



Social Support and Self-Efficacy as Predictor of Academic Adjustment among Students in Nuhu Bamali Polytechnic, Zaria

¹Hadiza Mohammed Bello, ²Yahaya Bello Babamba, ³Yusuf Fatimoh

^{1&2}Department of Department of Educational Psychology,

³Department of Guidance & Counselling,
Federal University of Education, Zaria

ABSTRACT

This study investigated the relationship between social support, self-efficacy, and academic adjustment among students at Nuhu Bamali Polytechnic, Zaria” Kaduna State-Nigeria. The study’s objectives are to: ascertain the relationship between social support and academic adjustment as well as ascertain the relationship between self-efficacy and academic adjustment among students of Nuhu Bamali Polytechnic Zaria. Research questions and hypotheses were formulated in line with the study objectives. A correlation research design was adopted. The population of the study comprised two thousand, seven hundred and thirty (3,730) students. The study purposely targets OND II and HND I students. Simple random sampling was used to select the sample size of three hundred and forty-six (346) students which was guided by a research advisor (2006). Three instruments were used to collect data, the Social Support Scale (SSS) by Aggarwal (2010), the Self-Efficacy Scale (SES) by Bandura (1997) and the Academic Adjustment Scale (AAS) adopted by Elias (2010). The collected data were processed and analysed using Pearson Product Moment Correlation (PPMC) to determine if or not a significant relationship existed. All hypotheses were tested at a 0.05 level of significance. The finding revealed that a significant relationship exists between social support and academic adjustment of students with the following values ($r = 0.621, p = 0.001$), a significant relationship exists between self-efficacy and academic adjustment of students with ($r = 0.506, p = 0.001$). It was recommended that parents, guardians, peers and family relations should give students all the necessary support needed to perform better in their academics; psychologists should help to encourage students in boosting their self-efficacy to enable them to adjust to better academics.

ARTICLE INFO

Article History

Received: May, 2024

Received in revised form: May, 2024

Accepted: June, 2024

Published online: September, 2024

KEYWORDS

Social Support, Self-Efficacy and Academic Adjustment of Students.

INTRODUCTION

Social support is a kind of help and assistance that one gets from other people, when one is there to care for you and that one is a part of the social circle where one lives and grows. The support and assistance can be in many ways like help in emotional way for example nurturance from closed ones, advice in form of the information, support in terms of finance, sense of

belongingness and also on top of everything that is a personal support and advice. Improving the quality of life for students has become a major concern for educational institutions. Social support refers to physical or psychological assistance received by people through social connections. Social support can reduce psychological pressure, alleviate tension, and improve people’s ability to adjust to society (Chen, 2020). The term social support can be therefore measured or valued as a

Corresponding author: Hadiza Mohammed Bello

✉ derohasmai@gmail.com

Department of Educational Psychology, Federal University of Education, Zaria.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



source of assistance that is available and when one is helped being the part of the social group.

The support can come from the family, friends, neighbours, and organizations, co-workers etc (Kumar, Lal & Bhuchar, 2014). Social support is a concept that is generally understood by intuitive sense, as the help from other people in a difficult life situation. One of the first definitions put forward by Cobb (1976), defined social support as the individual belief that one is cared for and loved, esteemed and valued, and belongs to a network of communication and mutual obligations. This concept is strategic in understanding the maintenance of health and the development of mental and somatic health problems, as well as their prevention. Cruza-Guet, Spokane, Caskie, and Brown (2008) found that satisfaction derived after social support is associated with lower levels of psychological distress, while Budd, Buschman and Esch, (2016) observed that the amount of social support a person receives was found to be associated with higher levels of psychological distress, signalling that the perceived effects rather than the quantity or quality of social support is more important in deterring psychological distress.

Social support was also found to affect student adjustment during adolescence. Kim, Sherman, and Taylor (2008) found that social support is one of the most effective methods to help cope with stressful life situations. Alder-Constinescu (2013) found a positive correlation between social support and self-efficacy among adolescents. In particular, the more support received from parents and friends during early adolescence, the higher the self-efficacy and the more level of adjustment during late adolescence. In addition, Shen (2011) notice that student's self-efficacy and adjustment was positively influenced by autonomy granted by parents, whereas punitive can negatively influenced self-efficacy.

Self-efficacy is related to whether a student believes he/she has sufficient control over his/her environment in order to succeed. Self-efficacy according to Bandura (1991) is individual's belief that he or she can be able to accomplish a specific task. He believes that an essential component to accomplishing something

is our confidence that we can. Bandura referred to self-efficacy as the minds self-regulatory function. It tells us when to try and when to stop. If a student do not believe something is possible, he/she is less likely to attain a task and more likely to give up early. In general, self-efficacy affects many areas of people's lives, including their goals, decisions, effort levels, thinking patterns, and the perseverance level they maintain in the face of challenges.

In the academic context, self-efficacy is generally identified as Academic Self-Efficacy (ASE) (Elias, & MacDonald, 2007). Academic self-efficacy refers to a person's belief in organizing, managing and executing actions to achieve his/her desired academic performance (Zimmerman, 1992). Students with high ASE level are confident in their ability to meet academic requirements, plan and organize their education and avoid distractions (Bandura, 1997). It is also perceived as an individual's estimate of his capability of performing specific set of actions required to deal with environmental conditions. It has been proved to be a powerful personal resource of having impact of stress on cognitive appraisals as well as on psychological and physical well-being. Self-efficacy is a key variable of Bandura's Social Cognitive Theory (SCT), defined as "an individual's belief in his or her own ability to organize and implement action to produce the desired achievements and results" (Bandura, 1997). Prior studies have provided strong evidence that self-efficacy is a positive predictor of performance outcomes in different subjects (Usher & Pajares, 2008).

Self-efficacy is a construct that is based on cognitive and behavioural process which describes students' perceptions over their skills and abilities. It describes the students' belief about their capabilities to produce designated levels of accomplishment that exercise influence over their academic problems. Self-efficacy indices include; persistence, learning orientation, resilience and self-confidence, among others (Pajares & Urdan, 2006). Persistence is perseverance in spite of obstacles or challenges. It is a relentless, enduring effort which student's exhibit regardless of difficulties or challenges in their academic

Corresponding author: Hadiza Mohammed Bello

✉ derohasmai@gmail.com

Department of Educational Psychology, Federal University of Education, Zaria.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



programmes. Wikipedia (2010) describes persistence as personal traits measured in terms of temperaments and character and that is measured in terms of eagerness of efforts, determination and commitment.

Supporting the above view, Palvine (2005) states that persistence and determination help to promote students' ability to cope with difficulties, challenges or setbacks. The problem is that students seem to be maladjusted academically. This is likely because they lack appropriate self-efficacy as measured by persistence, resilience and self-confidence. In particular, self-efficacy and the more support received from parents and friends during early adolescence, the higher the self-efficacy and the more level of adjustment during late adolescence. In addition, according to Shen (2011), a student's self-efficacy and adjustment was positively influenced by autonomy granted by parents, whereas punitive can negatively influenced self-efficacy.

Adjustment refers to an individual's general adaptation to his environment and the demands of life, such as the way he relates to other people (that is interpersonal behaviour), handles his responsibility, deals with stress and meets his own needs and life satisfaction. In this regard, adjustment is seen as a state of equilibrium, a form of balance in the person's own internal system. The equilibrium concept is related to the idea of tension reduction, and leads to the definition of adjustment as a process rather than a satisfaction of needs; thereby reducing tension particularly when usual ways of meeting the need are blocked (Elliot, 2005). One aspect of Adjustment that has been a source of concern in any learning environment is academic adjustment.

Academic adjustment refers to the fit which students achieve with the academic context. It may be useful to think of academic adjustment as an adjustment to how things are normally done. Students who achieve academically better are those whose ability and actual level of performance are consistent with their intellectual capacity. Students who achieve higher, exhibit characteristics of positive academic adjustment in areas such as attitude toward

school, attitude toward teachers and classes, motivation and self-regulation, self-perception, and goal values. Current research has approached distinguishing academic achievers from underachievers by investigating five academic adjustment factors including student perceptions, attitudes, motivation and self-regulation and goal valuation (Mathews & McBee, 2007).

Student's academic adjustment is a phenomenon that is of great concern to educationists who need to know what they can do to help their students adjust and benefit from school (Winga, Agak, & Ayere 2011). Academic adjustment is a broad construct which consists of many different aspects such as academic achievement, school satisfaction, school engagement and pro social behavior. This academic adjustment has become worrisome as most students lack the interest, abilities, skills and efforts to persist to an end. For instance, students' results shown on the notice board still reflect some final year students' carryover courses in OND 1 that have not been cleared. Such students appear to lack self-efficacy in the face of obstacles or failures in the environment.

This could be capable of jeopardizing the value for polytechnic education. By implication, when students encounter these challenges, difficulties or setbacks and could not expand their efforts enough to accomplish, they consider such challenges, difficulties or setbacks as threats to be avoided and write them off as impossible. This eventually leads them to drop out of the institution. These challenges, difficulties or setbacks that the students are saddled with require them to adjust their self-efficacy because it is the picture of the individual as it appears to him or her or the way the individual looks at himself that determines their adjustment (Tor-Anyiim, 2008). It is in the light of the aforementioned situation the researcher wants to investigate social-support, self-efficacy as a predictor of academic adjustment among students of Nuhu Bamali Polytechnic Students Zaria in Kaduna State.

Corresponding author: Hadiza Mohammed Bello

✉ derohasmai@gmail.com

Department of Educational Psychology, Federal University of Education, Zaria.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



STATEMENT OF THE PROBLEM

Social support received by students and their level of self-efficacy could predict students' academic adjustment. Parental support, peer group support, teacher support can improve students' adjustment level at the polytechnic. However, students from tertiary institution with poor social support and low self-efficacy sometimes find difficulties in adjusting to their academic environment. The extent to which self-efficacy and social support relate with academic adjustment among students in Nuhu Bamali Polytechnic, Zaria has seemingly not been examined. It is in the light of the aforementioned situation the researcher wants to investigate social-support, self-efficacy as a predictor of academic adjustment among students of Nuhu Bamali Polytechnic Zaria in Kaduna State.

Objectives of the Study

The following objectives are formulated to guide the study

1. To determine the relationship between social support and academic adjustment of Students in Nuhu Bamali Polytechnic, Zaria.
2. To determine the relationship between self-efficacy and academic adjustment of Students in Nuhu Bamali Polytechnic, Zaria.

Research Questions

The following research questions are answered:

1. What is the relationship between social support and academic adjustment of Students in the study area?
2. What is the relationship between self-efficacy and academic adjustment of Students in the study area?

Hypotheses

1. There is no significant relationship between social support and academic adjustment of Students in the study area.
2. There is no significant relationship between self-efficacy and academic

adjustment of Students in the study area.

METHODOLOGY

The study adopts correlation research design which according to Sousa, Driessnack and Mendes (2007) is a type of research design where a researcher seeks to investigate the nature of relationships, or associations between and among variables, rather than direct cause-effect relationships. Correlational designs are typically cross-sectional. This design is used to examine if changes in one or more variable are related to changes in another variable(s). In simple terms, correlational research seeks to figure out if two or more variables are related and, if so, in what way. The population of the study comprised two thousand, seven hundred and thirty (2,730) Students in Nuhu Bamali Polytechnic, Zaria. The study purposely targets OND II and HND I students.

A simple random sampling was also used to select the sample size of three hundred and forty-six (346) students which was guided by research advisor (2006). Three instruments were used to collect data, they are Social Support Scale (SSS) by Aggarwal (2010), Self-Efficacy Scale (SES) by Bandura (1997) and Academic adjustment inventory was adopted from Elias (2010). SES consists of 18 items, SSS consists of 15 items while academic adjustment inventory consists of 14 items, which is designed to measure adjustment of students in their academics. SSS had a reliability coefficient of .75, SES had a reliability coefficient of .90 while academic adjustment inventory had a reliability coefficient of .768. Pearson Product Moment Correlation (PPMC) was used to test the study hypotheses. All hypotheses were tested at 0.05 level of significance.

RESULTS

Research Question 1: What is the relationship between social support and academic adjustment of Students in Nuhu Bamali Polytechnic, Zaria?



Table 1: Relationship between social support and academic adjustment of Students

Variables	N	Mean	Std
Social support	346	72.383	5.713
Academic adjustment	346	61.145	10.172

Table 1 above revealed that the mean response scores of social supports was 72.383 and a standard deviation of 5.713 while academic adjustment with a mean of 61.145 and standard deviation of 10.172. An indication that generally, the respondents believe that social support has

positive association with academic adjustment among students of the polytechnic.

Research Question 2: What is the relationship between self-efficacy and academic adjustment of Students in Nuhu Bamali Polytechnic, Zaria?

Table 2: Relationship between self-efficacy and academic adjustment of Students

Variables	N	Mean	Std
Self-efficacy	346	66.690	10.033
Academic adjustment	346	61.145	10.172

Table 2 above revealed that the mean response scores of self-efficacies was 66.690 and a standard deviation of 10.033 while academic adjustment with a mean of 61.145 and standard deviation of 10.172. An indication that generally, the respondents believe that self-efficacy has positive association with academic adjustment among students of the polytechnic.

Hypotheses Testing

Hypothesis One: There is no significant relationship between social support and academic adjustment of OND II and HND I Students in Nuhu Bamali Polytechnic, Zaria

Table 3: Pearson Product Moment Correlation between social support and academic adjustment of students

Variables	N	Mean	Std. Dev.	df	r-value	p-value
Social support	346	72.383	5.713	344	0.621**	0.001
Academic adjustment	346	61.145	10.172			

Correlation is significant at the 0.05 level

Outcome of the above Pearson Product Moment Correlation (PPMC) statistics revealed that significant positive relationship exists between social support and academic adjustment. Reason being that the calculated p value of 0.001 is lower than the 0.05 alpha level of significance at a correlation index r-value of 0.621. This shows that the relationship between the two variables is directly proportional implying that the higher the level of social support, the higher the academic adjustment of the students. Consequently, the null

hypothesis, which states that there is no significant relationship between social support and academic adjustment of Students in Nuhu Bamali Polytechnic, Zaria is hereby rejected.

Hypothesis Two: There is no significant relationship between self-efficacy and academic adjustment of OND II and HND I Students in Nuhu Bamali Polytechnic, Zaria

Corresponding author: Hadiza Mohammed Bello

✉ derohasmai@gmail.com

Department of Educational Psychology, Federal University of Education, Zaria.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



Table 4: Pearson Product Moment Correlation between self-efficacy and academic adjustment of students

Variables	N	Mean	Std. Dev	df	r-value	p-value
Self-efficacy	346	66.690	10.033			
Academic adjustment	346	61.145	10.172	344	0.506**	0.001

Correlation is significant at the 0.05 level

Outcome of the above Pearson Product Moment Correlation (PPMC) statistics revealed that significant positive relationship exist between self-efficacy and academic adjustment. Reason being that the calculated p value of 0.001 is lower than the 0.05 alpha level of significance at a correlation index r-value of 0.506. This shows that the relationship between the two variables is directly proportional implying that the higher the level of self-efficacy, the higher the academic adjustment of the students. Consequently, the null hypothesis, which states that there is no significant relationship between self-efficacy and academic adjustment of Students in Nuhu Bamali Polytechnic of Education, Zaria is hereby rejected.

DISCUSSION OF FINDINGS

This study explores the relationship among social support, self-efficacy and academic adjustment of Nuhu Bamali Polytechnic students in Zaria, Kaduna State. The finding of this study revealed that a significant relationship exists between social support and academic adjustment of students. The relationship between the variables is directly proportional, implying that the higher the level of social support, the higher the academic adjustment of the students and vice versa. It enables individuals to realize their potential, productivity, possible contribution to the community they live in and to adequately cope with everyday stressful situations. This finding agrees with that of (Chen, 2020) who found social support is a concept that can reduce psychological pressure, alleviate tension, and improve people's ability to adjust to society and indeed academic environment while Kim, Sherman, and Taylor (2008) found that social support is one of the most effective methods to help cope with stressful life situations, it was found to affect students' adjustment during adolescence.

Finding of this study also revealed that a significant relationship exists between self-efficacy and academic adjustment. This finding collaborates with that of Tor-Anyim (2008) who saw these challenges, difficulties or setbacks that the students are saddled with, require them to adjust their self-efficacy because it is the picture of the individual as it appears to him or her or the way the individual looks at himself that determines their adjustment in school. It was understood that low self-efficacy will negatively and depressingly affects students' academic adjustment thereby affecting students' academic achievement in the long run.

CONCLUSION

Considering the findings of this study, it was concluded that social support generally had positive association with academic adjustment of students in Nuhu Bamali Polytechnic. This outcome is an indication that social support relate well with their academic adjustment. It can also be noted that students with high self-efficacy tend to adjust better in their academic environment thus perform better in their academics.

RECOMMENDATIONS

From the results it was recommended that:

1. Parents, peers and family relations should give students all the necessary support needed, so as to adjust well in school and improved their performance in academics.
2. Counselling psychologists should equally help encourage students in boosting their self-efficacy, this will enable them to have better academic adjustment and improved on their learning in the school.

Corresponding author: Hadiza Mohammed Bello

✉ derohasmai@gmail.com

Department of Educational Psychology, Federal University of Education, Zaria.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved



REFERENCES

- Alder-Constantinescu, C. (2013). Perceived social support and perceived self-efficacy during adolescence. *Proced. Soc. Behavi. Sci.* 78, 275-279. Doi: 10.1016/j.sbspro.2013.04.294.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organ. Behavi. Hum. Decis. Process.* 50, 248-287. doi: 10.1016/0749-5978(91)90022-L.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York, NY: Freeman.
- Budd, A., Buschman, C., & Esch, L. (2016). The Correlation of Self-Esteem and Perceived Social Support. *URJHS Volume 8*.
- Chen, X. (2020). Academic self-efficacy, social support and professional identity among pre-service special education teachers in China. *Frontiers Psychology* 11:374. Doi 10.3389/fpsyg.2020.00374.
- Cobb, S. (1976). "Social Support as a Moderator of Life Stress", *Psychosomatic Medicine*, 38(5):300-314.
- Cruza-Guet, M.C., Spokane, A.R., Caskie, G.I.L., & Brown, S.C. (2008). The Relationship Between Social Support and Psychological Distress Among Hispanic Elders in Miami, Florida; *Journal of Counseling Psychology* 55(4):427-41. DOI: 10.1037/a0013501.
- Elias, S.M. & MacDonald, S. (2007). Using past performance, proxy efficacy, and academic self-efficacy to predict college performance. *J. Appl. Soc. Psychol.* 37, 2518-2531. doi: 10.1111/j.1559-1816.2007.00268.x.
- Elliot, A.J. (2005) Achievement goals, performance contingency and performance attainment. *Journal of Educational Psychology*, 97(4): 630-640.
- Kim, H. S., Sherman, D. K., & Taylor, S. E. (2008). Culture and Social Support. *American Psychologist*, 63(6), 518-526.
- Kumar, R. Lal, R. & Bhuchar, V. (2014). Impact of Social Support in Relation to Self-Esteem and Aggression among Adolescents. *International Journal of Scientific and Research Publications, Volume 4, Issue 12, 1ISSN 2250-3153*.
- Pajare, F. & Urdan, T. (2006). *Self-efficacy of adolescent*. Green which: Information Age Publicity.
- Palvine, S. (2005). Self discipline: Persistence retrieved October www.Stevpavilina.com
- Shen, Y.L. (2011). Effects of Chinese Parental Practices on Adolescent School Outcomes Mediated by Conformity to Parents, Self-Esteem, and Self-Efficacy. *International Journal of Educational Research* 50 282-290.
- Tor-Anyiin, S. A. (2008). *Handbook on vocational guidance for school counsellors*. Makurdi: Selfers Academic Press.
- Usher, E. L., and Pajares, F. (2008). Sources of self-efficacy in school: critical review of the literature and future directions. *Review Educational Research*, 78, 751-796.
- VanTassel-Baska, J. (2007). Toward best practice: Analysis of the efficacy of curriculum models in gifted education. *Gifted Child Quarterly*, 51, 342-358.
- Wikipedia, (2010). Career Adjustment Retrieved September 16, 2014 from <http://en.wikipedia.org>.
- Winga, M. A., Agak, J. O., & Ayere A. M., (2011). The Relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 2(6): 43.
- Zimmerman, B. J., (1992). Self-motivation for academic attainment: the role of self-efficacy beliefs and personal goal setting. *Ame. Educ. Res. J.* 29, 663-676. doi: 10.3102/00028312029003663.

Corresponding author: Hadiza Mohammed Bello

✉ derohasmai@gmail.com

Department of Educational Psychology, Federal University of Education, Zaria.

© 2024. Faculty of Technology Education. ATBU Bauchi. All rights reserved