



## **THE ROLE OF PSYCHOLOGICAL ADJUSTMENT IN TEACHING AND LEARNING FOR FUNCTIONAL LITERACY IN A DEPRESSED ECONOMY**

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### **Abstract**

*The paper focused on the relevance of psychological adjustment in teaching and learning for functional literacy in a depressed economy. In this perspective, the concept of psychological adjustment was portrayed. The characteristics of a well-adjusted person are highlighted. The role of imperatives of psychological adjustment in teaching and learning for functional literacy in a depressed economy were highlighted and discussed in such a manner of dealing with cognitive dissonance in learner to achieve psychological balance for promoting learners interest and induced motivational strategy on accomplishes learning task. Nonetheless, the role of psychological adjustment in terms of fostering and facilitating effective teaching and learning such that equips the learner with knowledge, skills, and ideas for innovations in developing various sectors of economy especially transforming rural agriculture through agricultural revolutions. The skills, knowledge, competencies and ideas also capacitated the learner for self employment and equip the genders to perform their mainstream socialization functions through gainful employment that enables them to contribute to their personality growth, family, society and nation which invariably have positive effects on economy.*

**Keywords:** *Psychological Adjustment, Value Oriented Education, Learners ability, Innovations transformation, Sustainable Growth and Development as well depressed economy, Gender, mainstream, socialization practices and functions*

### **Introduction**

The role of teacher as implementer and facilitator of curriculum process to learners made him a central and personality figure in teaching and learning process. The vital role played by the teacher in education industry is such that

makes him a very key figure in the process that is concerned with establishing a link between stimulus and response leading to modification of behaviour of the learner who is also considered as a personality figure too.

For, the teacher interacts with differential abilities of the learners through possession of adequate linguistic instructional communication skills, interacting with inter and intra methodological, approaches, using provided or improvised instructional materials alongside with establishing relevant examples among other qualities in fostering and facilitating effective teaching and learning to the learners in a goals directional ways, (Babangida & Tarda, 2015).

In the light of this foregoing, the paper attempts at establishing the imperatives of teachers/learners psychological adjustments in providing the caliber of personality products that are moulded by teachers. Through the process of teachers interaction with curriculum contents or provisions, available resources and mental abilities of learners among others. In order to build the cognitive, affective and psychomotor abilities of such learners, through acquisition of rightful attitudes. Skills, ideas, knowledge and competencies leading to personality constructs of the learners capable of building themselves, families, society and nation building alike, (Babangida & Tarda, 2015). Therefore, this paper dwells on measures of psychological adjustments of teachers/learners for functional literacy to be achieved that is instrumental in tackling Nigeria's dwindling economy (depression) for bungancy.

### **The Concept of Psychological Adjustment**

According to Aggarwa (1995), Babangida and Tarda (2015), and Muhammad (2015) psychological adjustment is a state or status of sound development in memory, desirable interest, good temper and desirable attitudes as constituents of psychological adjustment measures of the child (learner) to be productive and creative. Furthering, the cause of the conceptual framework also maintained that these are personality traits and attributes that seem to represent the tendency for a particular person growth and development. Moreso, Yinger (1965) and Muhammad (2015) opine that these personality, attributes and traits result from development of interactions of biological inheritance, with physical environment, culture, group experience among others. Hence, personality constructs of an individual is seen in terms of adjustment to and within self, social adjustment, adjustment to academic and co-curricular programs,

activities and or making adjustments to conform to use of facilities in terms of the new building structures and school routine activities. Hence, the idea surrounding personality constructs of an individual learner as posit by Muhammad (2015) which is the totality of behaviours of an individual with a given tendency system interacting with a sequence of situations to produce an outcome that is positive and desirable .

In this perspective, psychological adjustment indices measures and boarders on achieving sound bodily and mental wellbeing and health, through improved nutritional feeding which is direful, achieved through clean, neat, tidy and well ventilated environment and through games and sports that provides for simulation and recreational activities when fatigued. Psychological adjustment indices in this respect too include achieving school effective and efficient counseling system as well as achieving teacher's unique quality such that measures on his psycho-linguistic personality attributes, (Maretts, 2002 & Mangla, 2006).

Achieving sound bodily and metal health is such a psychological adjustment that promotes wellbeing of an individual teacher/learner with particular references to learners in achieving emotional balance in conforming to adjustable and adaptable behaviours alongside with achieving mental health which prevents attention deficit disorder. According to Ekwutosim (2017) relates on emotional imbalance and attention deficit disorder as common behavioural disorders which affects estimated 8-10% school aged children. Hence they are conceptualized as learning difficulties. Having maintained further that 20% of children have such type of disorder that make them unable to focus attention in the class. And the result of this incidence is mass failure, course carry over and many students are focused on changing their departments during second year. While some students repeat first year. Thus, the afore-mention affects the context of social behaviourr and performance in educational task that operates in mainstream school socialization practices and functions.

Therefore, the role of effective parenting is very stimulus and important in ensuring that children are safeguarded from dangers of drug addiction syndrome, alcoholism and HIV infections which affect healthful living and wellbeing of an individual among others. Hence, the imperative of such psychological adjustment in this respect is to achieve sound bodily and mental wellbeing and health. Coupled with this, parent's socio-economic status is

important in improving standard of living through nutritional feedings which is dietful and provision of clean, neat, tidy living home environment that is well ventilated. As well as provision of classroom facilities or school learning environment should be made peaceful and rich in facilities with conducive atmosphere for teaching and learning to take place. In addition to the aforementioned, effective and efficient counseling system which strives to achieve balance in moulding the personality of the learner towards making him/her adjustable in reflections of ability tailored to his/her unique world of work, (Babangida & Aduke, 2007). Hence, the relevance of this psychological adjustment highlights in teaching and learning for functional literacy to be achieved.

### **Characteristics of a well psychological adjusted person.**

A well adjusted person should possess the following characteristics;

- i. Awareness of his own strengths and limitations (strength and weaknesses)
- ii. An adequate level of aspirations (neither too low or high) depend in terms of his strengths and weaknesses.
- iii. Satisfaction of basic needs biological emotional and social).
- iv. Absence of critical or fault finding attitude (appreciating the goodness in person, objective or activities).
- v. Flexibility in behaviour (he is not rigid in his attitude or way of life).
- vi. The capacity to deal with adverse circumstances,
- vii. A realistic perception of the world (he holds a realistic vision and is not given to flights of fancy).
- viii. A feeling of ease with his surroundings.

### **The context of psychological adjustment in teaching and learning process**

This background leads to establish, promote and highlight the development of positive self concept and esteem in an individual as personality traits and constructs in teaching and learning process. Such personality traits development is seen and measured in terms of cognitive, affective and psychomotor domains, competencies particularly of the learners which lead to making educational goals expectancies realizable and achievable to all categories of learners. This result from positive interactions of the teacher with methodologies, instructional

materials, peaceful atmosphere, adequacy in the use of linguistic instructional communication skills among other psychological adjustment in order to foster and facilitates effective teaching and learning catering for differential learning needs through information dissemination/delivery practices for learners ability to be developed which ranges from being gifted, talented, genius, those with average intelligence etc.

Hence, the imperatives need of achieving teachers psycho-linguistic quality and measures as a perspective of this paper's discourse. Which is geared towards promoting, highlighting and achieving psychological adjustment of the learner's personality by making them to fend off cognitive dissonance which promotes in them inferiority complex, anxiety and fear in the context of teaching and learning, and result into poor performance, (Babangida, 2008).

Cognitive dissonance as put forward by Babangida (2008) are those actions which can influence subsequent beliefs and attitude of an individual as a result of experience or occurrence of stimuli in the context of environmental setting. Cognitive dissonance is regarded as counter intuitive in the sense that our actions are result of our beliefs and not the cause of our attitudes. Hence, Festinger (1957) as cited by Babangida (2008) relates on the development of the concept cognitive dissonance as feeling of unpleasant arousal caused by noticing of inconsistency among ones cognition.

Thus, this concept of cognitive dissonance was originally developed as a theory of attitude change but now considered to be a self theory by most social psychologists. Dissonance is strongest where a discrepancy has been noticed between ones' self concept and ones behavior typified on something that makes one ashamed, thereby resulting in self justification as the individual attempts to deal with threat. Hence, cognitive dissonance leads to a change in attitude, a change in behaviours, a self-affirmation or a rationalization of the behavior. As cognitive dissonance behavior exemplified attitude of smoking and drug abuse among others which are self destructive as a result of dissonance.

### **The concept of depressed economy**

According to Aweh (2017) refers to a continuous down in economic activities in one or more economies. A depressed economy however is a move severe state of economic down turn than a recession which refers to a slowdown in economic activities over the course of normal business cycle. Furthering that

economic depression is a severe downturn that last several years. A depression is an unusual and extreme form of recession like the great depression of 1929 experienced in the United States.

It is very often characterized by length, large abnormality, large increase in joblessness, falls in the availability of credit due to banking or financial crisis, poor output as buyers dry up and suppliers cut back on production and investment and large numbers of bank enterprises drastically reduced amount of trade and commerce especially trade, high volume of relative currency value fluctuations, which result often because of devaluation; prices during this period are seriously deflated, financial crisis and bank failure are quite common which makes it different from a recession.

### **The role of Psychological Adjustment in Teaching and learning for Functional Literacy in Depressed Economy**

In the light of the foregoing the relevance of psychological adjustment in teaching and learning for the development of functional literacy is such that highlights the context of psycho-linguistic qualities as personality measures and attributes of a teacher in education delivery practices. This quality of training received by teachers in the context of psycho-linguistic, former perspectives enable him or her to adequately interacts positively in the arts of teaching and learning with so many variables amongst which are structured and unstructured language forms (verbal and non-verbal) means of communication employed for education delivery practices. The use of inter and intra methodological approaches alongside with selection and designing of appropriate instructional materials used for delivery of learning content materials so as to educate the learners through information bordering on concepts, ideas, skills, knowledge and experience for creativity and productivity for an innovation to take place or achieved is also paramount in this gesture.

Hence, psycho-linguistic measure or quality is conceptualized as adequacy in the psychology embedded in teacher education training in such capacity for moulding his/her personality and building competencies in him/her through rightful skills acquisition, ideas, knowledge, values and attitudes. So as to positively interact with learners' cognitive, psychomotor and affective learning domains. Through structural and non structural (symbolic forms of language) geared or used in fostering and facilitating adequate information .Through

communication process for transmission and dissemination of rich educational content materials delivered bordering on effective teaching and learning. Climaxed on variables that has to do with teaching and learning process in institutions of learning. In order to achieve quality and quantity education delivery practices for achieving maximum output aimed at making realizable educational aims, goals and objectives expectancies in all tiers and institution of ;learning, (Babangida and Bisalla, 2008).

Furthering this contextual discourse of psychological adjustment in teaching and learning process in psycho-linguistic measure or quality entails training and re-training in psychic abilities of teachers which requires meeting aspirational needs of quality assurance process in education. Thus, quality assurance effort in education hinges mainly on academic content information, satisfying physical facilities, funding and library facilities which makes teacher to be a central figure in instructional communication channel. Hence, instructional communication channel is the process of interaction between the teacher and his//her pupils through media. Furthering in this course is that teacher must be a good communicator in his/her unique quality, in the sense that information delivery practices takes place between teachers, to pupils, school authority to pupils, pupils to teachers and school authority. As well as from pupils to pupils within the school mainstream socialization practices and functions, (Babangida & Bissallah, 2018).

Therefore, this implies that instructional communication skills hinges on quality of language possessed by teachers in the context of accuracy, audibility, clarity, and tone. On the other hand, non-verbal communication skills is thus a way of communicating without talking as it is often referred to as body or sign language. Hence, in the context of mainstream school socialization practices, it is seen as an action by the teachers that give learners the signal to say, do or not to do something. Thus, non-formal communication skills climaxed on the use of gesture or silence, eye contacts, writing, visual media and non-verbal cues. Which invariably are use by teachers in the process of implementing curriculum provisions. That is rich educational content information dissemination to all categories of learners. Where variety of methodological approaches (intra and inter) are employed, embedded in the use of appropriate and adequate means of linguistics instructional communication skills (structured and non-structured language), being tailored towards achieving psycho-social adjustment in

learners' behaviours for enhanced creativity and productivity to be achieved, (Babangida & Bisalla, 2018).

In a similar gesture, the relevance of psychological adjustment typifying psycho-linguistic perspective is a means in determining entry behaviour of learners in education delivery practices. Which shows extent of acquired skills, knowledge, values and information, interests, attitudes and beliefs in relation to ascertain level of preparedness, achieving intrinsic motivations that operates within the learner by way of establishing sustainable learning background for acquiring or accomplishing new learning task, being stimulus in ascertaining achievement in terminal behaviours of learners in teaching and learning process undertaken. Thus, this role of psychological adjustment enables learners to achieve self concept and esteem in quality training of mindset faculty and character thereby dealing with cognitive dissonance behaviours for improved quality instruction in teaching and learning process, (Babangida & Bisalla, 2018).

This psychological adjustment background too leads to promotion and development of positive self concept and esteem as measures of personality traits, in such a way as the personality traits, attributes development is seen in terms of cognitive, affective and psychomotor domains competencies of both the teachers/learners, thereby making educational goal expectancies more realizable and achievable. As a result of positive interaction of the teacher with curriculum contents, methodologies, instructional materials, the learning environment facilities and adequacy in the use of linguistic instructional communication skills towards imparting knowledge, skills, values and ideas through rich information delivery practices such that caters for the learning needs of differential levels of abilities (gifteds, talented, genius, average intelligence etc). In order to make learners conform to psychological adjustments of as a norm and value oriented way of dealing with cognitive dissonance which invariably promote inferiority complex, low self concept and esteem, low aspirational level, promoting anxiety, negative attitude to teaching and learning, does not promote creativity and productivity and result into poor performance as well as school-drop-out. (Babangida, 2008).

For cognitive dissonance occurrence stimulus is based on three fundamental assumptions thus;



Humans are sensitive to inconsistencies between actions and beliefs which provides that at some level when we are acting in such a way that is inconsistency with our beliefs/attitudes/opinions. The resulting effect is its inbuilt alarm that goes off when we notice such an inconsistency. A typical example of this is when you have a belief that it is wrong to cheat, yet you find yourself cheating on a test, you will notice and be affected by this inconsistency. Secondly, recognition of this inconsistency will cause dissonance and will serve as a motivating factor that leads to resolve the dissonance, (Babangida, 2008).

Furthering that once it is recognized by an individual that one has violated one's principles, according to the theory. One's cognitive domain will not be in conformity with this violation. There will be feelings of some sort of mental anguish about this and one's degree of dissonance of course will vary with the importance of one's belief/attitude/principle and with the degree of one's inconsistency between one's behaviour and his belief. Much in effect, the theory stressed that the greater the dissonance the more you will be motivated to resolve it. In this vein, Babangida (2008) did maintain that the third stage leads to resolution of dissonance which is embedded in these three basic ways;

- a. Change beliefs: This is the most simplest way to resolve dissonance between actions and beliefs is simply to change one's beliefs so that there will be conformity between action and belief and as such in state equilibrium. . As for the example given above where you just decide that cheating is ok. This would take care of any dissonance.
- b. Change action: The second way of resolving cognitive dissonance is to make sure that such action is not repeated again. As it is said that guilt and anxiety can be motivators for changing behaviours.
- c. Change perception of action: A third and more complex method of resolution is to change the way you view/remember/perceive your action. This method according to Babangida (2008) is to say that in a more colloquial term, you would rationalize your actions.

On this premise, resolving cognitive dissonance through the above mentioned basic ways or process is instrumental in the adjustment of learners personality, such that reduces the incidence of examination phobia which leads to school

failures, dropouts, examination malpractice(s) conceiving unwanted pregnancies through negative peer group/teacher-pupils relationships as a result of inferiority complex. Thus, this psychological adjustment leads in promoting interest and development of positive attitudes to learning task which culminates into achieving self concept and esteem. Thereby leading to promotion and development of learners personality traits as a result of psychological forms or ways of dealing with cognitive dissonance. Hence, this form of psychological adjustment has shaped the course of behavior in a goal directional ways.

Thus, the psychological adjustment process of resolving cognitive dissonance is a means of making educational practices more value oriented and as goals achievable. As value oriented educators the education that is aimed at changing people feelings, emotions, beliefs, attributes and orientations, (Babangida, 2008). Having further maintained that value form of education is such that concerns itself with inner development of individual. This gesture highlights on the concepts of culture, knowledge, skills, career, occupations, etc. As contained in the National Policy on Education (NPE, 2004) which stipulates that the quality of instruction at all levels of education should be oriented towards inculcating the following values;

- a. Respect for the worth and dignity of the individual;
- b. Faith in man' ability to make rational decision;
- c. Moral and spiritual principles in interpersonal and human relations;
- d. Shared responsibilities for the common good of the society;
- e. Promotion of the physical, emotional and psychological development of all children and
- f. Acquisition of competencies necessary for self reliance, (Bahangida & Tarda, 2015)

In this context, it is worthy of mention to note that teachers/learners' psychological adjustment through resolution of cognitive dissonance is a platform and milestone development that envisage and promote development of personality traits through effective and efficient teaching and learning for functional literacy to be achieved (value education). In this perspective of discourse, personality trait attributes hinges on individual peronality, unique quality and role models which implies the following characteristics:

- i. Personality is a dynamic, growing and changing entity.

- ii. It starts with heredity
- iii. It involves the capacity for the motivation of physical and intellectual potential, provided the environmental factors are right.
- iv. It includes what we can see and what we cannot see
- v. It includes behavioural as well as physical attributes.
- vi. It is capable of numerous modifications through life.
- vii. It grows changes and manifests itself in the social surroundings of human group relations. (Babangida, 2008). Hence, they are measure of;
  - i. Physical characteristics such as the body structure, complexion, height and weight.
  - ii. Temperament typical emotional behaviour and characteristics mood.
  - iii. Intelligence: skills information storing and retrieval system, creativity, competencies.
  - iv. Interest: likes and dislikes
  - v. Morals and values: characters.
  - vi. Social attitudes, prejudices and attitudes towards democracy, socialism, authoritarianism, egalitarianism and dogmatism and such likes.
  - vii. Motivational dispositions: Needs and motives e.g achievement motive, affricative motive
  - viii. Aptitude: Potential for doing well in particular areas activity.
  - ix. Expressive and stylistic, traits, habitual behaviour e.g politeness, business, submissiveness, talkativeness, sociability shyness, consistency and hesitancy, (Babangida, 2008).

In the light of foregoing, the relevance of psychological adjustment through cognitive dissonance variable in teaching and learning for the development of functional literacy is a measure that implies adequacy in the training of mindset, faculty and character of the teachers/learners in such away as to make them acquire the skills, knowledge and competencies necessary for individuals roles in creativity and enhanced productivity. That is by way of fostering and promoting convergent and divergent thinking in developing learners' domains of ability. So as to make them contributes to economic growth and development through innovations. That in effect implies imparting relevant knowledge and skills through information dissemination which produces convergent and divergent ideas, produced from convergent and divergent thinking on the part of

learners in order to foster and achieve innovations. For, convergent thinking is stimulus and instrumental in achieving most rational thinking which leaves no stone unturned for ambiguity. Moreover, convergent thinking is knowledge stored that manipulates knowledge in various forms through means of standard procedures for an important aspect of creative problem solving to be achieved. As this is a treasure trove and source of ideas which suggest pathways to solutions this serves as criteria for effectiveness and novelty. Thus, this is achieved through critical thinking in order to solve a problem as entailed in convergent thinking to this perspective background, (Bisalla & Babangida, 2017)

In relation to this, divergent thinking is made achievable in typically accruing spontaneous free flowing manner, where many creative ideas are generated and exhausted brought into play. Having highlighted multiple possible solutions that are explored in short amount of time. Hence, ideas and information are organized in teaching and learning process for assimilation and to enable functional literacy to be achieved. Through decision making strategies been used leading to achievement of qualitative response to contextual environmental stimuli. In order to make realizable or achievement of sustainable development, growth of individual and societies among others, (Bisalla & Babangida, 2017) . Thus, this concept of sustainable development is global economic task set to be achieved through effective teaching and learning in a goal directional ways for the production of the calibre of labour force (students) who are personality figured, having possessed the traits of openness and extroversion in the makeup of an intellectual curiosity in imaging and possession of artistic interests and qualities even in the gesture of one's preference which represent a performance based measure of such creativity and productivity. Being personality make up of such individuals for functional literacy activity such that leads to innovations, transformation of individual and society, through millennium and sustainable development task, (Babangida & Tarda, 2015, Bisalla & Babangida, 2017).

Moreover, the imperatives of psychological adjustment on special needs learners too cannot be overemphasized in the training of specific ability and talents through education delivery practices. Such that can lead to developing and realizing their natural endowments and or potentials for functional literacy achievement. In order to make them moulded personality products that can contribute their quota to socio- economic and national developments. As a means of tailoring and making realizable the objectives of special needs education being

outlined in the National Policy on Education as thus cited in Babangida & Bagiwa (2017);

- i. Effecting equalization of education opportunities for all children;
- ii. Providing adequate education for all people v.ith special needs in order that they may flail partake i- the development of the nations;
- iii. Providing opportunities for exceptional gifted and talented children to develop their talents and natural endowments at their own pace in the interest of the nation's economic and technological development;
- iv. Designing a diversified and appropriate curriculum for all beneficiaries

In line with the above stated objectives, psychological adjustments here implies adequate implementation of curriculum provisions of special education programmes for the gifted, talented deaf, dumb and blind among others. Through provisions of special education facilities, possession of adequate linguistic instructional communication skills as quality possessed by the teachers of this programme which leads to foster and facilitate their interactions with learners. In a conducive teaching and learning environment through the process, inter and intra methodological approaches. As this is a means of achieving psychological adjustments in changing learner's behaviours through effective and efficient teaching and learning .That is undertaken in a goals directional way. Being a milestone development for making realizable and achievable the goals, aims and objectives of special needs education. So as to build and develop their learning, characteristics, interest, creative thinking characteristics, self' determination characteristics. social leadership characteristics, motivational characteristics, verbal ability, high curiosity level, intensity and perspective, strong imagination, problem solving characteristics etc. So doing is for moulding them into desirable personality products who can interacts with environmental stimulus and variables in order to toil the economy round for quantity and quality output. In such a manner that rural agricultural economy can be transformed through agricultural revolution in order to diversified the scope of economy to achieve economic buoyancy, stability and sustainable agriculture for getting rid of poverty, hunger as well as raising standard of living. It enables the society to raise descent and morally upright leaders who can curtail and deal with various forms of corrupt practices, economic mismanagement and saboteurs. In order to fend for societal needs

and aspirations other than leaders who pursue individualistic egocentrism through provision of descent employment opportunities and provision of facilities, enabling ground to achieve and realize goals of development (visionary statements and sustainable), (Babangida & Tarda, 2015, Babangida & Bagiwa, 2017).

In a similar gesture, the imperatives of psychological adjustment in teaching and learning process with particular reference to the context of depressed economy, such that witnessed a continuous downturn in economic activities. That is a state and status characterized by slowdown in economic activities over the course of a normal business cycle. The psychological adjustment behaviours here typifies a need or motive in the form of strong persistent stimulus, the thwarting or no fulfillment of this need, varied activity or exploratory behavior by problem solving and some response that removes or at least reduces that initiating stimulus and completes that adjustment.

Thus, this motive is by ways of precipitating and compelling genders for the need in acquiring skills, knowledge and competencies outside their physiological domains of learning to achieve gainful employment that can enable them to discharging their mainstream domestic socialization functions, in order to make them responsible and productive to their individualistic lives, family, society and nation. Moreso, this is by way of acquiring social skills for adjustment in pro-social behaviours amongst genders in making them effective parents, (Babangida, Anabe & Bagiwa, 2017). For gender(s) functionality in mainstream socialization function and practices is such a concept and construct of identity that features in community shared expectations and rules within society about appropriate males and females behaviours, characteristics; and roles. As, it is socially and culturally construed and as a variable of identity that made distinction between males and females social roles models. Hence, the functional role models and expectations of the genders that are learned in a cultural oriented ways and manners. Being that gender is culture specific construct having portrayed different ways and manners in which women and men role models function considerably as for what they can do and as permissive in one culture or when compared to another, (Babangida, Anabe & Bagiwa, 2017).

In this vein, the role of psychological adjustment in teaching and learning process is borne-out of the relevance of blending accord with thoughts in terms

of acquiring relevant knowledge, skills and competencies in related to ones specific learning domains of abilities and capabilities. Such that can foster and facilitate training in vocational/for self employment technical education and that is a way of promoting acquisition of vocational skills other than acquiring white caller jobs that seem scarce for. Vocational/technical education is said to be the kind of education that prepares people to work in a trade, in craft as a technician or in supportive roles in professions such as engineering, accountancy, nursing, medicine, architecture and law. That craft vocation, are usually based on manual or practical activities and are traditionally non academic but related to a specific trade or acquisitions.. Hence vocational education is sometimes referred to as career form of education as: well as training in technical education.

In other words, vocational .education is the type of education which harnesses the cognitive, affective and psychomotor areas of development of an individual learner to empower him or her with job competence, job placement and. employed in order :to work or even for self-employment so as to make him self-reliance. Having acquire the most needed skills, training, knowledge and competencies for these nature of employment opportunities in question, (Babngida, Fika & Aweh, 2017). Thus psychological adjustment stereotype provision of functional, effective and efficient educational guidance and counseling services inform of making the learners more adjustable in. matching the unique world of individuals with his unique world of work that is through selection of occupations and professions that suits his interest and mental ability, (Babangida, & Aduke, 2016).

### **Conclusion**

The imperative roles of teachers/learners psychological adjustment cannot be overemphasized in teaching and learning process for functional literacy. Such that lead to the development of learners by acquiring skills, knowledge, orientations, values and competencies thereby making them personality products capable of making innovations through creativity and productivity. In order to toil the economy round for eradication of hunger and poverty alleviation thereby achieving sustainable agriculture for economic growth and development which ensures genders responsiveness to themselves, family, society, and nations.

The development of learners' personality bridges an economic vacuum through which creativity and productivity can be fostered and achieved towards gainful employment that raised standard of living. Thereby contributing to the growth of individual, family, society and nations and by way of raising descent and morally upright leaders who can steer the affairs and mantle of leadership for a nation to achieve prosperity and economic buoyancy.

### **Recommendations**

1. Much emphasis should be made on adequate implementation of our moral education curriculum provisions in order to raise morally upright students (learners) who are leaders of tomorrow.
2. The Nigerian democratic culture should imbibe the spirit of pursuing and promoting the achievement of collective goals other than embarking on individualistic egocentric selfish goals.
3. The Nigerian democratic culture should place much emphasis on accountability, transformation, piety, faithfulness and good governance.
4. The teaching and learning environment should be made secured, rich and conducive for interaction that leads to making realizable educational goal expectancies.
5. Teachers should interact adequately with curricular and co-curricular activities for optimization of learning.
6. Teachers should adequately be motivated through induced motivational strategies for better remunerations constant promotions as at when due, and timely review of salaries and allowances in order to boost their morale for enhanced productivity.

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