



The role of academic self-efficacy and school well-being on adjustment of first year university student

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Abstract

Adjustment of first year college student is argued as one of the hardest adjustment of a student in their lifetime. This quantitative study examines the contribution of academic self-efficacy toward their adjustment, moderated by their subjective perception of their educational institution's well-being, named as school well-being. Research would be conducted using three scales (adjustment scale, academic self-efficacy scale, and school well-being scale), in a real setting. Participants were 451 students from 9 department of Faculty S, one of faculty from one of the most prestigious university in Yogyakarta, Indonesia. The hypothesis was school well-being and academic self-efficacy would predict the successfulness of first year adjustment. Our findings conclude that school well-being and academic self-efficacy both predicts the score of student's adjustment. Academic self-efficacy contributes 32,29% of first year college student's adjustment, and ScWB contributes another 15,68% of it.

Keywords: *Academic Self-Efficacy; College; First year adjustment; school well-being; university*

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Introduction

Adjustment means conditioning oneself to something, or learn to get used to it (Haber & Runyon, 1984). Adjustment occurs incessantly between oneself and other person, or one's world (Acocella & Calhoun, 1990). Correct adjustment would lead to behavior in line with task completion (Schneiders, 1964), and maladjustment would lead in exact opposite behavior.

Transition from senior high school to university is considered as one of significant adjustment problem, which discussed oftenly (Chemers, Hu, & Garcia, 2001; Christyanti, 2013; Nailevna, 2017), dubbed as "first-year adjustment reaction" (Friedlander, Reid, Shupak, & Cribbie, 2007). These problems faced by many university freshman mostly caused by three things: (1) paradigm shift to student-focused education in university (Sharma, 2012, in Gunandar, 2017), freshman adjustment which occurs simultaneously with transition from adolescence to early adulthood (Tinto, 1982, 1993, in Chemers, Hu, dan Garcia, 2001), which marks biological, cognitive, and socio-emotional growth at once (Hurlock, 1999; in Iflah & Listyasari, 2013; Sharma, 2012; in Gunandar, 2017), and failed university adjustment often have serious psychological consequences (Willis, 2005), such as depression, anxiety, lower life satisfaction, and so on.

This research was based on adjustment problem in Faculty S, inside one of Yogyakarta's most prestigious university. Psychological assessment shows lower adjustment level (42.6%), which occurs at 5 of 9 classes (62.5%). Reviewed with Haber and Runyon's theory of positive adjustment (1984), these first-year adjustment have three problems: unrealistic expectation, problematic coping strategy, and inadequate interpersonal relationship. Most of these problems are due to rigid mindset and learning behavior of these freshman, in which by that time they should have possessed more initiatives and autonomy (Mahardika, 2003; in Wijaya & Pratitis, 2012). Most of these first-year are nomads, which means that they are faced with significantly more adjustment tasks (Shafira, 2015), and most often faced with emotional and social challenges (Iflah & Listyasari, 2013).

University student's adjustment are often decided by many factor, including one's resiliency (Bin Hasan, Bin Hossain, & Islam, 2014), peer support (Setyaningsih, 2014), achievement (Maddux & Lewis, 1995), and stress factor (Friedlander, Reid, Shupak, & Cribbie, 2007). One of the most important factor that decides adjustment level is self-efficacy (Maddux & Lewis, 1995; Klassen, 2004).

Self-efficacy is one's certainty of his own ability to complete specific task (Bandura, 1997). In educational settings, specific efficacy is used, labeled as academic self-efficacy (Luszczynska, Scholz, & Schwarzer, 2005), which defines one's certainty in completing academic tasks (Bandura, 1997), which predicts academic achievement (Chemers, Hu, & Garcia, 2001), adjustment (Iflah & Listyasari, 2013), social relationship (Effendi & Siswati, 2016), resiliency, and often factors related as product of performance (Owen & Froman, 1988).

Academic self-efficacy in Faculty S are often low. Cassidy (2002, in Honicke & Broadbent, 2016) stated that academic self-efficacy are normally starts low in freshman, and gradually increases for each education level passed. Academic self-efficacy also predicts future performances (Putwain, Sander, & Larkin, 2012). Lower academic self-efficacy leads to task abandonment, stemmed from being unsure of one's ability (Chemers, Hu, & Garcia, 2001; Puspa Rini, 2013).

Other factors that may contribute to adjustment is student's appraisal of his own university. A large number of students rate the advantages possessed by the faculty of S from the side of the standard of learning, input quality, infrastructure and reputation, as an impossible demands that are beyond the limits of their ability and oppresses them. These kind of appraisal often lead to lower adjustment quality (Buehler, Fletcher, Johnston, & Weymouth, 2015). Many of the students with lower appraisal eventually had problems with self-adjustment, on the contrary, the students who perceive better of their campus, possess a better self-adjustment.

From adjustment's perspective, a stimulus or a situation could be responded with different adjustment (Friedlander, Reid, Shupak, & Cribbie, 2007). Positive perception about the school or

university environment, helps the process of adjustment (Schneiders, 1964), furthermore is considered as one of prerequisite of a succesful adjustment (Schneiders, 1964; Papalia, Olds, & Feldman, 2007, in Rizki & Listiara, 2015). These perception fulfills Konu and Rimpela’s construct of *School Well-Being* (ScWB), which defined as subjective appraisal or perception toward one’s education institution or environment (Rizki & Listiara, 2015), in this case, a university. ScWB divided appraisals into four aspects: *having (school facility)*, *loving (social relationships)*, *being (means for self-fulfilment)*, and *health (health conditions)* (Konu, Alanen, Lintonen, & Rimpela, 2002).

Student’s appraisal is known to be related to his own adjustment level and quality (Rizki & Listiara, 2015), aside from the fact that university’s importance wholly decides student’s adjustments (Nailevna, 2017). It is concluded that academic self-efficacy and school well-being are both may predict adjustment of first- year students. Based on this conclusion, this research’s hypotheses would be: “School well-being and Academic self- efficacy predict adjustment of first-year university student”.

Method

This research was conducted as a quantitative research with survey research method, consists of one dependent variable (adjustment), one independent variable (academic self-efficacy), and one moderator (school well- being/ScWB). Adjustment was measured using adjustment scale, based on Haber dan Runyon’s construct (1984), with validity ranging from 0.77-0.97 and reliability of 0.902. Academic self-efficacy was measured using Academic self-efficacy scale based on Owen and Froman (1988) construct, with validity of 0.81-0.93 and reliability of 0.892. School well-being (ScWB) was measured using school well- being scale, based on Konu & Rimpela (2002), with validity of 0.75-0.97, and reliability of 0.879. The research subject of this thesis are 600 students of the Faculty of S 2019 collected from 9 classes/majors. Test of hypothesis done through multiple regression analysis.

Result and Discussion

Result

Out of 600 population, 451 samples were collected (75.16%), and was considered proper for this research.

Table 1. Hypothesis Test

| No | Model | B | R Sq Change | F Change | Sig |
|----|-------------------|--------|-------------|----------|------|
| 1 | (Constant) | 44,545 | ,406 | 307,024 | ,000 |
| | Academic Self-Ef | ,665 | | | ,000 |
| 2 | (Constant) | 27,757 | ,479 | 63,061 | ,000 |
| | Academic Self-Ef | ,529 | | | ,000 |
| | School-Well Being | ,185 | | | ,000 |
| 3 | (Constant) | 86,644 | ,489 | 8,728 | ,000 |
| | Academic Self-Ef | -,578 | | | ,126 |
| | School Well-Being | -,282 | | | ,078 |
| | ASEXSCWB | ,009 | | | ,003 |

Three models were concluded form the result. Model 1 shows effects of academic self-efficacy toward adjustment, with R-square of 0.406 (40.6%), F- change of 307.024, and significance of 0.00 ($p < 0.05$). B as regression coefficient is shown to have score of 0.665, which means that for each score increased on the academic self-efficacy variable, increases score of adjustment by 0.665. This result shows that academic self-efficacy could predict the adjustment significantly.

On the model number 2, variable ScWB entered the regression analysis, and results R Square change by 7.3%, F-change by 63.061 and a significance of 0.00 ($p < 0.05$). The score of B by 0.529 on efficacy academic self shows for every academic self-efficacy score increased, affects adjustment score by 0.529. Score B of 0.185 on school well-being (ScWB) shows for every school well-being score increased, increases adjustment by 0.185. This results shows that both variable significantly predicts adjustment.

In model 3, when school well-being (ScWB) entered the equation, results show the coefficient of X*W labeled AExSCWB is by 0.0087 and p by 0.0033 ($p < 0.05$). Significance score alone could have resulted in research hypothesis being accepted. This shows that School Well-Being and Academic Self-Efficacy predicts Adjustment altogether.

Negative score of B on each variable (-0.578 on academic self-efficacy and - 0.282 on ScWB), means that increased scores on academic self-efficacy or ScWB will decrease the score of adjustment. Significance was also weakened drastically, with academic self-efficacy declined to 0.126 ($p < 0.05$) and ScWB is equal to 0.078 ($p < 0.05$), although the significance of X*W or AExScWB shows significancy of 0.03 ($p < 0.05$).

Table 2. ANOVA Multiple Regression Analysis

| Model | Sum of Squares | df | Mean Square | F | Sig |
|------------|----------------|-----|-------------|---------|------|
| Regression | 11509.190 | 2 | 5754.595 | 206.261 | ,000 |
| Residual | 12499.027 | 448 | 27.900 | | |
| Total | 24008.217 | 450 | | | |

a. Dependent Variable: ADJ

b. Predictors: (Constant), SCWB, ASE

On the table is seen that the calculated F value obtained by 206.261 with a significance value of 0.000 ($p > 0.05$). It is shown that the regression model can be accepted to predict the role of independent variables on the dependent variable. Academic self-efficacy and school well-being together can predict the adjustment of new students.

Table 3. Multiple Regression Analysis Coefficients

| Model | Unst. Coef | | St Coef | t | Sig | Correlations | | |
|------------|------------|------------|---------|--------|------|--------------|---------|------|
| | B | Std. Error | Beta | | | Zero-order | Partial | Part |
| (Constant) | 44.545 | 1.939 | | 22.978 | ,000 | | | |
| ASE | .665 | .038 | .637 | 17.522 | ,000 | ,637 | ,637 | ,637 |
| (Constant) | 27.757 | 2.788 | | 9.957 | ,000 | | | |
| ASE | .529 | .040 | .507 | 13.390 | ,000 | ,637 | ,637 | ,637 |
| SCWB | .185 | .023 | .301 | 7.941 | ,000 | .521 | .351 | .271 |

a. Dependent Variable ADJ

| Model | R | R Square | Adjusted R Square | Std. Error of Estimate | Change Statistics | | | | |
|-------|-------------------|----------|-------------------|------------------------|-------------------|----------|-----|-----|--------------|
| | | | | | R square Change | F change | df1 | df2 | Sig.F change |
| 1 | .637 ^a | .406 | .405 | 5.635 | .406 | 307.024 | 1 | 449 | .000 |
| 2 | .692 ^b | .479 | .477 | 5.282 | .073 | 63.061 | 1 | 448 | .000 |

a. Predictors: (Constant), ASE

b. Predictors: (Constant), ASE, SCWB

The magnitude of the effective contribution of both independent variables together on the dependent variable, listed as the value of the coefficient of determination (R-square) which score is 0.479 or at 47.9%. Adjusted R Square amount of 0.477, explains that the contribution of R square is standardised to 47.7%. This suggests that the academic self-efficacy and school well-being effective contribution to the adjustment of new students amounted to 47.7%, while 52.3% and the rest is predicted by other variables outside this research. The partial effective contribution of academic self-efficacy is 32.29%, and school well-being by 15.68%. The sum of both partial effective contribution would equal to the score of R Square (47.9%).

Discussion

The hypothesis in this study is school well-being (ScWB) and academic self efficacy (ASE) predicts Adjustment. The results of the advanced analysis that focused on multiple regression analysis fills the same prediction. From these results, it is known that the academic self-efficacy and school well-being, together, can predict the adjustment of new students. Efficacy academic by it's own, accounted the prediction for as much as 32.29% of the adjustment, while school well-being predicts another 15.68%. The role of academic self-efficacy role is twofold compared with the school well-being.

Findings in this study are in line with the discoveries made by Lidya and Darmayanti (2015), whom found the influence of academic self-efficacy against the self-adjustment of 34%, not much different from the findings of this study. In contrary, the findings regarding school well-being which predicts adjustment by 15.68% was relatively new, because of how rarely and education study examines the assessment of the external factors derived from the school on the adjustment, and hopefully, this research would enriches the existing literacy on welfare and education, especially higher education.

Freshman is destined to face the task of self-adjustment by the time he enters the higher study in university. Self-adjustment is a task that is essential to the new students and affects his future studies (Malik, Anwar, & Ulah, 2017; Wijaya & Pratitis, 2012). This research shows that first-year student with higher academic self-efficacy would be better adapted and adjusted to the new environment, than those with lower ones. This finding matched the concept of Lazarus (1976), in which adjustment is influenced more by factors of the individual, and less by external factors, because innately the adjustment relies on the efforts of adaptation or mastery of the environment, which requires self- efficacy to function properly.

On the other hand, higher appraisal of the welfare environment education (school well-being), will result in easier adjustment toward the education environment. The higher the school well-being score would be, implies that the education environment is considered to be supportive, so that students would be assisted by the easeness in adapting to the new environment. The influence of environmental factors on self-adjustment is, in accordance with the Schneiders (1964).

This research has been able to find to 47.7% of the factors that influence the adjustment of students, which means, there are other 52.3% influence contributed by factors that are not examined in this study. Some of the factors that may have an effect on self-adjustment of new students covers the peer-support as in the research Setyaningsih (2014) which endows large enough

effects, i.e. 38,5%, high- low stress (Friedlander, Reid, Shupak, & Cribbie, 2007), resiliency (Bin Hasan, Bin Hossain, & Islam, 2014), and other internal or external factors.

This study can be generalized in most situations related to adjustment of first-year students in various campuses and departments in Indonesia. With the results of the research resulting from large sample and highly valid and reliable measurement, it is expected the research this thesis is able to provide literature material and act as a tool required in the development of the higher education system in Indonesia.

Conclusion

This study shows the important role of academic self-efficacy and school well-being toward adjustment of first-year university students. Having students with high academic self-efficacy and positive appraisal of educational environment, will result in the high level of adjustments among first-year student.

Suggestion

It is advised that universities to always maintain the quality of education based on the components of the school well-being, which are in the Faculty of S because it is considered good enough, i.e. in terms of the provision of facilities for physical and non-physical, maintaining social interaction and build a good, increase the chance of self-development of students, and maintain the health of the campus environment.

For future researchs, if you intend to continue this research, it is advisable to examine moderation from other factors that not examined in this study (e.g. gender, department, years of study, and things beyond that such as motivation, socio-economic conditions, and so on), which will show the influence of moderation factor differently than school well-being (ScWB) examined in this study.

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