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Development And Validation of a Scale for the Assessment of Adjustment Issues in First Year Students

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ABSTRACT

This study was aimed to develop a valid and reliable scale for assessment of adjustment that students face during transition from school to college. The transitions from school to college are a major change in early adulthood life, attending new institute is a chance to learn and experience new ways and opportunity for psychosocial development. College life is a new environment for students and it takes time for adjusting in it. For the construction of indigenous scale of adjustment problems interviews with open ended questions were conducted with 30 individual first year college girls in one to one session. After expert validation 36 items scale was constructed with 4 point rating scale. In this current research, Principle Component Analysis with Varimax Rotation was performed on 36 items and 2 factor solution was extracted named academic problems and social problems. This scale has satisfactory internal consistency was .70 and concurrent validity was .58. Universities and colleges should regularly administer the developed scale to assess the adjustment level of first-year students and identify those who may need psychological or academic support.

| **KEYWORDS** | Adjustment Scale, Academic Problems, Social Problems, Transition |

Introduction

Adolescents is the age in which child has a different change in life, they experience more challenges in this life period. At that time they developed new relationships and through communication with peers and they want approval and acceptance from peers and colleagues. Communication is very important for building a new relationship, and some students face emotional distance from parents. Adolescents are the development period including physical, social, and cognitive development also the emotional development. A parent plays a role an adolescents to face these changes and challenges in their phase of transition. Behavioral problems are commonly in adolescents period because and in college students in the time of adjustment (McLeod & Kaiser, 2004). At this time they more than one problem at that time especially in college years. College year is the transition in which every student face emotional, behavioral, and academic problems. Separation from parents and adjustment in new environment are the adolescents in college (Crede & Niehorster, 2011).

College students faced many mental health problems such as anxiety, lack of confidence, anger, interpersonal difficulties and many other emotional problems, all these problems most common in first year students (Marcottea, 2014). The threating phase in college students are transition when they move away from school to college many students faced socialization issues when they prefer to move higher institute of education which are mostly away from home, so they have the problems lack of social support. External stressors affect the learner initial students in colleges contain lower levels of social support, as well as their families demand work responsibilities.

College life has its specific demands and encounters when someone could not solve these problems than it cause academic failures. Psycho social problems are mostly affected on adjustment problems and make hurdles in achieving goals for the students. Many

scholastic researchers studies on undergraduate students to determine that level of academic area, social and mental health on the time of achieving their goals (Khatib, 2012).

The studies define teenagers as a period did not change only cognitive and physical aspects but also the changing of individual social context. The most recurrent problem that faced of teenagers is the phase of transition from school to college is their adjustment difficulties that define as "the psychological process of adapting in coping with, managing their problem, challenging tasks and requirements of daily life". The study indicated that two mainly types of adjustment positive adjustment that assist students to cope and adjust with environment and faced challenges. The second type of negative adjustment will lead to frustration (Ishak, 2011).

When students are facing problems after adopting a new environment especially the academic problems, college students gone through a transitional periods from late to early adolescents they face complications in their environment and they find solutions to overcome them. Students face different problems in their college life most of the personality problems are in college students by stress and adopting the new environment. So there should be the administration of college and teacher must know the problems of the students and the way how to deal with that problems. Needs, feelings of the students must be considered by college and the education of the students must be improved (Patel, 2017). Adjustment in college is influenced by the personal and family characteristics; interaction of child with family, siblings especially with parents plays an important role in adjusting new environment. Adjustment is that to fulfill a mental and behavioral stat in which individual had satisfaction, academic achievement related to skills in students and the environment that given by teacher in class room and how teacher behave with students, how to assign work in class. A child very limited potential in might be though as making satisfactory adjustment of his achievements even though blow average is appropriate with his ability (Surya & Mahendran, 2017).

Some student in college are stressful because they had immediate change from school to college and some those lives in hostels are had homesickness, although some stresses is necessary for personal growth and affect the ability to cope. Some academic problems like difficulty in concentration that students mostly face and difficulty in remembering, easily distraction and no interest in studies. Behavioral problems are feelings of inferiority, sadness on minor reasons, anxiousness, disturbed sleep, and lack of appetite (Kumaraswamy, 2013).

Mental health problems and adjustment problems are related to one another, when physical, psychological, personal academic and social interaction is not suitable with the environment then adjustment problems are faced by individuals. Few studies reported that gender difference in adjustment among adolescents described that the males had good adjustment as compared to females and also age was associated with emotional adjustment (Ahmad, 2017). In college or university new relationship demand different and those students who cope with adjustment problems and had high achievement in academics they face less adjustment problems and make healthy relationships as equated to those students who had low performance in academics (Sangeeta & Chirag, 2012).

Literature Review

Transition is referred to an individual from the recognized place to an unrecognized place, from aware to an unaware place or thing and the challenges that faced to transfer in a new place. In human life everyone goes through the transition physically, psychologically in different stages. With concerned with education and students face different problems on their changing from one place to another like the education system from lower to higher level, from school to university the stages are different (Javed, 2016). When teenager move towards the adulthood, many problems they face and one of them is transition from any

environment to other, according to supervisor's point of view research is useful in present days (Wehman, 2013). During period of adolescents different changes are gone through this relationship between child and parents, both are faces different challenges and problems. In American studies adolescents spends less time with their family and parents, they feel more comfortable with company of friends. In a longitudinal research adolescents daily mood are examined which indicates that the emotional and mental state of an individual is important (Smetana, 2006).

Transition from to college is a developmental step in personal growth and behavior of adolescents. In other study students that were registered in college newly, students are engaged in use of drugs and sexual activities when they are in new institute from school to college. Their daily routine like going for parties and during driving after drug addiction, students who belong to rural areas were more engage in those activities and had high risk of drug addiction (Fromme, 2008). During transition to college the role students changes their academic responsibilities, work load of home and family also someone face the economic responsibilities. 82 first year college students were selected and results described that the described symptoms are the perceived social support and ego resilience had positive relationship, adolescent's mental health problems and negative relationship with social support during transition level (Taylor, 2013). During this period the adolescent's changes depended and controlled periods of childhood to the period of increasing sense of self finding and independence (Wentzel & Battle, 2001). When youngest join college and they experienced changes in social relationships and faced the new demands of society. They want independence in their social interaction because it's a time of developing interpersonal difficulties in adolescents and they feel more difficulties in socially interaction (Detweiler, Comer & Albano, 2010). A large sample of 459 students that were involves in a study related to attachment, social support, and adjustment problems from school to college. To find out the perceived parental safety which expect positive changes in child regarding their socio emotional adjustment. To find out link between the attachment and genders also to know the effects of college at home with family. Results indicated that gender, high school grade, age, as well as family structure were not significantly different. Those students who lives in hostel and lives in another area or culture without their parents they feel loneliness, depression lack of social and moral support and also they had social anxiety. So, when child perceive social and emotional security from parents then they can easily adjust in any environment (Larose & Boivin, 1998).

Material and Methods

Phase I: Explore phenomenology. The aim of first phase was exploring the phenomenology for development of adjustment problems in first year college students. For the construction of indigenous scale of adjustment problems interviews with open ended questions were conducted with 30 individual first year college girls in one to one setting by following a systematic procedure of ethical consideration and by taking permission from the head of institute. The selection of the participants was based on their availability in different colleges in both private and government.

Phase II: Item generation. In this phase the items pool was generated from open ended interview with the representative's items. The verbatim of the interview were transferred into statement and those statements which were repeated and most of the students describe about specific problems were selected and according to their repetition number it was arranged. After that a league table was constructed, 4 point likert scale was formed as responses of "Never, Sometimes, Mostly and Always. After this some opinion of experts were taken about the indigenous scale.

Phase III: Expert validation. In third phase individualized opinion were collected from expert of specific field. Expert of the field with an experience of 5 or more than 5 years

were selected for validation of collected statements and 36 item indigenous scale were selected for pilot study.

Phase IV: Pilot Study. For that purpose 30 first year students were selected in which 15 from private college and 15 students from Government Colleges. The result showed that each participants were easily understand of all the items and meaning as well and no item was extract because everyone can easily understand all the statements.

Phase V: Main Study. In main study data was collected from selected population in considering the inclusion and exclusion criteria. 330 first year college students were taken from private and government sectors by taking permission from relevant institutes with ethical considerations.

Results and Discussion

In this current research, Principle Component Analysis with Varimax Rotation was performed on 36 items. The basic premise to use Varimax Rotation is to maximize the interpretability, perpendicularity and simply the factors variance. In the process of initial factor solution the KMO and Bartlett's was also found and the value of KMO is .77. After the principle of Component Factor analysis were executed using single, two and three factor solution. The two factor solution clearly and closely represents the best estimate of simple structure with the less number of dubious and cross loading items. Analysis run in SPSS for the purpose of factor analysis on two factors solutions with absolute value .3 on principle component analysis.
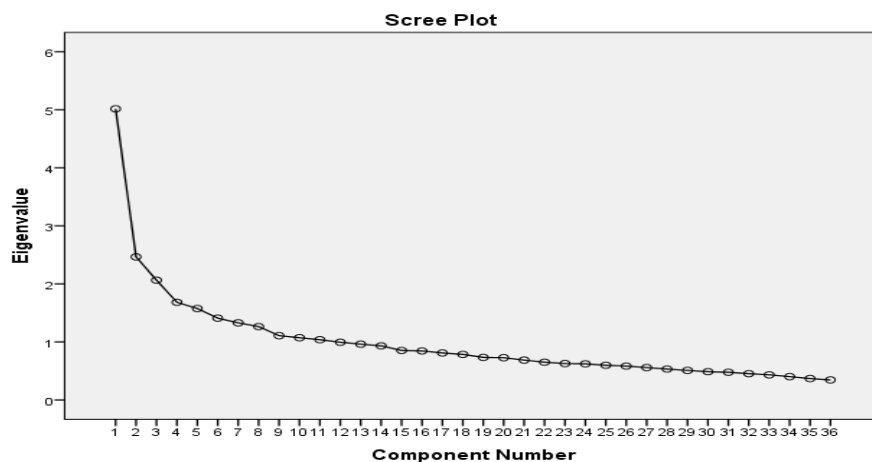

Figure 1: Graphic representation of factors structure Adjustment Problems Scale.

The factor analysis of graphic representation was used according to common theme with the help of scree plot. However, two three and four factor structure was tied but the two factor structure was found to be fit for study.

Table 1
The Two factor structure (exploratory factor analysis) of 27 items of Adjustment Problems in First Years Students.

S.no	Item no.	Academic Problems	Social Problems
1	1	**.48**	.41
2	2	**.33**	.18
3	4	**.32**	.37
4	13	**.46**	.18
5	16	**.59**	.17
6	17	**.48**	.42

7	18	**.53**	.00
8	22	**.56**	.12
9	23	**.47**	.17
10	25	**.31**	.18
11	26	**.53**	.00
12	27	**.56**	.00
13	29	**.60**	.22
14	33	**.48**	.19
15	34	**.42**	.24
16	3	.00	**.43**
17	5	.22	**.40**
18	6	.00	**.44**
19	8	.00	**.31**
20	9	.26	**.37**
21	11	.00	**.37**
22	12	.00	**.38**
23	19	.17	**.30**
24	30	.21	**.30**
25	31	.11	**.33**
26	32	.28	**.54**
27	36	.27	**.40**

Note. The item with .30 or above is boldfaced in the corresponding factors.

Factor description

On the basis of close examination of the items representing to each factor and the theme, each factor was assigned a label on the basis of the commonality of the theme that were emerged by the researchers. Two factors were determined and the name were given according to their theme first one is academic problems and the second is social problems that were faced by students on the time of transition to college.

Factor 1: Academic Problems. First factor is consisting of 15 items and the theme of all items is related to academic problems that students face in college. In which the study related problems like giving more time to studies as compared to school life, different behavior of teachers like rudely, difficulty in studies, gave less interest in studies, difficulty in arranging the time table for study, distractions like mobile and the dissatisfaction in chosen subjects. So this factor basically assesses the academic adjustment problems that students mostly face.

Factor 2: Social Problems. This factor consists of 12 items and the basic theme is same in all items and these issues related to environmental problems like the interpersonal problems. In this factor problems like less interaction between class fellows , difficulty in making new friends, difficulty in understanding lectures, worrying about the future, lack of confidence, feeling loneliness and difficulty in adjusting new environment. So, this factor basically assesses the social and environmental problems that face by students in colleges.

Internal consistency of the Adjustment Problems. Alpha Coefficient was computed in order to find the internal consistency of the 27 items.

Table 2
Cronbach Alpha of Adjustment Problems of Students in college. (N=330)

Scales	Item no.	α
APSF1	15	.65
APSF2	12	.65
APST	27	.70

Note. α= Cronbach alpha, APS= Adjustment problems scale, APSF1= Academic problems, APSF2= Social problems.

The Cronbach's Alpha value revealed that the indigenously developed scale of

Adjustment problems have internal consistency as alpha value is greater than .70 on total number of items and in factor 1 the alpha value is .65 and for factor 2 is also .65.

Concurrent Validity. To establish the concurrent validity of the adjustment problems of college students with school children problems scale (SPCL). Results show that there is high significant relationship between factors of adjustment problems (indigenous scale) with school children problem scale and has value .588. Results shows that the indigenous scale is high concurrent validity, the established scale has two factors and the academic and social problems.

Test Retest Reliability. In test retest reliability to find the reliability of the scale, 60 students is selected for the test retest reliability and after one week again from same students data was collected. Through SPSS the analysis was run and results shows that there is highly significant relationship between test retest reliability and value is .836 which is highly reliable.

Table 3
Test Retest Reliability of Adjustment Problem Scale and Concurrent Validity with School Children Problems Scale (N=60)

	APS	APS-R	SPCL
APS	--	.836***	.588***
APS-R	--	--	.646***
SPCL	--	--	--

*Note.***p<.001.* APS= Adjustment Problem Scale, APS-R= Adjustment Problem Scale Retest, SPCL= School Children Problems Scale.

Conclusion

Adjustment in college from school is very difficult task and for higher education and high degree this stage is compulsory. College is a platform where students are learn new things and prepare for next stage of life, this step will increase the personal growth and develop new skills of adjusting in life (Sharma, 2012). When they are new environment and can't cope with new situation and can't fulfill the demand of environment. Then, the adjustment problems faced by students, due to this problem many other issues are found like mental health problems in students and this leads to the other academic problems, relations issues and confidence problems to build a new relationship. Their academic life is totally changed and relationship with teachers and peers are also changed. There are lot of factor that leads to the difficulties in adjusting new environment, perceived parenting, and self-criticism in students. Every student wants good grades in college and they work for it, a stressed mind can't do so, a healthy can easily adjust with new environment. Education makes people healthy and can helpful for a better future (Sangeeta, 2012).

For adjustment in new environment the mental and behavioral problems should be same for the satisfactory state. Academic achievement about skill development in academic institute and its environment. Anxiety, social rejection, isolation, poor academic achievement, early drop out, low self-esteem, and self-concept are the common problems during adolescents. Students face also the academic problems, self-confidence problems and the interpersonal problems.

Scale was developed for assessing the adjustment problems in students who transit to college from school. Two main factors are extracted the academic problems and the social problems, in which the main problems related to study and environmental factors are

described. The academic problems has significant relationship with self-criticism and also with the mental health problems. If students face different adjustment problems at college campus then it effect on the academic problems, due to these problems the anxiety, depression, lack of confidence is produce which leads towards the mental health problems.

Recommendations

The findings from the scale should be used to design more effective orientation and induction programs that address common adjustment challenges faced by freshmen.

Educational institutions are encouraged to establish dedicated support services such as peer mentoring, academic counseling, and stress management workshops based on the issues identified by the scale.

Future studies should aim to validate the scale across different regions, institutions, and cultural contexts to ensure its generalizability and reliability.

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