What Makes Students Adjust to University? The Predictors of College Adjustment: Systematic Literature Review

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Article Info	Abstract
	For many students, starting college marks a significant transition. Students must face many transitions as they enter college, including changes in their life, academic environment, social environment, and adjusting to their independence and responsibilities. Although many students successfully make the transition to college, The importance of transition and adjustment for students in their first year is fascinating to investigate, and this paper investigates college adjustment predictors in assisting students and first-year student in their transition to university. A systematic literature review will turn up several articles on transitions and adjustment of first-year students. The goal of this review is to determine the predictors of college adjustment. According to the findings of a literature review, there are four domain factors that are predictors of college adjustment: personality trait factors, external factors, coping style factors, and demographic factors. The limitation of this review may be added during the selection of the articles, the setting of the articles is not chosen specifically implying the countries are mixed between continents randomly, also the articles chosen are only limited from English language only, implying that the articles written in developing countries are not included and reviewed.

Artikel Info	Abstrak
	Bagi banyak siswa, mulai kuliah menandai transisi yang signifikan. Mahasiswa harus menghadapi banyak transisi ketika mereka memasuki perguruan tinggi, termasuk perubahan dalam kehidupan mereka, lingkungan akademik, lingkungan sosial, dan menyesuaikan diri dengan kemandirian dan tanggung jawab mereka. Meskipun banyak siswa berhasil melakukan transisi ke perguruan tinggi, Pentingnya transisi dan penyesuaian bagi siswa di tahun pertama mereka sangat menarik untuk diselidiki, dan makalah ini menyelidiki prediktor penyesuaian perguruan tinggi dalam membantu siswa dan siswa tahun pertama dalam transisi mereka ke universitas. Tinjauan literatur yang sistematis akan memunculkan beberapa artikel tentang transisi dan penyesuaian siswa tahun pertama. Tujuan dari tinjauan ini adalah untuk menentukan prediktor penyesuaian perguruan tinggi. Menurut temuan tinjauan literatur, ada empat faktor domain yang merupakan prediktor penyesuaian perguruan tinggi: faktor sifat kepribadian, faktor eksternal, faktor gaya koping, dan faktor demografis. Keterbatasan ulasan ini dapat ditambahkan pada saat pemilihan artikel, pengaturan artikel tidak dipilih secara khusus yang menyiratkan negara-negara bercampur antar benua secara acak, juga artikel yang dipilih hanya dibatasi dari bahasa Inggris saja, menyiratkan bahwa artikel yang ditulis di negara berkembang tidak dimasukkan dan ditinjau.

I. INTRODUCTION

First-year college students are going through a transitional period in their lives. Changes in learning styles, changes in the education management system, changes in the friendship environment, and changes in the environment in which students from outside the city live are among the challenges that first-year students will face (Novrianto & Marettih, 2018). This change requires personal responsibility, creativity and independence of students, the initial challenge that will be faced by first year students is the transition from a high school atmosphere to a lecture atmosphere (Montgomery & Côté (2008).

The first year of college can be a challenging developmental transition for many students, but it is also a time of personal growth and maturation (Park et al., 2012). Mudasir and Gannaie (in Costa et al., 2018), change can lead to unhappiness because a person attempts to achieve a new type of homeostasis between the individual and his environment.

Determining which factors predict adjustment is useful for identifying at-risk students and providing an explanation for why prediction appears to be necessary for the most effective intervention plan. A review of the literature on college adjustment emphasizes the significance

of a student's perceived level of social support (Lidy & Kahn, 2006). As an example, discovered that the more social support students perceived, the less likely they were to experience depression, anxiety, and somatic symptoms during the college transition. Social support is thought to be important in the adjustment process because it allows students to mobilize interpersonal resources to help them cope with the stress of adjusting to college (Compas et al., 1986). Previous research has suggested that students in their first year have more difficulty adjusting academically (Saffarpoor et al., 2011) however, if students can adapt themselves academically well, then all of their abilities will adjust to the college environment (Estiane, 2015). Based on of these findings, the most important thing for students in their first year of study is college adjustment.

Understanding the predictors of college adjustment is essential for both students and educators. Research indicates that students who struggle with adjustment issues are at an increased risk for academic difficulties, mental health problems, and dropping out of college (Kural et all, 2018). According to a study by Zhang et all (2020), predictors of college adjustment include personality traits, social support, coping strategies, and academic self-efficacy. By identifying these predictors, educators and counselors can develop targeted interventions and support programs to help students thrive in their college environment. Overall, knowing the predictors of college adjustment can contribute to student success and well-being, making it a crucial area of study for researchers and practitioners alike.

Overall, identifying predictors of college adjustment can aid in the development of targeted interventions and support programs to assist students in their transition to college life. By taking a proactive approach to supporting students' adjustment, educators can help students navigate the challenges of college and increase their likelihood of academic success and personal growth. From all of explanations above, college adjustment is needed for the students or the first-year student in university. To clearly understanding about how can freshmen or first-year student adjustment to university, the researchers write this systematic literature review with research question "what are the domains that can be predictors of college adjustment?"

II. METHOD

The researchers then continued the analysis to evaluate the quality of the article after completing the identification process by selecting the journal based on the expected criteria. The researcher performed screening criteria for a quantitative study of regression studies. Study design, sampling techniques (articles or participants), measurement or data collection processes, and analysis techniques are all evaluated for methodological quality (Cummings & Estabrooks, 2003). The researchers browsed the databases ScienceDirect, ProQuest, SCOPUS, Emerald Insight, Sage Journals, and JSTOR from the first available articles in 2017 to 2022. The following keywords were used in the search: ((College Adjustment) OR (Adjustment to University) OR (Adjustment First-Year on College) OR (Adaptation to College)). The reason of choosing the mentioned databases because, these databases are the six out of fourteen databases that can be recommended for systematic literature review (Gusenbauer & Haddaway, 2020).

The process of the inclusion and exclusion of the articles will be helped by using rayyan.ai as an online application to assist researchers with systematic review (Johnson & Phillips, 2018). the researchers specifically include criteria of articles of quantitative articles and regression analysis to gather information about the predictor of college adjustment. With this method the researchers gathered a number of 1927 articles contained a theme about college adjustment from ScienceDirect (N = 500), Sage Journals (N = 100), ProQuest (N = 200), JSTOR (N = 100), Emerald Insight (N = 300) and Scopus (N = 117). From all articles researchers did an exclusion to articles that are not a research articles such as meta-analysis, literature review, systematic review. Also, the researchers did an exclusion to research articles with unmatched population, themes, design and outcome. Resulted six articles to be reviewed in this study. As this figure 1 explained the PRISMA flow of the exclusion and inclusion of the articles.

From all the six articles of quantitative studies, the quality of these articles is assessed with two reviewers. The methodology quality assessment tool is adapted from (Cummings & Estabrooks, 2003) for quantitative studies with total score ranged from zero to fourteen. Each paper received a total score that fell into one of three categories: strong (10-14), moderate (5-9) or

weak (0-4). Based on review on quantitative studies 6 articles are listed into strong criteria.
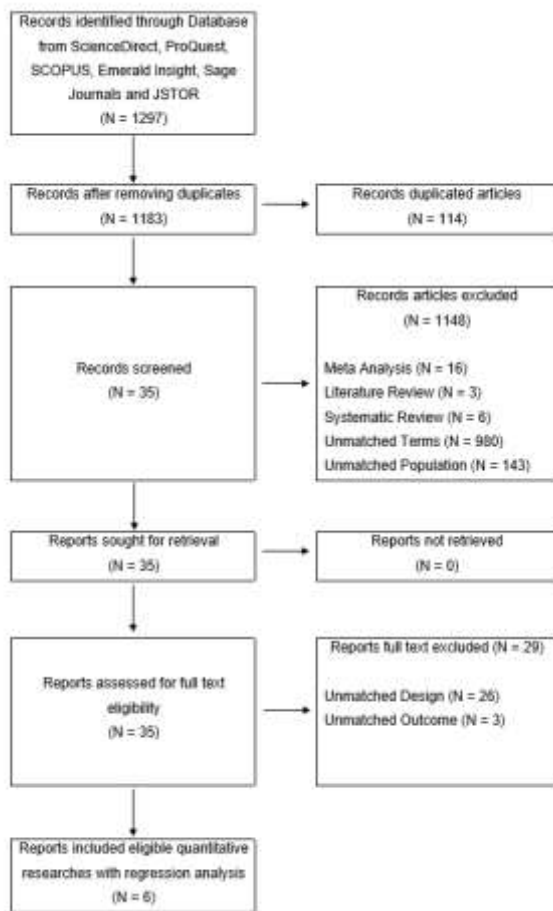

Fig 1. PRISMA Flow Chart following the guideline from (Page et al., 2021)

III. RESULLT AND DISCUSSION
A. Result

Table 1. Researches Predicted the College Adjustment

Titles	DOIs	Findings
Home away from home - The role of social support for international students' adjustment.,	https://doi.org/10.32890/mjli2018.15.2.2	This study found that acculturation stress has a negative and significant relationship with academic adjustment. This means that as acculturation stress increases, academic adjustment decreases. Acculturation stress was also found to be negatively related to social support, which in turn had a positive relationship with academic and psychological adjustment. In total, acculturation stress explained 17% of the variance in academic adjustment and 8% of the variance in psychological adjustment.
Effects of Personality Traits, Social Support and Self-Efficacy on Predicting University Adjustment.	https://doi.org/10.1177/00220574211025059	Social support, conscientiousness, agreeableness, and extraversion predicted friend adjustment, while self-efficacy and conscientiousness predicted moderate academic adjustment. In high academic adjustment, self-efficacy combined with agreeableness and conscientiousness were predictive. For general university adjustment, gender, self-efficacy, conscientiousness, social support, and agreeableness predicted moderate adjustment, while self-efficacy, agreeableness, and conscientiousness predicted high adjustment. Each model explained different percentages of the total variance.
College Life Adjustment, Life Stress, Career Barriers, and Career Decision-Making Self-Efficacy of College Students Who Have Experienced COVID-19 in South Korea.	https://doi.org/10.3390/healthcare10040705	the results showed that career barriers, career decision-making self-efficacy, and grade were significant influencing factors. The regression model had a significant explanatory power of 33.7%, with a statistically significant F value of 158.568 (p < 0.001). These findings suggest that addressing career barriers and improving career decision-making self-efficacy could potentially improve college life adjustment. Additionally, the results indicate that academic performance, as measured by grade, also plays a significant role in college life adjustment.
Personality as a Predictor of First-Semester Adjustment to College: The	https://doi.org/10.1002/j.2161-1882.2006.tb00099.x	The study found that ego identity and social support were predictors of college adjustment. Specifically, ego

Mediational Role of Perceived Social Support.		identity had a direct positive effect on college adjustment (β = .727, p < .01), while social support had an indirect effect (β = .393, p< .01). These results suggest that having a strong sense of ego identity and social support can contribute to better adjustment in college.
Predicting university adjustment from coping-styles, self-esteem, self-efficacy, and personality: Findings from a survey in a sample of Italian students	https://doi.org/10.3390/ejihpe11030066	Self-efficacy was found to be the strongest predictor of SACQ social adjustment, followed by task coping style, emotional coping style, relational availability, and mental flexibility. CISS Task, CISS Emotion, and self-efficacy were significant predictors of SACQ academic adjustment. CISS Emotion was the only significant predictor of SACQ psychological adjustment. For SACQ institutional attachment, the significant predictors were CISS Task, CISS Emotion, self-efficacy, and relational availability. Finally, the significant predictors of general university adjustment were CISS Task, CISS Emotion, self-efficacy, relational availability, and self-esteem.
Internationali sation at a Distance and at Home: Academic and social adjustment in a South African distance learning context	https://doi.org/10.1016/j.ijintrel.2019.06.001	This passage shows how different factors can affect students' academic and emotional adjustment. It was found that students who had better access to technology tended to have better academic and emotional adjustment. Older learners also tended to have better adjustment scores compared to younger learners. Gender and occupation did not seem to have any effect on the scores, while being a part-time worker had a positive effect on emotional adjustment. Finally,

English as a first language did not affect the scores except for a negative effect on emotional adjustment.

B. Summary of findings of evident factors to college adjustment

Reviewed journals are an essential source of scientific knowledge and are often used to inform research and decision-making. However, with the sheer volume of literature available, it can be challenging to effectively categorize and analyze the information contained within these journals. This is where multiaxial analysis comes in. Multiaxial analysis is a statistical technique that allows researchers to categorize information based on multiple criteria simultaneously. This type of analysis is particularly useful when dealing with large and complex datasets, such as those found in scientific literature (Braun & Clarke, 2021).

1. Personality Trait Factors

The importance of personality trait will be one of many predictors of college adjustment, the personality trait that could predict university students' college adjustment. Conscientiousness, extraversion, self-efficacy, relational availability, mental flexibility, and career decision-making self-efficacy were among the factors that predicted the positive effect in college adjustment. Another factor that predicts the negative effect to college adjustment is agreeableness (Erzen & Ozabaci, 2021; Lee & Ahn, 2020; Park & Kang, 2022; Valenti & Faraci, 2021).

2. External Factors

Quite apart from personality traits that can predict college adjustment, researchers discovered that other external factors can predict university student college adjustment. External factors that predict positive effect to college adjustment include access to technology and social support, while internal factors that predict as negative effect to college adjustment include acculturation stress and career barriers (Erzen & Ozabaci, 2021; Lashari et al., 2018; Mittelmeier et al., 2019; Park & Kang, 2022).

3. Coping Style Factors

The ability of an individual to face challenges with appropriate coping styles

can also predict university students' college adjustment. Coping style factors that can predict positive and negative effects include task-oriented and emotional-oriented coping styles (Valenti & Faraci, 2021).

4. Demographic Factors

A person's demographic background has also been found to predict the positive and negative effects on university students' college adjustment. Gender and age are two demographic factors that can predict college adjustment (Erzen & Ozabaci, 2021; Mittelmeier et al., 2019).

C. Discussion

This research aimed to explain the predictors of college adjustment, the predictors that can affect the college adjustment of university student to be found as personality trait factors, external factors, coping styles factors and demographic factors. Personality trait roles such as conscientiousness extraversion were positive predictors while agreeableness was a negative predictor of the college adjustment. Conscientiousness was an unchanging factor for all adjustment types, extraversion trait was important for friendships, the agreeableness trait was identified to be an effective factor for both friendships and general adjustment (Erzen & Ozabaci, 2021). There were significant associations between relational availability and mental flexibility. It is found to predict both global university adjustment and some of its specific domains (social adjustment and institutional attachment); the latter was found to contribute significantly only to the social domain. Although both relational availability and mental flexibility were found to be related to university adjustment (Valenti & Faraci, 2021).

Other factors coming from the individuals are also found, ego-identity with the feeling of recognizes through ideals, behaviors, and social role can found to be affect the college adjustment to be increasing (Lee & Ahn, 2020). self-efficacy positive predictors of college adjustment self-efficacy did not appear to be significant for friendship adjustment but appear to be significant factor for academic adjustment, emotional adjustment and institutional adjustment (Erzen & Ozabaci, 2021). Valenti and Faraci (2021) also found that self-efficacy was found to enhance both university adjustment as a whole (as assessed by the CAQ) and its facets (as measured by the SACQ).

These findings are consistent with other findings in the study, which discovered a link between personality traits, psychological capital, and academic adjustment. Furthermore, educational-counselling interventions focusing on personality and psychological capital may be beneficial in promoting student academic adjustment (Tamannaeifar & Rezaei, 2020) SACQ Academic Adjustment was found to be related to Conscientiousness ratings from all three sources, as well as Openness ratings from parents and peers. SACQ Social Adjustment was related to self-reported Neuroticism and peer-reported Extraversion (Kurtz et al., 2012).

The important role of external factors was also found, the effect of social support and psychological adjustment were found to be significant. Social support had a significant effect on friendship and general adjustment (Erzen & Ozabaci, 2021; Lashari et al., 2018). Other study found that social support mediates the relationship between acculturation stress and academic and psychological adjustment. High levels of stress, according to the study's findings, have a negative impact on individual psychological adjustment (Lashari et al., 2018).

Other factors that affect the college adjustment are career barriers and career decision-making self-efficacy, career barriers being low in the group with a high college life adaptation, high self-efficacy in career decision-making may reduce the negative effects of career barriers and may be expected to act as a mediating variable in college life adaptation (Park & Kang, 2022). The last factor that affects the college adjustment is access to technology, access to technology significantly predicted academic adjustment and emotional adjustment in, implying that students who had better access to technology also had better academic adjustment (Mittelmeier et al., 2019).

These findings are consistent with other research indicating that students struggle with college adjustment due to external factors. According to (Avery et al., 2022), many college students report difficulty adjusting to college life as a result of career barriers related to their career choices. Another finding explains why students in the hostility stage can no longer tolerate the misunderstandings and

misinterpretations of the new culture during the college adjustment process. Culture shock may manifest as feelings of frustration, anger, sadness, confusion, anxiety, and depression in students. Students at this stage are more likely to blame their problems on outside influences. They may also develop cultural aversion and become uncooperative (Mesidor & Sly, 2016).

Other factors that can affect the college adjustment are coping style factor and demographic factor. Coping style factors that can predict positive and negative effects include task-oriented and emotional-oriented coping styles, it is found that individuals who completed their task could improve the college adjustment, also individual who manage to control their emotional factor could improve the college adjustment (Valenti & Faraci, 2021). This finding is consistent with other findings. The students' primary coping strategy is problem-focused coping, or completing the task by seeking social support from their friends, family members, and university (Falasifah et al., 2020).

Result found that gender can predict the outcome of adjustment to friendship, adjustment to academic and general adjustment to university (Erzen & Ozabaci, 2021). According to this finding demographic factor such as gender is a significant predictors of academic adjustment (Wider et al., 2016). Another study discovered that adjusting for different demographic groups resulted in Significant, positive associations were found to the Social Adjustment, Personal Adjustment, and Attachment (Dawborn-Gundlach, 2018). The students reported that age played a significant role in college adjustment, as the older students seemed to be more experienced than the younger ones (Zhuhra & Mardiastuti, 2022).

IV. CONCLUSION AND SUGGESTION
A. Conclusion

Overall, college students are undergoing a massive transition from high school to higher education; they are experiencing significant changes in their lives and must adjust to these changes. A comprehensive understanding of college adjustment predicted by personality trait, external, coping style, and demographic is influenced by four domain factors. Personality traits can be a great helper for students' adjustment if they are well trained. Some external factors can also help students adjust to university properly. Other factors such as coping styles and demographic factors also can predict the college adjustment of first-year student. Students can consider these factors to get a better adjustment on college.

B. Suggestion

Since the review process did not consider countries by continent, it is possible that cultural differences may have been overlooked in this study. Therefore, exploring how cultural background and other contextual factors may influence college adjustment could provide valuable insights for improving adjustment interventions for students from diverse backgrounds. Additionally, future research could investigate the effectiveness of specific interventions or programs aimed at improving college adjustment for students. This could help institutions develop evidence-based practices to support students in their transition to university.

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