

RELATIONSHIP BETWEEN MARITAL CRISES AND SCHOOL ADJUSTMENT AMONG MARRIED STUDENTS IN COLLEGE OF EDUCATION, GAWU BABANGIDA STUDY CENTRE, NIGER STATE, NIGERIA

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Abstract

In the study, married students at the College of Education at the Gawu Babangida Study Center in Niger State, Nigeria, are examined in relation to their adjustment to school and their marital conflict. The study was directed by three objectives, research questions, and no hypotheses. The study's methodology was a survey. 408 (200, 300, 400L) married students from the College of Education's Gawu Babangida Study Center made up the study's population. 222 pupils were purposefully chosen as the study's sample from the 408 total students. The study was conducted using a researcher-designed questionnaire called the "marriage crisis and school adjustment scale." To evaluate the hypotheses, Pearson Product Moment Correlation (PPMC) was utilized. According to the study's results, there is a strong correlation between marital crisis and behavioral school adjustment, with a p-value of 0.000 and an r-value of 0.333, respectively. Additionally, this study's results showed that there is no connection between marital crisis and cognitive school adjustment, with $r=0.043$ and $p = 0.243$. Based on these findings, the researcher recommended that married couples should practice honesty, tolerance, fairness, and justice in their marriage in order to preserve their cognitive school adjustment.

Keywords: marital, crisis, school, adjustment, married, students

Introduction

Currently, the frequency of marital problems among couples, particularly in the state of Niger, is worrying. Particularly in the state of Niger, marital crises have been identified as one of the main causes of marital instability. These crises frequently lead to abandonment, separation, and single motherhood and marriages that frequently fail. It is important to be aware that a marriage marked by crises, disharmony, disunity, turmoil, and chaos would cause married students to experience life frustration, which could result in unhappiness and a loss of self-concept, which could cause them to develop personality traits that would impede their ability to adjust well in school and lead to poor adjustment that could have a negative impact on their later years. Furthermore, despite the fact that marital crisis occurs every day, it is frequently made unseen, unnoticed, and neglected to. As a result,

it receives little to no attention, and the silence that surrounds it is utilized to prolong the crisis (Martison, 2011). It is vital to address the current lack of local statistics and systematic documentation on marital crises and how they impact married couples' ability to adjust to life in the classroom, particularly in Niger State. Once more, research on this issue in Nigeria has tended to focus more on how marital problems affect students' academic performance without making much of an effort to determine whether such problems have that much impact mostly on modification, whether direct or indirect on the couples who are directly affected by the problems.

Due to family members' ability to resolve marital crises in the past, married students' dedication to their studies was highly encouraging. Due to the fact that the majority of spouses shared a home with their family, they were frequently checkmated if they committed a wrongdoing. However, in recent years because of the rise in knowledge acquisition, urbanization, and financial struggles of the spouses, they no longer live close to relatives and as a result, no relative seems to know when spouses are experiencing any type of marital crisis, so they cannot be warned.

In addition to the numerous demands placed on married students, they must also balance their dual responsibilities for their families and their academic careers. Due to these numerous difficulties, married students are less likely to attend lectures. Some of them work, have children to care for, have unmet needs that must receive immediate treatment, arrive late for lectures, have babies with them when taking tests or exams, and submit assignments very late. All of these stressors are the result of marital problems and can interfere with focus, making it difficult for pupils to acclimatize to school. It is based on this background and many other reasons that, the researcher examined the relationship between marital crises and school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State.

Objectives of the Study

The study was guided by the following objectives:

1. To examine the relationship between Marital Crises and Physical School Adjustment among Married Students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.
2. To examine the relationship between Marital Crises and Behavioural School Adjustment among Married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.
3. To examine the relationship between Marital Crises and Cognitive School Adjustment among Married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Research Questions

The following research questions were posed in order to accomplish the goals of this study:

1. What is the correlation between Marital Crises and Physical School Adjustment among Married students in College of Education, Gawu Babangida Study Centre Niger State, Nigeria?
2. What is the relationship between Marital Crises and Behavioural School Adjustment among married students in College of Education Gawu Babangida Study Centre, Niger State, Nigeria?

3. What is the relationship between Marital Crises and Cognitive School Adjustment among married students in College of Education Gawu Babangida Study Centre, Niger State?

Hypotheses

The following null hypotheses were formulated and tested:

1. There is no significant relationship between Marital Crises and Physical School Adjustment among married students in College of Education Gawu Babangida Study Centre, Niger State, Nigeria.
2. There is no significant relationship between Marital Crises and Academic School Adjustment among married students in College of Education Gawu Babangida Study Centre, Niger State, Nigeria.
3. There is no significant relationship between Marital Crises and Cognitive School Adjustment among married students in College of Education Gawu Babangida Study Centre, Niger State, Nigeria.

Methodology

A survey research design was used for this investigation. This is due to the fact that it is simply the best method for gathering data from a sizable population dispersed throughout a natural setting, and it is more accurate in the case of a study population. It is a design that makes an effort to record current conditions or attitudes in order to describe the world as it is right now. Baydar, (2018), Brton and Dreger (20013) viewed the importance of survey design with a common goal to collecting of data from respondents. The data thus gathered from the survey is analyzed, and interpretations made. Survey design is used to collect data using questionnaire items and also to document information, it is friendly and easy to administer.

Choice of survey research design was based on the fact that, the entire population was not covered and as such, stratified and proportional random sampling method was used. It is thought to be the most effective technique for determining the connection between two or more variables; it is more accurate when the sample is large, it is subjective and less dependable. Survey design enables the researcher to describe and articulate information.

All of the respondents in this study's population were female and male students in College of Education Gawu Babangida Study Centre, Niger State, Nigeria. There are about four hundred and eight (408) students in College of Education Gawu Babangida Study Centre, Niger State, Nigeria comprising of both male and female, married and unmarried from NCE 2, 3 and NCE 4. That is, NCE 2 has 71 students, NCE 3 has 168 students and NCE 4 has 169 students in 2021/2022 academic session. There are also about two hundred and twenty-two (222) married students out of the above-mentioned figures in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Married students at the College of Education Gawu Babangida Study Center in Niger State, Nigeria, make up the study's sample size. These comprised of two hundred and twenty-two (222). Purposive sampling was employed to calculate the sample size so that the researcher could get a complete picture of the subject region. According to Amato (2014), sample selection can be done purposefully in order to produce meaningful representation from the population. Krejcie and Morgan, (1970) further stated that when a population is large, above a thousand that a sample of 350

respondents can be used from such population. In line with that, and for the purpose of this study, the researcher used the entire married students from NCE2 to NCE 4 from the institution since the population was not too large to manage by the researcher.

The questionnaire used to collect data was a researcher-designed instrument entitled Marital Crisis and School Adjustment Scale (MCSAS). There were two sections to this questionnaire, "A and B." Section A was made up of (5) questions to obtain information relevant to each respondent's personal data. Section B consisted of three (3) research questions with (30) items to cover the study objectives. Research Question one (1) had ten (10) items, Research Question (2) had ten (10) items and Research Question (3) also had ten (10) items bringing the total items to thirty (30). Two hundred and twenty-two (222) questionnaires were administered, strongly agree (SA) 4 points, agree (A) 3 points, disagree (D) 2 points, and strongly disagree (SD) 1 point, was utilized on a four-point rating scale. Barton and Dreger (2013) said that a mathematically determined mean value of 2.5 is used as a criterion to judge the mean of the items in this section of the questionnaire.

This concurs with Krejcie and Morgan (1970), who saw this approach as helpful for producing proportional and meaningful representation based on the populace. The data gathering tool was verified through vetting and pilot testing. This was done in order to assess the accuracy of the questionnaire's test items. At least three specialists from Ahmadu Bello University Zaria, department of educational psychology and counseling received the draft questionnaire, who scrutinized the questionnaire for content validity. Their suggestions were used to improve on the final questionnaire.

In order to ensure that the instrument was free from any ambiguity, which might lead to misunderstanding, a pilot test was conducted at NTI Gawu Babangida study Centre Niger State, Nigeria. This school has similar characteristics with that of the College of Education Gawu Babangida Study Centre where the study was conducted. This pilot study before the main study helped the researcher to identify the problem areas and possible ambiguity that may affect the smooth conduct of this study. A total number of two hundred and twenty-two (222) respondents (married students) were given the questionnaires.

Calculation of the dependability coefficient and consistency, test retest was performed on the data gathered from the pilot testing. The dependability of the instruments was to determine the instrument's internal consistency in the questionnaire's items. Utilizing frequency, percentages, means, and Pearson Product Moment Correlation, the data collected from the administration of the questionnaires was evaluated, and the reliability was determined. The score obtained was 0.785 which was adequate enough to measure the thing it was meant to assess.

The questionnaire for this research was administered and collected by three research assistants as well as the researcher. Questionnaires were given to married students with a thirty-minute time limit, after which the researcher and research assistants collected the completed questionnaires for further processing.

Data collected was analyzed using various statistical methods. The research hypotheses were tested by means of Pearson Product Moment Correlation (PPMC) statistics for significant relationship at

0.05 significant level. The weighted mean was used to confirm or reject the stated null hypotheses. To avoid statistical complications during the analysis, all the “Strongly Agree and Agree” were considered as “Agreed” while the “Disagree and Strongly Disagree” were regarded as “Disagreed”.

Results

Hypothesis 1:

H01: There is no significant relationship between Marital Crises and Physical School Adjustment among married students in College of Education Gawu Babangida study centre, Niger State.

Table 1: Relationship between Marital Crises and Physical School Adjustment among married students in College of Education Gawu Babangida study Centre, Niger State.

Variation	N	\bar{X}	SD	r	df	ρ
Marital Crisis	222	18.62	4.36	.333	221	.000
Physical Sch. Adj.	222	31.65	5.22			

Table 1 showed that the mean score of marital Crises =18.62 while the mean score for physical school adjustment =31.65, the standard deviation for marital Crises =4.36 while the standard deviation for physical school adjustment =5.22. The observed $r = .333$ and the calculated $p = .000$ less than .05 level of significance. The above analysis shows a significant connection between marital crises and physical school adjustment. Therefore, the hypothesis which stated that there is no significant relationship between marital crises and physical school adjustment among married students in College of Education Gawu Babangida study centre is hereby rejected.

Hypothesis Two:

H02: There is no significant relationship between Marital Crises and Behavioural School Adjustment among married students in College of Education Gawu Babangida study centre, Niger State.

Table 2: Relationship between Marital Crises and Behavioural School Adjustment among married students in College of Education Gawu Babangida study Centre, Niger State.

Variation	N	\bar{X}	SD	r	df	ρ
Marital Crisis	222	16.61	4.21	.036	221	.000
Academic Sch. Adj.	222	30.55	4.22			

Table 2 showed that the mean score of marital crises =16.61 while the mean score for behavioural school adjustment =30.55, the standard deviation for marital crises =4.21 while the standard deviation for behavioural school adjustment =4.22. The observed $r = .036$ and the calculated $p = .000$ less than .05 level of significance. The above analysis therefore shows a significant correlation between marital crises and behavioural school adjustment. Therefore, the null hypothesis that stated

that there is no significant relationship between marital crises and behavioural school adjustment among married students in College of Education Gawu Babangida study centre is rejected.

Hypothesis Three:

H03: There is no significant relationship between Marital Crises and Cognitive School Adjustment among married students in College of Education Gawu Babangida study centre, Niger State, Nigeria.

Table 3: Relationship between Marital Crises and Cognitive School Adjustment among married students in College of Education Gawu Babangida study Centre, Niger State.

Variation	N	\bar{X}	SD	r	df	ρ
Marital Crisis	222	18.51	3.29	.043	221	.243
Emotional Sch. Adj.	222	22.56	4.23			

Table 3 showed that the mean score of marital crises =18.51 while the mean score for Cognitive school adjustment =22.56, the standard deviation for marital crises =3.29 while the standard deviation for Cognitive school adjustment =4.23. The observed $r = .046$ and the calculated $p = .322$ greater than .05 level of significance. The above analysis therefore indicates no significant relationship exist between marital crises and Cognitive school adjustment. Therefore, the null hypothesis that stated that there is no significant relationship between marital crises and Cognitive school adjustment among married students in College of Education Gawu Babangida study Centre is hereby retained.

Summary of Findings

1. There is significant relationship between Marital Crises and Physical School Adjustment among married students in College of Education Gawu Babangida study centre, Niger State, Nigeria.
2. There is significant relationship between Marital Crises and Behavioural School Adjustment among married students in College of Education Gawu Babangida study centre, Niger State, Nigeria.
3. There is no significant relationship between Marital Crises and Cognitive School Adjustment among married students in College of Education Gawu Babangida study centre, Niger State, Nigeria.

Discussion of Findings

In this study, married students at the College of Education Gawu Babangida Study Center in Niger State, Nigeria, were evaluated to determine the association between marital conflicts and school adjustment. The study was completed satisfactorily, and the data was compiled and examined. The findings of this investigation demonstrated that among married students in the College of Education Gawu Babangida study center, Niger State, Nigeria, there is a substantial relationship between Marital Crisis and Physical School Adjustment. This research supports Adesanya's findings from 2002, which show an important connection between social competence and family conflict. This

research is consistent by the claim made in the current study because married students' physical school adjustment may be impacted by marital issues. The previous study and the current study share similarities in that both sought to identify marital crises and physical school adjustment.

According to the study's findings, there is a strong correlation between marital crisis and behavioural school adjustment among married students. The findings correspond with the results of Emry (2018). The findings of Emry's study demonstrate that parental conflict perception has a significant detrimental impact on college students' academic performance.

Finally, the findings of this research also reveals that there is no meaningful connection between marital crisis and cognitive component of school adjustment among married students in College of Education Gawu Babangida study centre. This finding opposed the findings of Block and Gjerde, (2013) who explained that couples who are always in crisis tend to have psychopathic behaviour, emotional imbalance, mentally disturbed and poor retentive memory. It is apparent that this has a significant negative influence on the couple's children, leaving some of them with lifelong trauma.

Conclusion

According to this study's findings, it was concluded that there is a strong connection between marital crises and the two components of school adjustment (physical & behavioural) school adjustment. Additionally, it may be deduced that there is no substantial connection between marital Crises and Cognitive School Adjustment among married students in College of Education Gawu Babangida study centre, Niger State.

Recommendations

Consequently, based on the results of this investigation, the researcher suggested that:

1. Married students who experience marital crises should be encouraged to go for counselling to enable them adjust physically to school.
2. Married students who experience marital crises should be encouraged to go for counselling to enable them adjust behaviourally to school.
3. Married students should be honest, tolerant, considerable and just in their marital affairs in order to maintain their cognitive school adjustment.

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