Relationship between Marital Crisis and School Adjustment among Married Students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria

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Abstract
This study examined the relationship between marital crisis and school adjustment among married students in College of Education, Gawu Babangida Study Centre. The study was guided by three objectives, research questions and null hypotheses. The study employed correlational design. The population of the study comprised of 408 200-level, 300-level and 400-level students of College of Education, Gawu, Babangida Study Centre. From the 408 students, 222 married students were purposively selected as the sample for the study. The instrument for data collection was a self-designed and structured questionnaire titled "marital crisis and school adjustment scale". The null hypotheses were tested using Pearson Product Moment Correlation (PPMC). The findings of the study revealed that there is significant relationship between marital crisis and social school adjustment with r=.333 and p=.000; and that there is significant relationship between marital crisis and academic school adjustment with r=.036 and p=.000. The study also revealed that there is no significant relationship between marital crisis and emotional school adjustment with r=.043 and p=.243. Based on these findings, the researchers recommended that the married couples should be honest, tolerant, fair and just in their marital life.
Keywords: marital, crisis, adjustment, married, students

Introduction
In recent years, the rate of marital crisis among couples, especially in Niger state, is becoming alarming. Marital crises have been seen as the major causes of marital instability (Adewale, 2003) especially in Niger state which often results to divorce, desertion, single-parenthood and generally failed marriages. It is worth knowing that marriage characterized with crisis, disharmony, disunity, turbulence and chaos would provide the children with frustration in life which may lead to unhappiness and loss of self-concept, which can make the children to develop personality patterns that interfere with good school adjustment but facilitates development of poor adjustment which may adversely affect them in adulthood (Kolo, 2011).

Moreover, despite the fact that marital crisis is a daily occurrence, it is often rendered invisible, unrecognized and unattended to thereby receiving little or no attention, with the silence engulfing it being used as a weapon in further perpetrating it (Martinson, 2011). The present dearth in local statistics and lack of systematically documented information on marital crises as they affects the school adjustment of married couples especially in Niger state needs urgent attention. Again, some of the research works on this problem in Nigeria focused more on marital crises as they affect the academic performance among students; with little or no effort to examine if marital crises have any direct or indirect effects on the school adjustment of the couples directly involved in the crises knowing fully well that some of these couples are also students.

In the past, married students' commitment to schooling was very encouraging because marital crisis was controlled through the intervention of relatives (Amato & Keith, 2010). This is due to the fact that most couples were living in close proximity with their relatives; they were being checkmated whenever they do something wrong (Adesanya, 2002). But in recent years, due to the increase in acquisition of knowledge, urbanization and struggling to earn a living by the spouses, they no longer live in close proximity with relations and as such no relation seem to know when spouse are having any form of marital crisis, hence, they cannot be cautioned (Emery, 2018).

In line with the multiple pressures faced by married students, they are also faced with combined academic and family responsibilities and each of these activities has to be attended to (Block & Gjerde, 2013). These multiple challenges, according to Durojaiye (2013), led married students not to attend lectures, because some of them have jobs and children to attend for, there are unmet needs that need urgent attention, some married students come late for lectures, some of them come for test or examinations with babies, some submitting assignment very late. All these are multiple pressures that can affect concentration and are the result of marital crisis hence affecting the students' school adjustment.

It is based on this background and many other reasons that the researchers examined the relationship between marital crisis and school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Objectives of the study
The following objectives guided the study:

1. To examine the relationship between marital crisis and social school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

2. To examine the relationship between marital crisis and academic school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

3. To examine the relationship between marital crisis and emotional school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Research questions

For the purpose of this study, the following research questions were raised:

1. What is the relationship between marital crisis and social school adjustment among married students in College of Education, Gawu Babangida Study Centre Niger State, Nigeria?

2. What is the relationship between marital crisis and academic school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria?

3. What is the relationship between marital crisis and emotional school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance:

Ho1: There is no significant relationship between marital crisis and social school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Ho2: There is no significant relationship between marital crisis and academic school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Ho3: There is no significant relationship between marital crisis and emotional school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Methodology

Correlational design was used for this study. This is because it is simply the best method for establishing relationship. Baydar (2018), Barton and Dreger (2013) viewed the importance of correlational design with a common goal of collecting data from respondents to establish relationship among the variables under study. The data thus gathered from the study is analyzed, and interpretations made. The choice of correlational design was based on the fact that it is said to be the best method for finding the relationship between two or more variables

The population for this study comprised of all male and female 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. 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.

The sample size for this study comprised of all the married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria. These comprised of two hundred and twenty two (222). The researchers used purposive sampling technique to choose the sample. This is in line with Amato (2014) who postulated that sample selection can be done purposively in order to make 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 researchers used the entire married students from NCE 2 to NCE 4 from the institution since the population was not too large to be managed by the researchers.

The instrument used for data collection was a self-designed structured questionnaire titled Marital Crisis and School Adjustment Scale (MCSAS). This questionnaire consisted of two Sections, A and B. Section A was made up of five (5) items used to obtain information relevant to each respondent's personal data. Section B consisted of thirty (30) items to cover the study variables. A four (4) point rating scale was used, including Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted as 4, 3, 2, 1 respectively. 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. Any item with a mean equal to 2.5 and above was rated as "Agree" or "Acceptable" while items with a mean less than 2.5 was regarded as "Disagree" or unacceptable.

A total of two hundred and twenty two (222) copies of the questionnaire were used. The instrument for data collection was validated through vetting; and pilot study was used to establish the reliability of the items in the questionnaire. The drafted questionnaire was given to three different experts from the Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria who scrutinized the questionnaire for face and content validity. Their suggestions were used to improve on the final questionnaire.

In order to ensure that the instrument was reliable, a pilot study 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. A test re-test method of reliability was used. The instrument was administered twice within an interval of two weeks to the same respondents and the two sets of scores from the instrument were correlated using Pearson Product Moment Correlation Coefficient and the r value 0.79 was obtained. The result revealed high positive numerical value of correlation which provided strong of the reliability of the instrument.

Data collected was analyzed. The research hypotheses were tested by means of Pearson Product Moment Correlation (PPMC) statistics for significant relationship at 0.05 probability level of significance.

Presentation of results

Ho1: There is no significant relationship between marital crisis and social school adjustment among married students in College of Education, Gawu Babangida study centre, Niger State, Nigeria.

Table 1: Relationship between marital crisis and social school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria

Variables	N	Mean	SD	r	df	P
Marital Crisis		21.00	4.36			
	222			.333	438	.000
Social Sch. Adj.		31.65	5.22			

Table 1 showed that the mean score of marital crisis is 21.00 while the mean score for social school adjustment is 31.65; the standard deviation for marital crisis is 4.36 while the standard deviation for social school adjustment is 5.22. The observed r is .333 and the calculated p is .000, which is less than .05 level of significance. The above analysis revealed that there is significant relationship between marital crisis and social school adjustment. Therefore, the null hypothesis that stated that there is no significant relationship between marital crisis and social school adjustment among married students in College of Education, Gawu Babangida Study Centre is hereby rejected.

Ho2: There is no significant relationship between marital crisis and academic school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Table 2: Relationship between marital crisis and academic school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria

Variables	N	Mean	SD	r	df	P
Marital Crisis		21.00	4.21			
	222			.036	438	.000
Academic Sch. Adj.		30.55	4.22			

Table 2 showed that the mean score of marital crisis is 21.00 while the mean score for academic school adjustment is 30.55; the standard deviation for marital crisis is 4.21 while the standard deviation for academic school adjustment is 4.22. The observed r is .036 and the calculated p is .000, which is less than .05 level of significance. The analysis revealed that there is significant relationship between marital crisis and academic school

adjustment. Therefore, the null hypothesis that stated that there is no significant relationship between marital crisis and academic school adjustment among married students in College of Education, Gawu Babangida Study Centre is hereby rejected.

Ho3: There is no significant relationship between marital crisis and emotional school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Table 3: Relationship between marital crisis and emotional school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria

Variables	N	Mean	SD	r	df	P
Marital Crisis		21.00	3.29			
	222			.043	438	.243
Emotional Sch. Adj.		22.56	4.23			

Table 3 showed that the mean score of marital crisis is 21.00 while the mean score for emotional school adjustment is 22.56; the standard deviation for marital crisis is 3.29 while the standard deviation for emotional school adjustment is 4.23. The observed r is .046 and the calculated p is .243 which is greater than .05 level of significance. The analysis revealed that there is no significant relationship between marital crisis and emotional school adjustment. Therefore, the null hypothesis that stated that there is no significant relationship between marital crisis and emotional 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 crisis and social school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.
2. There is significant relationship between marital crisis 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 crisis and emotional school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Discussion of the findings
This study examined the relationship between marital crisis and school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger state, Nigeria. The study was successfully conducted and the result collated and analyzed. The findings of this study revealed that there is significant relationship between marital crisis and social school adjustment among married students in College of Education, Gawu

Babangida Study Centre, Niger State, Nigeria. This finding agrees with the findings of Adesanya (2002) which revealed that a significant correlation between family conflict and social competence exists. This study agrees with the finding of the present study because marital crisis may likely influence the married student's academic performance. The past study is similar with the present study, because it all aimed at identifying conflicts and student's social adjustment.

Another finding of this study reveals that there is significant relationship between marital crisis and academic school adjustment among married students. This finding is in line with the findings of Emery (2018). The findings of Emery showed that perceived parental conflict has strong negative indication on how the college students perform academically. The finding of this study is in line with that of Mark and Cumming (2010); who conducted a study on the role of children in a marital conflict family. The researchers used a longitudinal study for three years and cross-sectional studies for one year from different families that engaged in conflicts. They found out that when children were exposed to marital conflicts from their parent, there would be psychological, cognitive and physical risk on the children and their parents. The findings of this study is in line with the study of Amato and Booth (2010) who in a similar vein conducted a research on the sequences of parental divorce and marital conflict for students' well-being and academic performance. A convenience sample strategy was used and a survey was carried out using undergraduate and post graduates students. The findings of Amato and Booth study shows that perceived parental conflict has strong negative indication on how the college students perform academically.

Finally, a finding of this study reveals that there is no significant relationship between marital crisis and emotional 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.

Conclusion
From the findings of this study, it was concluded that there is significant relationship between marital crisis and social and academic components of school adjustment but no significant relationship between marital crisis and emotional school adjustment among married students in College of Education, Gawu Babangida Study Centre, Niger State, Nigeria.

Recommendations
Based on the findings of this study, the researchers therefore, recommended that spouses should be honest, tolerant, considerate and just in their marital affairs in order to improve their school adjustment especially the social and the academic component of school adjustment.

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