

Influence of Academic Resilience, Self-Efficacy and Depression on College Life Adjustment in Korea's Nursing College Students

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Abstract

This study is a causal research conducted to identify the factors that influence the adjustment of college students to college life. The statistical analysis results of the questionnaire that was conducted on a total of 185 nursing students were as follows. 1. Adjustment had a strongly positive correlation with academic resilience ($r = .717, p = .000$) and self-efficacy ($r = .427, p = .000$), while having a strongly negative correlation with depression ($r = -.328, p = .005$). 2. The factor that had the largest positive impact on college life adjustment was academic resilience ($\beta = 0.607, p = .000$), with an explanatory power of 52.6 ($F = 69.101, p = .000$). Through this study, academic resilience was identified as having the most positive effect on college life adjustment. As a follow-up, in order to improve college life adjustment, a study to verify the mediating effects of academic resilience and a study to develop programs that would promote academic resilience are suggested.

Keywords: Adjustment, Depression, Nursing Student, Resilience, Self-Efficacy

1. Introduction

The later teen years in one's life is a transition period where the youth starts their new life at universities, focus on establishing their self-identity and preparing for adult life.

While college students have a mature physical body, their economic, social or psychological development is not quite sufficient¹. Therefore, adjustment to college life on a psychological level while responding to the various needs of the social and physical environments become an important topic.

In fact, once one enters college, the daily events such as taking courses for credit, time management, various inter-personal relationships and consideration of one's career and job search can become a potential source of stress. At a time like in recent years when employment is touch to come by after graduation, the psychological

pressure college students experience in terms of career search and decisions can only be increased on top of the academic stress they undergo. The complex stress and conflict, as well as the problem-solving process that they experience take up a large part of the adjustment to college life. This period in their lives also becomes a preparation for successful life post-graduation²⁻⁵.

Therefore, given that the fact that becoming a college student in it can be a source of stress and that stress has a negative effect on adjustment, there is a need to identify the psychological mechanisms that can minimize the side effects that may occur in relation to the various emotions students' experience. Providing measures to better adjust to college life in accordance with such mechanisms is essential to making their college life successful.

As such, this study was conducted to identify the factors that affect college life adjustment. That is, the study investigated the level of adjustment to college life in

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nursing students, their academic resilience, self-efficacy and emotional state such as depression and verified the effects these factors have on adjustment to college life.

By doing so, the study aims to provide a basic set of data that can help prepare measures for better adjustment.

2. Methodology

2.1 Study Subjects and Ethical Consideration

This study is a causal research used as self-efficacy, academic resilience and depression as independent variables and college life adjustment as the dependent variable.

Taking into consideration the ethical aspects of the research process, the purpose and intent of this study were explained to the students. Among them, those who agreed to participate in the study were provided with a questionnaire that included a confidentiality and anonymity clause. The participants were asked to spontaneously fill out the questionnaire and were informed that they can at any point in time, withdraw their consent and annul their decision to participate.

After explaining the purpose of the study, 192 nursing students who gave us their consent were surveyed using a structured questionnaire. Of these, 5 copies that were difficult to use for analysis due to the insufficient data provided were excluded for analysis purposes. During statistical analysis, two cases where the absolute value of the regression standardized residual was 3 or higher was excluded through a case-wise diagnostics, making the total number of study subjects 185.

2.2 Research Variables

For self-efficacy, the 24 question survey of Lee⁶ was used and for academic resilience, the 29 question survey of Kim⁷ was used. For college life adjustment, the 30 question scale of Kim's⁷ was used and for depression, the tools that were developed by Ronan et al and translated by Lee & Kim⁸, of which 10 questions with a high level of factor weight were selected for a 4-point Likert scale.

College life adjustment, academic resilience, and self-efficacy were measured using a 5-point Likert scale, except for depression. Cronbach alpha coefficients indicating the reliability of the research tools were respectively .83 (college life adjustment), .91 (academic resilience), .83 (self-efficacy) and .86 (depression).

2.3 Method of Data Analysis

The data were analyzed by the SPSS/PASW 19.0 program and verified using the descriptive statistics, independent t-test, one-way ANOVA, Pearson's correlation coefficients, and stepwise multiple regression.

3. Findings

3.1 The General Characteristics of the Subjects

All 185 subjects were female, of which two were in their senior (third) year and the remaining 183 students were newly admitted students in their first year. Except for one student, all of them were unmarried. To the question asking about their living arrangements, 172 students (93%) answered that they were living with their family in their home.

Five respondents (2.7%) were living in a relative's home and the remaining eight students (4.3%) were living alone or were renting a room at a boarding house. To the question asking about their religion, 47% (87 people) said they had no religion, 34.1% (63 people) said they were Christian, 14.1% (26 people) said they were Catholic and 4.9% (9 people) said they were Buddhist. Of the respondents, 175 of them or 94.6% were smokers, 25.4% (47 people) did not drink and 53.2% (117 people) drank once or 2-3 times a month. Of the total respondents, 11.3% (21 people) said they drank 1-2 times or 3-4 times a week (Table 1).

3.2 Perceived Adjustment, Resilience, Self-efficacy and Depression of the Subjects

The self-perceived college life adjustment, academic resilience, self-efficacy, and depression were as follows. Adjustment on a scale of 1 to 5 was an average of $3.21 \pm .41$ points, academic resilience was $3.43 \pm .51$ points, and self-efficacy was $3.25 \pm .33$ points. Depression, on a scale of 1 to 4 was an average of $1.88 \pm .51$ points (Table 1).

3.3 Adjustment, Resilience, Self-Efficacy, and Depression in Accordance with General Characteristics of Subjects

A verification of the difference in average scores for college life adjustment, academic resilience, self-efficacy,

Table 1. Difference between general characteristics and perceived adjustment, resilience, self-efficacy, and depression (N=185)

Characteristics	Categories	N(%)	Adjustment		Resilience		Self-efficacy		Depression	
			M±SD	F/t(p)	M±SD	F/t(p)	M±SD	F/t(p)	M±SD	F/t(p)
Gender	Female	185(100.0)	3.21±.41		3.43±.51		3.25±.33		1.88±.51	
Grade	Freshman	183(98.9)	3.21±.41	1.643 (.102)	3.43±.50	1.576 (.117)	3.25±.33	.705 (.482)	1.87±.51	-1.312 (.191)
	Senior	2(1.1)	2.73±.94		2.86±1.02		3.08±.65		2.35±.49	
Marital Status	Unmarried	184(99.5)	3.21±.41	-.783 (.435)	3.43±.51	-.380 (.704)	3.24±.33	-1.281 (.202)	1.88±.51	1.131 (.259)
	Married	1(.5)	3.53		3.62		3.67		1.30	
Living with	Family	172(93.0)	3.20±.41	.806 (.448)	3.41±.51	.791 (.455)	3.23±.31	1.706 (.184)	1.87±.52	.343 (.710)
	Alone	8(4.3)	3.31±.44		3.55±.58		3.43±.55		2.03±.44	
	Relatives	5(2.7)	3.40±.52		3.66±.57		3.38±.43		1.86±.51	
Religion	None	87(47.0)	3.15±.46	1.992 (.128)	3.36±.58	.996 (.396)	3.22±.31	1.195 (.313)	1.83±.51	2.076 (.105)
	Christianity	63(34.1)	3.29±.39		3.47±.44		3.31±.36		1.97±.51	
	Catholic	26(14.1)	3.16±.33		3.51±.44		3.21±.32		1.92±.52	
	Buddhism	9(4.9)	3.35±.24		3.52±.36		3.20±.32		1.59±.36	
Smoking Status	No	175(94.6)	3.21±.40	.871 (.444)	3.42±.48	.537 (.585)	3.24±.31	.403 (.669)	1.87±.52	.306 (.737)
	Yes	8(4.3)	3.09±.48		3.52±.74		3.29±.62		2.01±.35	
	No, before	2(1.1)	3.50±1.18		3.74±1.78		3.44±.62		1.80±.71	
Alcohol Drinking Status	No	47(25.4)	3.21±.39	.550 (.699)	3.33±.52	3.466 (.009)	3.25±.32	.208 (.934)	1.94±.56	2.286 (.062)
	1/month	65(35.1)	3.24±.40		3.46±.46		3.23±.29		1.77±.50	
	2~3/month	52(28.1)	3.14±.42		3.34±.52		3.28±.39		1.94±.44	
	1~2/week	18(9.7)	3.27±.52		3.80±.52		3.22±.29		1.85±.53	
	3~4/week	3(1.6)	3.31±.38		3.49±.25		3.29±.51		2.50±.78	

and depression in accordance with the general characteristics of the subjects showed that there was no statistically significant difference. Therefore, for college life adjustment, academic resilience, self-efficacy, and depression, homogeneity was established for the general characteristics of subjects (Table 1).

3.4 The Correlations among Variables

The result of analyzing the four variables of college life adjustment, academic resilience, self-efficacy, and depression for their correlation using Pearson correlations was as follows (Table 2).

There was a strong positive correlation ($r = .717, p = .000$) between nursing students' college life adjustment (3.21 ± 0.41) and academic resilience (3.43 ± 0.51), and also a strong positive correlation ($r = .427, p = .000$) with self-efficacy (3.25 ± 0.33). Meanwhile, there was a strong negative correlation ($r = -.328, p = .005$) between nursing students' college life adjustment with depression (1.87 ± 0.51). And there was a strong negative correlation ($r = -.343, p = .000$)

Table 2. Correlations among variables (N=185)

Variables	Mean	SD	Pearson Correlation		
			a)	b)	c)
a) Adjustment	3.21	.41			
b) Resilience	3.43	.51	.717**		
c) Self-efficacy	3.25	.33	.427**	.492**	
d) Depression	1.87	.51	-.328**	-.343**	.053

*: p-value < .05, **: p-value < .01

between depression and academic resilience. All of these results were statistically significant, but there wasn't statistically significant correlation ($r = .053, p = .238$) between depression and self-efficacy (Table 2).

3.5 The Influencing Factors of College Life Adjustment

Using a stepwise multiple regression, the variables that had an effect on college life adjustment were analyzed. The

statistical value of Durbin-Watson was 1.784, indicating no issues of self-relation of the error. An analysis of the tolerance and VIF value showed that there was no issue of multi-collinearity between independent variables. Next, a verification to see if the residual meets the hypothesis showed that it satisfied the hypotheses regarding linearity, the normality of errors and homoscedasticity.

Among the variables, resilience ($\beta = 0.607, p = .000$), self-efficacy ($\beta = 0.135, p = .027$) and depression ($\beta = -0.127, p = .025$), had an effect on the college life adjustment with an explanatory power of 52.6 ($F = 69.101, p = .000$) (Table 3). Variables with high effect on college life adjustment were academic resilience (0.607), self-efficacy (0.135), and depression (-0.127) with an explanatory power of 52.6%. In other words, the higher college student's academic resilience and self-efficacy, and the lower their depression, their college life adjustment was higher (Table 3).

4. Discussion

College life adjustment had a strong positive correlation with academic resilience and self-efficacy. And the factor that had the largest positive impact on college life adjustment was academic resilience. Meanwhile, the depression is a factor of more difficult the adjustment of college life. These findings were in line with the findings of Kim & Park⁹ and Lee¹⁰ that reported there being a high correlation between college life adjustment and psychological well-being. However, unlike studies that observed psychological well-being to be the biggest variable affecting college life adjustment⁹⁻¹¹, this study showed that academic resilience had the biggest effect on college life adjustment. College life adjustment and psychological well-being are also closely related to adjustment as an adult in social life¹². Through this study, academic resilience was identified as having the most positive effect on college life adjustment. This study is expected to be used as a basic data set for the development of training programs that can help early adjustment to college life.

Table 3. Influencing factors of college life adjustment (N=185)

Variables	B	SE	β	t	AdjustedR ²	F(p)
Constant	1.168	.233		5.016**	.526	69.101 (.000)
Resilience	.491	.052	.607	9.418**		
Self-efficacy	.170	.076	.135	2.227*		
Depression	-.103	.045	-.127	-2.261*		

*: p-value < .05, **: p-value < .01

As a follow-up, in order to improve college life adjustment, a study to verify the mediating effects of academic resilience and a study to develop programs that would promote academic resilience are suggested.

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