

**Adjustment and Self-efficacy among Students
enrolled in Short Term Courses**

**By
REVATHI, M.
(13PCP005)**

**A Thesis Submitted to the
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043**

**In Partial Fulfilment of the
Requirements for the Degree of
Master of Science
in
Counselling Psychology
(2013-2015)**

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Certified of Bonafide Research Work

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Abstract

The present study is a comparative study, exploring the differences between the level of Adjustment and Self-efficacy among students enrolled and not enrolled in short term courses. Snow ball sampling technique was used to collect the data from the samples. Data was collected from 214 samples (107 males and 107 females) enrolled and not enrolled in Short Term Courses. The Statistics were calculated by the use of the Mean, Standard Deviation, Independent t-test and Pearson's Product-Moment correlation.

The results were analyzed and found to state that students enrolled in Short Term Courses have higher levels of Self-efficacy and lower levels of Adjustment in comparison to those not enrolled in Short Term Courses. It was also found that there are gender differences in the same and a negative correlation exists between the variables studied.

Chapter-I

Introduction

Happiness comes from....some curious adjustment to life.

--Hugh Walpole

The Current educational scenario, owing to its competition and wideness of opportunities present, demands a great level of effort and hard work from the students, which in turn raises the requirement of other qualities in them. Adjustment plays a very important role among these qualities, as it helps the individual in faster adaption and accommodation with his/her settings. In addition to this, self-efficacy, being a determinant of one's own level of efficacy, plays a major role in how the individual perceives his-self / her-self, thus influencing a major part of his behaviour. This study would hence explore these variables among students enrolled in short term courses and those who have not. The sample has been selected with the presumption that the gain of additional knowledge through extra-curricular courses and the socialization that happens in these pockets would have an impact on both these factors which are being studied.

Adjustment

Adjustment is the process of arriving at a balanced state between the need of an individual and their satisfaction (Toheed, 2012). The individuals today are facing many contradictions and hence face difficulty in adjusting with the environment. Being a social animal, man needs to be in connection with people and to remain in connection, he has to adjust with the values of the society. Without social adjustment man cannot live happily (Chirang, 2012).

Transition from school to college is a complex process for almost all students, where Pascarella and Terenzini (1991) describes this transition as a culture shock, which involves significant social and psychological relearning in the face of encounters with new ideas, new teachers, new-friends, etc. According to Arkoff (1968), the definition of college adjustment reflects how much an individual achieves through this transition and its effect on personal growth. In terms of adjustment, it also depends upon the capability of getting grades and

eventually indulging in new programs. In such situations, Adjustment difficulties arise from the differences in expectations of the students and the reality.

According to Darwin's theory of evolution (1958), any species which adapted successfully to the demands of living, survival and multiplication lasted, while others which did not died out. Therefore adaptation or change in oneself according to the external environment is a basic need for survival. However the concept of adjustment is not as simple as adaptation. Psychologists and scholars differ considerably in interpreting its meaning and nature.

James Drever (1952) defines adjustment as the modification to compensate for or to meet special conditions. It is a psychological concept that refers to the behaviour that permits people to meet the demands of the environment (Rathus & Nevid, 1986). Adjustment with university life can be a strong indicator of the academic level of the students from one hand, and the level of social relationship development and achievement of personal goals from the other hand (Alnabhan, 2001). Some educational scholars studied this aspect in order to explore the status of the academic, social, and psychological level of undergraduate students, thereby determining the problems faced by them when trying to achieve their goals (Ali, 2003; Saldern, 1992).

The stage of university education is an important part of a student's life, as they move from total dependence on the teacher, family and curriculum into the complete independence. Moreover, many students move away from their cities into new places leading to a change in their cultural, social and psychological environment, which may further affect their adjustment with university life (Al- Shinawi & Abdurrahman, 1994). It is known that university life has its own demands and challenges, and failure in meeting these demands and challenges will lead to problems in academic, psychological and social domains (Abu Baker, 1997). Experience outside the classroom not only plays a crucial role in the development of students, but also has an impact on the academic performance (Kuh, Cruce, Shoup , Kinze & Gonya, 2008).

Students of today are facing a multi-faceted and complex world of work. They are engaged in highly specialized tasks, spend an extended period of time in technical institutes, colleges and post-graduate centers, in order to acquire specialized skills, educational experiences and professional training (Boynd & Bee, 2006). A Successful adaptation to college is defined by such criteria as remaining in college, enjoying psychological well-being and performing well in

academics. It is well adjusted graduates who are believed to drive a strong internationally competitive economy, compared with poorly adjusted counterparts (Lapsley & Edgerton, 2000).

There are many challenges for the students engaged in different activities, which is also characterized by many positive features. It is suggested that students are more likely to be grown up, have more modules from which to select, have more time to spend with peers, have more opportunities to explore different lifestyles and values, enjoy greater independence from parental monitoring and they are challenged intellectually by academic work (Heaven, 2000).

Concept of Adjustment

Adjustment is the relationship which comes to be established between the individual and the environment. Every individual holds a certain position in his/her social relations; each and everyone is trained to play their role in such a way that his/her maximum needs will be fulfilled so as to gain maximum satisfaction. Psychologists have interpreted adjustment from two important points of view:

- Adjustment as an Achievement
- Adjustment as a process

Adjustment as an Achievement. Adjustment as an achievement means how effectively an individual can perform his/her duties in different circumstances.

Adjustment as a Process. Adjustment as a process stands for the continuous application of it in different circumstances. This is of major importance for psychologists, teachers and parents. In-order to analyze the process one should study the development of an individual longitudinally from an individual's birth onwards. The adjustment of any individual largely depends upon their interaction with the external environment in which they live.

Ways to enhance Adjustment

The following are a few ways by which one can improve one's level of adjustment in different situations:

- To plan the better use of time
- To plan work and sleep schedules

- To enhance social skills
- To try relaxation methods

Short Term Courses

Today's fast paced and bustling world requires the modern worker to become a jack-of-all-trades. Ranging from one month to one year, short term courses are the platform which makes the individual to formalize their skills gained in the workplace and to build upon the qualification gained through the university. Rather than spending a lifetime studying degrees and gaining higher qualification, short term courses gives the opportunity to update one's skill-set in a shorter span of time (Riddell, 2013).

In the present study, Short Term Courses are the courses that can be completed within a short period of time, mainly in leisure times. These courses mainly help to improve educational and professional qualifications, to enhance confidence level and help an individual in tackling the competitions of daily life (Vicky, 2013). These are educational or other courses that could be completed in addition to formal education, simultaneously. People utilize their free time for such courses in order to support their profession and their personality. These courses are not like prime educational qualification but give extra strength to an individual's skill-set. Students gain additionally from the participation in these courses, based on the effort which they put in these activities (Astin, 1984).

Participation in extracurricular activities provides students with an opportunity to create a positive and voluntary connection to their classroom environment. Participation in an after-formal education program is designed to build self esteem, have positive effects on standard test scores in arithmetic and reading, while receiving extended time to complete homework did not have the same positive effects on self esteem or achievements (Cosden et al., 2004).

Advantage of Short Term Courses

Short Term Courses are the educational or other course which can be completed in a short period of time. Students utilize their free time for some short term courses to strengthen their educational qualification. There are many advantages of the short term courses are as follows

- Extra support to one's main educational qualification and experience.
- To improve knowledge
- To improve personality
- Work as a stress relief program for people
- Learning Time management and Prioritizing
- Achieving Competence
- Managing Emotions
- Becoming Autonomous
- Increasing Self-Esteem
- Establishing Identity
- Building solid relationship skills
- Mature interpersonal relationships
- Developing integrity
- Getting involved in diverse interests
- Learning about long term commitments

Challenges

There are few challenges encountered by the students enrolled in short term courses, they are as follows

- Decrease in personal freedom
- Increase in responsibility
- Increase in demand for time management

- Difficulty to cope up with surroundings and new relationships

Self-Efficacy

Self-efficacy refers to the beliefs about one's own capability to learn or perform behaviours at designated levels (Bandura, 1986, 1997). There is evidence that self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties, than do those who doubt their capabilities (Bandura, 1997).

Salomon (1984) has found that self-efficacy is positively related to self-rated mental effort and achievement during student's learning. Self-efficacy beliefs also provide students with a sense of agency to motivate their learning through use of such self-regulatory processes as goal setting, self-monitoring, self-evaluation, and strategy use (Zimmerman, Bandura, & Martinez-Pons, 1992).

Formation of Self-Efficacy

According to Bandura (1994), building self-efficacy involves several processes, as follows

- Goal Setting
- Motivational Process
- Affective Process
- Selection Process

Types of Self-Efficacy

Based on the Challenges encountered by the individual, the self efficacy was classified into three types (Zimmerman, Bandura & Martinez-pons, 1992), they are

- Self Regulatory Self-efficacy
- Social Self-efficacy
- Academic Self-efficacy

Self Regulatory Self-efficacy. It is an individual's ability to resist peer pressure and avoid high risk activities.

Social Self-efficacy. It is an ability to form and maintain relationships are assertive engages in leisure time activities.

Academic Self-efficacy. It is an ability to do course work, regulate learning activities, to meet the expectancies (Eden & Aviram, 1993).

Characteristics of Self Efficacy

The possession of self-efficacy as a characteristic adds-on to the following characteristics:

- Self-Confidence
- Accurate Self-Evaluation
- Willingness to take risks
- Sense of Accomplishment

Sources of Self-Efficacy

Self-Efficacy as a characteristic that can be acquired and developed through the following:

- Vicarious Experiences
- Verbal Persuasion
- Past Performance
- Physiological cues

Importance of Self-Efficacy

Self-efficacy can greatly impact how people feel, think, behave, and motivate themselves. People who have a heightened sense of self-efficacy will possess the following characteristics:

- See challenging problems as tasks to be mastered, rather than threats to be avoided
- Develop greater intrinsic interest and focus in their activities

- Set challenging goals and demonstrate a stronger sense of commitment to them
- Quickly recover their self-efficacy following setbacks and disappointments (Bandura, 1994)
- People who have a low sense of self-efficacy:
 - Avoid difficult tasks and view them as personal threats
 - Have a weak commitment to their goals and believe that difficult tasks and situations are beyond their capability
 - Dwell on personal failures and negative outcomes, rather than on how to succeed
 - Quickly lose faith in their personal abilities and easily develop depression and stress (Bandura, 1994)

In addition, people who possess high self-efficacy have a tendency to learn and achieve more than those with low self-efficacy, "even when actual ability levels are the same" (Ormrod, 2008).

Factors Affecting Self-Efficacy

Bandura (1997) stated that there are four factors that affect individual's self efficacy. They are

- Experience
- Modelling
- Social Presentation
- Psychological factors

Short term Courses and Self-Efficacy

Short term courses provide an atmosphere where students can meet individuals from different background and learn from their different experiences, thus using social cognitive theory to learn how others form self-efficacy (Frank, 1996). In addition, the short term courses demand dedication and typically challenge adolescents, to perform at increasingly higher levels

Need for the Study

Taking into consideration the current scenario and the findings of the previous studies, it can be observed that active participation in Short Term Courses along with the formal education provides students with an opportunity to create a positive and voluntary connection to their classroom environment. Volunteer involvement in such sort of activities may lead to increase in self-efficacy. Adjustment is one of the important challenges for the students engaged in such sort of activities. The purpose of the study is to assess the relationship between the level of adjustment and self efficacy among the students enrolled and not enrolled in short term courses.

In this competitive world, most of the students engage in different sort of short term courses and non-academic activities in addition to formal education. The basic reason for joining these sort of courses is that it makes the students to perform better than others. More over participating in extra-curricular activities is one of the ways to develop social skills and enhance adjustment, which in turn fosters self-confidence, self-esteem and enhances efficacy. Even though, they have a passion to do these activities, they face lot of contradictions and feel stressed out. Hence, it is important to keep a balance between their formal education and non-academic activities. This need has in turn risen the necessity of the current exploration, the findings of which can be applied in the enhancement of the above stated balance.

Chapter-II

Review of Literature

Many theories have been proposed to explain what motivates individual's adjustment and self efficacy. The following literature covers a wide variety of such theories and themes in a variety of contexts.

Self -Efficacy

Locicero and Ashby (2008) conducted a study on "Multidimensional Perfectionism and Self-Reported Self-Efficacy in College Students". The purpose of this study was to assess the relationship between perfectionism and self-efficacy in college students. A multivariate analysis of variance including subscales of the Self-Efficacy Scale revealed significant differences between adaptive perfectionists, mal-adaptive perfectionists, and non-perfectionists. Follow-up tests showed that the adaptive perfectionists scored significantly higher than both mal-adaptive perfectionists and non-perfectionists on General Self-Efficacy and Social Self-Efficacy. The findings of this study were consistent with the growing literature that suggests perfectionism may be adaptive as well as maladaptive. And Hence it is found that Adjustment is related to the self –efficacy.

An investigation was conducted by Lema and Agrusa (2008) on "Self-Efficacy, Industry Experience, and the Self-Directed Learning Readiness of Hospitality Industry College Students". One hundred and nine college students who worked in the hospitality industry, from two major institutions of higher education on the island of Oahu, formed the sample group. The findings indicate that self-efficacy is a significant predictor of self-directed learning readiness, which is consistent with self-efficacy theories involving adult learners.

Ten, Samuelstuen and Stromse (2010) examined whether perceived self-efficacy moderated the relationship between performance goals and self-regulatory strategy use in two different samples of 178 and 108 Norwegian post-secondary students, on the topic "Does students' self-efficacy beliefs moderate the effects of performance goals on self-regulatory strategy use". Using multiple regressions with interaction terms, they found that perceived self-efficacy moderated the relation between performance-avoidance goals and reported use of self-

regulatory strategies for students in a competitive, performance-oriented context. Specifically, in that context, there seemed to be a negative effect of increased performance-avoidance goal orientation for students with high self-efficacy and a positive effect of increased performance-avoidance goal orientation for students with low self-efficacy. While the nature of this moderator effect is not consistent with what has previously been suggested by researchers using a goal orientation framework, their findings point to the importance of examining self-efficacy moderator effects in different study contexts.

The relationship among students characteristics, self-regulated learning, technology self-efficacy, and course outcomes in online learning settings was examined by Wang, Shannon and Ross(2013) on “Students’ characteristics, self-regulated learning, technology self-efficacy, and course outcomes in online learning”. Two hundred and fifty-six students participated in this study. All participants completed an online survey that included demographic information, the Modified Motivation Strategies Learning Questionnaire, the Online Technology Self-Efficacy Scale, the Course Satisfaction Questionnaire, and the final grades. The researchers used structural equation modeling to examine relationships among student characteristics, self-regulated learning, technology self-efficacy, and course outcomes. Based on the findings, they recommend that instructors design courses in a way that can promote students’ self-regulated learning behaviors in online learning settings and that students in online classes, as in traditional classes, set aside a regular time to concentrate on the course.

Content mastery and self-efficacy were measured by Brannick, Miles and Kisamore (2006) on “Calibration between student mastery and self-efficacy”. A multiple-choice test measured content mastery and a questionnaire measured self-efficacy. The size of the correlation between self-efficacy and content mastery indicates calibration, that is, the similarity in standing between a self-description of skills and a normative evaluation of the same skills. The results were consistent with the idea that instruction facilitates content mastery, self-efficacy and calibration. Students improve in actual knowledge and beliefs regarding competence in a domain, but also appear to gain a better understanding of their own standing relative to others in the domain.

A study strived to better understand the associations between the development of late adolescents' self-efficacy beliefs toward science, and vocational and academic adjustment (i.e.,

career decidedness, scientific interests, science achievement, and persistence in science), conducted by Larose, Ratelle, Guay, Senecal and Harvey, on the topic “Trajectories of science: self-efficacy beliefs during the college transition, academic and vocational adjustment in science and technology programs”. Participants were 411 late adolescents, all admitted in a science-related field in college. Overall, students with high stable or increasing self-efficacy trajectories reported the most positive academic and vocational outcomes. The result showed that there was an evidence for a gender moderating effect on career decidedness, where experiencing increasing and high stable self-efficacy beliefs toward science was associated with a gradual clarification of one's vocational choice.

A study including younger and older adults, which examined the effects of memory self-efficacy, learning goals (focusing on skill mastery over time) and performance goals focusing on performance outcome evaluations) on memory performance was conducted by Hastings and West (2011), entitled “Goal orientation and self-efficacy in relation to memory in adulthood”. Questionnaires measured memory self-efficacy and general orientation towards learning and performance goals; free and cued recall was assessed in a subsequent telephone interview. As expected, age was negatively related and education was positively related to memory self-efficacy, and memory self-efficacy was positively related to memory, in a structural equation model. Age was also negatively related to memory performance. Results supported the positive impact of learning goals and the negative impact of performance goals on memory self-efficacy. There was no significant direct effect of learning or performance goals on memory performance; their impact occurred via their effect on memory self-efficacy.

Vieira and Grantham (2011) attempted to examine the roles of trait autonomy, trait self-efficacy, important goal-related task engagement and gender in predicting whether undergraduate university students are willing to set difficult goals on the topic “University students setting goals in the context of autonomy, self-efficacy and important goal-related task engagement”. One hundred and thirty-six undergraduate communications students from the North-Eastern USA completed an online survey. The relationships were examined using structural equation modelling. The results in this study revealed that trait autonomy indirectly and positively predicted setting difficult goals through trait self-efficacy and a person's willingness to engage in important tasks. Also, the results suggest that before males engage in

challenging goal attainment they must perceive themselves as self-efficacious, whereas females are inspired by tasks that are important to them.

Rushi (2007) conducted a study on “Questioning the utility of self-efficacy measurements for Indians”, which examined the influence of academic self-efficacy and social support on the academic success of Indian-American and Caucasian-American undergraduate students. 200 students completed a demographic form and five surveys. The data showed that academic self-efficacy had a significant effect on college grade point averages (GPA) for Caucasians, but not for Indians. Regarding social support, the quality of mentoring relationships was found to be twice as high for Indians than Caucasians. The total number of mentors, however, was significantly higher for Caucasians. The results of this study support theories that highlight the importance of social support on Indian’s academic success, and of academic self-efficacy on Caucasians academic success. This study also provides support to the existing literature that the construct of self-efficacy is culturally biased, and questions the utility of self-efficacy measurements for the Indian ethnicity.

To determine the differential influence of self- and collective efficacy beliefs on the psychological well-being of individuals within a community in transition, a study was conducted by Roos, Potgieter and Temane (2014) on “Self-Efficacy, Collective Efficacy and the Psychological Well-Being of Groups in Transition” for which a cross sectional survey design was used to collect data from 1050 Setswana speaking participants from urban (n = 451) and rural (n = 599) areas in the North-West Province of South-Africa. The Community Collective Efficacy Scale (CCES) and the Generalized Self-Efficacy Scale (GSE), as well as the Affectometer 2 (AFM) and Satisfaction with Life Scale (SWLS) were administered. Descriptive statistics, as well as correlational and regression analyses were conducted to determine the association between self-efficacy and collective efficacy, and the different measures of psychological well-being. Results indicated that participants from the urban context reported higher levels of both self-efficacy and collective efficacy, as well as higher levels of psychological well-being than their rural counterparts. A strong and significant relationship was found between self-efficacy and collective efficacy, and between efficacy beliefs and psychological well-being. Efficacy beliefs are important factors in the prediction of

psychological well-being. Raising either self-efficacy or collective efficacy could lead to higher psychological well-being or better adjustment during the process of urbanization.

Cantrell, Correll, Clouse, Creech, Bridges and Owens(2013) conducted a study on “Patterns of Self Efficacy among College Students in Developmental Reading”. In this study students enrolled in developmental reading were compared to students who were not placed in developmental reading courses in terms of self-efficacy in various contexts. Results indicated that the students in developmental reading courses had significantly lower levels of self-efficacy in academic and personal context than students in credit bearing English courses, hence showing high levels of self-efficacy in undertaking extra-curricular courses.

Adjustment

Adjustment to the university environment is regarded as an important factor in predicting university outcomes. A study conducted by Peterson, Louw and Dumont (2009), on the topic “Adjustment to university and academic performance among disadvantaged students in South Africa” examined the pathways taken by adjustment and other psychosocial variables (help-seeking, academic motivation, self-esteem, perceived stress, and perceived academic overload), in relation to the success of economically and educationally disadvantaged students at university. Participants were 194 first-year students on need-based financial aid at a South African university; they completed questionnaires that measured these psychosocial variables, and their final first-year academic results were obtained via the university’s records office. Path analyses showed that adjustment did not function as a pure mediator on academic performance as the dependent variable. Furthermore, the psychosocial factors explained much (59%) of the variance in the students’ adjustment and 20% of the variance in their academic performance. Hence, the psychosocial variables better explained the students’ adjustment to university than academic performance.

A Study was conducted by Haynes (2010) on the topic “Influence of Self-Concept on School Adjustment among Middle-School Students” to view the influence of children's self-concepts on their school adjustment and behavior. They found the strength of the influence and contribution of specific self-concept dimensions to children's nonacademic performance in schools to be uncertain. This issue is important in view of evidence that behavior problems are

acute among minority children in inner-city public schools. The purpose of this study was to examine the relationship between specific self-concept dimensions and school adjustment in three areas: (a) general classroom behavior, (b) group participation, and (c) attitude toward authority, as assessed by teachers. The sample consisted of 142 American middle-school children who attended four inner-city public schools. The results showed that significant bi-variate correlations existed between each self-concept dimension on the Tennessee Self-Concept Scale and the three behavioral domains studied

The University support to student's transition to university life can be divided into three dimensions, namely: academic adjustment, social adjustment and psychological adjustment. Previous researches show that there are relationships among those adjustments. A research on "Relationships Among Academic, Social and Psychological Adjustments to University Life: Comparisons across gender" by Yau, Sun and cheng (2012). The purpose of this study is to examine the gender differences in perception of relationships among these adjustments during the transition period. This study is based on a survey of 265 students from five Hong Kong universities. Their findings show that: (i) social adjustment is perceived by female students to have more influence on academic adjustment than male students; (ii) psychological adjustment is perceived by female students to have more influence on academic adjustment than male students; and (iii) there is no significant difference in the relationship between social and psychological adjustments for both female and male students.

Duru and Poyrazli (2011) conducted a study on "Perceived discrimination, social connectedness, and other predictors of adjustment difficulties among Turkish international students". This study examined the role of perceived discrimination, social connectedness, age, gender, years of study in the US, English language competency, and social contact patterns on adjustment difficulties among a sample of 229 Turkish international students studying in the United States. Findings indicated that, the students who reported higher levels of social connectedness, lower levels of perceived discrimination, more years of study in the US, and higher levels of English language competency reported lower levels of adjustment difficulties, the (lack of) social connectedness and perceived discrimination were predictors of adjustment difficulties. In addition, results indicated that students who socialized with

individuals from the US had lower levels of adjustment difficulties than did those who socialized with co-culture members.

An empirical study was conducted on gender differences in the relationships among academic, social and psychological adjustments of university support. There were three dimensions through which university support for student's transition to university life was measured, namely, academic adjustment, social adjustment and psychological adjustment. In order to assess this a research was conducted by Yau and cheng (2015) on the topic "An empirical study into gender differences in the relationships among academic, social and psychological adjustments of university support". In their previous research studies, they found that there were relationships among those adjustments. However, less is known about gender differences in these relationships. The purpose of their study was to examine the perceived gender differences in perception of the relationships among these adjustments during the first year undergraduate transition period. The study was based on a survey of 114 first year undergraduate students from a Hong Kong local university. Their findings revealed that (1) female students perceive social adjustment to have more influence on academic adjustment than male students, (2) female students perceive psychological adjustment to have more influence on academic adjustment than male students, and (3) there are no significant differences in the relationship between social and academic adjustments for female and male students.

Bettencourt, Charlton , Eubanks , kernahan and Fuller (2010) conducted a study on the "Development of Collective Self-Esteem Among Students: Predicting Adjustment to College". This study investigated whether collective self-esteem predicts adjustment in a particular domain. They measured the collective self-esteem as it related to student's membership in their residence halls. Their adjustment measures included social and academic adjustment to college, as well as grade point average. Measures were taken at two different time periods during an academic year. The results showed that academic adjustment at the end of 1st year in college was predicted by development in collective self-esteem. Moreover, development in collective self-esteem was associated with improvements in adjustment to college from the 1st semester to the second semester.

A Study on “Confirmatory Factor Analysis of Transfer Student Adjustment” by Young and Litzler (2013) focused predominately upon and investigated the observation of transfer shock: a decrease in grade point average (GPA) experienced after transferring. Their study indicated that student experience in college differs by gender and race, and there were increased calls to determine the factors that differentiate these groups. Researchers used the data from 1,079 engineering transfer students from the Project to Assess Climate in Engineering (PACE) survey. The overall findings support the factorial structure of adjustment being divided into academic, social, and psychological dimensions and show that these measures are invariant across sex, race/ethnicity, and transfer institution type.

A longitudinal study was conducted by Wu and Hammond (2011) on “Challenges of university adjustment in the UK: a study of East Asian Master’s degree students”. This paper reported on the adjustment of East Asian Master’s level students who came to study at a campus-based university in the UK during 2004–05. International students face challenges in respect to language proficiency, academic expectations and social participation. In this longitudinal study the experiences of a group of students from East Asian countries were surveyed, with a sample of eight students from five countries tracked through regular interviews. The paper describes the level of satisfaction that students experienced and the challenges they faced. It was found that, students largely enjoyed their sojourn and achieved satisfactory levels of academic success. They encountered ‘culture bumps’ rather than culture shock. Adjustment was facilitated by adequate preparation, appropriate academic attainment and satisfying levels of social participation with other international students. It was suggested that these students were experiencing an “international postgraduate student culture” rather than integration into local culture.

A Study on relationship between self esteem and adjustment among students were conducted by Pasha and Munaf(2013) in which they investigated various dimensions of self esteem and five domains of adjustment on the topic “Relationship of Self –esteem and Adjustment in Traditional University Students”. 83 freshmen doing first year Masters Program were the participants of this study. As a result it is found that self-esteem was significantly related to adjustment.

A research conducted by Carroll, Houghton, Wood, Unsworth, Hattie, Gordon and Bower (2008) on “Self Efficacy and achievement in Australian High School Students: The Mediating effects of academic aspirations and delinquency”. The purpose of this study was to investigate the structural relations among self efficacy, academic aspirations and delinquency, on the academic achievement of 935 students. The Children’s Self Efficacy Scale, Adapted Self-report Delinquency Scale and Children’s Academic Aspiration Scale were administered to the participants. As a result they found that the Academic and Self efficacy had a positive and negative relationship with academic aspiration and academic achievement respectively.

By considering the above studies, it is obvious that students develop adjustment in due course of time when they interact with a wider range of people. It is also evident that performing courses in addition to formal education enhances the self-efficacy of students, where the present study aims at exploring the relationship between the factors.

Chapter-III

Method

The procedure pertaining to the present study “Adjustment and self-efficacy among students enrolled in short term courses” was carried out involving the following steps:

- Objectives
- Research Questions
- Hypotheses
- Area
- Sample
- Tools
- Procedure
- Analysis of Data

Objectives

- To assess the level of Adjustment among Students enrolled in Short Term Courses
- To assess the level of Adjustment among Students not enrolled in Short Term Courses
- To assess the level of Self-efficacy among Students enrolled in Short Term Courses
- To assess the level of Self-efficacy among Students not enrolled in Short Term Courses
- To compare the difference between boys doing and not enrolled in Short Term Courses
- To compare the difference between girls doing and not enrolled in Short Term Courses
- To compare the gender difference between boys doing and girls enrolled in Short Term Courses
- To compare the gender difference between boys not doing and girls not enrolled in Short Term Courses

Research Questions

- What is the level of Adjustment among Students enrolled in Short Term Courses?
- What is the level of Adjustment among Students not enrolled in Short Term Courses?

- What is the level of Self-efficacy among Students enrolled in Short Term Courses?
- What is the level of Self-efficacy among Students not enrolled in Short Term Courses?
- Is there any difference between boys doing and not enrolled in Short Term Courses?
- Is there any difference between girls doing and not enrolled in Short Term Courses?
- Is there any gender difference between boys doing and girls enrolled in Short Term Courses?
- Is there any gender difference between boys not doing and girls not enrolled in Short Term Courses?

Hypothesis

The following hypothesis will be verified:

- The Students enrolled in Short Term Courses have high Self-efficacy
- The Students enrolled in Short Term Courses do not have Adjustment issues
- Gender differences exist between those enrolled and those not enrolled in Short Term Courses
- There is relationship between Adjustment and Self-efficacy
- There is relationship between Adjustment and Self-efficacy and Gender respectively.

Area

The area selected to conduct the study was Maya Academy, Coimbatore. The reasons for selecting this are as follows:

- Availability of the required number of sample
- Approval and facilities provided by the authorities to carry out the research
- Willingness and co-operation of the students to be part of the study

Sample

Adolescent students 214 (107 boys and 107 girls) in the age range of 17-25 enrolled and not enrolled in short term courses from Maya Academy, Coimbatore, were selected as the sample.

Inclusion criteria. The selection of samples would be based on the fulfilment of the following criteria:

- Students in the age of 17-25
- Students doing short-term courses other than formal education
- Students undergoing formal education
- Students not having any psychological issues
- Students not having any physical ailments

Exclusion criteria. The sample population would not include those who match these criteria:

- Students not in the age of 17-25
- Students not doing short-term courses
- Students not undergoing formal education
- Students having psychological issues
- Students having physical ailments

Tools

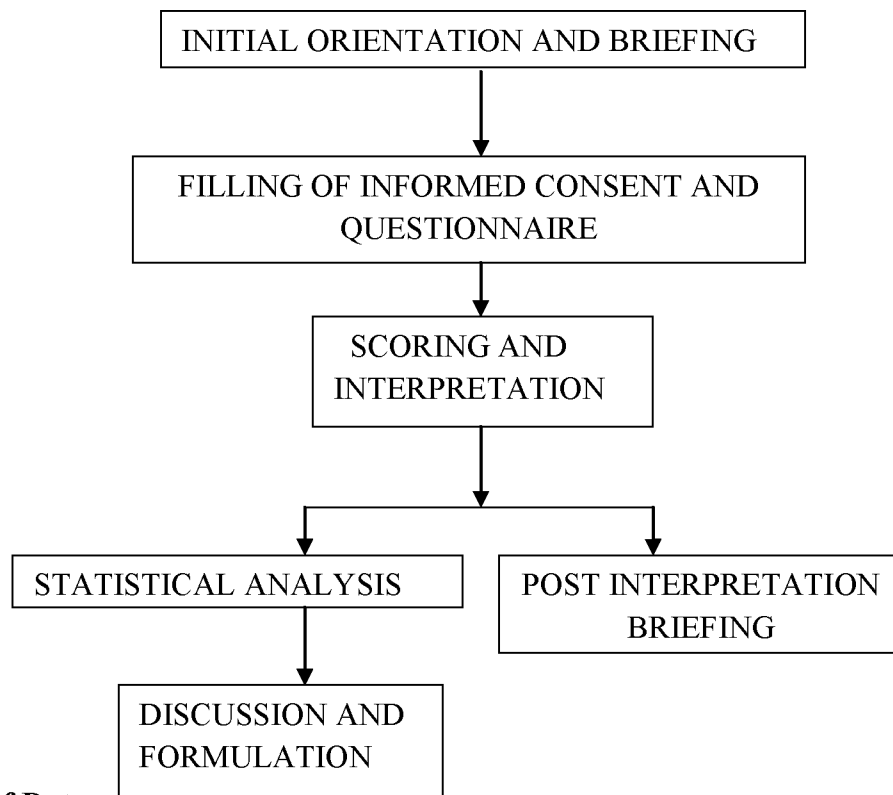
The researcher would use the following tools for the purpose of measuring Adjustment and Self-efficacy among the Students enrolled in short term courses and those who have not.

- **Informed Consent Form(Annexure I)**
- **Socio-Demographic Status Profile (Annexure II).** The profile was constructed by the researcher in order to collect information about the participant's basic details such as name, age, gender, educational qualification, family type etc.
- **Adjustment Inventory for College Students (Annexure III).** This tool was constructed by Dr. Singh and Prof. Sinha (1995). It is used to measure the adjustment level of college students in five different areas, viz, Home, Health, Emotional, Social and Educational. It contains 102 items out of which area of Home contains 16 items; area of Health contains 15 items, Social 19 items, Emotional 31 and Educational 21 items. The criterion for adjustment of students is based on scores gained by students in inventory.

- **General Self-Efficacy Scale (Annexure IV).** The GSE was developed and standardized by Schwarzer and Jerusalem (1995). This is a 10 item scale, which is used to measure the Self-Efficacy of the research participants.
- **Ethical Clearance Form (Annexure V)**

Procedure

Initially, the selected sample will be given the initial orientation. Then the Informed Consent Form, Socio-Demographic Status Profile, Adjustment Inventory for College Students (AICS) and General Self-Efficacy Scale(GSE) will be given to them. The collected data will then be analysed using the statistical measures and the results will be formulated.



Analysis of Data

The data was analyzed using SPSS 16.0 Version.

Chapter-IV

Results and Discussion

A study on “Adjustment and Self-efficacy among Students Enrolled in Short Term Courses” was conducted in Maya Academy, Coimbatore. Two Hundred and fourteen Students served as a sample based on Snow ball sampling method. The age range of the sample was from 17-25 years. Those who are pursuing short term courses along with their formal education and those who do not have any physical ailments and psychological issues were included as the sample.

An initial orientation about the study was given to them and the informed consent form was got signed. Socio-Demographic Status Profile, Adjustment Inventory for College Students (Dr. Singh & Prof. Sinha, 1995), and General Self-efficacy Scale (Schwarzer and Jerusalem, 1995) were used to collect data from the sample. The collected data was analyzed using different statistical measures with the help of the SPSS software.

The purpose of this study was to assess and compare the level of Adjustment and Self – efficacy among students enrolled and not enrolled in short term courses. The results also include the influence of Gender on the levels of Adjustment and Self-efficacy among the students enrolled and not enrolled in short term courses and the relationship between the levels of Adjustment and Self-efficacy.

The results of this study have been organized into different tables in order to summarize the following:

- (i) Mean, standard deviation and t-value in the levels of Adjustment between students enrolled in short term courses and not enrolled in short-term courses
- (ii) Mean, standard deviation and t-value in the levels of Self-efficacy between students enrolled in short term courses and not enrolled in short-term courses
- (iii) Mean, standard deviation and t-value in the levels of Adjustment based on gender
- (iv) Mean, standard deviation and t-value in the levels of Self-efficacy based on gender
- (v) Relationship between levels of Adjustment and Self-efficacy
- (vi) Relationship between gender and levels of Adjustment
- (vii) Relationship between gender and levels of Self-efficacy

The Data was tested for normality and found to be normally distributed. Hence parametric tests including Mean, Standard Deviation, Independent sample T-test and Pearson's Product Moment correlation were used for calculation. The mean was used to assess the average of the variables; standard deviation represents the difference between the least and the most value; independent sample t-test was used to assess the difference between the independent variables such as Gender and Short Term Courses and in order to investigate the relationship between the variables such as Adjustment, Self-efficacy, Short Term Courses and gender, Pearson's Product Moment correlation was used.

Table1

Mean, standard deviation and t-value in the levels of Adjustment between students enrolled in short term courses and not enrolled in short-term courses

N=214			
Nature of sample	Mean	Standard Deviation	Z
Students enrolled in Short-Term courses	40.81	9.76	5.565**
Students not enrolled in Short- Term Courses	49.86	12.07	

**Significant at the 0.05 level

Figure 1

Mean level of Adjustment between students enrolled and not enrolled in short term courses

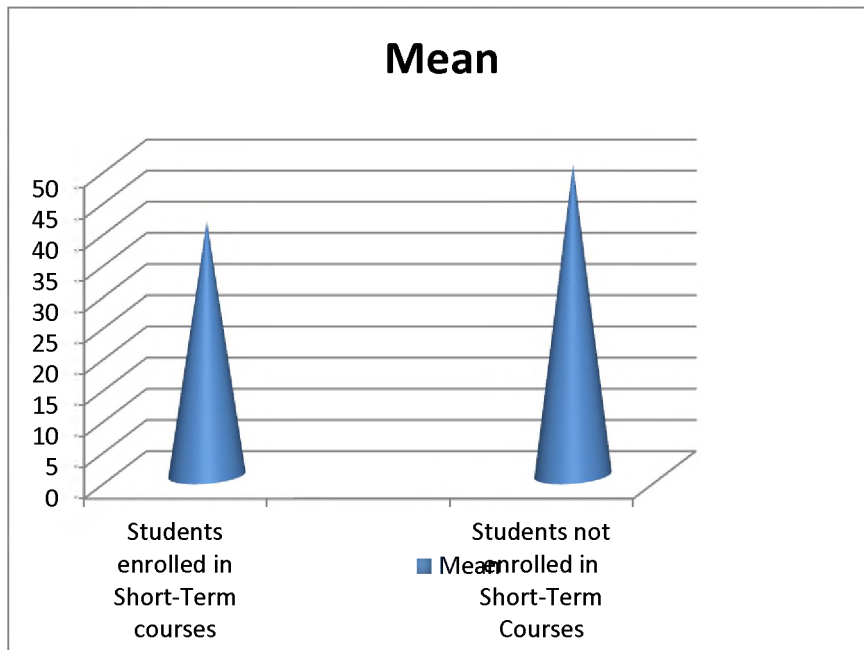


Figure 2

Standard Deviation in the level of Adjustment between students enrolled and not enrolled in short term courses

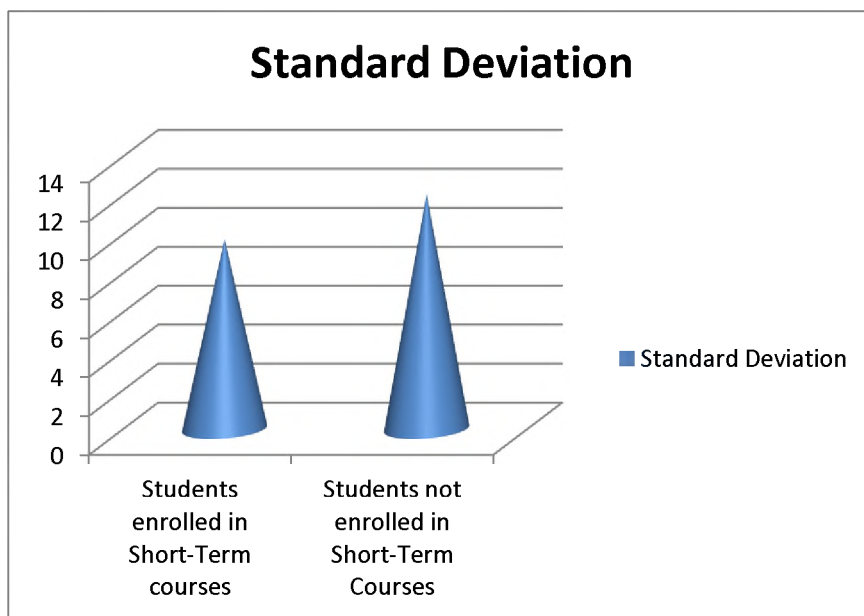


Table 1 and Figure 1 shows the mean and standard deviation in the levels of adjustment between students enrolled in short term courses and not enrolled in short-term courses. It proves that there is a mean difference between the students enrolled and not enrolled in short term courses at 40.81 and 49.86 respectively, which states that the students enrolled in short term courses have lower level of adjustment in comparison to students not enrolled in short term courses.

This finding supports the study of Pascarella and Terenzini (1991), in which they have described that the students those who were involved in short term courses along with formal education face Adjustment issues, which involves significant social and psychological relearning in the face of encounters with new ideas, new teachers and new friends with quite varied values and as well as beliefs, new freedoms and opportunities, and new academic, personal and social demands.

But this finding falsified the study of Enochs and Roland (2006) where they found that the students those who have enrolled in short term courses were able to be adjust better and they also found that they are able to connect with others in their new environment. It was also found that those who have a good social support network adjust better than those who are not able to build a new support system.

Hence, the results of the current study state that students enrolled in short term courses face Adjustment issues which can be attributed to various reasons such as higher work load, increased need for responsibility taking, demands of the extra course in addition to that of formal education, need to show heightened levels of involvement and commitment, lack of leisure time, decrease in fun activities, etc.

Table 1 and Figure 2 represents the standard deviation of the students enrolled and not enrolled in short term courses. The values of standard deviation on the scores of adjustment are 9.76 and 12.07 respectively, which represents that there are individual differences within the Adjustment level of the samples. This can be attributed to differences in their personality, family environment, coping style, perception, abilities and so on.

These findings lie in line with the research conducted by Ark off (1968), where he has stated that an adjusted student is one who shows good personal growth in terms of academic as well as in non-academic potential with reference to activities and triumph outside of the classroom such as in sports, arts, music, creativity and leadership.

Tinto (1993) stated that the individuals involved in extracurricular activities are being able to manage and balance both social and academic life, which in turn will help with the student's adjustment process. The findings of this study can be reasoned to be an effect of individual differences.

The t-value states that the levels of adjustment between students enrolled in short term courses and not enrolled in short-term courses is significantly different ($p < 0.05$) which signifies the presence of considerable difference in the levels of adjustment. Taking into consideration the mean of the adjustment levels, it can be seen that the students not enrolled in short term courses are able to adjust better than the students enrolled in short term courses, which can be attributed to the above discussed factors.

A few studies on similar lines have compared the differential effects of participation in specific activities on adjustment and self-efficacy (Eccles and Barber, 1999; Marsh and Kleitman, 2002), where they have found that the pattern of associations differed depending on the type of active participation in short term courses.

Though the results of the present study are found to be in opposition to the findings of previous researches, the current findings can be substantiated by various other causes as stated above. Hence it can be concluded that individual differences are highly influential on one's level of adjustment and the effect of the stress caused due to the presence of additional stressors are of high significance. Hence the hypothesis has been falsified.

Table 2

Mean, Standard Deviation and t-value in the levels of Self-efficacy between Students enrolled in Short Term Courses and not enrolled in Short-Term Courses

N=214			
Nature of sample	Mean	Standard Deviation	Z
Students enrolled in Short-Term courses	31.99	3.67	1.331 ^{ns}
Students not enrolled in Short- Term Courses	30.35	4.23	

ns- Not Significant

Figure 3

Mean level of Self-efficacy between the Students enrolled and not enrolled in Short Term Courses

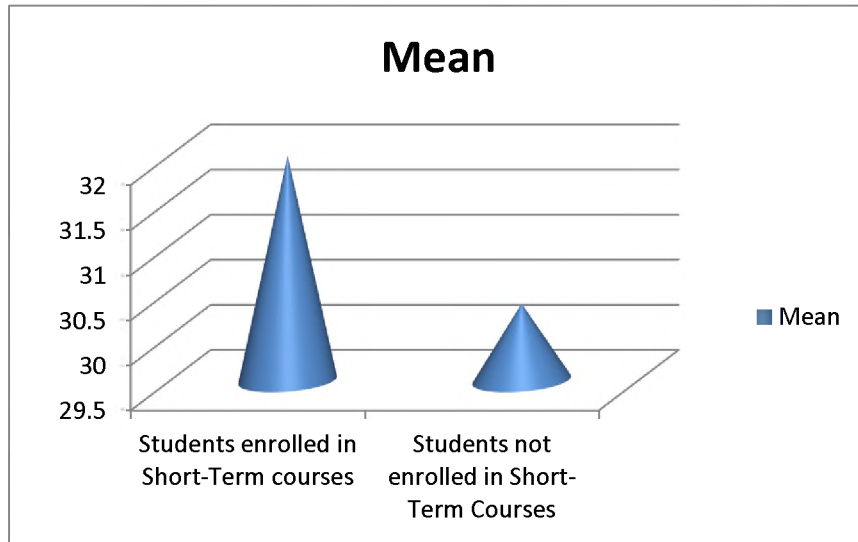


Figure 4

Standard Deviation in the level of Self-efficacy between the Students enrolled and not enrolled in Short Term Courses

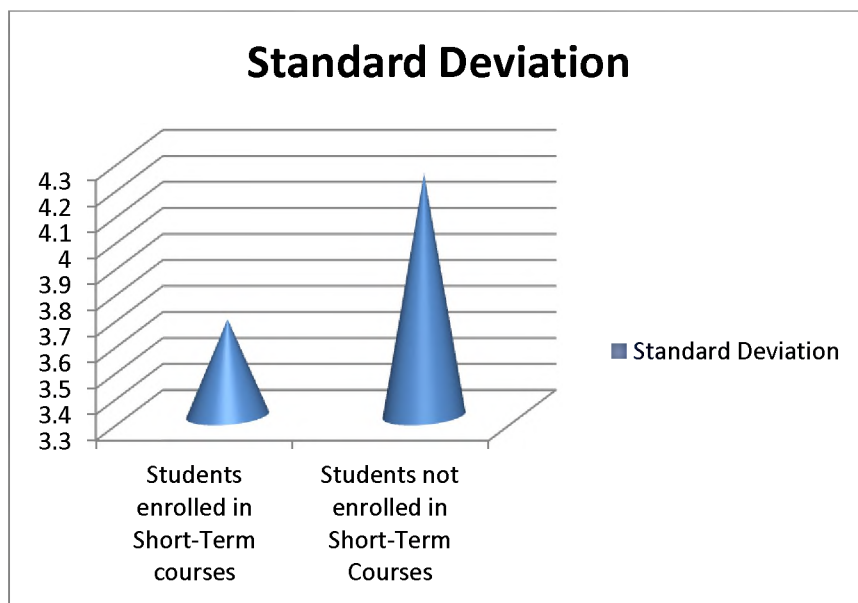


Table 2 and Figure 3 shows the mean levels of Self-efficacy between students enrolled in short term courses and not enrolled in short-term courses. It clearly shows that there is a negligible difference in the levels of Self-efficacy between the students enrolled and not enrolled in short term courses, where the means are 31.99 and 30.35 respectively. This states that though the differences are not wide, the students enrolled in short term courses have higher level of Self-efficacy in comparison to students not enrolled in short term courses.

Similar findings have been drawn by other researches also. It has been found that involvement in short term courses and other online educational programs facilitates membership in social arenas and increases level of Self-efficacy, positive self concept of the individual (Eccles and Barber, 1999; Mahoney *et al.*, 2005). Organized participation in short term courses has been associated with better academic outcomes including achievement, school engagement, and school satisfaction which make the individual more courageous, optimistic and feel good about self concept (Cooper *et al.*, 1999; Eccles and Barber, 1999; Marsh and Kleitman, 2002).

Additionally, Active participation in extra-curricular activity provides an opportunity to link adolescents to supportive adults outside the classroom, which includes increase in general wellbeing, self-efficacy and optimism (McLaughlin, 2000), which shows that the pursuing of Short Term Courses has a positive effect on one's personality, so as to make him/her more efficient, confident, competent, etc.

Table 2 and Figure 4 represents the standard deviation of the Students enrolled and not enrolled in short term courses. The value of standard deviation on the scores of Self-efficacy among students enrolled and not enrolled in short term courses are 3.67 and 4.23 respectively, which represents there is a negligible difference in the same.

These findings supported by Gecas (1989) states that individuals with high Self-efficacy, which involves active utilization of leisure time, are capable of initiating social contact and developing new friendships. Moreover, Self-efficacy is formed by previous accomplishments, social modeling, social persuasion, mastery experiences as well as psychological and emotional situations (McAuley & Courneya, 1993).

Bandura (1997) posits that self-efficacy can be developed and maintained by personal performance accomplishments, vicarious learning, verbal persuasion and emotional arousal.

It is theorized to increase when an individual achieves success and receives support and encouragement from others. Increased self-efficacy can be accompanied by positive emotions such as satisfaction with the completion of a job and generally leads to greater level of performance.

Conversely when performance or the anticipation of experiences is accompanied by negative emotional arousal such as anxiety, Social Cognitive Theory (Lent, Brown & Hackett, 1996) predicts lower level of Self-efficacy and performance (Lent, 2000).

The t-value in the levels of self-efficacy between students enrolled in short term courses and not enrolled in short-term courses is not significant, which implies that the difference is negligible. There is not much difference in the level of self-efficacy in students enrolled and not enrolled in short term courses.

Bandura, Barbaranelli, Caprara, and Pastorelli (2001) stated that the effect of Self-efficacy and an individual's involvement in non-academic events on academic self-efficacy, rather than formal education as a variety of socio-cognitive influence on the career aspirations of children and adolescents, had the strongest direct effect. It has also been found that adolescents involved in organized activities are more likely to associate with non-deviant peers who value academics and other conventional activities in comparison to non-participants of similar age groups (Mahoney, 2000).

Smith and Betz (2000) comment that self-efficacy which is mostly related to interpersonal relationships is called social Self-efficacy and was defined as "an individual's confidence in his/her ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships".

Despite these benefits, some studies have shown the negative consequences of involvement in certain types of activities on self-esteem. For example, athletic involvement has been linked to higher rates of alcohol use (Eccles and Barber, 1999).

Several scholars have explored the link between peers, activities, and development, where it was found that these peer groups develop an activity-based culture with shared norms and values. It is likely that the collective values and behaviors of these peer groups will, in turn, influence individual members (Brown, 1990).

An extensive research was conducted on peers and activities with data collected from a sample of working class youth in the late 1980s (Barber *et al.*, 2001; Eccles *et al.*, 2003; Eccles and Barber, 1999), in which they found that adolescents involved in extracurricular activities have more friends who plan on attending college and are doing well in school than do adolescents who do not participate in these activities.

Other studies also illustrate the protective benefits of having peers who participate in extracurricular activities including a reduction in antisocial patterns (Mahoney, 2000) and social alienation (Kinney, 1993).

In consideration with the above quoted research findings it can be seen that the participation and involvement in other courses or programs that are non-academic and those that involve group participation has a positive effect on one's self-esteem and self-efficacy, which in turn justifies the advantages of participation in Short Term Courses. Hence the hypothesis has been accepted.

Table-3

Mean, Standard Deviation and t-value in the levels of Adjustment between Gender

N=107

Gender	Mean	Standard Deviation	Z
Males	45.28	10.51	8.984**
Females	25.57	13.54	

**Significant at the 0.05 level.

Figure 5

Mean level of Adjustment between Gender

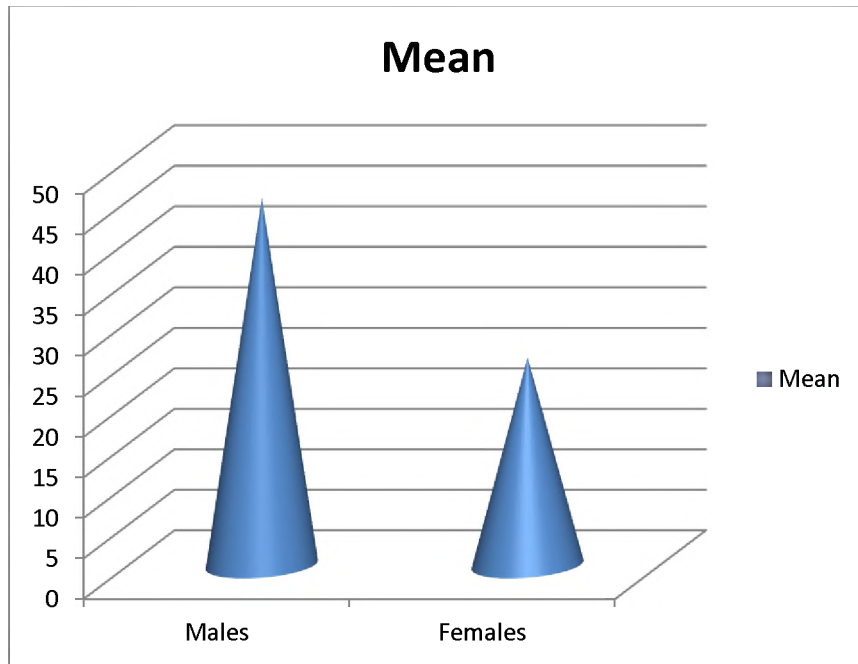


Figure 6

Standard Deviation in the level of Adjustment between Gender

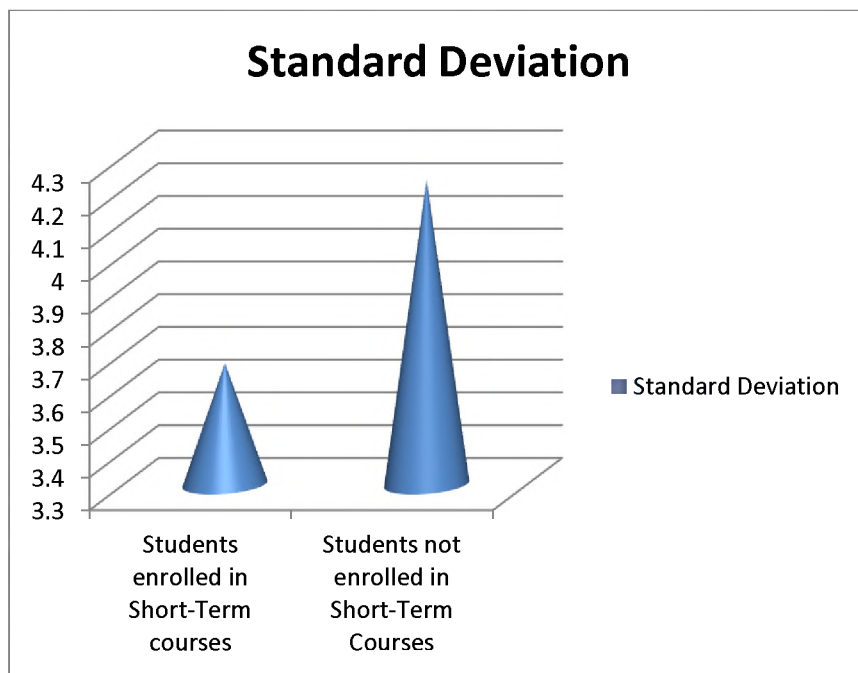


Table 3 and Figure 5, shows the mean levels of Adjustment between males and females. It proves that there is a wide range of difference between the genders at 45.28 and 25.57 respectively. This signifies that the male population is high adjustment while comparing to female counterparts. These differences can be attributed to differences between the genders, biological, social and psychological.

Enochs and Roland (2006) examined the relationship between living environment, gender and overall Adjustment in students and found that boys had significantly higher overall Adjustment levels than girls regardless of living environment.

Other researchers found that participation in school-based extracurricular activities predicted characteristics of one's friendship network, consistent with the findings reported by Eccles and her colleagues (Eccles *et al.*, 2003; Eccles & Barber, 1999) Adolescents in each of the extracurricular contexts reported having more academic and pro-social relationships than nonparticipants.

Table 3 and Figure 6 represent the standard deviation in Adjustment between males and females. The values of standard deviation on the scores of Adjustment between the genders are 10.51 and 13.54 respectively, which represents that there are individual differences within the samples. It also shows that there is a greater extent of difference between females when compared to males.

According to Fazio & Palm, (1998) and Halamandaris & Power (1997) gender is an important variable to include in college transition studies which includes formal educational courses and other curricular activities which students are indulged. This need can be attributed to differences in the gender of student's on their social anxiety, temperament, past experience, financial issues, unexpected catastrophes, genetic factors, vulnerability to stress and inability to cope up with new surroundings.

The t-value in the levels of Adjustment between males and females enrolled and not enrolled in short-term courses is significant ($p < 0.05$) implying that there are wide differences in the level of adjustment between males and females. The result suggests that the major reason for this level of adjustment between males and females would be based on the past experience,

temperament, financial issues, psychological and other biological reasons. Hence, the hypothesis has been accepted.

Table 4

Mean, Standard Deviation and Significance in the levels of Self-efficacy between Gender

N=107

Gender	Mean	Standard Deviation	Z
Male	32.16	3.5	3.380 ^{ns}
Female	30.14	4.2	

ns- Not Significant

Figure 7

Mean levels of Self-efficacy between Gender

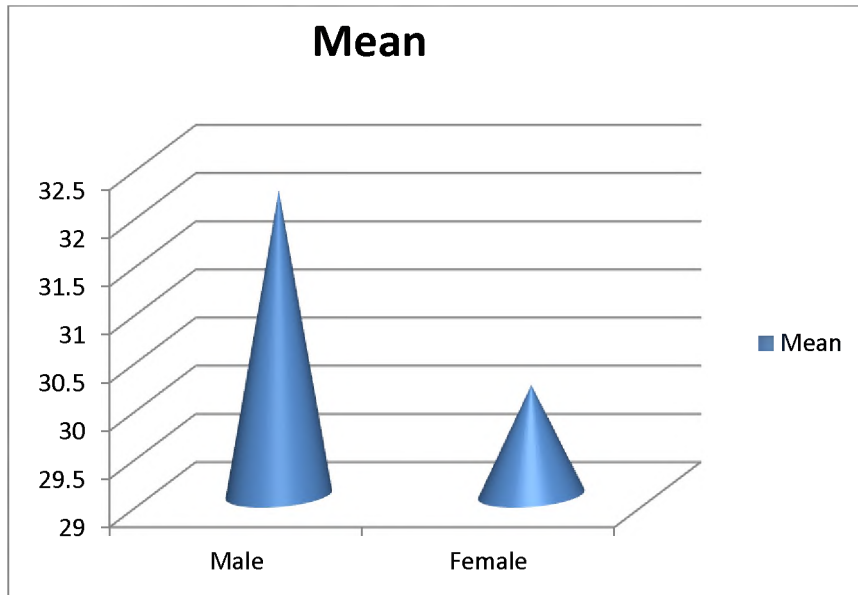


Figure 8

Standard Deviation in the levels of Self-efficacy between Gender

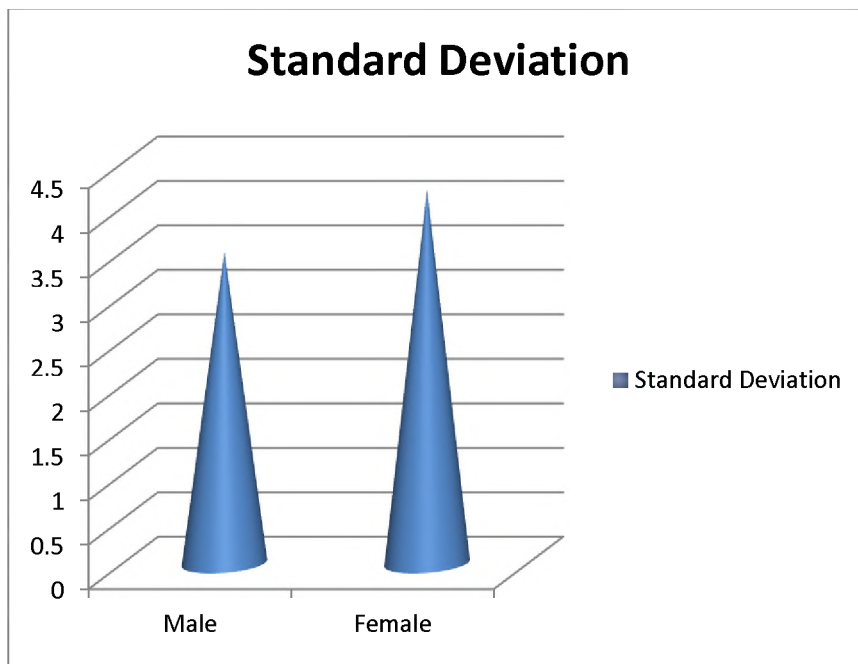


Table 4 and Figure 7, shows the mean levels of Self-efficacy between males and females. It proves that there is a negligible difference between the genders at 32.16 and 30.14 respectively. This signifies that the female students possess a lower level of self-efficacy in comparison to male counterparts. These differences can be attributed to individual factors such as gender, social, biological and psychological states.

A study conducted by Hackett and Betz (1981) proposed that individuals indulged in non-academic activities are more curious about their career, in which they stated that Self-efficacy is a way of predicting achievement. In his research work it was found that gender plays a significant role, as a result they found that female students are more curious about their career choices. It means that they are high in level of Self-efficacy comparative to male students.

Additionally Bandura (1977) found that the reason for women's low level of Self-efficacy is women's gender specific socialization experiences including limited opportunities, less encouragement, to be considered as nontraditional and very few role models, which in turn would lead to reduced Self-efficacy, restricted career choices and perceived options.

Table 4 and Figure 8 represent the standard deviation in Self-efficacy between males and females. The values of standard deviation on the scores of Self-efficacy between the genders are 3.5 and 4.2 respectively, which represents that there are individual differences within the samples. It also shows that there is a negligible difference in the levels of Self-efficacy within the female samples when compared to males.

This finding supports the study conducted by Holmbeck and Wandrei (1993), in which they stated that gender plays an important role in level of Self-efficacy and student's emotional health. Self-efficacy is associated with the Emotional health of the students and varies from individual to individual which is based on biological and other environmental factors.

The t-value of the levels of Self-efficacy between male and female students enrolled and not enrolled in short-term courses is not significant ($p > 0.05$). It implies that there is not much difference in the level of Self-efficacy and gender of the students.

The students with poor Self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle (Marglois

&McCabe, 2006). A research done by Markham et al. (2002) further suggests that Self-efficacy reliably predicts scope of career options considered, occupational interests, perseverance in difficult fields, and personal effectiveness.

The results suggest that the major reason for the differences in the levels of Self-efficacy between males and females would be based on the differences in the lack of role models, lack of self confidence, poor communication, reduced risk taking and so on. Hence, the hypothesis has been accepted.

Table 5

Relationship between levels of Adjustment and Self-efficacy

N=214

Nature of the Sample	Significance
Adjustment	
Self-efficacy	-.434*

*Correlation is at 0.01 levels significant.

Table 5 shows the relationship between levels of Adjustment and Self-efficacy. It is found that Adjustment and Self-efficacy is negatively correlated, proving that there is a negative relationship between Adjustment and Self-efficacy. This implies that higher the level of Adjustment, lower the Self-efficacy and vice versa.

Further studies related to our current research suggests that, self-efficacy and self rated abilities are theoretically and empirically associated with a number of important career outcomes, including interests (Brown, Lent & Gore, 2000), adjustment (Bandura, 19997; Holland, 1997) and academic performance (Gore, 2006; Zheng, Saunders, Shelley & Whalen, 2002). Self-efficacy and self rated abilities are also theoretically and empirically found to be associated with adjustment to certain personal, behavioral, career and academic environment (Bandura 1997, Gloria, kurips, Hamilton & Wilson, 1999; Holland, 1997; Tinsely, Torres & Solberg, 2001).

Additionally, Goldman et al (2004) found that there is a relationship between the adjustment and self-efficacy among college students, in which the authenticity was linked with interpersonal adjustment and attachment security. The association between Self-efficacy and Adjustment is posited to be bidirectional, so that people with high level of self-efficacy and self rated abilities adjust to the environment and influence people in the environment to adjust to them (Bandura, Holland, 1997).

Moreover, based on the terms of temporal orientation, both self-efficacy and adjustment are believed to be influenced by the individual's past and present experiences (Holland, 1997,

Lent, Brown & Hackett, 2000). It was also further suggested that there is a difference between self-efficacy and adjustment in future oriented constructs, which is based on the certain changes in lifestyle and the other social factors which they undergo.

There is also a link between extracurricular activities participation and emotional Adjustment which leads to higher self-esteem and lowers depression (Barber *et al.*, 2001; Mahoney *et al.*, 2002). In contrast, the finding that participation in non-academic activities would be associated with lower risk behaviors was not supported. This reflects the relatively low level of risk in this sample, as compared with previous studies that have been documented the protective benefits of extracurricular participation among high-risk youth (Mahoney, 2000; Mahoney and Cairns, 1997).

As a result, it has been observed that a majority of research studies support our hypothesis, which states that there is a relationship between the level of Adjustment and Self-efficacy. The reasons would be that a well adjusted individual can manage in any pressurized environment which leads to achieve high and it results in achieving higher level of optimism, self-concept, self-esteem and self-efficacy. Hence, the hypothesis is accepted.

Table 6

Relationship between Gender and levels of Adjustment

Gender	Significance
Male	.859 ^{ns}
Female	

ns Not Significant

Table 6 shows the relationship between Gender and levels of Adjustment. It proves that there is no significant relationship between Gender and the level of Adjustment ($p > 0.01$), stating that gender does not have any effect on adjustment. This can be reasoned due to the changing environment as an outcome of Globalisation, thereby viewing females as equal to males and providing them with similar kinds of opportunities.

The findings of the current study are found to be in contrast to a majority of studies, where there are significant relationships between college adjustment, gender and socio economic status. A study by Sangeeta and Chirang (1999) concluded that female college students have more adjustment problems in comparison to male college students.

Belch, Gebel, and Maas (2001) noticed that students involved in non academic activities are more likely to perform well in academics and that academic performance makes a difference in the retention of students. There are wide range of individual differences among the sample, in which the male students are good in performing under pressure and handling adjustment in comparison to female students. It was also found that, the more adjusted students in the institution had higher grade points in average and more success in college.

Based on the findings of the current and past (Wintre & Sugar, 2000) studies, there exists differential relationships between men and women in a variety of constructs such as parenting, personality, and Adjustment. In Constantine, Kindaichi and Miville (2007) suggest that a study of adjustment and difference in gender levels are related to constructs in with a diverse sample might contribute to the elimination of the achievement group.

These findings seem to be an important reason requiring the need to perform separate analyses based on gender when investigating these constructs, as combining them could lead to very different interpretations of these relationships. Analysis of results indicates that male students have a satisfactory level of Adjustment and there is a significant relationship between achievement and Adjustment of the students. The reason could be based on personality, cognition and social factors. Hence, the hypothesis is rejected.

Table 7

Relationship between Gender and levels of Self-efficacy

N=107

Gender	Significance
Male	
	-.252*
Female	

*Correlation is significant at 0.01levels.

Table 7 shows the relationship between gender and the levels of Self-efficacy. It proves that there is a negative relationship between the gender and level of Self-efficacy, where it is significant at 0.01 levels. Hence similar to Adjustment, Self-efficacy also holds a reciprocal relationship to Gender.

There are few studies which support our findings including that of Smith and Betz (2000), where it was suggested that four factors have an important role in the development of self-efficacy which further leads to the gender differences in self-efficacy, namely, personal performance and accomplishments, vicarious learning or modelling, emotional arousal, and social persuasion and encouragement.

Bandura (2000) found that people with high Self-efficacy tend to have greater cognitive resourcefulness, strategic flexibility and effectiveness in managing their environment, and set motivating goals for themselves, in which gender plays a significant role. While people with high self-efficacy can be successful in complex tasks, people with low self-efficacy are found to avoid difficult tasks (Bandura, 1986; 1993).

Consistent with Bandura's theory, Self-efficacy of the students enrolled in extracurricular activities would lead to increase in motivation to face new challenges in education scenario, persistence in the face of obstacles, improved education performance and ultimately increased self-esteem. The assessment of the level of an individual's self-efficacy for academic

performance might be considered as the highest degree of that individual's self-efficacy and of what he/she is capable of earning.

Hackett and Betz (1981) hypothesize that women have lower level of Self-efficacy comparative to men, the reason being women generally under estimated by themselves (Betz & Hackett, 1981). Such findings have inspired a large body of research examining the association between college student's self-efficacy and academic performance. Most of this research is focused on gender differences in college student's academic performance in technical subjects. Overall, this line of research supports and suggests the hypothesis that self-efficacy is socially influenced.

As a result, the findings of this study suggest that the reason for the difference based on Gender in self-efficacy is based on modeling, cognition, academic performance, level of achievement, self concept, intuition and resilience. Hence, the hypothesis is accepted

Chapter-V

Summary and Conclusion

The present study studies the interaction of three variables, namely, Adjustment, Self-Efficacy and Short Term Courses. The present study, titled ‘Adjustment and Self-efficacy among Students enrolled in Short Term Courses’ is a comparative study exploring the difference between the level of Adjustment and Self-efficacy among students enrolled and not enrolled in short term courses.

Involvement in school-based extracurricular activities helps to determine how adolescents spend their time, it influences their selection of friends, and helps to shape the norms and values to which they are exposed (Eccles & Barber, 1999). According to Eccles and Barber (1999), individuals those who often choose to participate in extracurricular activities are intrinsically interested and motivated in those activities, and thus those settings provide an opportunity for them to demonstrate effort, persistence, and concentration, as well as to explore their identities (Larson, 2000).

It has been found that, the more time adolescents are involved in structured activities like short term courses, music, sports etc., the lesser time they have to engage in problematic behaviors (Mahoney & Stattin, 2000; Osgood *et al.*, 1996).

It has also been proven that the students involving actively in leisure time activities along with their formal education are less involved in anti-social behaviour. The negative peer dynamics in less structured in leisure activities and it encourages the promotion of undesirable social norms (Mahoney and Stattin, 2000).

Participation in extracurricular activities along with the formal education influences one’s peer group and one’s status within the institute. In turn, the individual cultures are strongly shaped by their own individual values and behaviors (Eckert, 1989; Eder and Parker, 1987).

According to the College Student Development theories (Bean, 2005, Tinto, 1993) people who fit or positively adjust to environment generally group up with people who have similar interests and self rated abilities which includes high self efficacy and good self concept.

The protective benefits of having individuals to participate in extracurricular activities has a positive influence on social adjustment, including a reduction in antisocial patterns (Mahoney, 2000) and social alienation (Kinney, 1993). Hence there is a possibility of increase in self efficacy and this increase in the level of self efficacy strongly shapes the individual's values and behaviors (Eckert, 1989; Eder and Parker, 1987).

In addition, the theoretical position confirms that neutral environments are biased in favor of dominant groups (Betz, 1989; 2002; freeman, 1979) and research shows that adjustment to college along with the non academic activities are more challenging for people from groups who are under-represented in higher education.

Finn's (1989) participation-identification model, assumes that extracurricular involvement increases student's identification with school and that academic benefits result from this increased identification. In addition, the researcher found that active participation in those activities will lower the level of depression. Some possible explanations for the psychological benefits of activity participation include the opportunity to develop social relationships, the increased sense of belonging, and the chance to be involved in a highly valued activity.

Self-efficacy based on Bandura's (1977) theory has influenced psychology over the past few decades and can be defined as an individual's beliefs in their sufficiency to be successful in a task. Involvement in extracurricular activities also has been shown to reduce the likelihood of poor self esteem in individuals those who are engaged in risky or delinquent behavior and abusing various substances (Mahoney and Cairns, 1997;Youniss *et al.*, 1997).

Social Cognitive Career Theory (Lent, Brown & Hackett, 1996) considers self efficacy within an environmental context, that recognizes the influence of gender, race, ethnicity and socio economic status on development. In addition, SCCT's emphasis on early career choices and development, including college student's adjustment and academic performance, provides a framework for research on the role of self efficacy in college student's adjustment and academic performance.

Taking into consideration the contributions of the above findings, the present research studies the level of Adjustment and Self-efficacy among the students enrolled in short term

courses. The data has been assessed by the comparison of the students enrolled and not enrolled in short term courses based on the Snow ball sampling.

Data was analyzed using the SPSS software (Version16). The sample were tested for normality and found to be normally distributed. Hence, statistical analysis was done using parametric measures such as Mean, Standard Deviation, Independent Sample t-test and Pearson's Product Moment Correlation, to verify the different hypothesis respectively.

The results showed that there is a significant difference in the scores on the mean, standard deviation and t-test in the levels of adjustment between students enrolled in short term courses and not enrolled in short-term courses and also in the levels of Adjustment shown by the samples between Genders. The other analyses such as mean, standard deviation and significance in the levels of Self-Efficacy between Males and Females and the levels of Self-Efficacy between Students Enrolled in Short Term Courses and not Enrolled in Short-Term Courses did not show any significant differences in the statistical tests.

Based on the above analysis, the following conclusions were drawn:

Conclusions

The results of the study conducted have led to the following conclusions:

- The students enrolled in short term courses have lower level of adjustment in comparison to students not enrolled in short term courses.
- The students enrolled in short term courses have higher level of self-efficacy in comparison to students doing and not doing short term courses.
- The male population is found to have higher levels of adjustment than females.
- Male students possess higher level of self efficacy in comparison to female students.
- There is negative relationship between adjustment and self-efficacy.
- There is no significant relationship between gender and level of adjustment.
- There is a negative relationship between gender and level of self efficacy.

Ethical Considerations

The researcher strictly followed the below mentioned ethical guidelines during the process of the research:

- The subjects were debriefed about the process of the study.
- The subjects signed the informed consent and took part in the study out of his/her own will.
- The information regarding all the subjects was kept confidential and will be kept so in the future.
- The data collected was only used for research purpose.
- The subjects were free to leave the research at any time, if he/she does not want to continue.
- The subjects were informed prior to the study that they will not be paid in any form.

Limitations of the study

There are certain limitations to this study, which are as follows

- Smaller size of sample due to time constraints
- Other extraneous variables as educational qualification, socio-economic status, IQ levels, etc., were not considered
- Short term courses were considered in general and the effect of the nature of the course taken was not considered
- The nature of course pursued as part of formal education and the effect of it on the individual were not controlled

Suggestion for Future Research

From the above Study, the following directions can be suggested for the future research

- The study can be replicated studying a larger sample group.
- Intervention can be given to the sample and the effects tested.
- The effect of the nature of short-term course pursued can be studied.
- The nature of the course pursued as formal education and its relationship to the course pursued additionally can be studied.
- A paired sample t-test on the above topic can provide better results.

Implications of the Study

The results and conclusions of this study have the following implications

- Awareness about level of Adjustment and Self Efficacy in Students
- Awareness about the importance of adjustment in day-to-day life
- Awareness about the need for self-efficacy
- Awareness about the beneficial effects of short-term courses on adjustment and self-efficacy
- The results would be used for further research
- The results would be used for publication

The above findings have helped us develop a clear understanding of the dynamics between Adjustment and Self-efficacy among students undergoing additional courses and those not undergoing such courses. These findings can be further applied in different areas, so as to enhance the well-being of the sample group and to increase their performance standards. In educational institutions, these findings can be applied in bringing about alterations in the academic curriculum and in designing other activities of non-academic nature.

In the arena counselling and psychotherapy, the findings can help us in attaining a better understanding of factors affecting the adolescents, hence helping us in the therapeutic formulation and execution. It further helps in determining the areas on which therapists have to concentrate when exploring the problem and in designing the management strategies. These findings can be used in framing hypothesis for further research, the present study being one performed in the Indian setting, so as to understand the culture-specific needs of the students.

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ANNEXURE-I

Informed Consent Form

Adjustment and Self-Efficacy among Students enrolled in Short Term Courses

I am REVATHILM, pursuing final year Masters in Counselling Psychology. As a part of my curriculum, I am carrying out a research on the topic “Adjustment and self-efficacy among students enrolled in short term courses, my research project is being carried out under the aegis of the Department of PSYCHOLOGY from Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. The purpose of this study is to enhance the adjustment and to overcome the shyness level among nursing students.

Study Procedure:

You'll be given two tests of paper-pencil type, along with the socio-demographic profile. You need to respond to all the items in the test. There is no expected time commitment for this study. Any amount of time can be taken to complete the tests.

There is no risk in undertaking the study. Your responses to the questions will be anonymous and kept confidential. If you have any questions about the research or any related matters, please contact the researcher at reva.mohanca@gmail.com.

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign this form. You are free to withdraw at any time and without giving a reason. There are no costs to you for your participation in this study. There is no monetary compensation for you to participate in this study.

Consent

“By signing this consent form, I confirm that I have read and understood the information and have the opportunity to ask questions. I understand that my participation is voluntary and I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.”

Name of the Participant: _____

Signature: _____

Place: _____

Date: _____

ANNEXURE-II**Socio Demographic Status Profile**

NAME:

AGE:

GENDER:

AREA:

EDUCATIONAL QUALIFICATION:

NATURE OF SCHOOL: CO-ED / ONLY GIRLS

MODE OF STUDY: DAY SCHOLAR / HOSTELER

ORDER OF BIRTH:

NO.OF SIBLINGS:

FAMILY TYPE: JOINT/ NUCLEAR

ANY PHYSICAL AILMENTS:

ANY PSYCHIATRIC ILLNESS:

SET-1

S.NO	OPTION
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

SET-2

S.NO	YES	NO	S.NO	YES	NO	S.NO	YES	NO	S.NO	YES	NO	S.NO	YES	NO
1			26			51			76			101		
2			27			52			77			102		
3			28			53			78					
4			29			54			79					
5			30			55			80					
6			31			56			81					
7			32			57			82					
8			33			58			83					
9			34			59			84					
10			35			60			85					
11			36			61			86					
12			37			62			87					
13			38			63			88					
14			39			64			89					
15			40			65			90					
16			41			66			91					
17			42			67			92					
18			43			68			93					
19			44			69			94					
20			45			70			95					
21			46			71			96					
22			47			72			97					
23			48			73			98					
24			49			74			99					
25			50			75			100					

Annexure-III

ADJUSTMENT INVENTORY FOR COLLEGE STUDENTS (AICS)

INSTRUCTIONS: Please read each item carefully and decide to what extent it is characteristic of your feelings and behavior. Fill in the answer sheet to each item by ticking the relevant option that suits you

1. Have you ever strongly desire to go home?
2. Do you often day dream?
3. Do you feel that many of your friends have better educational background than you in many subjects?
4. Is it difficult for you to sleep sometimes even when there is no noise disturbing you?
5. Do you avoid meeting your friends in a public place?
6. Do you feel that true love and affection is lacking in your home?
7. Do you feel quite tired by the end of the day?
8. Do you feel difficulty sometimes?
9. Are you worried because of your poor memory?
10. Has your home become full of problems for you due to lack of money?
11. Do you get discouraged easily?
12. Are you of a shy nature?
13. Do you get excited in debates?
14. Are you more interested in the cinema actors than the learned people?
15. Have your parents interfered or objected to the company of some of your friends with whom you move around?

16. Have you ever had a major operation?
17. Does your father or mother get irritated soon?
18. Do you ask the speaker some questions in a meeting?
19. Do you believe that you are nervous?
20. Do you often quarrel with your brother or sisters?
21. Do you often feel dizzy?
22. Does it displease you when something small is said against you?
23. Do you forget easily what you have read?
24. Do your eyes get exerted when you see?
25. Have you ever organized any social function by yourself?
26. Are you unable to sleep because of some disturbed thoughts in your mind?
27. Do you feel that your parents are stricter with you than they should be?
28. Do you feel tired when you get up in the morning?
29. Do you worry over a insulting experience for a long time?
30. Do you worry what your future job will be?
31. Are you afraid of telling your problems to your teacher?
32. Is it difficult for you to speak in public?
33. Do you cry easily for simple things?
34. Do you get contrary ideas of love and hate towards your family members?
35. Do you often have throat troubles?
36. Do you often complain about sickening feeling or vomiting?

37. Do you think that your teachers take side of the other students?
38. Has any one of your respected family members made you unhappy by passing comments on your appearance?
39. Do you experience loneliness even when you are among the people?
40. Do you feel gloomy when you get less mark in the examination?
41. Do you feel that your friends get better results in the examination because they have better facilities?
42. Were you sick for a long time in your childhood?
43. Do you hate the kind of happiness that makes others happy?
44. Are you afraid of appearing for examinations?
45. Are you happy and satisfied with the present atmosphere?
46. Do you sometimes get strong headaches?
47. Do you fear that you might jump when you climb to a high place?
48. Is it difficult for you to grasp the subject matter taught in the class?
49. Do you get very little help from home?
50. Are you often absent from college due to sickness?
51. Have you ever been unable to answer a question in class because of being afraid to speak?
52. Do you get angry easily?
53. Is it difficult for you to get your mind into studies?
54. Do you feel inferior that your friend's home atmosphere is happier to yours?
55. Do you cross the road to avoid meeting a certain individual?
56. Are you unhappy because of inferiority complex?

57. Is it difficult for you to take notes in the class?
58. Do you understand that your parents are of older ideas?
59. Are you sometimes affected with skin diseases?
60. Do you worry about expected problems to be come?
61. Do you know how to get ready for the examination?
62. Are you always worried about physical morbidity?
63. Do you make friends easily?
64. Do you feel perplexed that people on the road are looking at you only?
65. Do you feel sleepy in class even after you have had enough of sleep during the night?
66. Do you feel that you are burden to your parents?
67. Does your health always trouble you?
68. Do you get much disturbed because of criticism?
69. Do you think of leaving college sometimes?
70. Are you satisfied with the behaviors of your brother and sisters?
71. Does the idea of being infected with a contagious disease often terrify (frighten) you?
72. Do you get confounded (baffled) very much when a teacher comes to your home suddenly?
73. Do you have any doubts on the values of things you read?
74. Do you have difficulty starting up a conversation with a stranger?
75. Do you get bewildered easily?
76. Do you like to take part in celebrating festivals or other entertainment programmes?

77. Do you hesitate in coming from your room into a room where there are some people sitting and talking among themselves?
78. Does your emotional or sentimental being rise or fall without existing facts?
79. Is it difficult for you to express your ideas in writing?
80. Do you often experience loneliness?
81. Do you get frightened in the darkness when you are alone?
82. Do you think that you get encouragement from your teachers?
83. Are you careful in speaking something that hurts others?
84. Does praise please you more than the work knowledge?
85. Do you disregard others sentiments to achieve any important goal or object?
86. Do you think that your teachers have no interest in you?
87. Do people take advantage of you sometimes?
88. Does it worry you that your teachers think of you less than you really are?
89. Do you come forward and bring life into a dead party or function?
90. Does your mind sometimes wonder or get confused so much that you forget the order of the work that you doing?
91. Do you like to work in groups?
92. Do you get sometimes pleasing and sad thoughts one after the other without any reason?
93. Do you think that you have chosen subjects that are most appropriate for you?
94. Is it difficult for you to keep up with the progress in class?
95. Do you think that after you have finished studying you will not get the kind of job you like?
96. Do you sometimes feel that you should not have been born?

97. Do you have many friends in college whom you trust?

98. Do you sometimes do something unknowingly?

99. Do you quarrel with your classmates over little things?

100. Do you have to be often out to have peace at home?

101. Doesn't it grieve you when your teacher praises any student?

102. Are you often lost so much in thinking that you do not know what is happening around you?

ANNEXURE IV


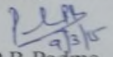

GENERAL SELF EFFICACY SCALE

Note: Kindly rate the following items

1. Not True at all
 2. Hardly true
 3. Moderately true
 4. Exactly true
-
1. I can always manage to solve difficult problems if I try hard enough
 2. If someone opposes me, i can find the means and want to get what I want
 3. It is easy for me to stick to my aims and accomplish my goals
 4. I am confident that I could deal efficiently with unexpected events
 5. Thanks to my resourcefulness, I know how to handle unforeseen situations
 6. I can solve most problems, If I invest the necessary effort
 7. I can remain calm when facing difficulties because I can rely on my coping abilities
 8. When I am confronted with a problem, I can usually find several solutions
 9. If I am in trouble, I can usually think of a solution
 10. I can usually handle whatever comes my way.

ANNEXURE-V

ETHICAL CLEARANCE FORM

INSTITUTIONAL HUMAN ETHICS COMMITTEE	
	<p><i>Avinashilingam</i> Institute for Home Science and Higher Education for Women <i>University</i> (Estd. u/s 3 of UGC Act 1956)</p>
<p>Chairman Dr. S. Ramalingam Principal, PSG Institute of Medical Sciences & Research, Coimbatore</p> <p>Member Secretary Dr. P. R. Padma Professor, Department of Biochemistry, Biotechnology and Bioinformatics</p> <p>Members Dr. S. Premakumari Mr. C. G. Kumar (Legal Expert) Dr. A. Saraswathy Mrs. V. Mangayarkarasi Dr. S. Kowsalya Dr. N.S. Rohini Dr. Subhashini K. Sripathi Mrs. S. Radha Devi Mrs. Judith Justin</p>	<p style="text-align: right;">9th March 2015</p> <p>To Ms. Revathi, M. Department of Psychology Avinashilingam Institute for Home Science and Higher Education for Women Coimbatore – 641 043</p> <p>Dear Madam,</p> <p>Ref : Your proposal No. IHEC/14-15/PSY/11 entitled "Adjustment and self-efficacy among students enrolled in short term courses" submitted for approval of the IHEC on 3rd January 2015.</p> <p>The Institutional Human Ethics Committee of our University hereby grants approval to your research proposal No. IHEC/14-15/PSY/11 entitled "Adjustment and self-efficacy among students enrolled in short term courses" submitted by you. The Approval number for the same is AUW/IHEC-14-15/XMT-80.</p> <p>We wish you all the best in your research endeavours.</p> <p style="text-align: right;">Regards,  Dr.P.R.Padma Member Secretary</p> <p style="text-align: right;">  </p>