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Editorial

This Volume 25 Number 1, 2017 of Ife Psychologia Journal is no exception to the remarkable contributions from seasoned professionals and researchers which it has garnered over the years. *Indeed, there is no wealth like knowledge, and no poverty like ignorance* - Buddha. Sharing knowledge has helped mankind survive and evolve into the intelligent and productive species she is today. In the animal kingdom and indeed in business, knowledge sharing can make the difference between survival and extinction. This edition contains 35 enlightening articles on our society and the psychological wellbeing of varying demographics for your reading pleasure. We thank all stakeholders dearly for their unrelenting support through their contributions and patronage. I hope that you will enjoy this edition of the Journal.

Happy reading!

Yours Sincerely,

Professor 'Sola Olowu (*PhD, FCIPM, FNPA, FIOE*)

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CORRELATIONAL INDICATORS OF PSYCHOSOCIAL ADJUSTMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA

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Abstract

This study examined correlational indicators of psychosocial adjustment among senior secondary school students in Ogun State, Nigeria. The study adopted the correlational research design. A sample of 700 students' was randomly selected. Reliable instrument was used to elicit the data. The data was analysed using Pearson product moment correlation and multiple linear regression analysis. The result revealed that the independent variables significantly correlated with students' psychosocial adjustment. There was a significant joint contribution of the independent variables (sense of coherence, optimism and self-efficacy) to the prediction of psychosocial adjustment. This suggested that the three independent variables combined accounted for 30.4% ($Adj.R^2 = .304$) variation in the prediction of psychosocial adjustment. The most potent factor was optimism, followed by self-efficacy. Sense of coherence was not a potent predictor of psychosocial adjustment. This implies that an increased influence of optimism and self-efficacy increases the likelihood of students' psychosocial adjustment. Among others, it was recommended that school counsellors should design programmes that will help students develop adequate psychosocial adjustment skill to cope with the demands of life. School administrators are also enjoined to organize programmes that emphasise the development of self-efficacy, optimism and sense of coherence in students. Keywords: Psychosocial adjustment, Sense of coherence, Optimism, Self-efficacy, adolescent students.

Keywords: *Psychosocial adjustment, Sense of coherence, Optimism, Self-efficacy, Adolescent students*

Introduction

Getting promoted from junior secondary school to senior secondary school might not be an easy task to confront. The demands of a senior

secondary school could be much more tasking than that of the junior school. This transition period could be highly demanding and stressful for some students' (Perry, 2002). Many of the students' in this situation easily get distracted, lose focus, confused, and drop in usual academic performance, while some may even withdraw. These symptoms of transition could be due to the challenges faced by students, especially in their early years in senior school. This stage in adolescent academic advancement demands more ability to cope and adjust to social and psychological demands. These demands include forming new relationships, adjusting existing relationships with parents and family, learning new strategies in the new academic environment and planning for academic future. They need to learn to be independent. If they fail to cope with the new challenges, this may affect their academic performance before leaving secondary school.

Adolescence is characterised by the complexity of developmental task. The adolescents may not be prepared to deal with the demands of the new situations and contexts where they occur. If some could deal with the challenges and demands of developmental, academic and social task with no significant psychological disturbance, others may experience profound alteration of their psychosocial adjustment. This could emerge because the adaptation affects the demands of the new tasks and provokes a probable exhaustion of their emotional, cognitive and social resources (Bizarro, 1999; 2000; Compas, 2003). The unfavourable consequence that this process may result in is that the changes in psychosocial adjustment could be the precursors of more severe psychological disorders (Dryfoos, 2007). In fact, some authors note that the changes of psychosocial adjustment could be the first signs of more severe emotional or behavioural problems (Geldard & Geldard, 2002; Crockett & Petersen, 2003; Weissberg & Kuster, 2007).

Personal and social determinants governing a successful transition from childhood to adulthood have been at the centre of much theorizing over many years. Particular attention has been paid to the study of individual and social factors that may help adolescents to cope with major stressors connected to a period of life characterized

by multiple challenges, and to avoid engaging in deviant and risky activities (Rutter, 1987; Cairns & Cairns, 2004). Concerns about potential risks have often led to a primary focus on the critical aspects of the adolescent transition, with the goal of preventing undesirable outcomes. Scholars and practitioners are increasingly realizing the fact that major progress towards sustaining youth successful development could come from a perspective aimed at building competencies and correcting weaknesses. As remarked by Segerstrom, Taylor, Kemeny and Fahey (2008), most of the task of prevention in this new century should be to create a science of human strength with the mission of understanding and learning how to foster the virtues and skills of young people.

The new branch of positive psychology calls for theoretical conceptualizations and practical initiatives directed towards promoting adolescents' psychosocial adjustment, given the assumption that even problematic aspects of individual functioning may be better addressed by strengthening the positive ones. One begins to wonder what could be the solution to adolescent challenges as they are gradually approaching senior school as well as adulthood (Bandura, 2007).

Among adolescents, optimism has been found to be related to positive adjustment to new scholastic environments (Davis & Yates 2002), intentions to avoid unsafe sex (Caprara & Gerbino, 2001) and avoidance of substance use. Various studies have shown strong relations among life satisfaction, self-esteem and optimism, and similar patterns of relations between them and various aspects of individual adjustment (Scheier, Carver, & Bridges, 2001; Campbell, 2006; Diener, 2004; Lerman, 2007). Pearson's evaluative reaction to his or her life either in terms of life satisfaction (cognitive evaluations) or affective balance or the extent to which the level of positive effect outweighs the level of negative effect in someone's life (Andrews & Withey, 2000; Diener, 2004; Campbell 2006). Operationally, psychological capital can be defined as an individual's positive psychological state of development and is characterized by having confidence self-efficacy) to take on and put in the necessary effort to succeed in challenging tasks; making a positive attribution (optimism)

about succeeding now and in the future, persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success (Korofkou, 2003).

Self-efficacy is the belief about people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. Bandura's contention that a belief in self-efficacy touches virtually every aspect of people's lives— whether they think productively, self-debilitatingly, pessimistically or optimistically; how well they motivate themselves and persevere in the face of adversities; their vulnerability to stress and depression, and the life choices they make.

For this reason, how people behave can often be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing. These self-efficacy perceptions are helpful in determining what individuals do with the knowledge and skills they have (Bandura, 2007). People who regard themselves as being highly efficacious think and feel differently from those who perceive themselves as inefficacious. They produce their own future, rather than simply foretell it (Pollard & Lee 2003). A strong sense of efficacy enhances human accomplishment and ability to adjust in countless ways. People with a strong sense of personal competence approach take difficult tasks as challenges to be mastered rather than as threats to be avoided. They have greater intrinsic interest and deep engrossment in activities; they set themselves challenging goals and maintain strong commitment to them, and also heighten and sustain their efforts in the face of failure.

Moreover, they quickly recover their sense of efficacy after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills, which are acquirable. High self-efficacy, on the other hand, helps create feelings of serenity in approaching difficult tasks and activities. Conversely, people with low self-efficacy may believe that things are tougher than they really are, a belief that fosters stress, depression, and a narrow vision of how best to solve a problem.

They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, all kinds of adverse outcomes, rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setback (Bandura, 1994).

Self-efficacy beliefs have been found related to clinical problems, such as phobias (Bandura, 2007), addiction, depression, social skills and assertiveness (Davis & Yates, 2002), to stress in a variety of contexts (Jerusalem & Mittag, 2005), to smoking behaviour (Garcia, Schmitz, & Doerflei, 2000); to pain control and to health.

Optimism is an outlook on life involving and maintaining a view of the world as a positive place. Optimists generally believe that people and events are inherently good, so that most situations work out at the end for the best. It can be defined as expectations of positive outcome. It means having hope and a strong belief and confidence to deal with situations. Optimists are life's big winners. Negative thinkers perform more poorly in school, at work, and while playing, than those who cheerfully face obstacles. Pessimists have poorer resistance, weaker immune systems and are more susceptible to depression and age physically faster than the optimists (Clark, 2007). There are various personal and social outcomes of the optimistic approach. Which may include more achievement in any task and goal, higher level of life satisfaction, better health, more friends, and feeling of control over life, including ease in making decisions. Optimism plays an important role in the adjustment to stressful life events (Scheier, Carver, & Bridges, 2001). Greater optimism has been found to be associated with less mood disturbance in response to a variety of stressors (Ryland & Greenfield, 2001).

Optimists cope more effectively with their stressors than pessimists do. There is substantial evidence that optimists use different coping strategies to cope than do pessimists and that these coping differences contribute to the positive association between optimism and better

adjustment and well-being. (Carver, Scheier & Weintraub, 2004). Optimists possess more extensive and supportive social networks, and report longer friendship than do pessimists; and social networks influence psychosocial adjustment by operating as a stress buffer (Cohen & Wills, 2005). Individuals who report that members of their social networks would provide them with emotional, instrumental, and information resources if and when needed display lower levels of distress and depressive symptoms in response to stressful life events than those who do not (Cohen & Wills, 2005).

Antonovsky (2000) focused on making order out of chaos, and emphasized the importance of coping resources in dealing with stress. He sought a construct that would characterize the shared components of a wide variety of generalized resistance resources, such as childhood living circumstances, social support, cultural stability, education and income, and that it might explain how they facilitate coping with stressors and promoting health. Consequently, he found that what these various generalized resistance resources have in common are a life orientation, which he called sense of coherence (Antonovsky, 2000; Sagy & Antonovsky, 1990).

According to Antonovsky, sense of coherence is a global orientation that expresses the extent to which one has a pervasive, enduring, though dynamic, feeling of confidence that 1) the stimuli, deriving from one's internal and external environments in the course of living, are structured, predictable and explicable; (2) the resources are available for one to meet the demands posed by these stimuli; and (3) these demands are challenges, worthy of investment and engagement. Sense of coherence thus has three main components: comprehensibility, manageability and meaningfulness (Antonovsky, 1987; 2000).

Antonovsky discusses similarities of sense of coherence with some convergent concepts explaining health, such as hardiness, a sense of permanence domains of the social climate, resilience, and a family construction of reality, self-efficacy, learned resourcefulness/helplessness and locus of control, all of which include

some salutogenic elements. Smith and Meyers (2007) found, in their empirical study, consistency with Antonovsky's contention, that sense of coherence was positively associated with hardiness, locus of control and self-efficacy, and negatively with learned helplessness. However, it is argued that sense of coherence differs from the above concepts, in that it is not a fixed trait in people to cope in certain manner in different situations, but a flexible life orientation to problem solving and coping through the mobilization of appropriate resistance resources.

Sense of coherence has also been studied in the context of personality traits. Only few decades ago, the prevalent opinion among personality experts was that personality traits did not exist, and that situational factors swamped personality variables in accounting for what people actually did. However, the current discussion ascribes personality traits a privileged status. There is widespread acceptance of the five-factor model of personality, often called the Big Five, according to which individual differences in social and emotional life fall into five broad categories derived from factor analysis, and most commonly labelled extraversion (vs. introversion), neuroticism (negative affective), conscientiousness, agreeableness, and openness to experience (McLeod & Owens, 2004).

Feldt (2000) analysed the conceptual relationship between sense of coherence and the five-factor model of personality. They reported a strong negative association between high sense of coherence and neuroticism and a modest positive association between sense of coherence and extraversion, openness, conscientiousness and agreeableness. They concluded that sense of coherence and reversed neuroticism that is emotional stability, are closely related constructs. Sense of coherence also has a strong sociological element, given that coping is not exclusive to the person concerned, but also involves interaction between people and the society around them, that is, the human resources and circumstances of the living context. Antonovsky (2000) contends that salutogenesis is an interdisciplinary approach bringing coherence between different disciplines and realization of what connects them (Eriksson, Lindström & Lilja, 2007). Sense of

coherence theory lies in the middle ground between sociology and psychology. In highlighting and concentrating on the socially determined resources and aspects of the theory, this study, therefore, represents the social-epidemiological approach.

According to the theory, particular psychological, social, cultural and historical situations and circumstances are likely to provide the developmental and reinforcing experiences that result in a strong sense of coherence. These circumstances serve as sources of generalized resistance resources (Antonovsky, 1979). Parental values and child-rearing patterns are seen as a psychological source of such resources. The sense-of-coherence developmental process begins at the same time as the child begins to interact with his/her environment. It is on this premise that this study examined sense of coherence, optimism and self-efficacy as predictors of adolescent students' psychosocial adjustment in senior secondary school.

Purpose of the Study

The study examined correlational indicators (sense of coherence, optimism, and self-efficacy) of adolescent students' psychosocial adjustment.

Specifically, it intends to;

- examined the relationship between the independent variables (sense of coherence, optimism, and self-efficacy) and the dependent variable (psychosocial adjustment of senior secondary school students' in Ogun State, Nigeria).
- determined the joint contribution of the three independent variables to the prediction of adolescent psychosocial adjustment.
- investigated the relative contribution of the three independent variables to the prediction of adolescent psychosocial adjustment.

Research Questions

The following questions were raised and tested at 0.05 level of significance.

RQ1: What is the joint contribution of the independent variables to the prediction of the dependent variable (psychosocial adjustment senior secondary schools students' in Ogun State)?

RQ2: What is the relative contribution of the independent variables to the prediction of the dependent variable (psychosocial adjustment of senior secondary schools students' in Ogun State)?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

HO₁: There is no significant relationship between sense of coherence and psychosocial adjustment of senior secondary school students'.

HO₂: There is no significant relationship between self-efficacy and psychosocial adjustment among students.

HO₃: There is no significant relationship between sense of coherence and psychosocial adjustment among students.

Research Design

The correlational design was adopted for this study. This was appropriate for this study because the researcher did not have direct control over the independent variables. Inferences about relations among the variables were made without direct interaction from concomitant variation of the independent and dependent variables.

Target Population

The population of this study comprised of senior secondary schools students' in Sagamu Local Government Area of Ogun State. Sagamu L.G.A. has 18 secondary schools, with a population size of 6,341 students.

Sample and Sampling Techniques

A sample of seven hundred (700) respondents was drawn from the population. The two-stage random sampling technique was used in this study. The first stage involved the random sampling of 15 secondary schools (83.3% of the entire population) selected through balloting. The second stage involved the random selection of 50 students' (25 males and 25 females) pre-school. A total of 700

students' were selected across 15 secondary schools in Sagamu Local Government Area of Ogun State.

Research Instrument

Four (4) structured questionnaires were adopted for the collection of data from the respondents and invalidation was carried out appropriately to suit the socio-cultural environment of the study.

Sense of Coherence (SOC) Scale: The sense of coherence scale has 29 items divided into (a) 11 items related to comprehensibility (When you talk to people, do you have the feeling that there's little meaning in the things you do in your daily life? Q28) and (b) 8 related to manageability (Do you have the feeling that you have been treated unfairly Q9) (Hawley et al. 2000). A seven-point semantic differential scale with two anchoring phrases was used; the respondents were asked to select a response on this scale for each of the 29 questions. Thirteen items were negatively formulated, and were reversed for scoring. The items can be summed for a total SOC score. A high score always expresses a strong SOC, with scores ranging from 29 to 203. This measure has proven reliable based in a number of studies, The internal constituency appears to be high using the Cronbach alpha measure (lowest alpha 0.85) (Hawley et al. 2000; Antonovsky, 2003). The reliability coefficient for the total SOC score was 0.948, in Hawley et al. (2000).

Optimism Scale: Adolescent optimism was assessed by means of a structured survey instrument; the revised Life Orientation Test (LOT-R; Scheier, Carver, & Bridges, 1994). The measure includes six statements., of which three are worded positively for optimism (e.g., "In uncertain times, I usually expect the best"), and three are worded negatively to indicate pessimism (e.g., "If something can go wrong for me, it will"). The respondents were asked to indicate how well the statements described them in general, as expressed on a scale ranging from 1 (not. at all) to 4 (very much so), a 4-point modification of the standard '5 point response format. Means of the positively and negatively worded items were calculated separately to yield optimism scores and pessimism scores. A high score in the optimism scale

(Cronbach's $\alpha = .65$) referred to high optimism, and a high score in the pessimism scale (Cronbach's $\alpha = .72$) referred to high pessimism. Responses with not more than one missing value per scale were included in the analysis.

Self-efficacy Scale: Self-efficacy was measured using the General Self-efficacy Scale developed by Schwarzer and Jerusalem (1995). The scale is a 10-item scale that assesses self-efficacy based on personality disposition. Items of the scale include: "It is easy for me to stick to my aims and accomplish my goals," and "If I am in trouble, I can usually think of a solution." The scale was measured on a 4-point Likert scaling model with options ranging from 1 = Not at all true, to 4 = exactly true. The original version of this scale, which has been used in numerous studies yielded internal consistencies ranging between $\alpha = .75$ and $.90$ (Schwarzer and Jerusalem, 1995). The scale is parsimonious, reliable and culture-fair. It has also proven valid in terms of convergent and discriminant validity. For example, it correlates positively with self-esteem and optimism; and negatively with anxiety, depression and physical symptoms. Higher scores on the self-efficacy scale indicate high self-efficacy.

Psychosocial Adjustment (well-being) Scale

This consists of two adopted scales that were merged and revalidated to measure psychological and social adjustment. Psychological adjustment would be assessed using psychological well-being scale developed by Keyes (1998). The 15 items yield the subscales of social coherence, social integration, social acceptance, social contribution, social actualization, with each subscale represented by three items. Participants respond using a six-point format: strongly disagree (1), moderately disagree (2), slightly disagree (3), slightly agree (4), moderately agree (5), strongly agree (6). Responses to negatively scored items are reversed in the final scoring procedures so that high scores indicate high self-ratings on the dimension assessed.

On the other hand, the Social Adjustment (well-being) Scale by Ryff (2004), consists of 15 items on a 6-point response scale, ranging from 1 = strong I' disagreed to 6 = strongly agreed. Among the 15 items 8

were reverse score (items 1, 2, 7, 9, 10, 13, 15), with high scores indicating the greater social well-being. The following items is an example of items constituting the social contribution subscale of the Social Well being Scale: "I have nothing important to contribute to the society". It has internal consistency (coefficient alpha) of autonomy (.83), environmental mastery (.86), personal growth (.85), positive relations..-with others (.88), and purpose in life (.88), and self-acceptance (.91).

Procedure for Data Collection

Copies of the questionnaires were administered to the participants in their various schools. Because of a letter of introduction was obtained from the head of the Department of Guidance and Counselling; permission was granted by the school principals. The participants were adequately briefed on the need to cooperate with the researchers. They were also assured of confidentiality of their responses. The data collection spread over four weeks, during which about 711 copies of the questionnaires were administered, while 700 were returned. These were scored and the data obtained were subjected to analysis.

Method of Data Analysis

The data collected were analysed using Statistical Packages for Social Sciences (SPSS). The statistical analysis computation done was by Pearson product moment correlation and multiple linear regression analysis to test the research questions and the hypotheses at 0.05 level significant.

Results

This section presents the result of the analysis drawn from this study. The analysis was with respect to the research questions and hypothesis under study

Testing of Research Questions

This section consists of the result from the inferential statistics on the account of two questions tested:

Research Question 1:

What is the joint contribution of the independent variables (sense of coherence, optimism and self-efficacy) to the prediction of the dependent variable (psychosocial adjustment)?

Table 1: Summary of Regression Showing the Joint Contributions of Independent-Variables to the Prediction of Psychosocial Adjustment

R = .557
R Square = .311
Adjusted R Square = .304
Std. Error = 11.45049

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17435.724	3	5811.908	44.327	
	Residual	38678.577	696	131.114		
	Total	56114.301	699			

Source: Field Survey

Table 1 above reveals a significant joint contribution of the independent variables (sense of coherence, optimism and self-efficacy) to the prediction of psychosocial adjustment. The result yielded a coefficient of multiple regressions $R = 0.557$, multiple $R^2 = 0.311$ and Adjusted $R^2 = .304$. This suggests that the three independent variables combined accounted for 30.4% (Adj. $R^2 = .304$) variation in the prediction of psychosocial adjustment. The other variables accounting for the remaining 69.6% were beyond the scope of this study. The ANOVA result from the regression analysis showed that there was a significant joint effect of the independent variables on psychosocial adjustment, $F(3,696) = 44.327$, $P < 0.001$.

Research Question 2:

What is the relative contribution of the independent variables (sense of coherence, optimism and self-efficacy) to the prediction of dependent variable (psychosocial adjustment)?

Table 2: Summary of Regression Analysis for the Relative Contribution of the Independent Variables to the Prediction of Psychosocial Adjustment

Model		Unstandardized Coefficient		Standardized Coefficient	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.758	3.119		5.693	.000
	Optimism	.626	.066	.467	9.475	.000
	Self-Efficacy	.197	.051	.211	3.877	.000
	Sense of Coherence	.037	.055	.036	.667	.505

Source: Field Survey

Table 2 shows that two out of the three predictor variables (sense of coherence, optimism and self-efficacy) were potent predictors of psychosocial adjustment. The most potent factor was optimism (Beta = .467, $t = 9.475$, $P < 0.001$), followed by self-efficacy (Beta = .211, $t = 3.877$, $P < 0.001$), Sense of coherence (Beta = .036, $t = .667$, $P > 0.05$) was not a potent predictor of psychosocial adjustment. This implies that an increased influence of optimism and self-efficacy will increase the likelihood for students' to adjust psychosocially.

Testing of Research Hypotheses

This section consists of the result from the inferential statistics on the account of three hypotheses raised:

Research Hypothesis 1: There is no significant relationship between optimism and psychosocial adjustment of students'.

Table 3: PPMC Showing the Relationship between Optimism and Psychosocial Adjustment

Variable	N	Mean	St.Dev	Df	r	P	Remark
Psychosocial adjustment	700	48.8294	13.72235	698	.510**	<.001	Ho1 Rejected
Optimism	700	33.7960	10.24671				

Source: Field Survey

Table 3 reveals the relationship between optimism and psychosocial adjustment; $r(698) = .510, p < .001$. That is there was a significant relationship between optimism and psychosocial adjustment. Hence the null hypothesis was rejected. The table further reveals that optimism positively influenced psychosocial adjustment of students'. This implies that high optimism increases the tendency for students' to display high psychosocial adjustment. Coefficient of determination ($r^2 = 0.260$), revealed that optimism had great influence on students' psychosocial adjustment. That is, it accounted for 26.0% in the variation of the students' psychosocial adjustment.

Research Hypothesis 2: There is no significant relationship between self-efficacy and psychosocial adjustment among students'.

Table 4: PF'MC Showing the Relationship between Self-efficacy and Psychosocial Adjustment

Variable	N	Mean	St.Dev	Df	r	P	Remark
Psychosocial adjustment	700	48.83	13.72	698	.309**	<.001	Ho2 Rejected
Self-efficacy	700	41.67	14.68				

Source: Field Survey

Table 4 captures the relationship between self-efficacy and psychosocial adjustment; $r(698) = .309, p < .001$. That is, there was a significant relationship between self-efficacy and psychosocial adjustment. Hence the null hypothesis was rejected. The table further reveals that self-efficacy positively influenced students' psychosocial adjustment. This implies that high self-efficacy increases the tendency for students' to display high psychosocial adjustment score. Coefficient of determination ($r^2 = 0.095$), revealed that self-efficacy had moderate influence on students' psychosocial adjustment. That is, it accounted for 9.5% in the variation of students' psychosocial adjustment.

Research Hypothesis 3: There is no significant relationship between sense of coherence and psychosocial adjustment among students'.

Table 5: PPMC Showing the Relationship between Sense of Coherence and Psychosocial Adjustment

Variable	N	Mean	St.Dev	Df	r	P	Remark
Psychosocial adjustment	700	48.83	13.72	698	.202**	<.001	Ho3 Rejected
Sense of Coherence	700	47.04	13.54				

Source: Field Survey

Table 5 reveals the relationship between sense of coherence and psychosocial adjustment; $r(698) = .202, p < .001$. That is, there was a significant relationship between sense of coherence and psychosocial adjustment. Hence the null hypothesis was rejected. The table equally reveals that sense of coherence positively influenced students' psychosocial adjustment. This implies that high sense of coherence will increase the tendency for students' to display high psychosocial adjustment score. Coefficient of determination ($r^2 = 0.041$), showed that sense of coherence had little influence on students' psychosocial adjustment. That is, it accounted for 4.1% in the variation of students' psychosocial adjustment.

Discussion

The first research question examined the joint contribution of the independent variables (sense of coherence, optimism and self-efficacy) to the prediction of the dependent variable (psychosocial adjustment). The result showed that there was a significant joint contribution between the independent variables and psychosocial adjustment. The result yielded a coefficient of multiple regressions Adjusted $R^2 = .304$. This suggests that the three independent variables combined accounted for 30.4% ($Adj.R^2 = .304$) variation in the prediction of psychosocial adjustment.

This implies that all these variables, when in place, could predict psychosocial adjustment. The result of this study is in support of many of empirical studies that reported that greater optimism has been found to be sense of coherence with less mood disturbance in response to a variety of stressors, including adjustment to law school (Segerstrom, Taylor, Keineny, & Fahey, 2008). There is substantial evidence that optimists use different strategies to cope compared to pessimists and that these coping differences contribute to the positive sense of coherence between optimism and better adjustment (Scheier, Weintraub, & Carver, 1986; Shavelon & Bohis (2000), Scheier (2000), Carver, Scheier, & Weintraub, (20004) conducted a meta-analysis of the self-efficacy literature and concluded that self-efficacy positively correlated to academic performance and persistence. They found that high levels of personal efficacy beliefs strengthened students' effort, persistence: and coping skills in academic endeavours. This indicates that students' psychosocial adjustment ability could be built when they have sufficient sense of coherence skill, self-efficacy ability and optimistic behaviour.

The second research question examined the relative contribution of the independent variables (sense of coherence, optimism and self-efficacy) to the prediction of the dependent variable (psychosocial adjustment). The result revealed that two out of three predictor variables (sense of coherence, optimism and self-efficacy) were potent predictors of psychosocial adjustment. The most potent factor was optimism, followed by self-efficacy. However, sense of coherence was not a potent predictor of psychosocial adjustment. This implies that an increased influence of optimism and self-efficacy will increase the likelihood for students' to adjust psychosocially. This result is in support of Bandura, (2001; 2007) who found, at different occasions, the influential role of self-efficacy beliefs in various domains of functioning, such as learning, work, sports, health, sense of coherence, adjustment, and well-being. Concerning the predictive power of students' optimism and psychosocial adjustment, the result of this study corroborates Dougall, Hyman, Hayward, Mcfeeley & Baum (2001), who found that the perceived availability of emotional support partially mediated relations between greater optimism and improved

psychological adjustment in a sample of rescue and recovery workers who observed the crash site of a commercial airplane. In the same vein, past studies indicated that greater optimism is sense of coherence with both greater perceived support at a given time (Park & Folkman, (2007) and greater increases in perceived support during times of stress (Dougall et al., 2001). This justifies that psychosocial adjustment encompasses the adjustment to both psychological issues and social issues.

The first hypothesis states that there is no significant relationship between optimism and psychosocial adjustment of students'. The hypothesis was tested with Pearson product moment correlation. The result revealed that there was a significant relationship between optimism and psychosocial adjustment. The result further revealed that optimism positively influenced psychosocial adjustment of students'. This presupposes that high optimism increases the tendency for students' to display high psychosocial adjustment. Coefficient of determination ($r= 0.260$), confirmed that optimism has large influence on students' psychosocial adjustment. That is, it accounted for 26.0% in the variation of students' psychosocial adjustment. The result of this study corroborates several studies which reported that differences in coping can account for only part of the sense of coherence between optimism and better adjustment (Segerstrom et al., 1998; Aspinwall & Taylor, 2000; Carver et al., 2003; Scheier et al., 2004). A study evaluated the possibility that optimists adjust to stressful life circumstances more successfully because they also possess more extensive and supportive sense of coherence networks than do pessimists. Individuals who possess a greater number of relationships with friends, family members, co-workers, and neighbours report less distress and greater positive effect, regardless of their levels of stress, than those who possess fewer of these relationships (Cohen & Wills, 1985).

The second hypothesis states that there is no significant relationship between self-efficacy and psychosocial adjustment among students'. The hypothesis was tested with the use of Pearson product moment correlation. The result showed that there is a significant relationship

between self-efficacy and psychosocial adjustment. The analysis further revealed that self-efficacy positively influenced students' psychosocial adjustment. This implies that high self-efficacy increases the tendency of students' to display high psychosocial adjustment score. Coefficient of determination ($r^2 = 0.095$) revealed that self-efficacy had moderate influence on students' psychosocial adjustment. That is, it accounted for 9.5% in the variation of students' psychosocial adjustment. The result of this study supports Caprara, Steca, Cervone, and Artistic, (2003), who note that adolescents' perceived capabilities to handle negative emotions and to express positive emotions are a determinant of adolescents' positive thinking and happiness both directly or indirectly through their capabilities to keep effective relationships with parents and peers.

In the same vein other studies like Bandura *et al.* (2002) show that self-efficacy beliefs play a pivotal role in protecting children and adolescents in counteracting depressive states, and anti-sense of coherence careers. Other studies (Bandura *et al.*, 2001; Caprara *et al.*, 2002) have, also shown that measures of self-efficacy beliefs regarding distinct life domains and specific tasks independently contribute to distinct outcomes during adolescence. Thus, adolescents perceiving the capabilities to manage their relationships with parents and peers successfully has been posited as a determinant of both adolescents' positive thinking and happiness.

The third hypothesis states that there is no significant relationship between sense of coherence and psychosocial adjustment among students. It was tested using Pearson product moment correlation. The result revealed that there was a significant relationship between sense of coherence and psychosocial adjustment. The result also revealed that sense of coherence positively influenced students' psychosocial adjustment. This implies that high sense of coherence will increase the tendency for students' to display high psychosocial adjustment score. Coefficient of determination ($r^2 = 0.041$) revealed that sense of coherence had little influence on students' psychosocial adjustment. That is, it accounted for 4.1% in the variation of students' psychosocial adjustment. This result corroborates Callahan and Pincus

(1995), who found that higher scores on sense of coherence were significantly sense of coherence with better clinical status for activities of daily living, pain, global health status, and perceived learned helplessness. This indicates that adjustment to psycho-social demand in life is associated with individual sense of coherence. Similarly, Chamberlain and Zika (2000) found sense of coherence to have relatively little influence on adjustment in two different samples consisting of mothers with young children and elderly persons.

Conclusion

This study examined sense of coherence, optimism, and self-efficacy as predictors of psycho social adjustment of senior secondary school students'. The result revealed that sense-of-coherence, optimism and self-efficacy significantly correlated with students' psychosocial adjustment. The independent variables jointly contributed to the prediction of students' psychosocial adjust. The most potent factor was optimism, followed by self-efficacy. But sense of coherence was not a potent predictor of psychosocial adjustment. This implies that an increased influence of optimism and self-efficacy will increase the likelihood for students' to adjust psychosocially.

Recommendations

Based on the findings made the following are recommended.

- School counselors need to come up with programmes that will help students' develop adequate psychosocial adjustment skill to cope with the demands of life.
- School administrators should to organize programmes that emphasise the development of self-efficacy, optimism and sense of coherence in the students.
- Parents need to bring up and encourage: their children in a way that they will find it easy to get along with others under both comfortable and otherwise situation.
- Students' have to think more on positive things in all their expectations in life and education.

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