

Academic Adjustment: Predictive Influence of Some Psychological Factors among Tertiary Institution Students in Ibadan, Nigeria

Asia Pacific Journal of
Educational Perspectives

Vol. 8 No.1, 32-37

May 2021

ISSN: 2782-9332 (Print)

Ernest Ochuko Okpako¹, Fehintola Victor Ayodeji²

^{1,2}Department of Counselling & Human development studies, University of Ibadan, Ibadan Nigeria

¹ernestokpakoochuko@gmail.com, ²fehintolavictor9@gmail.com

Date Received: July 30, 2020; Date Revised: February 4, 2021

Abstract - *The study explored self efficacy, emotional intelligence and personality traits influences on academic adjustment among students. The research looked to discover the link that exist between self efficacy, emotional intelligence and personality traits influences on academic adjustment. Also the study likewise explored the relative and joint contributon of self efficacy, emotional intelligence and personality traits on academic adjustment. The descriptive design of correlational type was used for the study. A Sample of three hundred (300) students were selected using multi stage sampling technique. Results showed that neuroticism, conscientiousness, emotional intelligence, self efficacy, extraversion and openness had significant relationship with academic adjustment; Also all the factors considered collectively and jointly contributed 15.1% of the variance to academic adjustment. The findings further revealed that five factors made positive addition to predicting academic adjustment. Neuroticism made the most significant contribution to academic adjustment, followed by conscientiousness, followed by extraversion, followed by emotional intelligence, followed by self-efficacy, followed by openness while agreeableness is not a potent predictor of academic adjustment. It was therefore recommended that students will make well a better academic adjustment if they can be exposed to the training of these variables and school counsellors should also organize an academic boosting programme that is capable of improving students' academic adjustment.*

Keyword: *Academic Adjustment, Personality traits, Emotional intelligence, Self-Efficacy*

INTRODUCTION

Poor academic adjustment is one of the most common problems affecting students in the higher institution of learning. There are a few factors and consequences that poor academic adjustment may bring into lives of tertiary institution student. Poor

academic adjustment normally affects everyone in the school irrespective of the levels but it is very pertinent among newly admitted students in the University. The demands of the university is very high and can pose serious challenges for students. The rates of poor performance of students which could be traceable to poor academic adjustment in the University of Ibadan where this study was carried out is high with over 394 students withdrawn from the University. It is in this manner imperative to recall that the degree of academic adjustment to the university setting is how well a student has adjusted to the university [1]. Students who are affected by poor adjustment may have a greater probability of absconding lectures, lateness to class, absenteeism, examinational malpractice, unnecessary complaints, low academic grades and withdrawal from the university system. This however could result in negative effects not only to the student but also to the society. It is very important that students have an awareness about factors that can trigger poor academic adjustment and the consequences that it can bring into one's lives. According to the study [2], several factors have contributed to the increasing poor academic adjustments among students. Thus, these aforementioned factors like self efficacy, emotional intelligence and personality traits will be the focus of this study.

Self-efficacy is the core component of the self-system, comprising the behaviors, skills and cognitive resources of a person [3]. It is furthermore, believing in one's ability to coordinate details and take steps to manage a prospective situation [4]. Self efficacy is a significant factor in the behavior of students because of the influence on the behaviour and students actions. It plays a pivotal part of pointing and shaping behaviour of learners, thoughts and the way everything around is perceived [5]. As indicated, self efficacy influences academic adjustment positively and negatively. Researchers have also establish the attributional

differences and influences that self efficacy plays in the lives of students with gender as a factor [6]. Bandura [3] also underlined that self-efficacy dictate how people feel, think, inspire and act. Self-efficacy values lay the reason for human drive, happiness and individual satisfaction. It is on the grounds that they have slight spur to behave or to continue on even with difficulties, when individuals feel that their endeavors will yield the outcomes they merit. Lot of studies underpins Bandura's contention that convictions about self-efficacy impact each part of individuals lives whether successful, self-debilitating, pessimistic or positive [7].

Emotional intelligence remains the capacity of one to perceive, incorporate then control feelings [8]. Students that have been recognized as having low levels of emotional intelligence show problems in the precise valuation and expression of their feelings and thus affects their academics [9]. Conversely, research also shows that undergraduates with high emotional intelligence improved on tests in addition earn higher grades, suggesting better academic college adjustment [10]. It is therefore imperative to note the usefulness of emotional intelligence in the successful navigation in the University and it influence on the academic adjustments of tertiary institution students. Petrides [11] found evidence that emotional intelligence affects academic adjustment. This result showed that with an high emotional intelligence, an improved academic adjustment is imminent than with low emotional intelligence.

Personality characteristics are the variations between the individuals in stereotypical patterns of thought, feeling and behavior. Though the role of personality traits in academic adjustment remains controversial but several research have discovered that personality traits affects academic adjustment [12]. Personality traits are individual characteristics that remain constant over time and in various situations [13]. The Five-Factor Personality model (FFM) has been recognized as the most popular model during the last several decades, referring to the major five personality traits (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness) [14]. Some researchers believe that the FFM of personality could not be a complete and comprehensive pattern in terms of personality traits. This is because other personality traits exist in addition to the five factors mentioned [15]. Past work emphasized that the five main personality are associated with different aspects of student adjustment and that optimism is positively correlated with all aspects of adjustment[16].

OBJECTIVES OF THE STUDY

This current academic undertaking aimed to assess the how self efficacy, emotional intelligence and personality traits influences academic adjustment of undergraduate students in Nigeria. Specifically, the research studied the relationship between self efficacy, emotional intelligence, personality traits and academic adjustment of students in Nigeria. The joint and relative influence of self efficacy, emotional intelligence and personality traits on academic adjustment of students were also examined.

MATERIALS AND METHODS

Research Design

A descriptive research design of correlational type was used in this study. This was employed by collecting quantitative data. The justification for this is that variables of interest will not remain wrought by the researcher. The manifestations of their manifestations preceded the data collection.

Participants

The respondents of this research were three hundred (300) undergraduate students from the University of Ibadan, Nigeria. Multistage sampling technique was used in selecting respondents for the study. The first stage involved a random selection of ten (10) faculties out of the thirteen faculties in the university of Ibadan that is, 76.9% of the entire population was selected. The second stage involved a systematic sampling of five (5) departments each from the faculties selected while the third stage involved a random sample of six (6) participants each from the selected department. In a whole, 300 respondents were selected.

Measures

The Academic Adjustment Scale (AAS): This was the instrument that the researcher used in measuring the academic adjustment of students. It has 15 questions and was adapted to measure the students academic adjustment. This is a simple instrument that helps the students if he or she has poor academic adjustment. The AAS is answerable by Strongly Agree, Agree, Disagree and Strongly Disagree. A pilot study was conducted on thirty (30) respondents to ascertain the consistency of the scale via Cronbach alpha and a value of 0.64 was obtained for the instrument.

The Self-Efficacy Scale (SES). The self-efficacy scale was used to assess a general sense of perceived self-efficacy by the students. It was use to collect data

from the respondents that constitute this research study. The ten questions intended to tap this construct was modified by the researcher to suit the target population. The reliability estimate of the instruments using the Cronbach coefficient alpha (which is a reflection of the internal consistency of the instrument) was 0.88 which was obtained in a pilot study of the instrument on 30 respondents. Responses to the SES was scored using the 1 2 3 4 for ‘Strongly Disagree’, ‘Disagree’, ‘Agree’, ‘Strongly agree’.

The Personality Traits Scale (PTS). The Personality traits scale was used by the researcher to assess the personality traits of the students. The instrument covers the five dimensions of personality which are Conscientiousness, Neuroticism, Extroversion, Openness and Agreeableness. The scale comprises of 25 items spread each on the five personality types.

The Emotional Intelligence Scale (EIS). The instrument evaluate emotional intelligence dependent on self-report reactions to things tapping the examination and articulations of feelings in self as well as other people, guidelines of feelings in self as well as other people, and use of feelings in taking care of issues. It was intended to assist individuals with marking their sentiments as opposed to naming individuals or circumstances. The instrument has been appropriately structured in such a manner to tap all spaces of emotional intelligence with the goal that individuals will have the option to take obligations regarding their feelings and joy. The instrument's psychometric property was tested on a sample of 30 students, by means of a pilot test. The Cronbach alpha coefficient was found to be as 0.69.

Procedures

The researcher together with a research assistant administered copies of the questionnaire which also included a consent form to students across the faculties selected to take part in the study. After answering the questionnaire, the researcher thanked the respondents for their cooperation and time. After collecting all the copies of the questionnaire, the questionnaires were collated and analyzed by a data analyst.

Data Analysis

In this research study, the researcher used different statistical tools like frequency which was used for the demographic information of the respondents. Also, Pearson Product Moment Correlation was utilized to get the relationship that exist between self efficacy,

emotional intelligence, personality traits and academic adjustment. Multiple Regression analysis was also used to get the relative and joint effects of self efficacy, emotional intelligence, personality traits on academic adjustment of students in this study.

Ethical Consideration

The ethical approval and clearance obtained by the University of Ibadan, Postgraduate School before the commencement of data collection. Informed consents both verbal and written was also obtained from all the individual respondents before the questionnaires were handed over to them. Respondents have the right and opportunity to opt out of the data collection point at any point. No trace of identification of the respondents was left in the process of the data collection.

RESULTS AND DISCUSSION

Table 1. Relationship of Academic adjustment, Self efficacy, Extraversion, Aggreableness, Conscientiousness, Neuroticism, Openness and Emotional intelligence

Variables	X	SD	Academic adjustment (r)	Sig.
Academic adjustment	34.34	4.31	1.000	
Self-efficacy	17.57	4.34	0.219**	0.000
Extraversion	10.32	2.38	0.158**	0.007
Agreeableness	10.99	2.35	0.076	0.195
Conscientiousness	9.37	2.38	0.259**	0.000
Neuroticism	10.61	2.46	0.263**	0.000
Openness	9.61	2.67	0.119*	0.042
Emotional intelligence	17.64	3.64	0.224**	0.000

Note: **Highly Significant at $p < 0.01$

Table 1 shows Mean, Standard Deviation and zero order correlation among the variables. It was observed that there was significant relationship between the independent variables and the dependent variable (academic adjustment) in the following order of magnitude: neuroticism ($r = 0.263, P < .05$), conscientiousness ($r = 0.259, P < .05$), emotional-intelligence ($r = 0.224, P < .05$), self-efficacy ($r = 0.219, P < .05$), extraversion ($r = 0.158, p < 0.05$) and openness ($r = 0.119, p < 0.05$). However, agreeableness ($r = 0.076, P > 0.05$) was not significantly related with academic adjustment. This result clearly suggest that self efficacy, extraversion, conscientiousness, neuroticism, openness and emotional intelligence all influences

academic adjustment among students. As supported study [17], some psychosocial factors influences academic adjustments and this factors are observable in the lives of students. This result was further supported by [18] who found that self-efficacy, conscientiousness, and emotional Intelligence influences the scores of students in some particular subjects either positively or negatively.

Table 2. Regression Analysis of Dependent Variable (Academic Adjustment) by the Seven Independent Variables (Self-Efficacy, Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness and Emotional-intelligence)

R	R-Square	Adjusted R-Square	Std. Error of the Estimate
0.389	0.151	0.130	4.03243

Analysis of Variance

Source of Variation	Sum of Square	Df	Mean square	F	Sig.
Regression	789.136	7	112.734	6.933	0.000*
Residual	4422.850	272	16.260		
Total	5211.986	279			

*Significant at $p < 0.05$

Table 2 shows the predicting effects of the seven independent factors to the dependent factor. That is, academic adjustment of students correlates positively with the seven variables. The table likewise shows a coefficient of (R) of 0.389, and a multiple R square of 0.151. It implies that when taken together, each of the seven factors represent 15.1 percent of the change in academic adjustment. The combined effect of the factors was gauged at $p < 0.05$ utilizing the degree of freedom of F-proportion ($df = 7, 272$). The table likewise uncovers that the regression variance investigated yielded a F-proportion of 6.933 (< 0.05). This implies that all the factors were significant, and the subsequent change may have been made up for by different factors not utilized in this model. This result supports the investigations of [19] who likewise found a joint contribution of components that predicts the academic adjustment of students in Science, Technology, Engineering and Mathematics (STEM) establishments. Various studies, [20] likewise bolstered this discoveries that students who have high emotional intelligence, high self efficacy and constructive side of the personality traits are bound to adjust academically.

Table 3. Contribution of each independent variables to academic adjustment.

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
(Constant)	27.757	1.524		18.218	.000
Self-efficacy	.016	.080	.017	.203	.839
Extraversion	.036	.117	.021	.311	.756
Agreeableness	-.469	.150	-.255	-3.135	.002
Conscientiousness	.370	.157	.203	2.352	.019
Neuroticism	.542	.125	.309	4.323	.000
Openness	-.122	.128	-.075	-.957	.339
Emotional intelligence	.197	.088	.169	2.246	.026

Table 3 reveals the total contribution of the seven factors to the dependent variable, communicated as beta weights. The partial correlation coefficients of agreeableness and openness have negative relationship with the academic adjustment of students which suggests that the academic adjustment of students is really controlled by negative support of these factors. Additionally, the partial correlation coefficients of extraversion, conscientiousness, self-efficacy, neuroticism and emotional-intelligence have positive relationship with the academic adjustment of students. it suggests that the academic adjustment of students is really controlled by the reinforcing feedback of this variable. Neuroticist trait (Beta = 0.309, $t = 4.323$, $P < 0.05$) is the most intense predictor of the academic adjustment, conscientious trait (Beta = 0.203, $t = 2.352$, $P < 0.05$), emotional intelligence (Beta = 0.169, $t = 2.246$, $p < 0.05$), extraversion (Beta = 0.021, $t = 0.311$, $p > 0.05$), self-efficacy (Beta = -0.017, $t = 0.203$, $p > 0.05$), openness (Beta = -0.075, $t = 0.957$, $p > 0.05$) and finally agreeableness (Beta = -0.255, $t = 3.135$, $P < 0.05$) in that order. The results showed that the increase neuroticism, conscientiousness, emotional intelligence, self efficacy and openness will increase academic adjustments of students. Neuroticism been the most potent predictor of academic adjustment can be as a result of neurotic students anxiety level and their stronger vulnerability and fear of failing. This however motivates and drives them to studying harder. This result is also supported by the findings of Jung and Chung [21], who depicted differences in several factors which may incline to different levels of coping.

CONCLUSION AND RECOMMENDATION

This research work has been able to examine the influence of self efficacy, emotional intelligence and

personality traits on academic adjustments among undergraduate students in the University of Ibadan, Nigeria and the result showed a positive correlation where neuroticism had the most significant contribution. In light of the discoveries of this study, self efficacy, emotional intelligence and personality traits are potent factors influencing the academic adjustments of students. As such, it is very crucial to work on these factors so as to be able to manage the persistent occurrence of poor academic adjustment among student. It is therefore concluded that the parents, teachers, and even students should be aware, and that programs should be put in place to get parents more involved in the life of their wards in order to tackle the menace of poor academic adjustments and students can also be exposed to the training of these variables.

The researcher recommended upturn awareness of adjustment problems faced by students in every level of learning. Results of this study may be addressed in conducting seminars for lecturers in all institution of learning to always make the general wellbeing of the class suitable for students and less stressful to enable students meet demands which may stand as an hindrance to them adjusting to the academic activities of the learning environment. There are other factors that might predict academic adjustment which this study did not capture, these factors should be identified by future researcher who wish to conduct studies on academic adjustment. Results of the study may be merged in teaching professional subjects in counselling psychology like Educational and Adolescent Psychology.

REFERENCES

- [1] Van Rooij, Els & Jansen, Ellen P.W.A. & Van de Grift, Wim. (2017). First-year university students' academic success: the importance of academic adjustment. *European Journal of Psychology of Education*. 1-19. 10.1007/s10212-017-0347-8.
- [2] Jean Kesnold Mesidor & Kaye F. Sly. (2016). Factors that Contribute to the Adjustment of International Students. *Journal of International Students*. Volume 6, Issue 1. pp. 262-282
- [3] Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York, NY: W. H. Freeman
- [4] Jain, R. (2012.). What is Self-Efficacy? GoStrengths. doi:GoStrengths.
- [5] Yadak, S. (2017) The Impact of the Perceived Self-Efficacy on the Academic Adjustment among Qassim University Undergraduates. *Open Journal of Social Sciences*, 5, 157-174. doi: 10.4236/jss.2017.51012.
- [6] Alwan, S. (2013) Perceived Self-Efficacy among Baghdad University Students. *Educational and Psychological Research Journal*, 33, 224-242.
- [7] Hemant Lata Sharma, Gunjan Nasa. (2014). Academic Self-Efficacy: A Reliable Predictor Of Educational Performances. *British Journal of Education Vol.2, No.3*, pp. 57-64,
- [8] Schneider, T. R., Lyons, J. B., & Khazon, S. (2013). Emotional intelligence and resilience. *Personality and Individual Differences*, 55(8), 909-914. doi: 10.1016/j.paid.2013.07.460
- [9] Parker, J. D., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and individual differences*, 36(1), 163-172.
- [10] Jaeger, A. J. (2003). Job competencies and the curriculum: An inquiry into emotional intelligence in graduate professional education. *Research in Higher Education*, 44(6), 615-639. doi: 10.1023/A:1026119724265
- [11] Petrides, K. V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and individual differences*, 36(2), 277-293. doi: 10.1016/S0191-8869(03)00084-9
- [12] Montgomery, S., Gregg, D. H., Somers, C. L., Pernice-Duca, F., Hoffman, A., & Beeghly, M. (2019). Intrapersonal variables associated with academic adjustment in united states college students. *Current Psychology*, 38(1), 40-9. [DOI:10.1007/s12144-016-9533-0]
- [13] Magee, C., Buchtel, E. E., Human, L. J., Murray, D. R., & Biesanz, J. C. (2018). Is personality variability associated with adjustment? *Journal of Research in Personality*, 72(2), 22-43. [DOI:10.1016/j.jrp.2016.08.005]
- [14] Klimstra, T. A., Luyckx, K., Hale III, W. W., & Goossens, L. (2014). Personality and externalizing behavior in the transition to young adulthood: The additive value of personality facets. *Social psychiatry and psychiatric epidemiology*, 49(8), 1319- 33. [DOI:10.1007/s00127-014-0827-y] [PMID]
- [15] Veselka, L., Schermer, J. A., & Vernon, P. A. (2011). Beyond the big five: The dark triad and the supernumerary personality inventory. *Twin Research and Human Genetics*, 14(2), 158-68. [DOI:10.1375/twin.14.2.158] [PMID]
- [16] Smojver-Azic, S., Zivcic-Becirevic, I., Milanovic, I., & Sutlic, A. (2007). Povezanost akademske, emocionalne i socijalne prilagodbe studenata s crtama ličnosti i privrženosti roditeljima [Relationship of academic, emotional and social adjustment to college with students' personality traits and parental attachment].

- Paper presented at 15. Annual Conference of Croatian Psychologists, Cavtat.
- [17] Ukaegbu H.M and Obikoya O. G. (2017) . Psychosocial factors predicting academic adjustment of first year university undergraduates in rivers state, Nigeria. *Global journal of arts, humanities and social sciences* vol.5, no.11, pp.1-15.
- [18] Kinanee, J. B. (2010). *Psychology of adjustment*. Port Harcourt: Nissi Books
- [19] Ndukaihe, I., Anyaegbunam, E.,& Adetula, A. (2014).Level of study and self-esteem as predictors of fear of academic success. *Journal of Humanities and Social Sciences*, 1 (1), 18 – 27.
- [20] Malouff, John & Segrera, Elida & Wolf, Amanda & Rodgers, Larissa. (2003). States reflecting the Big Five dimensions. *Personality and Individual Differences*. 34. 591-603. 10.1016/S0191-8869(02)00031-4.
- [21] Jung, H.J., & Chung, H.I.C. (2012).Effects of self-esteem, emotional intelligence and social support on college adjustment in first year nursing college students. *Journal of Korean Academy of Psychiatric and Mental Health Nursing*, 21(3), 188 – 196.