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An Exploration of Factors Influencing College Students' Academic and Social Adjustment

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Abstract

The purpose of this study is to identify the characteristics of school life and to examine the influencing factors of academic adjustment and social adjustment in university students. This cross-sectional descriptive study by using secondary data from 2,064 subjects who responded to a self-rated student adjustment test. Descriptive, t-test, ANOVA, Pearson correlation and multiple regression analyses were conducted. Satisfaction with college selection, expectation for college, satisfaction with college service, emotional stability, and relationships with faculty were significantly higher among male students, whereas confidence in major, support from others were significantly higher among the female students. There was a significant positive relationship between academic adjustment and confidence in major, and between social adjustment and expectation for college. Confidence in major, relationships with faculty, emotional stability, expectation for college, satisfaction with college selection, and commitment to college life accounted for 31.8% of the variance in academic adjustment. In addition expectation for college, emotional stability, support from others, gender, commitment to college life, and satisfaction with college services accounted for 44.7% of the variance in social adjustment for university students. Overall, the results of this study suggest that understanding the levels of expectation for college, commitment to college life, and levels of emotional stability may be important for facilitating their transition and adjustment to university life.

Keywords: Adaptation, Academic adjustment, Social adjustment

1. Introduction

Developmentally, college students are in late adolescence, which is a preparatory period for ensuring a smooth transition to adulthood. This is a period during which individuals establish their self identities and views of life, nurture and develop the expertise and sociality required for making their introduction into post-school society[1]. Further, college students are demanded to choose their careers and their desired ways of life and adjust accordingly. College freshmen, who first set foot into college society with such developmental, personal, and social demands placed on their shoulders, encounter considerable stress from the rapid changes occurring within their educational environments. Compared to students in the upper grade levels, freshmen students are faced with additional challenges as they adjust to school life, which calls for the need to pay particular attention to and tailor guidance for them[2,3]. College adjustment refers to students'

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appropriate responses to college life; that is, maintaining a harmonious academic, interpersonal, and emotional balance while coping with the demands of college without falling into conflicts[4]. Previous studies have confirmed that college adjustment is highly correlated with positive perceptions of school and also has a profound influence on academic persistence[5]. College adjustment is highly important for students and college institutions, as well as for societies, as it may impact students during college and affect their preparations for post-college life.

In a large-scale nationwide study[6] that undertook a comprehensive analysis of factors influencing college freshmen's choices of major, and their expectations for and emotional experiences in college, students were found to be most worried by academic and career concerns. Further, in the same study more than 85% of the students had experienced negative emotions (e.g., loneliness, depression, anxiety, lethargy, anger), and 3.4% experienced suicidal impulses within three months of matriculation, thus indicating the urgency of resolving the issues regarding students' academic adjustment and emotional problems[6]. Academic adjustment in college, during which students must accept and digest an extensive volume of knowledge in their majors, is an enormous challenge for new matriculates, who had previously been educated in a standardized education system with only one goal: college entrance. Further, freshman students experience severe stress from adjusting to multiple changes in their lives in their earlier matriculation days, which induces emotional problems[5,6].

Academic adjustment refers to confidence, satisfaction, and positive learning attitudes with regard to academic performance[7]. Academic adjustment in college, during which students gain professional knowledge, is critical for the success of students' post-college lives, as well as for the overall growth of society. However, considering that many students were deprived of the opportunity to freely explore and ponder over their major and career options and instead were confined in the Korean high school system's current reality of passive learning environments centered on rote memorization, we could predict that many college students would be faced with low major satisfaction and poor academic adjustment in college due to changes in learning methods[8].

Previous studies have found the academic adjustment of college students to be associated with personal psychological factors, such as self-esteem[9], resilience[10,11], negative emotions[12], emotional intelligence[13], and self-efficacy[9,14]; environmental factors such as social support[15,16,17]; and motivations for selecting a major and being satisfied with the selection[15]. However, few studies have attempted to investigate how students' perceptions of the college environment or college life are correlated with or could influence their academic adjustment. Hence, it would be useful to comprehensively survey the factors associated with academic adjustment, including those mentioned above.

Furthermore, it has been noted that college adjustment encompasses a variety of aspects, including academic and social adjustment as well as satisfaction with the college environment[18,19]. In particular, social adjustment, which refers to how students maintain a sense of belonging as a member of their respective college society and intimacy with other members of the society by fostering positive interpersonal relationships and participating in diverse activities in school, is an integral aspect of college adjustment. This is in line with a previous report that suggested that engaging in various school clubs have mediating roles as social support[20]. This also indicates that college is not merely an academic institution for scholarly activities but is also a social space in which students cultivate character as well as share and promote positive college culture and values. The college environment encompasses physical, social, and psychological elements, and it has been found to be correlated with student drop-outs[21]. Therefore, systematic effort must be devoted to creating a college environment that meets students' needs to promote college adjustment and academic persistence.

Academic adjustment has long been perceived an important aspect of college adjustment and has drawn ardent research interest. On the other hand, studies have rarely surveyed the factors that directly affect social adjustment, as it has been considered a sub-variable of college adjustment. However, as building relationships with other members of one's environment and sharing social support may serve as a positive psychological resource that alleviates or buffers shock from stress[22,23,24], it would be useful to explore the factors that are related to college students' social adjustment from a comprehensive perspective that encompasses students' perceptions of the college environment and life, as well as social and psychological factors.

Within this context, this study investigated the factors that affect academic and social adjustment—two important aspects of college adjustment—in an attempt to provide useful data to promote academic and social adjustment among college students. The specific objectives are as follows:

- 1) Verify the differences in sub-variables among college adjustment, academic adjustment, and social adjustment in accordance with the subjects' characteristics.
- 2) Verify the correlations among the sub-variables for college adjustment, academic adjustment, and social adjustment.
- 3) Verify the factors that affect academic and social adjustment.

2. Methods

2.1 Study design

This study, with a descriptive cross-sectional design, explored factors that influence the academic and social adjustment of college students based on the Student Adjustment Test responses that were obtained from freshman students at one university located in Chungnam, South Korea.

2.2 Research data and subjects

This study used the raw data from the student adjustment test that was administered to the entire freshman population enrolled at six major colleges (n=2,106) at one university located in Chungnam. The subjects responded to self-reports for each of the questionnaire's sub-factor questions concerning demographic information. Data were collected from May 12 to 25, 2014. Assistants at each college informed the students of the purpose (to improve the quality of college education and service) and content of the questionnaire and explained the details pertaining to how the students should provide their responses before the questionnaires were distributed. Students were provided with written assurance that their personal information would only be used for research purposes. Completed questionnaires were collected at the student affairs office and were sent to the institution of investigation, where the responses were coded into a computer program via a standardized method. The data were acquired after obtaining approval from the college and the institution of investigation to analyze the coded raw data for research purposes. To protect the respondents' personal information, all personal identification parameters, except for gender and major, were deleted. The questionnaire results were analyzed and interpreted in clusters. From among 2,106 questionnaires, those with incomplete responses were eliminated, thus resulting in a total of 2,064 questionnaires for the final analysis.

2.3 Research tool

2.3.1 Student Adjustment Test

To measure the college student' adjustment, the SAT-II(Student Adjustment Test-II) was used. The SAT-II is self-report instrument that has been developed for domestic use by Chun SJ et al.(2011)[7]. It was based on Tinto's separation-transition-integration model. It consists of 99 items to measure 11 sub-variables

(satisfaction with choice of college, confidence in major, expectations for college, commitment to college life, emotional stability, economic condition, support from friends and family, satisfaction with college service, relationship with faculty, academic adjustment, and social adjustment), with each item being scored on a 5-point likert-type scale, using 1 (do not agree at all) to 5 (fully agree). The higher total scores in each sub-variable indicate better state of sub-variables. The instrument reliability by Chun SJ et al. (2011) at the time of its development was given by Cronbach's $\alpha = .70-.94$, and in this study Cronbach's $\alpha = .75-.92$.

2.4. Data Analysis

The collected data was analyzed using the SPSS 18.0 statistical program in the following manner. A descriptive analysis was performed on the mean scores and standard deviations of general characteristics, and SAT-II sub-variables. To evaluate the differences in SAT-II sub-variable scores between genders, and among major field of study, t-test, ANOVA and Scheffe' post hoc were used. In addition, Pearson's correlation coefficients were calculated to ascertain relationships between the variables, and a multiple regression analysis was performed to verify the factors that affect academic and social adjustment. The definition of statistical significance was $p < .05$.

3. Results

3.1. Subject characteristics

A total of 1,163 subjects were male (56.3%), and 901 were female (43.7%). There were 492 (23.8%) science and engineering students, 537 (26.0%) humanities and social sciences students, 119 (5.8%) education students, 165 (8.0%) social business students, 265 (12.8%) healthcare students, and 486 (23.5%) arts and physical education students.

3.2. Differences in college adjustment sub-variables in accordance with characteristics

Table 1 shows the gender-specific mean differences in college adjustment sub-variables. Male students showed significantly higher satisfaction with choice of college ($t=6.47, p<.001$), expectations for college ($t=4.05, p<.001$), emotional stability ($t=6.42, p<.001$), satisfaction with college service ($t=4.73, p<.001$), and relationship with faculty ($t=2.11, p<.01$). On the other hand, female students showed significantly higher confidence in major ($t=-4.09, p<.001$) and support from friends and family ($t=-4.69, p<.001$).

Table 2 shows the mean differences in college adjustment sub-variables in accordance with field of study. There were significant differences in satisfaction with choice of college ($F=3.57, p<.01$), confidence in major ($F=7.53, p<.001$), commitment to college life ($F=4.78, p<.001$), emotional stability ($F=5.16, p<.001$), satisfaction with college service ($F=2.55, p<.05$), relationships with faculty ($F=4.74, p<.001$), academic adjustment ($F=2.29, p<.05$), and social adjustment ($F=2.39, p<.05$), in relation to subject majors. Post-hoc analysis revealed that arts and physical education students had significantly stronger confidence in their choice of major than did science and engineering students. Further, healthcare students had significantly stronger commitment to college life than did arts and physical education students, while science and engineering students and humanities and social sciences students had significantly higher emotional stability than did arts and physical education students. On the other hand, education students, arts, and physical education students had significantly better relationships with faculty than did social business students.

3.3. Correlations among sub-variables of college adjustment of subjects

Table 3 is an illustration of the correlations among the subjects' college adjustment sub-variables. Academic adjustment had the highest positive correlation with confidence in relation to major ($r=.47$,

$p < .001$), and it had positive correlations with all other college adjustment sub-variables, including expectations for college ($r = .44$, $p < .001$), relationships with faculty ($r = .41$, $p < .001$), and emotional stability ($r = .29$, $p < .001$). Social adjustment was the most strongly correlated with expectations for college ($r = .62$, $p < .001$) and it had positive correlations with all other college adjustment sub-variables, including satisfaction with choice of college ($r = .46$, $p < .001$), support from friends and family ($r = .40$, $p < .001$), and relationships with faculty ($r = .41$, $p < .001$).

3.4. Factors that affect subjects' academic and social adjustment

Stepwise multiple regression was performed to identify the factors that affect the subjects' academic adjustment (Table 4). Prior to the regression analysis, the independent variables were tested for multicollinearity. The correlation coefficients among the variables were all below .80 (range: .09-.62), with a tolerance of .39-.86 and a variance inflation factor (VIF) of 1.17-2.56, thus confirming the independence of the variables and the absence of multicollinearity. Further, the Durbin-Watson statistic was 1.89, which confirmed the absence of autocorrelation in the residuals. The computed regression model had an adequate goodness of fit ($F = 161.16$, $p < .001$). Confidence in major was found to have the greatest influence on the subjects' academic adjustment ($\beta = .32$, $t = 14.11$, $p < .001$), followed by relationships with faculty ($\beta = .19$, $t = 8.26$, $p < .001$), emotional stability ($\beta = .15$, $t = 7.73$, $p < .001$), expectations for college ($\beta = .22$, $t = 7.47$, $p < .001$), satisfaction with choice of college ($\beta = -.16$, $t = -6.21$, $p < .001$), and commitment to college life ($\beta = -.06$, $t = -2.98$, $p < .01$). The explanatory power of these six variables was 31.8%.

And stepwise multiple regression was performed to identify the factors that affect the subjects' social adjustment (Table 5). Prior to the regression analysis, the independent variables were tested for multicollinearity. The correlation coefficients among the variables were all below .80 (range: .09-.62), with a tolerance of .58-.94 and a variance inflation factor (VIF) of 1.06-1.71, thus confirming the independence of the variables and the absence of multicollinearity. Further, the Durbin-Watson statistic was 1.95, which confirmed the absence of autocorrelation in the residuals. The computed regression model had an adequate goodness of fit ($F = 278.82$, $p < .001$). Expectations for college was found to have the greatest influence on the subjects' social adjustment ($\beta = .48$, $t = 22.17$, $p < .001$), followed by emotional stability ($\beta = .18$, $t = 9.80$, $p < .001$), support from friends and family ($\beta = .08$, $t = 4.15$, $p < .001$), gender ($\beta = .09$, $t = 5.50$, $p < .001$), commitment to college life ($\beta = .09$, $t = 4.57$, $p < .001$), and satisfaction with college service ($\beta = .05$, $t = 2.65$, $p < .01$). The explanatory power of these six variables was 44.7%.

4. Discussion

The purpose of this study was to survey the relations among the sub-variables of college adjustment and to identify the factors that affect college students' academic and social adjustment. Below is a discussion of our results.

There were significant gender-specific differences in the college adjustment sub-variables. This was in contrast to a study that suggested that there are no sex-specific differences in college adjustment [4,10]. On the other hand, such a finding was in support of a different study, which suggested male students have significantly better emotional stability and college adjustment [25]. Additionally, the present findings were in line with those of a previous study, which reported that male students have significantly higher satisfaction with college and expectations for college life [1]. These findings imply that more attention and interventions should be directed toward female students, who may show lower levels of emotional stability and college adjustment than do male students. Further, replication studies are needed to verify the heterogeneity regarding sex-specific differences in factors relevant to college adjustment found in previous studies. With

reference to a study that confirmed gender to be a predictor of students' coping and adjustment to stress situations[26], additional studies should also examine the effects of gender on students' adjustment to stress.

There were significant differences in the sub-variables of college adjustment in accordance with students' fields of study. This was in line with a previous study, which reported that students show varying degrees of career choice and satisfaction and adjustment to their majors, depending on their fields of study[27]. Our results were also similar to those of another study that reported that students show differences in academic adjustment in accordance with their fields of study[28]. One notable finding in our study was that students majoring in arts and physical education had strong confidence in their major but showed low commitment to college life and emotional stability. One reason behind the high confidence may be that students in the arts and physical education paths generally choose their majors after sufficiently deliberating concerning their talents and aptitudes prior to matriculation. However, their low commitment to college life and low emotional stability may result in maladjustment and may ultimately lead to their dropping out, thus necessitating the implementation of psychological interventions to motivate students to commit to college life and help stabilize their emotions.

All of the college adjustment sub-variables were positively correlated with one another. Academic adjustment had the highest positive correlation with confidence in major, and social adjustment had the highest positive correlation with expectations for college. These findings supported those of a previous study, in which motivations for choice of major and major satisfaction were positively correlated with all sub-variables of college adjustment[29]. These findings are also in line with those of another study in which emotional intelligence and learning commitment were positively correlated with all college adjustment sub-variables[13]. Further, these findings were similar to those of yet another previous study suggesting a positive correlation between college adjustment and interpersonal relationship and social support[16,17]. With reference to our results concerning how expectations for college and relationships with faculty were strongly correlated with both academic and social adjustment, it would be important to provide information concerning how to build up expectations that college would be a useful and rewarding platform in which students could grow and prepare themselves for their careers and life. In addition, our results verified the vital roles of faculty members, thus implying that a well-established trust relationship between students and faculty and the faculty's interest in students could serve as protective factors in college adjustment.

Confidence in major had the strongest influence on college students' academic adjustment, and six variables—confidence in major, relationships with faculty, emotional stability, expectations for college, satisfaction with choice of college, and college life commitment—explained 31.8% of the variability in academic adjustment. This signifies that students would better adjust to academics in college when they have strong confidence in their major, maintain positive relationships with faculty members, are emotionally stable, have high expectations for college, are satisfied with their college choice, and show commitment to college life. According to a previous study, college freshmen predominantly want to engage in an in-depth study of their majors, but they are most worried about academic and career concerns[6]. Overwhelming pressures from college entrance exams seize students' opportunities to engage in deep contemplation and research their majors, which undermines their confidence in their majors once they matriculate into college[8]. As lack of confidence in their majors was verified to be a key factor contributing to students' difficulties with academic adjustment, colleges should develop major adjustment programs to encourage students to gain confidence in their majors and careers. In addition, students should be offered mentoring or counseling from professors for better academic adjustment and programs for stress management or mental health interventions for emotional stability.

Expectations for college had the greatest effect on college students' social adjustment, and six variables—expectations for college, emotional stability, support from friends and family, gender, commitment to college life, and satisfaction with college services—explained 44.7% of the variability in social adjustment. This signifies that male students who have high expectations for college, are emotionally stable, are well supported by friends and family, have high commitment to college life, and are highly satisfied with college services are better able to socially adjust. Meanwhile, whereas relationships with faculty was demonstrated to be a factor contributing to academic adjustment, support from friends and family was found to influence social adjustment, thus indicating that faculty members play an important role in academic adjustment while parents, family members, and friends play more influential roles in social adjustment. Thus, it is important to set up high expectations for college; that is, motivate students to believe college would be a valuable period of personal growth and preparation for career and life, and it would provide adjustment programs for female students, who have been verified to be relatively more susceptible to social maladjustment. In addition, it is essential to establish an efficient college service system. Based on our results concerning emotional stability as a key factor in social adjustment and those of a previous study reporting a mediating role of emotional control ability in the relationship between stress and social support[23], psychological intervention would also be required to strengthen college students' emotional stability and control abilities.

5. Conclusion

This study was performed to survey the relations among the sub-variables of college adjustment and to identify the factors that affect college students' academic and social adjustment. This study verified significant differences in college adjustment sub-variables in accordance with gender and fields of study and identified the factors that affect academic and social adjustment. These findings are meaningful in that they could be utilized as basic data for the research and development of student adjustment programs in college and within specific departments to promote college students' academic and social adjustment.

However, the generalization of our results is limited, as this study examined college students from only one region. Further, as a cross-sectional study that only extracted information concerning college life adjustment from raw data, this study could not investigate the associations with individuals' psychosocial characteristics; thus, additional studies are needed to address the limitations of our study.

Nevertheless, I hope this findings will be useful for acquiring an understanding of factors influencing college students' academic and social adjustment, developing adjustment programs, shaping student counseling and guidance sessions, and heightening students' abilities to adjust to college.

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Table 1. Comparison of student adjustment test scores between genders (n=2,064)

Variables	Male (n=1,163)	Female (n=901)	t/(p)
	M±SD	M±SD	
Satisfaction with college selection	22.93±5.11	21.53±4.72	6.47 ^{a)} (.000)
Confidence in major	30.70±6.11	31.79±5.84	-4.09 ^{a)} (.000)
Expectation for college	33.87±5.72	32.87±5.42	4.05 ^{a)} (.000)
Commitment to college life	7.10±1.89	7.02±1.99	.87 (.384)
Emotional stability	33.85±7.84	31.61±7.93	6.42 ^{a)} (.000)
Economic condition	17.55±4.39	17.28±4.48	1.37 (.172)
Support from others	15.25±2.94	15.87±3.05	-4.69 ^{a)} (.000)
Satisfaction with college services	30.72±6.24	29.48±5.61	4.73 ^{a)} (.000)
Relationship with faculty	28.91±5.44	28.41±5.29	2.11 ^{c)} (.035)
Academic adjustment	39.38±6.17	39.55±5.85	-.64 (.516)
Social adjustment	40.12±6.13	40.45±5.65	-1.27 (.203)

^{a)}p<.001, ^{b)}p<.01, ^{c)}p<.05

Table 2. Comparison of student adjustment test scores among major field of studies (n=2,064)

Variables	Science/ engineering ^{a)} (n=492)	Humane/ social science ^{b)} (n=537)	Education affairs ^{c)} (n=119)	Social service affairs ^{d)} (n=165)	Health science ^{e)} (n=265)	Music&Arts/ physical affairs ^{f)} (n=486)	F/(p)	post hoc.
	M±SD	M±SD	M±SD	M±SD	M±SD	M±SD		
Satisfaction with college selection	21.93±4.79	22.49±4.96	21.39±4.80	21.71±4.78	22.37±4.83	22.94±5.36	3.57 ^{b)} (.003)	
Confidence in major	30.20±6.04	31.12±5.66	32.13±6.48	30.59±6.08	30.91±6.31	32.36±5.88	7.53 ^{a)} (.000)	a<f
Expectation for college	32.97±5.33	33.67±5.58	33.02±5.90	32.96±5.92	33.53±5.67	33.86±5.69	1.79 (.111)	
Commitment to college life	7.05±1.82	7.00±1.98	7.46±1.98	6.98±1.84	7.48±2.06	6.85±1.93	4.78 ^{a)} (.000)	e>f
Emotional stability	33.44±7.65	33.56±7.92	33.13±7.66	33.42±7.92	32.60±8.41	31.38±7.98	5.16 ^{a)} (.000)	a,b>f
Economic condition	17.55±4.40	17.74±4.29	17.24±4.55	17.85±3.95	17.09±4.65	17.07±4.60	1.86 (.098)	
Support from others	15.25±2.80	15.56±3.06	15.77±2.97	15.52±2.89	15.96±3.06	15.43±3.14	2.20 (.052)	
Satisfaction with college services	30.03±5.78	30.55±5.82	28.99±6.15	29.82±6.22	30.93±5.93	29.92±6.33	2.55 ^{c)} (.026)	
Relationship with faculty	28.25±4.94	28.64±5.27	29.53±6.51	27.32±5.63	29.09±5.12	29.25±5.59	4.74 ^{a)} (.000)	c, f>d
Academic adjustment	38.85±6.17	39.98±5.77	39.34±5.80	39.66±5.51	39.01±5.63	39.67±6.55	2.29 ^{c)} (.044)	
Social adjustment	39.95±5.86	40.52±6.05	39.55±5.55	40.35±5.50	41.19±6.18	39.95±5.92	2.39 ^{c)} (.036)	

^{a)}p<.001, ^{b)}p<.01, ^{c)}p<.05

Table 3. Correlations of student adjustment test scores (n=2,064)

Variables	Relationship with faculty	Academic adjustment	Social adjustment
	r(p)	r(p)	r(p)
Satisfaction with college selection	.46 ^{a)} (.000)	.23 ^{a)} (.000)	.46 ^{a)} (.000)
Confidence in major	.42 ^{a)} (.000)	.47 ^{a)} (.000)	.39 ^{a)} (.000)
Expectation for college	.61 ^{a)} (.000)	.44 ^{a)} (.000)	.62 ^{a)} (.000)
Commitment to college life	.30 ^{a)} (.000)	.18 ^{a)} (.000)	.39 ^{a)} (.000)
Emotional stability	.25 ^{a)} (.000)	.29 ^{a)} (.000)	.37 ^{a)} (.000)
Economic condition	.10 ^{a)} (.000)	.09 ^{a)} (.000)	.14 ^{a)} (.000)
Support from others	.34 ^{a)} (.000)	.26 ^{a)} (.000)	.40 ^{a)} (.000)
Satisfaction with college services	.47 ^{a)} (.000)	.25 ^{a)} (.000)	.37 ^{a)} (.000)
Relationship with faculty	1	.41 ^{a)} (.000)	.40 ^{a)} (.000)
Academic adjustment	.41 ^{a)} (.000)	1	.40 ^{a)} (.000)

a) p<.001

Table 4. Influencing factors on academic adjustment (n=2,064)

Variables	B	SE	β	t(p)	Adj. R ²	F(p)
(Constant)	17.26	.77		22.42 ^{a)} (.000)		161.16 ^{a)} (.000)
Confidence in major	.32	.02	.32	14.11 ^{a)} (.000)	.219	
Relationship with faculty	.22	.03	.19	8.26 ^{a)} (.000)	.273	
Emotional stability	.12	.02	.15	7.73 ^{a)} (.000)	.292	
Expectation for college	.23	.03	.22	7.47 ^{a)} (.000)	.299	
Satisfaction with college selection	-.19	.03	-.16	-6.21 ^{a)} (.000)	.315	
Commitment to college life	-.20	.07	-.06	-2.98 ^{b)} (.003)	.318	

a) p<.001, b) p<.01

Table 5. Influencing factors on social adjustment (n=2,064)

Variables	B	SE	β	t(p)	Adj. R ²	F(p)
(Constant)	11.68	.78		14.96 ^{a)} (.000)		278.82 ^{a)} (.000)
Expectation for college	.50	.02	.48	22.17 ^{a)} (.000)	.385	
Emotional stability	.13	.01	.18	9.80 ^{a)} (.000)	.421	
Support from others	.16	.04	.08	4.15 ^{a)} (.000)	.432	
Gender	1.11	.20	.09	5.50 ^{a)} (.000)	.440	
Commitment to college life	.27	.06	.09	4.57 ^{a)} (.000)	.445	
Satisfaction with college services	.05	.02	.05	2.65 ^{b)} (.008)	.447	

a) p<.001, b) p<.01