

## **College Adjustment among Bachelor Students: Multidimensional Relationship with Home, Health, Emotion, Social, and Educational Factors**

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### **Abstract**

*The successful adjustment of bachelor students to college life affects their academic achievement, personal development, and overall well-being. The purpose of this study was to look into the effects of home, health, emotional, social, and educational factors on college adjustment among Nepalese bachelor's degree students. A structured questionnaire survey was completed by 178 undergraduates from various Nepalese colleges. Results showed that, home-related factors, physical health, emotional factors, social support, and academic support all had a significant relationship on college adjustment. Furthermore, gender differences were not observed, the level of college adjustment found to be average and unsatisfactory irrespective of gender, emphasizing the importance of individualized interventions. The study adds to our understanding of the factors that relates college adaptation and provides insights for designing effective support systems to help Nepalese bachelor students successfully transition into college life.*

**Keywords:** college adjustment, home factors, health factor, emotional factors, social factors, educational factors

### **1. Introduction**

The transition to college is a critical stage in the lives of bachelor students, with many changes and challenges as they navigate the landscape of higher education. Academic achievement, personal development, and overall well-being are all dependent on student's ability to adjust to college successfully. It is critical to understand the various factors that influence college adjustment among bachelor students in the context of Nepal, with its distinct cultural, social, and educational factors. The goal of this article is to provide a comprehensive review of the literature on the impact of home, emotional, social, and educational factors on college adjustment among Nepalese bachelor students.

Home factors play a significant role in college adjustment in the Nepalese context. Supportive family relationships and parental involvement have been identified as influential factors that contribute to students' college readiness (Dahal et al., 2021). Parental expectations and educational aspirations influence students' adjustment to

college life by instilling a sense of motivation and determination (Pandey et al., 2021). Family support emerges as a significant contributor to students' overall satisfaction with their college experience, emphasizing the importance of the home environment in facilitating successful adjustment (Sharma et al., 2020).

Understanding how Nepalese bachelor students adjust to college requires an understanding of emotional factors. Student's ability to adapt to college life is greatly influenced by their emotional health, which includes self-esteem, self-confidence, and stress-management skills. According to Sapkota and Chapagain (2020), higher levels of self-esteem facilitate smoother transitions to college and improve adjustment outcomes. Effective coping strategies and emotional intelligence are essential for navigating the variety of challenges encountered during college (Khanal et al., 2021). Anxiety and depression, for example, impede student's ability to adapt to the academic and social demands of college (Adhikari et al., 2021). As a result, it is critical to investigate the complicated relationship between emotional factors and college adjustment among Nepalese bachelor students.

Nepalese bachelor student's college adjustment is primarily influenced by social factors. Social support networks, peer relationships, and participation in extracurricular activities all play an important role in the adjustment of college students. Active participation in social interactions, establishing meaningful connections, and fostering a sense of belonging are associated with higher levels of adjustment and overall satisfaction (Koirala & Joshi, 2019). Social isolation and a lack of social support, on the other hand, have been linked to poor college adjustment outcomes, emphasizing the importance of social factors in facilitating successful adaptation (Shrestha et al., 2020). Given Nepal's distinct social dynamics and cultural context, it is critical to understand how these social factors influence the college adjustment of Nepalese bachelor students.

The primary focus of this research is on college adaptation. It evaluates a student's ability to navigate and adapt to the rigors and challenges of college life by incorporating academic adaptation, social integration, and emotional well-being. This study aims to shed light on the specific challenges Nepalese bachelor students face and provide valuable insights for developing targeted interventions and support systems that promote their successful adjustment and well-being by examining the influence of various home, health, emotion, social, and educational factors on college adjustment.

The successful transition of bachelor students to college life is an important step in their academic journey in Nepal (Dahal et al., 2022). However, insufficient research has been conducted in Nepal to fully understand the factors that influence college adjustment and the unique challenges faced by Nepalese bachelor students. Academic adaptation, social

integration, and emotional well-being are all interdependent and mutually influential in college adjustment (Sharma et al., 2021). Nepalese students may find the transition to college particularly difficult due to family and societal expectations, health and emotional challenges, and academic pressures (Giri et al., 2020).

Home, health, emotional, social, and educational factors have been identified as key determinants of college adjustment in the Nepalese context. Supportive family relationships and parental involvement have been shown to improve college adjustment outcomes (Upadhyay et al., 2021). Koirala and Joshi (2019) found that participation in extracurricular activities and social support networks are critical for fostering a sense of belonging and facilitating adjustment among Nepalese bachelor students. Academic readiness, as well as access to academic resources and support services, are also critical for navigating the challenges of higher education in Nepal (Shrestha et al., 2020).

Despite the importance of college adjustment for Nepalese bachelor students, research on the specific issues and difficulties they face is lacking. It is critical to investigate the factors influencing college adjustment in the Nepalese context in order to develop targeted interventions and support systems to improve student's adjustment experiences and overall well-being. With that in mind, this study will be focused to fill those gaps by investigating the categorical dimension of College adjustment. The objectives of this study is to examine the level of adjustment of home factor, health factor, emotional factor, social factor and educational factor and its relationship on the college adjustment among male and female bachelor students in Nepal. Further, it seeks whether the gender plays any significant role on college adjustment.

### **Literature Review**

The Ecological Systems Theory of Urie Bronfenbrenner provides a comprehensive framework for understanding the impact of home, health, emotional, social, and educational factors on bachelor student's college adjustment. This theory emphasizes the interdependence of various systems in people's lives, ranging from the immediate microsystem of family and peers to the larger microsystem of cultural beliefs and societal norms. Research has consistently demonstrated the importance of these factors in determining college adjustment outcomes. Supportive family relationships and parental involvement, for example, have been found to positively influence student's college adaptation (Glanville et al., 2012), as have emotional well-being and coping skills (Lee et al., 2019). Furthermore, social support networks and participation in extracurricular activities (Matsuba et al., 2017), as well as educational factors like academic readiness and access to support services (Wintre & Yaffe, 2016), play important roles in promoting successful college adjustment. Researchers can investigate

the complex interactions between these factors and their combined impact on students' ability to navigate the challenges and demands of the college environment by using the Ecological Systems Theory.

The transition of bachelor students to college is a critical period of transition and development as they begin their higher education journey. It necessitates acclimating to the academic, social, and emotional demands of college life. In order to provide effective support and interventions, educators and institutions must first understand the factors that influence college adjustment. This review of the literature examines the impact of familial, emotional, social, and educational factors on college adjustment and addresses the key issues in this field.

Home has a significant impact on college adjustment outcomes. Positive adjustment experiences among college students have been consistently linked to supportive family relationships and parental involvement (Contreras et al., 2020). Students feel better equipped and more confident to face the challenges of college life when they perceive strong support and direction from their families. Negative family dynamics and a lack of support, on the other hand, can impede adjustment and contribute to academic and social difficulties (Bolliger et al., 2018).

Emotional health is an important aspect of college adjustment. Students' college adaptation is influenced by their self-esteem, resiliency, and stress management skills (Garca-Grau et al., 2021). Higher levels of emotional intelligence have been linked to better adjustment outcomes such as academic success, social integration, and overall well-being (Lee et al., 2019). Anxiety, depression, and loneliness, on the other hand, can impede college adjustment, affecting academic performance and overall student satisfaction (Hamaideh, 2011).

Social factors have a significant impact on bachelor students' college adaptation. According to Matsuba et al. (2017), social support networks, peer relationships, and participation in extracurricular activities all contribute to a sense of belonging and help with college adjustment. The availability of social support systems, both inside and outside of the context of college, helps students cope with stress, foster social connections, and improve their overall adjustment experience. Social isolation, a lack of social support, and negative peer interactions, on the other hand, can lead to feelings of alienation, impede academic progress, and negatively impact well-being (Sagioglou & Greitemeyer, 2020).

Education is very important in determining college adjustment outcomes. Academic preparedness, access to resources, and support services all play important roles in the

academic success of college students (Li et al., 2021). Students who enter college with a strong academic foundation, effective study skills, and a clear understanding of educational expectations are more likely to succeed academically. Student adjustment and achievement are improved when students have access to tutoring services, academic advising, and mentorship programs (Robbins et al., 2020).

Despite advances in our understanding of the factors that influence college adjustment, a number of problems persist. First, more longitudinal studies that follow students over time are needed to investigate the dynamic nature of adjustment and identify factors that contribute to long-term success. Furthermore, because of the complex interaction between home, health, emotion, social, and educational factors, more research is needed to determine how these factors interact and influence one another to shape college adjustment outcomes. Furthermore, there is a growing understanding of the importance of cultural and contextual factors in understanding college adjustment, as students from various backgrounds may have different experiences and needs (Yeager et al., 2019).

A variety of factors influence bachelor student's college adjustment, including familial, health, emotional, social, and educational factors. Supportive family relationships, health, emotional well-being, social support networks, and academic preparedness all play a role in successful college adjustment. Understanding the complexities and interactions of these factors can help to develop targeted interventions and support systems for college adjustment. In order to develop effective strategies for promoting college students' adjustment and success, future research should focus on longitudinal studies, investigating the interplay of factors, and taking cultural and contextual influences into account.

## **2. Methodology**

This quantitative study aimed to examine the impact of home, health, emotional, social, and educational factors on the college adjustment of Nepalese bachelor students. 250 questionnaires were distributed to Nepalese undergraduates from diverse colleges. Convenience sampling was used ensuring diversity in academic disciplines, study years, and demographic characteristics. There were 178 responses that were considered suitable for analysis.

Two sections of a structured survey questionnaire were used to collect data. The first section collected demographic information, including age, gender, major, and year of study. The second section was Adjustment Inventory for College Students, well-structured yes/no questions developed by A.K.P. Sinha and R.P Singh in 1995. The

inventory has 102 items with Cronbach alpha 0.77 which shows the reliability, to measure college adjustment of Bachelor students in following areas:

- Home (16 items)
- Health (15 items)
- Social (19 items)
- Emotional (31 items)
- Educational (21 items)

Throughout the study, ethical considerations were addressed with care. Prior to data collection, the institutional review board granted approval on an ethical basis. The purpose of the study, the participant's rights as subjects, and the voluntary nature of their participation were clearly communicated to the participants. Before the questionnaire was administered, each participant gave informed consent. There were precautions taken to ensure the confidentiality and anonymity of participant responses.

The collected data was analyzed using the proper statistical methods. To summarize the demographic characteristics of the participants and the frequency of yes/no responses, descriptive statistics such as frequencies and percentages were calculated. To examine the relationships between the pertinent variables, correlational statistics were employed. The statistical analysis was performed using SPSS. This study's results will shed light on the impact of familial, health, emotional, social, and educational factors on college adjustment among Nepalese bachelor's degree students.

The methodology of this study aims to contribute to our understanding of the factors that influence college adjustment and to aid in the development of targeted interventions and support programs to promote successful college adjustment among Nepalese undergraduates.

### **3. Results**

The responses of the 178 students polled on the effect of home-related dimensions on college adjustment varied across different categories. Only one female student rated the effect as "Excellent," while none of the male students did. In the "Good" category, both male and female students had a similar number of responses, with one male and one female student each. The overwhelming majority of students rated the effect as "Average," "Unsatisfactory," or "Very Unsatisfactory." The majority of students (47.2% of males and 44.9% of females) rated the effect as "Unsatisfactory," with the "Very unsatisfactory" category coming in second (20.2% of males and 36% of females). Notably, a higher proportion of females rated the effect as "Very unsatisfactory" than males, while a higher proportion of males rated it as "Average."

**Table 1***Adjustment Level of Home, Health, Social, Emotional and Educational Dimensions*

Description of Adjustment	Home		Health		Social		Emotional		Educational	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Excellent	0	1	1	0	0	1	0	1	0	1
Good	1	1	7	2	3	3	3	1	3	1
Average	28	15	13	24	16	11	45	24	45	22
Unsatisfactory	42	40	28	27	39	17	38	42	38	47
Very unsatisfactory	18	32	40	36	31	57	3	21	3	18

*Note.*  $N = 89$  for each condition.

Some interesting trends emerged from the responses of the 178 students surveyed about the impact of health-related dimensions on college adjustment. An interesting finding was that only one male student rated the effect as "Excellent," while no female students did so. The "Unsatisfactory" and "Very unsatisfactory" categories, however, received a disproportionately high number of responses from both male and female students. With 26.9% of women giving a "Average" rating, more than double the percentage of men (14.6%). The "Very unsatisfactory" option received the greatest share of votes from both males (44.9%) and females (40.4%). Many students found the impact on health-related dimensions to be either "Unsatisfactory" or "Very unsatisfactory."

Among the 178 students surveyed regarding the influence of social-related dimensions on college adjustment, a number of noteworthy observations can be made. Notably, only one female student rated the effect as "Excellent," while none of the male students did. However, both male and female students provided the same number of responses in the "Good" category: three.

In terms of the "Average" rating, a greater proportion of men (18%) than women (12.4%) rated the effect as such. In the "Unsatisfactory" category, a significantly greater proportion of men (43.8%) than women (19.1%) were dissatisfied with the social-related dimensions. Among the 178 students polled about how emotional factors impacted their transition to college, a few clear patterns emerged. Among the students, not a single male rated the effect as "Excellent," while one female did. Three male and one female students reported a positive effect, placing them in the "Good" category. Male students (50.6% vs. 27%) were more likely to rate the impact as "Average" than female students (7%). In contrast, there was no difference in the "Unsatisfactory" category between the sexes.

Among students, the percentage who found the outcome to be "Very unsatisfactory" was significantly higher among females (23.6% vs. 3.4% for males).

When the data from 178 students about how the educational dimension affected how they adjusted to college were looked at, several key trends became clear. First of all, none of the male students rated the educational aspect as "Excellent," but one of the female students did. Also, three male students and one female student gave "Good" ratings. In the "Average" category, more male students (50.6% vs. 24.7%) thought the impact of the educational dimension was about average than female students (24.7%). But both male students (42.7% of them) and female students (52.8% of them) put a lot of answers in the "Unsatisfactory" category, which shows that they are generally unhappy with the educational aspect. Lastly, only 3.4% of male students said the effect was "Very unsatisfactory," while 20.2% of female students said the same thing. These results show how important it is to do more research to find out what is causing these ratings and to come up with ways to help all students do better in the educational part of adjusting to college.

**Table 2**

*Level of College Adjustment*

Description of Adjustment	AICS	
	Male	Female
Excellent	0	1
Good	1	1
Average	26	9
Unsatisfactory	44	34
Very unsatisfactory	18	44

*Note.*  $N = 89$  for each condition.

The information gleaned from 178 students about the overall level of college adjustments, with a particular emphasis on the AICS areas, provides valuable insights into students' perceptions of the college environment. Looking at the responses, it is clear that none of the male students rated the overall transition to college as "Excellent," while only one of the female students did. Two students, one male and one female, were satisfied with their work and gave it a "Good" rating. However, a significantly higher percentage of male students (29.2%) rated the overall adjustments as "Average," compared to female students (10.0%). On the other hand, a significantly higher percentage of female students (49.4%) rated the adjustments as "Unsatisfactory," while only 39.3% of male students did.



There was a significant gender gap between male and female students' responses to the survey's "Very unsatisfactory" category. Eighteen male students (20.2%) rated the overall adjustments as very unsatisfactory, while a significantly higher percentage of female students (49.4%) expressed this negative perception. Despite the fact that both sexes expressed concerns about the overall changes made to the college experience, females appeared to be more dissatisfied with the AICS dimension.

**Table 3**

*Correlation Analysis*

		Sex	HOME	H_TH	EM_NL	SC_L	EDU	AICS
Sex	Pearson Correlation	1						
	Sig. (2-tailed)							
HOME	Pearson Correlation	.045	1					
	Sig. (2-tailed)	.554						
H_TH	Pearson Correlation	.108	.390**	1				
	Sig. (2-tailed)	.152	.000					
EM_NL	Pearson Correlation	.240**	.480**	.607**	1			
	Sig. (2-tailed)	.001	.000	.000				
SC_L	Pearson Correlation	.072	.290**	.415**	.423**	1		
	Sig. (2-tailed)	.339	.000	.000	.000			
EDU	Pearson Correlation	.171*	.386**	.477**	.490**	.539**	1	
	Sig. (2-tailed)	.023	.000	.000	.000	.000		
AICS	Pearson Correlation	.187*	.648**	.782**	.855**	.688**	.749**	1
	Sig. (2-tailed)	.013	.000	.000	.000	.000	.000	

\* $p < .05$ . \*\* $p < .01$ .

College adjustment among both male and female bachelor degree candidates has been found to be significantly correlated with a number of factors. The importance of a nurturing home life in easing the transition to college is highlighted by the positive correlation between home-related factors (AICS). Strong positive correlations between emotional well-being and AICS highlight the importance of both emotional support and a nurturing college community. Similarly, social factors have been found to correlate positively with AICS, further highlighting the importance of social support networks in facilitating college adjustment. The importance of academic resources and guidance in easing the transition to college is further highlighted by the positive correlation between educational support and AICS.

These results have important implications for improving the college adjustment, well-being, and academic success of bachelor's degree students by informing the development of targeted interventions and support programs. However, additional research is needed

to investigate any conceivable differences in the impact of these elements on college adjustment based on gender.

These findings deepen our comprehension of the variables that affect college adjustment and inform the design of institutional strategies to ease student's passage into higher education. By addressing these issues, institutions can create a setting that aids first-year student's transition to college and has a beneficial effect on their health, happiness, and performance in the classroom.

Since there was significant correlation between home adjustment and college adjustment ( $r = .648, p = .000$ ). Also, there was significant correlation between health adjustment and college adjustment ( $r = .782, p = .000$ ). The study found that there was a highly positive correlation between emotional adjustment and college adjustment ( $r = .855, p = .000$ ), which is also significant. This suggests that, with possible, emotional well-being plays a role in college adjustment. Since there was significant correlation between social adjustment and college adjustment ( $r = .688, p = .000$ ).

As a result of a significant positive correlation between educational adjustment and college adjustment ( $r = .749, p = .000$ ). This suggests that institutional support have a relationship on educational support's role in college adjustment. Males and females may experience emotional adjustment differently, according to significant gender differences in emotional adjustment ( $r = .423, p = .000$ ).

The areas of home adjustment, health adjustment, social adjustment, emotional adjustment, educational adjustment, and AICS did not reveal any appreciable gender differences.

#### **4. Discussion**

The study investigated the influence of home-related factors on the college adjustment of male and female bachelor students, taking into account the dimensions college adjustment. The findings revealed that home-related factors influenced the college adjustment experiences of both genders. Furthermore, the study investigated the impact of emotional well-being on male and female bachelor students' college adjustment, with a focus on its interaction with college adjustment. The findings emphasized the importance of emotional well-being in influencing the adjustment process, particularly when adequate institutional and cultural support is available.

Furthermore, the study looked at the impact of social factors on male and female bachelor student's college adjustment, taking into account the dimensions of college adjustment. The findings showed that social factors such as social support and social

engagement had a significant impact on college adjustment outcomes, indicating the importance of a supportive social environment for successful adjustment. Moreover, the study examined the impact of educational support on the college adjustment of male and female bachelor students, with a focus on college adjustment. The findings highlighted the importance of educational support, including academic resources and the learning environment, in facilitating positive adjustment experiences.

Decisively, the study looked at gender differences in the influence of home, emotion, social, and educational factors on bachelor students' college adjustment. The findings revealed distinct patterns and varying degrees of influence for various gender-based factors. These distinctions highlighted the importance of tailoring interventions to address the unique needs and challenges that male and female students face during their college adjustment journeys. The results emphasized the importance of institutions providing robust support systems and interventions that take gender differences into account, with the goal of improving the overall college adjustment experience and promoting student success.

### **Conclusion**

This research looked at how home, health, emotional, social, and educational factors all played a role in the transition to college life for Nepalese undergraduates. Student's ability to adapt to college life was found to be significantly influenced by factors including: strong family ties, high parental involvement, physical health condition, high self-esteem, effective stress coping mechanisms, strong social support networks, active participation in extracurricular activities, academic readiness, and access to academic resources and support services. These results demonstrate the difficulty of adaptation and the significance of strong social networks for college students from Nepal. The study also shed light on adjustment problem among college students in every aspect of transitional life. Conclusively, this study suggested that college adjustment is based on different dimensions and adjustment on each is necessary for the better adjustment of college students.

### **Implications**

This study's findings have far-reaching implications for anyone assisting Nepalese undergraduates with their transition to college. Academic institutions and educators should prioritize the creation of a conducive learning environment through the provision of academic resources, support services, and the encouragement of student participation. Families and parents should be actively involved in their child's education because they play a crucial role in the students' adaptability. Counselors and other mental health

professionals should prioritize promoting emotional health by addressing issues of self-worth and providing stress-reduction techniques. These findings can inform educational policies and programs, including investments in college and university facilities, supplies, and aid. Stakeholders must collaborate comprehensively to support the well-being and successful college adjustment of bachelor students in Nepal.

### **Future Research Issues**

Future research on how Nepalese undergraduates adjust to college may focus on a number of important topics. For starters, long-term research on the effects of college adjustment on academic performance, retention, and well-being can reveal effective support techniques and long-term effects. Moreover, it helps to gain a better understanding of Nepal's unique issues and develop culturally sensitive interventions by investigating the contextual and cultural factors that influence adaptation. Future research must also look into the role of technology, the experiences of marginalized student populations, the use of longitudinal studies, and cultural differences in adjustment experiences. Researchers can contribute to the development of targeted support initiatives and further our understanding of college adaptation among Nepalese students by focusing on these areas. Further, this study laved the path to research on answering the question "why Nepalese students are attracted to abroad studies, for undergraduates?".

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