
MANAGING STUDENTS' CULTURAL SHOCK FOR QUALITY EDUCATION IN COMMUNITY SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

EMMANUEL OLORUNLEKE ESEYIN

Human Capital Policy Department,
Nigerian Institute of Social and Economic Research (NISER),
Ojoo, Ibadan, Oyo State,
eph rata4doptimist@yahoo.com

CHINYERE DORATHY WAGBARA

Department of Educational Management,
Faculty of Education,
University of Port Harcourt,
Port Harcourt, Rivers State, Nigeria
chipeter46@yahoo.com

Abstract

This study investigated students' cultural shock among community secondary schools in Rivers State. There were two research questions and two hypotheses that guided the study. The design adopted for the study was an analytical survey design. The population of the study was 3,061 teachers while a multi-stage sampling technique was used to select 627 teachers (330 male and 297 female) as the sample for the study. A 10 item questionnaire with an established reliability index of 0.84 was used to collect data. The instrument is titled "Students Cultural Shock for Quality Education Questionnaire" (SCSQEQ). The SCSQEQ was validated by two experts in the Department of Educational Management and Planning, University of Port Harcourt. The research questions raised were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance. It was revealed in the findings of the study that male and female teachers sampled for the study agreed on the measures of managing students environmental shock (mean=2.83 and 2.58) but differ in the management of social shock (mean=.2.75 and 2.30). It was therefore recommended among others that school administrators should ensure that they provide the right quantity and quality of human and material resources that will enable students to overcome cultural shock in these schools for quality education delivery.

Keywords: Cultural Shock, Quality Education, Community Secondary Schools.

DOI: <https://doi.org/10.35386/ser.v20i1&2.442>

Introduction

Community secondary schools in Rivers State like others in the country are characterized by students coming from different social and cultural backgrounds. Machumu (2011) revealed that the essence of establishing community secondary schools is to bring formal education to the reach of citizens who are living in rural areas as well as those at the grassroots where they cannot access this essential social service. Similarly, these schools are established to develop the right quality and quantity of human resources that can help contribute to growth and development in the rural area. Similarly, these schools were also established to achieve equity in access to formal education across different locations.

Students in community secondary schools are often brought together from different localities that share similar cultural values. Expatiating on this, Nwankwo and Nnorom (2020:104) stated that “a community is a group of people that interact and support each other, and are bound by shared experiences or characteristics, a sense of belonging, and often by their physical proximity”. This makes it easier for the programme of education to be planned to meet the needs of those in that locality. However, since these students are often from different cultural backgrounds, it is sometimes difficult for these students to be harmonized into the cultural practices of the host community where these schools are located. This often leads to some level of resentment among students who are brought into the school from communities with a slightly different communal practice. This experience is not peculiar to Nigeria alone as Cotton (1993:1) also added that "in many school settings across the U. S., interracial, interethnic, and other intercultural tensions are major impediments to improving student achievement, social behaviour, and attitudes". These situations often lead to cultural shock among the students which can affect the objectives of education at any level. Akarowhe (2018:306) asserted that:

The culture shock was first proposed in 1958, aiming to describe the chaotic emotions of a person being in a new environment in psychology.³ Culture shock is an experience a person may have when one moves to a cultural environment that is different from one's own, it is also the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments or simply transition to another type of life.⁴ Cultural shock is the feeling of uncertainty, confusion or anxiety that people experience when visiting, doing business in or living in a society that is different from their own.⁵ Hence, culture shock has its dilemmas embedded in a person emotional, social and behavioural life.

The inability to control these differences can affect the quality of educational outcomes that will be provided to students in the locality.

Shocks are experiences that lead to an imbalance in the existing pattern of life or livelihood. It refers to anything that alters the existing pattern of behaviour and forcing people to a new way of life. Cultural shocks are practices that take an individual aback forcing them to adopt a new way of survival in their interaction with others. Since culture is the total way of life of a group of people, cultural shock in the school setting refers to any unfamiliar practice or activity in the school that is new to a learner and forces him or her to adjust to being able to survive in the school environment. These cultural shock experiences include shock in the manner of communication in the school, shock like the school environment, social shock in terms of social relationships in the school among others.

Students can face cultural shock occasioned by a difference like the learning environment they are brought into compared to where they are coming from. The environment plays an important role in classroom management activities which goes ahead to affect the performance of students at any level or type of education (Ünver,

2014; Hobson & Ashby, 2012). Students from different ethnicity or locality are sometimes exposed to different environmental climates and these differences are exhibited by these students and practised across different aspects of their lives including the education system. The environment where students come from can affect their orientation about what should be accepted or not within and outside the classroom. As a result of these environmental differences, school administrators need to learn how to create a learning environment that will accommodate the environmental differences among these students. This goes a long way to affect the learning prospects of the students as well as the quality of education they are ready to acquire.

Due to the differences in social values of students in the community, their social relationship also differs from time to time. Students from two different ethnic groups within the same community may not share the same social relationship. These differences in a relationship can affect how students will relate to one another in the classroom. Okon, Omori and Gbande (2019) pointed out that when the community is passive in handling educational issues, it affects the students and the quality of education and this has a multiplier effect on the community in the long run. Teachers as well as other education stakeholders in the school must therefore develop ways of managing the relationship among students in the same school but from different ethnic groups to ensure that these students learn together and acquire the best form of education within the locality. The inability to manage social shock among students can affect their openness in school and this can go on to affect their academic performance (Ross, Orr, Sisic, Arseneault, Simmering & Orr, 2009). Teachers and other school stakeholders must therefore develop measures to manage the social shock of students to enable them to attain the required level of academic and social development.

Several studies have been carried out by researchers on the issue of cultural shock in different formal organizations as it relates to its nature and how to manage it. On his part, Akarowhe (2018) conducted a study on the effects and remedies to cultural shock on adolescent students and the study pointed out that adolescent students are faced with several challenges at home, school and other social-cultural environments. The study revealed in its finding that the effects of cultural shock on the adolescent students were noticed in the form of communication defectiveness, academic retardation, conflict, emotional imbalance, deviance, aloofness and withdrawal from peers. The study also revealed that the strategies for managing these shocks included counselling, awareness campaign, acculturation, and cooperation. In a related dimension, Oluwadare (2019) also investigated culture shock and job expectations adjustment among Nigerian self-initiated expatriates in the United Kingdom and the findings of the study showed that multiple reasons such as education, economic, socio-political and personal factors were responsible for the migration of Nigerians into a new environment and these migrants experienced different forms of dissatisfaction and culture shock but for some salient reasons, they adjust fairly well to the environment.

On the other hand, Yang *et al.*, (2018) investigated culture shock of sojourners and the implications for a higher education institution and the study succinctly showed that in some situations, intercultural communication was inevitable and this is important to the teaching quality and that culture shock exerted a direct effect on

teaching, learning and research. The study also showed that identifying intercultural differences among students and managing culture shock is a prerequisite to quality classroom teaching and higher education performance. Similarly, Narouz (2018) conducted a study on the challenges and culture shock symptoms among international nursing students at Cairo University and found out that homesickness, missing their own culture were the most common symptoms faced by the students in the new cultural environment. These challenges had an effect on students' academic achievement followed by difficulties to communicate with patients in the clinical practice, challenges in learning new behaviours to adapt to the new culture and discrimination which were the most social concerns. Furthermore, Li (2020) investigated the impact of environmental shocks on the preferred number of children of internal migrants with evidence from China and revealed that environmental shocks led to a lower preferred number of children for migrants, and that mitigation of environmental shocks by the period at the current residence has no significant influence. All of these studies buttress the fact that cultural shock in all of its forms has far-reaching implications on people in a new setting including students and must be adequately managed for individual and societal success in any venture.

Aim and Objectives of the Study

The study investigated students' cultural shock for quality education in community secondary schools in Rivers State. The specific objectives of the study were to:

ascertain the ways of managing students' environmental shock quality education in community secondary schools in Rivers State

examine the ways of managing students' social shock quality education in community secondary schools in Rivers State

Research Questions

The following research questions were raised to guide the study:

What are the ways of managing students' environmental shock quality education in community secondary schools in Rivers State?

What are the ways of managing students' social shock quality education in community secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at the 0.05 level of significance:

There is no significant difference between the mean scores of male and female teachers on the ways of managing students' environmental shock quality education in community secondary schools in Rivers State

There is no significant difference between the mean scores of male and female teachers on the ways of managing students' social shock quality education in community secondary schools in Rivers State

Methodology

The design used for the study was an analytical survey design while the population of the study comprised 3,061 teachers (1,901 male and 1,160 female). The multi-stage sampling technique was used to select 119 out of 169 community secondary schools using Taro Yamane minimum sample size determination technique. The same sampling technique was used to select 627 teachers (330 male and 297 female). The sampling technique was associated with the random sampling technique. The instrument used to collect data for the study was a 10 items questionnaire which was titled "Students Cultural Shock for Quality Education Questionnaire" (SCSSEQ). The questionnaire was responded to on a four-point modified Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) with weighted scores of 4, 3, 2 and 1 respectively. The instrument was validated by two experts in the Department of Educational Management and Planning at the University of Port Harcourt. Cronbach Alpha was used to determine the internal consistency of the instrument with a reliability coefficient of 0.84. The instrument was administered by the researcher with the aid of two trained Research Assistants. Research questions raised were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance. The decision on agreeing or disagreeing with an item was based on either the item was above or below the criterion mean score of 2.50 used for decision making. The criterion mean score was determined by adding the weights of the various scores (4+3+2+1) = 10 and dividing by 4 = 2.50. Items above the criterion mean score of 2.50 were labelled agreed while those below the criterion mean score were labelled disagreed.

Results

Answer to Research Questions

Research Question One: What are the ways of managing students' environmental shock quality education in community secondary schools in Rivers State?

Table 1: Mean and standard deviation scores on the ways of managing students' environmental shock quality education in community secondary schools in Rivers State

S/No	Items	Male Teachers n=330			Female Teachers n=297		
		Mean	SD	Remark	Mean	SD	Remark
1	Excursion activities around the school to familiarize with the environments	2.76	0.75	Agreed	2.67	0.87	Agreed
2	Improvisation of familiar learning environment for students during teaching	2.92	0.61	Agreed	2.71	0.84	Agreed
3	Freedom to bring personal learning	2.84	0.68	Agreed	2.34	0.94	Disagreed

4	resources to school Partnership with parents to create the right learning environment for students at home	2.81	0.72	Agreed	2.51	0.90	Agreed
5	Learning resources are sourced from other communities into the school	2.82	0.70	Agreed	2.65	0.89	Agreed
	Average	2.83	0.69	Agreed	2.58	0.89	Agreed

Table 1 revealed the responses of the male and female teachers on the ways of managing environmental shocks for quality education in community secondary schools in Rivers State. All the responses with mean scores above the criterion mean score of 2.50 were agreed as ways of managing environmental shock while items with mean scores below the criterion mean score were labelled disagreed. However, on the part of the male teachers, it was revealed that improvisation was the major way of managing environmental shock while excursion was also used but as the least among the available options. On the part of the female teachers, they also agreed that improvisation was the major way of managing environmental shock but they used disagreed that allowing students to bring their learning resources to the school is a way of managing their environmental shock. Finally, the average mean scores of 2.83 and 2.58 from the male and female teachers showed that they both agreed on the items mentioned above as was of managing students' environmental shock quality education in community secondary schools in Rivers State.

Research Question Two: What are the ways of managing students' social shock quality education in community secondary schools in Rivers State?

Table 2: Mean and standard deviation scores on the ways of managing students' social shock quality education in community secondary schools in Rivers State

S/No	Items	Male Teachers n=330			Female Teachers n=297		
		Mean	SD	Remark	Mean	SD	Remark
6	Teamwork is used to create social bonding for students	2.84	0.69	Agreed	2.11	1.01	Disagreed
7	Orientation programmes are organized for new students	2.70	0.74	Agreed	2.13	0.96	Disagreed
8	Mentorship of new students by experienced teachers	2.84	0.69	Agreed	2.34	0.91	Disagreed

9	The teaching of value related education for good social relationship	2.65	0.77	Agreed	2.56	0.88	Agreed
10	Participation in social group activities to enhance students social life	2.73	0.72	Agreed	2.35	0.90	Disagreed
	Average	2.75	0.72	Agreed	2.30	0.93	Disagreed

In table 2, all of the items with a mean score above the criterion mean score of 2.50 were also agreed to as ways of managing social shocks while items below the criterion mean scores were considered as having disagreed. Furthermore, the male teachers in their responses showed that teamwork and mentorship were the best ways of managing social shocks while the teaching of value education was also a way of managing this shock but not usually adopted like other strategies. On the part of the female teachers, they considered the teaching of value education as the major way of managing these social shocks while teamwork was the least used way of managing this shock. This suggests that male and female teachers differ in their ways of managing social shocks for quality education in community secondary schools in Rivers State. It was revealed in summary that with average mean scores of 2.75 and 2.30, the male teachers' sample for the study agreed while the female teachers disagreed on the items as was of managing students' social shock quality education in community secondary schools in Rivers State.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean scores of male and female teachers on the ways of managing students' environmental shock quality education in community secondary schools in Rivers State

Table 3: z-test of no significant difference between the mean scores of male and female teachers on the ways of managing students' environmental shock quality education in community secondary schools in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Teachers	330	2.83	0.69	625	3.91	1.96	0.05	Ho was rejected
Female Teachers	297	2.58	0.89					

In table 3, the value of z-cal. of 3.91 at 625 degree of freedom was above the value of z-crit. of 1.96. Since the value of z-cal. of 3.91 was above the value of z-crit. of 1.96, the null hypothesis was rejected while the alternative hypothesis was adopted indicating that there was a significant difference between the mean scores of male and

female teachers on the ways of managing students' environmental shock quality education in community secondary schools in Rivers State.

Hypothesis Two: There is no significant difference between the mean scores of male and female teachers on the ways of managing students' social shock quality education in community secondary schools in Rivers State.

Table 4: z-test of no significant difference between the mean scores of male and female teachers on the ways of managing students' social shock quality education in community secondary schools in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Teachers	330	2.75	0.72	625	6.82	1.96	0.05	Ho was rejected
Female Teachers	297	2.30	0.93					

Table 4 revealed that the value of z-cal. of 6.82 was more than the value of z-crit. of 1.96 at 625 degree of freedom. Since the value of z-cal. of 6.82 was above the value of z-crit. of 1.96, the null hypothesis was rejected and the alternative hypothesis was upheld indicating that there was a significant difference between the mean scores of male and female teachers on the ways of managing students social shock quality education in community secondary schools in Rivers State.

Discussion of Findings

Managing Students Environmental Shock for Quality Education in Community Secondary Schools in Rivers State

The study investigated the management of environmental shocks for quality basic education in community secondary schools in Rivers State and it was revealed in the findings of the study that excursion, improvisation, partnership and sourcing of materials within the school were ways of managing students' environmental shock for quality basic education in community secondary schools in Rivers State. This finding agrees with a related study conducted by Botha and Rens (2018) which showed in its findings that ways of addressing environmental shock in schools is by shared responsibility that is guided by a commitment towards interdependence and inter-activeness within the system and all the role-players. This is where the issue of partnership and the teacher's ability to improvise becomes very important. A similar study by Akarowhe (2018) also identified the fact that counselling, awareness campaign, acculturation, and cooperation were major strategies for managing environmental shocks thus substantiating the position of the teachers that the need for partnership is important for managing environmental shocks for quality education to be achieved. The environment in the school includes the tangible and intangible materials students can harness for learning activities in the school. It was revealed from the findings of the study that the teachers; both male and female agreed on the measures of managing environmental shock among students in these schools.

On the other hand, it was also revealed that a difference existed between the opinion of the male and female teachers on the ways of managing environmental shock for quality education in community secondary schools in Rivers State. This finding contradicts the position of a related study by Li (2020) which showed that environmental shocks management has no significant influence and this points to the need for due care and diligence in the management of environmental shocks in schools so that the goals and objectives of education in these community schools will not be eroded.

Environmental shock arises from the inability of a student to cope with the environment in the school which includes the facilities available in the school, the weather condition and other learning resources. The school, therefore, has a huge role to play in creating a familiar learning environment that will enable students who are new to the environment to learn and acquire the right quality of education. Teachers as well as other educational stakeholders therefore need to be committed to building a suitable learning environment for students who are coming from different communities into community secondary schools so that they can learn freely and acquire the right quality of education that will make them self reliant. This can be done by partnering with other educational stakeholders as well as improving where the need arises.

The male and female teachers agreed in their responses that one of the measures used for managing environmental shock among students includes taking them on field trips to familiar environments. This is in line with the position of Belford (2017) who pointed out in the findings of his study that one of the ways of overcoming environmental shock is by developing friendliness with the environment. Students, therefore, needed to be provided with a suitable learning environment within and outside the school if the quality of education in community secondary schools must be enhanced for self and national growth and development.

Managing Students Social Shock for Quality Education in Community Secondary Schools in Rivers State

The study examined the management of social shock for quality basic education in community secondary schools in Rivers State and the result of the study indicated that teaching value education was the most recognized way of managing social shocks for quality basic education in the study area. This finding differs from the outcome of a related study by Ryan, Magro and Sharp (2011) which revealed in its finding that the development of social networking sites was the major way of managing incidences of social shock in schools. The social shock experienced by students who are new to the school can affect the quality of education provided in any school if not properly managed. Efforts must therefore be put in place to enable students to learn with the right association that can influence their attitude positively. However, the male and female teachers sampled for the study disagreed on the measures of managing the social shock students' face in school. This may go to suggest that the way female students are likely to overcome social shock in a new school environment may not be the same as their male counterparts. Therefore, effort must be made by the school to develop a holistic approach to managing the social shock among students who are new to these community secondary schools to maintain the quality of education in these schools. In their study, Narouz (2018) noted that if these shocks are not properly

managed, they will have a negative effect on the students. Similarly, it was revealed in their responses that social media sites that are not gender-selective can be used to manage the social shock among male and female students to develop the right attitude in these students that will enable them to acquire the right quality of education as suggested by other scholars. The male and female teachers sampled for the study only agreed in their responses that students should be taught value education as a way of overcoming social shock in schools. This position was in tandem with the outcome of the study by Yang et al., (2018) which showed that managing culture shock is a prerequisite to quality classroom teaching and higher education performance thus corroborating the fact that adopting these strategies are essential for the attainment of the goals and objectives of education in the study area.

There is, therefore, need for the school to introduce students to educational programmes and materials that will help them overcome their social shock for educational goal attainment. Nasir (2011) pointed out in the findings of her study that there was a significant relationship between social shock and students' academic performance. Therefore, the failure to manage the social shock of students in these community secondary schools can have a far-reaching consequence on their academic development as well as general life. Corroborating this fact, Oluwadare (2019) noted in his study that the inability to adequately manage these shocks often leads to dissatisfaction and as such all educational stakeholders need to find ways of managing these shocks to guarantee the attainment of educational goals and objectives in these community secondary schools.

Conclusion

The study concluded that community secondary schools have measures put in place to manage cultural shocks such as student environmental shock and student social shock for quality education in these schools.

Recommendations and Future Directions

The following recommendations were made as a result of the findings of the study:

School administrators should put measures in place to create a learning environment that will take care of the different cultural needs of students in the locality and ensure that the quality of education is sustained for all students.

Community secondary schools should endeavour to develop rules and regulations that will guide the relationship between students and other educational stakeholders in the community for quality educational objectives to be achieved.

References

- Akarowhe K. (2018). Effects and remedies to cultural shock on the adolescent students: *Sociology International Journal*, **2** (4): 306-309
- Akarowhe, K. (2018). Effects and remedies to cultural shock on the adolescent students: *Sociology International Journal*, **2** (4): 306-309
- Belford, N. (2017). International students from Melbourne describing their cross-cultural transitions experiences: Culture shock, social interaction, and friendship development. *Journal of International Students*, **7** (3): 499-521
- Botha, C. S. & Rens, J. (2018). Are they really 'ready, willing and able'? Exploring reality shock in beginner teachers in South Africa. *South African Journal of Education*, **38** (3): 1-8
- Cotton, K. (1993). *Fostering intercultural harmony in schools: Research finding*. <https://educationnorthwest.org/sites/default/files/FosteringInterculturalHarmony.pdf>
- Hobson, A. J. & Ashby P (2012). Reality aftershock and how to avert it: Second-year teachers' experiences of support for their professional development. *Cambridge Journal of Education*, **42** (2): 177–196.
- Machumu, H. (2011). *The growing impetus of community secondary schools in Tanzania: Quality concern is debatable*. Retrieved from <https://www.grin.com/document/181095>
- Narouz, L. I. I. (2018). Challenges and culture shock symptoms among international nursing students at Cairo University: *IOSR Journal of Nursing and Health Science*, **7** (4): 58-66
- Nasir, M. (2011). Effects of cultural adjustment on academic achievement of international students: *Journal of Elementary Education*, **22** (2): 95-103
- Nwankwo, B. C. & Nnorom, S. U. (2020). School community relationship: Propulsion for Quality Assurance Practices in Secondary School in Nigeria. *European Journal of Education Studies*, **7** (8): 102-116
- Okon, A. E., Omori, A. E. & Gbande, A. P. (2019). Parental and community involvement as a correlate of academic performance among senior secondary schools in Calabar South, Nigeria: *International Journal for Innovation Education and Research*, **7** (5): 182–194
- Oluwadare, S. V. (2019). Culture shock and job expectations adjustment among Nigerian self-initiated expatriates in the United Kingdom: *International Journal of Human Resource Studies*, **9** (1): 81-98.
- Ross, C., Orr, E. S., Sisic, M., Arseneault, J. M., Simmering, M. G. & Orr, R. R. (2009). Personality and motivations associated with Facebook use: *Computers in Human Behavior*, **25**: 578-586
- Ryan, S. D., Magro, M. J. & Sharp, J. H. (2011). Exploring educational and cultural adaptation through social networking sites: *Journal of Information Technology Education*, **10**: 1-16
- Ünver G 2014. Connecting theory and practice in teacher education: A case study. *Educational Sciences: Theory and Practice*, **14** (4): 1402–1407
- Yang, X., Cheng, H. Y. & Li, Y. (2018). Culture shock of sojourners and the implications for higher education institution: *Canadian Social Science*, **14** (10): 5-12.