

# PERCEIVED EFFECT OF PSYCHOSOCIAL FACTORS ON CAMPUS ADJUSTMENT OF NEW INTAKE STUDENTS IN TERTIARY INSTITUTIONS IN OGUN STATE: COUNSELLING IMPLICATIONS FOR PROMOTION OF ATTITUDINAL CHANGE

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## Abstract

*The study investigated the impact of psychosocial factors on campus adjustment of new intakes in Tertiary Institutions in Ogun State. The study adopted a descriptive research survey in six (6) universities which include universities, polytechnics and colleges of Education in Ogun state, 50 students each consisting of male and female for the 2021/2022 academic session of new admission students who were randomly selected from each institution. The study answered three research questions and tested two hypotheses. Data were collected using the Psychosocial Factors on Campus Adjustment Scale (PSFCAS) questionnaire with a Cronbach Alpha reliability coefficient of  $\alpha = 0.81$  and analyzed with multiple regression. The results showed that psychosocial factors significantly predict the campus change of freshman consumption in high school. There is a great contribution to the joint change of the policy (concept of unity; understanding, understanding and better management and personal performance) in the school planning policy of new food in secondary schools. This shows that the five predictors together account for 47.5% (Adj.R2= .431) of the change in the new school's intake structure. This shows that the increase in the feeling of unity, the best and the personal one makes the possibility of improving the school of students. Based on the findings from the study, it is suggested that school management, administration and psychologists who give advice should use appropriate psychological activities to increase the sense of unity and self-esteem of students to help them in social change in school.*

**Keywords:** Sense of coherence, optimum, self-efficacy, campus adjustment and attitude

## Introduction

Progression from one educational level to another is common in the educational process. This is a significant milestone to numerous in this classification as this period offers understudies with opportunities for growth and open doors for psychosocial and all-round improvement. Be that as it may, entering the organization of higher learning might be a wellspring of strain went with change

difficulties (Friedlander, Reid, Shupak, and Cribbie, 2007; Tao, Dong, Pratt, Hunsberger, and Pancer, 2007). Recognizably, progress to higher foundations or universities for the most part decreases contact and social help from loved ones. Troubles in taking care of the difficulties related with the change might increment mental misery and lead to diminished scholarly execution (Friedlander et al., 2007). Students frequently doubt their capacity to cope with the increased demands placed on them by academics and new social relationships at colleges and universities (Dwyer & Cummings, 2001). Taking into account the negative job that deficient change related with progress to school or college plays on the Nigerian understudies' instructive interest in tertiary foundations against the scholarly presentation and prosperity, it becomes basic that further advances should be taken to address what is going on.

Change, as indicated by Salami (2011) is a consistent cycle by which an individual fluctuates his way of behaving to create a more agreeable connection among himself and his current circumstance. He went on to define adjustment as the psychological processes by which people deal with or manage the demands and difficulties of daily life. There are fundamentally four sub-sizes of change which incorporate scholar, social, individual, as well as profound change. Scholastic changes are adjustments on how understudies partake in classes and exercises. These alterations permit understudies to fulfill guidelines, however don't transform them. Scholarly changes give understudies equivalent admittance to the instructive chances of the establishment. This scale is use for estimating the scholarly change of people with an emphasis on understudy sojourners who briefly migrate to another culture with the end goal of tertiary schooling, Ward and Kennedy (1993). Social change is how much an individual participates in equipped social way of behaving and adjusts to the quick friendly setting (Cramp and Evade, 1994). Social change scale figures out the capacity of individual to shape social relationship with others. Individual change is the degree to which an individual is fit for managing life's requests. The size of individual change estimates individuals' degree of transformation to conditions, particularly in friendly association with those with whom ordinary individual contact is essential. The emotional adjustment scale measures a person's personal acceptance of their circumstances, which may include changing how they feel and think. Change during feeling lead to an ordinary way of behaving, while maladjustment prompts strange way of behaving (APA Dictionary of Psychology).

Adjustment for new intake students can once in a while be because of expanded individual flexibility, uneasiness, openness to harassing, and anxiety toward the unexplored world. Adjustment among individuals changes because of their separate nature and individual attributes. Subsequently, a few students effectively adjust to their new climate while others battle for quite a while to adjustment to new climate. Santrock (2006) expressed that how well people can adapt to the interest of their new climate and how they acknowledge extremist changes are frequently gone to as lengths of mental and close to home adjustment. Tertiary organizations is a medium through which students, progress and obtain higher instructive capability. It is a fortification where information, expertise, values are influenced on the students which empower them to be independent, carry on with an agreeable and mindful life in the general public. The change into more significant level of learning expects students to acclimate to new difficulties and circumstances, this adjustment can build the gamble of losing center and achieving the ideal accomplishment, if the newly intake students are not very much directed on the variety of difficulties and adjustments abilities, consequently the requirement for this review.

Adjustment of new students to grounds climate is affected by certain psychosocial factors. Lopez (2012) portrayed psychosocial factors as mental and social factors that might upgrade or blemish the investigation of a subject or course. The school, home foundation and the interest of the understudy stands apart areas of strength for as in making sense of variety in students. Various examinations have presumed that psychosocial factors are basic to outcome in the grounds adjustment cycle of new intake students (Chemers, Hu, and Garcia, 2001). Ali, Wan, Wan and Nobaya (2017) featured psychosocial factors that impact generally the scholastic way of behaving and conveyance of top notch instructing and growing experience, among these are, self-adequacy and social communication of students. Upton (2013) noted psychosocial elements to incorporate social help, depression, parental status, peer bunch, conjugal status, social interruption, self-viability, loss, workplace, economic wellbeing, and social combination among others. Besides, past exploration showed confidence, social help and the capacity to appreciate individuals on a deeper level as indicators of better adjustment to school projects and exercises (Friedlander et al., 2007; Hickman, Bartholomae, and Mckenry, 2000) (Bar-On, 2001; Palmer, Walls, Burgess, and Stough, 2001). Notwithstanding, with the end goal of this review, psychosocial variables of interest are feeling of cognizance and self-viability and their apparent impact nearby adjustment of new intakes in tertiary organizations in ogun state.

Feeling of intelligence is the level of significance, fathomability and sensibility. Feeling of intelligence mirrors an adapting limit of individuals to manage regular daily existence stressors. At the point when individuals have a high feeling of cognizance, they can adapt to pressure considerably more really, which emphatically affects their wellbeing. Feeling of intelligence isn't just about adapting to pressure; rather, it concerns how one sees the pressure. Griffiths, Ryan and Encourage (2011) stated that an individual's feeling of lucidness recognizes how they manage regular issues as well as how they adapt to them. Regular issues could incorporate venturing out to the everyday schedule to get done with jobs. It could likewise be attempting new innovation or correspondence with individuals. Feeling of lucidness comprises of three parts, fathomability, reasonability and seriousness. Fathomability alludes to whether internal and external boosts appear to be legit to individuals as far as being reasonable, requested, firm, organized and clear. Reasonability alludes to the degree to which people feel assets are available to them to assist with satisfying the needs presented by the improvements to which they are uncovered. Significance alludes to whether we can see life's troubles as invited difficulties deserving of a venture of energy, commitment and devotion instead of as a weight that we would like to keep away from. Importance is the inspirational part of the idea (Antonovsky, 1987). Basically, feeling of lucidness is characterized as a worldwide direction that communicates the degree to which one has an unavoidable, persevering however unique sensation of certainty that; the boosts getting from one's inner and outside conditions over living are organized, unsurprising, and intelligible (fathomability); the assets are accessible to one to fulfill the needs presented by these improvements (reasonability) and these requests are difficulties, deserving of speculation and commitment (weightiness) (Antonovsky, 1987). Bandura, (2001), depicted self-viability as somebody's confidence in his/her ability to effectively play out a particular activity. Baanu, Oloyede and Adekunle (2016), thought that self-adequacy decides how individuals feel, think, persuade themselves and act. Ajala (2013) noted self-viability as seen capacity and the certainty individuals have in their capacities and conviction that they can effectively play out a specific undertaking. Such convictions produce these assorted results through four significant cycles, which incorporate

mental, inspirational, full of feeling and choice cycles. Onyeizugbe, Orogbu and Chinwuko (2018) in their study asserted that self-efficacy provides the basis for motivation and personal fulfilment for individuals. Self-efficacy affects thoughts and emotional reactions of an individual. An individual's self-efficacy is a strong determinant of his/her effectiveness, consistence, adequate adjustment to new realities among peer and achievement in life. It has been established that several psychosocial factors such as anxiety, family problems, sexual abuse and some others could affect proper adjustment of new intake students in tertiary institution, however, for the purpose of this study, psychosocial factors (sense of coherence and self-efficacy) will be considered in relation to campus adjustment.

### **Research Questions**

1. What is the correlation among psychosocial factors (sense of coherence; (meaningfulness, comprehensibility, manageability and self-efficacy), and campus adjustment of new intake students in tertiary institutions in Ogun State)?
2. What are the composite contribution of the psychosocial factors (sense of coherence; meaningfulness, comprehensibility, manageability and self-efficacy) on campus adjustment of new intake students in tertiary institutions in Ogun State?
3. What are the relative contributions of psychosocial factors (sense of coherence; meaningfulness, comprehensibility, manageability, and self-efficacy) on campus adjustment of new intake students in tertiary institutions in Ogun State)?

### **Methodology**

This study embraced correlational design to decide the relationship of psychosocial factors (sense of coherence; meaningfulness, comprehensibility and manageability, and self-efficacy) nearby adjustment of new intakes in tertiary organizations in Ogun State. The number of inhabitants in this study contains all new intakes for 2021/2022 scholarly meeting (Newly intake students) in all tertiary foundations comprising Colleges, Polytechnics and Schools of Training possessed by government, in Ogun State, Nigeria. Multi-stage delineated random examining strategies was utilized in choosing the respondents. In the primary stage, the tertiary foundations (Colleges, Polytechnics and Universities of Schooling) were chosen defined into three. At the subsequent stage, one establishment (Colleges, Polytechnics and Schools of Training) were chosen from the current tertiary foundations in the state. Thirdly, random testing was utilized to choose one hundred (100) new intake students from every one of the foundation. A sum of (300) new intake students across the three foundations. The typical period of students range between 16-19 years of age. Information were gathered with the utilization of "Impact of Psychosocial Variables Nearby Adjustment Scale (PSFCAS) with Cronbach Alpha unwavering quality coefficient of  $\alpha = 0.81$ . The instrument was by and by managed on the students by the analysts in the chose schools. All information were self-revealed and the surveys were managed during address hours. The information were investigated utilizing SPSS vs 23. Spellbinding measurements were utilized to investigate the socio-segment information while Numerous Relapse were utilized to address the exploration questions.

## Results

Table 1: Descriptive Statistics of the Respondents (n = 300).

| Variables                        | Frequency(N=300) | Percentage (%) |
|----------------------------------|------------------|----------------|
| <b>Gender of the Respondents</b> |                  |                |
| Male                             | 100              | 33.3           |
| Female                           | 200              | 66.7           |
| <b>Age of the Respondents</b>    |                  |                |
| 16-19 years                      | 167              | 55.7           |
| 20-23 year                       | 88               | 29.3           |
| 24 years and Above               | 45               | 15.0           |
| <b>Marital Status</b>            |                  |                |
| Married                          | 56               | 18.7           |
| Boy/girlfriend                   | 103              | 34.3           |
| Cohabitant                       | 45               | 15.0           |
| Single                           | 96               | 32.0           |
| <b>Children Status</b>           |                  |                |
| Yes                              | 68               | 22.7           |
| No                               | 232              | 77.3           |
| <b>Education Mode</b>            |                  |                |
| Full-time Students               | 222              | 74.0           |
| Part-time Students               | 78               | 26.0           |

Table 1 presents the socio-segment information. The larger part (66.7%) was ladies while 33% are men. By suggestion, female were more in number. Additionally, the table further shows the circulation of respondents in light of their age. 55.7% of the respondents are between the age of 16-19 years, 29.3% fall between the ages 20-23 years. Then again only 15% of the respondents are over 24 years old. Close to half of the members (34.3%) announced that they were single, the larger part (77.3%) didn't have kids, and 74% were full-time students.

Research Question 1: What type of correlation exists among sense of coherence (meaningfulness, comprehensibility and manageability, optimism and self-efficacy) and the criterion variable (campus adjustment of new intakes in tertiary institutions in Ogun State)?

Table 2: Correlation Matrix of Social-Emotional variables with Students Achievement in Mathematics

|       | CAJ    | MEAN   | COMP    | MANA   | SF    |
|-------|--------|--------|---------|--------|-------|
| CAJ   | 1.000  |        |         |        |       |
| MEAN  | .486** | 1.000  |         |        |       |
| COMP  | .027** | .066** | 1.000   |        |       |
| MANA  | .086   | .049** | .635**  | 1.000  |       |
| OPT   | .153   | .040   | .443**  | .271** |       |
| SF    | .038   | .010   | -.199** | -.090  | 1.000 |
| Mean  | 52.76  | 16.45  | 41.93   | 32.02  | 1.55  |
| Std.D | 15.338 | 3.705  | 7.466   | 7.824  | .498  |

Correlations is significant @ 0.05 level

**Note:** CAJ- Campus Adjustment, MEAN- Meaningfulness, COMP- Comprehensibility, MANA- Manageability, and SF- Self-Efficacy.

Corresponding to grounds adjustment of new intakes in tertiary organizations in Ogun State by psychosocial factors (sense of coherence, and self-efficacy factors), it is seen from Table 1 that at  $p < .05$ , there is no multicollinearity among the factors of study. Additionally the intercorrelation grid of the connection coefficients of the psychosocial factors (sense of coherence; meaningfulness, comprehensibility, manageability and self-efficacy) and the model variable (grounds adjustment of new intakes in tertiary foundations in Ogun State) are for the most part critical however some are positive while others are negative. The table shows that there is a positive connection between grounds adjustment of new intakes in tertiary establishments in Ogun State and three psychosocial factors considered to be specific sense of coherence; meaningfulness, comprehensibility, manageability and self-efficacy. An overall outline shows that grounds adjustment of new intakes in tertiary organizations in Ogun State has the most grounded relationship with psychosocial factors.

Research Question 2: What are the composite contribution of the psychosocial factors (sense of coherence; meaningfulness, comprehensibility, manageability and self-efficacy) and the criterion variable (campus adjustment of new intakes in tertiary institutions in Ogun State)?

**Table 3:** Regression Summaries and ANOVA of Campus Adjustment of New Intakes In Tertiary Institutions by Meaningfulness, Comprehensibility, Manageability, and Self-Efficacy.

| Multiple R = .518 <sup>a</sup> , R. Square = .379, Adjusted R Square = .358 Standard Error = 5.244 |           |     |         |       |                   |
|--|-----------|-----|---------|-------|-------------------|
| Analysis of Variance   |           |     |         |       |                   |
| Source of Variance   | SS        | Df  | MS      | F     | Sig.              |
| Regression   | 2641.011  | 5   | 528.202 |       |                   |
| Residual   | 55934.065 | 294 | 190.252 | 2.776 | .010 <sup>b</sup> |
| Total  | 58575.076 | 299 |         |       |                   |

Table 3 shows that the various connection coefficients (R) of all the joined indicator factors with grounds adjustment of new intakes in tertiary foundations in Ogun State are 0.518. The changed R<sup>2</sup>, which appraises the fluctuation represented in the consolidated indicator factors to the standard variable measure is 0.358 which means 35.8% difference in grounds adjustment of new intakes in tertiary establishments, was represented by the indicator factors.

The table likewise shows the relapse condition ( $F(5, 295) = 3.482, p = 0.010$ ), this suggests that the mix of the indicator factors is successful in anticipating grounds adjustment of new intakes in tertiary establishments since it is critical at  $p < 0.05$  which demonstrates that the got relapse coming about because of a bunch of four indicators (sense of coherence; meaningfulness, comprehensibility, manageability and self-efficacy) permit solid expectation of grounds adjustment of new intakes in tertiary organizations.

**Research Question 3:** What are the relative contributions of the four predictor variables (sense of coherence; meaningfulness, comprehensibility, manageability and self-efficacy) and the criterion variable (campus adjustment of new intakes in tertiary institutions in Ogun State)?

Table 4: Coefficient in Relation to Campus Adjustment of New Intakes in Tertiary Institutions

| Model             | Unstandardized |            | Standardized T | Sig.        |
|-------------------|----------------|------------|----------------|-------------|
|                   | Coefficients   |            |                |             |
|                   | B              | Std. Error | Beta           |             |
| (Constant)        | 63.954         | 13.905     |                | 4.599 .000  |
| Self-Efficacy     | -.171          | .697       | -.016          | 1.679 .101  |
| Meaningfulness    | .077           | .183       | .037           | -1.697 .097 |
| Comprehensibility | .225           | .160       | .115           | 2.869 .001  |
| Manageability     | -.524          | .182       | -.207          | -2.872 .004 |

a. Dependent Variable: campus adjustment

The aftereffect of Table 4 above shows the overall commitments of all the indicator factors to grounds adjustment of new intakes in tertiary organizations. The beta loads in table uncovered the extent of commitment of every one of the factors. It was uncovered from the table that main three out of four indicator factors fundamentally add to grounds adjustment of new intakes in tertiary organizations, they are, comprehensibility ( $\beta = .115$   $t(294) = 2.869$ ,  $p < 0.05$ ), manageability ( $\beta = -.207$   $t(294) = -2.872$ ,  $p < 0.05$ ) altogether add to the model. Meaningfulness ( $\beta = .037$ ,  $t(294) = -1.697$ ,  $p = 0.097$ ) and self-efficacy ( $\beta = -.016$ ,  $t(294) = 1.679$ ,  $p = 0.101$ ), don't essentially add to grounds adjustment of new intakes in tertiary establishments. The outcome introduced above shows that comprehensibility and manageability are the three strong elements that made critical relative commitment to grounds adjustment of new intakes in tertiary organizations while the commitments of others factors are not huge.

### **Discussion**

The review researched the Apparent Impact of Psychosocial Variables Nearby Adjustment of new intake Students in Tertiary Establishment in Ogun State and its suggestion for Advising for Advancement of Attitudinal Change. The outcome showed that various sense of coherence (meaningfulness, comprehensibility and manageability) and self-efficacy has areas of strength for an and positive relationship with grounds adjustment of new intakes in tertiary foundations. This study major areas of strength for has with the investigation of Griffiths, Ryan and Encourage (2011) when they declared that when people have a high sense of coherence, they can adapt to pressure considerably more really, which emphatically affects their wellbeing.

The outcomes likewise showed that the commitment of sense of coherence (meaningfulness, comprehensibility and manageability) and self-efficacy to grounds adjustment of new intakes in tertiary organizations is critical. This different relationship research uncovers that the commitment of those factors towards grounds adjustment of new intakes in tertiary establishments is straight and positive and far more noteworthy than sense of coherence. These examination discoveries propose that despite the fact that there are a few different variables influencing grounds adjustment of new intakes in tertiary foundations, sense of coherence, notwithstanding, requirements to get more consideration on their self-efficacy. In accordance with this outcome, Griffiths, Ryan and Cultivate (2011) present that an individual's sense of coherence recognizes how they manage regular issues as well as how they adapt to them. Regular issues could incorporate making a trip to the everyday schedule to get done with responsibilities.

### **Conclusion**

Notwithstanding, in light of the discoveries talked about over, the review showed that there was relative commitments of all the indicator factors to grounds adjustment of new intakes in tertiary organizations. Taking into account the negative job that is related with adjustment of progress to school or college on the Nigerian students' instructive interest against their scholastic exhibition and prosperity, it becomes basic that further advances ought to be taken to address what is happening.

### **Recommendations**

In view of the discoveries of this review, it was suggested that school the executives, organization and guiding clinicians ought to utilize fitting mental mediations to upgrade sense of coherence and self-efficacy of students towards aiding them in friendly adjustment in school.



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