. (2011) A study on self-concept of higher secondary students In relation to social adjustment. *International Journal of Current Research vol 3, Issue, 11, pp.340-343.31.*