SOCIAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF EFL STUDENTS AT HIGHER EDUCATION

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Abstract: Collegians may find certain difficulties to achieve a good academic achievement. One of the difficulties is their ability on adjusting to their surroundings. Adjusting required the collegians to deal with college environment, academic conditions, and people around them. The purpose of this research was to determine the relationship between social adjustment and academic achievement, as well as the contribution of social adjustment to academic achievement among EFL Students in higher education. The research method used was correlation and the data were analyzed by SPSS 24 with Pearson Product Moment. The sample was a group consisting of 226 active EFL students. The data were collected by testing the instruments which were the revision version of Social Adjustment to College Questionnaire (SACQ) and students' cumulative GPA. The findings revealed a very weak significant correlation between social adjustment and academic achievement, with the r-obtained value greater than the r-table value (0.192 > 0.131) and the p-value less than 0.05 (0.004 0.05) in the significance level of 5% two-tailed. Finally, social Adjustment contributed 3.3 percent to academic achievement.

Keywords: *academic achievement, student adaptability, social adjustment*

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INTRODUCTION

Social adjustment is a skill that requires people to adapt well socially. Hutcheon (2006) insisted that social adjustment was an innovational and clear action of someone in the society regarding the matter of appropriateness. In short, social adjustment points out one's skill to meet some criteria demanded by the environment to fit well in his or her environment socially. Adjustment may happen to anyone, including undergraduate students. Pascarella and Terenzini (1991) insisted that the process of adjusting socially at college was a complex process which involved socialization and desocialization. They explained that socialization was the process when undergraduate students adapted the beliefs and values which were demanded

by the college environment. Meanwhile, desocialization was the process of discharging the students' previous values and beliefs as the result of experiencing college life. Therefore, the students must prepare themselves to deal with the new beliefs and values as collegians while discharging the previous one.

Moreover, Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson, and Beechum (2012) insisted that the social context was considered as the factor which was mutually reinforcing with students' academic achievements. Educational psychology experts argue that social factors also play a role in the educational field as the factors which affect students' academic achievements. Slameto (1995) put forward that the factors which affected academic achievements of the students were the internal and external factors. The internal factors covered physical, psychological, and exhaustion. Then, the external factors were family, society, and school. Similarly, Farrington et al. (2012) highlighted that academic achievements of the students were affected by cognitive and non-cognitive factors. Cognitive factor deals with the students' intelligence and the non-cognitive factor deals with how students can interact well with the educational context. It means that students' achievements also depend on their external factors besides knowledge and internal factors. Some findings focus on what factors contributed to students' academic achievement. First, a study involving American Indian/Alaska Native Students in Washington University conducted by Wolf and Barnes (2015) found that a poor academic-social context contributed to the students' low-Grade Point Average (GPA). Then, a study conducted by Hendikawati (2011) which involved 114 Mathematics Education Students of Semarang State University found that self-management, external condition, physical condition, and social context were the factors that affected students' GPA.

In formal education units, academic achievement is measured differently. In formal education units, academic achievement is measured differently. Academic achievement, according to Collins and O'Brien (2003), was the accomplishment of skill, knowledge, and high-level position, as evidenced by degree, grade, and other admissions. Students at Sriwijaya University can take a maximum of 24 credit hours with one condition: they must have a cumulative GPA of 3.00 or higher (Sriwijaya University Handbook, 2018). However, according to a document taken from the English Education Study Program at Sriwijaya University in the first semester of the academic year 2017/2018, there are still 32 students whose cumulative GPA is less than 3.00 out of 231 students. There were three students from the 2015 intake, eighteen from the 2016 intake, and eleven from the 2017 intake. It means that not all English Education Study Program students at Sriwijaya University can meet the expectation of achieving a minimum of a very satisfactory cumulative GPA of 3.01. There have been several previous studies that are relevant to this one. First, Yengimolki, Kalantarkousheh, and Malekitabar (2015) discovered a positive and significant correlation between social adjustment and academic achievement among 234 secondary school students in Iran. Second, Alzboon (2013) discovered a significant positive relationship between the students' social adaptation and their achievement motivations in a study involving 495 high school students in Jordan. Nur (2013) found no significant relationship between students' social adjustment and academic achievement in a study involving 62 psychology students from the 2012 intake at the Indonesian University of Education in Bandung. These disparate findings indicated that the relationship between social adjustment and academic

achievement is still debatable. Therefore, this study seeks to investigate the correlation between social adjustment and academic achievement of EFL students who have different characteristics from other samples in previous studies. In this case, the objectives of the research are to determine whether or not: (1) there is a significant correlation between the two variables mentioned above, as well as to discover (2) the contribution of social adjustment to students' academic achievements.

METHODOLOGY
Subjects
This study involved 226 EFL students of English Education Department in Universitas Sriwijaya, South Sumatra. They were chosen as the sample of this study since their educational background met the requirement of this study: the English Education students.

Design and Procedure
This study is a quantitative study using correlational research design which seeks to investigate the relationship between social adjustment and students' academic achievement. Social adjustment was assessed using the Student Adaptation to College Questionnaire (SACQ), which was developed by Baker and Siryk and published by Western Psychological Services (1989). Originally, the questionnaire contained 67 items, each of which addressed a different aspect of academic adjustment, social adjustment, personal-emotional adjustment, and attachment. To test the questionnaire's validity, it was administered to 24 non-sample students from another similar program at another university. The results were analyzed using corrected-item total correlation. The item is valid if the r-obtained value is greater than the critical value of 0.2404 with df =65 at the two-tailed 5% significance level. The results revealed that there were only 35 valid items, 15 of which were academic adjustment items, 8 of which were social adjustment items, 9 of which were personal-emotional adjustment items, and 3 of which were attachment items. The questionnaire originally had nine options for each statement, but it only served to interpret options 1 and 9. As a result, it was modified into two Guttman scale options, "yes" and "no," to elicit a direct response from the students. Option "yes" indicated that the statement applied to the students, while option "no" indicated that it did not apply to the students. For positive statements, a "yes" answer received a 1 and a "no" answer received a 0. Meanwhile, for the negative statement, the "yes" answer received a score of 0 and the "no" answer received a score of 1. The Alpha method, on the other hand, was used to assess the questionnaire's reliability. Cronbach's Alpha was discovered to be 0.83. It means that the questionnaire can be used with confidence.

Then, the academic achievement was taken from the documentation of the recent cumulative Grade Point Average (GPA) of the students. The instruments which were used to collect the data were the documentation of students' cumulative GPA and SACQ. The cumulative GPA of the students was obtained from the two administration staff in English Education Study Program.

Data Analysis

To summarize the results, the descriptive statistics of the SACQ and the documentation of cumulative GPA such as means, standard deviation, minimum score, and maximum score were calculated first. Meanwhile, the category for students' level of social adjustment was borrowed from Rajab, Wahab, Shaari, Panatik, and Nor (2014), who classified the score as high, moderate, or low. Second, Pearson product-moment correlation was used to examine the relationship between social adjustment and academic achievement. Then, Cresswell (2012)'s correlation coefficient interpretation table was used to determine the strength of the correlation. Finally, regression analysis was used to determine the contribution of social adjustment to students' academic achievements in the English Education Study Program at Sriwijaya University. SPPS version 24 was used for all computations in this study.

FINDINGS AND DISCUSSION

Findings

Social Adaptation to College Questionnaire (SACQ)

The questionnaire which has 4 aspects and 35 items, has been analyzed. The results can be seen in the following table.

Table 1. The descriptive statistics of the SACQ result

Descriptive Statistics					
	N	Min.	Max.	Mean	Std. Deviation
Social Adjustment	226	8	33	21.26	4.963

The result as indicated in table 1 revealed that the minimum score was 8, the maximum score was 33, the mean was 21.26 and the standard deviation was 4.963.

Table 2. The result of social adaptation to college questionnaire

Level of Social Adjustment	Interval	Frequency	Percentage
High	24-35	72	31.86%
Moderate	12-23	147	65.04%
Low	0-11	7	3.10%
Total		226	100%

According to the table above, 72 students were classified as having a high level of social adjustment, 147 students had a moderate level, and 7 students had a low level of social adjustment. The results indicate that students with a moderate level of social adjustment dominated the outcome. It means that the level of social adjustment of some of the students was moderate.
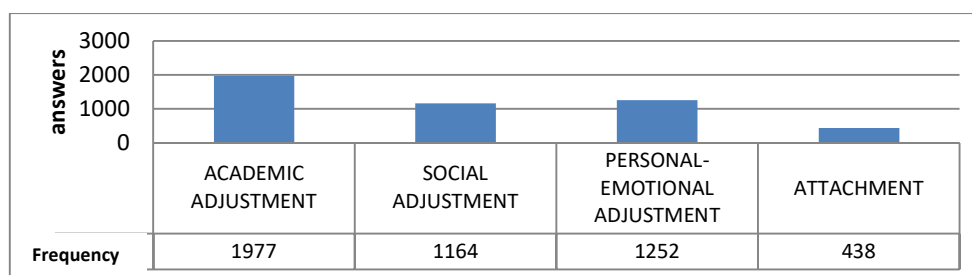
	ACADEMIC ADJUSTMENT	SOCIAL ADJUSTMENT	PERSONAL-EMOTIONAL ADJUSTMENT	ATTACHMENT
Frequency	1977	1164	1252	438

Figure 1. The Aspects of Social Adaptation to College Questionnaire

According to the graph above, academic adjustment received the highest score (1977), personal adjustment came in second (1252), social adjustment came in third (1164), and attachment came in last (1164). (438). The findings revealed that academic adjustment was the factor that had the greatest impact on students' social adjustment at college.

Table 3. The comparison of students' social adjustment scores

Descriptive Statistics					
Enrollment Year	N	Min.	Max.	Mean	Std. Deviation
2015	84	11	33	22.27	4.740
2016	72	11	32	20.10	4.748
2017	70	8	31	21.23	5.237

According to Table 3, the descriptive statistics of the social adjustment score of the 2015 intake, which consisted of 84 students, ranged from 11 as the lowest score to 33 as the highest score. The mean was 22.27, with a standard deviation of 4.740. It can be deduced that the 2015 intake received the highest social adjustment score. Meanwhile, the social adjustment scored the 72 students from the 2016 intake ranged from 11 to 32. The average was 20.10, with a standard deviation of 4.748. Finally, descriptive statistics for the 2017 intake of 70 students revealed that the minimum score was 8 and the maximum score was 31, with a mean of 21.23 and a standard deviation of 5.237. It means that the intake in 2017 came in second, and the intake in 2016 came in last.

The Result of Students' Cumulative Grade Point Average

Table 4. Descriptive statistics of cumulative GPA

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GPA	226	2.78	4.00	3.3424	.28187

Based on Table 4, the minimum cumulative GPA of the students was 2.78 and the maximum was 4.00. The mean score was 3.32 and the standard deviation was 0.28187.
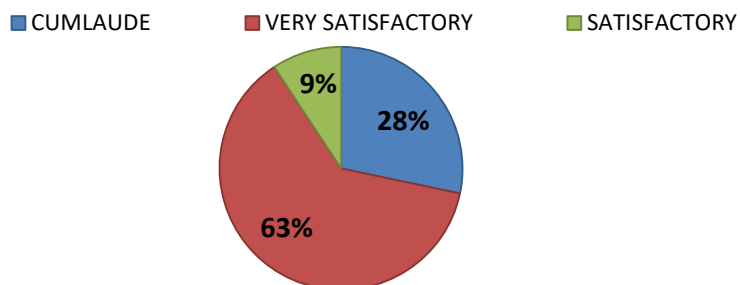
Figure 2. English Education Study Program students' cumulative GPA

The graph above showed that 9 percent or 21 out of 226 active students received a satisfactory predicate, 63 percent or 141 active students received a very satisfactory predicate, and 28 percent or 64 active students received a cumlaude predicate. This means that some English Education Study Program students' cumulative GPAs were labeled as very satisfactory.

The Result of Normality and Homogeneity Tests

The result of the Kolmogorov-Smirnov test (see attachment 1) showed that the p-value for SACQ=0.093 and the p-value for GPA= 0.089. Both values were higher than 0.05. It means that both the SACQ and GPA have a normal distribution. Then, Levene's test result (see attachment 1) showed that the p-value for the data was 0.054. The p-value (0.054) is higher than 0.05, and it means that the two data sets are homogenous.

The Result of Correlation Analysis between Social Adjustment and Academic Achievement

Table 5. The Correlation between social adjustment and academic achievement

		Social Adjustment	GPA
Correlations			
		Social Adjustment	GPA
Social Adjustment	Pearson Correlation	1	.192[**]
	Sig. (2-tailed)		.004
	N	226	226
GPA	Pearson Correlation	.192[**]	1
	Sig. (2-tailed)	.004	
	N	226	226

The value of r-obtained in Table 5 above was 0.192, which was greater than the value of r-table=0.131 with df=224. In the meantime, the p-value was 0.004, which was less than 0.05. The correlation was statistically significant, and the direction was positive. Cresswell (2012) defined the obtained r-value (0.192) as a very weak

correlation. This means that there is a very weak significant positive correlation between social adjustment and academic achievement among the students.

Table 6. The Correlation between each aspect of SACQ and academic achievement

Social Adaptation to College Questionnaire	r-obtained (Pearson Correlation)	p-value Sig (2-tailed)
Academic Achievement	.197	.003
Social Adjustment	.160	.016
Personal-Emotional Adjustment	.069	.300
Attachment	.152	.023

The table above showed the p-value of academic adjustment (.003), social adjustment (.016), personal-emotional adjustment (.300), and attachment (.023). As the p-value of academic achievement, social adjustment and attachment aspects were lower than 0.05, it means that academic achievement, social adjustment, and attachment had a significant positive correlation with academic achievement of English Education Study Program Students at Sriwijaya University. However, the p-value of personal-emotional adjustment aspect (.300) was higher than 0.05. It means that there is no significant correlation between personal-emotional adjustment and academic achievement of the students.

The Result of Regression Analysis

Table 7. The Regression Analysis of Social Adjustment to Academic Achievement

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.192ᵃ	.037	.033	.27722	.037	8.619	1	224	.004

Model Summary

Table 7 shows that the probability value was.004, which was less than 0.05. This means that social adjustment has a significant impact on students' academic achievement. The adjusted R square was then.033. In other words, social adjustment accounted for 3.3 percent of the variance in students' academic achievement.

Each aspect of the questionnaire, except personal-emotional adjustment, had a significant positive correlation with academic achievement, according to the correlation analysis. As a result, the contribution of each aspect was examined. According to the table above, the adjusted R square of academic adjustment aspect (.032) indicated that academic adjustment aspect contributed 3.2 percent to academic achievement. Meanwhile, the adjusted R square of the social adjustment aspect (.025) indicated that the social adjustment aspect explained 2.5 percent of the

variance in academic achievement. Finally, the adjusted R square of the attachment aspect (.023) indicated that the attachment aspect explained 2.3 percent of academic achievement variance. According to the data, the academic adjustment aspect contributed the most to academic achievement, followed by social adjustment and attachment.

Table 8. The regression analysis of each aspect of SACQ to academic achievement

Variables	R	Adjusted R Square	Std. Error of the Estimate	R Square Change
Academic Adjustment to Academic Achievement	.197	.032	.028	.27698
Social Adjustment to Academic Achievement	.160	.025	.021	.27888
Attachment to Academic Achievement	.152	.023	.019	.27924

Discussion

The SACQ results indicated that some English Education Study Program students had a moderate level of social adjustment. This indicated that they were capable of adjusting to college life. The degree of social adjustment, on the other hand, can vary according to changing needs. This is in line with Sharma (2016), who stated that social adjustment was the process by which an individual strived to meet his changing needs; as those needs increased, he would attempt to direct his activities to meet them. It is reasonable to assume that social adjustment is a fluid process. In terms of changing needs, the students' level of social adjustment was moderate at the time. Meanwhile, the aspect of social adjustment that had the greatest impact on students was academic adjustment. This made sense given that it contained a greater number of items than the other aspects. Then, a substantial number of the questionnaire's expected positive responses were obtained in the academic adjustment aspect, as evidenced by the aspect's total score. Additionally, this aspect must be considered when adjusting to college socially. Baker and Syrik (1989) argued that the academic adjustment score indicated students' commitment to their academic goals in college. As a result, this aspect was identified as the most significant factor affecting students' social adjustment to college.

Then, the highest mean score from the questionnaire of social adjustment was owned by 2015 students. Meanwhile, the second place was 2017 students whose mean score was higher than 2016 students. This made sense since the questionnaire was given to 2015 and 2017 students on their last day of final exam. At that time, 2015 and 2017 students feel more relaxed to fill the questionnaire since they just finished their last final exam. Meanwhile, 2016 students were given the questionnaire on the first day of final exam for Indralaya class and a week before their drama performance for Palembang class. Therefore, it was assumed to be the reason which affected the result of the questionnaire. Then, the questionnaire itself has personal-emotional aspect which is concerned with the current feeling and conditions of the

students. In line with this, collegians were categorized as emerging adults in which their ages were around 18-25 who were in the transferring condition between adolescence to adulthood (Yusuf, 2014**).** Emerging adulthood was not only a transferring condition, but a distinct condition in the life phase which required emerging adults to experience many new things as adults (Arnet, 2016). However, in the time of adaptation, emerging adults felt the unstable emotions (Zimmerman and Iwanski, 2014). It can be proven to be true as they still learn to move on from their adolescence to a new phase with responsibility as adult. Meanwhile, personal and emotional problems could drive students to depression, anxiety, and low self-esteem which would prevent them to adjust well emotionally and personally during their study time at college (Rienties, Beausaert, Grohnert, Niemantsverdriet, and Kommers, 2012). It can be implied that the social adjustment of 2015 and 2017 students was better than 2016 students because of their personal and emotional condition as emerging adults when fulfilling the questionnaire.

The second is the cumulative grade point average (GPA) of the students. Some students' cumulative GPAs were extremely satisfying, as 63 percent of students earned a cumulative GPA of 3.01 to 3.50. This means that the students' scores ranged from 3.01-3.50, indicating that their cumulative GPA results were not significantly different from the students' average ability. Meanwhile, certain factors may affect their cumulative GPA. Rienties et al. (2012) asserted that four factors influenced collegians' academic achievements: faculty reputation, social support, financial constraints, and social life. Due to the students' varying abilities to deal with the factors, their cumulative GPA results varied. The correlational analysis of social adjustment and academic achievement revealed a very weak significant positive correlation with a p-value less than 0.05 and an r-value greater than the r-table value (0.192> 0.131). Cresswell (2012) figured out that the r-obtained value= 0.192 was categorized as a very weak correlation. The strength was very weak because some students with cumlaude cumulative GPAs did not have high social adjustment scores. On the other hand, some students with satisfactory and very satisfactory cumulative GPA got a higher score than the cumlaude one. Besides, social adjustment itself was not a prominent process in which it would change over time regarding someone's necessity, and he would try to fulfill that necessity once it increases (Sharma, 2016). However, the correlation was positive in direction. A positive correlation indicates that when one variable increases, another increases as well. That is if students' social adjustment scores improved, their cumulative GPAs improved as well. Then, the result also indicated that social adjustment significantly affected the students' academic achievements. This result is in line with Farrington et al (2012) who said that social context and students' academic achievements have a mutually reinforcing relation. It means that students' academic achievement can be affected by social factors like social adjustment. Then, the correlation of each aspect of the questionnaire was also checked. Among all aspects, the personal-emotional adjustment aspect was the only aspect which had no significant correlation with academic achievement. It makes sense since the personal-emotional adjustment aspect is concerned with the students' latest condition physically and psychologically. They might feel stressed and tired as the questionnaire given in the examination week. Meanwhile, Rajab et al (2014) found the same result. Their study revealed personal-emotional adjustment aspect got the lowest mean score (4.26)

among the four aspects of SACQ which was higher than 4.26. It can be implied that most of the students did not give the expected positive responses in fulfilling the items of personal-emotional adjustment aspect of SACQ.

Third, the regression analysis revealed that students' social adjustment had a significant impact on their academic achievement. Its contribution, however, was only 3.3 percent. This makes sense, given the low correlation between social adjustment and academic achievement. Apart from social adjustment, numerous factors influence students' academic achievement. Slameto (1995) defined the factors affecting students' academic achievement in general as internal and external factors. Internal factors include physical, psychological, and exhaustion, while external factors include family, school, and society. Additionally, Bertolini, Stremmel, and Thorngren (2012) identified four factors that influenced students' achievement. There were four categories of system factors: macrosystem factors, microsystem factors, exosystem factors, and mesosystem factors. Macro-system factors relate to the culture or environment in which students live, micro-system factors to their personalities, exo-system factors to their interactions with the larger community, and mesosystem factors to their interactions with peers, teachers, and parents. Due to the diversity of factors affecting students' academic achievement, social adjustment can only account for 3.3 percent of students' academic achievement. Additionally, the regression of each aspect of the SACQ was examined. Due to the lack of a significant correlation between personal-emotional adjustment and academic achievement, the regression analysis was limited to the three SACQ dimensions. An academic adjustment made the largest contribution to academic achievement (3.2 percent), followed by social adjustment and attachment. This may happen as this aspect also got the highest score (1977) among all aspects. The regression analysis of the academic adjustment aspect and the score of the academic adjustment aspect results indicated that the students have managed to adjust well academically. Besides, Baker and Syrik (1989) figured out that the students' seriousness of their purposes in academics was determined by the score of this aspect.

CONCLUSION AND SUGGESTION

To live university life, students will not only study but also socialize with other individuals as they are social creatures. They have to be socially accepted in society to successfully activate their educational context, which includes their academic situation, institutional engagement, and social environment. This study has explained that students' social adjustment level indicated that the majority of students were capable of adjusting to their educational context. Academic achievement analysis also revealed that the majority of students have a very satisfactory cumulative grade point average that is comparable to average ability. Additionally, this study discovered a very weak significant positive correlation between social adjustment and academic achievement. Social adjustment made a weak contribution to academic achievement, while academic adjustment made the greatest contribution to academic achievement of all factors. As a final point, students must understand the critical nature of academic adjustment to achieve their college goals.

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