

## **Social Adjustments and Self-efficacy of University Students**

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### **Abstract**

*This study aims at finding out the relationship between social adjustments and self-efficacy of university students. The population of the study comprises of all the BS program students studying in different departments of university of Sargodha. Students selected through multistage random sampling were 550. Research scales i.e. Student Adaptation to College Questionnaire (SACQ) and General Self-Efficacy Scale (GSES) were adapted with permission to measure the self-efficacy and social adjustment of the students. Both the instruments were made bilingual (in English and Urdu) for clear comprehension of the students and better responses. Pilot testing was carried out with respect to 100 students and reliability coefficient Cronbach Alpha values for GSES, and SACQ were 0.70, and 0.90 respectively. The study is a cross-sectional survey. Data analysed through frequencies, percentages and means was used to explore the social adjustment of students. T-test, one-way ANOVA was used to compare students' social adjustment with respect to their demographic variables and self-efficacy. The study led to the following major findings: majority of students have moderate social adjustment; male students have better social adjustment than female students; majority of the students—boarders, day scholars, urban, and rural have moderate and equivalent level social adjustment. Furthermore, students of 8<sup>th</sup> semester have better social adjustment than those in 2<sup>nd</sup> semester and students with high self-efficacy have better social adjustments. Thus, it was recommended that guidance and counselling facilities regarding the value of university education should be provided to students to motivate them to use study time efficiently at the university as well as at home.*

**Keywords:** Self efficacy, Social adjustment, University Students, ANOVA, GSES, SACQ.

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## **Introduction**

When students join an educational institution, they come from different backgrounds with their own norms and values; whilst the norms and values of the institute reflect the institution vision, mission and core values. In order to adjust students in educational setup, they need to mold their behaviour & value so that they can fit in the parameters of the institution (Robinson, 2009). Adjustment is used to highlight the struggles of an individual that he or she makes to survive in the physical or social environment (Raju & Rahamtulla, 2007). Adaptation and accommodation are the alternate words often used for adjustment.

Adjustment is a process of dealing with tensions, stress, and conflicts to meet the individual's needs. In this process individual tries to develop and maintain a smooth relationship with environment. Clearly, then, the two key factors that are involved in the adjustment process are environment and individual (Julia, & Veni, 2012).

The adjustment level of each student is different from others depending on the developmental stage of the student. This idea was also supported by Dyson & Renk (2006) that almost every new student in university environment goes through an adjustment phase with his or her own pace of development.

During the transition period from college life to university life, students may face many challenges—new environment, teachers, friends, lifestyle and changed academic setup. Lapsley & Edgerton (2002) reported that there are more chances that students may struggle if they do not successfully manage these new challenges in university and ultimately, they are more vulnerable to anxiety and depression. McDermott & Pettijohn (2011) summarized that there is very high rate of psychological indisposition throughout the world in the first year university students.

Crede and Niehorster (2012) provided the experimental confirmation to the four dimensions of adjustment. i.e. social adjustment; academic adjustment; personal-emotional adjustment; and institutional commitment. Social adjustment is necessary for everyone, but is of great importance for undergraduate students as they are passing through the individualization process from their family and home. Students' social adjustment to university has direct relations with students' overall adjustments (Raju & Rahamtulla, 2007). Social support has been identifies the most significant factor in minimizing the depression, loneliness and anxiety of undergraduate students (Pancer, Hunsberger, Pratt, & Alisat, 2000).

According to Dyson and Renk (2006) the social adjustment of students can be defined in terms of how much students participate in social activities, and how much they are satisfied with the social aspect of the university environment. Newly enrolled students in the university are required to adjust in the university environment. When students join higher education, new social relations are established and academic demands increase (Monroe, 2009). Students are not sure about their abilities to meet the new challenges, and it will be a new experience for some students to think independently who mostly rely on their teachers and parents for their course work (Robinson, 2009).

It is a known fact and will be agreed upon by anyone who has ever been a student at university that the undergraduate students experience adjustment at several levels (Clark, 2005). Students joining university today are the most diverse population in terms of their gender, age, socioeconomic status, ethnic composition, family background, native languages and level of academic preparation (Hurtado & Pryor, 2006).

The diversity in the population of university students creates a complex and a dynamic environment where students are exposed to multiple situations, responsibilities, choices, challenges and decision which they need to learn to deal with and to adjust to the new environment (Kerr, Johnson, Gans, & Krumrine, 2004). Hence, it is appropriate to study the social adjustment of undergraduates of university of Sargodha and the influence of self-efficacy.

University of Sargodha enrolls a large number of students in BS Programs of different disciplines each year. All these students come from different areas of the country with different social, academic, cultural, ethnic, and religious background. They come from college which is quite different from university with respect to educational environment i.e. co-education, academic activities and social activities. So, the students need to adjust themselves socially in new environment of University. The study aims at exploring the social adjustment and self-efficacy of BS program students in university of Sargodha.

### **Objectives of the Study**

The objectives of the study are as follows:

1. To explore the social adjustment of the undergraduate students.
2. To find out the self-efficacy of undergraduate students.
3. To find out the relationship between self-efficacy and social adjustment of undergraduate students.

**Research Questions**

1. What is the level of social adjustment of undergraduate students of University of Sargodha?
2. What is the influence of gender on the social adjustment of undergraduate students of University of Sargodha?
3. What is the influence of undergraduate students' residence (boarder or day scholar) on their social adjustment in University of Sargodha?
4. What is the influence of locality i.e. Urban and Rural on their social in University of Sargodha?
5. What is the influence of department on students' social adjustment?
6. What is the level of self-efficacy of undergraduate students of University of Sargodha?
7. What is the relationship between students' self-efficacy and social adjustment in University of Sargodha?

**Significance of the Study**

Teaching is an art and teaching in higher education institutions is more challenging as teachers may face multidimensional issues with respect to their students in and outside classrooms. The findings of this study may be helpful for university teachers in a way to enable them to know the importance of different factors that may influence the students' social adjustment at university campus and this study may enable them to help students in better ways to work for the improvement of their social adjustment at university campus.

The findings of this study may be beneficial for the university administration in a way to minimize the indiscipline cases that are caused by maladjusted students in university.

Parents invest a huge amount of money in the education of their children and findings of the study may assist parents in a way that they will become aware about the importance of the adjustment of their children in university environment and prevent the wastage of their investment in education.

The findings of the study may also be helpful for undergraduate students of university as it will enable them to know the importance of social adjustment and self-efficacy and ultimately, students would improve their abilities to perform well in their academics and may built their academic career as well adjusted personnel for their future jobs.

## **Delimitations of the Study**

University of Sargodha is one of the fast growing public universities in Pakistan, with respect to the enrolment ratio of students in different programs. Majority of the students is taking admission in undergraduate programs of university of Sargodha main campus. Due to financial constrain and shortage of time, this study was delimited to 2<sup>nd</sup> and 8<sup>th</sup> semester undergraduates' students of Main campus of university of Sargodha.

## **Methodology of the Study**

In this study, cross sectional survey was conducted to explore the social adjustment and self-efficacy of BS program students.

## **Population and Sampling**

This study comprised two types of population. All the BS program students studying in different departments of university of Sargodha main campus were the population of the study. Multi stage random sampling technique was used to select the sample of 550 students from 11 departments. Among these 550 students, 275 were from 2<sup>nd</sup> semester/1<sup>st</sup> year of study and 275 were from 8<sup>th</sup> semester/final year of study. Among 275 students of 2<sup>nd</sup> semester/1<sup>st</sup> year of study, there were 99 male and 176 female students. Similarly, among 275 students of 8<sup>th</sup> semester/final year of study, 82 were male students and 193 were female students.

## **Research Instruments**

Two instruments were adapted & used to collect the quantitative data: The first was 'Student Adaptation to College Questionnaire' by Baker & Siryk, (1984), to measure students' social adjustment in university scale; and second was "General Self-Efficacy Scale" to measure students Self-Efficacy. Both the instruments were adapted from the original version and were translated —by permission— into Urdu language, in order to make the scales more understandable for the respondents. In the 'Student Adaptation to College Questionnaire' the word 'College' was replaced with 'University' as the respondents of the study were the University students and the response option was changed from nine point to five points i.e. strongly agree, agree, un-decided, disagree and strongly disagree. General Self-Efficacy Scale' was developed by Schwarzer and Jerusalem (1995) and was adapted after transforming into five point Likert scale, while originally it was on four points. For the validation of both the questionnaires experts' opinion were sought from five PhD

experts. All the experts reviewed the translation of all the adapted scales and judged that whether Urdu and English statements of the scales communicate the same meaning. After incorporating suggestions of the experts, the instruments were pilot tested on 100 students not included in actual sample. The reliability coefficient Cronbach Alpha of self-efficacy scale and Student Adaptation to College Questionnaire were 0.70 and 0.90 respectively.

**Data Collection and Analysis**

The questionnaires were administered in person by the researcher with the help of girls and class representative of the selected classes to collect the data from the students. The data was analyzed through SPSS 22 by applying descriptive and inferential statistics.

**Results from Analysis of Social Adjustment of University Students**

An index score for social adjustment of each student was created by summing up all the scores of social adjustment scale. The minimum score in this index was 21, indicating the lowest overall social adjustment level, and 81, indicating the highest overall social adjustment level. This index was divided into three categories i.e. low, moderate and high by applying procedure as recommended by Cohen and Lea (2004). Standard deviation was subtracted from the mean index score and first category was formed i.e. low level (mean index score  $\leq 44$ ). Standard deviation was added up into the mean index score and second category was formed i.e. moderate level (mean index score, 45-64) and Mean index score ( $>65$ ) were considered the high social adjustment level.

**Table 1: Overall and Gender Wise Students’ Social Adjustment Level**

Level (Mean Value)	Male	Female	Total	Males’Mean score & SD	Females’ Mean score & SD	T	df	p-value
Low ( $< 44$ )	19 10.5%	67 18.2%	86 15.6%	55.59 & 10.84	53.72 & 9.24	2.1 00	548	0.036
Moderate (45-64)	128 70.7%	249 67.5%	377 68.5%					
High ( $> 65$ )	34 18.8%	53 14.4%	87 15.8%					

Table 1 shows that, overall, 68.5% students had moderate level social adjustment, 15.8% had high level social adjustment and only

15.6% students had low level social adjustment. Gender wise analysis shows that 70.7% male and 67.5% female students had moderate level social adjustment; 18.8% male and 14.4% female students had high level social adjustment, while only 10.5% male and 18.2% female students had low social adjustment. It is evident that majority of the male and female students had moderate level social adjustment. As indicated by t-value (2.1) with df=548 and p-value  $0.036 < 0.05$  there exist significant difference between the social adjustment of male and female students. Greater mean score (55.59) shows that male students had better social adjustment than female students (mean score = 53.72).

**Table 2: Students’ Social Adjustment Level Based on Current Residence**

Level (Mean Value)	Boarders	Day-scholars	Total	Boarders’ Mean & SD	Dayscholars’ Mean & SD	t-value	df	p-value
Low ( $\leq 44$ )	35 14.8%	51 16.2%	86 15.64%	78.45 8.29	79.49 9.93	-1.299	548	0.194
Moderate (45-64)	152 64.4%	225 71.7%	377 68.55%					
High ( $> 65$ )	49 20.8%	38 12.1%	87 15.82%					

Table 2 shows that 64.4% boarder students had moderate level social adjustment, 20.8% boarder students had high level social adjustment and only 14.8% boarder students had low level social adjustment. On the other hand, 71.7% day scholars had moderate level social adjustment, 12.1%-day scholar had high level social adjustment and 16.2% day scholars had low level social adjustment. It is evident that majority of the students both boarders and day scholars had moderate level social adjustment. But more boarders had high level social adjustment as compared to day scholars. As indicated by t-value (-1.299), df=548 and p-value =  $0.194 > 0.05$  shows that there exists no significant difference between the social adjustment of boarders and day scholar students. Hence, the boarders and day scholar students have equivalent level of social adjustment.

**Table 3: Urban Rural Distribution of Students' Social Adjustment Level**

Level (Mean Value)	Urban	Rural	Urban Mean & SD	Rural Mean & SD	t-value	Df	p-value
Low ( $\leq 44$ )	48 16.6%	38 14.6%	54.37 9.45	54.29 10.25	-.098	548	0.922
Moderate (45-64)	200 69.2%	177 67.8%					
High ( $> 65$ )	41 14.2%	46 17.6%					

Table 3 shows that 69.2% urban and 67.8% rural students had moderate level social adjustment, 14.2% urban and 17.6% rural students had high level social adjustment while 16.6% urban and 14.6% rural students had low level social adjustment. It is evident that majority of the urban and rural students had moderate level social adjustment. As indicated by t-value -.098, df=548 and p-value = 0.922 > 0.05 shows that there exists no significant difference between the social adjustment of urban and rural students. Hence the urban and rural students have equivalent level of social adjustment.

**Table 4: Students' Social Adjustment Level Based on their Study Duration**

Level (Mean Value)	2 <sup>nd</sup> Semester	8 <sup>th</sup> Semester	Mean & SD 2 <sup>nd</sup> Semester	Mean & SD 8 <sup>th</sup> Semester	t-value	Df	p-value
Low ( $\leq 44$ )	55 20.0%	31 11.3%	53.50 10.44	55.17 9.12	-2.00	548	0.046
Moderate (45-64)	177 64.4%	200 72.7%					
High ( $> 65$ )	43 15.6%	44 16.0%					

Table 4 shows that there were 20.0% male students (55) and 11.3% female students (31) having low social adjustment, while 64.4% male students (177) and 72.7% female students (200) having moderate social adjustment. The remaining 15.6% male students (43) and 16.0% female students (44) had the high social adjustment. Majority of students 68.55% (377) had moderate level social adjustment. As indicated by t-value (-2.00) with df=548 and p-value 0.046 < 0.05 there existed significant difference between the social adjustment of male and 2<sup>nd</sup> semester students and 8<sup>th</sup> semester students. Greater mean score (55.17)



shows that 8<sup>th</sup> semester students had better social adjustment than 2<sup>nd</sup> semester students (mean score = 53.50).

**Table 5: One-Way ANOVA for Comparison of Social Adjustment with Respect to Students’ of Different Departments**

	Sum of Squares	df	Mean Square	F	<i>p-value</i>
Between Groups	1134.49	10	113.45 96.35	1.177	0.303
Within Groups	51934.60	539			
Total	53069.09	549			

In Table 5 one way ANOVA revealed that there was no statistically significance difference in the mean score of social adjustment of undergraduate students belonging to different departments of the University of Sargodha as indicated by *F-value* =1.177, *p-value* =0.303 >  $\alpha$  =0.05.

**Results from Analysis of Self-Efficacy of University Students**

An index score for self-efficacy of each student was created by summing up all the scores of self-efficacy scale. The minimum score in this index was 12— indicating the lowest self-efficacy level— and 40 — indicating the highest overall self-efficacy level. The mean score of the index was 30.28 and standard deviation 5.21. This index was divided into three categories i.e. low, moderate and high by applying procedure as recommend by Cohen and Lea (2004). There were three categories considered on the basis of mean score on the self-efficacy scale i.e. equal to or less than 25 mean score were considered as low self-efficacy level, 26-35 mean score on self-efficacy scale were considered as moderate self-efficacy level and greater than 35 mean score were considered as high self-efficacy level.

**Table 6: Students’ Self-Efficacy Level**

Level of Students’ Self-efficacy	<i>f</i> ( <i>n</i> )	Percentage
Low (≤25)	99	18%
Moderate (26-35)	354	64.36%
High (>35)	97	17.65%

Table 6 describes that 18% students (99) have low self-efficacy level, 64.3% students (354) have moderate self-efficacy level and 17.65% students (97) have high self-efficacy level. This shows that majority of students have moderate self-efficacy level.

**Table 7: One-Way ANOVA, Social Adjustment with Respect to Self-Efficacy Level**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b><i>P-value</i></b>
Between Groups	5131.97	2	2565.98	29.280	.000
Within Groups	47937.12	547	87.63		
Total	53069.09	549	2565.98		

In table one way ANOVA indicated that there was a statistically significant difference in the mean Social adjustment of undergraduate students belonging to different level of Self-Efficacy as indicated by  $F(2,547) = 29.280, p=0.000 < \alpha = 0.05$ . Further the difference is determined by post hoc Tukey's highest significant difference test (HSD).

**Table 8: Post Hoc Comparison of Social Adjustment with Respect to Students' Self-Efficacy Level**

<b>(I) Self-Efficacy</b>	<b>(J) Self-Efficacy</b>	<b>Mean Difference (I-J)</b>	<b>Std. Error</b>	<b><i>p</i></b>
Low	Moderate	-6.25	1.06	.000
	High	-10.02	1.33	.000
Moderate	High	-3.76	1.07	.001

In Table 8 Tukey's HSD indicates that students with High Self-efficacy have significantly better Social Adjustment than all others students with Moderate and low Self-Efficacy level as indicated by the mean difference 3.76, 10.02 respectively with p-value 0.001, and 0.000  $< \alpha = 0.05$  respectively.

**Table 9: Relationship between Social Adjustment and Self-Efficacy of University Students**

N	Pearson CorrelationR	Sig.
550	0.365	0.000

Table 9 shows that there exists positive and moderate correlation between social adjustment and self-efficacy of university students as indicated by Pearson r-value = 0.365 and p-value = 0.000 < 0.05.

**Conclusion**

A majority of the undergraduate students had moderate or high level of social adjustment. Majority of the male and female students, both boarders and day scholars, urban and rural students and 2<sup>nd</sup> and 8<sup>th</sup> semester students had moderate level social adjustment.

Male students had better social adjustment than female students. Similarly, 8<sup>th</sup> semester students had better social adjustment than 2<sup>nd</sup> semester students.

There was no statistically significant difference in the mean score of social adjustment of undergraduate students belonging to different departments of the University of Sargodha.

A majority of students had moderate self-efficacy level and students with high self-efficacy had significantly better social adjustment than all others students with Moderate and low self-efficacy level. There existed positive and moderate relationship between social adjustment and self-efficacy of university students.

**Discussion**

The social adjustment of male students was better than the social adjustment of female students. The possible reason might be that the male students spend more time at university campus and have larger social circle as verified by Al-Qaisy (2010) in his study “Adjustment of college freshmen: The importance of gender and the place of residence”.Reporting thatmale students can adjust themselves more than females because they have the ability to have social relations with the others in university area more than the females.

The social adjustment of students with high self-efficacy was better than academic adjustment of all the students with moderate and low self-

efficacy. The possible reason might be that the students with high self-efficacy are more confident 'about their abilities and skills to complete their tasks' than students with moderate and low self-efficacy level as verified by Lai (2014) in his study "College freshmen's Self-Efficacy, Effort Regulation, Perceived Stress and their Adaptation to College" concluding that an increase in the self-efficacy there will be a positive increase in students' social adjustment.

### Recommendations

Following recommendations were made on the basis of findings and conclusions drawn from the data analysis of the study:

1. In university, many students were not able to mix well with the opposite gender. Therefore, it is recommended that guidance and counseling facilities regarding the value of university education be provided to students to motivate them to use study time efficiently at university and at home as well.
2. More longitudinal studies need to be conducted to find out the social adjustment and self-efficacy of the undergraduate and graduation level university students.

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