

## Self-Efficacy, Effort Regulation, Perceived Stress and Adaptation to College among NCE I Islamic Studies Education Students in the North East Geo-Political Zone of Nigeria

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### ABSTRACT

*This research paper investigates the association between self-efficacy, effort regulation, perceived stress, and college adaptation among National Certificate of Education I (NCE I) Islamic Studies Education students in the North East geopolitical zone of Nigeria. A sample of participants was selected from 12 tertiary institutions within the region, with an average age of 24.3 years. Data was collected using the College Adaptation Questionnaire, Self-Efficacy Scale, Effort Regulation Scale, and Perceived Stress Scale. Descriptive statistics and Pearson correlation coefficient were employed for data analysis. The findings revealed a moderate and positive correlation between self-efficacy, effort regulation, perceived stress, and adaptation to college among NCE I Islamic Studies Education students in the North East geopolitical zone of Nigeria. The study concludes that self-efficacy, effort regulation, and perceived stress significantly influence college adaptation among NCE I Islamic Studies Education students in the North East geopolitical zone of Nigeria. Consequently, the study recommends that universities implement interventions and support systems aimed at enhancing the self-efficacy, effort regulation, and perceived stress management of college students to facilitate a seamless adaptation to college life.*

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### INTRODUCTION

Nigeria is pursuing a change agenda which aims at launching the country into the league of the 20 most developed economies in the world. This can only be achieved when the country's educational system is measurable with global standards.

It is a known fact that students' inability to adapt to college and being overly stressed by the different changes occurring at the same time, and especially to those without prior experience in this setting or those who have poor adaptability. It is found that students going through this transition need to adjust to various changes in life such as academic adjustment, social adjustment, personal-emotional adjustment and these aspects

would in turn foster college attachment and reduction in students' perceived stress.

Given the negative implication of perceived stress and adaptation to college by NCE I Students, this study is set to examine the relationship between academic adjustment, social adjustment, personal-emotional adjustment, college attachment, perceived stress, self-efficacy and effort regulation with NCE I students' over all adaptation to college in the North East Geo-Political Zone of Nigeria.

The movement from secondary schools to tertiary institutions in the country comes with a lot of challenges ranging from adjustment, high academic work load and other range of activities that makes life stressful to the students. As a results of these and several other challenges,

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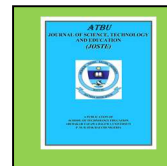
adaptation to college becomes a herculean task for the students. The high rate of enrolment did not show the same results with the graduation rate as results of withdrawal, death and other life problems that the students always face. Different studies have been conducted on students' adaptation to tertiary institution but none have been conducted on Nigeria and in colleges of education that is solely a teacher training institution. Zajacova, Lynch and Espenshade (2005) investigates the joint effects of academic self-efficacy and stress on the academic performance of 107 non-traditional, largely immigrant and minority, college freshmen at a large urban commuter institution. They developed a survey instrument to measure the level of academic self-efficacy and perceived stress associated with 27 college-related tasks. Both scales have high reliability, and they are moderately negatively correlated. They estimated structural equation models to assess the relative importance of stress and self-efficacy in predicting three academic performance outcomes: first-year college GPA, the number of accumulated credits, and college retention after the first year. The results suggest that academic self-efficacy is a more robust and consistent predictor than stress of academic success.

Lai (2014) conducted a study to investigate how academic, social, personal-emotional adaptation, college attachment, self-efficacy, effort-regulation and perceived stress of college freshmen can influence their adaptation to college life. A total of 279 first year students from the faculty of social science, arts and humanities in a private university college participated in this research. Student Adaptation to College Questionnaire (SACQ), Motivated Strategies for Learning Questionnaire (MSLQ), and Perceived Stress Scale (PSS) were employed to measure the relationships amongst these variables. The most significant influential variables of freshmen's college adaptation are their academic adjustment ( $r = .813$ ), followed by college attachment ( $r = .708$ ), personal-emotional adjustment ( $r = .660$ ), social adjustment ( $r = .654$ ), self-efficacy ( $r = .497$ ) and lastly perceived stress ( $r = -.136$ ). Overall, it can be said that the better a college freshman can

adjust socially, personal-emotionally, academically and are strongly attached to their college, then they can adapt better to the overall college demands.

Colleges of education are established as teachers training institutions and how solid the foundation of our education is depend on the quality of the products of these colleges. Stress is part and parcel of the entire human race; it cannot be totally ruled out of our lives, it can only be managed. More so, students' inability to adapt to college is on its own stressful.

Adaptation to college life is not always a smooth and easy transition. This is shown clearly when the number of enrolments and graduation in higher level of education in Malaysia are being compared. It can be clearly seen that although the number of students' enrolments are very high but the actual entrants are actually only around half the number of the enrolment and only half of these entrants would be able to graduate (Hooper et al., 2011). The increasing college students' suicide rates in Malaysia is certainly an indication that many students cannot cope with college adaptation. Previous research found that two of the main factors that caused this phenomenon were the students' inability to adapt to college and being overly stressed by the many changes occurring at the same time, and especially to those without prior experience in this setting or those who have poor adaptability (Maria Chong Abdullah, Habibah Elias, Rahil Mahyuddin, & Jegak Uli, 2009; Pillay & Ngcobo, 2010; Galatzer-levy, Burton & Bonanno, 2012). As supported by the research done by Ramos-Sanchez and Nichols (2007) and Shankland et al. (2010), high self-efficacy was found to be associated with better academic performance, and also better college adaptation. Other than that, relationship between self-efficacy, stress, and college adaptation can be linked together. This research also supported by Ramos-Sanchez and Nichols (2007), which indicated that non-first generation students will have high efficacy because they experienced less of these difficulties, and thus, better academic performance come along with high self-efficacy, also better adjustment. Additionally, the effort a student expends to reach



his or her learning goals is termed effort regulation. Effort regulation is similar to volitional control which is defined as the “tendency to maintain focus and effort toward goals despite potential distractions,” (Fenollar et al. 2007). Effort regulation enhances the ability of the learner to handle setbacks and failures within the learning process by correctly allocating resources and appropriate effort for more successful learning in the future (Feldt, R.C and Woelfel, C., 2002). The effort students expend on a learning task is influenced by the importance, usefulness, and value ascribed to the task (Pintrich & Schrauben, 1992). Therefore, in this present study, the researcher aimed to investigate the relationships between these 7 variables: academic adjustment, social adjustment, personal-emotional adjustment, college attachment, perceived stress, self-efficacy, and effort regulation with freshmen’s overall adaptation to college.

### **Objectives of the Study**

The study in the short term aims to:

1. Investigate the significant and positive relationships between academic, social, personal-emotional adaptation, college attachment of NCE I Students and their adaptation to college.
2. Investigate the significance and negative relationship between NCE I Students’ adaptation to college and their perceived stress
3. Investigate the significant and positive relationship between NCE I Students’ adaptation to college with their self-efficacy
4. Investigate the significant and positive relationship between NCE I Students’ adaptation to college with their effort regulation.

### **METHODOLOGY**

The paper adopted a descriptive survey design. A descriptive survey design is a design of

collecting information by interviewing or administering a questionnaire to a sample of individuals. The population of the study comprises of all NCE I Islamic studies students from Federal Colleges of Education in the North East Nigeria. The colleges selected were anonymously tagged as college 1-4. To select the colleges for the study, the four colleges in the zone were arranged in alphabetical order ABCD and numbered 1-4. Thereafter, all the even numbers were picked for the study using Systematic Random Sampling Technique. To determine the sample size for the study, 10 percent of the total population of the study was used. According to Mesa et al. (2014), if a population is in few thousands, 10% or less could be used. Therefore, 52 students were used as sample of the study representing the population of the study which is 520. The instruments for data collection in this study were Stress Perception Questionnaire (SPQ), Self-Efficacy for Self-Regulated Learning Questionnaire (SSLQ) Students Adaptation to College Questionnaire (SACQ), BISAWAMAQ is a 30 items questionnaire developed by the researchers, BISAWAMAQ is made up of three sections tagged section A, B, D and E. A is on the general information of the respondents, it seeks to find the background information of the respondents. Section B is Stress Perception Questionnaire of the Respondents; Self-Efficacy for Self-Regulated Learning Questionnaire and section D is on Students Adaptation to College Questionnaire. The instruments were face validated by a panel of experts that included two chief lecturers in the department of Psychology, at the Federal College of Education, in North-West, Nigeria. After the validation of the instruments, they were administered to the respondents therein. All the 52 questionnaires distributed by the researchers to the respondents were returned and used for analysis.



## RESULTS AND DISCUSSION

**Table 1:** Age of the Respondents

Age range	Frequency	Percentage (%)
15-20	7	13.46
20- 29 Years	24	46.15
30-39 years	15	28.85
40 & above yeas	6	11.54
<b>Total</b>	<b>52</b>	<b>100.00</b>

This analysis of Table1 shows that seven respondents representing 13.46% fall within the range of 15-20 years. Twenty four respondents representing 46.15% were between

the 20- 29 Years. Fifteen respondents representing 28.85% have age range between 30-39 years while six respondents representing 11.54% have age range between 30-39 years.

**Table 2:** Gender of the Respondents

Gender	Frequency	Percentage (%)
Males	33	63.46
Female	19	36.54
<b>Total</b>	<b>52</b>	<b>100.00</b>

Source: Questionnaire Administered, 2023

From the above Table 2, it shows that thirty three respondents representing 63.46% are

male while nineteen respondents representing 36.54% are female.

**Table 3:** Proportion of students by College

Name of Collage	Proportion of students sampled	Proportion percentages
College 1	11	21.15
College 2	14	26.92
College 3	15	28.85
College 4	13	25.00
<b>Total</b>	<b>52</b>	<b>100.00</b>

This analysis of Table 3 shows that eleven respondents representing 21.15% are from College 1, fourteen respondents representing 26.92% are from College 2. Fifteen respondents

representing 28.85% are from College 3 while thirteen respondents representing 25.00% are from College 4.

**Table 4:** Stress Perception Questionnaire among NCE 1 Students in the North East Geo-Pol. Zone

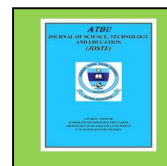
S/No	Statement	SA		A		D		SD		Total		Mean
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	
1.	Distracted by the occurrence of something unpredictable.	21	84	19	57	1	2	11	11	52	154	2.96
2.	Feelings of being unable to control the important things in your life.	21	84	14	42	11	22	6	6	52	154	2.96
3.	Feeling nervous and stressed.	17	68	16	48	10	20	9	9	52	145	2.79

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S/No	Statement	SA		A		D		SD		Total		Mean
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	
4.	Successfully deal with annoying life troubles.	19	76	17	51	8	16	8	8	52	151	2.90
5.	Feel that you can effectively handle the important changes that happen in your life.	20	80	19	57	9	18	4	4	52	159	3.06
6.	Feel confident that you can handle your own personal problems.	19	76	16	48	12	24	5	5	52	153	2.94
7.	Feeling that things are going well.	3	12	9	27	15	30	25	25	52	94	1.81
8.	Feeling like you cannot handle all the things you have to do.	5	20	14	42	11	22	22	22	52	106	2.04
9.	Have a way to control the annoying things in life.	19	76	16	48	7	14	10	10	52	148	2.85
10.	Often feel like I am the master of things.	23	92	15	45	9	18	5	5	52	160	3.08
11.	Often angry, because many things happen beyond control.	18	72	14	42	9	18	11	11	52	143	2.75
12.	Often think of some things you must accomplish.	20	80	19	57	9	18	4	4	52	159	3.06
13.	Often able to master how to organize time.	18	72	12	36	15	30	7	7	52	145	2.79
14.	Often feel that difficult things are piling up and you cannot overcome them.	20	80	17	51	11	22	4	4	52	157	3.02
	<b>Average Response mean (ARM)</b>	<b>17</b>	<b>69</b>	<b>16</b>	<b>47</b>	<b>10</b>	<b>20</b>	<b>9</b>	<b>9</b>	<b>52</b>	<b>145</b>	<b>2.8</b>

Table 4 revealed respondent's opinion on the Stress Perception Questionnaire among NCE 1 Students in the North East Geo-Pol. Zone. The result revealed that distracted by the occurrence of something unpredictable has mean rate of 2.96. Feelings of being unable to control the important things in your life has mean rate of 2.96. Feeling nervous and stressed has mean rate of 2.79. Successfully deal with annoying life troubles has mean rate of 2.90. Feel that you can effectively handle the important changes that happen in your life has mean rate of 3.06. Feel confident that you can handle your own personal problems has mean rate of 2.94. Feeling that things are going well has mean rate of 1.81.

Feeling like you cannot handle all the things you have to do has mean rate of 2.04. Have a way to control the annoying things in life has mean rate of 2.85. Often feel like I am the master of things has mean rate of 3.08. Often angry, because many things happen beyond control has mean rate of 2.75. Often think of some things you must accomplish has mean rate of 3.06. Often able to master how to organize time has mean rate of 2.79. Often feel that difficult things are piling up and you cannot overcome them has mean rate of 3.0. The grand mean revealed that the responses have mean rate of 2.8 signifying that Stress Perception perceived positively among NCE 1 Students in the study area.

**Table 5:** Self- Efficacy for Self-regulated Learning

S/No	Statement	SA		A		D		SD		Total		Mean
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	
1	Taking class notes.	31	124	13	39	3	6	5	5	52	174	3.35
2	Go online or to the library for information needed for your assignment.	18	72	18	54	5	10	11	11	52	147	2.83
3	Have a plan for your schoolwork. Organize your coursework.	25	100	10	30	12	24	5	5	52	159	3.06
4	Remember the classroom and book content.	23	92	12	36	10	20	7	7	52	155	2.98
5	Find a place to study where there are no distractions.	31	124	14	42	6	12	1	1	52	179	3.44
6	Motivate yourself to do your homework.	28	112	13	39	7	14	4	4	52	169	3.25
7	I can usually handle whatever comes my way.	29	116	14	42	4	8	5	5	52	171	3.29
8	If I am in trouble, I can usually think of a solution.	32	128	13	39	5	10	2	2	52	179	3.44
9	When I am confronted with a problem, I can usually find several solutions.	27	108	12	36	7	14	6	6	52	164	3.15
10	I can remain calm when facing difficulties because I can rely on my coping abilities.	20	80	17	51	11	22	4	4	52	157	3.02
11	Average Response mean (ARM)	26	106	14	41	7	14	5	5	52	165.4	3.18

Table 5 revealed respondent's opinion on the effect of Self- Efficacy for Self-regulated Learning. The result revealed that taking class notes has mean rate of 3.35. Go online or to the library for information needed for your assignment has mean rate of 2.83. Have a plan for your schoolwork. Organize your coursework has mean rate of 3.06. Remember the classroom and book content has mean rate of 2.98. Find a place to study where there are no distractions has mean rate of 3.44. Motivate yourself to do your homework has mean rate of 3.25. I can usually

handle whatever comes my way has mean rate of 3.29. If I am in trouble, I can usually think of a solution has mean rate of 3.44. When I am confronted with a problem, I can usually find several solutions has mean rate of 3.15. I can remain calm when facing difficulties because I can rely on my coping abilities has mean rate of 3.02.

The grand mean revealed that the responses have mean rate of 3.18 signifying that Self- Efficacy for Self-regulated Learning has positive influence among NCE 1 Students in the study area.

**Table 6:** Student Adaptation to College

S/No	Statement	SA		A		D		SD		Total		Mean
		Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	
1	I enjoy living in a college surroundings	25	100	10	30	12	24	5	5	52	159	3.06
2.	I am getting along very well with my classmates	23	92	12	36	10	20	7	7	52	155	2.98

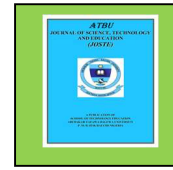
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3.	I am getting along very well with my roommates	31	124	14	42	6	12	1	1	52	179	3.44
4.	I feel confident that I will be able to deal in a satisfactory manner with future challenges here in the college	28	112	13	39	7	14	4	4	52	169	3.25
5.	I know why I am in college and what I want of it	29	116	14	42	4	8	5	5	52	171	3.29
	<b>Average Response mean (ARM)</b>	27	109	13	38	8	16	4	4	52	167	3.20

From Table 6, the respondents enjoy living in a college surroundings with mean rate of 3.06. I am getting along very well with my classmates has mean rate of 2.98. I am getting along very well with my roommates has mean rate of 3.44. I feel confident that I will be able to deal in a satisfactory manner with future challenges in the college has mean rate of 3.25. I know why I am in college and what I want of it has mean rate of 3.29.

The grand mean revealed that the responses have mean rate of 3.20 signifying that there is positive perception on Student Adaptation to College among NCE 1 Students in the study area.

**H0<sub>1</sub>:** There is no significance relationship between NCE I Students' adaptation to college and Self-Efficacy for Self-regulated Learning

**Table 7:** Analysis of significant relationship between NCE I Students' adaptation to college and Self- Efficacy for Self-regulated Learning in the study area

	n	Var	Mean	SS <sub>var</sub>	xmym	r	p	df	R <sup>2</sup>	Remark
<b>Stress Perception among NCE 1 Students</b>	52	2186	42.04	4807.92						
					2502.73	.819	<.00001	50	.6708	Significant
<b>Self- Efficacy for Self-regulated Learning</b>	52	1385	26.64	1942.06						

Table 7 shows that the mean of respondents on the Stress Perception among NCE 1 Students is 42.04 while the Self- Efficacy for Self-regulated Learning is 26.64. The Pearson correlation coefficient r is .819 with p value of < .00001 and is significant at p value of 0.05. The study accepts that there is strong positive correlation, which means that the higher value

Stress Perception among NCE 1 Students scores go with high Self- Efficacy for Self-regulated Learning score.

**H0<sub>2</sub>:** There is no significant relationship between NCE I Students' adaptation to college and self-efficacy.

**Table 8:** Analysis of significant relationship between NCE I Students' adaptation to college and perceived stress in the study area

	n	Var	Mean	SS <sub>var</sub>	xmym	r	p	df	R <sup>2</sup>	Remark
<b>Stress Perception among NCE 1 Students</b>	52	2186	42.038	4807.923						
					2584.154	.8475	.00001	50	.7183	Sig.



<b>Student Adaptation to College</b>	52	1400	26.923	1933.692						
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Table 8 shows that the mean of respondents on the Stress Perception among NCE 1 Students is 42.04 while the Self Student Adaptation to College is 26.923. The Pearson correlation coefficient  $r$  is .8475 with  $p$  value of  $< .00001$  and is significant at  $p$  value of 0.05. The study accepts that there is strong positive correlation, which means that the higher value Stress Perception among NCE 1 Students scores go with high Student Adaptation to College.

Hypothesis Three H03: There is no significant relationship between NCE I Students' adaptation to college and self-efficacy.

**Table 9:** Analysis of significant relationship between NCE I Students' adaptation to college and Self- Efficacy for Self-regulated Learning in the study area

	n	Var	Mean	SS <sub>var</sub>	xmym	r	p	df	R <sup>2</sup>	Remark
<b>Self- Efficacy for Self-regulated Learning</b>	52	1385	26.635	1942.058						
<b>Student Adaptation to College</b>	52	1400	26.923	1933.692	1566.538	.8084	.00001	50	.6535	Significant

Table 9 shows that the mean of respondents on the Self- Efficacy for Self-regulated Learning is 26.635 while the Student Adaptation to College is 26.923. The Pearson correlation coefficient  $r$  is .8084 with  $p$  value of  $< .00001$  and is significant at  $p$  value of 0.05. The study accepts that there is strong positive correlation, which means that the higher value Self- Efficacy for Self-regulated Learning scores go with high Student Adaptation to College

### RECOMMENDATIONS

The following recommendations were made;

1. The use of e-resources by students in our colleges should be encouraged to improve learning process.
2. Government should provide more internet facilities in our colleges to encourage students make full use of e-resources.
3. Parents should provide communication gadgets like laptops, smartphones and iPods to enable students harness e-resources opportunities.
4. College administrators should also help by organizing seminars and workshops on the use of e-resources for learning.

### CONCLUSION

The results demonstrated that the students had a self-efficacy and showed a positive investigation of self-efficacy in public in learning among NCE 1 students. They are already aware of their own self-efficacy in learning Islamic studies. Judgments of personal efficacy influence the choices that students make, the effort that they expend, the persistence and resilience that they exert when obstacles arise, and the thought patterns and emotional reactions that they experience

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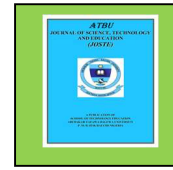
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