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INFLUENCE OF PSYCHOSOCIAL VARIABLES ON CAMPUS ADJUSTMENT OF FIRST YEAR STUDENTS OF COLLEGES OF EDUCATION IN DELTA STATE, NIGERIA

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ABSTRACT

The study examined influence of psychosocial variables on campus adjustment of first year students of Colleges of Education in Delta State, Nigeria using correlational research design. The study answered two research questions and tested two hypotheses. Multistage random sampling technique was used to select 247 fresh students for 2018/2019 academic session which constituted the respondents for the study. Instrument for data collection was Influence of Psychosocial Variables on Campus Adjustment Questionnaire (IPVCAQ). The instrument was face and content validated by three experts, one in Measurement and Evaluation and two in Guidance and Counselling. Reliability of the instrument was ascertained using Cronbach Alpha technique which yielded a coefficient of 0.918 for Self-efficacy Scale, 0.87 for Peer Pressure Scale while a coefficient of 0.88 was obtained for Student Adjustment Scale. Data for the study were collected by the researcher. Out of the 247 copies of the questionnaire administered to the fresh students, 235 copies were returned and used for the analysis representing 95.1% return rate. Data were analysed using Pearson Product Moment Correlation ($r^{2)}$ to answer the research questions while regression analysis was used to test the null hypotheses at 0.05 level of significance. The result showed that self-efficacy predicts about 86% of their campus adjustment and peer group/pressure predicts about 79% of campus adjustment of fresh NCE students in Federal College of Education (Technical) Asaba. Based on the findings, the study among others reccommended that school management, administration and counselling psychologists should use appropriate psychological interventions to enhance self-efficacy of students towards helping them in social adjustment in school.

Keywords: Psychosocial variables, self-efficacy, peer group, campus adjustment, colleges of education.

Introduction

Colleges of Education are established in Nigerian by law to provide knowledge, skills and training to students who shall be enterprising and self-reliant on graduation. Federal Government of Nigeria (2014) described College of Education as one of the tertiary institutions that provide knowledge, skills and training to students for the production of teachers and skilled personnel who shall be enterprising and self-reliant. In the opinion of Onyesom (2013), College of Education is a post-secondary education institution in Nigeria designed specifically for training and preparing students for the teaching industry. Colleges of Education is train-the-trainers colleges, established with the objectives of training and equipping teachers for their esteemed functions in teaching profession (Excellence and Education Network, 2014). The government of Nigeria established college of education system to specifically address certain educational and socio-economic issues.

On successive completion of secondary schools, students seek admission for further learning in tertiary institutions such as colleges of education and need to adjust to the new learning environment. Adjustment, according to Salami (2011) is a continuous process by which a person varies his/her behaviour to produce a

more harmonious relationship between himself/herself and his/her environment. Ukaegbu and Obikoya (2017) described adjustment as implying changes in our thinking and way of life to the demands of the situation. Adjustment is the psychological processes through which people manage or cope with the demands and challenges of everyday life. Salami (2011) stated further that there are basically four sub-scales of adjustment which include academic, social, personal, emotional as well as institutional attachment adjustment. Adjustment for fresh students can sometimes be due to increased personal freedom, anxiety, exposure to bullying, and fear of the unknown. The process of fresh students' adjustment to campus environment is a state of harmonious relations to the new reality to obtain satisfaction from needs and meet fairly well the demand of the reality on ground (Mark, 2018). Adjustment among people varies due to their respective nature and personal characteristics.

Hence, some individuals successfully adapt themselves to their new environment while others struggle for some time to adjustment to new environment. Santrock (2006) noted that how well people are able to cope with the demand of their new environment and how they accept radical changes are often taken as measures of psychological and emotional adjustment. Adjustment of fresh students to campus environment is influenced by important psychosocial variables or factors. Oyenuga and Lopez (2012) described psychosocial factors as psychological and social factors that may or mar the study of a subject or course. The school, home background and the interest of the student stands out as strong variables in explaining variation in students. Psychosocial factors, according to Ali, Wan, Wan and Nobaya (2017) are attitude, self-efficacy and social interaction of students among others that play a great role in students' academic performance and are essential for the delivery of high quality teaching and learning process. Upton (2013) viewed psychosocial factors to include social support, loneliness, parental background or status, marriage status, peer group, social disruption, self efficacy, bereavement, work environment, social status, and social integration among others. For the sake of this study, the two psychosocial factors of interest are students' self efficacy and peer group as they may likely influence students' adjustment to campus environment after gaining admission into colleges of education.

Self-efficacy is someone's belief in his/her capacity to perform a specific action successfully (Bandura, 2001). In the opinion of Baanu, Oloyede & Adekunle (2016), self-efficacy determines how people feel, think, motivate themselves and behave. Ajala (2013) viewed self-efficacy is perceived ability and the confidence people have in their abilities and belief that they can successfully perform a particular task. Such beliefs produce these diverse effects through four major processes, which include cognitive, motivational, affective and selection processes. Onyeizugbe, Orogbu and Chinwuko (2018) noted that the concept of self-efficacy provides the basis for motivating individuals and personal fulfillment. Self-efficacy affects thoughts and emotional reactions of an individual. Hence, fresh students' self-efficacy will help them to work hard and adjust fast to the new environment and tasks because they have confidence to succeed in their new environment. A person's self-efficacy is a strong determinant of his/her effectiveness, persistence, strategizing, as well as subsequent adjustment to new realities among peers.

Peer group influences, according to Clark and Loheac (2007) have become increasingly pronounced and studies have shown that adolescents were more likely to increase behaviour that receives peer group approval. Omotere (2011) stated that peer influence on behavior gradually becomes more dominant and has even stronger influence than that of parents. Adeniyi and Kolawole (2015) justified that adolescents spend far more time in the exclusive company of their peers and hence tend to be influenced in behaviours and adjustment by their peers. Schneider (2010) equally noted that becoming a peer group member meets many adolescents concerns about social expectations

such as developing independence from their parents, learning decision-making skills and acting on their own. The significance of psychosocial variables of self-efficacy and peer group seems to be enormous. It is based on this background that this study examined the influence of psychosocial variables on campus adjustment of first year students of colleges of education in Delta State, Nigeria

Research Questions

1. What is the influence of self-efficacy on campus adjustment of first year students of Colleges of Education in Delta State?
2. What is the influence of peer group on campus adjustment of first year students of Colleges of Education in Delta State?

Hypotheses

$H0_1$: There is no significant relationship between self-efficacy and campus adjustment of first year students of Colleges of Education in Delta State.

$H0_2$: There is no significant relationship between peer group and campus adjustment of first year students of Colleges of Education in Delta State.

Research Method

The study examined the influence of psychosocial variables on campus adjustment of first year students of colleges of education in Delta State, Nigeria using correlational research design. Apuke (2017) described correlational research design as quantitative methodology used to determine whether, and to what degree, a relationship exists between two or more variables within a population (or a sample). The degree of relationship is expressed by correlation coefficients which range from +1.00 to -1.00. Correlational research design deals with creating relationship amidst two or more variables in the same population. The study was guided by two research questions and two hypotheses. Multistage random sampling technique was used to select the respondents (fresh NCE students) for the study. Firstly, one (Federal College of Education Technical, Asaba) college of education from the existing four colleges of education in Delta State was randomly selected. Secondly, random sampling was used for selecting four (4) departments in the school. All the 247 fresh students for 2018/2019 academic sessions were used as respondents for the study. The instrument used for data collection was Influence of Psychosocial Variables on Campus Adjustment Questionnaire (IPVCAQ). The instrument was structured into three sections which include: Section I that dealt with items on Self-efficacy Scale. Section II focused on Peer Influence Scale, while Section III focused on Fresh Student Adjustment Scale. A copy of the instrument was submitted to face and content validation by three experts, one in Measurement and Evaluation and two in Guidance and Counselling. All the corrections and suggestions of the experts were effected to improve the quality of the instrument used for data collection. To establish the internal consistency of the instrument, 15 copies of the instrument were trial-tested on 15 fresh College of education students in Edo State. The data collected from the trial-testing were analysed using Cronbach Alpha technique which yielded a coefficient of 0.918 for Self-efficacy Scale, 0.87 for Peer Pressure Scale while a coefficient of 0.88 was obtained for Student Adjustment Scale. The data for the study were collected by the researcher. This was made possible with the help of the Heads of Departments and known lecturers in the participating Departments in College of Education (Technical), Asaba. Out of the 247 copies of the questionnaire administered to the fresh students, 235 copies were returned and used for the analysis representing 95.1% return rate. Data obtained through the administered questionnaire were organized and analyzed using Pearson Product Moment Correlation ($r^{2)}$ to answer the research questions while regression analysis was used to test the null hypotheses at 0.05 level of significance.

Presentation of Results

Research Question One: What is the influence of self-efficacy on campus adjustment of first

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year students of Colleges of Education in Delta State?

Table 1: Pearson Moment Correlation of the Influence of Self-efficacy on Campus Adjustment of Fresh NCE Students in Delta State

Variables	∑x ∑y	∑x² ∑y²	∑xy	r-cal
Self-efficacy	498.3	248302.9	186762.8	0.857
Campus Adjustment	374.8	140475.4		

***** Significant at 0.05, DF = 233; critical r = 0.196

The data presented in Table 1 above showed that the Pearson Product-Moment correlation coefficient (r) between the self-efficacy and campus adjustment of NCE fresh students in FCE Asaba was 0.857. This suggested that self-efficacy of fresh NCE students predicts about 86% of campus adjustment of the fresh NCE students into Federal College of Education (Technical) Asaba. Hence, there is strong and positive relationship between self-efficacy and campus adjustment of NCE fresh students in Delta State.

Research Question Two: What is the influence of peer group on campus adjustment of first year students of Colleges of Education in Delta State?

Table 2: Pearson Moment Correlation of the Influence of Peer Group/Pressure on Campus Adjustment of Fresh NCE Students in Delta State.

Variables	∑x ∑y	∑x² ∑y²	∑xy	r-cal
Peer group/pressure	487.9	238046.4	182864.9	0.793
Campus Adjustment	374.8	140475.4		

***** Significant at 0.05, DF = 233; critical r = 0.196

The data presented in Table 2 above revealed that the Pearson Product-Moment correlation coefficient (r) between the peer group/pressure and campus adjustment of NCE fresh students in FCE Asaba was 0.793. This implied that peer group/pressure predicts about 79% of campus adjustment of fresh NCE students into Federal College of Education (Technical) Asaba. Therefore, there is strong and positive relationship between peer group/pressure and campus adjustment of NCE fresh students in Delta State.

Testing of Hypotheses

Hypothesis One: There is no significant relationship between self-efficacy and campus adjustment of first year students of Colleges of Education in Delta State.

Table 3: Regression Analysis of Test of Significant Relationship between Self-efficacy and Campus Adjustment among Fresh NCE Students in Delta State

Model	Sum of Squares	DF	Mean Square	F	Sig. (p-value)	Decision
Regression	0.733	1	2.821	48.374	0.000	**Sig.** (Reject $H0_1$)
Residual	118.750	231	1.983			
Total	119.483	232				

a. Dependent Variable: Campus Adjustment

b. Predictors: (Constant), Self-efficacy
Level of Sig. = 0.05; **Sig** = Significant

The result of the regression analysis presented in Table 3 above showed that the p-value of 0.000 was less than 0.05 level of significance. This indicated that there was significant relationship between students' self-efficacy and campus adjustment among NCE fresh students in FCE Asaba. Hence, the hypothesis of no significant ($p<0.05$) relationship between self-efficacy and campus adjustment is rejected.

Hypothesis Two: There is no significant relationship between peer group on campus adjustment of first year students of Colleges of Education in Delta State.

Table 4: Regression Analysis of Test of Significant Relationship between Peer Group and Campus Adjustment among Fresh NCE Students in Delta State.

Model	Sum of Squares	DF	Mean Square	F	Sig. (p-value)	Decision
Regression	0.127	1	1.877	42.320	0.000	**S*** (Reject $H0_4$)
Residual	120.280	231	0.995			
Total	120.407	232				

a. Dependent Variable: Campus Adjustment
b. Predictors: (Constant), Self-efficacy
Level of Sig. = 0.05; **Sig** = Significant

The result of the regression analysis presented in Table 4 above revealed that the p-value of 0.000 was less than 0.05 level of significance. This indicated that there was significant relationship peer group/pressure and campus adjustment among NCE fresh students in FC Asaba. Consequently, the hypothesis of no significant ($p<0.05$) relationship between peer group and campus adjustment is rejected.

Discussion of Findings

This study on research question one found that self-efficacy of fresh NCE students predicts about 86% of their campus adjustment in Federal College of Education (Technical) Asaba. Hence, there is strong and positive relationship between self-efficacy and campus adjustment of NCE fresh in Delta State. The findings of this study agreed with that of Salami (2011) who examined the contribution of psychological and social factors to the prediction of adjustment to college and found that self-efficacy of emotional intelligence predicted adjustment among first year college of education students. The findings of the study also supported that of Ndukaihe, Anyaegbunam & Adetula (2014) who found that students' individual skills (self-efficacy, self-awareness, self-management) are suitable predictors for organizational entrepreneurship. Jung & Chung (2012) investigated the effect of self-esteem, emotional intelligence and social support on college adjustment in first year students in nursing and found a positive correlation between college adjustment and self-efficacy of emotional intelligence.

This study in respect to research question two found that peer group/pressure predicts about 79% of campus adjustment of fresh NCE students in Federal College of Education (Technical) Asaba. Therefore, there is strong and positive relationship between peer group/pressure and campus adjustment of NCE fresh in Delta State. The findings of this study agreed with that of Azua (2016) who investigated relationship between peer influence, parental support and academic achievement of secondary school students in Giwa Educational Zone, Kaduna State and found that peer support significantly influence academic achievement

and adjustment of students in school. Similarly, the findings of this corroborated that of Bundotich, Kisilu and Too (2016) who investigated influence of peers on adjustment of form one students to secondary school in Uasin Gishu County, Kenya and found that peer influence has significant relationship with students' adjustment to school.

Conclusion

The study investigated the influence of psychosocial variables on campus adjustment of first year students of Colleges of Education in Delta State, Nigeria. The psychosocial variables of concern in the study are self-efficacy and peer group and how they predict campus adjustment of NCE students. From the data collected and analyzed, the study found that self-efficacy and peer group predict campus adjustment of fresh NCE students in Delta State. Hence, self-efficacy and peer group play key roles in rates of campus adjustment among NCE students in the state.

Recommendations

Based on the findings, the study reccomended that:

1. School management, administration and counselling psychologists should use appropriate psychological interventions to enhance self-efficacy of students towards helping them in social adjustment in school.
2. Parents and students affairs Department in the colleges are charged to effectively pay attention to fresh students to manage influence of unhealthy peer group influence on their social adjustment in the campus.
3. Parents should offer psychological support to their children by way of communicating with them about the value/utility of education, fostering educational and social adjustment.

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