INTERRELATIONSHIP OF SELF-EFFICACY, SELF-REGULATION, AND SOCIALIZATION PROCESS AMONG UNIVERSITY STUDENTS', THE CASE OF MEKELLE AND ADIGRAT UNIVERSITY

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Abstract: *Self-efficacy and self-regulation are context specific variables, however, few research have addressed these variables in the context socialization in university setting. The present study aimed at examining the relationship between socialization process, self-efficacy and self-regulation among university students'. Quantitative survey research method and correlational study design were employed. Convenience and simple random sampling techniques were used, 384 sample students was taken from Mekelle and Adigrat University via Krejcie & Morgan, 1970 sampling formula. Both descriptive and inferential statistical analysis were utilized. Ethical clearance was taken into account to ensure anonymity and confidentiality of participants. Thus, results indicated that self-efficacy and self-regulation have a significantly positive relationship with students' socialization process in their university life. Therefore, universities have to maintain student's sense of self-efficacy and self-regulation via life skill trainings for the harmony academic environment and to keep excellence.*

Index Terms: Self-Efficacy, Self-Regulation, and Socialization

Introduction

It is well known that university education is highly demanding, and challenging life of transition of development for adolescents. This transition has been found to be associated with a great deal of stress and other personal and social adjustment problems. However, many young people are inadequately prepared for the psychological, emotional, and academic realities of university (Blair, 2002).

The major aim of higher education is to produce high quality learning outcomes in its graduates. The key mission of university is to produce graduates who have excellent quality in their future academic and social area of working. A number of factors could be credited to students' socialization. Accordingly, a number of social and academic factors have been identified as predictors of students' socialization. It is also necessary to take a look for the primary factors that determine academic success, especially to find out what within the students themselves have an impact on their academic and social life's (Vermunt, 2005).

In recent times higher learning institutions are facing challenges on handling students' circumstances of a dilemma in socialization process of university life as part of their academic life. Research studies in Ethiopian university students' typically on the interrelationship of academic self-efficacy, academic self-regulation and socialization was hard to get. Some local researchers come across on primary school

students' self-regulation and self-efficacy with the belief of their mutual contribution to their academic performance (Molla, 2015).

Socialization refers to the process in which people learn skill, knowledge, motive, value, role and culture of the group to which they belong or the community in which they live. It is a cultural learning and social development whereby a new person acquires necessary skill and education to play regular part in a social system. It is the process by which a person becomes a participating affiliate of an organization to which he or she aspires. The way we are, behave and think is the final product of socialization (Long and Hadden 1985).

Regarding the issue of socialization in relation with normative and negative peer pressure, there are two fundamental principles when friendships have developed and influence the socialization process. These two principles are similarity and value. Similarity on any particular characteristic affects the pressure that exists among peers to change; high similarity results in pressure to stay the same or at least no pressure to change and low similarity results in pressure to change. This information corresponds with the similarity principle in that we like people who are like us. Evidence for similarity on best friends has been found to be similar concerning negative peer pressure such as the use of alcohol, drugs, cigarettes, class cutting, academic outcomes, time spent on homework and so forth. Students who care about learning are more likely to associate with peers who share this interest in academics than those who have less interest in learning behavior (Landau, 2002).

In several aspects of ability, students with high apparent self-efficacy are more successful in school activities and use more effective learning approaches. Premeditated action to efficiently observe, normalizes wisdom, and exploratory processes are considered as the fundamental components of self-regulated learning and these are significant for successful performance. Empirical research findings demonstrate that self-regulation can be enhanced through proper guidance, modeling of effective strategies, creating sympathetic and demanding contexts, appealing in challenging and collaborative learning experiences and making their own decisions; these strategies develop from early childhood going well into the age of adolescence youth (Perry, 1998 and Zimmerman, 1990).

During the age of adolescence as expected task of academic and social life, and as being period of joining university, parents and their children are more distant physically and psychologically from each other. This is a normal process, but it's shown in decreases emotional closeness. Thus, it increases adolescents spend much time with peers emotional support. Ethnicity and religion colloquiums are replacing an individual ability and interests as the basis for defining peer relation and means of social and academic life during their campus life of being student. In order to spend time with peers, they miss their belief of self-efficacy and sense of self-regulation and withdraw from family connection.

Accordingly, the rationale of the present research study is to expand a better understanding of the essence of socialization process, by investigating the interrelation of academic self-efficacy and self-regulation. Based

on the exceeding problem statements the present research study had attempted to respond the subsequent basic research questions as follows;

✍   What is the level of student's socialization, academic self-efficacy and self-regulation?

✍   What is the relationship between student's socialization, academic self-efficacy and self-regulation?

Objectives

The main objective of the present study was to investigate the interrelationship of self-efficacy, self-regulation and socialization process among university students in Ethiopia, the case of Mekelle and Adigrat University. Simultaneously, the specific objectives of the present research study were listed as follows:

✍   Identifying the level of experiences in the socialization process, academic self-efficacy and self-regulation among university students.

✍   Determining the relationship between socialization process, academic self-efficacy and self-regulation among university students.

Method

The research approach that would be employed for the present study focused on quantitative approach consistent with correlational survey designs. The indispensable rationale for choosing this design was due to being suitable design to achieve the objectives of the research with an intention to describe participants' association in socialization and related variables. This study would be undertaken in the federal higher learning institutions that are found in Ethiopia specifically the selected universities found in Tigrai regional state namely, Mekelle and Adigrat University including all of their campuses.

Therefore, data was collected from a sample of 384 participant students in Mekelle and Adigrat University. The sample size was determined by Krejcie & Morgan, 1970 single population proportion determination formula considering the assumption of 95 % confidence level and with a marginal error of 5%. Still, 30% of the sample i.e. 116 students were added to the actual sample size 384 and the sample size is becoming 500. This is done because often there is an estimated probability of experience in attrition, incompletion and leniently ratings in the administered questionnaires.

As a result, current study university, study year level and college were selected via the support of convenience sampling, and simple random sampling was used to select participant students to realize the comparison of significant difference among variables of interest. The instruments used to collect the data from the participants were originally developed in cultures different from the Ethiopian culture. Thus, before proceeding into actual data collection and data analysis all the issues reliability, validity and assumption of tests were checked and meet the standards. Besides, the adapted standardized questionnaires are fully acknowledged and properly cited.

Thereby, the process of coding instruments were done, that is converting responses to numbers for the convenience of data entry and finally the actual collected data were subjected to statistical analysis using

SPSS package version 20 for windows. Therefore, to measure the magnitude of socialization process among university students, mean, standard deviation students and one sample t-test analysis were computed.

Besides, to estimate the extent of anticipated relationships between the agents, peer relations and social interaction with the academic self-efficacy and self-regulation among university students in their campus academic and social life practices were analyzed through employing Pearson product moment correlation coefficient analysis technique. In conclusion, each analysis result of all research questions or objectives were supplemented by a tick theme wise qualitative description. While conducting the present study to respect privacy and welfare of participants' major ethical consideration was made. The dignity and right of the participants are highly kept, in complement with the confidentiality and anonymously.

Result

To determine the level participants exhibition socialization process (agents, peer and social relations), academic self-efficacy and self-regulation in their universities academic and social life a one sample t-test analysis was used. Usually the population mean is assumed to come closer to the mean of the scale value. Hence, the mean (median) of the scale values of each measurement instrument multiplied by the number of items in each variable was taken as a test value and the results are shown in the future tables-1 as follows:

Table-1 Prevalence of Socialization Process and Related variables

Variables	Scale $\overline{X}$	Calculated $\overline{X}$	*SD*	*SEM*	*t-value*	*df*	*Sig.*	*MD*
TLAS	39	39.84	7.91	.40	2.08	383	.038	.84
TLPR	75	71.30	11.70	.60	-6.20	383	.000	-3.7
TLSI	42	53.21	12.12	.62	18.14	383	.000	11.21
TLSE	63	74.17	13.22	.68	16.56	383	.000	11.17
TLSR	30	34.70	6.30	.32	14.62	383	.000	4.7
			N = 384					

* p <0.05 level (2-tailed)

The table-1 above indicates that university students, typically Mekelle and Adigrat university students academic and social campus life experiences on the variables; agent of socialization t(383) = 2.08, *p<.05; social interaction t(383) = 18.14, *p<.05; self-efficacy t(383) = 16.56, *p<.05; and self-regulation t(383) = 14.62, *p<.05 are significantly above the mean.

However, the students' academic and social campus life experiences on peer relations is significantly below the mean t(383) = -6.20, *p<.05. This implies, students of Mekelle and Adigrat University understand their agent of socialization, social interaction, and attempted to use their academic self-efficacy and self-regulations appropriately. On the contrary, students' academic and social campus life experiences were significantly negatively influenced by peer relations and this may probably arise from the negative peer pressure.

Interrelationship of socialization process and related variables

To examine the extent relationship between student's socialization process, academic self-efficacy and self-regulation Pearson product moment correlation coefficient analysis technique were employing, and the results are shown in the coming tables-2 as follows:

Table-2 Interrelationship of socialization process and related variables

r	TLAS	TLPR	TLSI	TLSE	TLSR
TLAS					
TLPR	0.71*				
TLSI	0.74*	0.79*			
TLSE	0.76*	0.73*	0.65*		
TLSR	0.63*	0.81*	0.72*	0.59*	
		N = 384			

* p <0.05 level (2-tailed), and TL - Total Level in Agents of Socialization (AS), Peer Relation (PR), Social Interaction (SI), Self-Efficacy (SE), & Self-Regulation (SR)

The above table-2 depicts that students TLAS has a worthy positive relationship with TLPR at $r = .71^*$, TLSI $r = .74^*$, TLSE $r = .76^*$, and TLSR $r = .63^*$ consecutively. This means that high level in agent of socialization attributes for decent peer and social relation supplement by good sense of self-efficacy and self-regulation. Besides, learners TLPR have a strong positive association with all related variables such as TLSI at $r = 0.79^*$, TLSE $r = .73^*$, and TLSR $r = .81^*$ sequentially. This means that positive level in peer relations may projects for good social interactions, belief of self-efficacy and sense of self-regulation.

Moreover, participants TLSI have high positive affiliation with all related variables of TLSR at $r = .72^*$. Likewise, has moderate positive association with TLSE at $r = 0.65^*$. This suggests that high level in social interaction replicates proper belief of self-efficacy and sense of self-regulation. Students TLSE have good relationship with TLSR at $r = .59^*$. This suggests that good level of self-efficacy imitates students to wisdom of self-regulation.

Discussion

The present study portrays that there is a positive interrelationship in the variables of socialization process (agents, peers and social interaction). Similarly, it is true for academic self-efficacy and self-regulation in relation to the variables of socialization process. In consistent with, scholars have shown an interest in investigating the exposure of diversity in college, or university campus contributes to an increase socialization that can promote intergroup friendships and positive changes (Eller & Abrams, 2004).

However, findings in socialization process have shown that exposure to campus diversity does not promote intergroup relation and social interaction between different group of students (Yusof, 2006) students of different racial and ethnic groups remain relatively segregated and isolated from one another in campus.

Conclusion

Based on the findings of the present study, the coming conclusions are drawing as follows;

✍   The students in the present study exhibited good social interaction and are influence by group conformity.

✍   In fact, many students provided encouraging and optimistic perception when they come to university or pre-socialization process, but absence of intact family and university control summed up with negative peer pressure and environmental exposure lead studies to such delinquent behavior of substance use.

✍   Like the others, participants were suggested that there is a good socialization of language, and cultural, with good sense of respecting diversity. Besides religious difference is also accommodating peacefully.

✍

Recommendation

Therefore, based on the results, discussions and conclusions of the present study, the researcher suggest the following recommendations;

✍   Students must develop their own personal resilient capacity base on the belief of academic self-efficacy and sense of academic self-regulation which help them in mitigating for harmful peer pressures and environmental stimulus.

✍   Family, teachers, the university and city community have to develop intervention strategies in order to reduce students substance abuse and negative social and environmental pressures.

✍   Ethiopian universities have to develop sound norms, values and strict students code conduct that could shape them both in academic and social competence.

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