

A Study on the Adjustment to College Life of Freshman

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Abstract

Background/Objectives: The purpose of this study is to use it as a basic data for arbitration development to increase the adaptability of freshmen to college life through the survey of freshmen's college students.

Methods/Statistical analysis: The survey was conducted and analyzed on 160 new students on their university life adaptation, including academic adaptation, social adaptation, emotional adaptation, physical adaptation and attachment to college.

Findings: First of all, the degree of adaptation to college life depends on what level of study you think, major satisfaction, admission type, interest in your major, financial burden, whether you think about dropping out or not, and whether you think about taking a leave of school.

Improvements/Applications: We have found that student counseling, development and operation of guidance-related programs and institutional support are needed to help college freshmen succeed in their college life, and various follow-up studies are needed to study the effects after application.

Keywords: Adjustment, College, Freshman, Nursing, student

1. INTRODUCTION

The college period is a period of preparation for the transition from youth to adulthood, and requires a lot of effort because it requires a variety of role expectations, responsibilities and autonomy that have never been experienced before [1]. Adapting well to these changes will lead to a successful college life, but if not, you may experience psychological and social difficulties and physical symptoms caused by stress [2]. Successful college adaptation provides opportunities to satisfy the intellectual and socio-psychological needs of each student and provides a foundation for them to live as a desirable social member after their youth. This is more than a passive relationship with the environment for college life, static equilibrium and optimal relationship, which means maximizing and utilizing the environment in social life rather than voluntarily acting, taking risks and leaving yourself to the environment. However, if this is not the case, it can be inconsistent with the rules of order in that society in relation to others, resulting in an undesirable disconformity to its own development [3]. The positive experience of college life requires the ability to build a wide range of interpersonal relationships, self-management skills, establishment of firm values, autonomous decision-making, and acquisition of behavioral patterns, as well as the ability to proactively address the various problems facing college life [4]. Therefore, the college student period is an important time in the life cycle to develop basic social skills and abilities to cope with the challenges of the future. In particular, nursing students are faced with a serious situation, with the high academic stress resulting in a loss of skepticism and confidence in their majors due to the difficulty of not only over-study other departments but also acquiring knowledge that has been reduced within a period of time due to practice [5]. As one of the factors affecting these results, despite recent serious employment, high employment rates in nursing departments have resulted in fewer student satisfaction in majors and a growing number of students being negatively affected by college life adaptation [4].

The degree of major satisfaction is a product of the judgment process that evaluates the major in which the individual is currently affiliated compared to the standard for career or career set by the individual, and if the major in which he or she belongs matches the criteria for his or her career or future career [6]. If a college student is not satisfied with his or her major, various problems can arise, such as poor grades or poor college life, and this is also associated with

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adapting to social life after graduation [7]. In other words, the higher the satisfaction with the major, the higher the concept of nursing professional self-esteem, higher the sense of self-efficiency, and so on, the degree of college satisfaction of a freshman college student is closely related to college life [8]. In addition, major satisfaction can be said to be formed through the recognition process of the individual's personal characteristics and environmental interactions surrounding the major within the major to which the individual belongs, and is closely related to the joyful emotional state, attitude, values, beliefs, or desires gained from this recognition [9]. Therefore, various ways to increase the degree of major satisfaction should be explored as the result of interaction obtained through major satisfaction in university life affects the adjustment of social life after graduation. Meanwhile, the failure of a student to achieve the purpose of education by not participating in school education arbitrarily or by others [10] means a desire to leave the educational institution to which he or she belongs, and psychological, environmental, and interpersonal variables influence the degree of deviation. Psychological transformations include belief in oneself, ideal self, level of self-awareness, clear educational goals, and ability to perform tasks. Interest in majors, college life, and lectures decreases the intention to drop out of the middle. Next, the time it takes for environmental variables to go to school. Distance satisfaction, education costs, and school control are included, and interpersonal variables are variables that help to adapt to community members, such as close proximity to educators, parental support, and peer support [11]. Drop out or take a leave of school in the most negative form of adapting to college life can be an important issue in terms of student life.

Therefore, this study seeks to identify various variables that may affect the college life adaptation of freshmen college students and help the basic data study to successfully adapt nursing students who are important in their life cycles.

2. MATERIALS AND METHODS

2.1. Research subjects

The subjects of the study were freshman attending nursing major at a four-year university located in South Chungcheong Province. The survey was conducted for first grades of nursing, with 15 male students (9.7 %) and 140 female students (90.3 %).

2.2. Research period

The survey was conducted from December 20 to 26, 2018. Once surveyed online, students who voluntarily agreed to the purpose of the study were surveyed. It explained that it would not be used other than research and that it would be kept confidential.

2.3. Measurement tools

2.3.1. Student Adjustment to College Questionnaire

In this study, a tool used to measure the degree of college life adaptation of college freshmen used SACQ. It consisted of a total of five sub-indexes, divided by academic adaptation, social adaptation, emotional adaptation, physical adaptation and attachment to college. Thus in this study, sub-models of university life adaptation consisted of academic adaptation, social adaptation, emotional adaptation, physical adaptation, and attachment adaptation to university. Each sub-variety of college adaptation consists of 25 questions, five questions each. On a five-point Likert scale, one point is "not at all" and two "not at all," three points are "unusually," four points are supposed to be "yes" and five points are "very yes." The higher the score, the higher the degree of adaptation to college life.

Emotional adaptation means psychological stability. The important components are the mindset of accepting roles given to one with mental composure, the right character formation through the soul-searching process, and the understanding of a student's tendency to depression and stress.

An attachment to a university represents an inherent satisfaction with college life. The degree of immersion in academic work, the way and level of lectures are important components, and pride in the university they went to. Academic adaptation is to understand how successfully you are adapting to the various academic tasks required by university. Motives and satisfaction with academic work, the level of academic achievement and attitude that the learners are perceived to be, and a clear sense of purpose is important components.

Social adaptation means forming a social network and maintaining a smooth interpersonal relationship with people who meet in the new environment of college. The ability to form supporting organizations such as friends and juniors who can help and support each other and manage such social relationships are important components. Physical adaptation is about identifying the biorhythm that has changed due to the new living environment and evaluating health conditions. Body condition, including fatigue and appetite, is an important component of what one perceives.

2.4. Data analysis

Data collected for the purpose of the study was analyzed using SPSS 18.0 statistical program using the following analysis methods.

First, average and percentage were calculated on demographic characteristics of the subjects.

Second, average and standard deviation were calculated to analyze the Adjustment to college of the subject.

Third, t-test and ANOVA were conducted to explore the differences in the Adjustment to college according to demographic characteristics of the subject.

3. RESULTS AND DISCUSSION

3.1. Demographic characteristics of subjects

The general characteristics of the subjects include sex, religion, residence, level of study, level of interest in basic nursing subjects, degree of major satisfaction, admission type, and graduated high school type.

Table 1: Sociodemographic characteristics of subjects

| | | N | % |
|---|----------------------------------|-----|------|
| Sex | Male | 15 | 9.7 |
| | Female | 140 | 90.3 |
| Religion | In existence | 85 | 54.8 |
| | None | 70 | 45.2 |
| Residence type | Living with one's parents | 54 | 34.8 |
| | Live apart from one's own family | 35 | 22.6 |
| | Dormitory | 66 | 42.6 |
| One's own level of study | Be good at | 50 | 32.3 |
| | Be average | 69 | 44.5 |
| | Be rather bad at | 36 | 23.2 |
| Major satisfaction level | Be on the high side | 22 | 14.2 |
| | Be average | 59 | 38.1 |
| | Be on the low side | 74 | 47.7 |
| Admission type | Early admission | 98 | 63.2 |
| | Regular admissions | 57 | 36.8 |
| Origin high school type | General high school | 123 | 79.4 |
| | Special Purpose High School | 9 | 5.8 |
| | Specialized High School | 5 | 3.2 |
| | Autonomous high school | 10 | 6.5 |
| | Qualification examination | 8 | 5.2 |
| An interest in one's major | Be on the high side | 105 | 67.7 |
| | Be average | 46 | 29.7 |
| | Be on the low side | 4 | 2.6 |
| Intimacy with colleagues or seniors in the department | Be on the good side | 72 | 46.5 |
| | Be average | 78 | 50.3 |
| | Be on the low side | 5 | 3.2 |
| The financial burden of attending college | Have no pressure at all | 36 | 23.2 |
| | Be a little burdened | 65 | 41.9 |
| | Be average | 27 | 17.4 |

| | | | |
|--|--------------------|-----|------|
| | Have some burden | 18 | 11.6 |
| | Be very burdensome | 9 | 5.8 |
| Whether to drop out or not | Almost never | 102 | 65.8 |
| | Be average | 49 | 31.6 |
| | There's a little | 4 | 2.6 |
| Whether to take a leave of absence from school | To have none | 86 | 55.5 |
| | Be average | 51 | 32.9 |
| | To exist | 18 | 11.6 |

3.2. Mean value on Adjustment to college

Mean value on Adjustment to college are shown in Table 2.

Table 2: Mean value on Adjustment to college

| | M | SD |
|-----------------------|------|------|
| Academic adaptation | 3.13 | 0.55 |
| Social adaptation | 3.38 | 0.50 |
| Emotional adaptation | 3.23 | 0.32 |
| Physical adaptation | 3.25 | 0.23 |
| Attachment to college | 3.30 | 0.48 |

3.3. Differences in Adjustment to college according to demographic characteristics

Comparing the level of student adjustment to college according to the demographic characteristics is Table 3. It turned out that there were differences of One's own level of study, Major satisfaction level, Admission type and An interest in one's major.

Table 3: Differences in Adjustment to college according to demographic characteristics

| | | M | SD | t/F |
|--------------------------|----------------------------------|------|-------|-----------------------------------|
| Sex | Male | 3.64 | 0.835 | 1.938 |
| | Female | 3.21 | 0.488 | |
| Religion | In existence | 3.27 | 0.568 | 0.485 |
| | None | 3.23 | 0.513 | |
| Residence type | Living with one's parents | 3.14 | 0.384 | 2.203 |
| | Live apart from one's own family | 3.25 | 0.808 | |
| | Dormitory | 3.35 | 0.465 | |
| One's own level of study | Be good at | 3.32 | 0.675 | 5.288** (a>c,b>c) |
| | Be average | 3.33 | 0.491 | |
| | Be rather bad at | 3.00 | 0.325 | |
| Major satisfaction level | Be on the high side | 3.86 | 0.656 | 43.236** (a>b, a>c, b>c) |
| | Be average | 3.41 | 0.431 | |
| | Be on the low side | 2.95 | 0.353 | |

| | | | | |
|---|-----------------------------|------|-------|-----------------------------------|
| Admission type | Early admission | 3.36 | 0.606 | 3.776** |
| | Regular admissions | 3.07 | 0.346 | |
| Origin high school type | General high school | 3.26 | 0.583 | 2.088 |
| | Special Purpose High School | 3.02 | 0.020 | |
| | Specialized High School | 3.73 | 0.000 | |
| | Autonomous high school | 3.38 | 0.364 | |
| | Qualification examination | 2.98 | 0.226 | |
| An interest in one's major | Be on the high side | 3.41 | 0.524 | 15.900** (a>b,a>c) |
| | Be average | 2.94 | 0.447 | |
| | Be on the low side | 2.76 | 0.000 | |
| Intimacy with colleagues or seniors in the department | Be on the good side | 3.32 | 0.658 | 2.520 |
| | Be average | 3.16 | 0.397 | |
| | Be on the low side | 3.30 | 0.000 | |
| The financial burden of attending college | Have no pressure at all | 3.15 | 0.291 | 9.661** (a<d,a<e) |
| | Be a little burdened | 3.13 | 0.558 | |
| | Be average | 3.14 | 0.285 | |
| | Have some burden | 3.73 | 0.361 | |
| | Be very burdensome | 3.88 | 1.054 | |
| Whether to drop out or not | Almost never | 3.39 | 0.617 | 11.008** (a>b) |
| | Be average | 2.98 | 0.154 | |
| | There's a little | 3.00 | 0.000 | |
| Whether to take a leave of absence from school | To have none | 3.52 | 0.542 | 44.643** (a>b, a>c, b>c) |
| | Be average | 3.03 | 0.130 | |
| | To exist | 2.59 | 0.406 | |

*p<0.05, **p<0.01

4. CONCLUSION

University life adaptation can be manifested in various ways, influenced by academic, interpersonal, social or psychological aspects, as a result of the interaction between the surroundings of university and the characteristics of each student. This can be said to have succeeded in adapting to the overall college life if an individual university student is in a satisfactory condition by forming a harmonious relationship with the surrounding environment. There are various factors affecting university life adaptation, but it will be a positive application effect when the interaction with academic, psychological or interpersonal factors is smooth. In Korea, students are highly likely to choose majors that are different from their tendencies or interests because they often decide their majors based on high school grades or CSAT scores, rather than having a lot of information on their interests, abilities, personalities or careers when choosing a student chooses college.

When choosing a university or department, do you choose a major that fits your career path by your firm belief, is a major that is appropriate for your interest or interest, or are you achieving satisfactory academic performance in relation to your studies? Is he able to concentrate on his studies without burdened by college life or academic expenses? Various factors, such as whether friendship is amicable or the distance between school and residence can be a burden to physical fitness, can affect the adaptation of college life. From the university's perspective, many freshmen are hoping to minimize and keep out-of-center students, even if they are schools and departments that have been chosen by the nation's unique characteristics. As the number of school-age population is decreasing exponentially, student resources are gradually threatening the survival of universities and providing generous support to existing students to complete their school life with minimal dropouts.

Society changes day after day, and each member puts a lot of responsibility on the school to adapt to and survive the ever-changing society. Schools are also constantly striving to strengthen students' capacity to meet these soci

al needs and make sure that college students are able to do their part as important members of society, repeatedly emphasizing innovation and dressing up anew.

The degree of satisfaction in majors can be cited as an important factor for freshmen to adapt well to school life without dropping out. Personally, it can be seen as a satisfactory adjustment process when there is a positive relationship that can greatly affect satisfaction and academic achievement in the major and that can enhance self-efficiency without causing conflicts in and out of school environment, career preparation or interpersonal relationship. It is too much to say that college adaptation levels are high only for freshmen and that other grades are low. In some cases, it is higher in existing students than in freshmen, so university life adaptation is a constant homework that requires constant management and constant attention to individual aptitude and career path with university officials as well as individual students. On the other hand, it is important to know that students may choose to study language for preparation for employment or to have new and diverse life experiences, which may be viewed as a positive meaning for self-improvement or employment preparation rather than maladjustment.

Therefore, if you choose to take a leave of absence for health reasons or for preparing or taking a rest for a job, rather than taking a leave of absence from the military, you will have to encourage students to participate in various programs, provide close consultation, or provide more information, or prepare diverse plans to manage the quality of education, and improve academic preferences.

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