**INFLUENCE OF ACADEMIC SELF-CONCEPT, SELF-EFFICACY AND GENDER ON SOCIAL ADJUSTMENT OF STUDENTS**

**BY**

**OZOR, BLESSING CHINECHEREM**

**REG. NO: GOU/12/1716**

**DEPARTMENT OF SOCIOLOGY/PSYCHOLOGY**

**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES,**

**GODFREY OKOYE UNIVERSITY, ENUGU**

**JULY, 2016**

**INFLUENCE OF ACADEMIC SELF-CONCEPT, SELF-EFFICACY AND GENDER ON SOCIAL ADJUSTMENT OF STUDENTS**

**A PROJECT REPORT**

**SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE BACHELOR OF SCIENCE (B.SC.) HONOURS DEGREE IN PSYCHOLOGY**

**BY**

**OZOR, BLESSING CHINECHEREM**

**REG. NO: GOU/12/1716**

**JULY, 2016**

**DEPARTMENT OF SOCIOLOGY/PSYCHOLOGY**

**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES,**

**GODFREY OKOYE UNIVERSITY,**

**ENUGU.**

**PROJECT SUPERVISOR**

**MRS. PRISCA ISIWU**

**CERTIFICATION PAGE**

I hereby declare that the work presented here was done by me, and not by a third party. Should I be convicted of having cheated in this work, I shall accept the verdict of the university.

Ozor Blessing Chinecherem Mrs. P. Isiwu

GOU/121716 (supervisor)

**APPROVAL PAGE**

Ozor Blessing Chinecherem Date

(Researcher)

Mrs. C. Iyanda Date

(HOD Sociology/Psychology)

Mrs. P. Isiwu Date

(Supervisor)

External Supervisor Date

**Acknowledgments**

My profound gratitude goes to God Almighty for His wonderful blessings, care, grace and kindness upon me and my family. I am humbly grateful to my wonderful supervisor, Mrs. Prisca Isiwu. You really portrayed motherly care and guidance to me.

I wish to thank my amiable HOD, Mrs. C. Iyanda for her motherly guidance and encouragement. I equally wish to express my gratitude to the Dean of the faculty – FMSS, Rev. Sr. Prof. Gloria Njoku, DDL for contributing a lot in my life. I also appreciate my academic adviser, Mrs. A. Eze for her kind hearted supports. My gratitude also goes to other academic staffs of Psychology program especially; Prof. E. Onyeneje, Dr. B. U. Menkiti and Mr. S. K. Nwonyi for impacting my life positively during my program. To Mr. B. Adeyinka, I say a very big thank you for your immeasurable kind support and wealth of experience you have impacted in me, and for shaping me to be among the best. I equally thank other academic and non-academic staff of the department for their wonderful support.

To my friends as well as class mates: Terry, Chika, Chisom, Ijeoma, Jonah, Chineye, Chizoba, Fransica, Adaora, Chidimma, Ukamaka, Ojeogu Daniel, and many others, I thank you all.

Finally, my deepest gratitude goes to my family especially my parents Mr & Mrs Ozor and my siblings Chinamere, Chidubem, Chidera and Chibuike - for all the financial support and care that you gave me during my program. I love you all.

**Table of contents**

Project Supervisor - - - - - i

Certification page - - - - - ii

Approval Page - - - - - iii

Acknowledgements - - - - - iv

List of Tables - - - - - v

Abstract - - - - - vi

**Chapter One: Introduction**

Introduction

Statement of the Problem - - - - - - - 9

Objective of the Study - - - - - - - 11

Significance of the Study - - - - - - 11

Operational Definition of Terms - - - - - 12

**Chapter Two: Literature Review**

Theoretical Review - - - - - - - 14

Self Efficacy Theory

Adaptation Scoping Theory

Achievement Motivation Theory

Tinto's model of student retention

Social Cognitive Theory

Gender schema theory

Empirical Review - - - - - - - 19

Summary of Literature Review - - - - - 24

Research Hypotheses - - - - - - - 26

**Chapter Three: Method**

Participants - - - - - - - - 27

Instruments - - - - - - - - 28

Procedure - - - - - - - 31

Design and Statistics - - - - - - - 32

**Chapter Four: Results** - - - - - - 33

**Chapter Five: Discussion**

Discussion - - - - - -

Implications of the Study - - - - - - 40

Limitations of the Study - - - - - - - 41

Recommendations for Future Research - - - - 41

Summary and Conclusion - - - - - - 42

References - - - - - - - -

**List of Tables**

Table 1 Correlations of demographic variables, academic self-concept, self-efficacy and gender on social adjustment among students.

Table 2 Hierarchical multiple regression predicting academic self-concept, self-efficacy and gender on social adjustment.

**Abstract**

The present study investigated influence of academic self concept, self efficacy and gender on social adjustment. Participants were two hundred and fifty (250) comprising (108) male and (117) female students of Godfrey Okoye University, Enugu and Enugu State College of Education Technical; who were randomly selected among the population of students in the two schools. Their ages ranged from18 to 40 years. A cross sectional design was adopted. Three instruments were used for data collection. Academic Self Concept Scale, The General Self-Efficacy scale and Your First College Year Survey. Three hypotheses were tested. Hierarchical Multiple Regression was the main statistic used for data analysis. Result of a Hierarchical Multiple Regression analysis showed that Academic self concept was a positive significant predictor of student’s social adjustment (β = .27, p < .001), accounting for 7% of the variance in student’s social adjustment (∆*R*2 = .07). Self efficacy was a significant predictor of student’s social adjustment (β = .43, p < .001), accounting for 15% of the variance in student’s social adjustment (∆*R*2 = .15). Gender was not a significant predictor of student’s social adjustment (β = -.07). Amongst the control variables, none was a significant predictor of student’s social adjustment, but the control variables all accounted for 2% of the variance student’s social adjustment (∆*R*2 = .02). Among the implications is that high academic self concept among students appears to translate to high social adjustment. Also, academic self concept and self efficacy proves to be implicated in making students to have a balanced social life while in school. Suggestions for further studies were equally made.

**CHAPTER ONE**

**Introduction**

Social adjustment is an umbrella term encompassing various aspects of people’s performance in social context. It is one’s tendency to cope with all the difficulties that one may encounter in a social environment. Passer & smith (2011) refer to it as a life-long process that involves adjustment of an individual to the society and others in order to be accepted as member of the society. It is, therefore, the strive by individuals to cope with societal demands in order to be accepted by others. Interestingly, those who design and provide programmes for students in educational settings often seek to enhance aspect of social adjustment either as a primary outcome or as a value by product of other product activities (Yeseldyke & thurlow, 1993). It is almost certain that well developed social abilities affect virtually all aspects of one’s life in social settings; hence, social adjustment is considered as moving forward with members of the society. Social adjustment is a psychological concept that involves meeting with the demands of the environment by balancing conflicting needs in order to adapt to situations. Hence, it occurs when students adapt and are able to accept situations as they are. Social adjustment is a necessity in the lives of students as it enables them to meet many of their needs. However, it is important to note that social environment has significant influence on the way students react to situations. Students’ behaviour is to a great extent a function of the social environment. Some students are able to adjust or adapt easily in whatever social environment they find themselves while others are unable. Social growth which is related to social adjustment is the most important aspect of one’s development and is acquired through the relationship with others especially with the parents, peers and the lecturers. It is desirable that students benefit from supportive social relationship throughout their lives and acquire the necessary competence to do so. Consequently, students who possess such competency are usually more resilient and more adequately prepared to excel in the society. However, since emotional and cognitive elements reflect and support social adjustment, students who lack social relationship are socially unskilled, have difficulties in understanding and interacting with one another. Emotional and cognitive learning that takes place in the earliest attachment relationships of students are therefore, indispensable in understanding their later social adjustment.

Social adjustment has been repeatedly linked with academic performance. Over the past years, research has consistently supported the construct and predictive validity of social acceptance which is an aspect of social adjustment, ([Cillessen & Bukowski, 2000](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R10); [Kupersmidt & Dodge, 2004](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R34); [Parker, 2006](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R45)). Studies indicated that individuals with high social acceptance tend to experience positive academic, social, and behavioural adjustment both concurrently and in the future; while those with low social acceptance (peer rejected) tend to experience concurrent problems across these domains and are at substantial risk for a myriad of later negative outcomes, including suicide ([Carney, 2000](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R6)), drug abuse ([Spooner, 1999](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R52)), educational underachievement ([Woodward & Fergusson, 2000](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R55)), delinquency and antisocial behaviour ( [Brendgen, Vitaro, & Bukowski, 1998](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R5)), and depression ([Boivin & Hymel, 1997](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R2)). Low social acceptance therefore may be a contributory factor in some of students’ experience of peer rejection which is characterized by heightened anxiety (e.g., feeling of being left out) that interferes with concentration in the classroom and impedes students acquisition and retention of information ([Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R40); [Sharp, 1995](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R50)). Studies equally indicated that individuals tends to have lower academic self-esteem and depended upon their teachers to a greater extent for academic assistance in class(seek help from teachers more frequently) compared to socially accepted individuals ([Flook, & Repetti, 2005](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R22); [Mercer & DeRosier).](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R39)  When individuals have few friends or fear being bullied or teased which are frequent experiences of rejected ones; ([Boivin, Hymel, & Hodges, 2001](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R3)), they tend to avoid school resulting in more frequent absences and, thus, fewer opportunities to learn academic skills in the classroom ([DeRosier, 1994](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R16); [Eaton, Kann, & Kinchen, 2007](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R18)). A key question posed by researchers focuses on why some students find it difficult in adjusting to new environments. The present study intends to provide answers to this question by examining academic self-concept, self-efficacy and gender which the researcher assumes influence social adjustment. A study indicated that social life is related to students’ adjustment (Osa-Edoh & Iyamu, 2012). The few studies carried out on social adjustment among Nigerian undergraduate, (Adeniyi, Adediran & Adediran, 2014), Aremu, Agokei & Ugoji, 2011) paid limited attention to academic self-concept, self-efficacy and gender as predictors of social adjustment. Therefore, in providing solution to this gap in research, the present study examines the influence of academic self-concept, self-efficacy and gender on social adjustment of students. The researcher tends to find out whether these variables will predict social adjustment of students. Among variables of interest in this study is academic self-concept. Self concept is a general view about one’s self worth. It is the view about oneself across various set of specific domains and belief based on self-knowledge and evaluation formed through experiences in relation to one’s environment (Eccles, 2005). When one’s self concept is incompatible with societal demands, he/she feels isolated. It is a continuous process in students’ life this means that it ensures continual adaptation and adjustment of students to social conditions. It is the understanding one has about self or the way a person perceives him/herself. Hormuth (2010) opines that self-concept refers to self-assessment, awareness and insight one has about him/her self. Self-concept therefore, is comprised of a set of thoughts, feelings and attitudes a person develops about him/her self. What we believe we are capable of doing is therefore one of the most important features of self-concept. Hult (2004) believes that self-concept is cognitive and intellectual aspect of “self”, which provides the persons with an overall understanding about him/her self. Students’ perception about themselves may to a great extent determine their adjustment to their social environment hence students’ academic self-concept is believed to be among factors that influences their social adjustment. Interestingly, part played by academic self-concept in social adjustment cannot be ignored. Academic self-concept is a psychological construct employed to describe students’ belief regarding their academic performance in areas such as biology (Wigfield & Karpthian, 1991). It refers to the individuals’ understanding and perception about themselves in academic achievement situation. It is a student’s self-concept of their ability developed through specific endeavours and academic interactions (Valentine, 2004). Academic self-concept therefore, is student’s self assessment about their unique academic rank, skills or competence. It is how students do school work or feel about themselves as learners (Guay, 2003). In other words, it is person’s evaluation regarding specific academic domains and abilities (Trautwein, 2006). Academic self-concept which is an important concept in educational setting is formed through transaction with the environment, especially through self-awareness with others. Youth who have positive academic self-concept and emotional compatibility have the potentiality to make better progress (Nasir & Lin, 2012). There is a tendency that those who have negative academic concept about themselves often have lower efficiency and face problems in setting up close relationship with others. Research indicated that as a student grows older, his/her academic self-concept becomes more stable (Guay, 2003). Moreover, academic self-concept is believed to vary as students move through grades, hence, their academic self-concept tends to rise in the direction of their academic achievement so also their adjustment and interaction (Liu & Wang, 2005; Jacob, 2002), though some studies indicated that it tends to become weaker (Marsh, 2002). Academic performance is often impaired by a number of factors. The factors include lack of preparing for tests and examinations; not attending lecturers; lack of interest or motivation in chosen course of study among many others, but academic self-concept seem to be most prominent contributory factor. Students’ over all self-worth often affect their performance in school. Academic self-concept, therefore, reflects students’ feeling, thinking and evaluation of their academic performance in school. Consequently, it influences students’ social adjustment. Hence student’s social adjustment depends much on how good or bad their academic self concept is. Another variable of interest in this study is self-efficacy which is people’s belief concerning their ability to perform the activities needed to achieve desired outcome. (Bandura, 1989) refers to it as the belief that one can perform the behaviour necessary to cope successfully, with situation. It is the belief of one’s capability to carry out necessary action that is needed to achieve a particular goal. Self-efficacy explains how confident people believe that they are, or how much control they have in their ability to reach a goal or accomplish a task. This sense of control is of fundamental importance in social adjustment. Theoretically, people who lack control in their lives to produce a desired effect are an individual who finds it difficult to adjust to their social environment. Self efficacy is always specific to the particular situation, hence, we may have high self-efficacy in some situation and low self-efficacy in others. It is our perceived competence, that is, what we believe we can do well or at least adequately. Self-efficacy differs greatly from one person to another; some people see themselves as competent in adjusting to social demands while others do not. Events that are appraised as extremely demanding may generate little stress if we believe that we have the skill to deal with them. Previous successes in similar situations increases efficacy; failure undermine it (Bandura, 1997). People can increase efficacy expectancies through social persuasion and encouragement. In social situations, students have varying perceptions of their ability to successfully interact with others. Therefore, their self-efficacy beliefs reflect their level of social confidence (Bandura, 1977). The possession of high self efficacy has been related to positive outcomes in academic achievement (Bandura, Pastorelli, Barbaranelli, & Caprara, 1999) and career choice (Betz & Hackett, 1997), and also reduction in levels of depression (Ehrenberg, Cox, & Koopman, 1991). The implications of self-efficacy in the social domain have also been related to constructs such as social anxiety, shyness, and self-esteem (Smith & Betz, 2000). People whose self-efficacy is high have confidence in their ability to do what it takes to overcome obstacles and achieve their goals (Bandura, 1997). Students therefore, need to develop high self-efficacy and this can be achieved through social persuasion and encouragement. Self-efficacy is instrumental in determining how students interact with their environment and other people. Those that possess high self-efficacy are usually capable of overcoming difficulties that may surface in the course of adjusting to their social environment. Hence, there is tendency for students with high level of self efficacy to adjust effectively to social conditions. Gender is another variable that the researcher examines in this study in order to determine its influence on students’ social adjustment. Gender is the meaning that individuals and society ascribe to males and females i.e. meaning that rest on biology in which most humans possess the standard XX or XY chromosomes. (Wood & Eagly, 2010). It is a state of being male or female. Gender is widely recognized to be an important empirical factor (or variable) in understanding many aspects of behaviour (Stewart & McDermott, 2004). The experiences and opportunities males and females are exposed to differ in our society. Gender therefore, may determine students’ adjustment to situations or conditions in the social environment. This study, therefore, examines whether gender influences the way a student’s adjust socially to their environment.

**Statement of the Problem**

This study seeks to examine academic self-concept, self-efficacy and gender as factors that influence social adjustment of students. It has been reviewed that academic self- concept relates to student’s achievement in school and as well as in the society. In our society today, the number of people with lower academic self-concept and consequently poor academic performance seem to be high. This could be the reason for poor academic performance in SSCE result as reported by West African examination council in the 2015 WAEC result statistics. Moreover, self-efficacy in our society especially among students is an issue of concern. As it has been proven to relate to their academic performance many students have “fallen apart” by believing that they are incapable of achieving success. Students that are characterized with high self-efficacy braces up and meet the rigours academic demand. They excel in school because they perceive themselves as capable of doing well and adjusting in school. Conversely, low academic self-efficacy inhibits good academic performance and a learner that possesses this, has the tendency to see him/hers as being unable to cope with the academic challenges. Koura and Al-Hebaishi (2014) submitted that high or low self-efficacy is all about thoughts that students hold about themselves which affect their academic Performance directly or otherwise. These thoughtful feelings either aid or hinder their academic progress.

Gender seems to influence social adjustment. Due to cultural belief, men are permitted to perform certain activities whereas women are discouraged from performing such activities due to differences in gender.

Social adjustment may include how the person interact with others or in a narrower sense, how the person conforms to social adjustment (levy-wassar & katz, 2014). Therefore, the research questions this study seeks to provide answers to are:   
1. Would academic self-concept significantly influence social adjustment?  
2. Would self-efficacy significantly influence social adjustment?  
3. Would gender significantly influence social adjustment?

**Objective of the Study**

The broad objective of the study is to evaluate factors that influence social adjustments of students. Specific objectives include:

1. To evaluate the influence of academic self-concept on social adjustment of students  
2. To ascertain the influence of self-efficacy on social adjustment of students.

3. To identify the influence of gender on social adjustment of students.  
**Significance of the Study**

This work provides information on influence of academic self-concept, self-efficacy gender which would enable the students to understand themselves and also develop their innate abilities which may positively influence their performance and social adjustment. Moreover, the study would also propel students to develop high self-efficacy which is considered necessary for successful adjustment to social situations. It would enable lecturers to be more acquainted with the need to build and sustain academic self-concept and self-efficacy among students. The result of this study is equally hoped to inculcate in parents the need to contribute to the improvement of academic-self-beliefs as well as self-efficacy wards. It would also be beneficial to policy makers in the educational sector who are expected to include measures that will encourage high academic self-concept and self-efficacy in educational curriculum. This work will also serve as a secondary source of data collection to aid future research endeavours on the subject matter. It will provide policy makers in educational sector with qualitative and quantitative data that will aid them in over hauling the learning contents, experiences and environment.

**Operational Definition of Terms**

**Academic self-concept:** Academic self-concept is person’s self-evaluation regarding specific academic domains or abilities as measures by the 20 item Academic Self-concept Scale (Liu & Wang, 2005).

**Self-efficacy:** This is operationalized as the belief that one can perform the behaviour necessary to cope successfully as measured by the 10 items Generalized Self-Efficacy Scale (Schwarzer, & Jerusalem, 1995).

**Social Adjustment:** This refers to how a person interacts with others or conforms to social adjustment as measured by the 9 item Social Adjustment Scale (HERI, 2005).

**Gender:** This is the attribute of being male or female.

**CHAPTER TWO**

**Literature Review**

The literature is reviewed from two perspectives which are theoretical and empirical.

**Theoretical Review**

Among the theories/models reviewed are:

* Self Efficacy Theory
* Adaptation Scoping Theory
* Achievement Motivation Theory
* Tinto's model of student retention
* Social Cognitive Theory
* Gender schema theory

**Self efficacy theory (**Bandura, 1997)

Self efficacy based on Bandura (1997) theory has influenced psychology over the past few decades and can be seen as individuals’ beliefs in their capability to accomplish a task successfully, (Bandura, 1997). This theory is related to the present study in that students’ belief in their ability should significantly influence their academic performance as well as their adjustment. Self efficacy will help students to have a belief in their ability that they will accomplish a difficult task especially that of their academics.

**Adaptation Scoping Theory (**Ward & Kennedy, 1999**)**

The conceptual framework of these adjustment domains has been developed by Ward & Kennedy (1999), who argued that psychological adjustment is defined in terms of emotional and effective outcomes, while sociocultural refers to behavioral competence. Accordingly (Ward & Kennedy 1999) states that adaptation scoping theory can be best investigated within stress and coping abilities domains and adaptation within skills and culture competence approach. This means that a person is a biopsycho-social being and is in constant interaction with changing environment to cope with a changing world, a person uses both innate and acquired mechanisms which are biological, psychological and social in origin. To respond positively to environment changes, the person must adapt. The person’s adaptation is a function of the stimulus he is exposed to and his adaptation level. In interpersonal encounters, people are usually responsive and adaptive to others. Social adjustment refers to social competence and ability to interact adequately in the host society. Therefore, one must be able to understand his/her emotions and the culture where he finds him/her self to be able to adjust to the, demands of the society and to have effective outcome.

**Achievement Motivation Theory (**McClelland, 1961)

McClelland (1961) achievement motivation theory states that all human beings have three primary motives. The first is the need for achievements to have goals that are challenging and reachable with expectation of feedback on the achievement. The need for achievement also deals with the desire to strive for personal achievement rather than the rewards of success (Greenberg, 1999). This need to adjust by striving for personal achievement can be called reaction to the demands and pressure of the social environment imposed upon the individual.

The second is the need for affiliation (social identity). Affiliation is a positive, sometimes intimate maintaining or restoring a positive relationship with another or person and the third is the need for power. Need for power is related to the desire to have an impact and to be influential. The phenomenon of influence, which also includes imitation, conformity and obedience, always contain a person which has caused a change in another person. The relevance of this theory to academic self concept is indicated in the need for personal achievement that makes a student adjust to academic challenges whereas self efficacy will make it easier for the student to conform to school rules and regulations and adjust socially as appropriate.

**Tinto’s model of student retention** (1993)

Tinto’s Theory of student departure is also known as Tinto’s model of student departure. Vincent Tinto (1993) identifies three major sources of student departure: academic difficulties, the inability of individuals to resolve their educational and occupational goals, and their failure to become or remain incorporated in the intellectual and social life of the institution.  Tinto's "Model of Institutional Departure" states that, to persist, students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems and formal (extracurricular activities) and informal (peer-group interactions) social systems. The relevance of this theory to Social adjustment is the strive by individuals to cope with societal demands in order to be accepted by others

**Social Cognitive Theory** (Bandura, 1986)

Bandura (1986) advanced a view of human functioning that accords a central role to cognitive, vicarious, self regulatory, and self reflective processes in human adaptation and change. People are viewed as self organizing, proactive, self reflecting and self-regulating rather than as reactive organisms shaped and shepherded by environmental forces or driven by concealed inner impulses. From this theoretical perspective, human functioning is viewed as the product of dynamic interplay of personal, behavioral, and environmental influences. For example, how people interpret the results of their own behavior informs and alters their environments and the personal factors they possess which, in turn, inform and alter subsequent behavior. This is the foundation of Bandura’s (1986) conception of reciprocal determinism, the view that (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 reciprocality. Bandura altered the label of his theory from social learning to social "cognitive" both to distance it from prevalent social learning theories of the day and to emphasize that cognition plays a critical role in people's capability to construct reality; self regulate, encode information, and perform behaviors. Self efficacy is determined to a great extent by observational learning that is, observing others behavior and their outcomes. When one observes another that adjusted effectively to social conditions there is the likelihood for one to also adjust to such social conditions. Moreover, people’s interpretation of the results of their own behavior informs and alters their environments and adjustment.

# Gender schema theory (Sandra Bem, 1981)

[Sandra Bem](https://en.wikipedia.org/wiki/Sandra_Bem) (1981) is a cognitive theory that explains how individuals become gendered in society, and how sex-linked characteristics are maintained and transmitted to other members of a culture. Gender-associated information is predominantly transmuted through society by way of [schemata](https://en.wikipedia.org/wiki/Schema_%28psychology%29), or networks of information that allow for some information to be more easily assimilated than others. [Bem](https://en.wikipedia.org/wiki/Sandra_Bem) argues that there are individual differences in the degree to which people hold these gender schemata. These differences are manifested via the degree to which individuals are sex-typed.

The relevance of this theory to academic self-concept refers to the way an individual understands and perceives themselves in academic achievement situation.

**Empirical Review**

Olanrenwaju (2014) investigated academic efficacy and self esteem as predictors of academic achievement among adolescents in Itesiwaju Local Government Area of Oyo State, Nigeria. A total of 300 students participated in the study. Academic efficacy scale, self esteem scale and student achievement scale were used to collect data. Result of the correlation revealed that there was significant relationship between academic efficacy and students’ academic Achievement.

Yusuf and Balarabe (2013) examined the relationship between academic self-concept and academic performance of junior high school students in Ghana. A total 1470 student from 24 public school participated in the study. Achievement test in mathematics, English language, social studied and integrated science & academic self concept-scale (ASS) were used to collect data. Result of the correlation revealed that there is relationship between academic self-concept and academic performance of students.

Ogunmakin and Akomolafe (2013) examinedthe influence of some psychological factors on students’ academic performance. A total of 364 students from 10 secondary schools participated in the study. Self-in-School Scale and the Locus of Control of behavior Scale were used to collect data. Result of the multiple regression analysis revealed that academic self-efficacy and locus of control jointly predicted academic performance.

Matovu (2012) investigated on the relationships between academic self-concept and academic achievement among university student. A total number of 394 students in Malaysia participate in the study. Academic self concept –scale (ASCS), academic confidence and academic effort scales were used to collect data. Result of the MANOVA revealed that there were statistically significant difference in the interaction between gender, faculties and levels of study on academic achievement.

Yengimolki, Kalantarkousheh and Malekitabar (2015) explored therelationship between self-concept and social adjustment with academic achievement of students. A total of 234 students participated in the study. Self-concept questionnaire and the student adjustment questionnaire were used to collect data. The authors revealed that there is a significant correlation between academic achievement and social adjustment, but there is no significant relationship between self-concept and academic achievement.

Akomolafe, Ogunmakin and Fasooto (2013) investigated the role of academic self-efficacy, academic motivation and academic self-concept in predicting secondary school students’ academic performance. 398 students participated in the study. Self-in-School Scale: The self-in-school scale, achievement motivation inventories and Academic Self-Concept Scale: Academic Self-Concept Scale (ASCS) were used to collect data. The results multiple regression analysis revealed that academic self-efficacy and academic self-concept significantly predicted students’ academic performance.

Lampert (2007) explored the relationship of self-efficacy and self-concept to academic performance in college. A total of 85 students participated in the study. Undergraduate students were recruited in psychology courses, the student union building hall. College academic self-concept scale (CASCS), self efficacy scale (SES), social self-concept scale and academic self-concept scale were adopted to collect data. Result correlation revealed that academic self-efficacy is a good predictor of GPA.

Mudhovozi (2012) investigated the social and academic experiences of first year student at a university in Zimbabwe. 7 respondents participated in the study. Interviews were used to collect data. Result of content analysis revealed that first year students experienced varied social and academic adjustment problems.

Ogbianigene (2014) investigated the effect of gender on student’s academic achievement in secondary school Social Studies. A total of 180 students from 6 school participated in the study. Social Studies Achievement Test (SSAT). Result ANCOVA revealed that gender had no significant effect on student’s achievement in Social Studies. Result showed that there was significant interaction effect of treatment and gender on student’s academic performance in Social Studies.

Osa-Edoh and Iyamu (2012) investigated the effect of social life adjustment of adolescents in senior secondary school of Edo state. A total of 240 student participated in the study. The instrument used for the study was a self developed questionnaire on social life adjustment on academic achievement. The result of the content revealed that social life adjustment influences students’ academic achievement.

Sarsani (2007) examined the relationship between self-concept and adjustment of secondary school students. A total of 120 student of Warangal city participated in the study. Children self-concept scale (CSCS) and 2 adjustment inventory for school students (AISS) were used to collect data. Result of the correlation revealed that high scores in self efficacy tend to accompany with low scores in adjustment while low scores in self efficacy tend to accompany with high scores in adjustment.

Velmurugan and Annamalai (2011) examined the relationship between the social adjustment and self concept of the higher secondary school student that is studying in Ariyalur district participated in the study. Social adjustment inventory and self concept inventory standardized test were used to collect data. Result of the correlation revealed that the relationship between higher secondary school student social adjustment and self-concept.

Jean (2010) examined the academic and social adjustment of first generation college students. A survey and fixed questionnaire were used to collect data. The findings of descriptive narrative revealed that first-generation students who earned less than a 2.0 grade point average were able to identify what variables impeded their successful academic and social adjustment.

Paramanik, Saha and Mondal (2014) investigated adjustment ability among secondary school students in relation to gender and residence. A total of 471 secondary school student from 4 urban area and 4 from rural area of purulia district west Bengal participated in the study. Adjustment inventory (AI). The result revealed that that there is no significant difference between adjustments of students residing either at urban or rural area.

**Summary of Literature Review**

As literature reveals, Self efficacy theory is the individuals’ beliefs in their sufficiency to be successful in a task (Bandura, 1997). Adaptation Scoping Theory can be best investigated within stress and coping abilities domains and adaptation within skills and culture competence approach of individuals (Ward & Kennedy, 1999). Achievement Motivation Theory described the three primary motives of human beings. These motives include the need for achievement which is directed by goals, affiliation which is directed by positive relationship, and power which is also directed by influences (McClelland, 1961). Tinto's model of student retention suggests persistence in the mist of academic difficult and the need to integrate formal learning and informal social systems (1993). Social Cognitive Theory postulates that human achievement depends on interactions between behaviors, personal factors and environmental conditions (Bandura, 1986). Gender schema theory explains how individuals become gendered in the society. (Sandra Bem, 1981)

In the empirical review, Yusuf and Balarabe (2013) found that there was a relationship between academic self-concept and academic performance of students. Olanrenwaju (2014) found that there was a significant relationship between academic efficacy and students’ academic achievement. Matovu (2012) found that there were statistically significant difference in the interaction between gender, faculties and levels of study on academic achievement. Mudhovozi (2012) found that there first year experienced varied social and academic adjustment problems. Osa-Edoh and Iyamu (2012) found that social life adjustment influenced students’ academic achievement. Sarsani (2007) found that high scores in self efficacy tend to accompany low scores in adjustment while low scores in self efficacy tend to accompany high scores in adjustment. Yengimolki, Kalantarkousheh and Malekitabar (2015) found that there was a significant correlation between academic achievement and social adjustment, but there was no significant relationship between self-concept and academic achievement. Akomolafe, Ogunmakin and Fasooto (2013) found that multiple regression analysis revealed that academic self-efficacy, academic motivation and academic self-concept significantly predicted students’ academic performance. Velmurugan and Annamalai (2011) found that the relationship between higher secondary school student social adjustment and self-concept. Lampert (2007) found that academic self-efficacy was a good predictor of GPA. Jean (2010) found that first-generation students who earned less than a 2.0 grade point average were able to identify what variables impeded their successful academic and social adjustment. Paramanik, Saha and Mondal (2014) found that there was no significant difference between adjustments of students residing either at urban or rural area.

**Research Hypotheses**

Hypothesis 1: Academic self-concept would not significantly influence social adjustment.

Hypothesis 2: Self efficacy would not significantly influence social adjustment.

Hypothesis 3: Gender would not significantly influence social adjustment.

**CHAPTER THREE**

**Method**

**Participants**

Two hundred and twenty five participants comprising 108 males and 117 females participated in the study. The participants were drawn from a population of students of Godfrey Okoye University Enugu, and Enugu State College of Education (Technical). The students were randomly selected. The participants were selected using convenient sampling technique. The research which has its core aim at finding academic self-concept, self-efficacy and gender on social adjustment had the age of the participants ranging from 18 to 35 years. Information about participant’s demographic variables (age, ethnic group, religion, marital status, and level of education) was obtained using the questionnaire. From the frequency distribution on the demographic variables 169 participants reported their age range as 18-28 years, 54 stated their age range as 29-35 years, while only 2 participants indicated their age range as 36-40 years. For ethnic group 163 participants were Igbo, 24 Yoruba, 11 Hausa, while 27 belongs to other ethnic group. Out of total participant, 209 were Christians, while 16 were Islam. Information on marital status indicated that 215 participants were single, while 10 were married. More so, 121 participants are in 100 levels, 101 are in 200 levels, while 3 participants failed to indicate whether they are in 200 or 100 levels which formed the participant for the present study.

**Instruments**

Three instruments where employed in the research. They include: Academic Self-Concept Scale (Liu & Wang 2005), Self-Efficacy Scale (Schwarzer & Jerusalem 1995), Social Adjustment Scale (Heri, 2005).

**Academic Self-Concept Scale (ASS) (Liu & Wang, 2005)**

Academic self-concept scale (ASCS) by Liu and Wang (2005) was used which had to two sub scales: (a) academic confidence, and (b) academic effort, each with 10 items to collect the students’ academic self-concept information. The items included both negatively and positively worded items to avoid the same answers from the students. Both academic confidence and academic effort items were mixed in the scale; academic confidence items taking odd numbers (1, 3, 5, 7, 9, 11, 13, 15, 17, 19), while academic effort items taking even numbers (2, 4, 6, 8, 10, 12, 14, 16, 18, 20). In the same questionnaire, the students were requested to report their current Cumulative Grade Point Average (CGPA) which was used as a measure of their academic achievement. They also stated their gender (male or female), levels of study (undergraduate or postgraduate), and their respective faculties5T (Arts, Human Sciences, or Sciences). From the data collected, .795 and .802 were got for both validity and reliability of the instrument respectively.

**The General Self-Efficacy scale (GSE) (Schwarzer & Jerusalem, 1995)**

The General Self-Efficacy (GSE) scale (Schwarzer & Jerusalem, 1995) was created to predict coping with daily hassles as well as adaptation after experiencing various kinds of stressful life events. Preferably, the 10 items are randomly mixed into a larger pool of items that have the same response format. It requires 4 minutes on average to answer the questions. Responses are made on a 4-point scale. Responses to all 10 items are summed up to yield the final composite score, with a range from 10 to 40. No recoding. In samples from 23 nations, Cronbach’s alphas ranged from .76 to .90. The scale is unidimensional, as found in a series of confirmatory factor analyses (Scholz, Gutiérrez-Doña, Sud, & Schwarzer, 2002). Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favorable emotions, dispositional optimism, and work satisfaction. Negative coefficients were found with depression, anxiety, stress, burnout, and health complaints. In studies with cardiac patients, their recovery over a half-year time period could be predicted by presurgery self-efficacy (for an overview of validation studies see Luszczynska, GutiérrezDoña, & Schwarzer, 2005).

**Your First College Year Survey (YFCY) (HERI, 2005)**

The third instrument used for the study is your first college year survey. The instrument was development by HERI (2005). Your First College Year Survey is a 9 item instrument designed to measure both academic adjustment and social adjustment of undergraduates. For academic adjustment, items asking how successful the participants felt were measured using three (3) likert scale, with 1 = successful, 2 = somewhat successful, 3 = unsuccessful. Items asking how often the participants have felt were measured using four (4) type likert scale, with 1 = frequently, 2 = occasionally, 3 = rarely, 4 = not at all. For social adjustment, Items asking how often the participants have felt were equally measured using four (4) type likert scale, with 1 = frequently, 2 = occasionally, 3 = rarely, 4 = not at all. Only one item was used to measured how often the participant have felt in five likert type scale with 1 = strongly, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree.

Sample items includes; “Adjusting to academic demands of the university”; “Humiliated by lecturers”; “I see myself as part of the community” etc. As reported by the developer, the reliability coefficients ranged from .10 to .97 with an average reliability coefficient of .56. These findings suggest that the YFCY instrument is moderately reliable, although these statistics should be viewed as conservative estimates given the generally small respondent counts at the pilot institutions included in these analyses, as well as the small number of pilot institutions themselves. In ensuring that the instrument is reliable in our country Nigeria/society, the researcher conducted item analysis and found a reliability coefficient of .64

**Procedure**

The researcher distributed questionnaires to the participants that were selected from Godfrey Okoye University in their hostels, after obtaining permission from the hostel moderators; while questionnaire was distributed to the participants from Enugu State College of Education in their various class rooms, after permission was granted by their class representatives. The researcher, before administering the questionnaire created rapport with the participants. They were informed that every item in the question is for research purpose and that they have the choice of participating or not. They were also informed that they are expected to give honest response to items of the questions. Two research assistants (a male and a female) assisted the researcher in administering the questionnaires. The primary aim of using a male and a female research assistant is based on strict rules and regulations guiding visitations in student’s hostels. 300 questionnaires were distributed, but only 250 were properly filled and returned. Comprehended and returned, the two hundred & fifty (250) copies of the questionnaires were therefore, used for data analysis.

**Design/Statistics**

The study employed a cross sectional design. (Statistical Package for the Social Sciences (SPSS) version 20) was used for the data analysis. Specifically, multiple regression was used to test the hypotheses.

**CHAPTER FOUR**

**Result**

Data obtained from participants were analyzed by computing the means, standard deviations, and correlations among the study variables. Thereafter, to test the hypotheses, Hierarchical Multiple Regression was conducted in which social adjustment was the dependent variable. The variables were entered into the equation in steps/hierarchies. In the first step of the equation, demographic variables (age, ethnic group, religion, marital status, and level of study) were entered in order to control for the likely impact they may have on student’s social adjustment. Academic self concept was entered in step 2 of the equation; self-efficacy was entered in step 3 of the equation, while the third independent variable – gender was entered in step 4 of the equation. The main aim of adopting this method is to test the extent to which each of the independent variable serve as determinants of student’s social adjustment.

**Table 1: Table of Mean, Standard Deviation, correlations of demographic variables, academic self concept, self efficacy and gender among students**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **M** | **SD** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| **1 Soc Adj** | 1.27 | 4.54 | - | .27\*\*\* | .46\*\*\* | -.10 | .04 | -.08 | .07 | -.00 | -.06 |
| **2 Aca Self Con** | 66.42 | 11.19 |  | - | .42\*\*\* | .11\* | .15\*\* | -.50 | -.00 | .02 | .03 |
| **3 Self Efficacy** | 31.76 | 6.03 |  |  | - | -.07 | .06 | .04 | -.00 | .05 | -.03 |
| **4 Gender** | 1.52 | .50 |  |  |  | - | -.04 | -.09 | -.15\* | -.01 | .03 |
| **5 Age** | 1.26 | .46 |  |  |  |  | - | -.02 | -.01 | .16\*\* | .04 |
| **6 Ethnic Gr** | 1.56 | 1.03 |  |  |  |  |  | - | .18\* | .03 | .05 |
| **7 Religion** | 1.07 | .26 |  |  |  |  |  |  | - | .02 | .06 |
| **8 Marital Stat** | 1.04 | .21 |  |  |  |  |  |  |  | - | - .07 |
| **9 Level of Stu** | 1.49 | .60 |  |  |  |  |  |  |  |  | - |

\*\*\*p < .001; \*\*p < .01; \*p < .05 (Soc Adj = social adjustment, Aca self con = academic self concept; ethnic gr = ethnic group; marital stat = marital status; level of stu = level of study).

Table one above showed the means and standard deviations of the studied variables and demographic variables. From the table result indicated that amongst none of the demographic variables (age, ethnic group, religion, marital status, and level of study), have significant relationship with students’ social adjustment; although only age had non-significant positive relationship, ethnic group, religion, marital status, and level of study no-significant negative relationship with student’s social adjustment. Result of correlation coefficient also showed that academic self concept was positively significantly associated with student’s social adjustment (r = .27, p < .001). Similarly, self-efficacy had a positively significant association with student’s social adjustment (r = .46, p < .001). The finding of the two above implies that both academic self concept and self-efficacy positively shapes a students’ social adjustment. But, the third main variable studied, gender has a non-significant positive relationship with student’s social adjustment. This means that lack of social adjustment impacts negatively on both male and female students.

**Table 2: Hierarchical multiple regression predicting student’s social adjustment from academic self concept, self-efficacy and gender.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **R** | **R2** | **R2Δ** | **B** | **Beta(β)** | **T** |
| **Step 1** | .14 | .02 | .02 |  |  |  |
| Age |  |  |  | .47 | .05 | .70 |
| Ethnic Group |  |  |  | -.40 | -.09 | -1.35 |
| Religion  Marital Status |  |  |  | 1.56  -.32 | -.02 | -.213 |
| Highest Education |  |  |  | -.45 | -.06 | -.87 |
| **Step 2** | .30\*\*\* | .09\*\*\* | .07\*\*\* |  |  |  |
| Academic Self Con |  |  |  | .11 | .27\*\*\* | 4.11 |
| **Step 3** | .49\*\*\* | .24\*\*\* | .15\*\*\* |  |  |  |
| Self-Efficacy |  |  |  | .32 | .43\*\*\* | 6.55\*\*\* |
| **Step 4** | .50 | .25 | .01 |  |  |  |
| Gender |  |  |  | -.67 | -.07 | -1.22 |

\*\*\*p< .001

The regression result above indicated the prediction of student’s social adjustment from academic self concept, self efficacy and gender. However, controlling for the demographic variables (age, ethnic group, religion, marital status, and level of study), regression coefficient result showed that academic self concept (β = .27, t = 4.11, p<.001) entered in step 2 of the model significantly predicted student’s social adjustment. It however accounted for statistically significant 7% variance as a predictor of student’s social adjustment (∆*R*2 = .07, *p*< .001). Thus, high academic self concept amongst students appears to translate to high social adjustment. Also, academic self concept proves to be implicated in making students to have a balanced social life while in school. Also, self-efficacy (β = .43, t = 6.55, p < .001) entered in step 3 of the model was shown to be a significant predictor of student’s social adjustment. It however accounted for statistically significant 15% variance as a predictor of student’s social adjustment (∆*R*2 = .15, *p*< .001). This could imply that self-efficacy positively influence students to balance in social adjustment. In contrast to the findings of academic self concept and self-efficacy, gender (β = -.07, t = -1.22) entered in step 4 of the model did not significantly predict student’s social adjustment. Notwithstanding, it however accounted for statistically non-significant 1% variance as a predictor of student’s social adjustment (∆*R*2 = .01). This finding implies that lack of social adjustment amongst students negatively affects both males and females.

**CHAPTER FIVE**

**Discussion**

The present study examined influence of academic self-concept, self-efficacy and gender on social adjustment. Results of the present study were shown to be hugely consistent with previous findings, predictions tested as well as the hypotheses. The first hypothesis that academic self-concept would not significantly influence student’s social adjustment was not supported. The result indicated that academic self concept is a significant factor that influences student’s social adjustment. Hence, high academic self-concept leads to high social adjustment. The finding is consistent with a relatively extant literature by Yengimolki, Kalantarkousheh and Malekitabar (2015) indicated that correlation exists between academic achievement and social adjustment. The finding is also consistent with Yusuf and Balarabe (2013) which showed that there was a relationship between academic self-concept and academic performance of students. This implies that academic self-concept is related to students’ balanced social life on campus.

According to adaptation scoping theory (Ward & Kennedy, 1999), a person is a biopsycho-social being and is in constant interaction with changing environment to cope with a changing world, a person uses both innate and acquired mechanisms which are biological, psychological, and social in origin.

The second Hypothesis that self-efficacy would not significantly influence social adjustment was also not confirmed. Findings revealed that self efficacy was a significant predictor of student’s social adjustment. This implies that students’ self-efficacy may shape students’ social adjustment and consequently academic excellence. This finding is consistent with relatively recent study by Akomolafe, Ogunmakin and Fasooto (2013) indicating that academic self-efficacy and academic self-concept are among variables that significantly predict students’ academic performance which is related to social adjustment. Notwithstanding, the result is in contrast with the finding of Sarsani (2007) which showed that high scores in self efficacy tend to be accompanied with low scores in adjustment while low scores in self efficacy tend to be accompanied with high scores in adjustment.

As postulated by Bandura (1997) in self-efficacy theory, students’ belief in their ability should significantly influence their academic performance as well as their adjustment.

The third hypothesis that stated that gender would not significantly influence social adjustment was supported. This implies that gender is not related to or a significant predictor of social adjustment of students. This finding supports previous finding by Ogbianigene (2014) which showed that there was significant interaction effect of treatment and gender on student’s academic performance.

Bem, (1981) in gender schematic theory maintained that gender-associated information is predominantly transmuted through society by way of [schemata](https://en.wikipedia.org/wiki/Schema_%28psychology%29), or networks of information that allow for some information to be more easily assimilated than others. [Bem](https://en.wikipedia.org/wiki/Sandra_Bem) argues that there are individual differences in the degree to which people hold these gender schemata. These differences are manifested via the degree to which individuals are sex-typed.

**Implications of Findings**

The present study like other studies have practical implications to society. First, academic self-concept proves to be positively related to a balanced social life of students. A practical implication of this finding is that apart from the traditional academic learning obtainable in our schools, every student needs his/her self concept to be developed in order to function properly. This is particularly important because academic development ought to be holistic other than just focusing on one aspect of academic development. Students who have their self concept development are known to be talented, dedicated, innovative, and dynamic. Also a student who’s their self concepts is developed remains focused to tackle their problems and looks for newer opportunities in their field of disciplines. Hence, student’s with high academic self-concepts are more likely than those with low academic self-concept to adjust adequately to social conditions and invariably excel in their studies. Self-efficacy was also discovered to play important role in student’s social adjustment. This produces another practical implication. Students’ self-efficacy among other factors may shape students’ social adjustment and consequently academic excellence. Educationist should encourage students to be build high self-efficacy as this will help them to adjust socially and academically hence reducing the number of failures and or dropouts. Similarly, building high self efficacy among students gingers them to pursue their education seriously without thinking of cheating, malpractices or any form of academic theft. One other interesting implication of this finding is that it will serve as a means of ensuring that our educational system is refurbished with intelligent, dedicated, focused, talented, and hardworking young people that will champion research to improve the society and humanity.

**Limitations of the study**

One of the limitations inherent in this study concerns the study sample. No comparison was made with other tertiary institutions, in other geo political zones of Nigeria. Thus, generalization of the finding may be limited to undergraduate of tertiary institutions in the East south geo political zone particularly Enugu state.

Another limitation of the study is the inability of the researcher to access the grade point average (GPA) of participants in the study. This could have been used to consider or check their performance in relation to how adjusted they have been in school as reflected in their academic performance.

**Recommendations for Future Research**

This research was carried out in tertiary institutions in the south eastern part of Nigeria; it is therefore recommended that further research in the topic be carried out in tertiary institutions in other parts of Nigeria to enable a wider generalization to the entire university student population.

Secondly, since social adjustment is not restricted to the university population future researchers should endeavour to extend this area of research to the vocational educational settings.

Finally, there is the need for concerted effort on the part of the guidance counselor and other stakeholders to educate students on the need to develop high academic self-concept and self-efficacy. There is also need to organize programmes where students will be encouraged to air their views about their perception of their academic self concept and self-efficacy in relation to social adjustment. This provides opportunity for them to be assisted in adjusting effectively to social conditions.

**Summary and Conclusion**

This study has examined the relationship that exists among academic self-concept, self-efficacy, gender and social adjustment. Academic self-concept proves to be implicated in making students to have a balanced social life while on campus which can translate into success. Furthermore, it can also be deduced from the study that lack of social adjustment amongst students negatively affects both males and females. Hence, educationist, counselors should make efforts to encourage students to belief in themselves and have a positive view of themselves in order to thrive well in their immediate social environment.

**References**

Adelodun, G. & Asiru, A., (2015). Academic self-efficacy and gender as determinants of performance in English discourse writing among high achieving students in Ibadan, Oyo State. *European Scientific Journal*, *11*, 28.

Akomolafe, M. J., Ogunmakin, A.O. & Fasooto, G.M. (2013). The role of academic self-efficacy, academic self-concept and academic motivation in predicting secondary school students’ academic performance, *Journal of Educational and Social Research*, *3* (2) 335-342.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44*(9), 1175-1184.

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: Freeman.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84,* 191-215.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Company.

Bandura, A., Pastorelli, C., Barbaranelli, C., & Caprara, G. V. (1999). Self efficacy pathways to childhood depression. *Journal of Personality and Social* *Psychology, 76,* 258-269.

Bakari,Y. & Balarabe, M. (2013). Relationship between academic self concept and academic performance of junior high school students in Ghana. *European Scientific Journal December, 9*, 34.

Betz, N. E., & Hackett, G. (1997). Applications of self-efficacy theory to the career assessment of women. *Journal of Career Assessment, 5,* 383-402.

Boivin M, & Hymel S. (1997). Peer experiences and social self-perceptions: A sequential model. *Developmental Psychology,* *33* (1), 135–145.

Brendgen, M., Vitaro, F., & Bukowski, W. M. (1998). Affiliation with delinquent friends: Contributions of parents, self-esteem, delinquent behavior, and rejection by peers. *Journal of Early Adolescence*, *18*(3), 244–265.

[Carney, J. V. (2000](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R6)) Bullied to Death: Perceptions of peer abuse and suicidal behavior during adolescence. *School Psychology International.* *21*(2), 213–223.

[Cillessen, A. H. N., Bukowski, W.M., & Haselager G.J.T. (2000](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R10)). Recent advances in the measurement of acceptance and rejection in the peer system. CA: Jossey-Bass. *Stability of sociometric categories.* (pp. 75–93).

DeRosier, M., Kupersmidt, J. B., & Patterson, C. J. (1994). Children's academic and behavioral adjustment as a function of the chronicity and proximity of peer rejection. *Child Development*, *65*(6), 1799–1813.

Eaton, D. K., Kann, L., & Kinchen, S., (2007). *Morbidity and Mortality Weekly Report*. *4*. Vol. 57. Center for Disease Control; Washington, DC. Youth Risk Behavior Surveillance in the United States. Surveillance Summaries.

Eccles, J. S. (2005). Studying the development of learning and task motivation. *Learning and Instruction, 15*, 161-171.

Ehrenberg, M. F., Cox, D. N., & Koopman, R. F. (1991). The relationship between self-efficacy and depression in adolescents. *Adolescence, 26,* 361-374.

Guay, F., Marsh, H. W., & Boivin, M. (2003). Academic self-concept and achievement: Developmental perspective on their causal ordering. *Journal of Educational Psychology*, *95*, 124-136.

Hormuth, S.E. (2010). *The ecology of the self: Relocation and self-concept change*. Cambridge University Press.

Jacob, J. E., Lanza, S., Osgood, D. W., Eccles, J. S., & Wigfield, A. (2002). Changes in children’s self-competence and value: gender and domain differences across grades one through twelve. *Child development,* 73, 509- 527.

Jean, D. (2010). *The academic and social adjustment of first-generation college students.*

Seton Hall University Dissertations and Theses. Retrieved from:

scholarship.shu.edu/cgi/viewcontent.cgi?article=2497&context...

Koura, A. & Al-Hebaishi, A. (2014). *The relationship between multiple intelligences, self- efficacy and academic achievement of Saudi Arabia gifted and regular intermediate students*. *Saudi Arab Educational Research Journal Int’l*, *3*(1)

[Kupersmidt J., & Dodge, K. A., (2004](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R34)). *Children's peer relations: From development to intervention*. Washington, DC: American Psychological Association.

Lampert, J. (2007). *How to unlock success in college.* Unpublished manuscript.

Lampert, J. (2007). The relationship of self-efficacy and self-concept to academic performance in a college sample: Testing competing models and measures. Retrieved from: School of Professional Psychology Theses, Dissertations and Capstone Projects.

Liu, W. C., & Wang, C. K. J. (2005). Academic Self-Concept: A Cross-Sectional Study of Grade and Gender Differences in a Singapore Secondary School. *Asia Pacific Education Review, 6*(1), 20-27. )

Marsh, H. W., Hau, K. T., & King, C. K. (2002). Multilevel causal ordering of academic self-concept and achievement: Influence of language of instruction English compare with Chinese for Hong Kong students. *American* *Research Journal*, *39*(3), 727-763.

Matovu, M. (2012) Academic self-concept and academic achievement among university students*. International Online Journal of Educational Sciences, 4*(1),107-116.

Retrieved from:www.acarindex.com/dosyalar/makale/acarindex-1423904334.pdf

Nansel, T. R, Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B, Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, *285*(16), 2094–2100.

Nasir R. & Lin, L.S. (2012), The relationship between self-concept and career awareness amongst students, *Asian Social Science*, *9*(1) 193.)

Osa-Edoh, G.I & Iyamu F.I (2012) Social life adjustment and academic achievement of adolescents in edo state: implication for counseling. *Ozean Journal of Applied Sciences, 5*(2)

Passer, M. W., & Smith, R. E. (2011). Psychology: The science of mind and behaviour 5th Edition. New York: McGraw Hill.

[Parker, J. G., Rubin, K. H., Earth, S. A., Wojslawowics, J. C., Buskirk, A. A., (2006](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R45)). Peer Relationships, Child Development, and Adjustment: A Developmental Psychopathology Persepctive. In D, Cicchetti, D. J, Cohen. *Developmental Psychopathology*. NY: Wiley; 2006.)

Schwazer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. In J. Weinman, S. Wright, and M. Johnston. Measures in health psychology: A user portfolio. *Causal and control beliefs (35-37).* Windsor, UK: NFER-NELSON.

[Sharp, S. (1995](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R50)) How much does bullying really hurt? *Education Child Psychology*, *12*, 81–88

Smith, H. M., & Betz, N. E. (2000). Development and validation of a scale of perceived social self-efficacy. *Journal of Career Assessment, 8,* 283-301.

[Spooner, C. (1999](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R52)) Causes and correlates of adolescent drug abuse and implications for treatment. *Drug and Alcohol Review*. *18*(4),453–475.

Stewart, B., Baumeister, R., & Vohs, K. (2004). *Gender in psychology.* Retrieved from Annual Review of psychology: labweb.education.wisc.edu/Steinkuehler/elpa940/reading/Stewart.pdf

Trautwein, U., Ludtke, O., Koller, O., & Baumert, J. (2006). Self-esteem, academic self concept, and achievement: How the learning environment moderates the dynamics of self concept. *Journal of Personality and Social Psychology,* 90, 334-349.

Valentine, J. C., DuBois, D. L., & Cooper, H. (2004). The relation between self-beliefs and academic achievement: A meta-analytic review. *Educational Psychologist, 39*, 111-133.

West African Examination Council in the 2015 WAEC result statistics Retrieved from: http://www.myschologist.com.ng/ng/waec-may-june-result-statistics

Wigfield, A., & Karpathian, M. (1991). Who am I and what can I do? Children's self-concepts and motivation in achievement situations. *Educational Psychologist,* 26, 233-261.

Wood, W., & Eagly, H. (2010). Gender. (S. T. Fiske, D. T. Gilbert, & G. Lindzey, Eds.) Retrieved from Dornsife.usc.edu/assests/sites/545/docs/Wendy\_Wood\_Research\_Articles/Gender\_Differences\_in\_Social\_Behaviour/wood.eagly.2010\_gender.pdf

Woodward, L. J., & Fergusson, D. M.  [(2000](file:///C:\Users\BLESSING\Desktop\CHAPTER%201%20MATERIAL\The%20Impact%20of%20Children%27s%20Social%20Adjustment%20on%20Academic%20Outcomes.htm#R6)).Childhood peer relationship problems and later risks of educational under-achievement and unemployment. *Journal of Child Psychology and Psychiatry*. *41*(2), 191–201.