

THE ROLE OF SELF-EFFICACY IN PSYCHO-SOCIAL ADJUSTMENT OF FOURTH  
YEAR STUDENTS AT THE UNIVERSITY OF NAMIBIA

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## Abstract

The purpose of this study was to investigate the role of self-efficacy in psychosocial adjustment among students at the University of Namibia. Overall, the study had the following objectives, to measure the relationship between self-efficacy and psychosocial adjustment among students at the University of Namibia; secondly, to assess the predictability of self-efficacy onto psychosocial adjustment of students at the University of Namibia and finally, the study evaluated homesickness as a psychosocial problem between Namibian and International students at the University of Namibia. The study employed convenient sampling technique method, a sample of 251 students from the 1858 fourth year student population responded to the questionnaires. The study utilized quantitative research method while correlation, regression analysis and descriptive statistics described, analyzed and graphically organized the data. The findings of the study indicated that there is a statistically significant relationship between self-efficacy and psychosocial adjustment. Based on the students' negative and positive affect, the results positively predicated self-efficacy onto psychosocial adjustment. And finally, the results revealed that there was no significant effect for homesickness between national and international students. It is this study's opinion that if students at the University of Namibia develops awareness for self-efficacy and recognize the significant role it plays, they would adjust well to the demanding experiences of their university years.



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## **LIST OF ABBREVIATIONS AND/OR ACRONYMS**

**University of Namibia – UNAM**

**Human Immunodeficiency Virus - HIV**

**Acquired Immune Deficiency Syndrome - AIDS**

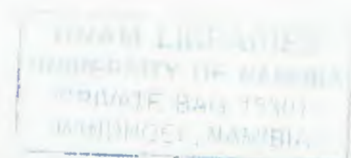
**Office of the Dean of Students – ODS**

**Analysis of Variance - ANOVA**

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## DEDICATION

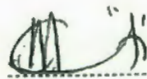
For my children **Tumelo** and **Tweya**, you boys are incredible, unlimited beings. May God be the only constant in your lives. Thank you for choosing me, I love you so much.

## DECLARATIONS

I, Ceaseria Matiti, hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution.

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Ceaseria Matiti



03 March 2020

Name of Student

Signature

Date

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Chapter Introduction**

The present study investigated the role of self-efficacy in psychosocial adjustment among fourth year students at the University of Namibia. Universities are the highest educational and research institutions which have served humanity at a universal scale (Ortas, 2002). Universities also prepares young people to be able to participate consciously in decisions about themselves and the society for the future and the organization of their economic, cultural and psychological developments (Doygun & Gulec, 2012). Contrariwise, Portoghese, Galletta, Porru, Burdorf, Sardo, D'Aloja, Finco and Campagna (2019) states that despite the fact that attending university is a positive and satisfying experience for most students, empirical evidence suggests that being a student can be a stressful experience. What is more is that, emotions experienced in the academic environment are known to be related to important outcomes, such as academic adjustment and success, however there are other factors such as anxiety and stress which can lead to maladjustment (Porru, Burdorf, Sardo *et al.* 2019). In addition to academic demands, university students face numerous stressors that can contribute to the development or exacerbation of mental health problems (Stallman, 2008). Guided by the self-efficacy theory, It is the onus of the present study to shed light on how students find direction during their university years, as it is hypothesized that self-efficacy judgments influences human functioning through their impact on choice behaviour, effort expenditure and perseverance (Bandura, 1986, p. 362), and that Self-efficacy beliefs affect academic performance by influencing a number of behavioral and psychological processes (Bandura, 1986, 1997).. In addition, research suggests that behavioral changes correspond closely to the level of self-efficacy whether instated inactively or vicariously (Bandura & Adam, 1977).

The rest of this chapter will cover the background of the study, the statement of the problem, research objectives, significance of the study, limitations of the study and the delimitations.

### **1.1. Background of the Study**

Research indicates that university life comprises of many challenging experiences. By the time university students are in their fourth year of studies, they may have experienced enormous life changes and academic demands, though many successfully complete their studies. The benefits associated with a university degree are multiple, they include, greater gains in occupational prestige, economic returns and social status. Correspondingly, Baum and Ma (2007) writes that university success helps students to meet long-term personal and career goals and provides a range of monetary, psychosocial, and physical benefits.

However, a precondition for the attainment of such benefits is persistence to graduation. Additionally, attaining a university degree involves the process of facilitating learning, or acquisition of knowledge, skills, values, beliefs and habits which needs gradual adjusting to a psycho-social environment (Hossler, Braxton & Coopersmith, 1989; Jain Paras, 2017).

While student adjustment to college has been widely studied, there is a limited understanding of what causes attrition and what factors increase retention, because studies show that approximately 40% of university students leave higher education without a degree and that 75% drop out within the first two years (Olivas, 2017). Conley, Travers and Bryant (2013) asserts that students do encounter psychosocial problems and adjustment difficulties, and while some students may experience emotional maladjustment and depression as overwhelming, others perceive and view the challenges as a transition to personal growth.

Various studies have revealed that when students experience psychosocial problems, it may lead to unhealthy habits, harmful interpersonal networks and psychological malfunctioning (Rajkumar, Sooraj, Sandeep, & Harish, 2015; Al-khatib, Alwamich & Samawi, 2012). In addition, students might struggle if they do not successfully manage these new challenges in university and as a result are ultimately more vulnerable as they may fail to complete their studies. Literature has shown that there seems to be a link between self-efficacy and healthy adjustment to academic challenges (Ahmad, Anwar & Khan, 2017). This highlights the need for self-efficacy studies and for university authorities to integrate activities designed to improve students' psychosocial adjustment to university lifestyle.

The first three years of academic life at university lays the foundation for the process of higher education learning. The student does not only have to adjust to the academic demands of higher education, but also has to deal with social and personal issues associated with general life challenges (Andreatta, 2012). Although university life is widely publicized as an adventure, students must also learn to navigate campus norms and culture, meet rigorous academic expectations, and manage financial, social and personal pressures (Reis, 2018). In navigating these competing demands, student wellbeing is being jeopardized, especially because the variety of demands involved in university differs in kind and degree, and requires coping responses (Reis, 2018; Sharma, 2012). Students, particularly during their first two years of undergraduate study face a number of potential college-related stressors as they adjust to their new environment (McNulty, Livneh, & Livneh, 2015). In a study about psychosocial factors, Charmers (2003) observed that students who experienced more stress tend to be less well-adjusted. It is why, self-efficacy may be attributed to have a major role in how student's approach their goals, tasks, and challenges, because realistically, students do face a variety of problems and difficulties in their

effort to adjust themselves to a challenging University lifestyle (Bandura, 1997; Elias, Noordin & Mahyuddin, 2010).

According to Charmers, Hu and Garcia, (2001), there is enough evidence to prove that when well developed, self-efficacy is able to improve performance in specific cognitive areas, furthermore, they reveal that students with high self-efficacy tend to have high optimism, resulting in a plethora of positive outcomes such as effective personal adjustment and overall satisfaction and commitment to remain in university. Correspondingly, a study done by Witt-Rose (2003) indicated that there was a significant positive relationship found between self-efficacy and the number of completed university semester courses. Kirk (2017) conducted a study that compared self-efficacious and low self-efficacious students and found that self-efficacious students puts high degree of effort in their commitments and attribute failure to things which are in their control, whereas, students with low self-efficacy tend to believe in their inability to succeed and they perceive challenges as threats.

Martinez (2001) described student retention as the number of students who progresses from one part of an educational program to the next, and in contrast, graduation rate is the number of students that have successfully completed their studies at university. Kangira (2019) observes that local universities and those across the world are faced with low retention and low graduation rates, and it is, therefore, crucial that research be done to help bridge the gap between attrition and retention of students. The *Villager Newspaper* (2015) reported on the statistics published by the University of Namibia, which revealed that in the year 2012, students totaling 20.3% dropped out and of those, 24% were in their fourth year of studies. Therefore, retaining students until graduation should be a direct fulfillment of the mission of institutions of higher learning (Krumrei-Mancuso, Newton, Kim, & Wilcox, 2013).

Kangira, (2019) further notes that some students drop out of a degree program for various reasons, and continues to urge that it is through institutional research that such information about retention and graduation rates is obtained and that information will indicate whether lecturers, course materials, insufficient books in the library, inadequate infrastructure, lack of accommodation, social life, peer pressure or lack of funds are some of the reasons why students drop out of a degree program.

Sommer (2013) relates that in South Africa, research has shown that students who are most likely to drop out of university originate from low-income, less educated families who are from historically disadvantaged groups, this is despite the fact that these students are entitled to government funding. Despite all these setbacks, clearly there may be other factors involved that determine student success. It is crucial to permeate the student's world and understand how the notion of self-efficacy may have a role to play in it. According to Schunk (2001) self-efficacy has shown to predict student motivation and achievement across a variety of content areas and that student self-efficacy is influenced by contextual variables such as goals, social comparisons and forms of feedback. As research suggests that self-efficacy beliefs may play a mediating role in relation to cognitive engagement and that enhancing them might lead to increased use of cognitive strategies that, in turn, lead to improve performance which is imperative for university students (Fadlelmula, 2010).

## **1.2 Statement of the Problem**

McNulty, Livneh, and Livneh, (2015) posits that periods of transition are inherently stressful; therefore, students are generally negatively affected because of the imbalance between the academic demands and the new university environment (Rajkumar, Sooraj, Sandeep, & Harish, 2015). In addition, Bandura (1993) affirms that self-efficacy beliefs affect university outcomes by increasing students' motivation and persistence to master challenging tasks. A relevant factor in

the Namibian context is that there seems to be a lack of studies that focuses on self-efficacy and psychosocial adjustment of students, as no empirical research on the Namibian university student population was found based on the literature reviewed for the present study.

The present study, will, therefore, investigate how university students negotiate their adjustment while doing their academic studies. The rationale behind studying fourth year students and not students either in their first, second or third year is because four year degrees are the most offered at the University of Namibia. It can therefore be assumed that students in their fourth year of studies are also in their final year at the university and that they have had dealt with challenges and possess a clear perspective of what university life entails. Sharma (2016) explains that when people adjust, they have an ease feeling with the environment and have a stable life philosophy because of their experiences with that environment.

### **1.3. Research Objectives**

The study will attempt to investigate:

- 1.3.1 The relationship between self-efficacy and psychosocial adjustment among students at the University of Namibia
- 1.3.2 The role that self-efficacy plays in psychosocial adjustment of students at the University of Namibia
- 1.3.3 To evaluate homesickness as a psychosocial problem between Namibian and International students at the University of Namibia

### **1.4. Significance of the Study**

Investigating the role of self-efficacy in psychosocial adjustment of university students is essential in understanding how university students psychosocially adjust to a highly demanding academic

life. It is expected that the findings would provide useful and practical information that can be implemented by the University of Namibia in its mandate to foster student wellbeing. The present study might also help raise awareness and understanding of the type of psychosocial issues which students' experiences, and help the university management, especially the Office of the Dean of Students in implementing programs and strategies to mitigate these problems.

The study would further likely yield interesting and relevant data that would help in enhancing better academic success of students in general, which will then address the gap identified in the existing literature. Additionally, it will contribute to the existing body of knowledge related to the human and behavioral sciences in Namibia.

### **1.5. Limitations of the Study**

According to Du Plooy-Cilliers, Davis and Bezuidenhout (2014), limitations of the study refer to factors that are usually beyond the researchers' control, and have the potential to impact the results of the study. These could include time, financial resources, and access to information and participants. The present study has several limitations. First, participants in the present study were not homogeneous in terms demographics. For example, Namibian students may come from different regions of the country, with different needs and challenges. Secondly, data were obtained from a convenience sample offering reduced generalizability of the results. In this case, the study findings should be interpreted with caution due to the fact that the sample was drawn only from the students based at the main campus of the University of Namibia and lastly the *College Adjustment Test* and the *Self-efficacy Formation Questionnaire* were not normed, nor was the reliability and validity of the tests standardized on the local population.

## **1.6. Delimitations**

Du Plooy-Cilliers, Davis and Bezuidenhout (2014) describe delimitations as the parameters or borders that a researcher puts in place. The present study only targeted fourth year full-time students at the University of Namibia's main campus; this is despite the fact that the University of Namibia has 11 other campuses. For the theoretical framework, the study chose to employ the self-efficacy theory instead of other theories such as social learning theory. The study only focused on the role of self-efficacy on the psychosocial aspect of adjustment in students at the University of Namibia.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **1.0. Introduction**

This chapter reviewed the literature that relates the previous empirical studies that focused on the role that self-efficacy play in the psychosocial adjustment of university students, particularly the various dimensions of self-efficacy and its relations to various psychosocial challenges and problems that students experience during their academic studies.

#### **2.1. Relationship between self-efficacy and university students' psychosocial adjustment**

The first aim of the literature review is to provide an overview of self-efficacy and how it may play a role in student's success, which also serves as the dominant theory. The second aim of the literature review is to define and explain the importance of students' adjustment in university. The third aim of the literature review is to identify psychosocial variables that are unfavorable to the student during their university years, and lastly, the literature review will frame the study's fundamental beliefs and assumptions through a theoretical framework based on self-efficacy.

A substantial number of empirical studies have investigated the concept of self-efficacy and students as a subject matter. Some of the topics that have been researched on includes self-efficacy and academic motivation, the sources of self-efficacy beliefs and factors affecting students' self-efficacy in higher education (Schunk, 1991, Britner & Pajares, 2006; Van Dinther, Dochy & Segers, 2011).

Additionally, a considerable body of literature indicates that various domains of adjustment such as psychological and social factors play an integral role in determining students' successful adjustment to college (DeAndrea et al, 2012). Eysenck and Arnold (1975) defines adjustment as a state in which the needs of the individual on the one hand and the requirements of the environment

are totally satisfied, and there is harmony between the individual, social environment and the goal. It is commonly assumed that self-efficacy implies that one is capable of performing in a certain manner or attain certain goals, which is among several beliefs that individuals use to evaluate their control over their actions and environment (Bandura, 1997). The above-mentioned studies provide significant insight into the notion of student self-efficacy and the process of adjustment in university students.

## **2.2 Role of Self-efficacy in student's success**

There are not many studies linking self-efficacy to student's success available within the Namibian context. However, one of the few and relevant studies on efficacy beliefs in Namibia by Chen, Wantland, Reid, Corless, Eller, Ipinge and Webel (2013) indicates that when vulnerable groups of people's perceived self-efficacy is high, there is a greater belief in their ability to master tasks, and are more likely to perform well by accomplishing those tasks. Meanwhile in their study, Watson, Brand, Stead and Ellis (2012) similarly observed the lack of literature in the South African context and appeals to researchers to explore the potential utility of self-efficacy in understanding the behavior of tertiary students. In highlighting their findings, Wood and Olivier (2004) found that students are aware that they contribute to the development of self-efficacy. In addition, it was observed that during the development of self-efficacy, there are four inter dependent and mutually influencing criteria identified which is essential namely; intrinsic growth, the development of an internal locus of control, positive interaction with the environment and reflection (Wood & Olivier, 2004). Moreover, studies show that there is a causal role which self-efficacy beliefs plays in students to attain personal goals such as graduating. According to Zimmerman (1989), students who exhibit a high sense of efficacy in their capabilities, tend to influence the knowledge and skill goals they set for themselves and their commitment to fulfil these challenges.

It is important to note that self-efficacy beliefs are not a single disposition but rather are multi-dimensional in form and differ on the basis of the domain of functioning (Bandura, 1997). Van Dinther, Dochy and Segers, (2011) recognized that researchers are increasingly paying attention to the role students' thoughts and beliefs play as self-efficacy appears to be an important variable because it affects students' motivation. Bandura (1997) defined perceived self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events which affect their lives, and that efficacy beliefs can determine how people feel, think, motivate themselves and behave. Bandura (1993) postulated that perceived self-efficacy affects choice of activities, effort expenditure, and persistence. Meanwhile, Schunk (1991) upheld that self-efficacy has been shown to play an important role in achievement contexts, and research supports the idea that it can influence the instigation, direction, persistence, and outcomes of achievement-related actions.

Zimmerman (2000) supplements the above by highlighting that self-efficacy beliefs differ conceptually and psychometrically from closely related constructs, such as outcome expectations, self-concept, and perceived control. Bandura (1986) echoes this by affirming that students must believe that they can achieve their goals, however, they must define those goals. If students think they need help or resources, they should be able to identify the resources or people who can help them work towards their goals (Bandura, 1986). Students with a growth mindset see effort as what makes people smart, they are motivated to focus on continued growth, and they persist in the face of setbacks. On the other hand, when students see intelligence or abilities as fixed, they shy away from challenges, and they disengage when things get hard (Mueller & Dweck, 1998).

Therefore, students who are confident that they have sufficient control over environments that allow them to accomplish certain tasks are more likely to set challenging goals and commit

themselves to achieving them, indicating that perceived self-efficacy toward a particular task is a better predictor of success than actual ability (Bandura & Schunk 1981; Schunk, 1991). Berry and West (1993) envisages that highly efficacious students will choose to participate in activities more often and that they will expend more effort on challenging learning tasks and persist longer.

It is worth noting that, self-efficacy progresses in stages when an individual moves on through life's various phases (Azar & Fatemeh, 2014). The first stage of self-efficacy development is within the student's family environment and its progress continues with age because of being exposed to models and the sense of progress which derives from mastery experiences, this depicts Bandura's (1986) conception of reciprocal determinism, which holds the view that three factors influence behaviour, namely (a) personal factors in the form of cognition, affect, and biological events, (b) behavior, and (c) environmental influences create interactions that result in a triadic reciprocity.

In their research observations, Wu and Tsai (2006) found that despite having seen a number of theories being proposed to describe how students become regulators of their own learning, many more research studies still points to self-efficacy beliefs as having an influence on motivational and self-regulatory processes in several ways. Self-efficacy beliefs influence the choices people make and the courses of action they pursue, including overcoming the many cultural challenges encountered, especially in international students (Pintrich & Schunk, 1995; Pajares, 2003; Yusoff, 2012).

One of the purported strengths of self-efficacy is that it explains why people are motivated to perform certain behaviours, rather than merely predicting who is motivated to engage in such behaviours (William & Rhodes, 2016). It is also hypothesized that self-efficacy is positioned early in a causal chain of factors that are posited to determine behaviour. And that self-efficacy

influences behaviour directly and through its effects on expected outcomes of the behaviour, the setting of relevant and challenging goals, and perceived barriers to and facilitators of the target behaviour (Bandura, 1997). Additionally, building self-efficacy in multiple areas increases one's confidence in mastering new domains and that self-efficacy encourages one to set higher expectations for future performances (Ormrod, 2008). Furthermore, it is conceived that successes that occur as a result of overcoming challenges may promote a more resilient sense of self-efficacy than those successes that are easily won (Britner & Pajares, 2006).

Contrary to the above, one might experience low self-efficacy following failure or setbacks that causes loss of faith in own capabilities Bandura (1986). Moreover, high self-efficacy beliefs do not always guarantee positive outcome expectations, these beliefs also vary greatly between individuals, which makes them very difficult for researchers to assess (Pajares, 1996). Finally, it is worth noting that understanding one's self-efficacy is one of the most important factors in students understanding their purpose in life, because without knowing oneself through self-efficacy, it means that encountering new problems or at least unfamiliar ones will lead to a significant decrease in flexibility regarding how to resolve them (Schunk, 1991; Jain & Chaudhar, 2015). Therefore, if students cannot understand themselves, it is difficult for them to understand what tools are available to them through their own experiences and personalities to solve new problems (Miller, 2011; Sherperd 2016). Studies encourage further research to verify the mediating effects on self-efficacy and to perhaps develop programs that would promote self-efficacy (Sam & Moon, 2015).

### **2.3. Relationship of academic self-efficacy to psychosocial adjustment**

Psychosocial adjustment as defined by Larsen (2012) is the reflection of an individual's psychological wellbeing that is influenced by experiences in the social arena and that adjustment

is the changes in life that are made continuously. University students have to adjust to a new psycho-social environment, adjustment to university is a dynamic process of systematically employing one's innate resources in responding to the academic, social and psychological challenges. Adjustment can also be viewed as the process of adapting to the role of being a student and to various aspects of the new environment. It is a continual process in which a person varies their behavior to produce a more harmonious relationship befitting the environment they are in. Implications of adjustment are many and have effects on the students as they are expected to adjust to university life and culture rapidly, and become part of and identify themselves with the institution (Salami, 2011; Datu, 2012; Mutambara & Bhebe, 2012; Sommer 2013).

Sommer (2013) highlights that students coming to university experience a new sense of freedom in their daily lives, but at the same time have to become independent and take responsibility for their decisions, suggesting that pursuing a college education requires adjustment on the part of all students. Though the type and degree of adjustment experienced by each student will vary depending on background and life experiences (Pascarella & Terenzini, 1991). The adjustment processes which university students undergo should be given serious research attention at undergraduate level, as failure to overcome adjustment problems could result in students failing to complete their studies that would negatively affect their chances for academic success (Abdullah, Habibah, Jagak & Rahil, 2010). Further, Al-khatib, Alwamich, and Samawi (2012) emphasizes that adjustment to university life is one of the main indicators to student success, because it indicates the student's ability to face the problems resulting from fulfilling the academic, social and emotional needs.

Pascarella and Terenzini (1991) assert that adjusting to university entails the complementary processes of desocialization and socialization, whereby desocialization entails the changing or

discarding of selected values, beliefs, and traits one brings to university in response to the university experience. While, socialization refers to the process of being exposed to and taking on some of the new values, attitudes, beliefs, and perspectives to which one is exposed to in university. In noting the effects of maladjustment to college, LaBrie, Ehret, Hummer, and Prenovost (2012) hypothesized that poorer adjustment places a student at heightened risk for experiencing negative consequences. Similarly, Olivas (2017) identified that factors such as personal security and self-esteem, a yearning for acceptance, a need for comfort and increased loneliness can contribute to maladjustment. In addition, scholars have observed that international students faced many difficulties in their adjustment to higher education, with problems ranging from insufficient financial resources, social integration and problems in daily life tasks, homesickness, and culture shock (Zhai, 2004). Moreover, college student retention research suggests that students from rural communities face additional challenges adjusting to large colleges and universities compared to students from urban and suburban areas (Guiffrida, 2008).

There are various factors influencing university students' adjustment process and this research study looks at some factors according to adjustment theories. The factors that have been considered to be possible indicators for student adjustment to the university environment includes demographic information, personality traits and core self-evaluation, coping styles and social support (Azar & Reshadatjoo, 2014). It is believed that variables such as self-efficacy and motivation may affect adjustment and subsequent success in University life (Elias, Noordin & Mahyuddin, 2010). The following conceptual framework visually illustrates the relationship amongst the various dimensions in an academic context and psycho-social environment.

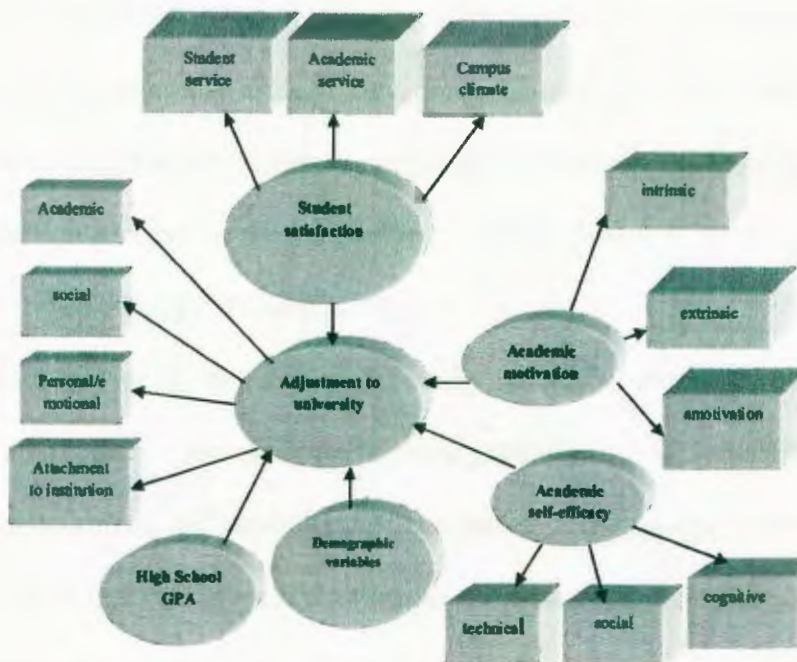


Figure 2.1 Conceptual model of first year student adjustment to university, derived from Russell and Petrie theory (1992)

Russell and Petrie (1992) explained that an additional area of importance when considering the theory of adjustment to university, is that of an individual's personal factor, going beyond social, academic and institutional factors. But rather to consider the role of an individual in the process of student's adjustment to college as it ultimately plays a role in their persistence towards university (Russell & Petrie, 1992). Sharma (2016) concludes by explaining that a healthy and well-adjusted person should possess some observable behavioral characteristics. These behavioral patterns must be according to the social expectations of an individual.

#### 2.4. Psychosocial problems experienced by university students

Researchers have long attempted to identify the factors that predict or hamper success among college students. Traditionally, examination results have been viewed as the most important indicator of university performance; however, student success cannot be defined only in terms of performance (Krumrei-Mancuso, Newton, Kim, & Wilcox, 2013). Tinto's 1987 research

determined that efforts to promote student success are hampered when research focuses on student attrition rather than student persistence, because while factors such as aptitude scores, personality characteristics, and student demographic were taken into consideration, any conclusion to predict college success on the basis of any of these factors is disappointingly low (Krumrei-Mancuso, Newton, Kim, & Wilcox, 2013).

In a review of literature on university outcomes, Krumrei-Mancuso, Newton, Kim, & Wilcox (2013) points out that psychosocial predictors such as social involvement, motivation, self-management, and study habits have recently come to the forefront in most studies looking into factors that causes student retention and a number of studies have concluded that psychological factors are critical to success in the university setting (Chemers, Hu, & Garcia, 2001).

For example, a study by Robbins, Lauver, Le, Davis, Langley, & Carlstrom (2004) revealed that a number of psychosocial factors contributed incrementally to predicting university retention, numerous psychosocial factors were incrementally predictive of academic performance and retention, thus, psychosocial factors seem to be powerful indicators of college success (Krumrei-Mancuso, Newton, Kim, & Wilcox, 2013).

The term psychosocial reflects both the under controlled, externalizing or behavioral problems such as psychological disorders, educational difficulties, substance abuse etc. and the over controlled, internalizing or emotional problems such as anxiety or depression. Akbarov and Hadzimehmedagic (2015) claim that once students are in university, certain psychological factors such as aptitude and motivation come on the surface and affect student performance and development. Even though, 50% of student success is determined by genetic qualities, 10% by the context in which one lives, the key to success is the remaining 40%, which includes the variables a person may directly influence (Akbarov & Hadzimehmedagic, 2015). In the same vein, mental

health concerns range in severity among today's students, as mental health problems can affect many areas of students; lives, reducing their quality of life, academic achievement, physical health and satisfaction with the overall university experience (Eisenberg, Downs & Golberstein, 2009). Correspondingly, Meilman and Hall (2006) discovered that five percent of students do not finish their education due to psychiatric disorders. Moreover, a survey conducted by the American College Health Association in 2015 identified the following mental health issues as negatively affecting students' wellbeing such as stress, anxiety, sleep difficulties and depression.

Students are a vulnerable population group, Li, Han, Wang, Sun & Cheng (2018) theorised that this can be attributed to their limited social experiences. In addition, it can also be because university students generally have lower self-consciousness and psychological endurance than individuals who are employed, and thus are more vulnerable to psychological problems (Li, Han, Wang, Sun & Cheng 2018; New Era, 2018).

Kose, Mandiracioglu, Mermut, Kaptan, & Ozbel (2012) found that HIV/AIDS is one of the most significant social problems. De Beer, Gelderblom, Schellekens, Gaeb, Van Rooy, McNally, Wit and Tobias (2012) exposed that people aged 20 to 34 years constitute one of the groups at higher risk of HIV infection in Namibia, and university students are the majority within that subgroup which also forms an important constituency in interventions against HIV.

In the context of the University of Namibia, the Office of the Dean of Students, under the Department of Professional Services at UNAM has implemented a number of programs in order to address the psychosocial problems among students. A Wellness Center, which is well-resourced with a clinical psychologist, nurses, paramedics and social workers, all focusing on student wellbeing interventions such as physical health, psychological and other social needs was opened in 2017 (University of Namibia, 2019).

Even though student wellbeing services exist on many campuses, research shows that these are often insufficient to meet the demands of the student population (VanderLind, 2017). This speaks true to the situation at the University of Namibia, as this researcher observed that the institution currently only employs five social workers to render psychotherapeutic interventions to all registered students.

In view of this, the psychosocial approach emphasizes for holistic, broad-based preventative programs that promote resilience and the development of coping strategies (Mattingly, 2017). In the same way, the psychosocial developmental perspective emphasizes that coping with those challenges is an important indicator of success, because in accordance with the general benefits (GB) model of social support proposed by Rueger, Malecki, Pyun, Aycock & Coyle (2016), social support can improve individuals' positive psychological states, such as positive affect and an overall sense of well-being. Moreover, social support can be regarded as a protective resource that enables people to cope with stress, distress, and depression and that individuals might suffer more deleterious effects of stress if social support is deficient (Rueger, Malecki, Pyun, Aycock, & Coyle, 2016). In their analysis, Li, Han, Wang, Sun & Cheng (2018) states that social support provides individuals with positive social contacts with others, which contributes to emotional balance and reduced burnout, and concludes by underlining that, social support serves as an effective remedy to improve students' stress resilience, which may be particularly helpful in contending with emotional exhaustion (Li, Han, Wang, Sun & Cheng, 2018).

## **2.5. Theoretical Framework**

The basis of this research study is the theory of self-efficacy, a social cognition construct which refers to a belief, or confidence, that one can successfully execute a behaviour required to produce an outcome (Bandura, 1977). Self-efficacy is arguably the most popular and predictive construct

in behaviour research and it is posited to have a causal influence on outcome expectancy, particularly when there are close ties between performances of the behaviour (Williams & Rhodes, 2016). The crux of self-efficacy theory is that the initiation of and persistence at behaviors and courses of action are determined primarily by judgments and expectations concerning behavioral skills and capabilities and the likelihood of being able to successfully cope with environmental demands and challenges (Maddux, 1995, p.3). Furthermore, individuals determine their self-efficacy by judging how they did in the past on certain activities, the feedback they receive from others, observing the results of others' attempts at certain tasks, and the results of how they work in a group on collaborative assignments (Ormrod, 2008).

The following visual illustrations show the key factors involved in the link amongst related dimensions to self-efficacy and behavior performance.

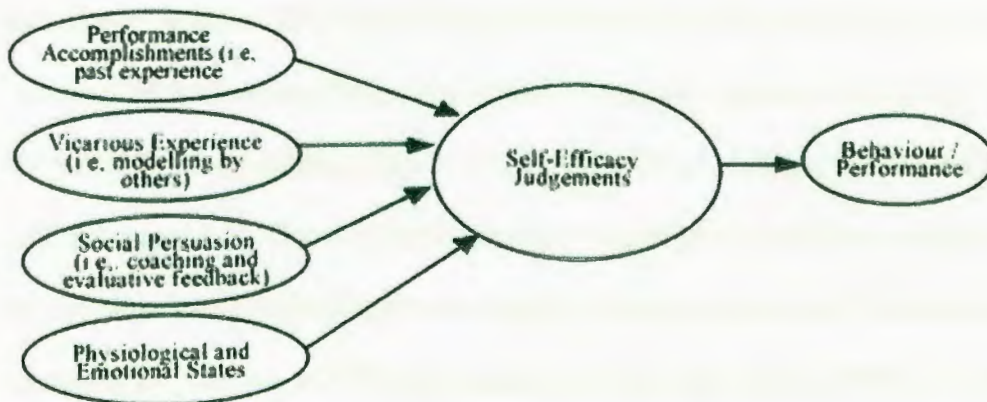


Figure 2.2 Bandura (1997)'s self-efficacy theory and its relation to general performance

The self-efficacy theory is a contemporary theory that posits that a students' judgment of their confidence and ability to achieve a particular task is a potent source of motivation to learn (Wigfield & Eccles, 2000). This finding is supported by Borich and Tombari (1997) who also found that the lower the confidence level to perform a task, the lower the motivation to achieve set goals and vice versa, such that the higher the level of self-efficacy, the more an individual believes

they can execute the behaviour necessary to obtain a particular outcome (Bandura, 1977). The concept of self-efficacy is assigned a central role, for analyzing changes achieved in behavior and is based on the principle assumption that psychological procedures, whatever their form, serve as a means of creating and strengthening expectations of personal efficacy (Bandura, 1977).

Bandura further observed that self-beliefs are influenced by the interaction of three factors, namely, the behaviour of the individual, the environment, and personal factors. A positive attitude and feelings towards a subject (personal factors) will encourage the student to work hard (behaviour), which will elicit positive feedback from the lecturer (environment), reinforcing beliefs of self-efficacy in the student. Bandura called this reciprocal determinism (Pajares, 2003). There are two dimensions of the self-efficacy theory that Bandura & Schunk (1981) identified. These are the efficacy expectation and response-outcome expectation dimensions. According to Bandura & Schunk (1981) the efficacy expectation dimension refers to the belief that a student can successfully perform a given action while the response-outcome expectation dimension refers to the belief that the performed action will be effective in allowing the desired outcome in a given task to be achieved. One strategy to promote self-efficacy is to direct students to reflect on their performance using explicitly provided quality criteria to go beyond the requirements even though strategies to promote self-efficacy should consider both the individual and the social context (Dockterman & Bondie, 2018).

Self-efficacy, in turn, has four sources: mastery experiences, vicarious learning, verbal persuasion, and physiological and affective states at the time of the behavioral opportunity (Bandura, 1997). Thus, in self-efficacy theory, both the sources of self-efficacy and the mechanisms through which it influences behaviour are specified and can be used to design behavioral interventions (Williams & Rhodes, 2016).

- (a) **Verbal Persuasion:** according to Bandura (1997) involves verbal input from others, serves to strengthen a person's belief that they possess the capability to achieve a desired level of performance. This may also include h includes exposure to the verbal and nonverbal judgments that others provide, is also an important source of information. It is further highlighted that just as positive persuasions may work to encourage and empower, negative persuasions can work to defeat and weaken self-efficacy belief (Britner & Pajares, 2006).
- (b) **Vicarious Experience:** A second source of self-efficacy is that of observing another person successfully perform the action that one is contemplating. Herein, the observer has the opportunity to appraise their own capabilities because the model provides a standard and this can help the observer set goals for his or her own teaching (Bandura, 1997). They use this information to evaluate their own likelihood of success at the same or similar tasks (Britner & Pajaras, 2006). The successes of similar others raise one's own sense of efficacy, whereas their failures lead to lowered levels, in addition, observers may derives boost in self-efficacy even from competent models who are dissimilar simply because they transmit knowledge, skills, and strategies that enhance competencies (Bandura, 1997).
- (c) **Mastery Experiences:** This refers to learning through personal experience where one achieves mastery over a difficult or previously feared task. Performance accomplishments are the most powerful source of efficacy expectations (Fitzgerald, 1991). Bandura (1997) stresses that it is the most influential source of efficacy information is personal mastery experiences because they provide the most authentic evidence of whether one can master whatever it takes to succeed in a particular field or endeavor. For example, Students engage in tasks and activities, interpret the results of their actions, use these interpretations to develop beliefs about their capability to engage in subsequent tasks or activities, and act in

concert with the beliefs created (Britner & Pajares 2006). A sense of mastery is key to developing that belief, while any effort to encourage self-efficacy in students has to focus on creating opportunities for individuals to achieve mastery, and then provide them with evidence of that mastery. However, it is also important to consider an individual's past history of achievement, coupled with prevailing social messages surrounding it, can also influence that person's beliefs about their abilities (Dockterman & Bondie, 2018).

(d) **Physiological and Affective States:** When judging their own capabilities, people rely partly on information conveyed by physiological and emotional states (Bandura, 1997). A person's level of arousal, whether perceived positively as anticipation or negatively as anxiety, can influence one's self-efficacy beliefs. Students gauge their degree of confidence by the emotional state they experience as they contemplate or engage in an action. People more readily expect success when they experience positive arousal than when they suffer high anxiety, tension, and stress associated with a particular activity or domain (Britner & Pajares, 2006). Consequently, arousal such as elevated heart and respiratory rate, increased perspiration, or trembling hands, may have enabling or debilitating effects, depending upon whether the situation is perceived as a challenge or a threat (Gregoire, 2003).

Berry (1999) theorizes that these four sources shape self-efficacy judgments, which in turn affect task-engagement processes and outcomes; that high self-efficacy is related to high, proximal performance goals, greater persistence toward task completion, better strategy usage, greater perceived choice and higher task effort. In this regard, it can be assumed that students construct their self-efficacy beliefs through the interpretation and integration of information from these four sources. The strength of the contribution made by each source varies depending on the domain in question and on the cognitive processing strategies of the individual (Britner & Pajares, 2006).

Tschannen-Moran and McMaster (2009) concludes that because of the cyclical nature of behavior influencing self-efficacy, new behaviors, forms a self-reinforcing cycle of either success or failure that tends to become quite stable unless a jarring experience provokes a reassessment. In conclusion, Bandura (1997) accentuates that while students' successful performances increase their self-efficacy beliefs, the unsuccessful performances has the potential to decrease their self-efficacy beliefs.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This chapter gives a description of the research methodology employed for this study. It provides an outline of the research design, the population, sample, the sampling procedures and the research instruments used. The chapter also covers pertinent ethical considerations for the study.

#### **3.1. Research Design**

The research process can take quantitative, qualitative or mixed method approach, this study employed the quantitative design using primary data from all the fourth year students in all seven faculties at UNAM Main Campus registered for the academic year of 2019. Quantitative design can be described as studies that test numbers and mostly use scales in data collection; it also tests objective theories by examining the relationship among variables with an emphasis on a greater sample size making it possible for generalizing the findings (Creswell, 2014). In quantitative studies, data is collected through means of interviews or questionnaires, and is analyzed and interpreted using statistics (Creswell, 2014).

Leedy & Omrod, (2005) considers research design to be the procedure a researcher follows, the data collected and the analysis the researcher employs. On the other hand, De Vos, Strydom, Fouché & Delpont (2011) defined the research design as the plan a researcher uses to collect data and using that collected data to come up with the desired information. As this research was non-experimental in nature, no variables were manipulated. Furthermore, the chosen research design was suitable as it allows for description of the variables and explain the relationship between the

variables. The study also employed a cross-sectional method of data collection, which is a once-off study whereby data is collected from all participants (Beins & McCarthy, 2012).

### **3.2 Target Population**

In view of the focus of this study, the population of the study was all 1858 fourth year students based at Windhoek main campus out of the 28 217 Students of University of Namibia. UNAM's Main campus was selected as it hosts most faculties of the university (University of Namibia Prospectus, 2019).

Smith (2008) describes 'population' as any group of people sharing one or more characteristics, and who the researcher is interested in. The characteristics of that group distinguish that particular group from the rest thus needs to be narrowed in order to obtain a target group to whom the findings can be generalized (Smith, 2008). Similarly, du Plooy-Cliiers, Davis and Bezuidenhout (2014) states that all the people or the social artefacts in the population should share at least one specific characteristic that relates to the research questions.

### **3.3 Sample**

Using the formula  $n = (\pi (1-\pi) \times z^2) / E^2$  a total number of 251 students were sampled from the 1858 student sub population at the University of Namibia's Main Campus. The inclusion criteria consisted of all full-time registered, male and female fourth year students at the University of Namibia's main campus who met the criteria and consented to partaking in this research.

The sampling technique that was employed for this study was a non-probability, convenience sampling method. Convenience sampling is a sampling method in which the participants for the study who meet the criteria are chosen by the researcher based on their accessibility at the time of data collection for the study (Beins & McCarthy, 2012). For this study, a convenience sampling

technique was employed as all participants were located at the University of Namibia's Main Campus. The researcher also tried to control for any form of bias by selecting participants who met the inclusion criteria based solely on their willingness to partake in the study.

### **3.4 Procedure**

The process and procedure began by requesting permission to conduct research from the Post Graduate Committee, thereafter, the ethical clearance certificate and research permission letter was obtained from the University of Namibia's Research Ethics Committee (*Annexure A & B*).

Then, students were approached according to their Faculty as each Faculty had to be represented by ten participants, and after Faculties and departments were identified, students were then approached through their lecturers during lecture sessions. The researcher took time to describe the nature and aims of the research afterwards, an envelope containing the three instruments, with clearly outlined instructions, and contact details were handed to interested students.

The prospective and interested participants were asked to provide their contact details, the students who exchanged cellphone number with the researcher, were then contacted to finalize the discussion about the research. The researcher discussed each part of the information sheet, participants were also informed of both the inclusion criteria which is all male and female fourth year full time students; and the exclusion criteria being students who are not fourth year.

### **3.5 Research Instruments**

Data for this research were collected through the use of questionnaires which were administered to do a survey on students' self-efficacy. Questionnaires are useful instruments which are widely used and regarded as very useful for collecting structured data which is in most cases are the numerical type of data (Cohen, L., Manion, L. & Morrison, K., 2007). Likert type of scale was

used in the questionnaires. A likert scale a psychological measurement device that is used to gauge attitudes, values, and opinions. It functions by having a person complete a questionnaire that requires them to indicate the extent to which they agree or disagree with a series of statements that may be positive or negative (Tullis & Albert, 2013). The present paper utilized likert type questionnaires, this gave respondents the opportunity to self-evaluate and give their own subjective response.

### **3.5.1 Socio Demographical Questionnaire**

The self-designed socio-demographic questionnaire used in this study was a self-designed questionnaire and self-reporting. The questionnaire collected information consisting of the following categories; age, gender, nationality which are useful variables for the current study. The Nationality sought to distinguish between Namibian students from International (*see Appendix D*).

### **3.5.2 The College Adjustment Test (CAT)**

The *College Adjustment Test* (CAT) was developed by Pennebaker, Colder & Sharp (1990), is used to measure university adjustment, it consists of 19 items which are related to students' experiences of various thoughts and feelings about being in university. The word college is changed to university as university is the Namibian equivalent of an American college. Examples of questions includes "*liked your class*", "*worried about being at university in general*" and "*felt lonely*". Participants were asked to indicate their thoughts and feelings on a 7 point Likert scale, with 1 indicating "*not at all*", 4 indicating "*somewhat*", and 7 indicating "*a great deal*".

Scores were calculated to produce an overall adjustment score, as well as three sub scores for positive affect, negative affect and homesickness. The positive affect scale measured university students' positive aspects and the average score was made of six items. The subscale included

items such as *“liked university in general”*. The negative affect scale measured students’ negative adjustment and the average score was made up of nine items, which includes items such as *“felt anxious or nervous”*. The homesickness scale measured homesickness, with an average score made up of six items, such as *“missed your home”*. Pennebaker, Colder and Sharp (1990) reports that the questionnaire has an acceptable internal consistency based on two samples with a Cronbach alpha of .79. The test further demonstrates good test retest reliability with a two month follow up  $r=65$ , while factor analysis yielded three stable factors that account for 46% of the variance of the CAT (Pennebaker, Colder & Sharp, 1990).

### **3.5.3 The Self-efficacy Formative Questionnaire**

For the purpose of this study, the *Self-Efficacy Formative Questionnaire* was employed as it is designed to measure a student’s perceived level of proficiency in the two essential components of self-efficacy. (1) Believe that ability can grow with effort with questions such as *“I can figure out anything if I try hard enough”* and *“I am confident that I will achieve the goals that I set for myself”*. (2) Believe in your ability to meet specific goals and/or expectations with questions like *“I believe hard work pays off”* and *“I think that no matter who you are, you can significantly change your level of talent”*. The scale ranges from 1 (*Not very like me*) to 5 (*Very like me*). The instrument proved reliable and valid with a total Cronbach alpha = .91 (Gaumer Erickson & Noonan, 2018).

### **3.6 Data Analysis**

The data for this study were analyzed using the Statistical Package for Social Sciences (SPSS) 21.0 version (Landau & Everitt, 2004). The researcher initially coded and entered the quantitative data responses on Microsoft excel Windows 10 and then later transferred the data to the SPSS for

statistical analysis. Specifically, the statistical analyses performed are correlation, regression analysis and other relevant techniques. The Pearson's ( $r$ ) correlation coefficient was used to measure relationships between variables while regression analysis was also employed to understand the complex relations between the selected variables. Descriptive statistics was used for demographic data, while an independent  $t$ -test was used to gauge for significant differences between means.

### **3.7 Ethical Considerations**

Ethical conduct is a fundamental aspect of research integrity especially where humans, animals and the environment are involved. As part of the ethical conduct, the researcher was issued with ethical clearance from the University of Namibia's Research Ethics Committee. As this study only involved human subjects, ethical clearance and research permission were obtained from the University of Namibia (see *Appendix A & B*)

Other related ethical principles observed in the present study are:

- *Informed consent.* The researcher should obtain the necessary permission from the respondents after they are thoroughly and truthfully informed about the purpose of the investigation,
- The respondents should be assured of their *right to their privacy*. They should be informed that their identity would be withheld.
- *Protection from harm.* The respondents should be given the assurance that they would not be exposed to any physical or emotional harm.

- *Involvement of the researcher.* Researchers should guard against manipulating respondents or treating them as objects or numbers rather than individual human beings. They should not use unethical tactics and techniques.

In view of the stated considerations, the researcher informed the participants that their participation in this study was voluntary and that they were able to withdraw or discontinue participation at any time. Furthermore, they were also informed that their responses will be kept confidentially for a period of 5 years locked in a safe. Upon agreeing to participate in the study, all the respondents were given a consent form that reiterated the information given by the researcher. The consent forms were signed and returned separate from the questionnaires to ensure that the data remained anonymous and could not be linked to the participants. Finally, all participants were over the age of 18 years, were consenting adults and thus there was no need to seek for parental consent.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF DATA

#### 4.0 Introduction

This chapter presents the demographic and empirical data, including the testing of normality and essential statistical properties of the data, such as reliability analysis.

#### 4.1 Demographic Data

Figure 4.1.1 Gender

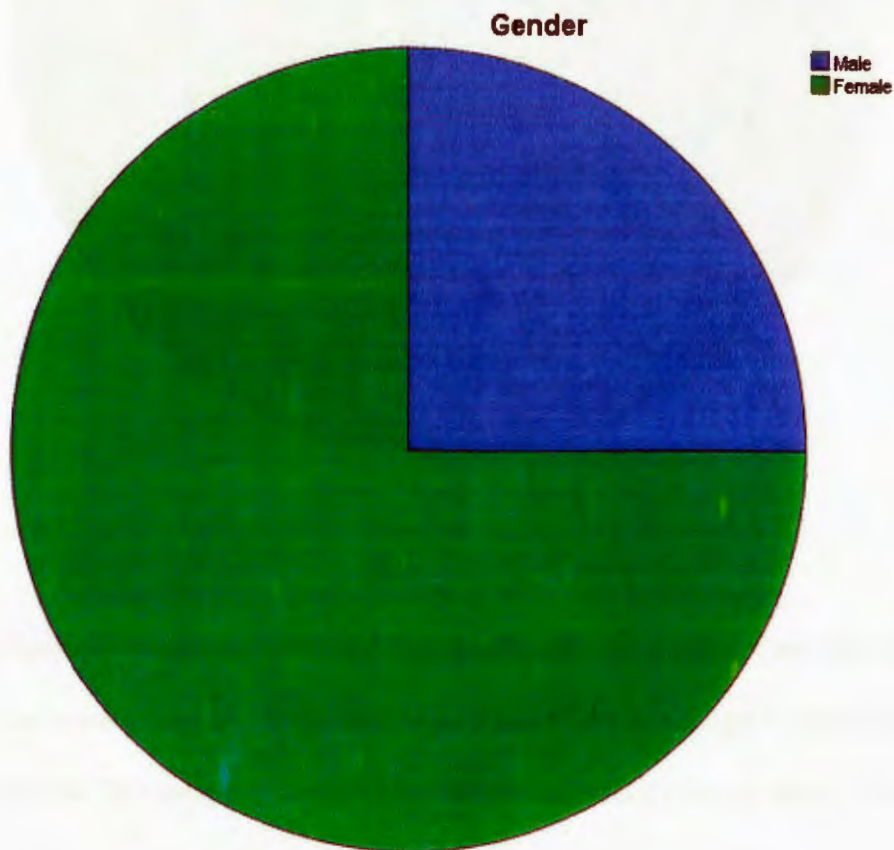
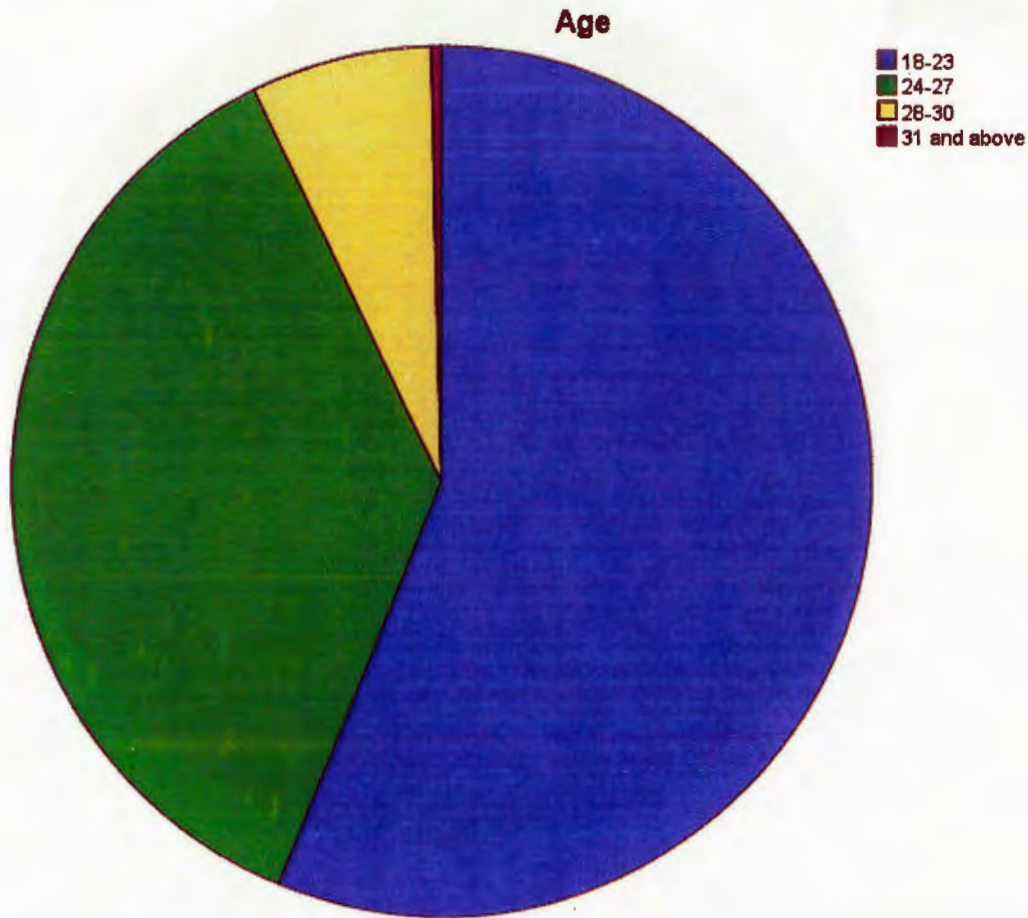


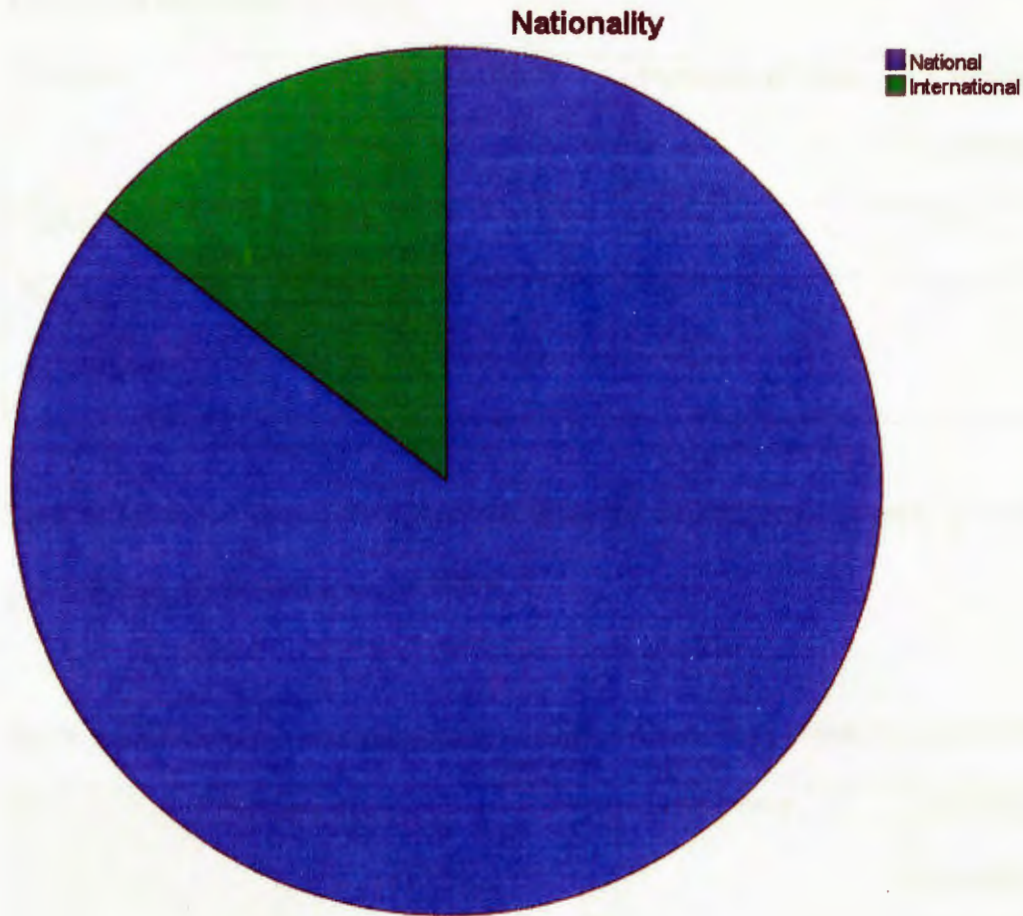
Figure 4.1.1 above shows that the majority of the respondents (75%) were female, and males were (25%).

**Figure 4.1.2 Age**



*Figure 4.1.2* above shows that the majority of respondents were between the age group of 18-23 and were a total in 55.7%; next were those of the age range between 24-27 years, their total was 36.7%. This subgroup was followed by the age group ranging from 27-30 with a total of 7.8%, and lastly, respondents above 31 years old made up a total of 0.4%.

**Figure 4.1.3 Nationality**



*Figure 4.1.3* above shows that majority of the respondents were Nationals (86%) while the rest were international students (14%).

## 4.2 Empirical Data

**Table 4.2.1 Reliability Analysis**

<i>Measure</i>	<i>N of Respondents</i>	<i>Number of Items</i>	<i>Cronbach's coefficient</i>
<i>Self-efficacy</i>	251	13	0.95
<i>Psychosocial Adjustment</i>	251	19	0.79

Table 4.2.1 above shows the Cronbach alpha for the self-efficacy scale is 0.95% and for the psychosocial adjustment scales is 0.79%.

**Table 4.2.2 Pearson Correlation between Self-efficacy and Psychosocial Adjustment**

	<i>Scale</i>	<i>Self-efficacy</i>	<i>Psychosocial adjustment</i>
<i>Self-efficacy</i>	Pearson correlation	1	.409**
	Sig (2-tailed)		.000
	N	251	251
<i>Psychosocial adjustment</i>	Pearson correlation	.409**	1
	Sig (2-tailed)	.000	
	N	251	251

Table 4.2.2 above shows that self-efficacy is significantly positively correlated to psychosocial adjustment ( $r=.409$ ;  $p=0.000$ ).

**Table 4.2.3 Model Summary**

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.457 <sup>a</sup>	.209	.202	.893034 41	.209a	32.738	2	248	.000

**Table 4.2.4 Analysis of Variance (ANOVA)**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	52.217	2	26.109	32.738	.000 <sup>b</sup>
	Residual	197.783	248	.798		
	Total	250.000	250			
2	Regression	53.473	3	17.824	22.402	.000 <sup>c</sup>
	Residual	196.527	247	.796		
	Total	250.000	250			

a. Dependent Variable: Z score (Self Efficacy)

**Table 4.2.5 Coefficients**

<b>Coefficients</b>											
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.002 E-013	.056		.000	1.000					
	Z score (Positive affect)	.412	.056	.412	7.296	.000	.416	.420	.412	1.000	1.000
	Z score (Negative affect)	.189	.056	.189	3.351	.001	.198	.208	.189	1.000	1.000

a. Dependent Variable: Z score (Self-Efficacy)

Figure 4.2.6 Scatterplot

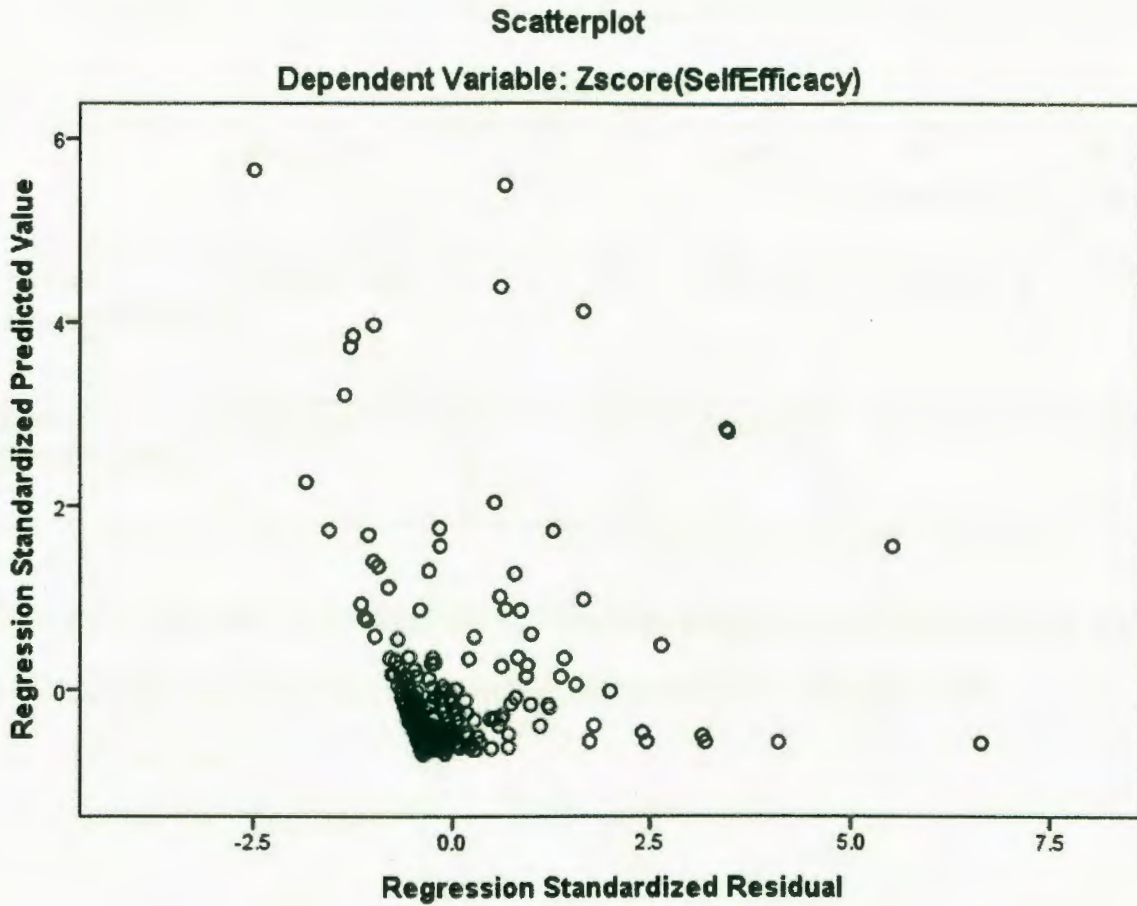


Table 4.2.3; Table 4.2.4; Table 4.2.5 & Figure 4.2.6 above represents results of a multiple linear regression analysis which were calculated to predict the role of self-efficacy in psychosocial adjustment based on the students' negative and positive affect. A significant regression was found ( $F(2,248) = 32.738, p < .000$ , with an  $R^2$  of .209. Participants predicted that self-efficacy is equal to  $1.002 + .412 + .189$ . The variance inflation factor (VIF) of the independent variable is 1.000. According to the standard of statistical test, when a variance inflation factor (VIF) is less than 10 and Tolerance is greater than 0.1 it is an indication that there is no collinear problem among the variables.

**Table 4.2.7 T-test for Homesickness**

<b>Group Statistics</b>					
	Nationality	N	Mean	Std. Deviation	Std. Error Mean
Z score (Homesickness)	International	63	.1693502	1.39197600	.17537249
Z score (Homesickness)	National	188	-.0567503	.82558258	.06021180

Table 4.2.7 above shows that there was no significant effect for homesickness among students.

Nationals ( $M = .16$ ,  $SD = 1.39$ ) and International students ( $M = -.056$ ,  $SD = .82$ ).

**Table 4.2.8 Independent samples test for Homesickness**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Z score (Homesickness)	Equal variances assumed	4.235	.041	1.558	249	.121	.22649	.14516186	-.05980115	.51200214
	Equal variances not assumed			1.219	77.123	.226	.22649	.18542107	-.14311060	.59531158

Table 4.2.8 above shows there was no significant difference in scores for National students (M.16, SD=1,39) and International students (M-.82, SD, -.056. 1.55(249)-77.12, 0.141= (.121)

## **CHAPTER 5**

### **DISCUSSION OF RESULTS AND FINDINGS**

#### **5.0 Introduction**

In this chapter, the focus is on discussing the research results and findings. Furthermore, conclusions will be made with reference to the research objectives. Moreover, research limitations are indicated as well as possible implications for the role which self-efficacy plays in students' psychosocial adjustment. And finally, recommendations for further research are outlined.

#### **5.1 The study purpose and research objectives**

The purpose of the study was to investigate the role of self-efficacy in psychosocial adjustment of fourth year students at the University of Namibia's main campus, with following the objectives:

5.1.1 To measure the relationship between self-efficacy and psychosocial adjustment among students at the University of Namibia

5.1.2 The role that self-efficacy plays in psychosocial adjustment of students at the University of Namibia and finally,

5.1.3 To evaluate homesickness as a psychosocial problem between Namibian and International students at the University of Namibia

This study employed two Likert-scale questionnaires and a self-designed socio demographical questionnaire to collect data, this is because the study used quantitative research methods. For the purpose of this research, questionnaires were hand delivered to fourth year students during and after lectures at the main campus. Questionnaires were relatively user friendly in collecting data, thus saving valuable time and maintained anonymity. To calculate the sample size. The Raosoft sample size calculator was used and it recommended a sample size of 318 participants (n=318). However, only 251 questionnaires were filled constituting to a response rate of 79 per cent. Non-probability (convenience) sampling technique was used to select the sample for the study. For data

analysis, quantitative data was captured in Microsoft Excel and then transferred to a Statistical Package for Social Sciences software (SPSS) for advanced analysis. The data was interpreted through graphs including pie charts and tables. In terms of data analysis, descriptive statistics and inferential statistics were used.

## **5.2. Discussion of Results and Findings: Demographic Data**

The main aim of this study was to investigate the role of self-efficacy in psychosocial adjustment of fourth year student. A total number of 251 fourth year students based at the University of Namibia's main campus participated in this research.

The results shows that the majority of the respondents (75%,  $n = 188$ ) are female respondents, while male respondents comprised 25% of the study sample ( $n = 63$ ). According to a report by the *Community of Learning on Gender Profiling* in Namibia, it was stated that as of 2011, male enrollment in tertiary institutions was 8.18% while female enrollment was at 10.44. Similarly, Lembani (2019) reports that between 1992 and 2018, the mean proportion of female students is constantly rising, currently standing at 62% percent compared to the 38% which represents males. The observed gender imbalance is not typical to an African context (Lembani, 2019).

Equally, according to the statistics from the University of Namibia, their 2017 statistics revealed that 67.8 % of females were enrolled to the institution compared to the 32.2% of male students enrolled. The findings from the previous studies cited above correspond to the results of the present study. The gender "revolution" in higher education is not only unique to Namibia, as high female numbers as there has been a sharp increase in the participation of women in higher education (Mcnabb, Pal & Sloane, 2001). The gender gap has become a worldwide phenomenon while some countries are highlighting the trend as a society challenge (Larkins, 2016).

In conclusion, this study reveals evidence in the gap between male and females enrolled at the University of Namibia, and worldwide, thus future research on the contributing factors and social impacts is encouraged.

In terms of the respondents' age range, the present study found that the majority (55.7%) of respondents were between the age group of 18-23. This finding is almost similar with the results contained in the report by *Namibia Higher Education Statistical Yearbook* (2015) which pointed to a 0.93 yearly enrollment increase of students between the age group of 19-23 during the 2012-2015 academic years. Furthermore, The *New Era* publication carried a report in 2018 that revealed that in Namibian tertiary institutions, 50% of enrolled students were below the age group of 24.

The present study found that the majority (86%) of the respondents were students of Namibian nationality, while international students were 14% in total. The University of Namibia prides itself as being a diverse academic institution with a student population from 41 countries and from all 7 continents. For example, in 2017, the University of Namibia reported a student population of 24 759 of which 1546 were international students (University of Namibia Prospectus, 2019). This demographic finding is particularly relevant to the present study, in relation to the general psychosocial problems that normally affect students' psycho-social adjustment to a new University environment. Yusoff (2012) found that international students are a significant group as they have to constantly struggle with adjustment to a new culture.

### **5.3. Discussion of Results and Findings: Empirical Data**

#### **5.3.1. The relationship between self-efficacy and psychosocial adjustment**

The results from the correlation analysis showed that self-efficacy is significantly positively correlated to psychosocial adjustment, indicating the relationship between self-efficacy and psychosocial adjustment among fourth year university students at the University of Namibia. Such a finding agrees with a previous study by Yusoff (2012) that examined the relationship between self-efficacy, perceived social support, and psychological adjustment in international students. The Yusoff study revealed that self-efficacy and social support are significantly related to psychological adjustment. Similar finding by Sam and Moon (2015) revealed that students with high self-efficacy were better adjusted to University life. Another related previous study, by Elias, Noordin and Mahyuddin (2010) found that student adjustment is significantly correlated with student self-efficacy. The same study concluded that students with a strong sense of self-efficacy tend to be better adjusted in the university environment. Furthermore, the findings lend support to the research conducted by Pajares (2003) which found a significant correlation between the self-efficacy and student's psychosocial adjustment to University life.

The results and findings from the present study confirming the relevant findings by previous studies demonstrate the importance of the role of self-efficacy in psycho-social adjustment of University students in general and at the University of Namibia in particular.

### **5.3.2. Objective 2: The role self-efficacy plays in psychosocial adjustment of students at the University of Namibia?**

As confirmed and discussed above, the relationship between self-efficacy and psychosocial adjustment is sufficiently demonstrated, clearly showing that self-efficacy has a significant and important to play in the life of University students. As such, the present study was further interested in investigating and understanding the nature of such a role, especially when it comes to dealing with psycho-social problems that students may face in their academic life.

The results from the present study's multiple regression analysis found that there was a significant regression between self-efficacy and the various dimensions of psychosocial adjustment, namely the positive and negative effect. The results further found that there was no collinear problem; meaning that the results show that there was no other co-relational factor or factors interfering in the relationship under analysis.

Despite finding a significant regression amongst self-efficacy and the two dimensions of psychosocial adjustment, and further that there was no multi-collinearity, the results from the present study cannot enable us to clearly determine the nature of the role that self-efficacy play in psychosocial adjustment. This is further evident in the significant level as found from the regression analysis results that yielded a 20% statistical significance. A relevant previous study found that there are serious problems in the measurement of self-efficacy due to the multi-determination and contingent nature of everyday life as human behavior is conditionally manifested (Stajkovic, Lee & Nyberg, 2009). In their meta-analysis of self-efficacy studies, Stajkovic and Lee (2001) found that negative self-efficacy effects are only 6.8% of the studies, refuting studies that revealed that students with high level of self-efficacy experience higher levels of motivation and an internal locus of control, and that self-efficacy is positively associated with students' adjustment to

University. Interestingly, these results seem to be contradicting each other in the sense that there are other findings that strongly suggest that students with high self-efficacy tend to show better adjustment, whereas those exhibiting low self-efficacy beliefs are vulnerable to maladjustment (Amoon-Brady and Fuertes, 2011; Jerusalem and Mittag, 1995). Another relevant study conducted on self-efficacy by Powers (1991) found that there is little basis for judging individual's self-efficacy for activities shrouded in ambiguity, because it is unlikely for individuals to be serious when taking self-appraisals in performance situations in which misjudgment of capability is inconsequential. In addition, individuals are disinclined to act on their self-efficacy beliefs when under forcible disincentives or imposed social and physical constraints (Powers, 1991; Neal & Yeo 2003).

Lee, Song and Kim (2018) examined self-efficacy and attributions on adjustment to university, their findings indicated that students with high self-efficacy reported higher adjustment scores, than those with low self-efficacy. Powers (1991) argues that people differ in the areas on which they cultivate their self-efficacy and the levels to which they develop it even within their chosen pursuits. Similarly, people differ in their efficacy, not only across different domains of functioning but even across various facets within an activity domain. Consequently, there is no single all-purpose measure of self-efficacy with a single validity coefficient (Stajkovic, Lee & Nyberg, 2009). The above discussion shows the complexity involved in understanding the dynamics of self-efficacy in relation to psycho-social adjustment. In conclusion, the present study though finding that there is a significant relationship between self-efficacy and psychosocial adjustment, the results are not quite conclusive.

### **5.3.3. Objective 3: To evaluate homesickness as a psychosocial problem between Namibian and International students at the University of Namibia**

The third research objective of the present study was to evaluate homesickness as a psychosocial problem between Namibian and International students at the University of Namibia. The relevance of this objective to the study was that homesickness as a psychosocial problem may highlight students' experiences and the effects thereof.

To measure the psychosocial problems, the present study operationally defined psychosocial problems as negative affect and home-sickness as experienced by national and international students. These two variables were statistically analyzed using the *t*-test and independent samples tests. The results from the *t*-test and independent samples test analyses yielded no significant effect and no significant difference, respectively.

The present study particularly focused on negative affect and homesickness as psycho-social problems as these two are generally are the most prevalent adjustment-related concerns that have been consistently linked to varying degrees of distress in university students (Kegan, 2015). With regard to homesickness, it has been found to be a common problem for both national and international students (Nooripour & Zedehmaohamadi, 2013). Surprisingly, the results of this study only yielded a 20% statistical significance level for homesickness in national and international students differing with most studies done on homesickness. However, such a finding can be understood when considering a previous study results that revealed that as students become more acculturated to their host country, their level of homesickness decreases (Pardede, 2015). This could perhaps explain the results of this study as the sample comprised of students in their fourth year of studies. In contrast, Smith (2007) proved that self-efficacy lessens the experience of

homesickness, suggesting that the skills of those high in self-efficacy are the skills needed for successful adjustment to new experiences, thus ameliorating the experience of homesickness. The same study found that the behavioral choices made by the homesick students compared to the non-homesick students, coupled with the negative affect placed homesick students at a greater risk for poor psycho-social adjustment. Moreover, literature suggests that self-efficacy has significant and reverse relationship with “nostalgia for family” and loneliness” which are components of homesickness (Nooripour & Zedehmaohamadi, 2013).

On the other hand, negative affect should be viewed as a broad term that can be summarized as feelings of emotional distress (Watson, Clark & Tellegen, 1988). It is a construct that can be defined by the common variance between anxiety, sadness, fear, anger, guilt and shame, irritability and other unpleasant emotions (Watson, Clark & Tellegen, 1988). With this definition, in their study, Villavicencio and Bernado (2013) found that negative emotions can be an indicator of negative appraisals of the task at hand. It is also worth noting that self-efficacy plays a role in a number of common psychological problems, for example, low self-efficacy expectancies often features with depressive symptoms. In addition, another study found that dysfunctional anxiety and avoidant behavior are a direct result of low self-efficacy (Bandura, 1997). It is, thus, reasonable to conclude that, despite the fact that the t-test and independent samples test results showed no significant effect and no significant difference with regard to the measurement of negative affect and homesickness, previous studies findings suggest otherwise.

#### **5.4. Significance of the study**

This study seems to be the first of its kind in the Namibian context that investigated the role of self-efficacy in psychosocial adjustment in university students. The study, thus, can be considered to be contributing to the body of literature in area of the role of self-efficacy in psychosocial adjustment of students. With that said, the study can be viewed as a pioneering response to a lack of information on the type of psychosocial problems that students encounter. The results and findings from this study can be used by the University of Namibia to highlight the importance of the role of self-efficacy in psycho-social adjustment of the students and thus helping them better cope with various psycho-social problems that students experience in the course of their studies, regardless whether they are national or international students.

#### **5.5. Limitations of the study**

Even though the results and findings of this study were largely supportive and compatible with some previous studies' findings, it should be noted that the findings might not be generalized to other University contexts. Furthermore, the reliability and validity of the instruments used, namely the *Self-efficacy Formative Questionnaire* and the *College Adjustment Test* were not normed and standardized on the Namibian population, this would possibly be a limitation for this study, which opens up a gap for future research.

## **5.6 Conclusions**

Based on the discussions of the results and findings of the present study, it can be safely concluded that the study found and proved the relationship between self-efficacy and psychosocial adjustment. Even though, the results could not fully reveal the exact nature of the role that self-efficacy play in psycho-social adjustment, it is strongly suggested that self-efficacy plays a mediating role when dealing with various psycho-social problems in a University setting.

It is important to acknowledge that the present study found no significant effect and no significance difference with regard to measuring the effect of negative affect and homesickness on both national and international students, this is most probably due to the fact the sample for this study was only taken from the fourth year students. It can be concluded that first, second and third year students at the University of Namibia experiences psychosocial adjustment. By the time students reach their fourth year, they may have learnt to cope with the negative effects.

## **5.7. Recommendations**

### **5.7.1 Academic Recommendations**

In terms of recommendations, the following recommendations can be made:

Firstly, it is important to understand the psychological resources which students use to successfully adjust to new University environment.

Secondly, the study was conducted with the view that there was limited empirical research in the Namibian context on the research topic; therefore, this could be a base for further research. The future study should possibly employ a longitudinal research design to be able to capture the entire academic journey of students' right from the first year to the final (fourth) year. To enable the researcher to monitor changes during the process psychosocial adjustment.

Thirdly, since the present study was designed as a quantitative study, it is recommended that future research should also consider either a mixed method or purely qualitative research design, in order to accommodate the lived experiences of students. The qualitative research design would also allow the researcher to tap into the psychosocial problems that student's experience.

Fourthly, another recommendation for future research could comparatively investigate the effects of adjustment on national students and international students, which will most likely help the University to consider mitigating measures that will help international students successfully adjust to the University environment.

#### **5.7.2. Practical Recommendations**

The following would be some of the ways in which the study can be practically used:

- (1) The University of Namibia through the Office of the Dean of Students (ODS), when welcoming first year students by running a week long program that aims at orientating students, students are inducted and introduced to the University.
- (2) UNAM offers compulsory modules for all first year students, and a module that taps into social issues is called Contemporary Social Issues; this module can integrate the findings of this study to help raise awareness on the importance of self-efficacy, and how the process of psychosocial adjustment can positively be negotiated and better managed.

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## ANNEXTURE A: ETHICAL CLEARANCE



### ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FHSS /491/2019      Date: 30 September, 2019

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

**Title of Project:** Investigating The Role Of Self-Efficacy In Psycho-Social Adjustment Of Fourth Year Students At The University Of Namibia

**Student:** CEASERIA CHIKAZANA MATITI

**Student Number:** 200318071

**Supervisor(s):** *Dr. Armas E.E. Shikongo*

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
  - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
  - (ii) Request for an ethical compliance report at any point during the course of the research.

HREC wishes you the best in your research.

Dr. E. de Villiers: HREC Chairperson

A handwritten signature in black ink, appearing to read 'E. de Villiers', is written over a horizontal line.

Ms. P. Claassen: HREC Secretary

A handwritten signature in black ink, appearing to read 'P. Claassen', is written over a horizontal line.

## ANNEXTURE B: RESEARCH PERMISSION LETTER

### CENTRE FOR POSTGRADUATE STUDIES

University of Namibia, Private Bag 13301, Windhoek, Namibia  
340 Mandume Ndemufayo Avenue, Pioneers Park  
☎ +264 61 206 3275/4662; Fax +264 61 206 3290; URL: <http://www.unam.edu.na>



### RESEARCH PERMISSION LETTER

**Student Name:** Ceaserea Chikazana Matiti

**Student Number:** 200318071

**Program:** MASTERS OF ARTS (CLINICAL PSYCHOLOGY)

**Approved Research Title:** INVESTIGATING THE ROLE OF SELF-EFFICACY IN PSYCHO-SOCIAL ADJUSTMENT OF FOURTH YEAR STUDENTS AT THE UNIVERSITY OF NAMIBIA.

#### TO WHOM IT MAY CONCERN:

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

A handwritten signature in black ink, appearing to read "Marius Hedimbi", is written over a horizontal line.

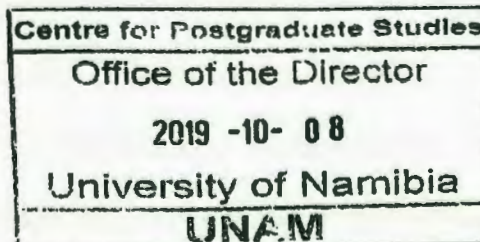
Prof. Marius Hedimbi

Director: Centre for Post-Graduate

Tel: +26461 206 3275

Email: [directorpgs@unam.na](mailto:directorpgs@unam.na)

8 October 2019



## ANNEXTURE C: INFORMED CONSENT FORM

### INFORMED CONSENT FORM

**This informed consent form is for fourth year students at the University of Namibia's Main Campus who are invited to participate in the research.**

*Investigating the role of self-efficacy in psycho-social adjustment of fourth year students at the University of Namibia*

#### **Part 1: INFORMATION SHEET**

##### **1. Introduction**

My name is Ceaseria Matiti, a second year Master's in Clinical Psychology student at the University of Namibia. The study is a partial fulfilment of the above-mentioned qualification. I am undertaking a research study titled: Investigating the role of self-efficacy in psycho-social adjustment of fourth year students at the University of Namibia. We are thus providing you with information as part of an invitation for you to participate in this study. You are not obliged to participate in this research study unless you are fully willing to do so. And if willing, should you encounter any unfamiliar concepts, feel free to ask for clarification.

##### **2. Purpose of the research**

Exploring the role of self-efficacy in psycho-social adjustment of University students is essential in understanding how University students successfully psychosocially adjusts to a highly demanding academic life. The findings can provide useful and practical information for orientating University students and can be integrated in one of the compulsory modules of the university, for

example in Contemporary Social Issues. The study would further likely yield interesting and relevant data that would help in enhancing better academic success of students in general.

### **3. Selection of participants**

As a fourth-year student of the University of Namibia and based at the Main Campus, you are randomly selected to participate in this study as it aims to investigate the role of self-efficacy in psychosocial adjustment of students because at fourth year level, you are better equipped with experience and understanding of the psychosocial problems from your first three years at University. Your participation in this research study should be completely voluntary. With absolute assurance, that there will be no negative consequences for a decision not to participate. The choice you make of whether to participate or not, will further have no significance during future work-related evaluations and reports. You may further, at any point during the research study, choose to withdraw and stop participating. There is no reimbursement in any form.

### **4. Procedure**

We are asking you to help us learn more about the role of psychosocial adjustment of fourth year students at the University of Namibia. By this, we are asking you to participate in this research study. Should you choose to participate, you will be asked to fill in three research instruments namely a Demographic Questionnaire, the Self-efficacy Questionnaire and the College Adjustment Test. The researcher will describe the nature and aims of the research and will discuss each part of the information sheet with students. Students will be informed of both the inclusion criteria which is all male and female fourth year full time students; while the exclusion criteria is students who are not fourth year. An envelope containing the three instruments, with clearly outlined instructions, and contact details will be handed to interested students. The questionnaires

will take minimum 10 minutes to complete, we hope to complete the study in a stipulated time frame so we ask for your prompt response.

### **5. Risks and discomforts**

The participation in this study does not put the research participants at risk of any physical harm. While the questionnaires may evoke memories that are not pleasant, the researcher is equipped with counselling and debriefing skills. Alternatively, you do not have to answer any questions that you do not feel comfortable with. You will not be required to provide reasons for not wanting to answer a question or withdrawing your participation at any point during the study.

### **6. Benefits**

The student population may benefit from information gathered as there will be documented and scientific research to help them during their university years. The information may also influence the development of intervention strategies by the university.

### **7. Confidentiality**

No information about you will be shared with anyone outside the research team as the information collected will be securely kept, a coding system will be used so your name will be withheld. The research findings will be printed in a research thesis, which will be presented for grading. This research study has been approved by the University of Namibia's Research Committee.

Contact: Ceaseria Matiti 0812551701

Dr Armas Shikongo 061 206 3129

**PART 11: CERTIFICATE OF CONSENT**

**STATEMENT BY THE RESEARCH PARTICIPANT/PERSON GIVING CONSENT**

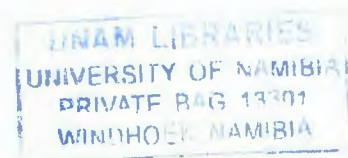
I have received an explanation on the purpose of the study that I have been asked to participate in. I have further had an opportunity to ask questions and clarifications on areas that seemed unclear to me. I understand the limits to confidentiality and how the information gathered during this study will be used. I hereby consent voluntarily to participate in this research study.

Name of Participant \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**STATEMENT BY THE RESEARCHER/PERSON TAKING CONSENT**

I have accurately read out the information sheet to the potential participant, and made sure that the participant understands the purpose of the study and the procedure that will be followed. I confirm that the individual has not been coerced into giving consent, and that consent has been given freely and voluntarily. A copy of this information sheet and consent form have been provided to the participant.

Name of Researcher \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## ANNEXTURE D: QUESTIOPNNAIRES

### SOCIO DEMOGRAPHIC QUESTIONNAIRE

Instructions: Please fill in the questionnaire

#### 1. Gender:

Male  Female

#### 2. Years (Age)

18-23	
24-27	
28-30	
31-and Above	

#### 4. Nationality

National	
International	

# Questionnaire

## Self-Efficacy Formative Questionnaire

Please **CHECK ONE** response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and careers. There are no right or wrong answers!

Student ID \_\_\_\_\_

Date \_\_\_\_\_

	Not very like me <span style="display: inline-block; width: 100px; border-bottom: 1px solid black;"></span> → Very like me				
	1	2	3	4	5
1. I can learn what is being taught in class this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can figure out anything if I try hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If I practiced every day, I could develop just about any skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it is harder than I thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am confident that I will achieve the goals that I set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When I'm struggling to accomplish something difficult, I focus on my progress instead of feeling discouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I will succeed in whatever career path I choose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I will succeed in whatever college major I choose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I believe hard work pays off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My ability grows with effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I believe that the brain can be developed like a muscle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I think that no matter who you are, you can significantly change your level of talent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can change my basic level of ability considerably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## The CAT

Use a 7-point scale to answer each of the following questions, where:

1      2      3      4      5      6      7  
not at all                  somewhat                  a great deal

Within the **LAST WEEK**, to what degree have you:

1. Missed your friends from high school \_\_\_\_\_
2. Missed your home \_\_\_\_\_
3. Missed your parents and other family members \_\_\_\_\_
4. Worried about how you will perform academically at college \_\_\_\_\_
5. Worried about love or intimate relationships with others \_\_\_\_\_
6. Worried about the way you look \_\_\_\_\_
7. Worried about the impression you make on others \_\_\_\_\_
8. Worried about being in college in general \_\_\_\_\_
9. Liked your classes \_\_\_\_\_
10. Liked your roommate(s) \_\_\_\_\_
11. Liked being away from your parents \_\_\_\_\_
12. Liked your social life \_\_\_\_\_
13. Liked college in general \_\_\_\_\_
14. Felt angry \_\_\_\_\_
15. Felt lonely \_\_\_\_\_
16. Felt anxious or nervous \_\_\_\_\_
17. Felt depressed \_\_\_\_\_
18. Felt optimistic about your future at college \_\_\_\_\_
19. Felt good about yourself \_\_\_\_\_