

**THE PATTERNS OF ADJUSTMENT OF NEWLY ADMITTED UNDERGRADUATE  
STUDENTS TO CAMPUS LIFE IN AHMADU BELLO UNIVERSITY, ZARIA (ABU)**

**By**

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**M.SC./SOC-SCI./1262/2010-2011**

**DEPARTMENT OF SOCIOLOGY  
FACULTY OF SOCIAL SCIENCES  
AHMADU BELLO UNIVERSITY, ZARIA  
NIGERIA**

**JUNE, 2016**

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**FACULTY OF SOCIAL SCIENCES**

**AHMADU BELLO UNIVERSITY, ZARIA**

**NIGERIA**

**JUNE, 2016**

## **DECLARATION**

I Sophie Umbur Abayol declare that this Dissertation entitled “The Patterns of Adjustment of Newly admitted Undergraduate Students to Campus Life in Ahmadu Bello University, Zaria’ has been carried out by me in the Department of Sociology. The information derived from the literature has been duly acknowledged in the text and list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

**Sophie Umbur Abayol**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

## CERTIFICATION

This dissertation entitled THE PATTERN OF ADJUSTMENT OF NEWLY ADMITTED UNDERGRADUATE STUDENTS TO CAMPUS LIFE IN AHMADU BELLO UNIVERSITY , ZARIA by Sophie Umbur Abayol meets the regulations governing the award of the degree of M.sc. in Sociology of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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## **ABBREVIATIONS**

MIS	Management Information System Unit.
ICT	Information and Communication Technology
GENS	General Studies Program
EI	Emotional Intelligence
HERI	Higher Education Research Institute
IDI	In-depth Interview
SES	Social Economic Status

## ABSTRACT

This dissertation examined the patterns of adjustment of new undergraduate students to campus life in Ahmadu Bello University (ABU), Zaria. With the goal of identifying the common stressors faced on ABU campus, find out adjustment patterns students adopt to tackle the stress they face, Adjustment patterns in this study means methods which new students adapt to stressors on ABU campus. The influence of selected factors such as socio-economic, gender, emotional intelligence and attitude on newly admitted students' adjustment pattern in the university was ascertained. A sample size of 370 students comprising 37 students from each of the ten faculties on the main campus was used for the Survey. Multi-stage sample technique was used, 10 Students class representatives and two staff from the Counseling and Human Development Center of ABU Main campus Samaru, were interviewed. The Statistical Package for Social Science (SPSS) version 20 for windows was used to aid in the data analysis and further analyzed using Triangulation. The major findings indicated that the first year undergraduate student's face a lot of stress referred to as study behavior problems as they resume school on ABU campus these include: social-personal problems such as difficulty managing time 179(60.9%), overcrowding in lecture halls and hostels 169(57.5%), difficulty locating buildings 149(50.7%), accommodation problem 110(37.4%), poor sanitation 105(35.7%), lack of needed guidance 102(34.7%), academic problem 77(26.2%) and financial problem 62(21.1%). The patterns of adjustment included: participating during lectures 168(57.1%), attending lectures as indicated by an overwhelming majority of 280(95.2%), while 274(93.2%) said they have defined academic goals, and 247(83.3%) said they do and submit assignments on time. Furthermore, some 251(85.4%) identified the love for course of study, however 222(75.5%) said develop interest in learning, while a significant majority 201(68.4%) said balance extra-curricular activities with academic work while 193(65.6%) said Pray and seek the face of God. From the IDI's getting study part time jobs to solve financial problems, starting small businesses, becoming triangular students to succeed academically, using library services, observing the new environment, making friends with intelligent students, focus and working harder, attending tutorials organized by seniors, engaging in group discussions, seeking and following advice from parents, mentors, seniors and friends, attending orientation, following study time table and so forth were the patterns adopted. Parental education and occupation will determine and influence the new student's status, a large proportion 227(77.2%) said parents are their sponsors; this can significantly influence the new student's adjustment patterns positively. A larger proportion of the newly admitted undergraduate students 167(56.8%) had a somewhat successful (moderate) pattern of adjustment to campus life while 108(36.7%) had a very successful pattern of adjustment to campus life, only 30(10.2%) pattern of adjustment to campus life was not successful. In view of the difficulties new students experience the study recommends that new students adjust their patterns to always reach their destination by interacting with peers, seniors and following good advice of role models' positive footsteps and significant others. The system of welcoming new students at the school gate that was the order in time past could be reintroduced. These will ease new students stress on campus in areas like locating of buildings and offices as they arrive. More hostels built and those on ground that are in bad condition rehabilitated, to aid students' accommodation problems and make campus life more conducive and hygienic. Orientation programs should be done early to communicate both what is expected of students and what they should expect during their first year of university life.

## TABLE OF CONTENTS

	<b>Page</b>
Title Page	I
Declaration	II
Certification	III
Acknowledgements	IV
Abbreviation	V
Abstract	VI
 <b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background to the Study	1
1.2 Statement of Research Problem	10
1.3 Research Questions	13
1.4 Research Objectives	14
1.5 Significance of the Study	14
1.6 Scope of the Study	15
1.7 Definition of Terms	15
 <b>CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK</b>	
2.0 Introduction	19
2.1 The Common Stressors faced by new Students in the University	19
2.2 Ways new Students Tackle the Stressors (Adjustment Patterns)	31
2.3 The Influence of Socio-Economic Factors on Pattern of Adjustment Of new Undergraduate Students	44

2.4 Influence of Gender, Emotional Intelligence and attitude of The New Undergraduate Students on Pattern of Adjustment	48
---	----

2.5 Theoretical Framework	58
---------------------------	----

### **CHAPTER THREE: METHODOLOGY**

3.0 Introduction	65
------------------	----

3.1 Background to the Study	65
-----------------------------	----

3.2 Research Design	66
---------------------	----

3.3 Description of the Location of Study	66
--	----

3.4 Study Population and Sampling Techniques	68
--	----

3.5 Methods of Data Collection	70
--------------------------------	----

3.5.1 Survey method	71
---------------------	----

3.6 Techniques of Data Analysis	72
---------------------------------	----

3.7 Problems Encountered In the Field	74
---------------------------------------	----

### **CHAPTER FOUR: FINDINGS ON PATTERNS OF ADJUSTMENT OF NEW UNDERGRADUATE STUDENTS TO CAMPUS LIFE IN ABU ZARIA**

4.0 Introduction	75
------------------	----

4.1 Socio-Demographic Characteristics of Respondents	75
--	----

4.2 Common Stressors Experienced By new Undergraduate Students.	81
---	----

4.3 How new students tackle the stressors on ABU campus (Adjustment Patterns)	111
---	-----

4.4 Socio-economic status that influenced new student's pattern of adjustment	155
---	-----

4.5 Influence of Gender, Emotional Intelligence and attitudes of new Undergraduate Students on Adjustment pattern to campus life in ABU.	164
--	-----

4.6 Discussion of findings	173
----------------------------	-----

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

5.1 Introduction	191
5.2 Summary of Findings	191
5.3 Conclusion	201
5.4 Implication of the Findings	203
5.5 Contribution to Knowledge	203
5.6 Recommendation	204
5.7 Limitations and future study	209
5.8 References	211

## List of Tables

Table 4.1a Socio-Demographic Characteristics of Respondents	76
Table 4.1b Socio-Demographic Characteristics of Respondents	79
Table 4.2.0a Culture shock	82
Table 4.2.0b Difficulties Experienced at Initial Resumption	83
Table 4.2.1 Difficulties Experienced At Initial Resumption across Faculty	85
Table 4.2.2 Difficulties as School Resumed Fully	88
Table 4.2.3 Challenges across Faculties As School Resumes Fully	92
Table 4.2.4 Difficulties Encountered By Gender of Students	95
Table 4.2.5 Academic Challenges Faced When School Resumes Fully	97
Table 4.2.6a Being Independent Has Not Been Easy	100
Table 4.2.6b Social Personal Problems Faced	101
Table 4.2.7 Faculties across Accommodation	103
Table 4.2.8 Reason for Academic Difficulty	104
Table 4.2.9 Faculties across Method of Teaching	106
Table 4.2.10 Major Difficulties across Gender	110
Table 4.3.0 Coping Strategies for Academic Pursuits (Adjustment Patterns)	113
Table 4.3.1 Faculties by Initial Strategies New Students Adopted	119
Table 4.3.2 Faculties by Strategies New Undergraduate Students Adopted As School Resumes Fully	123
Table 4.3.3 Patterns Adopted To Fit In On Campus across Gender	127
Table 4.3.4a Official Orientation on Arrival	128
Table 4.3.4b Length of Stay On Campus before Orientation	129
Table 4.3.5 Determinant of Pattern of Adjustment	131
Table 4.3.6 Who Students To For Advice on How to Handle Social-Personal Challenges	135
Table 4.3.7 Previous Higher Institution Attended	137
Table 4.3.8 Siblings Graduated From A.B.U, Zaria	140
Table 4.3.9 Try to Understand Others Perspective by Interacting With Peers	143
Table 4.3.10a Place of Residence Prior To Allocation to Hostel	

Accommodation Rooms in A.B.U	143
Table 4.3.10b Where Did You Stay In Your First Year	143
Table 4.3.10c How Accommodation Was Obtained	144
Table 4.3.11 Who Is Sponsoring Your Education	145
Table 4.3.12a Monthly Allowance by Gender	148
Table 4.3.12b Monthly Allowance across Sponsors	149
Table 4.3.12c Sponsors of Education by Faculties of Student	150
Table 4.3.13 Indicators of Emotional Intelligence and Attitude Used In Tackling Stress	152
Table 4.3.14 Classification of Patterns of Adjustment of New Undergraduates Students in A.B.U	154
Table 4.4.1 Influence of Social Economic Status of newly admitted students on Pattern of Adjustment	155
Table 4.4.2a Socio-economic Attribute of Respondents across gender	157
Table 4.4.2b Socio -economic attribute of Respondents Fathers and Mothers Occupation and Monthly allowance across Gender	159
Table 4.4.3 father Alive and mother Alive	161
Table 4.4.4 influence of Income across Cultural Shock at First Arrival	163
Table 4.5.1 Composite Indicators of Emotional Intelligence	169
Table 4.5.2 Emotional Intelligence across monthly Allowance	170
Table 4.5.3 Attitudes of Students that Influences their Pattern they adopt	172
Table 4.5.4 Attitude of Students that Influence Behavior	174
Table 4.5.5 Influence of Attitudes Adapted by Gender	176

## LIST OF APPENDICES

<b>Appendix</b>	<b>Page</b>
Appendix A	182
Appendix B	195
Appendix C	196
Appendix D	199
Appendix E	200
Appendix F	242

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Ahmadu Bello University, Zaria (A.B.U), admits students every year and as each batch of new students resumes school on campus, they bring with them a distinct set of pre-University characteristics which include the collective secondary school experiences, academic achievements, individual financial circumstances, and specific psycho-social factors developed in both the home and earlier school environments. Starting to live in a new culture means a lot of changes in a new student's life. First year students are largely unaware of what will be expected of them and are in many ways unprepared for the degree of responsibility they will be asked to assume and are unfamiliar with the overall structure. The university terrain is drastically different from that of the secondary school.

The university is supposed to be focused on research, building on the student's secondary school experience, commitment and learning culture. Pursuing a university education requires adjustment on the part of all students although the type and degree of adjustment may vary for each new student will vary depending on their background, experience and prior schooling. Adjustment to university also varies depending on the size, mission (for example research intensive versus teaching intensive), affiliation and control of the institution in question.

While the first year provides a crucial foundation, the work of liberal education is only beginning, the student has to reconstruct his or her personal relations in a new environment and this often causes mental and physical distress (Lynn, 2012).

Adjustment process is a way in which the individual attempts to deal with stress and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships

with the environment. In adjustment, the two crucial factors are the individual and the environment ( Kulshrestha 1979 as cited in Kyalo and Chumba 2011). A successful adjustment in university is defined by such criteria as remaining in school, enjoying psychological well-being, and performing well academically (Baker and Siryk, 1989). Adjustment is the acculturation of the newcomer, or the harmonization over time of behaviors, values and norms, and underlying assumptions of the individual with those prevailing in the environment ([www.ashridge.org.uk](http://www.ashridge.org.uk).5-4-2014). Adjustment patterns are ways in which different individuals adapts or becomes used to a new situation. It could also be seen as an act of slight alteration of a situation in order to achieve a desired result (Adeniyi *et al.*, 2014).

According to Kyalo and Chumba (2011), achieved adjustment is a state of life when the individual is in harmony with personal, biological, social and physical needs and with the demands of the environment. For the purpose of this study successful adjustment is defined as being socially integrated with other students, participating in campus activities, responding appropriately to the academic requirements, and being attached and committed to the educational institution. This is in line with the definition given by Arkoff (1968) coined the construct of adjustment defining university adjustment in terms of college achievement which covered student's academic achievement and personal growth.

The research into the adjustment patterns of university undergraduates has the United States of America at its fore front. It started as far back as early 1960s with Arkoff (1968) as one of the chief pioneers whose teachings and researches in this field stimulated many other studies. The result of these studies gave birth to the Journal of College Students Development, a renowned and acclaimed International Journal.

In Ahmadu Bello University, Zaria these days' students who applied for admission into Ahmadu Bello University learn about their provisional offer of admission through the list pasted on notice boards or the internet. When the new students arrive on the campus it takes hours and at times days to collect the admission letter which they must present at various stages of the registration exercise. One will notice that there is much hustle and bustle among them, students hurrying to do various things and find their way around the school campus. Some to get their admission letters, generate transaction ID and pay the required fees, Some to do their course registration on net and probably do not know how to use the computer or internet services, others lobbying around for accommodation, food to eat, others trying to find their course mates and to find others from their home environment/town and other social activities they have to pass through at various levels. The students deal with the transitional problems differently. Some deal with adjustment problems constructively while others feel overwhelmed and fail to cope with life at a university. Jemal (2012) in his study of 204 university students found that 50% of universities students have adjustment problems.

The term university adjustment is usually concerned with the issues of maladjustment in areas such as academic performance, psychological distress, persistence to degree completion retention, and interaction with others ( Jdaitawi *et al.*,2011). Tinto (1996) described two major areas when considering the broad topic of overall university student adjustment: academic factor, social/environment factor. Included in the academic adjustment are factors such as establishing social relationship, and involvement in university activities which can also help students to succeed in their transition period. According to Geredes and Mallinckrodt (1994) who studied 155 freshmen, and found that personal adjustment and integration into the social fabric of campus life plays a role at least as important as academic factors in student retention.

The University years are a time of significant growth and change for students as they confront new ideas and experiences that may challenge what they already know and believe. For most, the first year of University is a big change and can be overwhelming for the fresh student. Although some may find it hard to adjust, it may come easily to others (Smith and Renk, 2007). The combinations of the many stressors on campus have both negative and positive impacts on fresh student's adjustment. Ward and Kennedy (2001) maintained that adjustment can best be investigated within the parameters of stress and coping abilities domain.

There are many things that influence how one performs in the University. Most research scholars like Smith and Renk (2007); Doyle and Walker (2002), confirm that the experience of attending university is complex and pregnant with challenges that impinge on academic success. Watton (2001) reports that the transition and adjustment time between secondary school and university is influenced by secondary school performance, living arrangements, origin and orientation activities. Not knowing those around you, being in a new environment, chaotic situations in the school surrounding environment (insecurity), attending new classes with unfamiliar lecturers, time management issues, feeding habits, accommodation issues, location of university, study habits, distance from home, a strong educational background, perspectives and other personal issues.

In Nigeria, research documentation on student's adjustment patterns in the country university campuses is minimal; a few research works on adjustment such as that by Adeniyi, *et al.* (2014), on Personality Types, Demographic Variables and Academic Adjustment of newly admitted Undergraduates of Obafemi Awolowo University, Ile-Ife, Nigeria. Yet, it does not eliminate the fact Nigerian university students are facing adjustment problems. There are inadequate hostel

accommodations, lack of/ poor financial aid or educational loan facilities for the students (particularly the indigent ones), overcrowded lecture halls and halls of residence, unsatisfactory supply of food and catering services. The cafeteria system which hitherto existed on campuses have since been abolished in the 1980's. Today, students living on campuses are compelled to meet their feeding needs. Hence there has been increase in fire outbreaks in the hostels (Animba' 1993). There are so many other issues the fresh students have to deal with.

The combinations of the many stressors have negative and positive impact on fresh student's adjustment. Because of this, Animba (1993) referred to tertiary institutions in Nigeria as "modern-day ghettos."

Students in A.B.U, Zaria suffer from similar challenges and even more. The former Vice Chancellor of A.B.U Professor Abdullahi Mustapha, admitted this in his welcome message to returning students in the 2011/2012 academic session when he said, "We are aware of the difficulties you face during the course of your studies on campus. He admitted that accommodation is not sufficient in this message ([www.abuportal/edu.ng](http://www.abuportal/edu.ng)). Yet nothing much has changed since that speech.

In the past, students admitted into the University for any Program of study were given accommodation all throughout their stay; this however is no longer the case. Most students end up squatting with friends or if they can afford the cost they stay off campus in rented apartments, friends and relations. The slaying of a promising ABU Medical student by miscreants and vagrants masquerading as road transport unionist in 2011, shows the level of lawlessness in the environment/ Nigeria society where only the strong and violent will survive (Ward and Kennedy, 2001 and Owalewa, 2011).

The university facilities in ABU are over stretched when compared to its early years of establishment. Thus, some of these current students by the terrible experiences they go through on campus are compelled to behave in manners different from the schools' set standards. From the preliminary investigation carried out by the researcher, in the 1960s-2000, it was revealed at the Guidance and Counseling Unit of A.B.U in an interview, that on arrival at the school gate, new students of the school were welcomed properly at the main school gate and were given handbills containing campus map for direction and all the information needed for registration. New students were provided with a temporary accommodation in a hall of residence pending issuance of permanent accommodation or given advice on where to find suitable accommodation in Samaru environs. This was the case even as at 2000/2001 academic session. Class rooms, and lecture theatres and hostels fully served the needs of the students. Moreover laboratories were fully equipped and academic staffs were adequate.

The core enterprise at the University for Students is academics (Lynn, 2012). However, students undergo other significant and critical developmental and growth processes which require a campus environment that fosters and enhances these processes. In line with this, A.B.U campuses provide an environment for free interaction of religious groups comprising Protestants, Catholics, Muslims and other religions. There are also recreational facilities and social clubs on A.B.U campuses .There are however, other issues that require more attention but are sometimes glossed over. For example the poor sanitary conditions, religious tolerance, homesickness, accommodation issues; time management, finances, shifts in daily routines, lack of externally imposed structure on the fresh student's lives mostly affecting those who have never experienced staying on campus need close monitoring and proper guidance so as not to deviate from their aim on campus or would be curious and tend to explore.

Taking on new roles as university students require adjustment in previous roles, such as those of son/daughter, secondary school friend, partner, spouse, parent (for married couples) this means that they have to develop new peer groups. As the fresh students' stay progresses, issues with social interaction, both within and outside the university arise. Furthermore, their academic experiences inside and outside the classroom with lecturers, staff and colleagues, personal problems such as perceived prejudice, religious activities, relationship problems, and medical problems also came to play significant role in their adjustment process. Pascarella and Terenzini (1991:58-59) describe the transition from secondary school to the university as a "culture shock involving significant social and psychological relearning in the face of encounters with new ideas, new teachers and friends with quite varied values and beliefs, new freedoms and opportunities, new academic requirements, personal and social demands"

A lot of problems are encountered by fresh students in A.B.U in the first few weeks of lectures as they find it difficult to locate their faculties, departments and lecture halls. Some students do not get accommodation where they can stay for a while until when they finish their registration and get formal accommodation. As a result many stay in mosques or class and common rooms. Moreover, some do not have money to pay the required fees and those that have, usually encounter long queues and bad internet network problems, run into fraudsters that usually dupe them in the name of helping them pay school fees and do online registration. And for some even after paying their tuition fees have little or nothing to feed. Sometimes, students encounter a lot of challenges even in interacting among themselves as new students and when the pressure is much, they usually become frustrated and resort to aggression and exhibiting inappropriate behaviors' which run counter to the rules of the university; these include the use of abusive language and physical combats with one another. This may be in line with what Tarde (1912)

established when he observed that the increase in social contact increases the likelihood of aggressive behavior.

Inability of students to adjust can affect their performance, lead to frustration, anger and displaced aggression and priorities. According to Education encyclopedia (1898-1987), new university students need to adjust to changes in their relationships, make new friends and develop new peer groups in the university. Horney (1937:89) posits that maladjustment occurs when environmental stressors/conditions obstruct an individual's natural psychological growth, thereby resulting in what she refers to as "basic anxiety" an irrational emotional experience involving a pervasive, unpleasant feeling of discomfort which stems from the individuals feeling of a sense of loneliness and helplessness in a world viewed as hostile. The changes involved in leaving home for university are demanding and can lead to varying emotions including sadness, loneliness and worry (Wintre and Yaffe, 2000). These feelings are typical and part of the normal developmental transition to university life.

As students enter into university at the initial stage, they are required to face multiple transitions, including changes in their living arrangements, academic environments, and friendship networks, while adapting to greater independence and responsibility in their personal and academic lives. Although Wintre and Yaffe (2000) believed that some successfully make this transition to university which for some can be an exciting experience for some students but for others, it can be an overwhelming, stressful and frustrating. Such frustrations can lead to emotional maladjustment and depression, which may, in turn, negatively affect students' performance in their academic work. In this regard, Gene (2013) established that most students who withdraw at the initial stage of entering the university often do so for inability to adjust to their new environment. While upholding the statement, Raju and Rahamtula (2007) confirmed that the

inability of students to adjust properly in the school can lead to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout. For this reason, new students need to be assisted to develop skills, that will enable them overcome the challenges they may encounter at the university and adopt the best suitable adjustment pattern. One way which such students can adapt into to the new environment is by adjusting themselves to the campus life. A well adjusted student is well prepared to play the roles which are expected of the status assigned to him within a given environment. His needs will be satisfied in accordance with the social needs.

More so, adjustment patterns are ways or methods in which different individuals adapts or becomes used to a new situation. It could also be seen as an act of slight alteration of a situation in order to achieve a correct or desired result. Baker and Siryk (1989) and Abdullah, *et al.* (2009) defined academic adjustment as how well students deal with educational demands. These includes; students motivation to complete academic work, success in meeting academic requirements, academic effort and satisfaction with academic environment. This will result in higher levels of stress mainly from daily academic hassles, like a competitive environment and the pressure to obtain good grades, among others. Therefore, emphasis on developing and implementing strategies on how to deal with the inevitable academic hassles must be made right from the orientation of students' first year and throughout their stay at the university. According to Adeniyi, *et al.* (2014);

When an individual Exhibits a form of behavior that is below the average or expected standard required to resolve a particular problem or challenges at hand, such behavior is considered to be in consonance with a lower level of adjustment to that particular situation. An adjustment mode that falls at average or between what can be termed low and high adjustment is referred to as being moderate, while the one that presents a

higher level of response frequencies, adaptation or accommodation of a particular circumstance is termed a high level of adjustment.

For this reason, Fabian (2000) noted that when students exhibit a range of adjustment patterns associated with cooperation, initiating interaction or assertion, hard work and self control, they are more likely to perform well in relating to their immediate environment. Engaging in the process of learning how to learn must include awareness of self-learning styles and how material is processed. Furthermore, Gene (2013) maintains that adjustment can best be investigated within the perimeters of stress and coping abilities domain. It is therefore important to identify the cause/source of the student's maladjustment, and feelings of powerlessness. What are the most common stressors faced by fresh undergraduate students in ABU? What pattern of adjustment do they adapt to cope with their new status as undergraduates? How do they tackle the challenges they face? Does their social economic status influence the patterns they adopt? Do gender, attitude and emotional intelligence influence the patterns the students adopt?

## **1.2 Statement of Research Problem**

Students that are admitted into A.B.U, Zaria come from diverse social backgrounds as revealed by data on states and backgrounds of students. Britz and Pappas (2012) revealed it is assumed that new undergraduate university students automatically and effectively adjust to the environments of the university but in reality it is not so, some students struggle fit in on campus.

In Nigeria generally and A.B.U, Zaria in particular, limited empirical studies exist on records of the adjustment patterns of new undergraduate students in A.B.U, Zaria that can aid new undergraduate students adjustment as they come to the university. The increase in the population of students in A.B.U, Zaria over the years as shown by the school history ([www.abuportal.com](http://www.abuportal.com)) and statistics from the Human and Development ,Guidance and counseling Unit reveals

students population has not been matched with the facilities available on campus hence a lot of challenges are being faced by ABU new students. Laundry and dining hall services were readily available in the past, classes and lecture theatres fully served the needs of the students, fully equipped laboratories, academic staff was adequate.

The increase in the population of students over the years has not been matched with the facilities available hence a lot of challenges are being faced by new students .According to Dr Hellandendu, an alumina of ABU, Zaria ,the things to be adjusted to now on arrival on the university campus are much more compared in the past . It is not surprising then that the Vice-chancellor of the institution Professor Abdullahi Mohammed had this to say in his 2010- 2011 welcome note to the returning students on their resumption; “that the results have so far not been very encouraging”.(www.abuportal/edu.ng)

According to Aderi, *et al.* (2012) generally speaking, majority of first year students have stated that transition to university happens to be the most stressful adjustment phase in their lives. Additionally, several studies like that of Abdallah, *et al.* (2009) have supported and investigated the level of adjustment among first year students, and reported that many students face challenges during their transition from secondary school to university.

The university facilities in ABU are over stretched when compared to its early years of establishment at take-off, the University started modestly in the 1960s with four faculties, fifteen departments and 426 students. Today presently, it has about 50,000 students (undergraduate, post-graduate and sub-degree) in 12 Faculties, 95 Academic Departments, 12 Research Institutes and Centre's, one veterinary teaching hospital (Ogunbiyi, 2012).

The things to be adjusted to now on arrival by new students on the university campus are much more these days compared to the past such as accommodation problem, registration process, feeding arrangement, and location of Faculties, Departments and classes, group identity, availability of academic calendar/time table. Many of the challenges students faced are reported to the Human Development, Guidance and Counseling Center of A.B.U, Zaria. These cases include social/personal problems, accommodation problems, financial, and academic problems such as violence, academic problems (dropping out of school) frustration and stress cases in school. The Guidance and human development and counseling unit records in ABU as of 2011-2014 Students with stress due to Education/Academic and social personal problems reported cases statistics in 2010/2011 session were 123 cases, during the 2011/2012 session 136 cases reported and 2012/2013 session 145 cases were reported and counseled.

At the ABU health services unit records,( 2008-2014) students stress clinic records, a clinic was opened in 2008 to treat stressed students, the clinic days are Tuesdays and Thursdays and the statistics recorded were: June 2-Dec. 2008=38 clients,Jan.2-Dec.2009==56 clients,Jan.2-Dec.2010=29 clients,Jan.2-Dec. 2011= 43 clients, Jan. 2-Dec. 2012=47 clients ,Jan.-Dec.2013=33 clients and Jan.2 –March 2014=6 clients confirmed cases treated. This may suggest that some students come under pressure and they find it difficult to cope with life on campus in the University as they start school and require a suitable adjustment pattern.

Gene (2013) and Ward and Kennedy (2001), maintain that adjustment can best be investigated within the perimeters of stress and coping abilities domain. Charles and Stewart (1991) revealed that if students fail to adapt to the new school culture they are likely to experience high levels of loneliness, depression and increased physical health problems, anger and misplaced priorities, frustration which will affect their performance academically. However, Charles and Stewart

(1991) also reveal that once students adapt to the requirements and roles of the new culture, their academic and psycho-social experience is likely to be successful. The consequences of unsuccessful adjustment is seen in terms of violence and crime which are fast becoming common features in Nigerian universities, cultism, prostitution, exam malpractice and other delinquent behaviors which have been on the increase even on A.B.U Campus. The constant intimidation of regular students and lecturers has a growing culture of fear amongst the school communities.

The statistics from the information and security units, where, as of (2011) 328 cases of crimes perpetrated by A.B.U students was recorded by the security unit, 152 theft cases reported, 55 cases of breach of trust, 11 cases of Breach of peace, 20 assault cases, 41 criminal trespass cases, 4 drug related offences, 2 exam malpractice, 1 cultism case, 2 rape attempt cases etc, rate of student dropouts, course deferment and delay in graduation, drug and substance abuse among students is challenging .Based on this fact, what then are the most common stressors faced by fresh undergraduate students in A.B.U, Zaria? How do fresh undergraduates tackle the stressors they face? What pattern of adjustment do they adapt to cope with their new status as undergraduates? Do their social economic statuses influence the patterns they adopt? Do gender, attitude and emotional intelligence influence the patterns they adopt?

How the student copes with the various types of stress through various patterns of adjustment matters. It is against this backdrop that the researcher investigated the Patterns of Adjustment of Fresh Undergraduate Students to Campus Life in A.B.U, Zaria. In the course of the study, attempts were made to answer the following research questions

### **1.3 Research Questions**

1. What are the main stressors in the first of year study of undergraduate students in A.B.U?
2. How do fresh students tackle the stressors on A.B.U campus?

3. Do socio-economic factors influence student's pattern of adjustment?
4. Do gender differences, Emotional Intelligence and attitudes influence fresh Students Adjustment pattern to campus life in A.B.U?

#### **1.4 Objectives of the study**

The study aims at finding out the patterns of adjustment of undergraduate students on campus in Ahmadu Bello university of Zaria, Kaduna State. Specific objectives include:

1. To determine common stressors of fresh undergraduate students in A.B.U Zaria.
2. To examine ways the newly admitted students tackle the stressors on campus relating to accommodation problems, locating of buildings/offices and lecture halls and so forth.
3. To ascertain Socio-economic influence on new undergraduate students' patterns of adjustment.
4. To ascertain Influence of gender, Emotional Intelligence and attitudes on Adjustment pattern of fresh undergraduate students to campus life at the university.

#### **1.5 Significance of the study**

Given the dearth in literature on Nigerian students adjustment to university, this study is of importance as it provides the impetus for further research in the area. By so doing it fills the gap by providing a Nigerian context especially Northern Nigeria. A better understanding of the role of adjustment can help the educationist plan better school curriculum that will help the incoming students to adjust positively to campus life when they realize the importance of adjustment to academic aspirations as well as other areas of life and enable them make necessary adjustment.

This information can be used to help faculty members and management to understand the consequences of prematurely judging the talents and abilities of their students.

The research will also help school counselors create awareness on the main, primary causes of Emotional Psychological and physical problems that students are faced with every day on campus and as such help them proffer reasonable solutions that will help undergraduates adapt sound reasonable patterns of adjustment.

### **1.6 Scope of the Study**

This Research will be limited to Ahmadu Bello University, Zaria Kaduna state. The research will concentrate on the current 200 level undergraduate students of A.B.U, Zaria and will deal only with the patterns in which students adjust to while studying in A.B.U. These patterns will be looked at in relation to initial transition, academic life, social life, hostel accommodation and interpersonal issues. The unit of analysis consisted of University undergraduate students while the units of response were limited to only those who had just completed their first year, which are the new 200 level students of 2013/2014 session.

### **1.7 Definition of terms.**

For the purpose of this study, the researcher defines the following terms:

**Academic life:** Academic life is relating to education, scholarly or intellectual endeavor or an individual person.

**Adjustment:** Adjustment is a modification of behavior and attitudes so as to achieve a balance between personal needs and interpersonal or societal demands. Generally, however it is a process in which the individual changes response patterns as the dimension of the environment changes, it is a state of life when the individual is more or less, in harmony with personal, biological, social and physical needs and with the demands of the environment.

For the purpose of this study, however, successful adjustment is defined as being socially integrated with other students, participating in campus activities, responding to academic

requirements, and internalizing the ethnos of the university setting. Adjustment entails maintaining a balance or making slight changes to fit in and function better.

**Adjustment Patterns:** Adjustment patterns are ways or methods in which different individuals adapts or becomes used to a new situation

**Attitude:** An attitude is a stable system of beliefs concerning something or an object and resulting in an evaluation of that object.

**Campus:** A campus is any area or location or piece of land that contains main buildings that house a university school or college.

**Coping strategy:** Refers to the behavior, structure, a carefully devised plan of action to achieve a goal. It is also adaptation that improves the ability to deal successfully with a difficult problem or situation.

**Culture shock:** Culture shock is the disorienting experience that many people/students face when entering different cultures.

**Campus life:** Campus life refers to the life of a group of people/students united with a common purpose to receive an education that qualifies them for a life profession through achievement of a university degree or shared duties at an institution of higher learning.

**Emotional intelligences:** Emotional intelligence are personal attributes that enable people to succeed in life, including self-awareness, empathy ,self-confidence and self-control. They are abilities that influence our overall ability to effectively cope with environmental demands.

**Emotional problem:** An Emotional situation that prevents a person from expressing feelings and having normal relationships with people

**Empathizing:** “Empathizing” is the drive to identify another person’s emotions and thoughts, and to respond to them with an appropriate emotion. Empathizing occurs when we feel an appropriate emotional reaction in response to the other person’s emotions.

**New student:** New students refers to newly admitted First year students in the first year of study in the university who have just completed a year on campus

**Gender:** Gender refers to the psychological, behavioral, or cultural characteristics associated with Maleness and femaleness

**Initial transition:** Initial transition is the beginning process of a period of change that a person or something undergoes.

**Identity alternation;** is a process considered normal within a social group (such as from secondary school student to University student, from single to partnered, from non-parent to parent).

**Normative academic adjustment:** This includes student's perception of their intellectual growth.

**Patterns:** A pattern is the order, arrangement or form in which an event or situation repeats itself.

**Psychological experiences:** psychological experiences are experiences affecting the mind and mental processes.

**Psychological adjustment:** Refers to the psychological process through which an individual perceives him/herself at the center of daily life situations and how he/she is able to cope with the demand and still attain life satisfaction. This includes positive self-concept, self-actualization and self-efficacy.

**Psychological problem:** Problem existing in the mind.

**Social life:** social has to do with the pattern in which people relate in terms of behavior, interaction in a society and in an organization.

**Undergraduates:** Undergraduates are persons who have registered in a University for a first degree program of study.

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.1 COMMON STRESSORS OF FRESH STUDENTS IN THE UNIVERSITY

Nearly every student encounters challenging experiences or obstacles at the beginning of university that they did not anticipate. Positive life changes produce stress which can lead to varying emotions including sadness, loneliness and worry (Wintre, and Yaffe, 2000). Stress has been defined as relatively minor daily hassles and may have disruptive effects on psychological well-being and functioning in first-year university students' new academic environments (Jung, 1989; Kohn, Hay, and Legere, 1994). When stress is excessive or perceived negatively it can affect both health and academic performance and lead to higher freshmen attrition. Furthermore, research indicates that first year university students may perceive higher stress levels due to academic commitments, financial pressures, and lack of time management skills (Misra, *et al.* 2000)

Students generally come to the university knowing that they will need to work harder than they did in secondary school .But those generalizations, while accurate, do not necessarily mean that new students understand how to go about the work of being a university student. They do not realize that some of them will have to work differently. Most often, the faculty sets standards for students and expects them to meet those standards, but do not teach students what they need to do. Even the most motivated students can struggle as they find out what no longer works and what new methods or strategies they need to develop. These students may need help managing time, taking notes, preparing for tests, and overcoming procrastination, among other challenges. In a study by Aluede, *et al.* (2006) that compared the counseling students' needs in the United States and Nigeria, they found that “managing my time (balancing school and the other parts of

my life)” was the highest ranked issue. Nigerian students’ rated improving “my memory” and “concentration on my studies”, “getting better grades” and “completing my assignment on time” as significant concerns.

Lama M.AL-Qaisy of Psychology department, Tafila Technical University in 2010 stated in an article on Adjustment of college freshmen; that entering University requires youths to face multiple transitions, including changes in their living arrangements, academic environments and friendship networks, while adapting to greater independence and responsibility in their personal and academic lives. Several studies like that of Garret (2001); Mudhovozi,(2012) and others found out that stress is a common element in the lives of every individual ,regardless of race or cultural background and have shown that despite continental divides ,there are many commonly experienced needs of higher education/university students .

According to a research work by May and Casazza (2012) on College students (Psychological aspects)Stress management (Methods) conducted with an improved research design .In this study , it was the utility of using a "hard" versus "soft" science academic major distinction to inform stress management interventions that was investigated. In this study, surveys containing the Perceived Stress Scale (PSS10; Cohen, Kamarck, and Mermelstein, 1983), the Personal Views Survey III-R (PVS-III-R; Maddi and Khoshaba, 2001) and supplemental questions were administered to third, fourth or fifth year undergraduate students. Findings (N = 259) indicated that hard science majors experienced significantly more perceived stress than soft science majors. Additionally, results of a hierarchical multiple regression analysis indicated that the distinction between hard and soft science academic majors accounted for a significant increase in the prediction of variance in perceived stress scores after controlling for demographic

components, extracurricular activities, employment hours, close friend relationships, significant other relationships, parental relationships and individual differences in coping skills. These findings inform existing stress management interventions in targeting academic subpopulations prone to elevated stress levels proves that university students apparently are indeed "stressed out" (Rawson, Bloomer, and Kendall, 1994).

Studies indicate that over 75% of university students report being moderately stressed and over 10% report experiencing severe levels of stress (Abouserie, 1994; Pierceall and Keim, 2007). In addition to academic performance demands, university life itself provides additional unique stressors such as fiscal challenges involving tuition and book expenses, peer relationship adjustments, living arrangements adjustments, time constraints, and a host of bothersome daily hassles (Ross, Neibling, and Heckert, 1999). The prevalence and magnitude of stress among university students is alarming given that high levels of stress have been linked to a myriad of negative outcomes that reach far beyond poorer academic performance, such as physical health problems and mental health issues (Lepore, Miles, and Levy, 1997; Towbes and Cohen, 1996).

According to a study by Becker (1961), *Boys in white*: "The transition, from aspiring layman to becoming a member of a profession is slow and halting. The young undergraduate finds out quite soon that to obtain a degree he must learn first to be a student, how to make their way across the swamp they are floundering in and over the steep hill just ahead engages their immediate attention. In spite of their best efforts in some situations things have gone awry. A 2008 study conducted by the American Psychiatric Association revealed that 49 percent of college students experience "overwhelming anxiety".

The first year of university is trying for many students; new responsibilities and expectations can be overwhelming .Writing on “social support, academic stress, and the mattering experience”. Rayle and Chung(2008),stated that in the 21st century, university counselors continue to report meeting with first-year students who are experiencing unique and demanding academic, financial, and relational challenges during their transitions to university .According to Ross,*et al* (1999),Pressures of studies place strain on interpersonal relationships ,housing arrangements ,changing lifestyles and ineffective coping skills contributes to stress experienced by new university students.

Beder (1997), Ngwenya (2004), Pascarella and Terenzini (1991) also indicated that first year students have difficulty adjusting to the different styles of teaching compared to their secondary school teaching .First year students face several social-personal, financial, Accommodations and Academic adjustment problems at the university as they report as students to school. Misra and Mckean (2000) emphasized that fresh undergraduate student’s experience stress because of the pressure to meet assessment deadlines amidst other responsibilities. Daily academic hassles were reported to be the most stressful. Cultural, religious and language variations militated against adjustment into the new life of the new students on campus for some.

The problems faced by students on campus are referred to as Study behavior problems of students which are: 1) Academic problems. 2) Accommodation problem. 3) Financial problems. 4) personal- social problems.

Balarabe (2009) researched on ABU 200 level medical student’s and reported that the students are stressed. Animba (1993) and Tao, *et al.* (2000) said that tertiary institutions in Nigeria have become modern-day ghettos. There are inadequate hostel accommodations, lack of financial aid

or educational loan facilities for the students (particularly the indigent ones), overcrowded lecture halls and halls of residence, and so many other issues the fresh students have to deal with. Cherian and Cherian (1998); Lloyd and Turale (2011) and Smith and Renk (2007) indicated that some families live below the poverty line. This means students from such families may have financial difficulties at school that will affect and influence them negatively in terms of acquiring materials needed or paying for excursions fees, school fees, feeding and so on.

Beder (1997), Ngwenya (2004), Pascarella and Terenzini (1991) further indicated that first year students have difficulty adjusting to the different styles of teaching compared to their secondary school teaching. A significant number of students engage in major exploration in their first year of university. Many of those having declared a major will question their choice or become interested in courses they did not originally consider and those who enter undecided will focus on exploring and deciding on a major. While many students will know what they want to study before starting university, research suggest that many reach final decisions on majors during university, not prior to entering. ([www.pace.edu/center-academic.1/transition-college](http://www.pace.edu/center-academic.1/transition-college)).

A day to the matriculation of the 2011-2012 set of fresh students the researcher ran into a student on probation from the 2010-2011 set in Economics Department accompanied by two of her course mates a male and female she was there to see the Head of Department of the department. When asked by the Head of Department what he could do for her or if she had reached a decision and why she came with the two people and who they were? The male student spoke on her behalf and said they came to help her ask him what should be done regarding her case and if she should change her course of study and which one he the Head of Department would advice her to change to. This was a case of lack of assertiveness. These kinds of students are more at risk of

losing motivation and dropping out of school. It is not uncommon for first year students to stick with a choice of course that is premature or without information.

While many students will know what they want to study before starting university, research suggest that many reach final decisions on majors during university, not prior to entering ( Baskin and Slaten, 2013). Kyalo and Chumba (2011) also asserted that first year students have a higher level of academic adjustment compared to other students in the university. ABU new students in the view of the researcher are no different. Life situations such as the transition from secondary school to university level are a significant contributor to changing values and lifestyles among young people and have the potential to increase the stress levels newly admitted undergraduates' experience in university-level thinking as they grapple with compelling questions and problems in a small-group setting. Positive life changes produce stress which can lead to varying emotions including sadness, loneliness and worry (Wintre, and Yaffe, 2000).

Dealing with bureaucracy; most students enter university with no experience managing the kinds of complex administrative structures that make up the university and from the observation of the researcher ABU students are no exception. However, once they are in, they will encounter bureaucracy head on as they deal with problems and issues related to internet services, payment of school fees, transaction ID and online payment/registration issues, procedure of getting hostel accommodation, generally registering as a student and administrative holds and so on and so forth. Research has shown that if the students fail to adapt to the new school culture, they will experience high levels of loneliness, depression, and increased physical health problems, which

may present serious obstacles to the achievement of their educational objectives (Charles and Steward, 1991).

Some students struggle in more global ways with learning, having gotten through secondary school on sheer smarts or memorization skills that they find no longer serve them, the demands of academic work, the poor state of utility services and other stressors arising from the inadequate satisfaction of basic physiological needs. Problems with social relationships and concerns about the future, all serve to generate stress in the individual according to Balarabe (2003) as cited in Balarabe (2009). In considering academic stress among university students, first year students experienced the most stress from the perception of academic overload.

Bradburn and Carroll (2002), as cited in Al-Qaisy (2010), revealed when compared to older students, first-year university students experience higher stress due to numerous changes, conflicts, and frustrations. In the view of some researchers like (Misra, *et al.*, 2000;, Tinto, 1988, p. 49; and in a more recent research by Amponsah and Owolabi, 2011) completion of the first year is ‘more than half the battle won because the first year of university is known to be the foundation laying stage and to be the most stressful year in persistence to degree completion.

Research indicates that university students are no strangers to varying degrees of stress (Kohn *et. al.*, 1991).Also Studies by Pierceall and Keim (2007) have reported that 75% to 80% of college students are moderately stressed and 10% to 12% are severely stressed while Hudd *et. al.* (2000) established that during a typical semester, high levels of stress have been reported for 52% of university students.

Stress is part of a university student's existence and has a profound impact on their ability to cope with campus life (Dusselier, *et al.*, 2005). In addition, university students have been shown to possess a unique set of stressors which can affect their daily experiences, Garrett (2001).

According to Aderi, *et al.* (2012) generally speaking, majority of first year students have stated that transition to university happens to be the most stressful adjustment phase in their lives. Additionally, several studies like that of Abdallah, *et al.* (2009) have supported and investigated the level of adjustment among first year students, and reported that many students face challenges during their transition from secondary school to university. This was attributed to the fact that these university students must deal with the transition into university life as well as meet the academic demands. Misra and McKean (2000) confirmed these findings as they emphasized that student's experienced stress because of the pressure to meet assessment deadlines amidst other responsibilities. Whilst stress can be common globally and all of us experience it on a regular basis, stress on university campuses may be high, as reports suggest that the university environments are different from other settings, yet levels of stress are no less serious (Burks and Martin, 1983).

According to Hodge (2000:164) as cited in Ward and Kennedy (2001) culture to humans is like water to fish. Living at home, we never think about culture. But "if you take the fish and throw it on a patch of sand, water takes on a whole new meaning." Culture shock, cultural differences, and cultural communication could all shed lights on the causes for cross-cultural difficulties. Culture shock is a form of alienation due to a lack of knowledge, limited prior experience, and personal rigidity role shock, and education shock Hodge (2000:164) as cited in Ward and Kennedy (2001). The symptoms of culture shock can be a sense of loss and importance, confusion, anxiety, depression, a feeling of been stressed, and so on. However, depending on

different persons and different situations, culture shock can vary dramatically Hodge (2000) as cited in Ward and Kennedy (2001). In the view of the researcher people encounter cultural shock at different stages of their adaptation.

Nicholas (2002), in his study of first year students in South Africa, reported that fear of failure, overcoming procrastination, coping with depression, discomfort in social situations and coping with loneliness are the most pressing concerns of students. Students in Nigerian campuses are faced with a catalogue of problems. These problems include continued power failure, absence of portable water and non-provision of school transportation system to transport students who commute to school as revealed by Animba (1993) when he compared the university campuses in Nigeria to Ghettoes. AL-Qaisy (2010) revealed that living in the hostel is the biggest hardship and challenge for fresh students in transition from home to university campus. The living conditions, roommate's situations and campus life are most of the difficulties a person might face as a freshman in the hostel. Mudhovozi (2012) revealed that most secondary school graduates have academic and social difficulties that delay their adaptation to the new university environment.

Other research scholars confirm that the experience of attending university is complex and pregnant with challenges that impinge on academic success. Another study by Doyle and Walker (2002) as cited in Mudhovozi (2012) suggests that university students encounter a myriad of challenges. He reported that first year students were influenced by inadequate school preparation, a sense of feeling disconnected and an increase in personal responsibility also reported that failure to meet the wider challenges faced by students during the transition from secondary to tertiary education impacts on learning outcomes. Rayle and Chung (2008) stated that in the 21st

century, university counselors continue to report meeting with first-year students who are experiencing unique and demanding academic, financial, and relational challenges during their transitions to university.

According to Ross et al (1999) pressures of studies place strain on interpersonal relationships, housing arrangements, changing lifestyles and ineffective coping skills contributes to stress experienced by fresh university students. Lazarus and Folk man (1984) as cited in Balarabe (2009) explained Stress as relatively minor daily hassles that may have disruptive effects on psychological well-being and functioning in first-year university students' new academic environments. Research indicates that first year college students may perceive higher stress levels due to academic commitments, financial pressures, and lack of time management skills (Misra, *et al*, 2000).

A research study at James Madison University conducted by Britz and Pappas (2012) assessed the sources and outlets of stress among a group of 124 college freshmen. Results revealed a high degree and frequency of stress exists among the participants, with over 50 percent of students reporting high levels of stress. The major causes of stress according to the study were found to be academic workload and time management. High stress levels among participants correlated with many unhealthy behaviors, including compromised quality of diet and decreased quantity of sleep. The greatest causes of stress was found to be obtaining adequate amounts of sleep, and sleep was a concern for even many of the students who did not list it as the greatest stressor.

According to Ginsberg (2006) seven to nine hours is the recommended amount of sleep.

Furthermore, he revealed it is encouraging that while some students get fewer than 5 hours of sleep per night, the majority of students (57 percent) from his study did not deviate far from the recommended range of 7 to 9 hours of sleep per night.

On the other hand, Ginsberg, (2006) reported nine percent of students indicated one of the greatest causes of stress to be obtaining adequate amounts of sleep, and sleep was a concern for even many of the students who did not list it as the greatest stressor. This is an issue that affects both students who are stressed and those who are not stressed however, the population of less stressed students made up a greater percentage of those students obtaining larger amounts of sleep. Researchers have found that the human immune system is most proficient during times of rest; therefore, chronic sleep deprivation puts the body at risk for countless medical problems (Coren, 2005).

Ross et al (1999) writing on stress levels of university students stated that stress is a topic often examined by researchers. For example Towbes and Cohen (1996) created the chronic stress survey in which they focused on the frequency of chronic stress in the lives of university students. This scale contains items that persist across time to create stress, such as interpersonal conflicts, self-esteem problem, and money problems. They evaluated these stressors in relation to how many times a student had to deal with them on a weekly basis and found that in regard to chronic stress first year students scored higher than other students. The first year has been identified as the year in which the greatest amount of academic failure and attrition from study occurs (McInnis, 2001 and Williams, 1982). The National Center for Educational Statistics found that approximately one third of students entering university leave without obtaining a degree and most do so during their first year .

Environmental changes, perceived obstacles to goal achievement, life challenges and periods of significant transition are common stress triggers for college students. Though stress is actually positive serving to motivate us, however, like most things in excess, too much stress is negative.

Along with universal concerns of students, there are needs that are peculiar to certain categories of students in tertiary institutions. For example, male students have been found to express a significantly greater concern for family issues, whereas, female students are more concerned with self-control and personal and emotional issues (Guneri, *et al.* 2003 and Gallagler, *et al.* 1992). Women tend to have greater needs than men in vocational, social, academic and moral areas. With regards to marital status, married students tend to have more financial and relationship needs than their single/non-married counterparts.

In Nigeria, Aluede, *et al.* (2006) found that drug concerns, family problems, career needs and relationship problems were common stressors faced by higher education students. And that one of the greatest problems that students face these days is getting adjusted to the campus environment. According to Pavel a writer with [Stress-Management-for-Health.com](http://Stress-Management-for-Health.com) in 2012, what accounts for this stress is unknown but generally the workload of University may be significantly more involved than the secondary school and comes with less hand-holding from parents and teachers. Challenging classes, difficult tests and other academic obstacles, including the more independent nature of the college learning structure, many new students can perceive themselves in confused environment. Many students stay up late to study, get up early for classes and most new students deal with missing home and more seasoned students may wonder if they are in the right major. Most students struggle with who they are and where they want to be. Again finding a room and living with a roommate, balancing friends with school work and dealing with the dynamics of young adult relationships can all be difficult, and these challenges can lead to significant stress. Some obvious social challenges that college freshmen may face usually involve leaving one's entire support structure behind, creating a new social network,

dealing with being away from home for the first time and finding less parental support. Dealing with stress in a unique way, college students experience a range of consequences from mild to severe stress.

According to Ross, *et al.*, (1999) there are several explanations for increased stress levels in university students. First, students have to make significant adjustments to college life. Second, because of the pressure of studies, there is strain placed on interpersonal relationships, housing arrangements and changes in lifestyle contribute to stress experienced by college students. In addition, students in the university experience stress related to academic requirements, support systems, and ineffective coping skills.

Howard Swearer, a former president of Brown University, once described liberal education as “preparation for appointments not yet made.” This insight is more pertinent today than ever. Also according to Lynn (2012), given the ever-accelerating pace of change in the world, there is simply no way to anticipate all of the challenges and perplexities that students will face in the course of their lives. Scholars researching the nature of creativity have long recognized the importance of adaptive and integrative learning. Lynn went further to state that no education, however well conceived and comprehensive, can ensure that a single motivating principle ties together the various recommendations that have been made by scholars to offer an education that is more than the sum of its parts, an education equal to the unfathomable challenges and opportunities that await students.

## **2.2 Ways new students tackle the stressors (Adjustment Patterns).**

Adjustment to the university environment is regarded as an important factor in predicting university outcomes (Petersen, *et al.* 2009). According to Becker (1963) every organization, whatever its purpose consist of the interaction of individuals, their ideas, their wills, their

energies, their minds and their purpose. Lazarus (1966) emphasized the importance of individual perceptions or appraisal of the environment. That means the meaning we give events and the satisfaction we find profoundly influence the stressful effects of changes we make in our lives as individuals. According to Strange and Banning (2001) “campus environments set conditions that affect student learning and, in turn, students influence the shape of campus environments”

Moreover, Kyalo and Chumba (2011) asserted that adjustment requires the awareness of changes and difficulties of being in a new culture, the use of skills for resolving crises and acceptance that some personal changes and behavioral adjustment is fundamental to adaptation.

To Pascarella and Terenzini (1991) adjusting to university involves the complementary processes of de-socialization and socialization. De-socialization entails the changing or discarding of selected values, beliefs and traits one brings to university in response to the university experience. Pascarella and Terenzini (1991) explained socialization as the process of being exposed to and taking on some of the new values, attitudes beliefs and perspectives to which one is exposed at university. Upon entry into a university, first year students are confronted with new personal and interpersonal challenges that include the need to establish new relationships, develop study skills and modify existing relationships with parents and their families (Parker, *et al.* 2004 and Tinto 1996).

Kuh and Love (2004), found that students who made cultural connections through social groups that reflect their culture of origin were more likely to persist in higher education. While such groups may form organically and informally, universities may also foster and create such opportunities to connect. Furnham (1986) suggested the main training techniques should include information giving, cultural sensitization, attribution training, learning by doing, and culture-based social-skills training. He argued that the more practical and less abstract the techniques are, the more

effective they will be. Pascarella and Terenzini (1991) also observed that students who maintain compatible relationships with their families are more likely to do well at university. Similarly, Winter and Yaffe's (2000) study found that good relations with parents help both male and female students to adjust to the university. However, female students were more vulnerable to family problems than males. Therefore first year students need to renegotiate existing relationships with their parents and families to adjust well into university life. Students who received social support adjusted easily.

According to Strange and Banning (2001, p: 200) "campus environments set conditions that affect student learning and, in turn, students influence the shape of campus environments" All social acts are the outcomes of interaction processes. Whether they will be attributed to this concrete individual or that, or to a collectivity, always depends on some culturally given schema through which action is viewed (Sutherland 1949 as cited in Cohen, *et al.*2012). Culture shapes and forms individuals' values, beliefs, self-view and worldview. It directs individuals' behaviors, organizes experience and provides meaning and coherence to peoples' lives. Particular cultural environments lead to certain cognitive, emotional, and behavioral consequences (Cross, 1995).

Culture influences human behaviors because it affects the norms and rules by which individuals behave in their respective cultures. Individuals follow their cultural values guidelines through the socialization process and produce their own behavioral guidelines for behavior across situations.

In a paper on Rites of passage theory Shere (1993), asserted that "the life of an individual in any society is a series of passages from one age to another and from one occupation to another". The passage may cover three steps: separation, transition, and incorporation. When the environment of this passage changes greatly, cultural characteristics could be the starting point from which

people re-adjust themselves to the new environment. In the opinion of Santrock (2006), individuals are likely to react differently in different situations because of the distinctive thoughts, emotions and behaviors that mark the way an individual adapts to this world. In an attempt to deal with the stressors, tension and conflicting situations the new students make efforts to maintain harmonious relationship with their environment by adopting adjustment patterns they believe suits them the most.

Furthermore, Pascarella and Terenzini (1991:620) revealed that a large part of the impact of college is determined by the extent and content of one's interactions with major agents of socialization on campus, namely, faculty members and student peers". According to Astin (1993b: 398), peers are "the single most potent source of influence," affecting virtually every aspect of development—cognitive, affective, psychological, and behavioral. Making new friends helps establish the new life at university and is an effective way to combat homesickness.

In Gross (2009:645), words: "peers become more important as providers of advice, support and companionship, as models for behavior and as sources of comparison with respect to personal qualities and skills." Since peer groups and peer acceptance helps youths reaffirm self-image and gives them a sense of belonging, this stage of being a new undergraduate student can be a highly sensitive stage because the new comers, young adults mostly prefer peer help to parental help. If they are to find themselves in the company of peers who are criminally oriented, or exhibit bad and maladjusted behaviors, chances are high that, in trying to belong or keep face, the fresh undergraduates students may succumb to peer pressure just to maintain self image before fellow peers and be accepted.

This is in correspondence with Mahmud (2008), view that, "Adolescents values reflect the values of peer group. They are more likely to reject the parental values and accept the value

system of peer groups.” Mahmud (2008) also confirms the fact that youths and their peers influence each other and as such, are easily and highly susceptible to peer pressure. A.B.U new student’s age population reflects they are mostly young adults barely from their teens so peer influence will still have a great influence on the new undergraduate student’s adjustment pattern to campus life.

Furthermore, according to Tinto (1975), persistence occurs when a student successfully integrates into the institution academically and socially. Integration, in turn is influenced by pre-university characteristics, goals, interactions with peers and faculty, and out-of-classroom factors. Tierney (2004) proposes that students should not be required to leave their identity at home while furthering their education. Tierney’s model of persistence suggests that students need to be provided with the cultural capital necessary to succeed in an educational system where barriers to persistence and integration exist. Amponsah and Owolabi (2011) however, revealed evidence of moderate level of perceived stress amongst new students, and that there could be substantial improvements in the quality of life experienced by new undergraduate students if they developed friendships or social networks with their colleagues perhaps by participating in friendship programs, the study also recommended this provided a sense of belonging, which helped with self-identity adjustment and created support. According to the study there are counseling services available on campus and interaction with a counselor is completely confidential. Students who are experiencing stress draw on these services.

Previous researchers have investigated the effect of particular stressors on specific healthy behaviors. Healthy behaviors can be defined as those actions taken to avoid disease and illness and to maintain or prompt good health (Farlex, 2009). Good health is needed to be able to tackle academics efficiently and function properly while on campus. Ginsberg, (2006) found unhealthy relationship between stress and sleeping habits, as reported in the study “Academic

Worry as a Predictor of Sleep Disturbance in university Students.” In this study, students were assessed on the Academic Stress Scale, the Sleep Disturbance Ascribed to Worry Scale, and on usual lengths of sleep periods.

The Academic Stress Scale was developed by the degree of participant stress in response to physical, psychological, and psychosocial factors, while the Sleep Disturbance Ascribed to Worry Scale was an efficient method of identifying the extent of sleep disturbance based on participant rankings of five items pertaining to worry and sleeping patterns. Based on these scales, the participants in the study exhibited a negative relationship between academic stress and length of sleep (Ginsberg, 2006). Long term, these unhealthy habits can be extremely dangerous as stress weakens the heart and brain. Hudd, *et al.* (2000) found “more stressed” students to be more likely to exercise infrequently and to eat junk food, while “less stressed” students were more likely to have healthy habits, such as eating nutritious foods. On one hand, every individual requires a unique amount of rest to function optimally.

Mudhovozi (2012) also reported that the transition and adjustment time between secondary school and university is influenced by secondary school performance, living arrangements, origin and orientation activities. Students who stay off campus with their families and those from urban areas find the adjustment easier to make. In addition, participation in university orientation activities is associated with better semester averages. AL-Qaisy (2010) revealed that entering university requires youths to face multiple transitions, including changes in their living arrangements, academic environments and friendship networks, while adapting to greater independence and responsibility in their personal and academic lives.

Ford, (2006) writing on how to Survive University Life: revealed Time management, involvement and Staying Healthy as way's students can tackle the stressors on campus. According to Wisco (2011) extra-curricular activities such as speech competitions/debates, sports, music and so forth in student's life are the mediums to build social relations, problem tackling skills, time management skills and creative minds which creates ones personality. The personalities which he revealed in turn define and prove them good in studies, as well as they gain outsource knowledge from these extra-curricular activities. Wisco went further and revealed extra-curricular activities are important among students as they help in their academics scores, social life and can help with some peer pressure problems.

This Wisco said enriches the lives of the students, their families and the school communities. All these will determine the pattern of adjustment to campus life of fresh undergraduate students involved. In the opinion of Santrock (2006) individuals are likely to react differently in different situations because of the distinctive thoughts, emotions and behaviors that mark the way an individual adapts to this world. In an attempt to deal with the stressors, tension and conflicting situations the fresh students make effort to maintain harmonious relationship with their environment by adopting adjustment patterns they believe suits them the most. Adjustment in the first year of study at university has increasingly become recognized as vital to the overall success of students (Friedlander, *et al.*2007) .First year undergraduate students therefore, require adaptive behaviors' in areas such as time management, effective study skills, the capacity to complete courses and the ability to see transition as a normative shift and not a crisis (Birnie-Lefcovitch, 2000).

Al-Qaisy, (2010) also revealed that high levels of social support buffer individuals from stress. Involvement in activities he revealed serves not only as a coping mechanism, but also have assisted students in making new friends and finding their place in the university communities. Durkheim (1897) in his classic treatment of suicide, made clear the analytical independence of the sociological level by demonstrating that variations in rates of a given class of behavior within and between systems are a reality *sui generis* that cannot be explained simply in terms of the psychological properties of human beings but rather it depends on the properties of the social system itself. Merton (1957: 131–194), in his seminal paper, “Social Structure and Anomie,” made formal and explicit generalization to the field of deviant behavior, the model that was only partly explicit in Durkheim’s analysis of suicide anomie (anomie). He emphasized the independent variability of both the culture goals and the accessibility of institutionalized means (this are means that are compatible with the regulative norms). The disjunction between goals and means, leading to strain and to anomie, depends on the values of both these variables. Adaptations to such strain involves either accepting or rejecting the culture goals and either accepting or rejecting the institutionalized means.

Each adaptation therefore involves two dichotomous choices; the logically possible combinations of such choices yield a set of adaptations, one of which is conformity, and the others, varieties of deviance. Furthermore McCabe (2000) stated that how we perceive stress is crucial to our well-being since much of the stress we experience has to do with how we perceive the stimulus that surrounds us and the degree to which we perceive it can be significantly threatening. He went further to say that once we live in an environment with diverse activities, it is important to indicate how our life is tied to them.

Becker (2002) Howard S. Becker in an interview in 2002 with Ken Plummer on **continuity and change** at Santa Barbara trying to explain human conduct had this to say;

The way it works is there are all kinds of things in the environment, people are active not passive, they are not sitting there waiting to be stimulated to do something, or being forced to do something, being coerced by their instincts or their culture. They are busy doing things and they are actively searching the environment. They are not responding to stimuli, they are creating stimuli, looking in the environment for what they can use,” You are talking all the time in your head, you are always thinking of things, and you are paying attention to what the other one says. One of the implications of that is that there is no telling where it will end up. You cannot make predictions. I have been quoting David Mamet he said, the American playwright who says somewhere, but I cannot find it, he said, “In every scene in a play all the people who are in the scene are there because they want something. If they did not want something they would not be there, so by definition if they are there, they want something. And the scene develops by each of them pursuing what they want in the light of what other people are willing to do and what results from everybody pursuing what they want, and having to adjust to each other, is something none of them might have wanted and certainly that you could never have guessed in advance.” It results from their interactions.

This means patterns of adjustment can come about as a result of interaction among the new students even without previous plans. Jain (2012) correlated this when he explained that Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted, the pattern of adjustment adapted determines success or failure. Furthermore, Becker (1963) stated that if a particular kind of situation recurs frequently, the perspective the person has will probably become an established part of a person’s way of dealing with the world, he went further to state that perspectives arise when people face choice points.

In the face of specific problems students develop long range and, short–run perspective and group perspectives, Group perspective are modes of thought and action developed by a group which faces the same problematic situations and act in them.

They are the ways of thinking and acting which appear to group members as the natural and legitimate ones to use in such situations. This arises when people see themselves as being in the

same boat and when they have an opportunity to interact with reference to their problems. Under those conditions, people share their concerns and their provisional answers to questions about the meaning of events and how one should respond to them. Individual and subgroup perspective merge and are shared. Group perspective gain strength and force in the individuals behavior by virtue of being held in common with others. They have the prima facie validity which accrues to those things” everybody knows” and “everybody does”. Becker concluded that Perspectives are situational specific: They are patterns of thought and action which have grown up in response to a specific set of institutional pressures and serve as a solution to the problems those pressures create.

Furthermore, Perspective according to Becker (1963) refers to a:

Co-ordinate set of ideas and actions a person uses in dealing with some problematic situations. It refers to a person’s ordinary way of thinking and feeling about and acting in such situations. These thoughts and actions he stated are co-ordinate in the sense that the actions flow from the actors point of view, from the ideas contained in the perspective that will form the underlying rationale for the persons actions and are seen by the actor as providing a justification for acting the way he does. The actions flow from the beliefs and the belief justify the actions.

This shows Perspective influences a person’s attitudes and behavior and the patterns of adjustment towards situations they may encounter in life and will determine how the new students tackle the stressors they face. Also Becker (1963:26) in a telling phrase suggested that “at least in fantasy, people are much more deviant than they appear” according to his studies on Deviance Neutralization; people do not simply accept stressors in situations that others placed on them instead ,they employ a series of secondary adjustments like rebelling, retreating ,rejecting and rationalizing. Going further he asserted that instead of deviant motives leading to deviant behavior ,it is the other way round ;the deviant behavior in time produces the deviant motivation ,vague impulses and desires-in this case are transformed into definite patterns of

action through the social interpretation of a physical experience which is in itself ambiguous (Becker,1963).

Tinto (1975) also explained that academic integration includes a connection between the student's intellectual growth and the intellectual environment of the institution. Social integration according to Tinto involves the student "fitting in" to the social community of the institution. Place of residence and academic adjustment of fresh undergraduates is very important. Adams *et al.* (2000) remarked that, the environment in which students live has a direct impact on the student's overall adjustment. Also supporting the statement, Dinger (1999), believed that students who lived in environments that are conducive to learning and provided ample study space and opportunities for growth and interaction tend to have an easier time adjusting than students who live in other environment. These problems influenced a fresh student's pattern of adjustment and if not handled properly could affect a student and lead to maladjustment.

Rong and Gable (1999) emphasized the importance of living environment, social support and making meaningful relationship connections influence on students' overall adjustment to the university environment.

The importance of academic and social adjustment in student persistence cannot be overstated. When asked to recall his first year, Oscar Leung, a year 3 student of Business Administration (Law) of the University of Hong Kong (HKU) remembered a pretty swift transition. This he said was because he managed to seek advice from senior students and made friends during an orientation camp. Sissi Zhu Qi, a business student from Mainland China, of the same university remembered having a good start in her fresh year by joining the Induction Programme organized by CEDARS. She was able to join in some social circles and grasp a basic understanding of different aspects of HKU. Academically, Sissi admitted feeling quite tense about her studies. She

felt challenged by the difficult English vocabulary, more advanced projects and tight schedule in Hong Kong. Sissi still managed to engage in a number of extra-curricular activities despite her busy schedule.

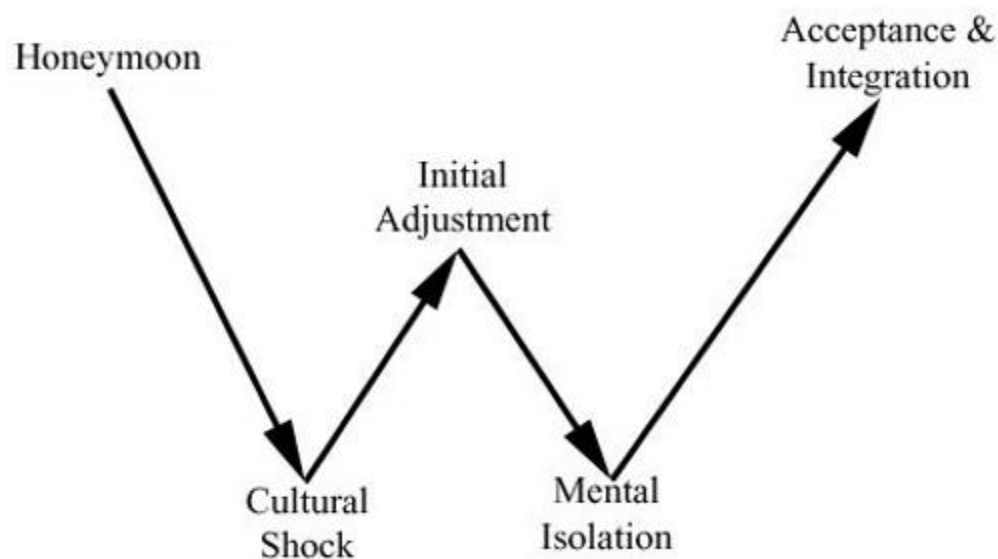
As a resident of Lady Ho Tung Hall she explored lots of new things - from the bridge team, the tennis team, the high tables, the hall forums, and even a night for having drinks in Lang Kwai Fong with her hall mates! She quickly grew fond of her hall because of its proximity to HKU, and the friendly hall mates. Besides a vigorous hall life, Sissi also joined the student society, AIESEC. She was able to interact with peers of different nationalities and enhance her leadership qualities through joining a camp-style training conference. (<http://cedars.hku.hk>)

Academic and social integration interact with each other yet students need to be equally integrated in both areas (Tinto, 1975). That's to say new students need to observe, explore, interact, be exposed to various coping resources to enable them to quickly and smoothly adjust into the new life at university and fit in socially and academically.

### **The W-curve and the first year of university**

Based upon research done with students studying abroad, **the W-curve is a predictable pattern of stages which any first year student can experience** after arriving at university. The W-Curve model was developed by Zeller and Mosier (1993) to describe the transition of student studying abroad. Participants in adjusting to a new culture; it was found to also be applicable to new students adjusting to University life. Helping students to understand that their integration to the campus community is part of a journey that is not without its ups and downs and may help them feel better about the transition. Initially, the student may think they have made a mistake in going to university but **knowing about the W-curve helps a student see culture shock as part of a journey** everyone goes through.

## The W-curve of student Transition.



### Putting it all together

By the middle of the 2nd semester, according to Zeller and Mosier Students have learned their way around campus and are expanding their circle of friends. Their self-confidence increases, they participate in more activities, and enjoy campus life. Students notice their classes and co-curricular activities have come together into a well-integrated lifestyle and Students become more confident, better able to make decisions, and are aware of opportunities for personal and intellectual growth (<http://www.newstudent.wise.edu>).

According to Ford (2006) writing on how to Survive College Life: The following was revealed as Way's a students can tackle the stressors on campus:

**Time management:** 1. Write down all homework assignments, projects, tests, quizzes, meetings and important due dates in a day planner. 2. Keep your planner with you so you can add or change information. 3. Keep up with all your school work, and always go to class to avoid the added stress of getting behind. 4. Plan time to relax and take a break from studying. 4. If you plan to spend a night out with friends, budget your time during the

day wisely and make sure you get enough work done to make up for the time spent on social activities

**Involvement:** 2. ask your academic adviser or refer to your school's website to learn about the various clubs and learning communities available to students at your school. According to the 2006 National Survey of Student Engagement, college students who pursued educational activities beyond the classroom received higher grades and experienced greater satisfaction in their education.<sup>2</sup> Become familiar with the resources available to students on campus, such as gym access, which is typically free for full-time students, the bus or transit system and tutoring services.<sup>3</sup> Get acquainted with your professors or teaching assistants, and get help during office hours if you are struggling with the material in class.

**Stay Healthy:** Consider joining an intramural sports team, a club that suits your interests or a fraternity or sorority on campus. Attend social mixers hosted by campus organizations, and focus on meeting new people in your first few weeks at university. Get to know your fellow classmates, who can catch you up if you miss a class and form a study group together. Learn about the services offered by your campus health center through your school website, and keep the phone number handy. Make an appointment as soon as possible after the onset of a sickness or ailment (Ford, 2006).

He stated that students should use planners as a reminder and visual aid to help see what the work load for each week looks like, and prioritize time based on when assignments are due and how long they will take to complete (Ford, 2006).

### **2.3 The Influence of Socio-Economic Factors on Patterns of Adjustment of new Undergraduate Students on campus.**

Socio-economic status (SES) is a specific background variable that represents a facet of the social structure in society (Oakes and Rossi, 2003). A variety of definitions of socio-economic status exist, such as “differential access(realized and potential)to desired resources, and ” a shorthand expression for variables that characterize the placement of persons ,families ,households ,census tracts, or other aggregates with respect to the capacity to create or consume valued goods in our society”. Oakes and Rossi,( 2002 ) Cherian and Cherian (1998), Lloyd and

Turale (2011) and Smith and Renk (2007) indicated that some families lived below the poverty line.. Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income, education, and occupation (Marmot, Michael, 2004).

Lareau, Annette ( 2003) observes that Socioeconomic status is typically broken into three categories, high, middle, and low to describe the three areas a family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education, and occupation can be assessed.

What then are the socio-economic status /class of the students that influence their pattern of adjustment? Gachathi (1976) revealed that Occupational prestige is one component of socio-economic status that encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. According to Coleman (1988) rigorous academic preparation, higher education aspirations and family support are easier to come by if the family income increases, because family socio-economic status sets the stage for student's academic performance by directly providing the social capital necessary to succeed in school.

This means those whose parents provide support financially and have a high social standing are most likely to succeed in life and academically. Demonstrating the long-term impact of income on university student's success, Astin (1993a) found that student's socio-economic status was the best predictor of earning a bachelor's degree after controlling for ability. Also research indicates that children from low-SES households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, *et al.* 2009). Perception of family

economic stress and personal financial constraints affects emotional distress/depression in students and their academic outcomes according to (Mistry, *et al.*, 2009).

In a report by (The Pell Institute 2004) it was reported that Fifty-five percent of students who receive financial aid persist, which is greater than non-recipients and about even when controlling for academic ability, especially for low-income and minority students. Pascarella and Terenzini (2005). According to Carter *et al.* (2005) as cited in Kuh *et al.*, (2006), grants have a strong effect on low-income and minority student's performance. For example African American students are highly sensitive to university costs in terms of choosing and persisting in university. Although working and going to school are sometimes seen as competing goals, off-campus work does not appear to seriously inhibit student success. This means gift aid in the form of scholarships and grants and work- study jobs as contrasted with loans are associated with higher retention and graduate rates.

Also according to a Committee Report in (2000) of Egerton University, on Socio-Economic Factors and Students' Social and Academic Adjustment;

The social 'clusters' based on socio-economic 'status of the students create frustration among students as they compare and even ridicule each other on this basis. The students from low- social-economic status tend to isolate from those higher socio-economic status thus affecting their overall adjustment to university environment. The report further reveals that, the aid money available to the students is inadequate which in turn interfere with their social and academic adjustment at the university. Consequently, majority of students spend the money given to them on luxuries things only to find later that they cannot feed themselves. Students need to be guided and counseled in order to cope with the resources which are limited and assisted to budget well during their stay at the university. ([www/York.ac.uk/./adjusting/](http://www/York.ac.uk/./adjusting/))

Kyalo and Chumba (2011) revealed that social 'clusters' based on socio-economic status of the students create frustration among students as they compare and even ridicule each other on this basis. The process of social influence contains two critical elements. These are: (a).Someone's

intervention (b) Inducing change in another person.

The phenomena of influence, which also includes imitation conformity and obedience, always contain an agent which has caused a change in the focal person (FP). Influence situations can be differentiated by noticing the different characteristics of agent and of the behavior that makes up the intervention. The following five concepts were said to help individuals understand the process of social influence, better;

1. Social Facilitation: In a group situation the presence of others would always influence performance and thus the efforts to bring changes in performance of an individual are called social facilitation. The presence of others increases an individual's arousal level which in turn, enhances performance of well learned responses. For example, a well trained singer would, according to this theory i.e. social facilitation, perform better when others are present but at beginning would make more mistakes when giving a recital in front of others than when practicing at home. This means the presence of fellow students ,peers in class may facilitate the new students to work hard and come out successfully in whatever tasks they are giving to perform be it assignment, seminar presentation ,test or exams.

2. Imitation: Imitation involves change in focal person's behavior that matches as copies of others' behavior. Students imitate the behavior of social personalities for getting the recognition they want.

3. Compliance to Others: A Human being as a social being has to adjust himself in the social environment in his daily life; he commands others and works according to his own or other's rules and regulations. In a family every member is dependent 'on each other. Sometimes even parents obey the rules of their children. This type of situation influences them to adjust in social environment.

4. Conformity to Norms: Conformity is the situation wherein individuals change their behavior so that they may become more similar to those of the other members of the group.

5. Obedience: Obedience is the situation wherein the agent has legitimate right to influence the focal person take for instance the parents or guidance, lecturers or school authority rules and regulation and the focal person has the obligation to obey.

The students from low- socio-economic status tend to isolate from those from higher socio-economic status, thus affecting their overall adjustment to university environment. SES can also affect the student's ability to buy books, pay for excursions, buy academic materials for assignments and other academic activities. SES could therefore affect student's ability to adjust to academic stressors. Students need to be guided and counseled in order to cope with the resources which are limited and assisted to budget well during their stay at the university. Fabian (2000) indicated that academically successful students have moderate adjustment.

#### **2.4 Gender, Emotional intelligence (EI) and attitude influence on adjustment pattern of the newly admitted undergraduate students in the university.**

Gender refers to the psychological, behavioral, or cultural characteristics associated with Maleness and femaleness. Researchers are of diverse views on the issue of adjustment in males and females. Ely (1995:590) holds that Gender, "is an ongoing social construct, the meaning, significance, and consequences of may vary for individuals across settings".

According to Baron, (2011) gender is understood as a social phenomenon with a fundamental social and structural ordering of men and women in the society, but women have to adjust to structural and cultural conditions where they do not have the same status as men. Numerous studies like the one conducted by Cook (1995) have indicated that female students often have a

more difficult time adjusting to university environment. Baron, (2011) further stated that the academic community is a stratified social structure built on competition and needs to be acknowledged. For years, the significance of an individual sex in relation to their forms of adjustments have been subjected to enthusiastic debates, discussions and research in various disciplines, but the difficulty of this issue is that it is scientifically difficult to determine and support.

Some researchers have reported that boys are generally more assertive and vigorous while the opinion of others differed on the issue how does demographic factors such as age range, sex and place of residence influence adjustment pattern of students. It is an interesting phenomenon that attempts to explain how students of different sexes achieve the characteristics they exhibit..

Alfred-liro and Sigelman (1998) found females more likely to have greater levels of depression and struggles with adjustment during their freshmen year than their male counterparts. A more recent study indicated that 84% of university counseling directors are concerned with the number of students coming to campus with severe problems (O'Conner, 2001).This difficulty in adjustment for females may be due in part to the lack of social connections in the environment and the perceived oppression from male members of the university community.

In a study conducted by lama .Al-Qaisy of department of Psychology Tafila Technical University, Jordan on Adjustment of College Freshmen: The importance of Gender and the place of residence. The researcher studied a sample of 117 freshmen in Tafila Technical University. The results showed that male students are more inclined to adjustment than females ([www.ccsenet.org/ijps](http://www.ccsenet.org/ijps)). Furthermore, based on the adjustment model by Baker and Siryk (1984), a study was conducted using 250 first year university students who were attending various undergraduate programmes in a Malaysian public university conducted by( Abdullah et al,2009)

their findings on gender differences are similar to many previous studies which showed that male students exhibited higher level of university adjustment than female students. According to researchers like (Enochs and Roland, 2006; Wintre and Yaffe, 2000) gender is a significant predictor of university adjustment. Female students are found to experience more adjustment problems than male students especially in making effort to establish social relationships in campus Cook, ( 1995).

To Kenny and Rice (1995), female students' adjustment is very much affected by their social relationships and social experiences in campus. Hence, if they experienced difficulties in establishing social relationships and their social experiences is unsatisfactory; their university adjustment would likely be affected. In addition, the males and females coped with stress and depression in different ways. (Enochs and Roland, 2006) asserted that this may contribute to their differences in university adjustment as Males tend to suppress depression via isolation and escape while females tend to engage in self-blame, crying, and more likely to seek assistance.

Segall,*et al.*, (1990:252- 253) concluded that, "it is clear that sex differences is the product of cultural forces, operating through socialization practices and reflective of ecological factors". This will definitely affect to a great extent how people behave and will influence the new student's pattern of adjustment.

### **Emotional intelligence**

Bar-on (2000) defined Emotional intelligence as abilities that influence our overall ability to effectively cope with environmental demands. Intelligence however is seen as "the capacity to acquire and apply knowledge". Intelligence includes the ability to benefit from past experience, act purposefully, solve problems, and adapt to new situations. Emotional intelligence has been found to be a predictor of life satisfaction, healthy psychological adaptation, positive interactions

with peers and family, and higher parental warmth ( Safavi *et al*, 2008). Low and Nelson (2005) suggest that emotional intelligence plays a role as an important predictor that can help students to maintain adjustment successfully during their transition. Adeyemo (2005), and Safavi *et al*. (2008), have preached that emotional intelligence is related quite strongly to social adjustment on university campuses.

The probable reason for the present findings might be due to the fact that emotional intelligence primarily deals with managing and expressing one's emotions as well as social skills. Since females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males. This is perhaps because of the society, which socializes the two genders differently as has been found in studies by Duckelt and Raffalli (1989) and Sandhu and Mehrotra (1999).

Moreover, according to scholars emotional intelligence among girls can also be explained in terms of some of their personality characteristics. Studies like the one conducted by Iran and Junaid (2011) at International Islamic university Islamabad, Pakistan on relationship between Emotional Intelligence and Self Esteem using 240 students showed that Females were emotionally intelligent than males as  $p < 0.05$  and males showed high self esteem than females and that emotional intelligence and self esteem were positively correlated and significant players in every field of life. It was observed that girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. They are more sensitive towards their relationships with parents, friends and siblings. All these traits help them to acquire more emotional intelligence as compared to boys.

Men and women experience the same range of emotions, but how men and women 'do' emotion can be very different. Kyalo and Chumba (2011) assert that, the ways in which male and female

students cope with stress differ. They further remarked that, males tend to suppress stress via isolation and escape while female tends to engage in self-blame. There are social rules which govern which emotions can be expressed openly by women and which by men , just as there are social rules about which clothes are suitable for women and which for men. To put it technically, the expression of emotion is ‘gendered’. There are many tests of emotional intelligence and most seem to show that women tend to have an edge over men when it comes to basic skills for a happy and successful life. How and whether men and women express emotions depend on the social circumstances. The stereotype of women being the more “emotional” sex however survives to this day (Grewal and Salovey, 2006).As can observed from most scholars discoveries and results there are differences in the two gender reaction to issues they encounter on daily basis. Emotional Intelligence does not respect the gender according to Segall *et al.*, (1990:252-253) and academically there are no significant gender differences. Kaur (2012) argued that sex has no influence on academic adjustment of students. However, other studies like that of Abdullah, et al. (2009) and (Cook, 1995) found that female students often have a more difficult time coping adjusting to the university environment.

In agreement with Nelson and Low (2003) model’s assertion about relationships between emotional intelligence and students retention, research by Adeyemo, (2003) and Yip and Martin, (2006) suggest that there are positive relationship between student adjustment and emotional intelligence .However, Low and Nelson (2005) asserted that emotional intelligence plays a role as an important predictor that can help students to maintain the adjustment successfully during their transition. Despite the statements, Austin, Evans, Goldwater, and Potter (2005) stated that, students require early emotional intelligence programs in order to adjust their transition because emotional intelligence fuses a number of abilities related to the transition stage.

Today, researchers generally agree that heredity and environment have an interactive influence on intelligence. Many researchers like Goleman (1998) believe that there is a **reaction range** to IQ, which refers to the limits placed on IQ by heredity. Heredity places an upper and lower limit on the IQ that can be attained by a given person. The environment determines where within these limits the person's IQ will lie. Many researchers believe that environmental factors primarily cause cultural and ethnic differences. They argue that because of a history of discrimination, minority groups comprise a disproportionately large part of the lower social classes, and therefore cultural and ethnic differences in intelligence are really differences among social classes. People in lower social classes have a relatively deprived environment. Children may have:

- Fewer learning resources

- Less privacy for study

- Less parental assistance

- Poorer role models

- Lower-quality schools

- Less motivation to excel intellectually

There is dispute however about how much heredity and environment affect intelligence specifically, the students who participated in a study by Ab Rahim (2000) did not show any significant difference in mathematics and science subjects which is the basis for enrollment in science and technology related courses. Also, from the result of a study by Abdullah, (2002) which showed that a slightly larger percentage of male (14.85%) students enrolled in than female students (12.40%) in engineering related courses. Another reason that may have influence on students career interest patterns he stated is their career self efficacy.

Bandura (1986) asserted that influence of mentors and academic motivation is a powerful predictor of the academic choice one makes. Lent and Hackett (1987) also believed that self-efficacy is related to university majors and career choices. If one does not believe one is capable of pursuing science related educational and careers, one will not hesitate not to enroll in those areas. However, one may have enrolled in these areas but one may not have the required efficacy or career interest pattern and will have to be counseled to be able to adapt then to the course of study offered by the university. Also according to Baron-Cohen (2003, 2005) as cited in Kanazawa, (2008) some evidence exists that certain areas of the brain dedicated to processing emotions could be larger in women than in men. Also, sex differences are adaptive, Men and women are different because their brains function in different ways and as a result they have different strengths and weaknesses (Kanazawa, 2008).

According to [www.humansolutions.org.uk/index.php](http://www.humansolutions.org.uk/index.php) 'Women are more emotional than men', 'big boys don't cry' – comments like these are perhaps typical of common attitudes towards gender and emotion. However, in reality, such ideas can be seen to be gross over simplifications of the actual reality of the interrelationships between men, women and emotion. The degree to which a woman is able to adjust may be directly linked to her level of confidence and general self esteem. Numerous studies like (Cook, 1995; Goleman, 1998; Jdiatia *etal*, 2011; and Abdullah, 2009) have indicated that female students often have a more difficult time adjusting to university environment. Such gender differences in behavior confirm previous findings.

Kyalo and chumba (2011) revealed both male and female students were exposed to the same university social and academic environment that influenced their similar social and academic adjustment in the university. Gender differences in EI can be glimpsed from infancy due to the

differential teaching given to boys and girls. Some authors like Guastello and Guastello (2003) cited in **Goleman (2011)** have put forward another possible explanation for gender differences in EI having to do with the effect of generations. To them these differences are being reduced in new generations due to the influence of culture and education.

There are salient differences in the adjustment patterns of women and men however as feminists strongly suggest that gender differences arise because of differences in the rearing of male and female children (Mead, 1963: 259). According to [www.ashridge.org.uk](http://www.ashridge.org.uk), Women tend to be better adapted than men overall. They are ahead especially in important areas such as the building and maintaining of relationships. Despite the evidence indicating that women generally have a higher EI index than men, their self-perception tends to be lower than that of men. This difficulty in adjustment for female students may also be due to the lack of social connections in the environment as Wilklund (2002) argues that the academic community like university is stratified, a social structure built on competition and needs to be acknowledged. To him, in this environment, men and women do not have the same opportunities. Some measures suggest women are on average better than men at some forms of empathy, and men do better than women when it comes to managing distressing emotions.

Universities also pay a heavy price when violence occurs on campus. According to Ottens and Hotelling (2001:p.11) school suffers academically through the loss of some of their most talented students when victims of violence are forced to withdraw because of safety concerns or emotional problems. By not effectively addressing violence against the female gender on campus, an institution sends the message that such violence will be tolerated and neglects both its moral obligations and academic purpose. A possible explanation for these perceptions could

be related to attitudes of people, their emotional intelligence and the stereotype on women that may have a great influence on a student's pattern of adjustment to campus life.

**Attitude:** An attitude is a stable system of beliefs concerning something or an object and resulting in an evaluation of that object. To Mcleod (2014) an attitude is “a relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, group's events or symbols. It is a manner, disposition, feeling, position and so forth with regard to a person or thing; tendency or orientation, especially of the mind which can be negative or positive: a negative attitude; group attitudes this concept is used loosely in sociology.

Mcleod (2014) revealed that one of the underlying assumptions about the link between attitudes and behavior is that of consistency. This means that we often or usually expect the behavior of a person to be consistent with the attitudes that they hold.

**Adaptive function of attitude:** If a person holds or expresses socially acceptable attitudes, other people will reward them with approval and social acceptance. Attitudes help a person to mediate between their inner needs (expression, defense) and the outside world (adaptive and knowledge). Human beings throughout their lifespan are exposed to a number of experiences as they interact with other people and the environment in which they live. As a result they may develop attitude about others or the environment. Marx (2001:36) revealed an attitude has a significant influence on the entire problem-solving process. Marx (2001:19) also suggested that people should keep a positive attitude, a sense of humor, and a willingness to seek professional help. Furnham (1986) argued that it is necessary to clarify the problems because some of them may be caused by culture differences, but some of them may result from other causes. In other words, cross-cultural adaptation as the case of university adjustment may be is a complex process, and the causes for the problems are also complex.

Ward and Kennedy (2001) found that the four acculturation strategies: separation, marginalization, integration, and assimilation, bring about different degrees of socio-cultural and psychological adjustment difficulties. Marx (2001:36) also argued that a problem-solving model helps to improve the problem-solving skills. She stressed emphasis on the attitude, which is called a general problem orientation in her problem solving model. She argued that “if you have a positive, optimistic attitude, you will reach better solutions”. That is to say, attitude has a significant influence on the entire problem-solving process and when mixed with emotional intelligence will have great influence on a student’s pattern of adjustment to campus life.

To Anders and Berg, (2004) the learner is an active maker of meaning within a context. They went further to reveal that a positive attitude shift is associated with genuine interest of a student ,more motivated behavior while a negative shift is linked to less-motivated behavior this they said affects (1)Choice of behavior (2)Level of activity and involvement, and (3)Persistence behavior/regulation of effort. This when mixed with emotional intelligence and gender will have great influence on a student’s pattern of adjustment to campus life.

## **2.5 THEORETICAL FRAMEWORK**

Adjustment as a process involves the alteration of an individual's behavior for more harmonious functioning in a changed circumstance. Like the majority of other mental-health issues, patterns of adjustment have no single cause. Also no one theoretical perspective from studies by scholars like (Pascarella and Terenzine, 2005; Astin, 1985 and Tinto, 1993) was found to be comprehensive enough to account for all the factors that influence student's adjustment pattern in the university. However, there are a number of biological, psychological, and social factors, called risk factors that can increase or direct a person's likelihood of developing a particular pattern of adjustment to campus life. Jones (1989) further explains that the same set of factors may provoke different response from different people or the same person at various times. Thus people adjust to fit into the dynamic conditions in the environment. The interaction between the person and the environment involves human beliefs and cognitive competencies that are developed and modified by social influences and structures within the environment.

Therefore this study is conceived within **Social learning theory** as advocated by Albert Bandura.

### **Social Learning Theory (Albert Bandura , 1977)**

Bandura (1977) Social learning theory is a general theory of human behavior. Social learning theory posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of direct reinforcement. It emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement.

Social learning theory has its roots in the works of Gabriel Tarde. Tarde (1912:322) emphasized the idea of social learning through three laws of imitation which included: Close contact, imitation of superiors and insertion. Primarily social learning is a reworking of Sutherlands' (1949) as differential association to include the idea of reinforcement cited in Bandura (1977).

The theory expands on traditional behavioral theories, in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual.

Bandura's major premise is that we can learn by observing others. He considers vicarious experience to be the typical way that human beings change. Bandura says it's fortunate that people's memory is a cognitive function, so Bandura's theory moves beyond mere behaviorism. Like most other communication theorists, he believes that the ability to use symbols sets humans apart from the limited stimulus-response world of animals. "Humans don't just respond to stimulus, they interpret them." from vicarious observation, since mistakes could prove costly or fatal. Bandura says that we store events in two ways-through visual images and through verbal codes. Bandura was convinced, however, that major gains in vicarious learning come when the observer develops a conscious awareness of the technique involved. These insights are stored verbally. Bandura said that learning through modeling is more a matter of abstracting rules than mimicry. Social learning theory integrated behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world.

As outlined by Bandura (1977) key tenets of social learning theory are as follows:

1. Learning is not purely behavioral; rather, it is a *cognitive* process that takes place in a social context.
2. Learning can occur by observing a behavior *and* by observing the consequences of the behavior (vicarious reinforcement).
3. Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behavior (observational learning or modeling). Thus, learning can occur without an observable change in behavior.
4. Reinforcement plays a role in learning but is not entirely responsible for learning.
5. The learner is not a passive recipient of information. Cognition, environment, and behavior all mutually influence each other (reciprocal determinism).

Social learning theory draws heavily on the concept of modeling, or learning by observing a behavior. Bandura outlined three types of modeling stimulus:

1. **Live model:** In which an actual person is demonstrating the desired behavior
2. **Verbal instruction:** In which an individual describes the desired behavior in detail and instructs the participant on how to engage in the behavior
3. **Symbolic:** In which modeling occurs by means of the media, including movies, television, Internet, literature, and radio. Stimuli can be either real or fictional characters.

Exactly what information is gleaned from observation according to Bandura is influenced by the type of model, as well as a series of cognitive and behavioral processes, including:

1. Attention: In order to learn, observers must attend to the modeled behavior. Attention is impacted by characteristics of the observer (e.g., perceptual abilities, cognitive abilities, arousal, past performance) and characteristics of the behavior or event (e.g., relevance, novelty, affective valence, and functional value).
2. Retention: In order to reproduce an observed behavior, observers must be able to remember features of the behavior. Again, this process is influenced by observer characteristics (cognitive capabilities, cognitive rehearsal) and event characteristics (complexity).
3. Reproduction: To reproduce a behavior, the observer must organize responses in accordance with the model. Observer characteristics affecting reproduction include physical and cognitive capabilities and previous performance.
4. Motivation: The decision to reproduce (or refrain from reproducing) an observed behavior is dependent on the motivations and expectations of the observer, including anticipated consequences and internal standards.

An important factor in social learning theory to Bandura is the concept of reciprocal determinism. This notion states that just as an individual's behavior is influenced by the environment, the environment is also influenced by the individual's behavior. In other words, a person's behavior, environment, and personal qualities all reciprocally influence each other turn out (behavior pattern). Behavior in this theory is learned through observation and imitation. Therefore this study has adopted mainly the social learning theory as the theory for understanding the patterns of adjustment of fresh undergraduate's students to campus life in A.B.U, Zaria.

Application of theory: The theory is useful in that it addresses the key issues of behavior acquisition, mode and pattern of adjustment relevant for students during their stay on the University campus. Behavior is not solely by inner drives or environments, but as a result of an interactive association between inner process and environmental variables such as the stressors on campus like: accommodation problem, registration process overcrowding in lecture halls and hostels, too much workload, lack of needed guidance when needed to enable smooth transition ,difficulty managing time , financial problems, social/personal problems, academic problem, and accommodation problem while on campus. Therefore, behavior in this theory is learned through observation and imitation of group identity. This is what Corey (1991) refers to as integrating new patterns of behavior based on watching model's which include the learning of social and other learning skills from seniors ,peers ,religious leaders ,models, course mates.

The change in attitudes through observation may directly cause psychological, social and academic adjustment among the students at the University. For instance a student that sees his/her fellow students engaging in group discussions, seeking help from senior students and lecturers or friends, reading more /focusing more on academics, squatting in the absence of official accommodation, engaging in study part time jobs and other business activities to be able to overcome financial, academic, accommodation and other problems on campus, can learn and adopt the ways those other students are handling their difficulties' seeing how it has influenced them or also take the advice of models and tackle the difficulties they face positively developing attitude such as I can do all things through God who strengthens me. Bandura believes that, the vast majority of the habits acquired in lifetime are learnt by observing and imitating other people. This particularly addresses objective two of the study.

The interaction between the students and the selected factors in the university environment stressors determines the acquired behavior (pattern of adjustment). The selected factors in the university environment that acts as stimulus which influences students' social and academic behavior (choices) hence adjustment (response) pattern developed. The variables considered include socio-economic factors, accommodation, student's emotional intelligence and attitudes, gender, interpersonal relationship skills. When students interact with the selected factors such as peers, lecturers', seniors, role models, attend tutorials, attend lectures course mates, help from lecturers and counselors, seek advice from religious leaders stay focused on academics while on campus, seek help for common difficulties faced such as accommodation problem, financial problem, social-personal, a behavior change is developed which in turn leads to a pattern of adjustment.

The social learning theory argues that, the behavior of an individual or a group acts as stimulus for similar thoughts, attitude and behavior on the parts of the observers, this explains objective two ,three and four as the ways students tackle their stressors which accumulate into patterns of adjustment for the new students in all. Bandura (1986) asserts that people learn by observing the behavior of others and that some serve as models that are capable of eliciting behavior change in certain individuals. The new student on observing other females or males may adopt their culture be it negative or positive or make choices based on the information's they have gathered from observations or direct instructions, and exhibit the same or similar emotional choices, attitudes they saw in their seniors, peers /models/advisers or those they interacted with on campus.

Bandura states that "theories must demonstrate predictive power." Social learning theory's claim that fantasy violence teaches and encourages real aggression ,tests out splendidly in the laboratory, where other factors can be held constant, but only passably in the field. Social

learning theory shares the problem of almost all reinforcement theories-it doesn't predict what the learner will regard as positive in the environment. However, this is an indication that the common stressors identified in objective one may serve as positive or negative influences on the pattern of adjustment the new students will adopt which explains objective three and objective four.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents and explains the procedures for the study. These include the research design, description of location of study, study population and sampling techniques, method of data collection, and techniques of data analysis and challenges encountered.

#### **3.1 Background to the Study**

There is limited information on the pattern of adjustment of new students such as: Academic adjustment, Social –Personal adjustment, Accommodation adjustment Financial adjustment to campus life among undergraduate students in A.B.U Zaria. Existing literature did not provide information about A.B.U student’s adjustment pattern to campus life. Other literature such as works by Balarabe (2009) however, point to the tendency that new university students, do experience some level of stress. Balarabe (2009) investigated 200 level medical students of ABU. This suggest that some students come under pressure and they find it difficult to cope with life on campus in the University as they start school and require a suitable adjustment pattern to tackle the stressors.

This study was therefore designed to find out what the stressors were on ABU campus; find out ways students tackle the stressors on campus; what the socio-economic factors that influence adjustment pattern of newly admitted undergraduate students in ABU are and the influence of Gender, emotional intelligence and attitudes of new students on pattern of adjustment. This was expected to help in developing relevant services for those that may be experiencing high levels of stress on campus; this investigation provided empirical data on the common stressors newly

admitted undergraduate students in ABU face on campus in the University as they start school and the patterns of adjustment they can adopt in tackling the stressors

### **3.2 Research Design**

The study adopted a descriptive survey design. The rationale for the use of this design was to afford the opportunity to determine the nature of stressors students face as they newly admitted undergraduate students come into A.B.U and to examine the current characteristics of the issue under study at Ahmadu Bello University. Two hundred (200) level students were used, qualitative and quantitative data were used and data collected through questionnaire and in-depth interviews was done in the second semester. The researcher used descriptive survey design to gather the adjustment patterns and experiences of the students.

This was necessary in order to elicit comprehensive information from the students concerning their actual experiences and challenges on campus as newly admitted undergraduate students and the patterns of adjustment they adopted to overcome the stressors on A.B.U campus. In addition to the survey on students, in-depth interviews were conducted with some key staffs of the Guidance, Human Development and Counseling Unit in the University. These in all provided information on factual issues relating to the fresh students and the ways/patterns they adapted to tackle the stressors they encountered in the University and the help they received to aid them in adjustment and tackling challenges they encountered on arrival on the university campus.

### **3.3 Description of the Location of Study**

Ahmadu Bello University is located in Zaria Kaduna State Northern Nigeria and it is Federal University. Ahmadu Bello University, Zaria (A.B.U) was founded on October 4, 1962 as the University of Northern Nigeria by the then Northern Region government. A.B.U began with the faculties of Agriculture, Engineering, Law and Sciences, 15 academic departments and 426

students. A.B.U was later taken over as a Federal Institution in 1975 through a Decree (the Ahmadu Bello University Transitional Provisions Decree of 1975), thus becoming a Federal University. As stated in Part (ii) of its Principal law, the University was created to, among other things, produce high level manpower, secure the diffusion of knowledge, research and community service in Northern Nigeria and Nigeria in general and to function as a center of excellence.

By 2002 according to Isah (2012), the University had been transformed into the largest and the most extensive of all Universities in Sub-Saharan Africa. It has two campuses; namely Samaru Campus and Kongo Campus. The University harbors twelve academic faculties, a post graduate school, and 82 academic departments. It has five institutes, as well as extension and consultancy services which provide a variety of services to the wider society. The main campus which is the Samara campus provided adequate students representation for the study because it is host to ten of the twelve faculties in the university; the kongo campus has only two faculties. The main campus of Ahmadu Bello University which is located in Samaru in Kaduna state is about 13km from Zaria–City on the Sokoto road, 8km to Shika and 7km from Bassawa. Samaru town is the fourth and the most recent addition to the Zaria suburban area made up of Zaria-city, Tudun-Wada, the Government Reservation Area (G.R.A) and Sabon Gari. Samaru evolved from a small colonial farming settlement to become a large community, a melting-pot, often referred to as “the University village”. It is cosmopolitan in nature and has people of divergent national and international backgrounds ([www, abuportal.edu.ng](http://www.abuportal.edu.ng))

A.B.U has a student population of about 40,000 and above and 1,400 academic and research staff and over 6000 non-teaching staff in its employment. The total student enrollment in the university degree and sub-degree is drawn from every State of the Nigeria Federation, from

Africa and the rest of the world. The university also has a security outfit with Staff strength of about 460 and about 150 casual staff, situated in the main Campus Samaru (.www, abuportal.edu.ng)

### **3.4 Study population and sampling techniques**

The study focused on Ahmadu Bello University newly admitted undergraduate students and specifically those in 200 hundred level both males and females who had just made a transition from home or other school environment to that of A.B.U campus and formed their own patterns of adjustment to campus life in Ahmadu Bello University, Zaria. The subject of this study informed the deliberate choice of students just coming into the university as the focus because their admission and adjustment into higher institution with the demands associated all have the tendency of occasioning stress in them that need adjustment, also because by the middle of the 2nd semester according to Zeller and Mosier (1993) the new students would have learned their way around campus and are expanding their circle of friends. Their self-confidence increases, they participate in more activities, and enjoy campus life. Students notice their classes and co-curricular activities have come together into a well-integrated lifestyle and students become more confident, better able to make decisions, and are aware of opportunities for personal and intellectual growth ([www.newstudent.wise.edu](http://www.newstudent.wise.edu)).

The two hundred level students were about 5,114 in number (MIS ,2012) and comprised of students who had undergone a year of study in A.B.U and those who have undergone NCE, IJMB, SBRS and got admitted through direct entry and other forms and acquired their A levels came into A.B.U through merger, transfer from other universities and so on.

The researcher used two staff (counselors) of the Counseling and Human Development center of Ahmadu Bello University Samaru specifically, the principal officers and student Faculty

representatives from the various (10) faculties. In order to get the sample size of the category of respondents, the student's population was collected from the ten faculties in Samaru campus by the researcher and from Management Information System (MIS) Unit.

The target group of this study were two hundred level students who were in two hundred level second semester of 2013/2014 session at the time the researcher went to field and what they had gone through on arrival in ABU, which in this case was about 5,114 students (records of faculties on students in ABU Samaru campus and MIS). It was from the comprehensive list of the students in two hundred levels from the various (ten) Faculties records on samaru campus, compared with records of Management Information System (MIS) Unit, Information and Communication Technology (ICT) Directorate Statistics of Newly Admitted students that the total population size was gotten and sample was drawn.

Sample size was obtained through multistage stage sampling techniques. A.B.U has twelve Faculties, two Faculties in Congo campus and ten Faculties in the Samaru campus so Samaru campus gave a more representative sample size of A.B.U. For the purpose of this study both probability sampling and non probability techniques was used to select the respondents. The probability sampling method used is the stratified sampling method while the non probability sampling method was the purposive sampling method.

To select the desired sample size from the total population, a table by Krejcie and Morgan (1960) was adopted. The sample size recommended by Krejcie and Morgan for surveys was used to judge whether the number of students in this program me is adequate in addition to considering the group as possessing characteristics that are typical of other newly admitted students in the university. According to the table provided by the research division of the National Education

Association for “Determining Sample Size for research Activities” the sample size was three hundred and fifty seven (357).

Formula When The Population Size Is Known

Size=

$$\frac{X^2 NP (1 - P)}{d^2 (N - 1) + X^2 P (1 - P)}$$

$X^2$  = Table value of chi-Square at D.F. = 1 for desired level

.05 = 3.84

N = Population size

P = population proportion (assumed to be .50).

d = degree of accuracy (expressed as a proportion)

From the table yielded a sample size of 357 when you divide 357 by the number of faculties in Samaru campus which is ten you get thirty five point seven 35.7, by approximation you arrive at thirty six 36 sample size for each stratum/cluster/faculty and a total of 360 students, however additional ten questionnaires were added to this number making it 370 in all and 37 for each faculty.

This sample size in the field was gotten by liaising with the Faculty Deans, faculty officers, lecturers that take major courses and GENS courses that all two hundred level students take and the various class representatives. Finally, purposive sampling was used to get the ten/10 students representatives from the ten faculties and 2 counselors used as key informants.

### **3.5 Methods of Data Collection**

In the course of this study, both qualitative and quantitative techniques of data collection were used. The quantitative data comprised of a survey instrument inform of a self administered questionnaire, while the qualitative data was generated through in-depth interviews .The

interviews were done with the ten student Faculty representatives who were considered to be typical of other first year degree programmes offered by the university and since these newly admitted ones were drawn from the common pool of applicants for admission in ABU and exposed to similar registration, accommodation and academic experiences in the study design they were considered appropriate. Two University staff (counselors) were also used and the interviews transcribed and verbatim quotations used, a triangulation of both quantitative and qualitative data was done. Triangulation of data according to Kulkarni, (2013) means using more than one method of data on the same topic. The purpose of triangulation is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon (Kulkarni, 2013).

### **3.5.1 Survey Method**

Structured questionnaires administered to respondents had both open and closed questions. This instrument addressed to some extent the variables related to the problem and objectives of the study. The items of the questionnaire were carefully carved to encapsulate the variables of interest to the researcher to obtain the needed quantitative data from respondents. The survey instrument was appropriate for the study because it provided the researcher the opportunity to conceal the identities of the respondents thereby revealing realities on the ground .The assumption for this research approach is that the variables can be quantified and that relationships are measurable (Babbie, 1975). Ahmadu Bello University main campus has ten faculties which are: (1) Agriculture (2) Arts (3)Education (4)Engineering(5) Environmental Design (6)Medicine(7) Pharmacy(8 ) Social sciences (9)Sciences (10)Veterinary Medicine. The researcher used stratified sampling to get the 36 students representing each faculty to use as representative sample for students in stratum/ faculties to cover the sample size of 357. The

questionnaires administered to respondents were based on the representative sample number to elicit the required information. The questionnaire used is the revised version of the Sydmond's Adjustment scale (S.A.S 1972), Emotional Intelligence (EI) questionnaire by Kidsdentalvillage ([www.our-emotional-health.com](http://www.our-emotional-health.com)) and 2005 Higher Education Research Institute (HERI) based at UCLA utilized Tinto's theory in creating Your First College Year, a national survey assessment tool in measuring student satisfaction and adjustment, which was redesigned by the present researcher to fit the purpose of this study. Each element of the population had an equal chance of being included in the sample, as selection was by chance alone. No one was deliberately overlooked except by chance.

Twelve in-depth interviews (IDIs) were carried out among the students and the key staff of the Guidance and human development counseling center. The selection of key informants was based on account of exposure of respondents to the required information. The selection of key informants for the in-depth interview was governed by the need to capture certain variables that are considered important to describe the characteristics of key informants in the research on adjustment patterns of newly admitted undergraduate students to campus life. Brief introduction to the study and the purpose of involving the discussant was discussed, assuring anonymity and confidentiality. Also, the use of digital recorder was explained and permission obtained. In-depth interview guide appendix B for staff and appendix C for students was utilized as a guide during the interview sessions.

### **3.6 Techniques of data analysis**

The data collected from the field were analyzed using the Statistical Package of Social Science S.P.S.S. Software version 20. The univariate analysis that involves the use of descriptive statistics such as frequency distribution and percentage, and the bivariate analysis which

involves cross-tabulations measures of association was used .Two types of analytical techniques were employed in the analysis of the quantitative data to achieve the stated objectives of the study namely univariate and bivariate. The univariate analysis involves the use of descriptive statistics to examine the background characteristics of the respondents, the perceptions of undergraduates towards adjustment patterns to campus life. These were described with frequency distribution tables and percentages. Bivariate analysis involves cross-tabulations and the use of chi-square ( $\chi^2$ ) this statistical test is a non-parametric statistical method that deals with the difference between frequencies observed in the sample and expected frequencies obtained from the distribution.

$$\text{Chi-Square formula is } \chi^2 = \frac{(O_1 - E_1)^2}{E_1}$$

Where  $O_1$  is the observed frequency

$E_1$  is the expected frequency i.e  $E_1 = (r_1 \times c_1)$

$r_1$  is the row total

$c_1$  is the column total

$n$  is the total frequency

Given that the Pearson chi-square is the most common test of significant of relationship, it was therefore used in the study to ascertain the relationship between common stressors and the patterns adopted from faculties in ABU, Zaria patterns of adjustment by fresh undergraduates students to campus life. The in-depth interviews data was transcribed, and analyzed by direct verbatim quotation of the interview. Relevant quotes that captured the general ideas expressed were noted and compiled in line with the study objectives.

### **3.7 Problems Encountered in the Field**

In the process of carrying out this study, several challenges confronted the researcher in the field. The geographical spread and land mass of the study area presented the challenge of distance which coupled with the lack of the former means of transportation bikes and no suitable replacement made, this made movement from one faculty to the other to gather data very difficult. Also the process of getting approval from the various faculties was not an easy task as the letters at times got missing and the researcher had to produce another copy and go over the process again after waiting for weeks or months. This challenge contributed to the long duration of time spent in conducting the field work.

Another challenge confronted was the inability of the students to fill the questionnaire on time due to tight schedules as lectures were rounding up and it was a week to the commencement of the school exams, tests were being administered and some faculties were already through with GENS courses, faculty of education was already conducting exams at the time the researcher went to field, and some faculties and some departments having their departmental weeks.

It was also difficult to get the key informants to grant the researcher interview due to tight schedules. At times it took days to get them to be available and even then a lot of interruptions during interviews, an interview of an hour or less took up to four hours at times to be completed especially those with staffs. However, the interviews were finally held with the key informants and they were full of apologies. It must also be stated that most of the respondents were cooperative in the course of carrying out the field work. This makes for the successful conduct of the field work.

## **CHAPTER FOUR**

### **FINDINGS ON PATTERNS OF ADJUSTMENT OF NEWLY ADMITTED UNDERGRADUATE STUDENTS TO CAMPUS LIFE IN ABU ZARIA**

#### **4.0 Introduction.**

This chapter focuses on the analysis of the data obtained from field work .It is divided into six sections. These are: socio-demographic characteristics of respondents; Common stressors faced by newly admitted undergraduate students in ABU, Zaria.; Patterns of adjustment the newly admitted students adopted to tackle the stressors on campus.; Socio-economic status Influence on newly admitted undergraduate students' patterns of adjustment and influence of Gender, Emotional Intelligence and positive attitudes on newly admitted undergraduate students pattern of Adjustment to campus life in ABU. The data collected for this study were analyzed using Statistical Package for Social Science (SPSS), version 20. In order to enrich the work the data collected from the survey, in-depth interviews and observations were triangulated. It is the field data that form the basis of this analysis. The order of presentation of result is guided by earlier stated objectives. Tables were used to present most of the analysis

#### **4.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS**

This subsection is concerned with the Socio- demographic characteristics of the respondents from which the researcher derived the quantitative data for the study of the demographic characteristics of the respondents. As was mentioned previously 370 questionnaires were administered but only 303 were returned and out of 303 only 294 were found to be suitable for data analysis because some questionnaires were returned unfilled while others answered highest five questions in all and the 294 found suitable for analysis represented 81.7% of the total questionnaires .The summary of socio-demographic characteristic is presented on Table 4.1a and Table 4.1b below.

**Table 4.1a Summary of Social Demographic Characteristics of Respondents**

<b>Faculties</b>	<b>Frequency</b>	<b>Percent</b>
Agriculture	31	10.5
Arts	21	7.1
Education	28	9.5
Engineering	28	9.5
Environmental Design	26	8.8
Medicine	31	10.5
Pharmaceutical Science	34	11.6
Science	35	11.9
Social Science	36	12.2
Veterinary Medicine	24	8.2
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Mode Of Entry</b>	<b>Frequency</b>	<b>Percent</b>
Direct Entry	76	25.9
Ume	169	57.5
Others	49	11.9
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	194	66.0
Female	100	34.0
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
19 Years And Below	42	14.3
20-24years	201	68.4
25-29years	38	12.9
Above 29years	13	4.4
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>Religion</b>	<b>Frequency</b>	<b>Percent</b>
Muslim	183	62.2
Christians	111	37.8
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

Table 4.1a above shows majority of the 294 respondents, 194 (66%) were males and 100 (34%) were females. In terms of age composition, the majority 201(68.1%) were in their early twenties 20 to 24 years, young adults but still living under their parents or guidance and taken care of

financially. Those students who were younger 42 (14.3%) were 19 years or younger .While those between 29 years or older 38 (4.4 %) were a minority.

This is consistent with the school system which is structured in such a way that from primary to secondary school most children would have attained the age of 18 years. Entry point with primary school at age six, primary school for six years, junior secondary school (JSS) 3 years and senior secondary school (SSS)3 years. Those who were below the age of 19 years were probably those who did not complete their primary education but left for junior secondary school from primary five or those who sat for and passed the External examination (WAEC) at Senior Secondary ,2 (SS2 ) . The majority of the students are Muslims 183(62.2%) while Christians constituted only about a third of the respondents with 111 (37.8%).

Although 37 questionnaires were distributed to each of the ten Faculties , Table 4.1.in Appendix E shows Faculty of Social sciences had the majority number of respondents who returned questionnaires 36(12.2%) with a good representatives of both male and female students. This is closely followed by faculties of sciences 35(11.9%) Pharmaceutical sciences 34(11.6%) and Medicine 31 (10.5%). For the ethnic groups the majority 176(59.9%) are from minority ethnic groups while 66(22.4%) are from Hausa ethnic group.

In terms of gender participation, females were most visible in the Pharmaceuticals sciences, Medicine and social sciences respectively. The least represented faculty in terms of females were veterinary medicine ,2(0.6%) ;Arts,4(1.4%);Environmental design,7(2.4%) and Engineering ,8(2.7%).As for mode of entry into the university ,the vast majority 169(57.5%) came in through the University Matriculation Examination (UME) at 100 level while 76(25.9%) were admitted through Direct Entry-into 200 level while the remaining 49(11.9%) came into the

university through inter-University and inter-Faculty transfers .Furthermore, In-depth interviews with faculty students representatives lasting up to one to two hours revealed detailed information about the fresh students' lives up to the point of their arrival on campus and compiled comprehensive data on their attitudes, expectations, and values. This is in line with Massey et al. (2003) work in their book *The Source of the River*, which documented individual and group characteristics with respect to family, neighborhood, school, and peer settings. That is, the social origins of students entering the university. After describing differences along a variety of social and economic dimensions, the consideration of these gives a clear idea of what students did and how they are incorporated into the academic milieu. Table 4.1b below is a reflection of the respondents of social demographic characteristics of respondents on siblings, Father alive and so on.

**Table 4.1b Summary of Social Demographic Characteristics of Respondents**

Father Alive?	Frequency	Percent
YES	231	78.6
NO	63	21.4
<b>Total</b>	<b>294</b>	<b>100.0</b>
MOTHER ALIVE?	Frequency	Percent
YES	262	89.1
NO	32	10.9
Total	294	100.0
FATHERS' WIVES	Frequency	Percent
One	198	67.3
More than one	96	32.6
<b>Total</b>	<b>294</b>	<b>100.0</b>
NUMBER OF SIBLINGS	Frequency	Percent
Only child	15	5.1
1-5siblings	145	49.3
6-10siblings	104	35.4
Above 10siblings	30	10.2
<b>Total</b>	<b>294</b>	<b>100.0</b>
POSITION AMONG SIBLINGS	Frequency	Percent
First born	79	26.9
Second born	59	20.1
Third born	60	20.4
Last born	44	15.0
Others	52	17.7
<b>Total</b>	<b>294</b>	<b>100.0</b>
MONTHLY ALLOWANCE	Frequency	Percent
None/not stated	136	46.3
Below N9,000.00	40	13.6
N10,000.00 - N19,000.00	61	20.7
N20,000.00 - N29,000.00	31	10.5
N30,000.00 - N39,000.00	13	4.4
N40,000.00 - N49,000.00	5	1.7
Above N49,000.00	8	2.7
<b>Total</b>	<b>294</b>	<b>100.0</b>

Source: Field Survey, 2014

Table 4.2 above shows most respondents parents were alive as attested by 231(78.6%) whose fathers were alive and 262 (89.1%) whose mothers were alive. They were however higher number of students whose fathers had died 63(21.4%) compared to only 32(10.9%) whose mothers had died. This is consistent with demographic trends which show that women generally outlive men.

Most of the respondents admitted they were from monogamous homes as shown by the 198(67.3%) who reported that their fathers had only one wife compared to 96 (32.6%) about one third who were from polygynous families. Irrespective of the type of family, almost one half of the families had between one and five children as shown by majority of respondents, with 145 (49.3%) this was closely followed by about a third who reported having between 6 to 10 siblings. Very few were an only child or had over ten siblings as shown by 15(5.1%) and 30 (10.2%) of the respondents respectively.

Irrespective of position of birth, the Table 4.1 shows that students were well spread and that position of birth was not an important consideration when children send their children to school. The fact that the majority, however small the margin 79(26.9%) consisted of first born could explain the privileged positions they occupy in families and most families would strive to send their first children to school. In terms of monthly allowance, the majority either had a regular source of allowance or did not respond. For those who received regular allowances, the majority received between ₦10, 000 and ₦19, 000 per month. It is not uncommon to see students on campus who rely on odd jobs to survive. Others engage in seasonal farming and use any such income from the sale of their farm produce with other income generating activities. For example many girls plait hair for a fee and others engage in baking, petty trading while boys are involved in photography, teaching, barbing, typing, photocopying and so forth.

## **4.2 Common Stressors Experienced By Newly Admitted Undergraduate Students.**

Nearly every new student encounters challenging experiences or obstacles at the beginning of university education generally, some get used to them as their stay progresses and some difficulties like queues in banks, financial limitation, accommodation, locating of buildings and so on , on ABU campus are experienced only at the initial transition period in the new environment, however some students still face same and more challenges like finance, accommodation , overcrowding, hostility from staff and so on.

The Guidance and human development and counseling unit records data on student clients as revealed by Dr Adisa the director of the Unit in ABU during in-depth interview revealed Students with stress due to Education/Academic and social personal problems reported cases statistics in 2010/2011 session were 123 cases, during the 2011/2012 session 136 cases reported and 2012/2013 session 145 cases were reported and counseled. At the ABU health services unit a clinic was opened in 2008 to treat stressed students, the clinic days are Tuesdays and Thursdays and the statistics recorded were: June to December. 2008=38 clients, January to December 2009==56 clients, January to December 2010=29 clients, January to December 2011= 43 clients, January to December. 2012=47 clients, January to December 2013=33 clients and January to March 2014=6 clients confirmed cases treated.

### **Initial Challenges Faced As New Students Resume On Abu Campus**

Students were asked about the nature of difficulties they faced on arrival in ABU, Zaria. Culture shock is one of initial stressors encountered by newly admitted undergraduate students, when asked what cultural shock they experienced table 4.2.0a shows what their responses were.

**Table 4.2.0a WHAT CULTURAL SHOCK DID YOU EXPERIENCE**

	Frequency	Percent
Mode of dressing	93	31.6
Gender discrimination	23	7.8
Interaction between sexes	13	4.4
Others(not welcome)	45	15.3
No responses	120	40.8
Total	294	100.0

**Source: Field Survey, 2014**

Table 4.2.0a shows 120 did not respond to this question ,for those who responded the majority were 93(31.6%) who said mode of dressing shocked them ,for about 45(15.3%) some did not feel welcome others indicated language, favoritism and some said religion and attitudes of People as shown on table 4.2.0a above. From the IDI’s most student faculty representatives interviewed however lamented about none caring attitude on campus as the most prominent culture shock experienced. To one of the student Faculty representative it was the smoking at night at the sculptor garden she once experienced to others it was mode of dressing. With the different, cultures, religions, ethnic groups, orientations and home and educational backgrounds as the type found on ABU campus people may not always agree on everything that explains differences reflected on cultural shock experienced.

Table 4.2.0b below reveals respondents responses about most initial difficulties/situation the newly admitted undergraduate students face on arrival in ABU, Zaria.

**Table 4.2 .0b Frequencies and percentages of most common difficulties experienced in the first year on initial arrival in ABU campus by fresh undergraduates**

Stressors	Frequency	
	(N=294)	
	Yes freq (%)	No freq (%)
Culture shock	129(43.9)	165(56.1)
Difficulty locating buildings	149(50.7)	145(49.3)
Poor Network	201(68.4)	93(31.6)
Hostility From Staff( Bureaucratic Issues)	102(34.7)	192(65.3)
Lacked of Needed Guidance (orientation)	136(46.3)	158(53.7)
Accommodation	110(37.4)	184(62.6)

**Source: Field Survey, 2014**

The major difficulties students reported in Table 4.2.0 show a significant majority of respondents 201 (68.4%) experienced poor internet network. Also, quite a large proportion 149 (50.7%) had difficulty locating buildings for example lecture venue. and 136(46.3%) lacked the needed guidance to handle the challenges they encountered. While 129(43.9%) said Culture shock; Accommodation problem 110(37.4%) and Hostility from staff 102(34.7%).

According to most of the students faculty representative interviewee’s there’s a lot of stress during registration generally and the main reason for the stress was said to be the high population of students on campus .In the words of this Faculty representative from Environmental Design “we were too many compared to the number of staff attending to us so it made the process slow”. Student leaders interviewed revealed going to Senate Building to the designated staff office to handle fresh undergraduate student registration for signing or submission of files by fresh students and meeting long queues was a challenge and that they could stand for three hours and the staff in charge would come out and tell them they were “going for break” or “going to the mosque to pray “or “have closed” If they did not want what happened to repeat its self the next day they could go very early the next day and at times even forfeit some lectures in other to sign

or submit their files before semester ended. Time they said was wasted doing bureaucratic activities leaving little or no time to face academics of which almost all of them said lectures did not commence on time after they resumed school. For some classes, the appointed class representatives most times kept calling lecturers that did not start lecturing them on time to remind them they said and to find out when they would be coming to teach them with numbers collected from their faculty or department. The money to make such calls actually came from the class representatives' private pocket money which according to about three of the student leaders said the pocket money was not even enough for them but they had to sacrifice. Also one of the class representatives revealed some of the class members at times volunteered and bought or gave money for buying of scratch card to call the lecturers.

To find out which students faced which challenges most based on Faculty, a cross tabulation was done on Faculties by difficulties and the result is shown on table 4.2.1 below.

**Table 4.2.1 Common Difficulties experienced by Newly admitted undergraduates at initial Resumption on ABU Campus Across faculties**

Faculties	Difficulties											
	Culture shock		Locating Buildings		Poor Network		Hostility from staff		No Proper Guidance		Accommodation	
	Yes Freq%	No Freq%	Yes Freq%	No Freq%	Yes Freq%	No Freq%	Yes Freq%	No Freq%	Yes Freq%	No Freq%	Yes Freq%	No Freq%
AGRICULTURE	11(35.5%)	20(64.5%)	17(54.8%)	14(45.2%)	12(38.7%)	19(61.3%)	22(71.0%)	9(29.0%)	9(29.0%)	22(71.0%)	6(19.4%)	25(80.6%)
ARTS	12(57.1%)	9(42.9%)	17(81.0%)	4(19.1%)	5(23.8%)	16(76.2%)	12(57.1%)	9(42.9%)	11(52.4%)	10(47.6%)	10(47.6%)	11(52.4%)
EDUCATION	14(50.0%)	14(50.0%)	20(71.4%)	8(28.6%)	10(35.7%)	18(64.3%)	22(78.6%)	6(21.4%)	9(32.1%)	19(67.9%)	7(25.0%)	21(75.0%)
ENGINEERING	14(50.0%)	14(50.0%)	13(46.4%)	15(53.6%)	8(28.6%)	20(71.4%)	21(75.0%)	7(25.0%)	13(46.4%)	15(53.6%)	14(50.0%)	14(50.0%)
ENVIRONMENTAL DESIGN	11(42.3%)	15(57.7%)	11(42.3%)	15(57.7%)	8(28.6%)	18(69.2%)	19(73.1%)	7(25.0%)	11(42.3%)	15(57.7%)	8(30.8%)	18(69.2%)
MEDICINE	11(35.5%)	20(64.5%)	16(51.6%)	15(48.4%)	10(32.3%)	21(67.7%)	19(61.3%)	12(38.7%)	21(67.7%)	10(32.3%)	16(51.6%)	15(48.4%)
PHARMACEUTICAL SCIENCE	13(38.2%)	21(61.8%)	13(38.2%)	21(53.8%)	10(32.3%)	24(70.6%)	26(76.5%)	8(23.5%)	19(55.9%)	15(44.1%)	14(41.2%)	20(58.8%)
SCIENCE	15(42.9%)	20(57.1%)	16(45.7%)	19(54.3%)	9(25.7%)	26(74.3%)	17(48.6%)	18(51.4%)	20(57.1%)	15(42.9%)	12(34.3%)	23(65.7%)
SOCIAL SCIENCE	16(44.4%)	20(55.6%)	17(47.2%)	19(52.8%)	16(44.4%)	20(55.6%)	19(52.8%)	17(47.2%)	14(38.9%)	22(61.1%)	13(36.1%)	23(63.9%)
VETERINARY MEDICINE	13(54.2%)	11(45.8%)	11(45.8%)	13(54.2%)	5(20.8%)	19(79.2%)	15(62.5%)	9(37.5%)	10(41.7%)	14(58.3%)	10(41.7%)	14(58.3%)

Table 4.2.1 above reveals that majority of respondents 13(57.1%) from Faculty of Arts experienced culture shock followed by those from veterinary Medicine 13(54.2%), Faculties of Education and Engineering both had 14(50.0%) students each that experienced culture shock while Faculty of Agriculture had a significant majority of 20(64.5%) who said no locating buildings was not a challenge followed by Faculties of Sciences with 21(61.8%). For those whose challenge was locating Buildings an overwhelming majority 17(81.0%) from Faculty of Arts experienced this challenge followed by a significant proportion 20(71.4%) from Faculty of Education. Those who experienced hostility from staff a significant proportion 22(78.6%) from Faculty of Education said yes they faced hostility from staff followed by 26(76.5%) from Faculty of Pharmaceutical Sciences. Majority of the students 18(51.4%) who said no they did no face hostility from staff were from Faculty of Sciences followed by Social Sciences 17(47.2%).

A significant majority 21(67.7%) from Faculty of Medicine said no proper guidance was a challenge followed by 20(57.1%) from Faculty of Sciences, a significant majority 22(71.0%) from Faculty of Agriculture and 19(67.9%) however said no they were properly guided. For those said yes Accommodation was a problem the majority of respondents 16(51.6%) came from Faculty of Medicine followed by 14(50.0%) Faculty of Engineering however, an overwhelming majority 20(80.6%) said no accommodation was not a problem and another significant proportion 21(75.0%) from Faculty of Education said no Accommodation was not a problem.

Challenges faced across Faculty shows Faculty of Education 20(71.4%) had a significant proportion of those who said locating buildings was a challenge and Faculties of Pharmaceutical Science had a significant proportion of 26(76.5%) for those who faced hostility from staff compared to other Faculties, while no proper guidance had a significant majority 21(67.7%) from Faculty of Medicine . This is a reflection of the areas of notable challenges faced by various

students and from the different Faculties that need to be addressed by the School authority and taken note of by the Guidance and Human development unit in ABU, Zaria to assist new students as they resume school on ABU Campus.

This is in line with what student's representatives said during in-depth interviews. The faculty class representatives revealed that the first problems new student's encounter on arrival include; locating of buildings, accommodation, long queues in the bank and other registration venues, orientation, needed guidance and alienation .According to most of the students Faculty representative interviewee's there's a lot of stress during registration generally the main reason for the stress was said to be the high population of students on campus. In the words of this faculty representative from Environmental Design "we were too many compared to the number of staff attending to us so it made the process slow".

Student leaders interviewed revealed going to Senate Building to the designated staff office to handle new undergraduate student registration for signing or submission of files by new students and meeting long queues was a challenge and that they could stand for three hours and the staff in charge would come out and tell them they were "going for break" or "going to the mosque to pray "or "have closed" If they did not want what happened to repeat its self the next day they could go very early the next day and at times even forfeit some lectures in other to sign or submit their files before semester ended. Time they said was wasted doing bureaucratic activities leaving little or no time to face academics of which almost all of them said lectures did not commence on time after they resumed school.

For some classes, the appointed class representatives most times kept calling lecturers that did not start lecturing them on time to remind them they said and to find out when they would be

coming to teach them with numbers collected from their faculty or department. The money to make such calls actually came from the class representative's private pocket money which according to about three of the student leaders said the pocket money was not even enough for them but they had to sacrifice. Also one of the class representatives revealed some of the class members at times volunteered and bought or gave money for buying of scratch card to call the lecturers.

When school resumes fully, there are other additional challenges fresh students face on campus even though some are taken care of with time but issues such as Academic problems, time management problem, and financial problem and so on are still encountered. Table 4.2.2 below reflects some of the challenges the fresh students still experienced as school resumed fully.

**Table 4.2.2 Difficulties experienced Towards the second half of the semester for the new undergraduate students on ABU Campus.**

Stressors	Frequency	
	Yes N (%)	No N (%)
Accommodation	110(37.4)	184(62.6)
Over Crowded/populated Lecture Halls	169(57.5)	125(42.5)
Academic Problems	77(26.2)	217(73.8)
Financial Problem	62(21.1)	232(78.9)
Poor Sanitation	105(35.7)	189(64.3)
Transportation Problem	46(15.6)	248(84.4)
Security problem	35(11.9)	259(88.1)
Difficulty in managing time	179(60.9)	115(39.1)

**Source: Field Survey, 2014**

Table 4.2.2 above shows 179(60.9%) had difficulty in managing time 110(37.4%) respondents had accommodation problems on arrival while 169(57.5%) indicated overcrowding in lecture halls, quite a large proportion 149 (50.7%) had difficulty locating buildings for example lecture venue. and 136(46.3%) lacked the needed guidance to handle the challenges they encountered.

To 62(21.1%) it was finance while 35(11.9%) said security challenges while 105(35.7%) said poor Sanitation. Distance between lecture halls, overcrowding in classes and hostels was said to be a challenge on campus during IDI. Most of the difficulties suffered as new students according to interviewees' were because of venues of lectures and distance to classes on campus, poor condition of hostels which were supposed to be rehabilitated but not done. On how hostels were allocated to the new undergraduates, they said it was based on their faculties, those from engineering were allocated Usman Dan Fodio hall while Mathematics' got Suleman hall, mass communication got Ramat hall and so on.

This much was revealed by another in-depth interviewee from Faculty of Medicine

Most of the difficulties we suffered as new students were because of venues of lectures and distance to classes on campus as 90% of our courses were in the faculty of sciences which is quite a distance from faculty of medicine.

Most respondents that complained about venues of lectures when probed revealed, when they have a lecture at times they may not even know the lecture venue of which lecture venues were not stable in one venue, nobody to inform them, at times they had to go round looking for the lecture venues, asking people on the way until they found the venue. In some cases they had to cover a distance of about 200 to 300 meters' to reach another department or another section of the university to take lectures on elective courses or even major courses. By the time they found the venue at times 30 minutes have gone or close to an hour gone and the lecturer may not even bother to find out what the problem is and prevent them from attending the class; however one class representative said at times it was the fault of the students for coming late.

When they locate the venue they might not also get a seat because those that were opportune to have arrived earlier before them have taken all the seats or all the front seats where they can sit and see the board and hear what the lecturer is teaching. The combined classes they revealed

were sometimes a combination of 3 to 8 departments, 3 or more faculties combined and each department to be precise would have more than fifty students. If you multiply that by the number of departments and faculties combined you would have 400 -600 students in one class and understand what the complain was about.

To see the board some would have to stretch their necks or stand they said, even if they get a seat at the back it was very difficult to hear as the lecturer could not continue shouting on top of their voice without microphones so it was very difficult for students to meet up because they might have a lecture in one faculty or department before the lecturer finishes and they, walk, jog or run to the next lecture venue those who had no lecture an hour before the scheduled time or their departments are closer to the venue would have occupied the front seats. So it was very stressful and tiring they revealed.

However, from two hundred level first semester when they were through with most of the electives and their lecture venues mostly were in their departments, the stressors associated with lecture venues, distance to next lecture hall, lack of chairs and overcrowding they revealed were no longer issues because most of the departmental lecture venues could contain their students and new lecture halls where also built they said. This corresponds with the responses given earlier on similar questions and may suggest that students faced more difficulties in adjusting academically on ABU campus in the first year

They students may be in class but sleepy, tired and not even concentrate or hear what the lecturer says for so many reasons ranging from sleepless nights due to night reading, waking up too early to avoid challenges' associated with overcrowding in the hostel when everyone wakes up and

wanting to be in class on time, looking or sourcing for water late at night, washing at midnight when the crowd at the tap would be minimal or everyone had gone to bed to avoid long queues. The only time they would most likely not meet plenty students at the tap or none at all they said was from 12 midnight when people are sleeping. This they said during IDI makes them lose valuable sleep time and in the morning when they go for lectures results to sleeping in class and for others they said it leads to insomnia and so many other challenges' mentioned.

### **Challenges faced towards the second half of the semester across Faculties**

A cross tabulation of Faculties by difficulties faced when school resumed fully for the new undergraduate students on ABU Campus was also done to see if students experienced the same challenges on campus as school resumed fully . Table 4.2.3 below shows what the result revealed across the various Faculties.

**Table 4.2.3 frequencies and percentages of faculties by difficulties new students in ABU encounter towards the second half of the semester**

Faculties	Overcrowded lecture halls		Academic Problem		Financial Problem		Poor Sanitation		Transportation Problem		Security		Time management Difficulty	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %
AGRICULTURE	17(54.8%)	14(45.2%)	8(25.8%)	23(74.2%)	12(38.7%)	19(61.3%)	8(25.8%)	23(74.2%)	4(12.9%)	27(87.1%)	3(9.7%)	28(90.3%)	<b>19(61.3%)</b>	<b>12(38.7%)</b>
ARTS	8(3.1%)	13(61.9%)	6(28.6%)	15(71.4%)	7(33.3%)	14(66.7%)	7(33.3%)	14(66.7%)	4(19.0%)	17(81.0%)	3(14.3%)	18(85.7%)	<b>16(76.2%)</b>	<b>5(23.8%)</b>
EDUCATION	15(53.6%)	13(46.4%)	3(10.7%)	25(89.3%)	4(14.3%)	24(85.7%)	8(28.6%)	20(71.4%)	2(7.1%)	26(92.9%)	1(3.6%)	27(96.4%)	19(67.9%)	9(32.1%)
ENGINEERING	21(75.0%)	7(25.0%)	12(42.9%)	16(57.1%)	8(28.6%)	20(71.4%)	11(39.3%)	17(60.7%)	4(14.3%)	24(85.7%)	3(10.7%)	25(89.3%)	15(53.6%)	13(46.4%)
ENVIRONMENTAL DESIGN	16(61.5%)	10(38.5%)	5(19.4%)	21(80.8%)	3(11.5%)	23(88.5%)	13(50.0%)	13(50.0%)	6(23.1%)	20(76.9%)	3(11.5%)	23(88.5%)	18(69.2%)	8(30.8%)
MEDICINE	18(58.1%)	13(41.9%)	6(19.4%)	25(80.6%)	2(6.5%)	29(93.5%)	10(32.3%)	21(67.7%)	5(16.1%)	26(83.9%)	7(22.6%)	24(77.4%)	16(51.6%)	15(48.4%)
PHARMACEUTICAL	20(58.8%)	14(41.2%)	9(26.5%)	25(73.5%)	7(20.7%)	27(79.4%)	17(50.0%)	17(50.0%)	9(26.5%)	25(73.5%)	6(17.6%)	28(82.4%)	21(61.8%)	13(38.2%)
SCIENCE	20(57.1%)	14(40%)	10(28.6%)	25(71.4%)	11(31.4%)	24(68.6%)	12(34.3%)	23(65.7%)	7(20.0%)	28(80.0%)	5(14.3%)	30(85.7%)	21(60%)	14(40%)
SOCIAL SCIENCE	19(52.8%)	17(47.2%)	11(30.6%)	25(69.4%)	7(19.4%)	29(80.6%)	11(30.6%)	25(69.4%)	4(11.1%)	32(88.9%)	32(88.9%)	4(11.1%)	22(61.1%)	14(38.9%)
VETERINARY MEDICINE	14(58.3%)	10(41.7%)	6(25.0%)	18(75.0%)	2(8.3%)	22(91.7%)	8(3.3%)	16(66.7%)	2(8.3%)	22(91.7%)	1(4.2%)	23(95.8%)	15(62.5%)	9(37.5%)

Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)

As seen from table 4.2.3 faculty of engineering had a significant majority of 21 (75.0%) of those who said they experienced overcrowding in lecture halls on campus, while those from faculty of Arts with a significant majority of 13 (61.9%) said no they did not experience overcrowding. For those who said yes academics was the challenge, the majority 12 (42.9%) came from faculty of Engineering and those who said no they did not face academic challenge the overwhelming majority 25 (89.3%) were from faculty of education.

Finance was also said to be a problem with the majority 12 (38.7%) of respondents from faculty of Agriculture however, an overwhelming majority 29 (93.5%) said no finance was not a challenge, time management was one of the challenges indicated by respondents with a significant majority from faculties of Arts 16 (76.2%), Environmental Design 18 (69.2%), Education 19 (67.9%) however, some said no they did not have time management issues with a majority of 15 (48.4%) from Faculty of Medicine, followed by respondents from Faculty of Engineering 13 (46.4%), Faculty of Science 14 (40%). For those who said transportation was a problem, the majority 9 (26.5%) were from Faculty of Pharmaceutical Sciences however, an overwhelming majority of 26 (92.9%) from faculty of Education said transportation was not a challenge on arrival on ABU Campus.

The counselors from the Guidance, Counseling and Human Development Unit confirmed that yes students faced difficulties and referred to these difficulties as Study behavior problems of students thus categorized as; 1) Academic problems. 2) Accommodation problem. 3) Financial problems. 4) Social/personal problems.

These problems are the intervening variables which influence a fresh student's pattern of adjustment which need to be handled properly.

During in-depth interviews some interviewees revealed they experienced changing demands and found the situation cumbersome to deal with especially with the amount of readings they had to do to cover the syllabus, many of them complained of not understanding all that was taught during lectures and needed extra help to cope. They had to worry about making notes, trying to get everything that was taught in class and asking their seniors for their past materials and advice on how to handle difficult lecturers. During the first year student's class representative respondents revealed during IDI that they faced difficulties mostly related to academics and overcrowding in Ahmadu Bello University, Zaria main campus.

Respondents from this survey 59.2% thought of seeking psychological help. This is a confirmation of the fact stated earlier that for most, the first year of University is a big change and can be overwhelming although some may find it hard to adjust, it may come easily to others and a confirmation of Animba (1993) research findings that tertiary institutions in Nigeria have become modern-day ghettos. There are inadequate hostel accommodations, lack of financial aid or educational loan facilities for the students (particularly the indigent ones), overcrowded lecture halls and halls of residence, and so many other issues the fresh students have to deal with.

#### **Association between gender and stressors Experienced by new Undergraduate students**

For further investigation a chi-square test of significance on gender across difficulties was done to find out if there was an association between gender and difficulties respondents said they experienced, the test was conducted at an alpha level of 0.05% significance. Below on table 4.2.4 is the results.

**Table 4.2.4 Frequencies and percentages of difficulties encountered by Gender**

Difficulties Experienced	Frequency(N=294)	GENDER				X <sup>2</sup>	P-value
		Male Yes N(%)	Male No N (%)	Female Yes N(%)	Female No N(%)		
Cultural shock		92(47.4)	102(52.6)	37(37)	63(63)	2.911	0.088
Locating Buildings		89(45.9)	105(54.1)	60(60.0)	40(40.0)	5.266	0.022
Poor Network for Registration		131(67.5)	63(32.5)	70(70.0)	30(30.0)	0.187	0.665
Hostility from staff		70(36.1)	124(63.9)	32(32.0)	68(68.0)	0.485	0.486
No Proper Guidance		90(46.4)	104(53.6)	46(46.0)	54(54.0)	0.004	0.94
Accommodation Problem		75(38.7)	119(61.3)	35(35.0)	65(65.0)	0.377	0.539
Over Crowded lecture Halls		106(54.6)	88(45.4)	63(63.0)	37(37.0)	1.887	0.170
Academic Problems		55(28.4)	139(71.6)	22(22.0)	78(78.0)	1.377	0.241
Financial Problem		40(20.6)	154(79.4)	22(22.0)	78(78.0)	0.076	0.783
Poor sanitation		60(30.9)	134(69.1)	45(45.0)	55(55.0)	5.691	0.017
Transportation Problem		29(14.9)	165(85.1)	17(17.0)	83(83.0)	0.210	0.646
Security		17(8.8)	177(91.2)	18(18.0)	82(82.0)	5.369	0.021
Difficulty managing time		121(62.4)	73(37.6)	58(58.0)	42(42.0)	0.529	0.467

**Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)**

Table 4.2 .4 reveals 60(30.9%) of the males think the sanitation on campus is poor compared to 45(45.0%) of females, while 121(62.4%) of males compared to 58(58.0%) of the females who feel it difficult to manage time on campus. Of all the cross tabulated challenges by gender, Locating buildings P-value- 0.022 , poor sanitation P-value- 0.017 and security P-value- 0.021 from table 4.2.3 are the only difficulties experienced with a significant association with gender of fresh undergraduates students at an alpha level of 0.05. For the rest of the difficulties experienced no significant difference was observed.

From a sociological perspective, problems and their solutions don't just involve individuals, but have a great deal to do with the social structures in our society which in this case is the university campus environment and the difficulties experienced may just be difficulties experienced as a

result of transition from home or former environment to that of life on campus. In this context, the challenges faced by the fresh students may just be a temporal and psychological gap of the security, of the home environment and reality of the new campus environment that has a high population of students with different characters, upbringings and backgrounds. This faculty representative confirmed it when she said “Many came with their own ideologies and there is a place of conformity so as to fit in”. However, another put it this way; Samaru is overcrowded, accommodation is very difficult and sanitary condition not very neat especially when there is no water. Hostel situation is survival of the fittest.

To another student representative; cleaners are trying but students at times not helping matters with sanitation. One of the school counselors a female however had this to say regarding influence of gender on challenges, patterns adopted and views of both sexes regarding difficulties fresh student face, according to her:

The male if it warrants sleeping under a tree they will do, that is because of their natural built but for a female this issues of security that we carry along wherever we go has always hindered us from achieving. The ladies tend to face more challenges because of ladies built up they are sensitive to every situation around them, even the room you are going to give them and the people they are going to live with ,in the room they still show some sensitivity toward one another, it is after a while that they tend to adjust,

She went further to say:

If you look at the male and female gender the upbringing plays a salient role, the males tend to be out going calculative and receptive while the female tends to go towards relational. Every where a female goes to they want to be accepted so the issue of acceptance is the one that creates problems for people not that boys don't have relationship issues but theirs is mild. When you see boys talking to each other it's not because they are friends but because they are human beings. But the female genders, if you see them talking to you it's because they see you as a friend or want to be your friend, and when you reject friendship theirs is going to be trouble.

In consideration of Table 4.2.4 data above such as 60(30.9%) of the males who think the sanitation on campus is poor compared to 45(45.0%) females which showed a significant association with gender and the in-depth interviews information gotten from interviewees it was concluded that the fresh undergraduate student's gender has an association with the type of challenges they experience while on campus.

**Nature of Academic challenges faced by newly admitted Undergraduate Students**

To further find out the general situation concerning stressors on campus relating to academics in ABU, respondents' were asked another question, an open ended type to gain more insight on the situation. The results from survey data on major challenges first year students faced relating to academics in ABU when school resumes fully and lectures are going on are shown on table 4.2.5 below.

**Table 4.2:5 most common academics Challenges faced by newly admitted Undergraduate ABU students when school resumes fully**

<b>Views on Challenge/Stressor</b>	<b>Frequency</b>	<b>Percentage</b>
Understanding of what is taught	38	12.9
Lack of time management skills	67	22.8
Excess academic workload	62	21.1
Overcrowding	52	17.7
Intimidation by staff and some students	27	9.2
Financial limitations	28	9.5
Bureaucratic hurdles( missing scripts, results issues)	20	6.8
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

Table 4.2.5 above shows that the majority 67(22.8%) indicated that lack of time management skill was a challenge while 52(17.7%) said overcrowding and 62(21.1%) admitted they had too

much academics work load. During in-depth interview the student representatives agreed overcrowding was a challenge that affected academics and other issues like time management, lecturing and other attending issues.

According to a student representative interviewed there was another problem that had to do with population;

There was high competition for the limited chairs and there was no microphone even but I learnt this present set they use microphone .You have to be very, very attentive to hear and understand what the lecturer is saying or even participate in the class of ( 400 -600 )students in one class and that magnitude we had. If not that most of us are good at athletics and not lazy we won't be able to cope with the juggling up and down during classes or the way of life on campus generally because you have to be smart ,up and doing to be able to cope.

Another student representative interviewed complained about water and light according to him:

Normally electricity power is not a problem on campus but of the semesters I have been here I noticed during exams when we need light the most they won't give us light ,some of us who read at night resort to using lamps and candles which is not very good for our eyes. Also there are times we don't get water; others go as far as the departments from 12 midnight to get water from the tanks they see with water. Even when the tap in the hostel is rushing there may be a long queue, the only time you will most likely not meet plenty students at the tap or none at all is from 12 midnight when people are sleeping. This can make you lose valuable sleep time and in the morning when you go for lectures you will be sleeping in class.

Most of the stressors mentioned by the student representatives were confirmed to be true during in-depth interviews with the school counselors, however one of the counselor when asked what the common stressors on campus are the counselor said:

A lot of problems are encountered by fresh students, as they find it difficult to locate their faculties and departments and that of residence and accommodation, where they are going to stay for a while until when they finish their registration and get formal accommodation and they also run into problems of interacting with the old students who from time to time tends to pollute their minds with a lot of myths that are not true, they tell them all sort of stories about different courses in the Universities departments, or lecturers that are not true, also in the

area of payment of school fees, the new students usually run into challenges in the sense that , they run into fraudsters that usually dupe them in the name of helping them to do their registration, pay school fees and do online registration. They encounter a lot of challenges and even in interacting among themselves as new students they also face challenges and when the pressure is much they usually resort to aggression, in the process of registering also you see them exhibiting this type of animalistic behavior that is not welcome in the premises of the University such as use of abusive languages and also being physical with one another either, pushing or you see them struggling with one another. These are some of the challenges they encounter.

She however, also said some of the students were just plain lazy as she also was an old student (alumina) of the University and believed things were made easier now compared to her time as they had to trek long distances like from Sabo to Samaru on foot. The major information gleaned from the in-depth interviews and quantitative data mostly suggests that majority of the first year students face many adjustment problems relating to academics. These included: method of teaching, time management and university environment. They had difficulty in relating with other students of different backgrounds. Basically this could be expected as they come from different cultures, religions, upbringings, different educational backgrounds, different personalities and their ways of doing or seeing situations may differ.

During in-depth interviews with the student representative some revealed that they experienced some kind of emotional problems like anxiety as some were not confident or sure of their new surroundings when they first came. This informant in his response to the question how is life on campus had this to say: “I did not find it funny when I came to the school newly, you have to struggle”. What could be gleaned from the data is that students have a lot of work to do academically and each course requires time adequately for the students to make it in the courses they do and the students struggle to balance personal needs such as cooking, washing their cloths ,getting water , making friends and nurturing relationships ,going for fellowships, prayer and so forth with academic demands within limited time to achieve their goals and struggle to get

good grades; some are distracted with social life while others feel left out for one reason or the other and are lonely.

The in-depth interviews conducted with the second year student leaders also revealed that they experienced some kind of emotional problems like anxiety as some were not confident or sure of their new surroundings when they first came. On whether being independent on campus with no time keeper, parents or guardian to regulate the new student’s activities was easy with the freedom on campus, Table 4.2.6a below displays the responses of the respondents’

**Table 4.2.6a Being Independent Has Not Been Easy**

<b>Views</b>	<b>Frequency</b>	<b>Percent</b>
Disagree	105	35.7
Not Sure	64	21.8
Agree	125	42.5
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

Table 4.2.6a above shows that a large proportion of the students 125(42.5%) were in agreement while 105(35.7%) disagreed, however 64(21.8%) were undecided about how easy it was to be independent. The entire student representatives interviewed at a point in time during in-depth interviews admitted life on campus was not easy mostly for the reason that they are seen as adults now and have to take responsibility for their actions which leads to tension due to the stress they face on campus. In the view of the researcher tension leads an individual to mobilize his resources and the individual struggles to deal with the challenges. An individual who can do all this is termed as well adjusted. Adjustments can be associated with a dynamic process in which an individual learns to face problems like the challenges students in ABU, Zaria face and this determine changes in the light of goals to change their behavior and can lead to adopting a pattern of adjustment.

Students were further asked regarding social and personal challenges they faced .Table 4.2.6b below reveals what they said was their social personal challenges.

**Table 4.2.6b composite indicators of Stressors (Social-personal problem) students faced.**

<b>Characteristics</b>	<b>Frequency</b>	<b>Percent</b>
Too much work	87	29.6
Social life interfered	35	11.9
Felt Isolated from campus life	34	11.6
Worried about meeting new people	32	10.9
Lonely	52	17.7
Intimidation by lecturers	8	2.7
Cannot get used to life here	5	1.7
Lack of time was the issue	41	13.9
<b>Total</b>	<b>294</b>	<b>100</b>

**Source: Field Survey, 2014**

Table 4.2.6b above shows for the majority of students 87(29.6%) their major personal-social stressor was too much work. The fact that many reported being lonely as shown by 52(17.7%) explains why 34(11.6%) identified isolation from campus life and interruption of social life as problems. In addition a good number 41(13.9%) understandably mentioned lack of time. This is in consonance with the majority who indicated that academic work weighed heavily on them.

This view is corroborated by a student leader in an interview when he said that:

Students do more of the work here. Some students become triangular students just to make the required grades to excel, they move from class to library then hostel. This might affect them negatively their life's here won't be balanced. As for me I read extra hours and sometimes overnight till day break to catch up on the work I need to do.

The major information gleaned from the in-depth interviews and quantitative data suggests that majority of the first year students faced adjustment problems relating to academics which is as a

result of method of teaching or lecturing styles in the university which is quite different from that of the secondary school where most newly admitted undergraduates are making a transition from. Also about four faculty students' representatives said when they first came; the work seemed so bulky and appeared too much. In the words of one of them:

The number of materials we had to read seemed so much, in fact the thought of exam and what the result would be like gave me concern but now that am in 200 level it looks like nothing now because I can read one material that took me like 2 weeks in two days. The fear of having a carryover like some people whose result was on the notice board when we came made me push myself hard and stay focused on my studies even though am naturally intelligent.

Most of the difficulties suffered as new students according to interviewees' were because of venues of lectures and distance to classes on campus, poor condition of hostels which were supposed to be rehabilitated but it was not done.

On how hostels were allocated to the newly admitted undergraduates students, they said it was based on their faculties, those from engineering were allocated to Usman Dan Fodio hall while Mathematics' got Suleman hall, mass communication got Ramat hall and so on. A cross tabulation of Accommodation by Faculty done shows there is a significant relationship between Accommodation status and the Faculty of a Fresh undergraduate student as shown in Table 4.2.7 below:

**Table 4.2.7 Frequencies and Percentages of Faculties by Accommodation Status**

Faculties	Accommodation Status		X <sup>2</sup>	P-value
	Frequency(N=294)	On campus freq(%)		
Agriculture		17(54.8)	14(45.2)	28.833 0.001
Arts		11(52.4)	10(9.5)	
Education		13(46.4)	15(53.6)	
Engineering		24(85.7)	4(14.3)	
Environmental Design		19(73.1)	7(26.9)	
Medicine		26(83.9)	5(16.1)	
Pharmaceutical		30(88.2)	4(11.8)	
Science		30(85.7)	5(14.3)	
Social				
Sciences		25(69.4)	11(30.6)	
Veterinary Medicine		20(83.3)	4(16.6)	
<b>Total</b>		<b>215(73.1)</b>	<b>79(26.9)</b>	

**Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)**

Table 4.2.7 shows that of the 34 respondents from Pharmaceutical sciences 30(88.2%) stayed on campus followed by Sciences who out of 35 respondents 30(85.7%) stayed on campus. Also the Table 4.2.7 revealed there is a highly significant association (P-value -0.0\1) between Accommodation status and Faculty of newly admitted undergraduate students. This much was revealed by another in-depth interviewee “Most of the difficulties we suffered as new students were because of venues of lectures and distance to classes on campus as 90% of our courses were in the faculty of sciences which is quite a distance from faculty of medicine.”

Some faculty student representative interviewees said they had families in Samaru or its environs and revealed that they prefer staying at home until serious academic work starts when it will benefit them more to be on campus. One of student leader from department of Quantity survey captioned these when he said:

My residential status had an influence on my pattern of adjustment unlike my colleagues that don't live-in Zaria, I did not pack to school until end of semester because in the hostel, I have to cook or eat in the restaurant with my little pocket money which is not always enough; and the stress of cooking is much and it

takes a lot of time that could be used for reading .So I prefer staying at home because at home, my only problem is to go and eat. But at home, elders may have control over your time and send you for errands but the person that stays in the hostel or living in the hostel will have more time especially during test or exams.

This shows students face time management challenges that they have to deal with as new students on campus. The new undergraduate students may be in class but sleepy, tired and will not even concentrate or hear what the lecturer says for so many reasons ranging from sleepless nights due to night reading, waking up too early to avoid challenges' associated with overcrowding in the hostel when everyone wakes up and wanting to be in class on time.

Academics are the main concern while on campus in the University and most responses regarding challenges centered on lecturing style and workload. The students were also asked why they experienced academic difficulty. The table 4.2:8 below reveals the respondents' views.

**Table 4.2:8 Reasons for Academic Difficulty**

<b>Reasons for academic difficulty</b>	<b>Frequency(N=294)</b>	<b>Frequency</b>	<b>Percent</b>
Problem developing effective study skill	43		14.6
Problem Adjusting to the academic demands of the university	61		20.8
Felt intimidated by lecturers	3		1.0
Focusing too much on social life	28		9.5
Issues understanding what the lecturer expected	13		4.4
Too much work	50		17.0
Time management issues'	50		17.0
Issues' with new Friends	23		7.8
Medical issues	2		0.7
Home sick	12		4.1
Others(new freedom, personal problems)	9		3.1
<b>Total</b>		<b>294</b>	<b>100</b>

**Source: Field Survey, 2014**

Concerning the reasons for academic difficulties new students faced in the university, the data from Table 4.2.8 points to the fact that a significant majority 61(20.8%) had challenges Adjusting to the academic demands of the university while 50(17.0%) had time management problems, 43(14.6%) said they had challenges developing effective study skill while 50(17.0%) said work overload, to 23(7.8%) it was difficulty in relating with other students of different backgrounds that was a challenge. Basically this could be expected as they come from different cultures, religions, upbringings, different educational backgrounds, different personalities and their ways of doing or seeing situations may differ. The major information gleaned from the in-depth interviews and quantitative data suggests that majority of the first year students faced many adjustment problems relating to time management and academics while on campus.

An interviewee representing students from Faculty of Education however gave the reason for academic difficulties faced by fresh undergraduate student as curiosity to explore the unknown, in her words she said:

New found independence affects most of us new students because most have never had the kind of freedom they are experiencing before coming to university. They explore doing only what they want not knowing they are consequences, it was only when the first semester results came out that methods had to change. I had been to a similar environment and I know what to do coupled with my senior ones who have been to university and made me understand .They said all that matters was your G.P and it has to be high because people will know and point hands at you when you are passing, saying she is so bright or very dull. I have and make friends with people who have the same desire as me and I do not want to be seen as dull person but bright

Most of the reasons given for having academic difficulties surrounded around method of teaching so a Pearson chi-square was employed to determine possible relationship between faculties in the main campus and method of teaching. The table 4.2.9 below shows the results

**Table 4.2.9 Faculties across method of teaching**

Faculties	Frequency (N=294)	Difficulties	With	Method	Of	X <sup>2</sup>	P- value
		Disagree	Not sure	Agree	Total		
		Freq (%)	Freq (%)	Freq (%)	Freq (%)		
Agriculture		14(45.2)	7(22.6)	10(32.3)	31	12.598	0.815
Arts		7(33.3%)	4(19.1)	10(47.6)	21		
Education		10(35.7)	5(17.9)	13(46.4)	28		
Engineering		13(46.4)	5(17.9)	10(35.7)	28		
Environmental Design		10(38.5)	2(7.7)	14(53.8)	26		
Medicine		10(32.3)	8(25.8)	13(41.9)	31		
Pharmaceutical Science		13(38.2)	4(11.8)	17(50.0)	34		
Science		15(42.9)	6(17.1)	14(40)	35		
Social Science		14(38.9)	4(11.1)	18(50.0)	36		
Veterinary Medicine		10(41.7)	6(25.0)	8(33.3)	24		
<b>Total</b>		<b>116 (39.5)</b>	<b>51 (17.3)</b>	<b>127 (43.2)</b>	<b>294(100)</b>		

Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)

Table 4.2.9 shows the highest percent of respondents 53.8% who said they had problems with method of teaching were from Faculty of Environmental Design while the least of those that disagreed 10(32.3%) are from Faculty of Medicine. There was no significant relationship between Faculties in the main campus and method of teaching as revealed in Table 4.2.6 as a p-value 0.815 at an alpha level of 0.05 was not significant that means there is no significant association between Faculties in the main campus and method of teaching in the university so it is rejected.

However, when probed on the ways of delivering lectures in the university during IDI, quite a number of the students representatives said that it was difficult for them to grasp the subject matter taught as the nature of delivering the lectures was new to them. Some student representatives during interviews said that some lecturers come to class two or three times during a semester, yet the exams still cover the whole syllabus in the semester. Therefore, the students

have to read more, research, attend tutorials, seek advice from seniors on the pattern of test and questions to expect, how the test are conducted and what is needed to pass and get good grades.

From the IDIs, it was revealed by the student's representatives that they had too much work load and the method of teaching was a challenge for most students.

A concern was also mentioned during IDI's from Faculties of Engineering and Sciences by class representatives who said most of their courses had to do with calculations and some lecturers use smart boards, using slides for teaching their courses which is presented as power points. This method of teaching makes it easy and fast for the lecturer (summary, without further explanation just formula's) but it means additional work for the students who have to research, read bulky materials, attend tutorials by those who are knowledgeable about the problem(topic's) and so forth to cover all they need to know before examination and this they said consumes time and keeps them from attending activities such as religious fellowship and other social activities while on campus and even during midterm breaks they have to do assignments keep on working and reading for test the week they resume due to the workload and all they need to assimilate.

This can lead to less sleep and difficulty in concentrating. Consequently the majority 133 (45.3%) agreed that sometimes their thinking gets muddled in contrast to 78(26.5%) that disagreed. Other key student informants admitted they were also fearful of the pattern of the exams and worried about the unexpected problems that might come such as missing scripts and their continuous assessment scores not recorded after putting in so much efforts.

According to one student leader interviewee:

At times you read but you don't understand some lecturers just come and read out hand outs ,making things difficult for us, at times you need the material but instead he comes and starts dictating and students won't get all that was said and he won't even go far. At the end of the semester that's when they start piling

different kinds of materials for you to read and there won't be enough time to go through them all and understand to write your exams very well.

Some other informants revealed that some of the students do not attend lectures and only get notes and explanations from friends and colleagues offering the same courses with them because of the overcrowding during lectures and lack of stable lecture venues but some also said it was important to attend lectures the reason being if they attend lectures they would grasp all that is mostly taught and spend less time reading their books and only revise. They also revealed that 99% of their lecturers were old students of the university but they are not very helpful although some help.

Another interviewee revealed:

We were made to understand that, that is how it has always been done [lecturing]. Lecturers don't care to know about time issues we have. You have to wake up earlier to do what you need like breakfast, bath and so on in the hostels if not when others wake up the place becomes choked and overcrowded no enough space in the hostel this will slow you down when you are in a hurry to go for lectures. The same number of hostels for students but the population has increased from what it was when the hostels were built. Getting water for washing clothes etc all affect our pattern of adjustment, midnight time is about the only time you won't meet a queue to get water and wash in the hostel then. This affects ones sleeping pattern and makes one to sleep in class sometimes when lectures are going on. If you are in class and hear and understand during reading you spend less time to read

Many of them complained of mental tensions, increase in anxieties and feeling of loneliness as their lives have altered and they practically had time for nothing else but studies so as to make it in ABU academically, they were scared of failing.

Furthermore, another faculty representative interviewee had this to say when asked the reasons for the difficulties faced

There is a lot of work and challenges, serious challenges. At times the problem is you read and read but you don't understand. Some lecturers just come and read out hand outs and just making life difficult for us, at times you need the material but instead he comes and starts detecting and students would not get all that was

said and he won't even go far, at the end of the semester that's when they start piling different kinds of materials for you to read and there won't be enough time to go through them all and understand to write your exams very well.

When one of the school counselors was asked for the reason for academic problems he said:

Some of the students the career they have chosen they know nothing about it, they are not properly advised before choosing the course leading to carry over and some eventual withdrawal.

This means students from secondary school intending to study up to University level need proper guidance even before they decide on the courses they want to read at the university level. They are however cases of students who know what they want to study but were not given the courses they wanted to study like the case of this student representative below who wanted to be elsewhere, in her words:

I was distracted when I first came. I started diploma in university of calabar and I liked it there but I had to stop and came to ABU. I did not dream or wanted to study, guidance and counseling. When I first came to ABU even going to class was a problem, even when I started going I won't talk to anybody I just wanted to be on my own, all I could say to myself is, this is what my father wants.

This may mean that those who are not given the course of their choice are more likely to be stressed and even depressed. Some other informants revealed that some of the students do not attend lectures and only get notes and explanations from friends and colleagues offering the same courses with them because of the overcrowding during lectures and lack of stable lecture venues. The reason for some of such difficulties is not farfetched as was revealed yet by another student representative in this statement 'There's a lot of stress during registration because we are many'. In view of the above statement, the researcher concluded that overcrowding which 52(17.7%) said is a problem may be the real reason for most of the challenges students face on campus

leading to accommodation problems and overcrowding in lecture halls, and generally on campus. These are some of the common challenges/stressors faced on ABU, Zaria campus.

With all the much that was said about difficulties faced on campus the researcher then carried out a test to find out if there was a significant association with gender and the perceived major issues that new students still complain of after a while of staying on campus, below ion Table 4.2.10 is the result of the test.

**Table 4.2.10 major difficulties faced on campus across Gender**

Challenges	Gender	Male			Females		Not sure	X <sup>2</sup>	P-value
	Yes	No	Not sure		Yes	No			
	Agree	Disagree	Agree	Disagree	Agree	Disagree			
	Frequency(N=294) N (%)	N (%)	N(%)	N (%)	N (%)	N (%)			
Difficulties with method of teaching	168(86.6)	26(13.4)			86(86.0)	14(14.0)		0.2	0.33
Yet to adjust to the new system	99(51.0)	68(35.1)	27(13.9)		40(40.0)	48(48.0)	12(12.0)	0.74	0.69
Being independent has not been easy	90(49.4)	70(36.1)	34(17.5)		35(35.0)	35(35.0)	30(30.0)	6.75	0.03

**Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)**

The result on table 4.2.10 from observation shows there is a significant association between gender and difficulties with method of teaching as shown by a p-value of 0.33 at an alpha level of 0.05 which was significant and therefore retained but there was no significant association. Also for the difficulties associated with independence, a p-value of 0.03 at an alpha level of 0.05 was significant and retained but there was no significant association between gender across “yet to adjust to the new system” as such the p-value of 0.69 at an alpha level of 0.05 was rejected as it showed there was no significant association .

Considering the views of 125(42.5%) students who had made a similar observation in the survey that being independent was not easy when asked if being independent was easy and in view of the above statements, it could be concluded that life on campus was not easy and being independent as a fresh undergraduate students on A.B.U, Zaria campus was challenging and leaving home for school can be very stressful. This could also mean life on campus is not a bed of roses and most students have to strive to succeed .This result could be an indication of the salient difference in upbringing of the new male and female students on campus.

However the students representatives interviewed said life on campus was not easy. This also could be expected and has been admitted by even the school authorities who have admitted there are challenges on the university campus for instance the vice chancellor of ABU Professor Abdullahi Mustapha admitted this in his welcome message to returning students in the 2011/2012 academic session ([www.abuportal.edu.ng](http://www.abuportal.edu.ng)) .

#### **4.3 How new students tackle the stressors on ABU campus (Adjustment Patterns).**

The findings of this study revealed that there is a lot of stressors on campus, the identified problems included; Culture shock, Difficulty with Registration process, Difficulty Locating of Faculties, Departments and lecture halls, Group identity, Stress with feeding arrangement, Accommodation problem ,Academic problem such as seeking of academic calendar and time table ,sleepless nights due to night reading as a result of excess work ,no electric light during exams to read or when students need light the most, waking up too early to avoid challenges associated with overcrowding in the hostel when everyone wakes up and wanting to be in class on time to get a sit in front of the class , washing at midnight when the crowd at the tap would be minimal or everyone had gone to bed to avoid long queues and so on but basically the challenges

faced by newly admitted undergraduate students are known as study behavior problems that need adjustment were grouped under;

1) Academic problems. 2) Accommodation problem. 3) Financial problems. 4) Social-Personal problems. A number of ways were mentioned as how the issues arising were tackled.

Problems of Academic adjustment: These include overcrowding in lecture halls, fixed lectures early morning lectures which hold as early as 6.00am or 7.00am; which are not suitable for the students as they may affect their own schedules; too much work/ bulky workload, method of teaching, distance to classes on campus and others that were said to be the challenges faced for this category. Students were asked to indicate the coping strategies they adapted as new students on campus. Most agreed with the fact that they had to sit up (focus) and do their work by attending lectures regularly and developing interest in their courses; but also by attending to their spiritual wellbeing. Table 4.3.0 .below reveals some of the measures taken or patterns of adjustment adopted to handle academic problems.

**Table 4.3.0 Coping Strategies for Academic Pursuits (Adjustment Patterns).**

<b>Modes of adjustment</b>	<b>Frequency(N=294)</b>	<b>Agree</b>	<b>Disagree</b>	<b>Not sure</b>
		<b>Yes</b>	<b>No</b>	
		<b>N (%)</b>	<b>N (%)</b>	<b>N (%)</b>
Approach lecturers for assistance		100 (34.0)	132(44.9)	62(21.1)
Prayer in church /mosque		193 (65.6)	50(17.0)	51(17.3)
Spend more time on studies		59(20.1)	173(58.8)	62(21.1)
Spend a lot of time on the internet		82(27.9)	97(33.0)	111(39.1)
Attend lectures regularly		280(95.2)	14(4.8)	
Do class assignment on time and submit		245(83.3)	49(16.7)	
Have defined academic goals		274(93.2)	20(6.8)	
Develop interest in learning		222(75.5)	72(24.5)	
Fall in Love with course of study		251(85.4)	43(14.6)	
Engage in extra lessons by course mates, seniors and group discussions		217(73.8)	77(26.2)	
Set priorities and manage time efficiently		179(60.9)	115(39.1)	
Effectively participate in class during lectures		168(57.1)	126(42.9)	
Utilize library services regularly		150(51.0)	144(49.0)	
Balance extra-curricular activities with academic work		201(68.4)	93(31.6)	

**Source: Field Survey, 2014**

The data in Table 4.3.0 shows some patterns adopted by new students. The overwhelming majority 280(95.2%) acknowledge the need to “attend lectures regularly”, 274(93.2) said “have defined academic goals”, 245(83.3%) said be prompt at doing assignments ,to 251(85.4%) their strategy was to fall in love with their Course of study while 222(75.5 %) said they develop interest in learning , while 217(73.8%) engaged in extra class academic lessons ,group discussions and many agreed that they attend lectures regularly whereas 193(65.6%) believe in the help of God to succeed and take solace in church and mosque. Only 50(17.0%) disagreed, while 51(17.3%) are not sure seeking spiritual help is the way forward. A good number 201(68.4%) were in favor of balancing extra-curricular activities with academic work .While

the use of the internet is good, most of the students were wary as acknowledged by 111(39%) who were not sure and 97(33%) who outrightly disapproved of it, only 82((27.9%) approved of it and 179(60.9%) said set priority and manage time efficiently.

These results corresponded with what respondents said during IDIs. A mode of adjustment gleaned from this study is delaying movement to campus/staying with family or guidance in town for some time, till situations on campus are better understood and it is more favorable for the students to stay on campus like during exams or commencement of rigorous academic work, test and assignments. This student representative said that much when he said he had family in Samaru environs and revealed that he preferred staying at home until serious academic work starts when it will benefit him more to be on campus. In his words:

My residential status had an influence on my pattern of adjustment unlike my colleagues that don't live-in Zaria, I did not pack to school until end of semester because in the hostel, I have to cook or eat in the restaurant with my little pocket money which is not always enough; the stress of cooking is much and it takes a lot of time that could be used for reading .So I prefer staying at home because at home, my only problem is to go and eat. But at home, elders may have control over your time and send you for errands but the person that stays in the hostel or living in the hostel will have more time to focus on academics especially during test or exams.

To another student waking up early was his pattern of adjustment. According to him:

You have to wake up earlier to do what you need like breakfast, bath and so on in the hostels if not when others wake up the place becomes choked and overcrowded no enough space in the hostel this will slow you down when you are in a hurry to go for lectures. The same number of hostels for students but the population has increased from what it was when the hostels were built. Getting water for washing clothes etc all affect our pattern of adjustment, midnight time is about the only time you won't meet a queue to get water and wash in the hostel then. This affects ones sleeping pattern and makes one to sleep in class sometimes when lectures are going on. If you are in class and hear and understand during reading you spend less time to read.

Many of them complained of mental tensions, increase in anxieties and feeling of loneliness as their lives have altered and they practically had time for nothing else but studies so as to make it in ABU academically and they were scared of failing. To be able to fit into his environment a human being must learn to influence his environment so that his needs are better served. In addition he should discover how he could further his own growth, learning how to increase and enrich the various possibilities for satisfaction and enjoyment.

In the case of this Faculty representative when asked how students tackle challenges he said:

Students do more of the work here. Some students become triangular students just to make the required grades to excel, they move from class to library then hostel. Without talking to others which is a means of coping with stress. This might affect them negatively their life's here won't be balanced. As for me I read extra hours and sometimes overnight till day break to catch up on the work I need to do.

Some key informants revealed seeking of academic calendar and time table on time helped students to plan and stay focused , some the key informants revealed resort to sleeping less at night due to night reading as a result of excess work , using lamps or candles when there is no electric light during exams to read or when students need light the most, waking up too early to avoid challenges associated with overcrowding in the hostel when everyone wakes up so as they students can be in class on time to get a sit in front of the class. Some student's representatives during in-depth interview revealed that some students did not attend lectures and only got notes and explanations from class mates offering the same courses with them because of the overcrowding during lectures and lack of stable lecture venues. This student representative hinted another mode of adjustment which involves looking out for each other and explained through this narrative why attending lecture is important when he said:

There is a student I asked why don't I see you in class and he replied the lectures are not in one place so I cannot be moving from one place to another, I will ask those that have power to attend what was taught in class today to make up for my inability

to attend in person during lectures. And I said to him how sure are you the person you are asking got everything that was taught in the first place. If you are in class, listen and understand, during reading you spend less time to read.

This means some students adopt the pattern of abstaining from lectures and borrowing notes from their course mates who attend lectures regularly, however it will benefit these students who want to manage time more efficiently while on campus to attend lectures on a regular basis so as to spend less time in reading and try to get everything said in class by attending lectures in person.

Another reason was given for adopting a mode of adjustment that had to do with spending time on studies and motivation in class. Sometimes because of the limited spaces, students are not always admitted into their courses of choice and in some cases, they are admitted into courses they did not even apply for. Sometimes, it is parents who influence their choices to study certain courses and this can impact negatively on the student. The following statement by one of the student representatives interviewed reflects this point.

When I first came to ABU even going to class was a problem I did not like the course I was given or the school, even when I started going I won't talk to anybody I just wanted to be on my own, all I could say to myself is, this is what my father wants. I started falling in love with the course because of my lecturer who gave me marks for my continuous assessment because I answered a question correctly in class no one could answer then I found it interesting, I would be in class five minutes before the time and when classes are over at times I stay around to do my assignment and finish before even going back to the hostel, I started doing everything on time. My lecturer really encouraged and made us go research and as for me I really researched although the course is really wide but I made up my mind I was not going to fail and worked towards it so I think it's really about your attitude as a person and your determination to succeed. During the internet browsing and researches I got to discover things I did not know and this made it interesting.

As reflected by the 20.1% of respondents who said spending more time on studies was their strategy and what was derived from the interviewee above it can be deduced that motivation and reinforcement can be gained as a result of attending lectures ,staying focused and it will enable a smooth transition and a positive adjustment pattern. It also appears to be really important to attend lectures considering the overwhelming majority 280(95.2%) during survey that indicated attending lectures has a lot of benefits to the first year students and the patterns of adjustment they adopt.

However, when one of the school counselors was asked to advice regarding academic problems he said:

Before coming students should seek to know more about the course they are coming in to study because some choose courses because of parents or friends influence or advice and by the time they come here they normally find it difficult. Secondly there is a simple role and regulation regards to the university they should obey it and not divert from it on how to do registration and every other thing, there is a hand bill we do give them they should follow it. All those orientation organized at the central, faculty and departments they should Endeavour to attend all. Because some when they run into trouble and we ask, they say I didn't know this before so they should attend all orientations organized and listen to instructions given because if they don't some of them it affects them. Some of them the orientation they have at home I advice they drop it, this is the university level things are done differently here and they should try to cope and if it's something about the lecturer we talk to them. Its individual differences even those born on the same day you do not expect them to behave in the same way.

What was deduced from all what was said is not following the roles and regulation leads to difficulties on campus academically, if students follow what the law says they would have little or no problems on campus .Also the amount of work students need to cover academically and distractions on campus require students to stay focused, manage time ,set priorities' on how to utilize time and start early in order to meet deadlines on academics calendar while on campus which is the reason for some students academic difficulty as indicated by 67(22.8%) who said time management was a challenge during survey.

However, the claim about having natural intelligence and being good in a field of study by some student's representatives when asked how they made it reveals some are not as intelligent as others and it will require such students that are not so intelligent or grab fast to be more focused on academics. The help rendered by senior students such as giving them tutorials ,past questions, notes taken during their lectures and materials on various courses, concern and advice from reliable seniors ,mentors and significant others they revealed helped in staying focused on academics as a priority while on campus and on the right part that leads to success. Some revealed seeing their assessment and knowing their grades before exams and seeing the results of senior students pasted helped them aspire to work harder and stay more focused and helped in tackling stressors on campus.

**Some Patterns of adjustment adopted to tackle stressors on campus across Faculties of new undergraduate students in ABU.**

While on campus the new students adopted some strategies as indicated in table 4.3.0 above in order to tackle the academic difficulties. The table 4.3:1 below reveals some of the respondent's adjustment patterns across the ten Faculties on Samar campus.

**Table 4.3.1 Frequencies and percentages of faculties by initial Patterns newly admitted undergraduate students in ABU adopted**

Faculties	Strategies										
	Approach lecturers for help			Solace in Prayers			Spend a lot of time on the internet			Love for	Course of
	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Yes	No
Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Agriculture	14(45.2%)	11(35.5%)	6(19.4%)	20(64.5%)	3(9.7%)	8(25.85)	9(29.0%)	9(29.0%)	13(41.9%)	27(87.1%)	4(12.9%)
Arts	9(42.9%)	9(42.9%)	3(14.3%)	18(85.7%)	2(9.5%)	1(4.8%)	6(28.6%)	8(38.1%)	7(33.3%)	17(81.0%)	4(19.0%)
Education	9(32.1%)	16(57.1%)	3(10.7%)	18(64.3%)	6(21.4%)	4(14.3%)	11(39.3%)	4(14.3%)	13(46.4%)	26(92.9%)	2(7.1%)
Engineering	9(32.1%)	13(46.4%)	6(21.4%)	17(60.7%)	7(25.0%)	4(14.3%)	8(28.6%)	9(32.1%)	11(39.3%)	20(71.4%)	8(28.6%)
Environmental Design	11(42.3%)	12(46.2%)	3(11.5%)	20(76.9%)	4(15.4%)	2(7.7%)	6(23.1%)	8(30.8%)	12(46.2%)	25(96.2%)	1(3.8%)
Medicine	7(22.6%)	16(51.6%)	8(25.8%)	11(35.5%)	9(29.0%)	11(35.5%)	3(9.7%)	16(51.6%)	12(38.7%)	23(74.2%)	8(25.8%)
Pharmaceutical Science	11(32.4%)	19(55.9%)	4(11.8%)	22(64.7%)	7(20.6%)	5(14.7%)	6(17.6%)	10(29.4%)	18(52.9%)	32(94.1%)	2(5.9%)
Sciences	6(17.1%)	12(34.3%)	17(48.6%)	24(68.6%)	5(14.3%)	6(17.1%)	11(31.4%)	12(34.3%)	12(34.3%)	29(82.9%)	6(17.1%)
Social Science	15(41.7%)	12(33.3%)	9(25%)	26(72.2%)	4(11.1%)	6(16.7%)	14(38.9%)	16(44.4%)	6(44.4%)	35(97.2%)	1(2.8%)
Veterinary Medicine	11(45.8%)	5(20.8%)	8(33.3%)	19(79.2%)	3(12.5%)	2(8.3%)	9(37.5%)	5(20.8%)	10(41.7%)	22(91.7%)	2(8.3%)

Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)

Table 4.3.1 above shows some of the patterns new students adopted in the face of challenges for those who said approaching lecturers for help was their pattern of adjustment the majority 15 (14.7%) was from faculty of social sciences, while 11 (45.8%) was from faculty of veterinary medicine and 14 (45.2%) was from faculty of agriculture, however, those who did not approach lecturers for help the majority 19 (35.9%) were from faculty of pharmaceutical sciences followed by faculty of education 16 (57.1%) and 16 (51.6%) from faculty of medicine, however, 17 (48.6%) which was the majority, for this category from Faculty of Sciences were not sure.

The Table 4.3.1 further revealed that some took solace in prayers and the highest percent for those who agreed that their pattern of adjustment was taking solace in God/prayer was an overwhelming majority of 18 (85.7%) from faculty of Arts, however, those that had the highest frequency were 26 (72.2%) from faculty of social sciences, while 9 (29.0%) disagreed that prayer was not the solution. Those with the highest frequency 8 (25.9%) from Faculty of Agriculture were not sure if prayers would help, however when there is a man to pray, there is a God to answer. Some new students adjusted by spending a lot of time on the internet for these category those who agreed the majority were 14 (38.9%) from faculty of social sciences while 16 (51.6%) disagreed and the majority 18 (52.9%) for those who said they were not sure spending time on the internet helped in tackling stressors were from faculty of pharmaceutical sciences.

An overwhelming majority 35 (97.2%) from faculty of social sciences said the love for course of study was their pattern of adjustment while 8 (28.6%) from Engineering said no. From the findings of this study so far it was concluded that there is no one solution to the numerous challenges that fresh undergraduate students face across the ten Faculties.

From the qualitative data, the major ways new students tackle the difficulties as revealed by the interviewees was dependent on what the problem was; a number of ways were mentioned by key informants as how the issues' arising were tackled (patterns of adjustment).

On how to tackle academic problems (Adjustment patterns), from the IDI's virtually all the student representatives interviewed admitted that the most important way to tackle academic workload stress is to persist with hard work, however most of the students representative from what they said revealed the following points as ways they adopted to handle the stressors:

- A .Have a personal time table and read ahead of the lecturer and maintain the effort every day.
- B. Work towards achieving a high class of degree and start early, stay focused on why you are in ABU, maintain a positive outlook and consult those ahead of you, ask for past question papers , the materials they were given during their time and their lecture notebooks and attend tutorials organized by senior students and some lecturers,
- C. Take the advice of role models/advisers/seniors on how to handle courses, get the class time table, have a personal time table and take lecturers seriously.
- D. Have a positive attitude towards life situations, fall in love with your course of study and when you fail work harder and ask those who you notice had higher grades how they did it successfully .
- E. Choose close friends carefully considering what is at stake which is graduating successfully and ensure they have the same mission and goals as you or higher as iron they say sharpens iron.

F. Go to those that understand better for explanations on topics that are not clear enough and get involved in group discussion to air views on a topic so as to learn more and be corrected where you are wrong as this they said aids retentive memory.

G. Obey the school rules and regulations, pray and believe in God to answer prayers.

The challenges faced were quite different at the beginning of semester compared to when school resumed fully. Other patterns adopted were further revealed such as :interact with colleagues ,peers and senior colleagues ,seek group identity (that is join tribal associations, fellowships and so on), engage in group discussions, attend lectures regularly as patterns deemed necessary in order for the students to fit in on campus as school resumed fully.

Table 4.3.2 below shows some of the survey results on Patterns of adjustment adopted across the ten Faculties of the newly admitted undergraduate students in ABU, Zaria.

**Table 4.3.2 Frequencies and percentages of faculties by Patterns adopted by newly admitted Undergraduate students in ABU as School resumed fully**

Faculties	Adjustment patterns											I balance extra-curricular activities and academic work	
	Attend lectures Regularly		Do class Assignments o		Have defined Academ		Engage in group disc		Spend More time on my studies			Yes	No
	Yes	No	Yes	No	Yes	No	Yes	No	Agree	Disagree	Not Sure	Frequency %	Frequency %
	Frequency %	Frequency	Frequency %	Frequency	Frequency %	Frequency	Frequency %	Frequency %	Frequency %	Frequency %	Frequency %	Frequency %	Frequency %
Agriculture	29(93.5%)	2(6.5%)	25(80.7%)	6(19.4%)	31(100.0%)	0(0.0%)	27(87.1%)	4(12.9%)	8(25.8%)	14(45.2%)	9(29.0%)	20(64.5%)	11(35.5%)
Arts	19(90.4%)	2(9.5%)	20(95.2%)	1(4.8%)	19(90.5%)	2(9.5%)	16(76.2%)	5(23.8%)	6(28.6%)	8(38.1%)	7(33.3%)	15(71.4%)	6(28.57%)
Education	26(92.9%)	2(7.1%)	26(92.9%)	2(7.1%)	26(92.9%)	2(7.1%)	27(96.4%)	1(3.6%)	6(21.4%)	14(50.0%)	8(28.6%)	20(71.4%)	8(28.6%)
Engineering	24(85.7%)	4(14.3%)	19(67.9%)	9(32.1%)	27(96.4%)	1(3.8%)	16(57.1%)	12(42.9%)	10(35.7%)	16(57.1%)	2(7.1%)	20(71.4%)	8(28.6%)
Environmental Des	26(100.0%)	0(0.0%)	22(84.6%)	4(15.4%)	25(96.2%)	1(3.8%)	21(680.8%)	5(19.2%)	5(19.2%)	18(69.2%)	3(11.5%)	19(73.1%)	7(26.9%)
Medicine	27(87.1%)	4(12.9%)	28(90.3%)	3(9.7%)	27(87.1%)	4(12.9%)	22(71.0%)	9(29.0%)	1(3.2%)	20(64.5%)	10(32.3%)	19(73.1%)	7(26.9%)
Pharmaceutical Sci	34(100.0%)	0(0.0%)	31(91.2%)	3(8.8%)	31(91.2%)	3(8.8%)	22(64.7%)	12(35.3%)	5(14.7%)	23(67.6%)	6(17.6%)	19(61.3%)	12(38.7%)
Science	34(97.1%)	1(2.9%)	26(74.3%)	9(25.7%)	33(94.3%)	2(5.7%)	27(77.1%)	8(22.9%)	9(25.7%)	18(51.4%)	8(22.9%)	26(74.3%)	9(25.7%)
Social Science	36(100.0%)	0(0.0%)	34(94.4%)	2(5.6%)	33(91.7%)	3(8.3%)	26(72.2%)	10(27.8%)	7(19.4%)	23(63.9%)	6(16.7%)	25(69.4%)	11(30.6%)
Veterinary Medicin	24(100.0%)	0(0.0%)	17(70.8%)	7(29.2%)	23(95.8%)	1(4.2%)	15(62.5%)	9(37.5%)	4(16.7%)	16(66.7%)	4(16.%)	15(62.5%)	9(37.5%)

**Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)**

Table 4.3.2 above reveals four faculties; environmental design 26 (100.0%), pharmaceutical sciences 34 (100.0%), social science 36 (100.0%) and veterinary medicine where an overwhelming majority of 100% of respondents said yes that attending lecture regularly was there pattern of adjustments and the majority for those who said no was 4 (14.3%) from Faculty of Engineering. The table also revealed that an overwhelming majority of 34 (94.48%) among respondents from faculty of Social Sciences do class assignment on time and submit as their pattern of adjustment, while the majority of 9 (32.1%) from engineering said no.

For those who having defined academic goals is their pattern of adjustment the overwhelming majority were from Faculty of Agriculture, while those who said no it was not their pattern were a majority of 4 (12.9%), others engaged in group discussion as a pattern of adjustment with an overwhelming majority of 27 (96.4%) from faculty of Education, while those who said no it was not had a majority of 12 (42.9%). To some, spending more time on studies was the pattern they adopted with a majority of 10 (35.7%) from Faculty of Engineering who agreed and the significant majority of 18 (69.2%) who disagreed from Faculty of Environmental design, a majority of 8 (28.6%) from Faculty of Education and 7 (33.8%) from Faculty of Arts were not sure. Others adopted the pattern of balancing extra-curricular activities and academic work for this category a significant proportion of 26 (74.3%) said yes from Faculty of Sciences while the majority of 12 (38.7%) from Faculty of pharmaceutical sciences said no.

This corresponded with what key informants said during in-depth interviews. During IDI's key informants revealed that some students did not attend lectures and only got notes and explanations from class mates offering the same courses with them because of the overcrowding during lectures and lack of stable lecture venues. This is meant to ease the overcrowding they face in lecture hall and problems of moving from one lecture hall to another. This perhaps is why some students from surveys did not indicate attending lectures as their pattern of adjustment and some are not sure it is from Table 4.3.2.

During IDI's students representatives revealed they found ways to handle most of the stressors by making friends with students who are more familiar (senior colleagues and some of their mates) with the environment. Asking questions such as can you please help me with materials on 104, please how did you manage to pass this and that course to the extent they got names like jambito and were identified easily as newcomers because of the questions they asked. Some challenges such as overcrowding, right channel of complaints were taken care of by the school authorities through orientation and programs which were organized late by the end of the first semester or towards the end of second semester by some departments and Faculties.

Similarly, the issue of overcrowding is being addressed by building of new lecture halls they revealed. Making friends, being familiar with the environment they said helped take care of some other challenges because most people were willing to assist them and give direction although a few snubbed them but finding out what the rule was and what the law said helped them stay focused .

This key informant a male student representing Faculty of Veterinary medicine in his response to the question how did u adopt to campus life had this to say:

I did not find it funny when I came to the school newly. You have to struggle but with careful study of the environment and people I met and advice they

gave me I eventually understood how to conduct myself on the campus. Coming to the university was a dream come true for me but a great challenge to me since I have never stayed away from my parents or come so far to school with no close family around I resorted to calling home every morning and night because it was sought of lonely and I needed encouragement, am from Kwara.

Other modes/patterns of adjustment identified from what interviewees said here are:

- a. Careful study of the university environment
- b. Phoning home regularly
- c. Learning how to “conduct” oneself on campus.
- d. Seeking encouragement from significant others

### **Patterns of Adjustment across Gender**

A Pearson Chi-Square analysis was done to determine if there was an association between gender of the new students and the patterns of adjustment they adopted. Table 4.3.3 below reveals what the results were.

**Table 4.3.3 Patterns adopted to fit in on campus across gender**

Views	Gender						X <sup>2</sup>	P-value
	Males			Females				
	Agree Few Yes	Disagree Many No	Not sure Two	Agree Few Yes	Disagree Many No	Not sure Two		
	Frequency(N=294)	N (%)	N (%)	N (%)	N (%)	N (%)		
Have many friends	95(49.0)	88(45.4)	11(5.7)	49(49.0)	45(45.0)	6(6.0)	0.014	0.993
Feel to approach my lecturers for help	68(35.1)	89(45.9)	37(19.1)	32(32.0)	43(43.0)	25(25.0)	1.402	0.496
Prayer in church /mosque	129(66.5)	33(17.0)	32(16.5)	64(64.0)	17(17.0)	19(19.0)	0.301	0.86
I spent more time on my studies	37(19.1)	114(58.8)	43(22.2)	22(22.0)	59(59.0)	19(19.0)	0.596	0.742
Spend a lot of time on the internet	60(30.9)	61(31.4)	73(37.6)	22(22.0)	36(36.0)	42(42.0)	2.623	0.269
Attending extra lectures regularly	189(95.9)	8(4.1)		94(94.0)	6(6.0)		0.512	0.474
Do class assignments on time	159(82)	35(18.0)		89(86.0)	14(14.0)		0.776	0.378
Have defined academic goals	180(92.0)	14(7.2)		94(94.0)	6(6.0)		0.154	0.695
Develop interest in learning	154(79.4)	40(20.6)		68(68.0)	32(32.0)		4.622	0.032
love for course am studying	168(86.6)	26(13.4)		83(83.0)	17(17.0)		0.684	0.408
Get involved in group discussion	150(77.3)	44(22.7)		67(67.0)	33(33.0)		3.635	0.057
Utilize library services regularly	110(56.7)	84(43.3)		40(40.0)	60(60.0)		7.365	0.007
Effectively participate in class during lectures	114(58.8)	80(41.2)		54(54.0)	46(46.0)		0.611	0.434
Balance extra-curricular activities and academic work	134(69.1)	60.(30.9)		67(67.0)	33(33.0)		0.131	0.717

**Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)**

Table 4.3.3 shows that of all the patters respondents said they adopted only develop interest in learning with a p-value of 0.032 at an alpha level of 0.05 and utilize library services regularly with a p-value of 0.007 at an alpha level of 0.05 was significant. For the rest of the patterns observed no significant association was observed. This means there an association between the genders of the students and whether they will develop interest in learning or not and if they utilize library services regularly or not as their pattern of adjustment.

**School authority orientation as an efficient (pattern of adjustment) way of tackling challenges.**

Knowledge they say is power and for the university system the official way of getting the right information about the university to fresh students is through orientation. Orientation programmes provide the fresh students proper guidance, information on policies and school regulations. New students’ needs are significant; the structure and activities of orientation are designed to begin to fulfill the diverse requirements of the new university student. It also enhances students’ learning and aid in their pattern of adjustment to campus life, and also prevents fresh students from being (autodidacts) self-learned, which has its own disadvantages. Orientation program me, however, in A.B.U is often belated.

The statistics available from students’ responses, not everyone said they had the official orientation meant for all fresh students as reflected in table 4.3:4a below:

**Table 4.3.4a Official orientations on arrival**

	<b>Frequency</b>	<b>Percentage</b>
Yes	196	66.7
No	98	33.3
<b>Total</b>	294	100.0

**Source: Field Survey, 2014**

The table 4.3.4a above displays the result on whether new students got official orientation on arrival to the university. The table shows that 66.7 % said yes they were given an orientation by school authority on campus while 33.3% said they were not. In the view of this data and

what was revealed during IDI the researcher concluded it seems those who said “no” may be saying that they did not attend the orientation program meant for them. It could also mean those who ticked “no” had already found their way around school in one way or the other (autodidacts) or got oriented by individual departments, Faculty or seniors students and fellowships such as the fellowship of Christian students (FCS) and saw no need to attend the main school authority orientation. A case in point was revealed by this interviewee when he said:

Our first official orientation was done by our faculty by various lecturers in the faculty and they gave us a general highlight of what to expect and the way the system runs. They advised us on ways to get our various targets, how we should start and we should work hard from beginning so that if we have the dream of graduating with a class of degree we can make it possible. It was helpful but not all my mates attended, some said there was no need to attend due to the time it took place and some said they had no time.

The main school orientation it was also revealed by respondents and interviewees took place a week or two to exams when most students had found their way around school already (towards end of first semester) thereby defecting its aim which is to help students in tackling challenges on campus as they arrive .This was reflected on table 4.3.4b below

**Table 4.3.4b Length of stay on campus before orientation**

<b>Days on campus before orientation</b>	<b>Frequency</b>	<b>Percentage</b>
less than 7days on campus	58	19.7
8 days-4 weeks	96	32.7
5 weeks-2 months	93	31.6
More than 2 months	47	16.0
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

Table 4.3.4b above shows the majority 96(32.7%) stayed on campus for up to 8 days to 4 weeks before orientation took place. For those who attended the late orientation all interviewees revealed it would have been a welcome development if done on time because students were given a tour of the whole school and told the right people to contact concerning

various issues and for some, their siblings or friends, mentors or seniors had given the an orientation and others learnt from observation.

Also, it was discovered during various interviews with students representatives (key informants) that participation in orientation significantly and positively impacted on academic performance and transition to campus life as the chances of learning the wrong things and falling into the hands of fraudsters is eliminated to the barest minimum as during orientation students were introduced to the right persons to contact when there is need. Further investigation on when orientation takes place, the researcher found out from faculty of social sciences orientation records that as of 2007/ 2008 session orientation took place from 27 -29 October 2008,as of 2008/2009 session it took place from 22-25 April 2009,for 2009/2010 it commenced on 16<sup>th</sup> July 2010,while that for 2011/2012 session took place from 22<sup>nd</sup> march 2012 and for 2012/2013 which is the case study for this research it commenced from 26<sup>th</sup> February- 03<sup>rd</sup> march 2013.The ten representatives all revealed during in-depth interviews that Yes orientation was done lately, close to exams.

This perhaps is the reason why orientation was not the major reason or determinant of the fresh students coping strategy or pattern of adjustment as fresh undergraduate students relied on other options like seniors, siblings, family advice and so forth when asked in an open ended question as reflected on table 4.3.5 below.

**Table 4.3.5 Determinant of pattern of adjustment**

<b>Views</b>	<b>Frequency</b>	<b>Percentage</b>
Being focused, advice and help from seniors, family, mentors, siblings.	75	25.5
Peers, course mates ,stress levels, roommates ,accommodation and integration	3	10.2
Readiness to learn from others, necessity and my intelligence	22	7.5
Love for my course of study and time available	35	11.9
My first semester result and orientation ,rules and regulation of the school	29	9.9
Desire to succeed and set goals	36	12.2
Financial status, Background	28	9.5
Gender and putting God first	39	13.3
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

What can be gleaned from table 4.3.5 above is that majority 75(25.5%) of the newly admitted undergraduates students are of the view that being focused, advice and help from seniors, family, mentors, siblings ABU, Zaria campus determined their coping strategy (adjustment pattern) followed by 39(13.3%) who said gender and faith in God determined their pattern of adjustment.

From the qualitative data however, it was revealed when it comes to academic works even if the students read books outside the class notes some lecturers demand students give them what was taught in class so it is important to find out from senior students who had made it what they did to succeed they said. Due to the delay in orientation, students rely on older students for guidance. Many students try to get the materials and notes the older students used during their time. The implication is that they will be at the mercy of the older students, who most probably will gain the fresh students trust if they assist them as their helpers in time of need and influence either positively or negatively more than the relevant school authority.

While many students can get by and pass their examinations by relying on class lectures, if they want very good grades however, they will need to do much more as acknowledged by one of the student's representatives during an in-depth interview thus:

Students do more of the work here. Some students become triangular students just to make the required grades to excel, they move from class to library then hostel. Without talking to others which is a means of coping with stress. This might affect them negatively and their life's here won't be balanced. Also our senior colleagues give us tutorials free of charge, unlike other schools I heard who have to pay money. As for me I read extra hours and sometimes overnight till day break to catch up on the work I needed to do. I went to a boarding school so I was already used to the boarding life style from my past experience and my G.P is 3.25

This is in line with what Berger and Milem (1999) found that the students most likely to persist are those whose values, norms and behavior are already congruent with dominant patterns on campus. Despite the challenges of getting a degree there are ways to overcome the challenges for there must be discords in order to achieve harmony, there must be darkness that propels us into light.

Hard work and being focused on academic excellence, advice and help from seniors, family, mentors, siblings, not neglecting to read relevant books even with faith in God is important. It pays to serve God for the bible says they that look up to God shall not be ashamed.

Another respondent in his narrative revealed this much:

The first Orientation I had was by Fellowship of Christian students (FCS) then department and lastly main school authority did give Orientation too about two months after I came, I learnt some things on my own from the mistakes or observations on campus. After about a month of staying on campus we got to know who our seniors were but before then we were just on our own. It took about two months before the main school orientation took place and it was close to the start of exams towards end of semester after we had found our way around the school environment, I personally I got adopted by observing those that are ahead of us by observing the way they behave and did their things we also consult them frequently on how we can withstand the difficulties and they advised us on the various courses and the time to allocate to each during study and the way their lecturers are and how to handle them.

How effective is orientation in tackling the difficulties fresh students face? A chi-square test result showed no proper guidance is the only difficulty experienced that was significantly associated with orientation of students as shown by p-value 0.004 at an alpha level of 0.05. For

the rest of the difficulties experienced no significant association was observed with orientation. It is also obvious that school orientation program took place but some students did not attend for personal reasons; the most obvious being the time the orientation took place. In-depth interview conducted with one of the class representative revealed possible reasons why some would not have attended orientation program

In his words:

My friend I knew from secondary school who was already a student in ABU gave me a tour and orientation of the school long before the school authority did so to me it was a waste of valuable time to read ,exams time table was out.

Furthermore, all ten students preventatives' revealed during the in-depth interviews that orientation was given but very late close to examinations.

One of the school counselors admitted this was true but said:

Thank God since last year, we tried to educate them as soon as they come; we educate them about all what they need to know about the university.

This means the counselors know the importance of early orientation and are working on improving the timing but on further investigation from some faculty orientation records the researcher found out there was no significant improvement on the timing. Also, it was discovered during various interviews with student's representatives, that participation in orientation significantly and positively impacted on academic performance and transition to campus life as the chances of learning the wrong things and falling into the hands of fraudsters are eliminated to the barest minimum. During orientation, students are introduced to the right persons to contact when there is need. Based on these findings, it is pertinent to note that early orientation helps fresh undergraduate students to maximize learning more than doing it lately.

### **Coping strategy (adjustment patterns) for Social -Personal problems**

A problem is a social condition that has negative consequences for individuals, our social world, or our physical world .If there were only positive consequences, there would be no

problem. Problems can threaten our social institutions, for example, the family (background or life situation) education (the rising cost of university school fees), or the economy (unemployment and poverty). A social condition does not have to be personally experienced by every individual in order to be considered a social problem. Personal troubles are often caused by institutional or structural forces.

One of the greatest problems that new undergraduate students face on campus is getting adjusted to the campus environment. Some newly admitted undergraduate students obviously have concerns and were experiencing difficulties adjusting to Campus life and the roles expected of them as students as reflected in responses to an open ended question in Table 4.2.6 b earlier

There is nothing more disturbing than not being able to sleep .Some tossing in bed due to worry while others have to read through the night to cover for the amount of work they have as indicated by 87(29.6%) of the respondents in Table 4.2.6b earlier who said they had too much work or go looking for water at midnight and still wake up early to be in class for 7.00am lecture as some said they did when there was water scarcity during interviews. Many complained of limited time which 41(13.9%) said was an issue. When an individual has limited amount of time to spend on their academics because of competing demands they may get disconnected from their peers and consequently feel lonely as indicated by 52(17.7%) of the respondents and another 34(11.6%) who feel isolated from campus life or have their social lives interrupted as shown by 35(11.9%) of the students.

Who then do students turn to in the face of these social /personal problems. In order for the students to function properly (adjust) on campus, Table 4.3.6 below reflects who new students said they turn to in times of such challenges and what they did.

**Table 4.3.6 Shows who students turn to for strategies to handle social -personal challenges**

<b>Characteristics</b>	<b>Frequency</b>	<b>Percent</b>
Seniors(models)	26	8.8
Religious leaders	77	26.2
Students union leader	5	1.7
Course mates	56	19.0
Room mates	18	6.1
Student adviser/mentor	6	2.0
Lecturer	8	2.7
Avoidance/face my book	20	6.8
Guidance and counseling	13	4.4
Join Tribal association	9	3.1
Family and friends	41	13.9
Others( mentor, sick bay, staff)	15	5.1
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

Table 4.3.6 above indicates that the majority of respondents 77(26.2%) said they turned to Religious leaders perhaps because of their faith in the help of God and encouragement from the religious leaders. This was followed by those who turned to course mates 56(19.0%) and family and friends 41(13.9%).This means that outside families and close friends, religious leaders have a great influence on campus. This explains why they are always consulted and involved in campus issues.

One of the student informants in an interview disclosed this:

The reading is too much which is frustrating. The lecturers do not help matters and make things very bad, however I have a time table and schedule based on priority and I stay focused. I also make sure I read my books everyday at least for an hour because that's what my adviser advised and you know with God nothing is impossible so I go for prayers especially close to exams for direction on where to read.

This could be a reflection of the fear the students have and their faith in the almighty God to see them through their endeavors'.

Another student representative a female had this to say:

I am a triangular student now since I started school in ABU and my CGP is Ok 4.2, I find time to read my books. At times browse at night and read till four am. There is really no social life here on campus, in fact if you want to make it here you have to forget social life, I have a counselor that guides me here, his like a brother to me.

Virtually all the respondents agreed that studying in ABU was stressful and academically they had a lot of work to do even during midterm break. This also implies that students who have good advisers and are determined to succeed, mostly are encouraged to work hard to be able to overcome the challenges faced while on campus. Most students have the ability to adjust themselves academically, personally and emotionally based on the advice given to them and may have the tendency to perform better academically if they work harder.

Another interviewee also disclosed:

The reading is too much which leaves you little or no times for other things, the lecturers don't help matters and make things very bad however I have a time table and schedule based on priority and I stay focused do my assignments on time ,I don't want to be found wanting. I also make sure I read my books everyday at least for an hour. Even when we go for midterm break they give assignments to be submitted on resumption, also a lot of test immediately you resume so practically you are at home during midterm but reading and working as if you are in school.

This is to say those who know what they are doing and are determined to succeed do not really go on break or leave their books too far.

### **Background /experience aid in handling challenges**

Some students revealed that their past experiences, foundation, background, and the type of schools they attended helped them in handling the stressors. . The analysis shows that 55.1% attended day Primary school and secondary boarding school while 44.9% attended Primary: day school and secondary: day school .

According to an IDI participant during an interview:

I went to a boarding secondary school so I was used to the boarding house experience that is found on campus. This aided my fitting in on campus.

To further find out the influence of educational background that can influence student ways of tackling stressors a question was asked on previous higher institution attended by the students. Their responses are shown on table 4.3.7 below.

**Table 4.3.7 Previous Higher Institution Attended**

<b>Previous higher institution attended</b>	<b>Frequency</b>	<b>Percentage</b>
SBRS	26	8.8
None	202	68.7
Others(NCE, Polytechnic, diploma from universities and transfers)	66	22.5
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

The table 4.3.7 above shows that 22.5% of the respondents attended other higher institutions before coming ABU, institutions like Colleges of Education (COE), Polytechnic or Diploma from other Universities, 26( 8.8%) said SBRS before gaining admission into the university, 202(68.7%) said none before coming to university

During IDI an interviewee who went to SBRS Funtua revealed:

At SBRS we were taught how to cope with university and this helped with my successful pattern of adjustment both academically and socially.

An interviewee representing Faculty of sciences who did a diploma in ABU from mathematics department had this to say:

My childhood friend was doing a diploma in ABU, Zaria and I came to visit him from Lagos, I was not in school then just working in my father's school. I got a diploma form while I was with my friend and applied I got the admission and started school eventually, before I finished diploma I got JAMB form and wrote the exam, I got the form twice and on the second trial I got the required score and later passed the aptitude test and was given admission by then I had already know my way around ABU from during my diploma days on the campus. During my diploma days I used to pass through the department of mathematic, on my way to my diploma lectures in faculty of education and tell myself one day I will belong here, I have always wanted

to be a mathematician so getting this admission after I even lost hope and went back home was a dream come true for me I don't have issues with my academics I just do what is required of me and my lectures are my friends, am in second class upper 2.1.

This is to say fresh students have to struggle to make it. Love their course of study, make responsible friends who will influence them positively and also their past experience plays a vital role in their adjustment pattern and how they tackle stressors on campus.

Another student representative interviewed put it thus:

New found independence affected most of us fresher's because most of us have not experienced this kind of freedom before, so some explored doing only what they wanted not knowing they are consequences, it is only when the first semester results came out that methods had to change. I had been to a similar environment and I knew what to do coupled with my senior ones who have been to university and made me understand that all that matters was your G. P and it has to be high because people will know and point hands at you when you are passing, saying she is so bright or very dull. I make friends with people who have the same desire as me and I do not want to be seen as dull but bright, so if you are not intelligent or ready to learn and fast too there cannot be friendship between us. If I try to teach you but if you do not catch up I will desist from being your friend. Some are just curious and get carried away. I look for who is bright or ready to learn, after all people have different missions, my is to make A,s or B,s and I won't compromise for anything I didn't come to follow friends or party but to pass, I have a goal.

Furthermore, a student like the representative above knows what he is doing and will be focused on his academics in order to achieve the desired goal.

### **Family background, position among siblings aid in tackling stressors**

An individual person's background or roots goes with them where ever they go. The bible in Proverbs 22: 6 says bring up a child in the way he should go and he would not depart from it. Furthermore, in our society most times the upbringing of a child is determinant on whether he or she is the first, second, third, last child or only child. Also those who have siblings ahead of them most times learn from the elder ones, who out of love would not want them to face the same difficulties they faced or help them out on issues they have been through, for this reason student were asked their positions among siblings.

Their responses revealed that quite a large proportion 82(27.9%) of respondents' are firstborns, 60(20.4%) said third born while 44(15.0%) said lastborn this might mean majority of them may not have elder siblings to learn from but depend on parents advice ,friends , relatives and mentors who have passed through university for advice on how life is on campus.

From the IDI's even though about five of the student representatives' were first born three of them admitted they were the last born of their families .How many siblings a person has will affect a lot of things about the person's behaviour and interaction level to an extent so students were asked how many siblings they have? The result is reflected on Table 4.1earlier indicated respondents' number of siblings 5.1% are an only child, 49.3% have between 1-5 siblings, 35.4% have between 6-10 siblings, while 10.2%have more than 10 siblings. A student who is one among many siblings is used to sharing and a lot of competition this may be an added advantage and would fit in easily on campus. Also an only child may be given all the attention and would not want to disappoint the parents seeing he/she is all the parents have this to a great extent would affect a student's ways of tackling stressors and influence the pattern of adjustment positively.

From the IDI conducted most of the interviewees said the advice they had from family especially from their siblings who graduated from ABU or where still schooling in ABU helped in the ways they tackled the stressors on campus. The IDI finding had relevance and corresponds with the survey data.

The table 4.3.8 below shows the responses of the respondents on whether fresh students' sibling's, seniors and elders graduated before them (fresh undergraduate students) and gave them support.

**Table 4.3:8 Siblings graduated from ABU, Zaria and gave support**

<b>SIBLINGS THAT GAVE SUPPORT</b>	<b>Frequency</b>	<b>Percentage</b>
YES	168	57.1
NO	126	42.9
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

According to Table 4.3.8 above 57.1% said yes they were given help; however 42.9% said they were not. Some student's representative during interview admitted that they practically had no serious challenges during registration because their siblings did the registration for them or connected them to those that helped them. One of the student representatives a male made this clear in his narrative:

My elder brother was here before me in his third year when I first came and he gave me the needed orientation before school authority did. I was guided by my brother on the right attitude to have towards school and to work hard ,I had no friends but my brother was there as a guide and school orientation came like a month after I resumed school but I had no problem because I had a guide and role model.

This female student representative who is also the last born of her family had this to say:

My senior sister too is still a student in ABU.I have to behave myself while on campus if not if my mum gets to know my elder ones who graduated from this school will hear and that will mean trouble with them. My pocket money too will be reduced if I misbehave while on campus. They give me everything I ask and have made it clear am to follow their footsteps and come out with a good result.

This shows that it is more likely a fresh students transition would be smooth and they would not stray from the right path if there is a sibling, mentor and guide close on campus they love and respect.

**Interacting and associating with peers as a means (pattern of adjustment) of tackling stressors.**

Not everything students learn while in school is taught in the class nor is included in the academic syllabus. Most ways and values of life are learnt by interaction.

Respondents were asked to indicate to what extent they agreed with trying to resolve interpersonal problems by understanding the perspectives of others. Table 4.3.9 reveals what the result was

**Table 4.3.9 Try to understand others' perspective (as an adjustment pattern) by interacting with peers.**

Responses	Frequency	Percent
Disagree	68	23.2
Not Sure	36	12.2
Agree	190	64.6
Total	294	100.0

**Source: Field Survey, 2014**

About two-thirds 190(64.6%) from the results on table 4.3.9 above were in favour of such a position but 68(23.2%) disagreed and 36(12.2%) were not sure. When people try to see other peoples view point, they are able to empathize with them and thus foster friendships. Friendships are important in relationships and in coping with difficulties as earlier indicated, but much more, they help students to adjust better to life on campus.

This was confirmed by a student informant during in-depth interview when he said.

Friends are the major factors in ABU to be effective as you encourage each other on time to read and go to class, also social life is one of the ways of coping with the stress. For example, talking to others and sharing your experiences and advising each other helps in relieving some of the stress on campus.

In one class representative's view during an IDI:

To the best of my knowledge, what worked for me was as I realized I had issues to deal with if I wanted to graduate with the class of degree I wanted. The first thing I did was to study the class setting and I found out whose notes were most accurate to compare with mine, who had the required materials and information, who keeps to time, is regular in class and generally knows what they are doing. Then all I did was draw closer and ask for the needed help. Most were willing to help although at times they would say they didn't have time. You need helpers of your destiny and with the help of God everything has been okay.

This shows that the right association and observation fuels motivation to succeed. The role of a learner is to find knowledge and also to think for oneself what is the right and

acceptable way to do it. Having a positive attitude towards academic goals and the capability to reach those goals and the effort put in is the pattern of adjustment observed to have been adopted by most ABU fresh undergraduate students in this study.

To this student representative students in general are calm and relaxed here. According to him

You cannot see rascals everywhere probably because of security on campus so that gave me calm and I felt secure and it gave me tranquility and helped me to fit in. When you are at peace, you are in power because you can control better what you want to do. I really appreciate the environment of ABU.

Despite the challenges of getting a degree there are ways to overcome the challenges which come through hard work and being focused on academic excellence and not neglecting to read your books even with your faith in God, however it pays to serve God.

#### **Accommodation Problem and solution**

Accommodation was also said to be a challenge for ABU students although the rules and regulations state that it should be automatic for the 100 level students after they had paid their school fees. The problem however is, before those that were given accommodation got it where did they stay? Table 4.3.10a below reveals where respondents said they stayed.

**Table 4.3.10a Place of Residence Prior to allocation of hostel accommodation rooms in ABU**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
A friend	180	61.2
At home	38	12.9
Relative	12	4.1
Hostel	36	12.2
Family friend	15	5.1
Mosque	11	3.7
Hotel	2	0.7
<b>Total</b>	<b>294</b>	<b>100</b>

**Source: Field Survey, 2014**

As seen from Table 4.3.10a above a significant majority 180(61.2%) of the students stayed with friends on initial arrival. Often such friends were those who were not entitled to hostel accommodation and so had to rent rooms in Samaru village. Those who lived in the hostel were those often referred to on campus by students' as "squatters". Sometimes because of pressure, students who have hostel accommodation allow their friends to as it were "squat" with them until they can find a suitable accommodation. This often results in hostel overcrowding and the attendant problems. Those who stayed in Mosques often were those who knew no one or could not get anyone to "squat" them.

Although new students are entitled to hostel accommodation, sometimes not all new students succeed in getting their allocation. Some however who have alternative accommodation reside off campus. The majority however, prefer to and stayed on campus during their first year of study as reflected on Table 4.3.10b below.

**Table 4.3.10b Where Did you stay in your first year?**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
On campus	217	73.8
Off campus	74	26.2
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

Even though accommodation is said to be a problem on ABU main campus due to the high population Table 4.3.10ba shows a significant proportion of the students 217(73.8%) stayed on campus in their first year on campus.

On how the students got accommodation, Table 4.3.10c revealed how the students said they got their accommodation and who got officially allocated hostels.

**Table 4.3.10c How Accommodation Was Obtained.**

Responses	Frequency	Percent
Official allocation	179	60.9
Bought bed space	26	8.8
Others(squatting with friend ,relative ,course mate )	89	30.3
<b>Total</b>	294	100.0

**Source: Field Survey, 2014**

Table 4.3.10c shows that a significant majority 179(60.9%) of the students got their accommodation through official allocation while 26(8.8%) bought accommodation from students who were entitled to hostel accommodation but did not need them. This was also confirmed during IDIs as interviewees said the hostels were overcrowded and in bad shape as the renovation that was supposed to be done was not done especially in Usman Dan Fodio hall. However, they revealed that Sulieman hostel was in good shape as it had been renovated. When asked how hostels were allocated they revealed it was based on faculties and some stated what the situation was like in the hostel and how it affects students. This interviewee below revealed that:

You have to wake up earlier to do what you need like breakfast and so on in the hostels if not, when others wake up, the place becomes choked and overcrowded; no enough space in the hostel. This will slow you down when you are in a hurry to go for lectures. The same number of hostels (is constant) for students' population that has increased. Getting water for washing and so on all affect pattern of adjustment, midnight time is about the only time you won't meet a queue to get water and wash in the hostel. This affect one's sleeping pattern and makes one to sleep in class sometimes when lectures are

going on in class. So I take my cloths home most times for washing at weekends.

To another Interviewee

Living in the hostel gives you more time and you get to meet more helpful seniors who organize free lectures for us and put us through what we don't understand, it helps us integrate .They our seniors have been through this and know what we are facing so they offer to help .We don't lack water and light on a normal day but at times we lack.

When asked if accommodation was a problem on campus one of the school counselors admitted it was because ABU has about 45,000 students but does not have accommodation facilities to house that number .However, he said they assist those who really need to get accommodation if, they come to them especially the female students .He went further to state that for the physically challenged among the students, the counselor revealed they give them permanent accommodation in the hostel in a convenient room for the duration of their study on campus in ABU, Zaria.

### **On how Students tackle Economic Challenges**

Survey frequencies revealed that majority of fresh undergraduate students parents take care of their economic challenges/ financial needs and are the sponsors of their Education. Table 4.3.11 below reveals who pays their bills:

**Table 4.3.11 Who is Sponsoring Your Education**

	frequency(N=294)	Gender		Total Freq (%)
		Male Freq (%)	Female Freq (%)	
<b>Sponsors</b>				
In-service		19/ 9.8%	4/ 4.0%	23 / 7.8%
Parents		143/ 73.7%	84 / 84.0%	227 / 77.2%
Relatives		9/ 4.6%	8/ 8.0%	17 / 5.8%
Scholarship		4/ 2.1%	1/ 1.0%	5 / 1.7%
Self		18 /9.3%	1/ 1.0%	19 /6.5%
Husband		0/ 0.0%	2/ 2.0%	2 /0.7%
Wife		1/ 0.5%	0/ 0.0%	1 /0.3%
<b>Total</b>		<b>194/ 100.0 %</b>	<b>100 / 100.0%</b>	<b>294/100.0%</b>

**Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)**

The data on table 4.3.11 above reveals 227(77.2%) said parents are their sponsors. A Few however were sponsored by relatives 17(5.8%) or spouses as indicated by 2(0.7%) each. Some 23/(7.8%) were fortunate to be on in-service, training which allows workers to continue enjoying study leave with pay. Those not fortunate enough have to fend for themselves. This probably explains why some engage in Barbering, teaching jobs, Hairdressing, photography, petty trading, and other activities both within and outside the hostels. Many operate business centers where they type, print and photocopy for people in departments, community markets on and within the campus.

About 5(1.7%) are on Scholarship and of the five on scholarship 4 are males while just one is a female. This confirms most of what was revealed during IDI as practically all the faculty representatives said their parents were sponsoring their education. This can be understood in light of the age of a large proportion 201/68.4% of fresh undergraduate students which is between 20- 24 years and the economy of the country Nigeria .

During IDI with one of the school counselors the following was also revealed as ways on how students tackle Socio- economic personal problem and the influence on undergraduate's pattern of adjustment. In the counselor's words:

You know all hands are not equal. Some when they get admission to pay school fees during registration becomes a big problem, some after paying school fees, eating/feeding becomes a very big problem. So if they come to us, those that are not economically ok, we normally get part time jobs for them, this job aids them meet their needs but it's the kind of job that will not affect their academic work. For example we get them manual paying jobs like coaching assessing, ironing, extra moral lessons for primary and secondary schools in samaru etc., they go there after their lectures when they have free time to do the jobs. Sometimes two or three times in a week or at times once a week, we call it study work part time jobs for the indigent student. Whatever money is realized from these jobs in a month for the students doing the study work part time job is what the student will use for the following month to manage their life on campus.

This shows that there are ways to overcome the socio-economic issues arising on campus provided the student is ready to struggle and work hard.

The counselor further revealed other ways the socio-economic challenge can be tackled in this narrative:

Our main function as counselors is what we call adaptive function, rehabilitative and growth function. Adaptive function: What we mean by adaptive function is those coming in as fresh students we assist them to adjust to this new university environment. We do this through counseling and dialogue, through orientation. The orientation is being coordinated by us but some departments too now organize and invite us and we go there to advice on what is expected of them and tell them what opportunities they have like the scholarship by Etisalat and also this one by MTN which gives winners 250 thousand naira. It is on board now; it is a scholarship for students to help them. All those students with G.P of 3.5 and above are those that are eligible. This year we submitted 4 names, all this helps the students and we connect them. Combined with the state and federal government scholarship which all come through us most of their financial issues are taken care of. And some of them when they are paying scholarship there's a language they use (ana ruwa) which means it's raining today. So we advice them not to misuse the opportunity or funds and still attend classes. You know we have low class, middle class and high class and we advice them not to look down on others and to interact freely and focus on why they are here which is the same purpose for everyone the status of parents notwithstanding.

The narrative above points to the fact that orientation for students by school authority is very necessary as it is through orientation that fresh students will be educated on what is accepted or not on campus and the ways to achieve their set goals in life and on campus, the right process to follow and the reward for hard work which will encourage students to strive not just to pass but pass with good grades knowing with time opportunities will arise to distinguish them and even aid financially. Students who do not have enough, have to spend wisely the money they get and also adjust financially or by getting part time jobs to aid them financially, applying for scholarships, and working hard to improve their Grade Points (GP) so as to get higher scholarships from companies like MTN and others.

However some have monthly allowances to take care of their expenses which comes from the sponsors of their education to take care of their personal and financial needs while on campus as reflected in table 4.3.12a below

**Table 4.3.12a Monthly Allowances by Gender**

Monthly Allowance Rating	Allowance	Gender		Total Freq (%)
		Male Freq (%)	Female Freq (%)	
Not specified		92/47.4%	44/44.0%	136/46.3%
N9999.00 and Below	Low	26/13.4%	14/14.0%	40/13.6%
N10,000.00 - N19,000.00	Moderate	36/1.6%	25/25.0%	61/20.7%
N20,000.00 - N29,000.00	Moderate	20/10.3%	11/11.0%	31/10.5%
N30,000.00 and above	High	20/10.3%	6/6.0%	26/8.8%
<b>Total</b>		<b>194/100.0%</b>	<b>100/100.0%</b>	<b>294/100.0%</b>

**Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)**

Table 4.3.12a reveals a large proportion of the students 136(49.3%) who either did not state their allowance or had none to state. However, 61(20.7%) get between 10,000 to 19,000 thousand naira as monthly allowances and the males it was observed get a higher frequency of those whose monthly allowance is high compared to the females.

To determine if there is a significant association between Monthly allowance and sponsors, a test was carried out. The table 4.3.12b below shows the results.

**Table 4.3.12b Monthly allowance across sponsors**

<b>Sponsor</b>	<b>Monthly allowance</b>		<b>Frequency (N=294)</b>			<b>X<sup>2</sup></b>	<b>P-value</b>
	<b>Not specified</b>	<b>N 9,000 and below</b>	<b>N 10,000 - N 19,000</b>	<b>N 20,000-N 29,000</b>	<b>N 30,000 and above</b>		
	<b>freq (%)</b>	<b>freq(%)</b>	<b>freq(%)</b>	<b>freq(%)</b>	<b>freq(%)</b>		
In-service	5(3.7)	3(7.5)	1(1.6)	1(3.2)	13(50.0)	95.869	0
Parents	108(79.4)	32(80.0)	55(90.2)	23(74.2)	9(34.6)		
Relatives	8(5.9)	5(12.5)	3(4.9)	1(3.2)	0(0.0)		
Scholarship	3(2.2)	0(0.0)	0(0.0)	1(3.2)	1(3.8)		
Self	8(5.9)	0(0.0)	2(3.3)	5(16.1)	3(11.5)		
Husband	2(1.5)	0(0.0)	0(0.0)	0(0.0)	0(0.0)		

**Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)**

The result from table 4.3.12b reveals there is a highly significant relationship observed between the students monthly allowance and who they say is their sponsor as a p-value of 0.00 at an alpha level of 0.05 is highly significant. This means there is a significant association.

Further cross tabulation of faculties by newly admitted students sponsor reveals from which faculties those who are on scholarship come from, as shown on table 4.3.12c below.

**Table 4.3.12c Frequencies and percentages' of Who is sponsoring your Education by Faculties**

Faculties Frequency(N=294)	Who Is Sponsoring Your Education							Total Freq (%)
	1-Service req (%)	Parent Freq (%)	Relatives Freq (%)	Scholarshi p Freq (%)	Self Freq (%)	Husband Freq (%)	Wife Freq (%)	
Agriculture	0 0.0%	28 90.3%	2 6.5%	0 0.0%	0 0.0%	0 0.0%	1 3.2%	31 100.0%
Arts	4 19.1%	11 52.4%	2 9.5%	0 0.0%	4 19.1%	0 0.0%	0 0.0%	21 100.0%
Education	6 21.4%	14 50.0%	0 0.0%	1 3.6%	5 17.9%	2 7.1%	0 0.0%	28 100.0%
Engineering	0 0.0%	27 96.4%	0 0.0%	0 0.0%	1 3.6%	0 0.0%	0 0.0%	28 100.0%
Environmental Design	3 11.5%	19 73.1%	3 11.5%	0 0.0%	1 3.8%	0 0.0%	0 0.0%	26 100.0%
Medicine	2 6.5%	28 90.3%	1 3.2%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	31 100.0%
Pharmaceutical Science	1 2.9%	25 73.5%	4 11.8%	2 5.9%	1 2.9%	0 0.0%	1 2.9%	34 100.0%
Science	0 0.0%	31 88.6 %	1 2.6%	0 0.0%	3 7.7%	0 0.0%	0 0.0%	35 100.0%
Social Science	3 8.1%	26 72.2%	4 10.8%	1 2.7%	2 5.4%	0 0.0%	0 0.0%	36 100.0%
Veterinary Medicine	4 16.7%	18 75.0%	0 0.0%	1 4.2%	1 4.2%	0 0.0%	0 0.0%	24 100.0%
<b>Total</b>	<b>23 7.8%</b>	<b>227 77.2%</b>	<b>17 5.8%</b>	<b>5 1.7%</b>	<b>18 6.1%</b>	<b>2 0.7%</b>	<b>2 0.7%</b>	<b>294 100.0%</b>

Source: Field Survey, 2014. If p –value > 0.05 (Not Significant)

Table 4.3.12c above reveals Pharmaceutical Sciences had 2 students with scholarship while the remaining 3 students with scholarships each one of them came from Faculties of Education, Social sciences and Veterinary Medicine. Also Faculties of Education with 5(17.9%) had the highest number of self sponsored students followed by Faculty of Arts 4(19.1%) while those for in-service are 4(19.1%) from faculty of Arts, Faculty of Education had 6(21.4%). This could be an indication of those who do not have parental help or backing financially and really need help financially. It could also be the matured independent students among the respondent.

There are ways to overcome the socio-economic issues arising on campus even for those whose sponsors/parents cannot afford enough financially to provided for their university expenses if the student is ready to struggle and work hard to tackle the university expenses on campus such as tuition fees, books, excursions fees transportation, toiletries, personal care items, educational supplies and living expenses on campus which some revealed during IDIs is less if students stay on campus. With a high G.P such as 3.50 some get scholarships such as MTN and Etisalat which is about two hundred and fifty thousand (#250,000.00) Naira and above. Some students also succeed in getting Federal and state government scholarships and so forth. These go a long way to cater for their financial needs apart from getting study part time jobs.

Although only a few, just four students the counselor said were lucky to have the scholarship mentioned above from MTN and Etisalat at the time of interview but a whole lot of students the school counselor revealed benefit from other scholarships such as that of state scholarships and individuals that may not be so high but can take care of some of the financial stressors students face on campus for those who are not from wealthy families as

revealed by Cherian and Cherian (1998), Lloyd and Turale (2011) and Smith and Renk (2007) that some families live below the poverty line.

**Emotional intelligence and attitude aid in handling the challenges**

Bar-on (2000) defined Emotional intelligence as abilities that influence our overall ability to effectively cope with environmental demands. The table 4.3.13 below aims to give you an awareness of EI strengths and those competency areas of students.

**Table 4.3.13 Responses and percentages of indicators of Emotional intelligence and attitude needed and used in tackling stress.**

<b>Response</b>	<b>Frequency N=294</b>	<b>Agree N (%)</b>	<b>Disagree N (%)</b>	<b>Not sure N (%)</b>
Comfortable with change		198(67.3)	62(21.1)	34(11.6)
Optimistic when I make mistakes		175(59.5)	68(23.1)	51(17.4)
Able to make independent decisions		190(64.6)	50(17.0)	54(18.4)
No matter what ,I can remain calm and efficient		189(64.3)	55(18.7)	50(17.0)
I can achieve most tasks I set		219(74.5)	50(17.0)	25(8.5)
I can easily keep my aim in view		209(71.1)	55(18.0)	30(10.2)

**Source: Field Survey, 2014.**

What can be gleaned from Table 4.3.13 above is, a large proportion of the fresh undergraduate students 219(74.5%) believe they can achieve the tasks they set for themselves which is a positive attitude in the right direction and can lead to students working harder and focusing more on achieving their goals on campus which is to graduate with good grades academically the consequences of this mostly will be a positive pattern of adjustment to campus life and directing their positive energy in the right direction .For 209 (71.1%) this basically means keeping their aim in view that is staying focused and working hard towards achieving their aim of coming to the university(doenig what is required) which are strong indicators of emotional intelligence. It will therefore not be far from the truth to say depending on individual goals, purpose differences, different things determined fresh students’ adjustment pattern to campus life. If the purpose of a thing is not known abuse is

inevitable. However, basically what is glaring is students are determined and most know what they want and work hard towards achieving their set goals in their desire to succeed in ABU, Zaria.

In the opinion of Santrock (2006), individuals are likely to react differently in different situations because of the distinctive thoughts, emotions and behaviors that mark the way an individual adapts to this world. Some studies have indicated that academically successful students have moderate adjustment and strong learning style preferences than low achievers and that student success is been affected by the degree to which a student engages in the school experience. For this reason, Fabian (2000) noted that when students exhibit a range of adjustment patterns associated with cooperation, initiating interaction or assertion, and self control, they are more likely to perform well in relating to their immediate environment.

### **Classification of patterns of adjustment ABU fresh undergraduate students to campus life**

Adjustment patterns are ways or methods in which different individuals adapt or become used to a new situation. When an individual exhibits a form of behavior that is below the average or expected standard required to resolve a particular problem or challenges at hand, such behavior is considered to be in consonance with a lower level of adjustment to that particular situation. An adjustment mode that falls at average or between what can be termed low and high adjustment is referred to as being moderate, while the one that presents a higher level of responses, adaptation or accommodation of a particular circumstance is termed a high level of adjustment.

Questions were then asked to enable the classification of patterns of adjustment from respondents on patterns adopted by them as fresh undergraduate students which could be classified high, moderate or low as show on Table 4.3.14 below;

**Table 4.3.14 Patterns of Adjustment of New Undergraduates students**

Characteristic of Pattern	Rating	Responses		
		Very successful	Somewhat successful	Not successful
	Frequency(N=294)	N (%)	N (%)	N (%)
How successful were you in adjusting to campus life		108(36.7)	167(56.8)	19(6.5)
How successful were you in developing study skills		107(36.4)	157(53.4)	30(10.2)
How successful were you at understanding lecturers		98(33.3)	172(58.5)	24(8.2)

**Source: Field Survey, 2014**

Table 4.3.14 above shows 108(36.7%) students said very successful, however the largest proportion of students 167(56.8%) said they were somewhat successful which is in consonance with a moderate pattern adjustment somewhat successful adjustment is referred to as being moderate in this context. However those that said not successful 19(6.5%) can be rated as exhibiting below the expected in solving the particular challenges at hand which is adjusting to campus life; such behavior is considered to be in consonance with a lower level of adjustment to this particular situation.

On how successful students were in developing study skills, 107(36.4%) said they were very successful while 157(53.4%) said somehow successful, only 30(10.2%) said they were not successful. When asked how successful at understanding lecturer's method of teaching? 98(33.3%) said there were very successful while 172(58.5%) said somehow successful, only 24(8.2%) however said not successful. In view of the above result and in line with Adeniyi et al.,( 2014:494) view that an adjustment mode that falls at average or between what can be termed low and high adjustment is referred to as being moderate, while the one that presents a higher level of responses (frequencies), adaptation or accommodation of a particular circumstance is termed a high level of adjustment. Based on the results above, it can be concluded that majority of the fresh undergraduates' sampled possessed moderate pattern of adjustment.

#### 4.4 Socio-economic status that influenced fresh student's pattern of adjustment

According to Coleman (1988) rigorous academic preparation, higher education aspirations and family support are easier to come by if the family income increases, because family socio-economic status sets the stage for student's academic performance by directly providing the social capital necessary to succeed in school. Furthermore, Astin (1993a) found that student's socio-economic status was the best predictor of earning a bachelor's degree after controlling for ability. In this study about (7.1%) and (11.5%) respondents revealed that they had challenges in coping with university expenses and it is one of the difficulties they faced on campus.

Table 4.4.1 below reveals the percentages of students that admitted that their families play vital roles in their socio-economic adjustments ,gives needed help and re-imburements when needed and admit that socio-economic status has an influence on their attitude, social and academic adjustment, with whom students associate with .

**Table 4.4.1 Influence of social economic status on pattern of adjustment**

<b>Characteristics</b>	<b>Responses</b>	<b>Agree</b>	<b>Disagree</b>	<b>Not sure</b>
	<b>Frequency(N=294)</b>	<b>N(%)</b>	<b>N(%)</b>	<b>N(%)</b>
Social -economic Influence on students attitude		123(41.8)	85(28.9)	86(29.3)
Social -economic influence on pattern of social and academic adjustment		144(48.9)	68(23.1)	82(27.9)
Social -economic influence on who students associate with		153(52.0)	62(21.1)	79(26.9)
My family gives financial and needed support.		217(73.8)	57(19.4)	20(6.8)
My family always show concern and affection		213(72.4)	61(20.8)	20(6.8)

**Source: Field Survey, 2014**

A large proportion 144(48.9%) from Table 4.4.1 said their Social -economic status influences their pattern of social and academic adjustment. This shows that parents and relatives and significant others play great roles in motivating the fresh students to work hard while on campus.

The in-depth interviews with student representatives on this issue had similar responses from the survey data. One of the interviewees said:

I stay in the hostel so I have no financial issues. My father tries his best and ensures I have all I need. I also try my best not to disappoint him. I am now a triangular student just so as to meet the demands of academics on campus and so far am doing ok.

This points to the fact that students who are motivated and encouraged, taken care of financially stand a better chance to work and succeed as they put in more effort to live up to expectation. As the saying goes 'for whom much is given much is expected'.

It was also revealed during IDI that financial strain and poverty are the most notable stressors and factors contending with the pattern of adjustment of fresh students. This they said has the tendency to affect a students' pattern of adjustment to campus life, it determined where they stay (accommodation), how they handle some issues arising, their goals, when they resume to campus, the friends they make and people fresh students associate, relate with or even seek help from. About 217(73.8%) respondents said family gives financial support and reimbursements when needed and admit that socio-economic status has an influence on their attitude.

Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income and education, and occupation (Marmot, Michael, 2004). Lareau, Annette (2003) observes that Socioeconomic status is typically broken into three categories, high, middle, and low to describe the three areas a family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education, and occupation can be assessed.

What then are the socio-economic statuses of the students that influence their pattern of adjustment? Gachathi (1976) revealed that Occupational prestige is one component of socio-economic status that encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Table 4.4.2a below shows the respondents' socio-economic status attributes:

**Table 4.4.2a Socio and economic attributes of Respondents Sponsor, Fathers and Mothers Education across Gender**

	Ranking frequency(N=294)	Gender		Total N (%)
		Male N (%)	Female N (%)	
<b>Sponsor</b>				
In-service		19/9.8%	4/4.0%	23/7.8%
Parents		143/73.7%	84/84.0%	227/77.2%
Relatives		9/4.6%	8/8.0%	17/5.8%
Scholarship		4/2.1%	1/1.0%	5/1.7%
Self		18/9.3%	1/1.0%	19/6.5%
Husband		0/0.0%	2/2.0%	2/0.7%
Wife		1/0.5%	0/0.0%	1/0.3%
<b>Total</b>		<b>194/100.0%</b>	<b>100/100.0%</b>	<b>294/100.0%</b>
<b>Fathers Education</b>				
University degree	High	94/50.3%	62/68.1%	158/56.1%
Diploma/NCE	Middle	42/22.5%	11/12.1%	53/19.1%
Secondary school	Middle	18/9.6%	9/9.9%	27/9.7%
Primary	Low	20/10.7%	3/3.3%	23/8.3%
No formal Education	Low	13/7.0%	6/6.6%	19/6.8%
<b>Total</b>		<b>187/100.0%</b>	<b>91/100.0%</b>	<b>278/100.0%</b>
<b>Mothers Education</b>				
University degree	<b>High</b>	<b>55/30.2%</b>	<b>31/33.0%</b>	<b>86/31.0%</b>
Diploma/NCE	Moderate	39/21.3%	35/37.2%	74/26.7%
Secondary school	Moderate	34/18.6%	11/11.7%	45/16.2%
Primary	Low	27/14.8%	8/8.5%	35/12.6%
No formal Education	Low	28/15.3%	9/9.6%	37/13.4%
<b>Total</b>		<b>183/100.0%</b>	<b>94/100.0%</b>	<b>277/100.0%</b>

**Source: Field Survey, 2014**

Table 4.4.2a above shows that a large proportion of students parents, that is Mother 86(31.0%) and Father 158(56.1%) have a University Education which shows a high social ranking in this context, however 19(6.8%) of fathers of the new students have no formal Education compared to 37/13.4% of the mothers who have no formal education, this shows a larger proportion of their mothers are not educated. For the more fortuitous peers it was revealed some felt less inclined to gain rapport with their group (peers, tribal associations) because they saw no need for their assistance in the future.

According to a Renaissance Capital report released in September 2011, Nigeria's middle class is well educated, earns between N75, 000 and N100, 000 monthly, and accounts for 23 percent of the national population. The Renaissance Capital survey was conducted with 1,004 middle-class Nigerians, residing in the cities of Lagos, Abuja and Port Harcourt, 70 percent of who were aged 40 or younger and also incorporate data from the African Development Bank. Of the sample in the survey, over 90 percent are educated to university level, over 50 percent work in the public sector, and 68 percent live in rented or leased accommodation.

The middle class is considered vital to any economy, as it constitutes the bulk of the catchment group that has broken the poverty barrier and holds the purchasing power which supports the productive sector a large proportion of students parents Mother 86/31.0% and Father 158/ 56.1% have a University Education which shows a high social ranking among the new students and indicates that they belong to the middle class. This is in line with Ominde, (1964) who observed that Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher from lower Social economic status. This will to a large extent affect and influence the fresh student's pattern of adjustment to life on campus as it will affect their purchasing power and the cycle of friends they can fit into to an extent

**Table 4.4.2b Socio and economic attributes of Respondents on Fathers and Mothers occupation and Monthly allowance across Gender**

Sponsor	Ranking frequency(N=294)	Gender		Total N (%)
		Male N (%)	Female N (%)	
<b>Fathers Occupation</b>				
	Senior Civil servant	103/57.2%	54/58.1%	157/57.5%
	Junior civil servant	3/1.7%	3/3.2%	6/2.2%
	Business Trading	20/11.1%	13/14.0%	33/12.1%
	Farming	20/11.1%	12/12.9%	32/11.7%
	Others	22/12.2%	6/6.5%	28/10.3%
	Others	12/6.7%	5/5.4%	17/6.2%
	<b>Total</b>	<b>180/100.0%</b>	<b>93/100.0%</b>	<b>273/100.0%</b>
<b>Mothers Occupation</b>				
	Senior Civil servant	58/31.5%	37/38.5%	95/33.9%
	Junior civil servant	6/3.3%	4/4.2%	10/3.6%
	Business Trading	49/26.6%	22/22.9%	71/25.4%
	Farming	43/23.4%	17/17.7%	60/21.4%
	Others	10/5.4%	3/3.1%	13/4.6%
	Others	18/9.8%	13/13.5%	31/11.1%
	<b>Total</b>	<b>184/100.0%</b>	<b>96/100.0%</b>	<b>280/100.0%</b>
<b>Monthly Allowance</b>				
	Not specified	92/47.4%	44/44.0%	136/46.3%
	N9999.00 and Below	26/13.4%	14/14.0%	40/13.6%
	N10,000.00 - N19,000.00	36/1.6%	25/25.0%	61/20.7%
	N20,000.00 - N29,000.00	20/10.3%	11/11.0%	31/10.5%
	N30,000.00 and above	20/10.3%	6/6.0%	26/8.8%
	<b>Total</b>	<b>194/100.0%</b>	<b>100/100.0%</b>	

Source: Field Survey, 2014

Table 4.4.2b above shows that a large proportion of students 227(77.2%) said parents are their sponsor and some of them get a monthly allowance of between N10. 000-19 000.thousand naira 61(20.7%) get, 31 (10.5%) said N20. 000-29. 000 thousand naira 13(4.4%) said ~~N~~30, 000- ~~N~~39, 000, also 13(4.4%) said N40, 000 and above, however the largest proportion 136(46.3%) did not state their category.

As the saying goes ‘for whom much is given, much is expected’ one of the interviewees confirmed this when she said: “I stay in the hostel so I have no financial issues. My father tries his best and ensures I have all I need. I also try my best not to disappoint him. I have become a triangular student so as to achieve my aim and so far am doing ok”. This shows that students who are motivated and encouraged financially stand a better chance to succeed as they put in more effort to live up to expectation. Also it implies students staying in the hostel have an edge over control of their time (time management) compared to students staying off campus.

To be sure if there is a correlation with who students say sponsor them of which 227(77.2%) said parents are their sponsor and what some new students get as monthly allowance which was between for N10. 000-19 000.thousand naira for 61(20.7%) ,while,31 (10.5%) said N20. 000-29. 000 thousand naira 13(4.4%) said N30, 000- N39, 000, also 13(4.4%) said N40, 000 and above, however the largest proportion 136(46.3%) did not state their category. A cross tabulation was done to determine if there is a significant association and the result shows between monthly allowance and sponsors there is a p-value of 0.00 which is less than an alpha level of 0.05.This implies that there is a highly significant association between monthly allowance and sponsors of the students education.

Going by the new students monthly allowance which the majority 61(20.7%) said was between N10. 000-19.000.thousand naira financial aid does not come very easily to the majority of them so they have to be very judicious in their spending while on campus and 43.5% of the respondents agreed while 32.0% disagreed that they worry about university expenses, which influences their pattern of adjustment to campus life in ABU and 24.5% who are not sure. This result is an indication that university expenses are a concern to the new students and also a determinant of the pattern of adjustment of some new students on the campus and that receiving financial aid is an important factor influencing the patterns of adjustment especially among low SES students because it will determine the type of educational supplies, food, accommodation, personal care items, transportation, telephone internet what the student can afford personally and the students preferences material wise while on campus.

Some other social demographic characteristics like mother alive father alive may have influences on students pattern of adjustment .Students responses when asked if their parents were alive or not reveals what their responses were as shown below on table 4.4.3.;

**Table 4.4.3 Father Alive and Mother Alive**

<b>Father Alive?</b>	<b>Freq</b>	<b>Percent</b>
YES	231	78.6
NO	63	21.4
<b>Total</b>	294	100.0
<b>Mother Alive?</b>		
YES	262	89.1
NO	32	10.9
<b>Total</b>	294	100.0

**Source: Field Survey, 2014**

On whether mother is still alive; 89.1% have their mothers still alive, while 10.9% have their mothers no more. This may have an influence on patterns of adjustment as parents who are alive may motivate and closely monitor their wards and communicate to them their expectations and demand obedience of their children or wards who respond accordingly.

There by doing whatever is required of them while on campus so as not to disappoint their parents. A student who has lost a father of which 78.6% said theirs were still alive, for 21.4% their Fathers are no more may be more likely to have financial limitations and also be more determined because they will work harder knowing they have no one to run to and utilize the opportunity given to them to be in school this will influence their pattern of adjustment greatly.

Also parents who have high status in the society would naturally want their wards to follow in their footsteps and generally parents take care of the welfare of their children. Executive parents by virtue of their better educational back ground may offer a more conducive atmosphere at home and privileges' in school financially thereby facilitating better adjustment for their wards and do away with the worrying about university expenses which majority agree influences their pattern of adjustment to campus life in ABU .This was confirmed by both counselors interviewed during IDI and one stated that some may pay school fees but have no money for food and this he said if they report to them can lead to them getting study part time study jobs they do after lectures and use the earnings for their campus expenses this most likely will affect the students spending habit and available time at their disposal. Compared to who has no worry about money or has to go to work and still face academics.

Table 4.1 showed the results on the age of respondents sampled and other socio-demographic variables. The analysis shows that of the respondents surveyed majority 201(68.4%) were in the age bracket of 20-24 years, while just 4.4% are in the age bracket of 29 years and above.

Age and maturity, religion, gender combined with the relief of obtaining admission and fulfilling fresh student's aspirations contribute to the ways of tackling stressors on campus(as both maturity/intelligence come with age to an extent) and the pattern of adjustment the students will adopt. Up to 85% of the students are 20-years and above, young adults and still

need guidance in most of their endeavors'. This was confirmed by one of the school counselors during in-depth interview when one said:

We have two types of student's, dependent students and independent students. Majority of the students the university admits now still need somebody to be guiding them, and they still need someone to be going to for guidance. We try to educate them as soon as they come; we educate them about all what they need to know about the university.

During in-depth interview's most of the students representative were males and revealed they had people looking up to them and since they were mostly not married they had to focus on their studies and graduate while they were still young, get good job and help raise those behind them. The females too were not left out they had plans too and didn't want to be seen as weak but intelligent and wanted to graduate on time and settle down on time with the help of God, all these social-economic factors and more they said influenced their pattern of adjustment

To further investigate the influence of social -economic status on patterns adopted a cross tabulation of monthly allowance across Cultural shock at first arrival was done this is because income is a commonly used measure of social economic status because it is relatively easy to figure for most individuals like in the case of some of these respondents whose monthly allowance is indicated .Table 4.44 below reveals what the result wa,;

**Table 4.4.4 influence of income across Cultural shock at first arrival**

Monthly allowance	Frequency(N=294)	Cultural shock at first arrival		X <sup>2</sup>	P-value
		Yes N(%)	No N(%)		
Not specified		55(40.4)	81(59.6)	2.085	0.72
N 9,000 and below		17(42.5)	23(57.5)		
N 10,000 -N 19,000		29(47.5)	32(52.5)		
N 20,000-N 29,000		14(45.2)	17(54.8)		
N 30,000 and above		14(53.8)	12(46.2)		
<b>Total</b>		129(43.9)	165(56.1)		

**Source: Field Survey, 2014. If p -value > 0.05 (Not Significant)**

The result shows there is no association between the new students's monthly allowance and Cultural shock at arrival as a P-value of 0.72 at an alpha level of 0.05 was not significant, it was higher than  $X^2$  value. That means there is no significant association so it was rejected. Another cross tabulation on monthly allowance across gender was also done the result was p-value of 0.571 at an alpha level of 0.05 was not significant .This means that no significant association was also observed.

#### **4.5.1 Influence of Gender, Emotional Intelligence and attitudes of newly admitted Students on Adjustment pattern to campus life in ABU.**

Influence of Gender, a large proportion of respondents 47.9% said there are gender differences in patterns of behavior on campus while 26.9% said there was none. It was also revealed that the majority 63.3% of respondents are at ease relating with the opposite sex while 18.0% are not. However, 18.7% were not sure. This may be a confirmation that in the university, a student is a student and there are really no gender differences in interaction except with a few persons.

This stance was also agreed upon during IDIs although some said some persons out of personal interest, religion and culture refuse to interact freely. All students' representatives, during in-depth interviews, agreed on the fact that academically, there were no gender differences because of the school rules and regulations but revealed that some faculties and departments, especially in Faculties of Engineering and Mathematics Departments, admit very few females compared to the males. For example in Mathematics department, out of 157 students in the class, the class representative said, there were only 15 females, the rest were males. However, they revealed this does not have a significant impact on the new students' pattern of adjustment to campus life, except in the case of one class representative who said that females in his department were weaker students and it led to his organizing of tutorials for them all the time. This resulted to him neglecting of his own studies and as a result his

grades fell. He then retraced his steps and focused more on his studies and he is doing ok academically now within a grade point of 2.1(second class upper) cumulative Grade point average.

However another male class representative from faculty of medicine said:

There is no gender discrimination or difference academically; some female students even perform better than the males. I even go to my female course mates to explain what I don't understand at times. But when it comes to social life some out of personal interest may not want to be seen involving in some certain activities like partying because of religion and culture and don't want to be seen as bad girls or boys but they participate in social activities like debates.

This shows that on the average in the school setup academically there is no gender difference. Students face the same academic issues and write the same exams based on the school syllabus which is the same for everyone in a class and the requirement academically irrespective of gender is the same. However, gender may only have an influence on the social aspect of life on campus or among the class of students who do not want to be seen talking or interacting with the opposite sex and some said some lecturers and university staffs show favoritism mostly in favor of the females. This the researcher deduced was true based on observation and what was gleaned from IDI's with students representatives and especially from IDI's with both counselors of which one was male and the other female.

From the observation of the researcher there is no significant difference in the pattern of adjustment of fresh undergraduate students to campus life within ABU academically because students face the same stressors, however their attitudes and determination to succeed differ and when it comes to the social adjustment pattern their personal interest and religion plays a significant role.

It is not strange to see the females only sitting in one corner while the males sit in one corner. However, you see them consulting and interacting with each other when the need arises. In

all the departments and faculties the researcher went to on campus it was only at faculty of education Islamic studies department that the researcher always met the male students sitting separately in a circle and the female students who claimed they were in the same class and for the same tutorials sitting in another corner. Apart from that you see a great percentage of students mixing freely and interacting and discussing with each other.

When asked if gender influences pattern of adjustment of students to campus life? One of the school counselors a male had this to say:

Like I told you before, we assist students who cannot get accommodation to get one. We have over 45,000 undergraduate students on campus but we do not have enough hostels to house that number so we cannot accommodate all of them. So accommodation is a problem, but we do assist those who really need it to get even when they are not entitled to get especially the females and the physically challenged. We assist them to get accommodation permanently that is throughout their study period in ABU. Right now we have about six of such students. Students relate together there are really no differences in their interaction and we really help them. For example, Active Citizen is a program meant to take care of the gender discrimination. Active Citizen just finished last week. It is organized by the British council. It is meant for interaction by all students to orient them on the type of values to contribute to society, this was the first one we had and it cuts across all students male and females, Christians and Muslims, all states. We submitted 20 males and 20 females for the program, the same thing even in the hostel they interact together, no discrimination, so they know how to behave.

The program organized by British council and other's like debates, competitions sponsored by MTN and other organizations according to him are the official ways of rooting out discrimination on campus through enlightening of the students to get them to integrate socially. Another school counselor a female however had this to say concerning the influence of gender on pattern of adjustment;

In the University, a student is a student whether you are male or female but the adjustment pattern is quite different. The male if it warrants sleeping under a tree they will do that, this is because of their natural buildup but for a female this issue of security that we carry along wherever we go has always limited what we can do. The ladies tend to face more challenges because of ladies build up. They are sensitive to every situation around them. Women also generally love relationships, they attach more concern to acceptance from one another and if the acceptance is not forth coming, then there is going to be crises. If you look at the male and female gender, the upbringing

plays a salient role. The males tend to be out-going, calculative and receptive while the females tend to go towards relational, every where a female goes, they want to be accepted so the issue of acceptance is the one that creates problems for people not that boys don't have relationship issues but theirs is milder. When you see boys talking to each other it is not because they are friends but because they are human beings. But the female gender, if you see them talking to you it's because they see you as a friend or want to be your friend and when you reject friendship, there is going to be trouble. These affect and influence their pattern of adjustment

What could be gleaned from the responses of the students on data when gender was cross tabulated with difficulties faced respondents on Table 4.2.2 and views of the two counselors interviewed, students representative and the observation of the researcher, the researcher concluded that gender greatly influences accommodation status and in reality there are difference between the two gender which are acculturated into individuals from childhood as the accepted way of life that reflect in the way they dress and behave which has been the norm from time immemorial with slight alteration from one generation and culture to another.

The various backgrounds of respondents individually influences the students both male and females views and their decisions in the face of challenges and the pattern of adjustment they adopt. When compared with gender differences in social patterns of behavior data of which 63.3% said they were at ease relating with the opposite sex with information gotten from IDI's and observation of the researcher, one can be tempted to explain that there are difference as a result of religious differences, cultural orientation, personal interest and values of the various students and it plays vital roles in influencing their patterns of adjustment and in shaping their behaviors. Perhaps going by what was said it could be concluded that religion and culture orientation has played a salient role on majority of people on campus and has influenced their views on gender relations, association and treatment thereby influencing gender relation and patterns of adjustment.

## **Influence of Emotional Intelligence on patterns of adjustment to campus life**

Emotional intelligence (EI) is an array of non-cognitive capabilities, competences and skills that influence one's ability to succeed in coping with environmental demands and pressures. If you have high emotional intelligence you are able to recognize your own emotional state and that of others and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, and achieve greater success with hard work and lead a more fulfilling life as emotional intelligence affects your performance, your physical health, your mental health and your relationships. EI consist of four attributes:

- 1) Self-awareness,
- 2) Self management
- 3) Social awareness
- 4) Relationship management.

Questions were asked to test student emotional intelligence and its influence on their choices. The index on table 4.5.2.1 indicates respondents EI test results choice:

**Table 4.5.1 Composite indicators of Emotional intelligence**

<b>Student's reaction when they have a lower grade</b>		<b>Responses</b>	
<b>Characteristic</b>	<b>Frequency</b>	<b>Percent</b>	
Sketch out a specific plan and adhere to the plan	249	84.7	
Decide i am not capable of making an A	11	3.7	
Tell My Self it does Not Matter if I get a C	30	10.2	
Go See The Lecturer and lobby for an A	4	1.4	
<b>Total</b>	<b>294</b>	<b>100.0</b>	

<b>Responsibility of creating Solution to a Problem</b>		
<b>Characteristics</b>	<b>Frequency</b>	<b>Percent</b>
Draw Up a plan	155	52.7
Organize Off-Site Meeting	32	10.9
Ask For Ideas from colleagues	65	22.1
Brainstorm	42	14.3
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

Table 4.5.1 above reveals that 84.7% of respondents said they would sketch out a specific plan for ways to improve their grade and resolve to follow through while just 1.4% would go see the course lecturer and lobby for better grades. This indicates that a an overwhelming majority of the fresh students have a strong affiliation with hard work and determination; it also shows the students have high EI attributes, self management, and are able to control impulsive feelings and behavior. This will help the fresh students to manage emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

One of the attributes of EI is Relationship management, which entails knowing how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team and manage conflict. The views of the respondents from table 4.5.3 shows that 52.7% would draw up an agenda, call a meeting allotting specified period of time

to discuss each item by all concerned which will save time and ensure that a solution to the problem is reached on time. The Table also shows that 22.1% said they will ask for ideas from colleagues, this shows majority of the students are time conscious and set goals to accomplish within a time frame and can manage relationship which reflects a high EI that would influence them positively and push them towards the right direction in achieving their goal and mission of being in A.B.U.

Emotional intelligence (EI) is said to be an array of non-cognitive capabilities, competences and skills that influence one’s ability to succeed in coping with environmental demands and pressures, however during IDI some informants revealed finance is one of the major determinants of the patterns a student adopts in coping on campus so a test was done on emotional intelligence across monthly allowance of students to determine if there was an association. The Table 4.5.2 below reveals what the result was:

**Table 4.5.2.Emotional intelligence across Monthly allowance**

<b>When set goal is not met.</b>	<b>Not specified</b>	<b>9,000 and below</b>	<b>10,000 - 19,000</b>	<b>20,000- 29,000</b>	<b>30,000 and above</b>	<b>X<sup>2</sup></b>	<b>P-value</b>
<b>Frequency(N=294)</b>	<b>N (%)</b>	<b>N (%)</b>	<b>N (%)</b>	<b>N (%)</b>	<b>N (%)</b>		
Plan a reading time table, allot more time to weak areas	110(85.9)	33(89.2)	51(86.4)	22(71.0)	18(75.0)	13.298	0.348
Decide you are not capable	6(4.7)	1(2.7)	1(1.7)	2(6.5)	1(4.2)		
Decide a C is ok	11(8.6)	3(8.1)	6(10.2)	5(16.1)	5(20.8)		
Go see the lecturer	1(0.8)	0(0.0)	1(1.7)	2(6.5)	0(0.0)		

**Source: Field Survey, 2014 If p > 0.05 (Not Significant)**

Table 4.5.2 above reveals a p-value of 0.348 at an alpha level of 0.05 .This shows there is no significant association between emotional intelligence and monthly allowance of students.

Also survey data revealed that a significant proportion of respondents 219(74.5%) said they can achieve most tasks they set out to do, while 175(59.5%) are optimistic when they make mistakes. Furthermore, Emotional Intelligence does not respect the gender according to

Segall,*et al* (1990:252- 253) and academically there are no significant gender differences. Fabian (2000) have indicated that academically successful students have moderate adjustment. There is no gender discrimination or difference academically as indicated earlier by survey and most key informants interviewed.

There may be differences on campus on how people see situations and how they respond to them but gender may not be the main reason for adopting a pattern of adjustment by the student even though it is a contributing factor to patterns of adjustment to campus life in ABU, Zaria. Rather an individual student's Emotional intelligence would influence the fresh undergraduate students' reactions to situations they face or manage the difficulties on campus that create the stressors. Also going by research findings an overwhelming majority of the fresh students have a strong affiliation with hard work and determination; it also shows the students have high EI attributes and self management skills which will influence what they do(decisions) positively.

### **Influence of Newly admitted Undergraduate Students' Attitude on Pattern of Adjustment to Campus Life in Ahmadu Bello University, Zaria.**

Human beings throughout their lifespan are exposed to a number of experiences as they interact with other people and the environment in which they live. As a result they may develop attitudes about others or the environment. A person's attitude has a significant influence on the entire problem-solving process which can be positive or negative, and when mixed with emotional intelligence and gender will have great influence on a student's pattern of adjustment to campus. In the face of trials a person with a calm and cool disposition to challenges will be more optimistic and have feelings that bring peace which is a needed attribute to overcome challenges in life as everyman is a product of his thoughts which manifest in their attitudes and will influence their pattern of adjustment either positively or

negatively. For these reasons students were asked questions that revealed their attitudes in the face of some challenges, table 4.5.3.1 reveal what their responses were:

**Table 4.5.3 Attitudes of new students that influence them**

<b>Behave calmly in stressful situations</b>		
Responses	Frequency	Percent
Disagree	61	20.8
Not Sure	30	10.2
Agree	203	69.0
Total	294	100.0
<b>Stays composed and positive in trying moments</b>		
	Frequency	Percent
Disagree	60	20.4
Not Sure	32	10.9
Agree	202	68.7
Total	294	100.0
<b>Calms others in stressful situations</b>		
	Frequency	Percent
Disagree	64	21.7
Not Sure	32	10.9
Agree	198	67.3
Total	294	100.0
<b>Resist the impulse to act when provoked</b>		
	Frequency	Percent
Disagree	75	25.5
Not Sure	35	11.9
Agree	184	62.6
Total	294	100.0
<b>behaves consistently with stated values and beliefs</b>		
	Frequency	Percent
Disagree	64	21.8
Not Sure	41	13.9
Agree	189	64.3
Total	294	100.0

**Source: Field Survey, 2014**

Table 4.5.3 above shows that 69.0% of the respondents admitted they behave calmly in stressful situations; this means that a significant majority manage the stressors well. Uncontrolled stress can impact the individual's mental health and makes the new students

vulnerable to anxiety and depression. If the individual is not able to manage emotions, he/she will be open to mood swings. This also shows that the new undergraduate students have a high level of emotional intelligence coupled with a good and positive attitude towards life which will help them on campus to adjust positively.

On whether they will calm others in stressful situations table 4.5.3 reveals 67.3% said they would while 68.7% said they stay composed and positive in trying moments, however 20.4 disagree that they could calm others also in stressful situations. What can be gleaned from the data's above is that a significant majority of the fresh undergraduate students have positive attitudes , know how to develop and maintain good relationships , communicate clearly, inspire and influence others and know how to manage conflict and work well with others pending when the challenge will be over. This will help them while on the campus and aid positively in choosing the best pattern of adjustment. This may also mean majority of them recognize their own emotional state and are self- aware of their strengths and weaknesses. This will also help positively in their attitudes and the pattern of adjustment they adopt to suit their desire to succeed while on campus.

To find out more about students strengths that will influence their pattern of adjustment on campus they were asked if they can admit to mistakes and confront bad attitudes in others. Table 4.5.4 reveals what their responses were.

**Table 4.5.4 Attitude of new students that influence behavior**

**Publicly Admits To Mistakes**

<b>Views</b>	<b>Frequency</b>	<b>Percent</b>
Disagree	69	23.5
Not Sure	47	16.0
Agree	178	60.5
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Confronts Unethical Actions in Others**

<b>Views</b>	<b>Frequency</b>	<b>Percent</b>
Disagree	83	28.2
Not Sure	89	30.3
Agree	122	41.5
<b>Total</b>	<b>294</b>	<b>100.0</b>

**Source: Field Survey, 2014**

Table 4.5.4 above shows that 60.5% which is a significant majority of the respondents agreed while 23.5% disagreed that they would publicly admit to mistakes even when it is uneasy. This shows that a large proportion of the fresh undergraduate students are humble and ready to learn and adopt in the face of new or contrary information and will adjust to the best pattern of adjustment on campus as the need arises. The ability to express and control our own emotions is important, but so is our ability to understand, interpret and respond to the emotions of others. Imagine a world where you could not understand when a friend was feeling sad or when a colleague was angry or is doing something wrong. Table 4.5.5 above also displayed responses of respondents on whether fresh undergraduate students confront unethical actions in others.

The table 4.5.4 above also shows that 41.5% of the respondents agreed, while 28.2% disagreed that they will confront unethical actions in others. Confronting unethical actions in others is what psychologist refers to as high emotional intelligence and is a positive attitude in learning; furthermore it impacts positively on student's pattern of adjustment.

During in-depth interviews, most informants revealed that they look out for each other and try to correct wrong attitudes and unethical conducts of peers or colleagues. This is what an informant said:

There is a student I asked, why do I not see you in class this days and he replied the lectures are not in one place so I cannot be moving from one place to another, I will ask those that have power to attend what was taught in class today to make up for my inability to attend in person during lectures. And I said to him how sure are you the person you are asking got everything that was taught in class in the first place.

The narrative above shows students look out for each other and confront unethical actions in their peers and colleagues while on campus and this will influence their pattern of adjustment positively especially with those who have a positive attitude, are willing and eager to learn. This also shows a strong affiliation with care, being focused, hard work and honesty, and will affect and impact many aspects of their daily lives such as the way one behaves and interacts with others and the pattern of adjustment the students adopt.

An emotionally intelligent individual will most likely be principled and will choose hard work and have a strategic plan towards achieving their desired goal in a way that does not violet the rules and regulation of the institution, which attracts punishment and repercussions. He/she would maintain a positive attitude and not lose sight of what is at stake. This stance was reached by observing Table 4.5.4 above which revealed that 68.7% of respondents agreed they will stay composed and positive in trying moments.

Table 4.5.5 below shows attitudes adapted across gender of fresh undergraduate students;

**Table 4.5.5 Influence of attitude adopted by the gender of newly admitted undergraduate students**

Attitudes across Gender	Male			Female			X <sup>2</sup>	P-value
	Agree	Disagree	Not sure	Agree	Disagree	Not sure		
Frequency(N=294)	N(%)	N(%)	N(%)	N (%)	N (%)	N (%)		
Behave calmly in stressful situations	129(66.5)	45(23.2)	20(10.3)	74(74.0)	16(16.0)	10(10.0)	2.191	0.334
Stay composed and positive in trying moments	132(68.0)	40(20.6)	22(11.3)	70(70.0)	20(20.0)	10(10.0)	0.158	0.924
Calms others during stressful situations	134(69.1)	44(22.7)	16(8.2)	64(64.0)	20(20.0)	16(16.0)	4.114	0.128
Resist impulse to act when provoked	117(60.3)	50(25.8)	27(13.9)	25(25.0)	25(25.0)	8(8.0)	2.428	0.297
Behave consistently with stated values and beliefs	127(65.5)	40(20.6)	27(13.9)	62(62.0)	24(24.0)	14(14.0)	0.47	0.791
Always try to understand other peoples perspective	128(66.0)	28(14.4)	38(19.6)	62(62.0)	21(21.0)	17(17.0)	2.105	0.349
Publicly admits to mistakes	116(59.8)	50(25.8)	28(14.4)	62(62.0)	19(19.0)	19(19.0)	2.204	0.332
I am optimistic when I make mistakes	132(68.0)	40(20.6)	22(11.3)	70(70)	20(20)	10(10)	0.158	0.924
Confronts unethical actions of others	48(24.7)	54(27.8)	92(47.4)	35(35.0)	35(35.0)	30(30.0)	8.405	0.015

**Source: Field Survey, 2014 If p –value > 0.05 (Not Significant)**

Table 4.5.5 reveals the result of all the  $\chi^2$  test of attitudes across gender carried out and it was observed that only Confronts unethical action in others was significantly associated with gender of students as it had a p-value of 0.02 at an alpha level of 0.05 which was highly significant. It shows there is a significant association between gender and the attitudes of the respondents. For the rest no significant association was observed.

#### **4.6 Discussion of findings**

Results of the data analyses in this study were used to develop a profile of new undergraduate's students with respect to their perceived stress levels and patterns of adjustment adopted to tackle the stressors. In this discussion, it is only the significant results which will be emphasized. The first objective of the study was to determine the most common stressors experienced by new undergraduate students at the university (ABU) as they report as students to study on ABU, Zaria campus. The most common stressors revealed were: a significant majority of respondents 201 (68.4%) who experienced poor internet network, 179(60.9%) respondents indicated they had difficulty in managing time while 169(57.5%) indicated overcrowding in lecture halls, also, quite a large proportion 149 (50.7%) had difficulty locating buildings for example lecture venue and offices for

registration ,136(46.3%) lacked the needed guidance to handle the challenges they encountered while 110(37.4%) respondents had accommodation problems on arrival, to105(35.7%) it was poor Sanitation while 62(21.1%) said financial problem and 35(11.9%) said security challenges. Distance between lecture halls, overcrowding in classes and hostels was said to be a challenge on campus during IDI. Most of the difficulties suffered as new students according to interviewees' were because of venues of lectures and distance to classes on campus, poor condition of hostels which were supposed to be rehabilitated but not done.

Some struggle with group identity, feeding arrangement and food adjustment issues, separation from family, in-experience, registration process stress, transportation, difficulty in locating Faculties, Departments and classes, others struggle with time management issues with available academic calendar and time table and some first year students experienced stress from the perception of academic work overload, Overcrowding (high population on campus) which emerged as the main themes from interviewees during IDI. Daily academic hassles were also reported to be stressful. Cultural, religious and language variations militated against adjustment into the new life on campus for some according to some students Faculty representatives.

The most common stressors these new undergraduates encounter on campus in ABU are referred to as Study behavior problems of students which are: 1) Academic problems. 2) Accommodation problem. 3) Financial problems. 4) personal- social problems. This was attributed to the fact that these university students must deal with the transition into university life as well as meet the academic demands. Misra and Mckean (2000) confirmed these findings as they emphasized that new undergraduate student's experience stressors because of the pressure to meet assessment deadlines amidst other responsibilities.

The findings of the study also suggest that majority of the problems many of the first year students faced relate to their studies. Teaching styles of the lecturers in the university which make it difficult for students to grasp the subject matter taught in the class and lead them to putting in more efforts (struggling) through personal research and tutorials/group discussion in order to graduate with good results which require more time and efforts. The findings are in line with Beder (1997), Ngwenya (2004), Pascarella and Terenzini (1991) who indicated that first year students have difficulty adjusting to the different styles of teaching compared to their secondary school teaching. For the new ABU undergraduate students mostly, the reason for the struggle may be due to the fact that they are new to the system, new subjects and courses, in their transition stage.

One of most common stressor is overcrowding in the hostels and in the lecture halls and generally in the main campus of ABU as 169(57.5%) said yes overcrowding in lecture halls is a challenge and it all leads to difficulty in concentrating and coping while on campus. This is also in line with Balarabe (2009) research on ABU 200 level medical student's revelations that the students are stressed and what Animba (1993) and Tao *et al.*, (2000) said that tertiary institutions in Nigeria have become modern-day ghettos. There are inadequate hostel accommodations, lack of financial aid or educational loan facilities for the students (particularly the indigent ones), overcrowded lecture halls and halls of residence, and so many other issues the fresh students have to deal with.

New undergraduate students in ABU, Zaria are also fearful of the pattern of exams and worry about the unexpected problems that might come like missing scripts or their assessment not recorded. They were anxious about failing in their first semester and first year at university as revealed during IDI's. Perhaps their parents and/or sponsors demanded good results and failure would lead to loss of sponsorship. Data from this research indicates some students were achievement motivated and some lecturers they said make things very difficult for

students of which majority of the lecturers 99% according to the student representatives are old students of the school.

Also, some of the students the courses they are reading they know nothing about it, not in love with the course, not properly advised before choosing leading to difficulties experienced as 75(25.5%) said being focused, advice and help from seniors, family, mentors and siblings determined their pattern of adjustment, to 36(12.2%) their desire to succeed and set goals determined their pattern of adjustment and 35(11.9%) indicated love for their course of study determined their pattern of adjustment. In the opinion of Santrock (2006) individuals are likely to react differently in different situations because of the distinctive thoughts, emotions and behaviors that mark the way an individual adapts to this world.

The second objective of this study was to examine the ways new students tackle the stressors on campus (adjustment pattern). In the early stages of acquiring practical knowledge the most efficient manner possible is having a mentor whose authority we recognize and submit (proper guidance). In the education environment like the university, intelligence is needed to succeed. Practically, intelligence is to be quick to understand. It also means being well informed, sound thinking and having good judgment and a sharp discernment. Quite a number 22(7.5%) revealed during survey that readiness to learn from others out of necessity and their intelligence determined their pattern of adjustment.

Learning what you need from books or on your own practice and some advice is mostly a hit and run process. Reason being individual differences and circumstances may differ; its abstract and being young and inexperienced as the majority of the new students 201(68.4%) were between 20 -24 years of age and may have trouble putting this abstract knowledge in to practice. Moreover, when it concerns academics virtually all students admitted that focus on academics is needed and reading to excel is the best method to adopt however, 280(95.2%)

said attend lectures while 274(93.2%) said have defined academic goals ,251(85.4%) said love for course of study, however 222(75.5%) said develop interest in learning while 201(68.4%) said balance extra-curricular activities with academic work, significant others 160(54.4%) said be happy while 179(60.9%) said set priority and manage time, and so on. This shows that those who desire to succeed in ABU academically would have to adjust in their time management effectiveness and set goals, be focused, follow what lecturers teach ,say and advice from seniors , mentors and significant others. This is in line with the theory used for this work by Albert Bandura who asserted that influence of mentors and academic motivation is a powerful predictor of the academic choice one makes and one of the tenets of the theory which states that a verbal instructional model, which involves description and explanation, is needed in observational learning.

Some other patterns of adjustment adopted by the new students as their way of tackling the stressors were: seek religious leaders help and pray as indicated by 77(26.2%) of respondents, to 56(19.0%) interacting with their course mates to get solution was their way of tackling the stressors while 41(13.9%) of them said seek help from family and friends and 26(8.8%) said seek senior colleagues advise and help and so on. Advisers, counselors, mentors, friends, seniors and so on are needed to guide the new students as they arrive on campus. One of the school counselors revealed during in-depth interview that students can be assisted to overcome the challenges if it is with lecturers by the students speaking up or confiding in counselors concerning problems they face, they will then investigate further and if found to be true organize sessions with staff to address issues students complain about.

In an attempt to deal with the stressors, tension and conflicting situations the new students make efforts to maintain harmonious relationship with their environment by adopting adjustment patterns they believe suits them the most. The researcher deduced that most students resort to adjusting to situations preferably in a manner that will not endanger or

leave them at worse but rather ensure free-floating circumstances surrounding their daily activities.

The new students tend to work hard and stay focused as indicated by 59(20.1%). Majority 201(68.4%) of the new undergraduate students in the university still need somebody to guide them, they are young adults , between 20 -24 years of age, and they still need someone to be going to for guidance. Bandura (1986) asserts that people learn by observing the behavior of others and that some serve as models that are capable of eliciting behavior change in certain individuals. The theory is useful in that it addresses the key issues of behavior acquisition and mode of adjustment relevant for students as they resume school on campus and as their stay at the University progresses. This stage of life is characterized by periods of instability occasioned by considerable conflicts, anxiety, and tension (Hall, 1904). Socially, it is a period of building a stable identity, many young people experience role confusion and blurred self images as new undergraduates. From the study overcoming the culture shock which is achieved largely through orientation brings about a sense of well being.

The university functions during orientation as a support system if done early, which aids students in realistically modifying their expectations to fit in with the values and goals of the institution. The interaction between the person and the environment involves human beliefs and cognitive competencies that are developed and modified by social influences and structures within the environment.

Making friends with intelligent students some Faculty representatives revealed helped them in tackling challenges as they shared their problems with each other and advised each other, for the bible says in proverbs 13:20 he that walked with wise men shall be wise: but a companion of fools shall be destroyed This is in line with Becker (1963) views that in any organization- no matter what its purpose consist of the interaction of men-their ideas, their wills, their energies, their minds and their purposes

Although a high number 108 (36.7%) had a very successful adjustment to campus life. For the majority 167(56.8%), their adjustment to campus was somewhat successful which can be termed as having a moderate pattern of adjustment to campus life on ABU campus. Going by observation and results from research, a lot is involved in adopting a pattern of adjustment by the fresh undergraduate students chief among which are proper guidance, desire to succeed, advice from religious leaders (help of God), gender, advices from mentors, family, seniors and so forth. This is in line with Winter and Yaffe's(2000) who also observed that students who maintain compatible relation-ships with their families are more likely to do well at university.

Similarly, the study found that good relations with parents help both male and female students to adjust to the university. Students may need to be assisted to develop skills of solving these difficulties and uncertainties through proper guidance and early orientation as the  $\chi^2$  test carried out revealed there is an association between proper guidance and difficulties new students face as the p-value was 0.00 at an alpha level of 0.05 between lack of proper guidance and being oriented. This shows there is a significant association between orientation and proper guidance

Thus students adjust to fit into the dynamic conditions in the environment at the moment. Also, according to Strange and Banning (2001:200) "campus environments set conditions that affect student learning and, in turn, students influence the shape of campus environments" Furthermore, all social acts are the outcomes of interaction processes.

Concerning the ascertainment of the influence of socio-economic status on patterns of adjustment of the new undergraduates which is the third objective of this study: All hands are not equal but when admissions are given, it is expected that the students are prepared before applying and coming to school, nobody is concerned if they have money or not , all that is

required of them is showing on campus and be in class, write notes, present themselves for assessment, write examination that is all that is required of them, whether they are battling with it, is no body's business. They have to do what the calendar says and follow the law to be examined and pass that is all that is required of the students to get a certificate.

The parent's level of education determines their ability to secure employment, the kind of employment and even the level of income. These income levels reflect the general income levels of majority of the working class people in the country. The level of income and family demands will determine the socio-economic status of the students from such homes in the university. Also the allowances students will get will depend on what their parents or guidance can afford. This will in turn influence the personal, social and academic adjustment pattern of the student to an extent. Some students complained bitterly about the high cost of things on campus and one interviewee summed it up by saying everything here requires money.

The student's perceived economic misfortune was not surprising as Cherian and Cherian (1998), Lloyd and Turale (2011) and Smith and Renk (2007), indicated that some families lived below the poverty line. But then the fresh student can get students part time jobs and also get assistance from scholarships like the ones given by organizations like MTN, Etisalat if they are in a certain class of degree that is first class or second class upper. Counselors are on campus and their main function is Adaptive function, rehabilitative and growth function, those coming into the university can be assisted by them to adjust to this new university environment through counseling, interactive programmes, dialogue, and through orientation.

Also, Counselors get students study work part time jobs, whatever money is realized from these jobs in a month for the students doing the study work part time job is what the student will use for the following month to manage their life on campus. Some students admitted

business is what they do to manage themselves financially while on campus during IDI, while some said they make friends with like minded students as iron sharpens iron and they share what they have as a pattern of adjustment. This in in consonance with Tao, *et al.*, ( 2000) view that peer support and peer networks were critical in a person's adjustment into university life.

Who the students make friends with to a great extent will influence their pattern of adjustment as stated earlier iron sharpens iron and birds of the same feather flock together.

The fourth Objective of this study was to ascertain if gender, emotional intelligence and attitude had an influence on the new undergraduate student's pattern of adjustment: The results of this study shows that in ABU the major determinants of fresh students pattern of adjustments is being focused and advice from seniors, family and mentors 75(25.5%) ,followed by gender and putting God first 39(13.3%).Also when asked what cultural shock the new students experienced on arrival on campus 79(26.95) said favoritism ,75(25.5%) said interaction between the sexes while 23(7.8%) said gender discrimination. However, the differences in the adjustment patterns for the respondents in this study when cross tabulated with the gender of students were not as high as other studies have reported. Based on gender, only develop interest in learning as a pattern adopted with p-value of 0.032 at an alpha level of 0.05 and Utilize library services regularly at a p-value of 0.007 at an alpha level were significant, the rest of the patterns showed no association with the gender of the new student. In fact ,no interviewee from IDI student's representatives admitted categorically that gender was a major determinant and influenced their pattern of adjustment academically. However, one male student representative from Faculty of Medicine even said he goes to his female colleagues whom he perceives are more intelligent than him or understand certain courses more than him for help when the need arises.

Another student representative from Mathematics' Department representing Faculty of Science however, was of the view that females were weaker academically, he claimed based on the fact that the females in his own class who were just about 15 in number out of 150 students in the class were not doing so well and needed extra lessons to pass which was taking too much of his time and affecting his own academic results. From what was said and the observation of the researcher it could be gleaned that the culture of the people, religion and orientation of people, that females are the weaker sex plays a vital role in the way the females are treated on campus, take for instance one of the school counselors a male who admitted accommodation is a problem so they assist those who really need it, in his words "especially females and handicaps". This was an indirect admission that the culture of or stereotype of females being the weaker sex plays a vital role in decisions in tackling gender issues even in the school environment as the females are given prudential treatments.

Works like that of Kaur (2012), argued that sex has no influence on academic adjustment of students. However, studies like that of Abdullah, et al. (2009) and (Cook, 1995) found that female students often have a more difficult time coping adjusting to the university environment. Also, Enochs and Renk (2006) revealed males adjust faster than females. In addition, their study revealed that females rely on social support more than their male counterparts to adjust to the university life. However, in this study differences was not so significant between male and female adjustment to campus life.

Considering the fact that there was no consensus of opinion among the scholars, the inference that can be made is that, the difference reported between the groups may be as a result of the student's developmental process, individual make up, religion, culture and upbringing (orientation) which play a salient role. Moreover, one of the faculty representatives during

interview revealed their religion had a great influence on whatever they do, be it dressing, interaction and so on.

New students expectations can be conceptualized as a form of anticipatory socialization, wherein an individual adopts the values, attitudes and lifestyle of a social group in anticipation of their entry into this group (Merton, 1957). Generally the culture in the society also influences the patterns of adjustment students adopt to fit in on campus socially, although academically the set down rules of the university states there is no difference gender wise and the school authority acknowledge they see both genders as just students and as equals in their quest to achieve a degree.

What is unclear is how impactful programs such as Active citizens, a program meant to take care of the gender discrimination organized by the British counsel is on new undergraduate student's adjustment pattern. New students are in a new environment where they may not know anyone personally, typically a new culture or system of values and programs that foster social relationships and connections that can assist these new undergraduate students to integrate and not feel lonely, depressed and also alleviate their fears should be encouraged. Such programs were functional as revealed by one of the counselors.

Emotional intelligence (EI) is said to be an array of non-cognitive capabilities, competences and skills that influence one's ability to succeed in coping with environmental demands and pressures. The term adjustment is used to emphasize the individual's struggle to get along or survive in his or her social and physical environment, so there is a strong tendency that the competences and skills of the individual new student will influence their ability to succeed in coping with environmental demands and pressures and the patterns of adjustment they will adopt. 79.6% scored high on EI test when they indicated they would Sketch out a specific plan to improve their grade and resolve to follow through and just 1.4% would go See the

professor and lobby for better grades when they don't get the expected grade of 'A' this shows to them a bent road is not the end of the road and it is an indication of high emotional intelligence, high integrity and indicates a strong affiliation with hard work and determination.

Despite the challenges students face they still struggle to make it while on campus by adopting patterns of hard work in the face of study behavior problems be it in their social – personal, academic or financial issues they maintain a positive attitude to situations and most reveal they are doing ok, that is 160/ 56.8% said somewhat successful while 108/36.7% said their adjustment was very successful. This is not surprising as the depth of struggle determines the height of success .The emotionality of the first year students also gets heightened because of making a transition and adjusting to campus life which may have aroused some anxiety and some sense of adventure in the new undergraduates while on university campus.

Since they have to make adjustments in their behavior due to social expectations the new students may experience emotional instability. While these emotions may often be intense and seemingly irrational, it was revealed during in-depth interviews that there is an improvement in emotional behavior as their stay progresses on campus, they grow smarter, observe what is obtained on campus and they adopt patterns of adjustment that best suits their person. Most of the new students maybe emotionally immature considering the fact that the majority 201(68.4%) are of ages between 20-24 years of age, young adults and thus face difficulties in adjusting emotionally to the changing demands of the environment but as their stay progresses the emotionally intelligent ones will realize how the system works and adopt a suitable pattern of adjustment that will work will on campus.

Influence of Attitudes on new student's pattern of adjustment: Students admitted into the university come with high hopes and their purpose is to succeed academically and in every phase of their life on campus. Through learning, people acquire beliefs and attitudes, these, in turn, influence their behavior. A belief is a descriptive thought a person has about something. Learning theorists argue that most human behavior is learned and Kurland, (2003) revealed attitudes and beliefs predict intentions, which in turn predict behavior and so intentions serve as a mediator or catalyst for action.

According to McLeod, (2014) Learning occurs through the interplay of drives, stimulus, cues, responses and reinforcement. A drive is a strong internal stimulus that calls for action. A drive becomes a motive when it is directed towards a particular purpose. Cues are minor stimuli/influences that determine when, where, and how the person responds to a situation. For example, a student might spot several business opportunities, hear or learn of special support programs for aspiring entrepreneurs or discuss with a friend on campus. These are all cues that might influence the student's response to her interest in becoming an entrepreneur or engage/invest in business. Suppose he or she decides to become an entrepreneur if the response is rewarding, the interest will be reinforced. Then, the next time a business idea pops up, the probability is greater that he or she will grab the opportunity. The motivation encourages the new students and in turn influences their behavior positively.

To change one's attitude may require adjustments in the whole pattern of behavior. Therefore, many forces act to influence one's behavior and adjustment patterns, observable behavior, information ingested, role of the environment and environmental factors may affect a fresh student's adjustment pattern to campus life. However, People's responses to that external event will probably depend on their perceptions and attitude about the available alternatives and from their observations as Bandura's (1977) in his social learning theory stated one of the tenets of the theory is that the learner is not a passive recipient of information.

Cognition, environment, and behavior all mutually influence each other (reciprocal determinism) the social learning theory argues that, the behavior of an individual or a group acts as stimulus for similar thoughts, attitude and behavior on the parts of the observers. Social learning theory emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. This is what Corey (1991), refers to as integrating new patterns of behavior based on watching models which include the learning of social and other learning skills. The change in attitudes through observation may directly cause psychological, social and academic adjustment among the students at the University. The theory is useful in that it addresses the key issues of behavior acquisition and mode of adjustment relevant for students during their stay at the University. Behavior is not solely by inner drives or environments, but as a result of an interactive association between inner process and environmental variables such as available facilities, income, social economic status, peers, gender, attitudes, emotional intelligence and so forth as revealed in this study.

The presence of role models, mentors, religious leaders, joining clubs and fellowships would also be a decisive element in establishing the new undergraduate students' individual pattern of adjustment to campus life in ABU. Deducing from the above it can be said that entering the university in ABU is full of stress and strain. These problems influence a new undergraduate student's pattern of adjustment, staying focused on the aim of being in school and adopting a moderate adjustment pattern that is perceived feasible is the pattern of adjustment adopted by new undergraduate students in this study.

According to Friedlander, *et al.* (2007), adjustment in the first year of study at university has increasingly become recognized as vital to the overall success of students. First year undergraduate students therefore, require adaptive behaviors' in areas such as time

management, effective study skills, the capacity to complete courses and the ability to see transition as a normative shift and not a crisis (Birnie-Lefcovitch, 2000). A.B.U students, results from this study and records from the sick bay and Human Development and Counseling Unit shows some students on campus are indeed stressed and they also require adaptive behaviors' to fit in on campus, overcome the stressors they face on campus and achieve their academic goals.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

This chapter is a summary of the study findings on the research work on ‘The Patterns of Adjustment of newly admitted undergraduate students to campus life in ABU, Zaria’. Recapped in line with the research objectives. Conclusion and recommendation were made based on the findings

#### 5.2 Summary of Findings

This dissertation is titled ‘The Patterns of Adjustment of newly admitted Undergraduate students to campus life in ABU, Zaria’. For the quantitative analysis 294 respondents were used .This included 194(66.0%) males and 100(34.0%) females. While for the IDI’s ten students Faculty representative were interviewed and two staff of ABU interviewed and served as key informants. A large proportion 201(68.4%) respondents out of the 294 respondents were between the ages of 20-24 years of age. Young adults but still living under their parents or guidance and taken care of financially as 227/77.2% respondents said parents are the ones sponsoring their education. Virtually all the states were represented in the sample from the various ethnic groups ,however, those of Kaduna state origin had the highest frequency 64/(21.8%) while there was no record 0/(0.0%) of non Nigerians.

Respondents from faculty of social science (12.2%) and sciences (11.9%) filled and returned more questionnaires compared to other faculties and on Gender the males (66.0%) were of the largest proportion of the total respondents from the sample. Faculty of Veterinary medicine had the least number of females 2(0.6%) out of the 24(7.4%) ,however Faculty of Pharmaceutical sciences had the highest number of female respondents 18(6.1%) even more than the males 16(5.4%) followed by Faculty of medicine females17(5.8%) and males 14(4.8%) this is an indication of the number of males and females admitted in the faculties.

The specific objectives explored were common stressors new students face as the resume school, Ways new students tackle the stressors, influence of socio-economic factor on pattern of adjustment and influence of gender, emotional intelligence and attitudes on new students pattern of adjustment.

The common stressors and patterns of adjustment were identified. A large proportion of respondents 201 (68.4%) experienced poor internet network, also quite a large proportion 149(50.7%) had difficulty locating buildings'. and 136(46.3%) lacked the needed guidance to handle the challenges they encountered,110(37.4%) said accommodation problems, while 102(34.7%) said hostilities from staff was the challenge. As their stay progressed 169(57.5%) said Overcrowding was a challenge, 105(35.7%) said Poor sanitary conditions of toilets on campus and bathrooms in the hostels1 however 77(26.2%) said Academic challenge, to 62(21.1%) it was Financial challenge, 46(15.6%) said Transportation problems while Security challenges had 35(11.9%). According to interviewee's there's a lot of stress during registration generally the main reason for the stress was said to be the high population of students on campus.

It was discovered that newly admitted undergraduate students face a lot of stress. This difficulty it was revealed during in-depth interview with one of the counselors was referred to as Study behavior problems of students which fall under the sub-headings:

- 1) Academic problems.
- 2) Accommodation problem.
- 3) Financial problems.
- 4) Personal-social problems.

Virtually all the respondents agreed that studying in A.B.U was stressful and academically they had a lot of work to do even during midterm break. Also infrastructures on ground in

A.B.U, Zaria where said not be adequate compared to the number of students admitted, so students suffer from antecedents of overcrowding on campus. The hostels meant to accommodate students mostly are old and need rehabilitation but have not all been properly rehabilitated. One of the major stressors on campus is overcrowding in lecture halls and in the hostels 8-10 students could occupy a room meant for 3, no new hostels built even though the population has increased from what it used to be when the hostels were built, more students admitted over the years.

There is no discrimination in the hostels as roommates are Christians and Muslim mixed but they respect each other's religion. Residential status has a great influence on the pattern of adjustment of fresh students in coping with the issues of distances and time management as a student on campus. Students do more of the work here the students representatives said so they need each other to succeed. Deducing from the above it has been found that entering into the university is considered as a time full of stress and strain for students on ABU, Zaria campus. Students were further asked to state how life was on campus to enlighten others on what the situation was like on campus regarding social/ personal challenges they faced. Majority of the respondents 87(29.6%) said too much work is a problem, 52(17.7%) said lonely while 41(13.9%) said they had time management issues.

Some student's representatives revealed that some students did not attend lectures and only got notes and explanations from class mates offering the same courses with them because of the overcrowding during lectures and lack of stable lecture venues. The in-depth interviews conducted with the second year student representatives also revealed that they experienced some kind of emotional problems like anxiety as some were not confident or sure of their new surroundings when they first came. What could be gleaned from the data is students have a lot of work to do academically and each course requires time adequately for the

students to make it in the courses they do and students must struggle to balance personal needs such as cooking, washing their cloths ,getting water , making friends and nurturing relationships ,going for fellowships, prayer and so forth with academic demands within limited time to achieve their goals and struggle to get good grades; some are distracted with social life while others feel left out for one reason or the other and are lonely ,some likely reason being their age , lack of maturity and experience.

On ways fresh students tackle stressors (Patterns of adjustment): A number of ways were mentioned as how the issues' arising was tackled. For the Academic problems adjustment such as Venues of lectures, overcrowding in lecture halls, fixed and early morning lectures (6am), too much workload/ bulky reading, method of teaching, distance to classes on campus and others that were said to be the challenges faced. Some patterns the fresh students adopted are: attending lectures regularly as indicated by an overwhelming majority 280(95.2%) the reason the students representative gave during IDI as to why it is important to attend lectures was that if you attend lectures, listen and understand, during reading you spend less time to read .To about 274(93.2) having defined academic goals was how they tackled the academic challenge, while 83.3% said been prompt at doing assignments even with so much work was the solution. To 251(85.4%) their strategy was to fall in love with their Course of study, while 222(75.5 %) said they develop interest in learning ,73.8% said engage in extra class academic lessons ,group discussions and attend lectures regularly, whereas 193(65.6%) believe in the help of God to succeed and take solace in church and mosque , 50(17.0%) disagree, however 51(17.3%) are not sure, 201(68.4%) said balance of extra-curricular activities with academic work ,while 160(54.4%) said be happy.

The challenges on campus are many, so are the patterns students adopt in tackling the issues arising, however when it concerns academic virtually all students it show admit that reading

to excel is the best method to adopt, staying focused on academics, attend lectures and have defined academic goals, consult seniors on the way forward, some said love for course of study, however some said develop interest in learning, others said set priority and manage time, and so on. From the qualitative data derived from this study, basically the major ways students tackle the stressors as revealed by the students representatives was dependent on what the problem was and admitted there was no one solution to all the challenges they faced on campus. However, a number of ways were mentioned as how the issues' arising were tackled such as: Having confidence in God to bless the works of their hand and seeking the face of God through prayer which they revealed is one of the best ways to overcome the challenge faced when all has been said and done as God is the supreme and bigger than all challenges the may face as undergraduates in ABU.

In the words of a student representative from Faculty of Engineering when you come to ABU you have time for nothing else but books and some practically turn to Imams' or Pastors to be able to cope on campus. It was also revealed that parent's advice served as motivation to work while on campus. Also, those who had siblings that were graduates of ABU or still students aided in their pattern of adjustment through the advice and guidance they gave.

Some said the help and advice from senior students (mentors) given to them aided their smooth transition. Attending lectures and being there on time before the lecturer comes in handy, having a personal time table, reading ahead of the lecturer and maintaining the effort every day, work towards achieving a high class of degree and start early, stay focused on reason why they are in ABU, others said maintain a positive outlook and consult those ahead of you and ask for past question papers, the materials they were given during their time and their lecture notebooks, attend tutorials organized by senior students and some lecturers, take the advice of role models/advisers on how to handle courses and their lecturers seriously.

Apparently peers have a strong influence too as all the faculty representatives said choose close friends carefully considering what is at stake which is graduating successfully is the best attitude to adopt and ensuring they have the same mission and goals as you or higher as iron they say sharpens iron, some said go to those that understand more than you for explanations on topics you are not clear on and get involved in group discussion to air your views on a topic so you will learn more and be corrected where you are wrong, for this they said aids retentive memory. The-afore mentioned were some ways revealed from this research that the stressors can be tackled. It is important for the new students to adjust themselves with the social/academic climate of the university. A major task for the new students is to learn to manage their feelings and to express them appropriately and seek help early. This means that those who desire to succeed in ABU would have to adjust in their time management effectiveness and set goals, be focused, follow advice from seniors , mentors and significant others and get close to God.

On the influences and on how new students tackle Socio- economic challenges :Most reveal their parents still take care of their financial needs and asked them to focus on their academics for now all they do is ask for money when the need arises and wait till they receive reimbursement from their parents , guardians or relatives this influenced their patterns of adjustment positively furthermore, rigorous academic preparation, high educational aspirations, and family support are easier to come by if the family of an individual new student has economic resources, social- economic status family support to 144(48.9%) influences their pattern of social and academic adjustment . Put another way, the chances that a student will experience less stress financially and socially increase as family income increases, because according to Coleman (1988) family SES sets the stage for students' academic performance by directly providing resources at home and indirectly providing the social capital necessary to succeed in school.

Some however admitted they have started small businesses like selling of jewelries and cloths, business centers and so on, on campus to supplement what they are given from home, others they said plait, operate barbing shops, other have teaching jobs (study part time jobs)in secondary schools that bring in little money. Some when they get admission to pay school fees during registration becomes a big problem, some after paying school fees, feeding becomes a very big problem. But if they go to the Guidance and Counseling Unit the director or any counselor. Those students that are not financially buoyant can receive help from the right source with the help of counselors as the counselors' revealed people come to them looking for cheap labor and leave contact numbers behind to be contacted if students need jobs and the students that are willing to work hard and can cope can take the part time jobs, this jobs will aid them meet their needs but it is the kind of job that will not affect their academic work, for example they get them menial paying jobs like coaching assessing, ironing, extra moral lessons for primary and secondary schools in samaru environment.

They go there after their lectures when they have free time to do the jobs. Sometimes two or three times in a week or at times once a week, it is called study work part time jobs for the indigent student. Whatever money is realized from these jobs in a month for the students doing the study work part time job is what the student will use for the following month to manage their life on campus. This means that there are ways to overcome the socio-economic issues arising on campus provided the student is ready to work hard; the jobs will not influence them negatively but positively as a key factor according to Astin (1993b) is the effort students put forth, especially the amount of time they spend studying.

Socio-economic factors such as: parental level of education, income and occupation of sponsors will greatly influence the pattern of adjustment to campus life of new student to a great extent, this will go a long way in affecting aspirations and family support that students

will receive and will influence student success as, Parents and peers seem to influence fresh students persistence decisions (Perna and Titus, 2005). The stakeholders are therefore advised to give proper attention to the problems related to adjustment among fresh undergraduate students in ABU.

On the influence of gender, Emotional intelligence and attitudes: One of the school counselors a female revealed; the male if it warrants sleeping under a tree they will do, that is because of their natural built and the male and female gender upbringing that plays a salient role. Results of the study from both quantitative and qualitative methods indicated there are no significant differences between males and females in the level of pattern of adjustment of fresh undergraduate student academically as students go through similar stressors.

There is no gender discrimination or differences academically as a large proportion of respondent 186(63.3%) said they find it easy to relate with the opposite sex on campus, also the school rules and regulations regulates what is accepted or not on campus.

From the counseling unit one of the counselors interviewed during this study revealed in the University a student is a student whether male or female but the adjustment pattern is quite different, the male if it warrants sleeping under a tree they will do that, this is because of their natural built. Furthermore, during IDI with student representatives some interviewees revealed some female students even perform better than the males but when it comes to social life, some out of personal interest may not want to be seen involving in some certain activities like partying because of their religion and culture and do not want to be seen as bad girls or boys but they participate in social activities like debate, however they revealed some staffs and lecturers still show favoritism between the sexes.

A Significant majority of the students 79.6% scored high on EI test when they indicated they would Sketch out a specific plan for ways to improve their grade and resolve to follow through and just 1.4% would go See the professor and lobby for better grades when they don't get the expected grade of 'A' rather getting a 'C' this shows to them a bent road is not the end of the road and it is an indication of high emotional intelligence, high integrity and indicates a strong affiliation with hard work and determination. Furthermore, the respondents had high frequencies on EI attributes: self management, ability to control impulsive feelings and behavior, manage emotions in healthy ways, take initiative, follow through on commitments .This also shows a significant majority of the new students have positive attitudes, they are optimistic and adapt to changing circumstances as new undergraduate students this could be gleaned from their responses as indicated by the frequencies.

Albert Bandura's **Social Learning Theory**, 1977 was adopted as a theoretical framework. **Because of the tenets of the theory, learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them of what to do as they arrive on campus.** New students go through a lot of stress as they resume school on campus during transition as they are less informed about their new environment and need orientation. However, the needed orientation does not come early enough as of when needed. *Fortunately, most human behavior is learned observationally through modeling: from observing the new students may understand, some ask and are educated what new behaviors are appropriate.* Bandura believed that direct reinforcement could not account for all types of learning but behavioral theories of learning suggest that all learning is as a result of associations formed by conditioning, reinforcement, and punishment.

Bandura's theory added a social element, arguing that people can learn new information and behaviors by watching other people. Known as observational learning (or modeling), it

focuses on the learning that occurs within a social context, like the types found in the university on ABU campus setting which many students admit they use. However caution and intelligence must be used to discern the good from the bad, the needed from the unnecessary on campus in the bid to fit in with life on campus in ABU.

Both qualitative and quantitative methods were adopted for this study and triangulated. For the quantitative analysis, Multistage sampling techniques were used in the selection of respondents, stratified sampling technique was used to group the faculties into strata's, 360 questionnaires were administered to respondents in the ten faculties on ABU, Zaria main campus samaru. To select the desired sample size from the total population, a table by Krejcie and Morgan (1960) was adopted. According to the table, the sample size was three hundred and fifty seven (357) provided by the research division of the National Education Association for "Determining Sample Size for research Activities". However, for the actual analysis 294 respondents were used. Research results reveals that majority 21.8% are from Kaduna state of origin, a large proportion of them their mode of entry into ABU was UME 57.5% ,majority 66.0% of them are males compared to 34% that are females , a large proportion of 68.4% are of the age group of 20-24 years of age while a minimal 4.4% are 30 years and above ,majority 62.2% are Muslims while 37.8% are Christians,227(77.2%) their sponsor is parents,267(90.8%) are single while 27(9.2%) are married.

Also for the purpose of triangulation, qualitative data were obtained from In-depth interviews (IDI).In all 12 (IDIs) with key informants with key informants who are knowledgeable about the subject matter were conducted. These key informants comprised of the class official representatives of the ten faculties on samaru campus and 2 counselors from the Human development, Guidance and counseling unit on samaru campus of which one was male and the other female were interviewed. Based on the findings of this study the pattern of

adjustment of newly admitted undergraduate students to campus life is determined mainly by students' determination to succeed in their educational endeavors while on ABU campus and graduate successfully of which a large proportion 167(56.8) adopted a moderate pattern of adjustment to campus life.

They adjust by managing time more effectively, seeking the face of God, attend lectures and tutorials organized and do assignments on time, make friends with intelligent students for proverbs 13:20 says he that walked with wise men shall be wise: but a companion of fools shall be destroyed. develop positive attitudes involve in group discussion to clarify topics they do not understand, seek advice from senior students ,stay focused, get part time jobs /start a business, balance academics with extracurricular activities. This they explained during IDI comes through orientation, hard work ,self confidence ,praying to God and hope for positive change, reading every day no matter how small ,courage and determination as they are made to understand by their seniors as they come, however most resort to becoming triangular students so as to make it while on ABU campus.

The infrastructure for most faculties like hostels, lecture halls is a far cry from what is imperative to aid a successful pattern of adjustment. Most of the qualitative data support the views expressed in the quantitative data. Most see their ability to face the difficulties they encountered and still succeed as a result of adjustments made, struggling and grace of God.

### **5.3 Conclusion**

The study has highlighted the major problems newly admitted undergraduate students experience and identified some correlates influencing the problems. In this study, the main objective was to basically find out what the most common stressors are on ABU campus and how the newly admitted students tackle the stressors and challenges faced as new undergraduate students on campus and the influence of socio-economic factors, gender,

emotional intelligence and attitude on adjustment patterns among newly admitted undergraduate students to campus life in ABU. The four major Adjustment areas included; Academic, Accommodation, Financial and personal-social as well as total adjustment scores indicated that respondents of the study adopted a moderate level of adjustment.

Determination to succeed against all odds coupled with good advisers/role models, interaction with senior colleagues, peer relationships, early orientation and past socialization experiences tend to help in the university positively with adjustment pattern. Data revealed that socio-economic factor, gender, attitude and emotional intelligence influence fresh undergraduate student's pattern of adjustment to campus life in ABU to an extent and Parental occupation significantly influences the new student's social economic status and adjustment patterns positively as a large proportion 227(77.2%) said parents are their sponsor, furthermore, a chi-square test revealed there is a significant association between first year undergraduate students monthly allowance and their sponsor as shown by a p-value of 0.00 at an alpha level of 0.05 which is a highly significant association between first year undergraduate students monthly allowance and who sponsors them and a reflection that pattern of adjustment is influenced by the socio-economic status of the new students.

Data revealed that indeed newly admitted undergraduates students face a lot of challenges on ABU, campus and they tackle the stressors through adopting patterns of adjustment such as; working hard, praying to God, seeking help from senior colleagues, interacting with peers and friends, tribal associations, clubs, setting goals and staying focused to achieve their set goals and get scholarships, getting part time jobs and so on were revealed.

#### **5.4 Implication of the Findings**

It is hoped that this study will contribute to an increased awareness of stressors faced by first year students. New students need to be equipped with adaptive behaviors' in areas such as time management, emotional intelligence, effective study skills, the capacity to complete courses and the ability to see transition as a normative shift and not a crisis in order for them to realize their academic potentials. Thus, the study offers insights which can help university management, academic staff and student support services intervene in the process of helping students to quickly adjust to the university's academic and social demands.

It is imperative for Universities to integrate first year students successfully into the institution to enable them realize their full academic potential. Therefore the students should be helped to re-arrange their priorities in life in order to adjust to the new environment. Universities should strengthen and/or revive new student orientation programmes, first year orientation seminars that are co-instructed by students and faculty. Student development professionals should pay more attention to students with poor adjustment.

#### **5.5: Contribution to Knowledge**

The study has unveiled the various stressors new undergraduates face as they resume school on ABU campus and the new undergraduates students patterns of adjustment to campus life. It also revealed that socio –economic factors, gender, emotional intelligence and attitudes influenced the new students pattern of adjustment to an extent.

The study established that:

- 1) The first year undergraduate students' face difficulties that are referred to as Study behavior problems of students such as academic problems, accommodation problem, financial problems, and social/personal problems. There is overcrowding in the hostels, in the lecture halls and generally in the Samaru main campus of ABU, with up to 169(57.5%) having challenges in lecture halls which leads to difficulty in concentrating and coping while

on campus and quite a large proportion 149 (50.7%) had difficulty locating buildings for lecture venues

2) Majority of the fresh undergraduate students in the university 201(68.1%) they are young adults between 20-24 years of age and they still need someone to be going to for guidance, 136(46.3%) lacked the needed guidance to handle the challenges they encountered. Some fresh students 217(73.8%) engage in extra class academic lessons, group discussions, 193(65.6%) believe in the help of God to succeed and take solace in Prayer and a good number 201(68.4%) were in favor of balancing extra-curricular activities with academic work.

3. Although a high number 108 (36.7%) had a very successful adjustment to campus life, for the majority 167(56.8%), their adjustment to campus was somewhat successful which can be termed as having a moderate pattern of adjustment to campus life on ABU campus, 275(93.5%) students in all had no adjustment problem.

## **5.6 RECOMMENDATIONS**

The study points to the adjustment patterns of newly admitted undergraduate students to campus life in ABU, Zaria. Based on the findings of this study regarding the adjustment problems among new students in relation to specific challenges that they face and appropriate interventions that could be used to improve student's life while on A.B.U campus and quality of the graduates produced by the university. In view of the fact that respondents (students) revealed what the most common stressors experienced on ABU campus are such as: culture shock, no proper guidance, late orientation, locating buildings, difficulty managing time, financial problem, accommodation problem, academic problem, poor sanitation, transportation problem overcrowded hostels and lecture halls, security problem, hostility from staff and so on, which is the first objective of this study the following

recommendation should be put into consideration in dealing with new students transition and patterns of adjustment issues;

1. An individual's background heavily influences their social integration. Therefore, it is important for student affairs staff to recognize the variance in university students today by developing programs that highlight and celebrate student's diversity. Common strategies to socially integrate new students into the campus community could include the use of small group sessions as stress experienced by new undergraduate students could decrease if they developed friendships or engaged in social networks with their peers, course mates and senior colleagues and role-playing to teach students in a lively, truthful way about the campus and community and provide ample opportunities for socializing.

Furthermore, it is recommended students should develop their own stress –busting skills to tackle stressors using the best pattern of adjustment that suits their peculiar person by realizing when they are stressed and what it feels like as psychologist reveal this is the first step to reducing stress. Successful social integration can only be achieved when students' have realistic expectations

2. The programmes put in place such as orientation should therefore function to communicate both what is expected of students and what they should expect during their first year of university should be done on time at the beginning of the semester when students just arrive and need it the most . The system of welcoming fresh students at the school gate that was the order in time past could be reintroduced to ease students stress on campus in areas such as common difficulties of locating of buildings, ease registration stress, accommodation and offices as they arrive.

The new students could also take time to explore campus environment, perhaps by asking a returning student to give them a personal campus tour. This will aid in tackling some problems like locating buildings, offices, security and give them a chance to find their class

locations before the first day of school so they will feel more prepared and confident and it will provide some of the needed guidance.

It is also recommended students get their time tables to use as guide in managing time, go to class early on their first days in case they get lost. It will give them a chance to find their class locations before the first day of school so they feel more prepared and confident. Set alarms in their phone to alert them 15 minutes before each class so that they will always be there on time to get seats especially in front.

Students can also directly interact with representatives of the institution and clarify their educational/career goals as university environments that engage students academically and socially promote success. Students should therefore be equally integrated in both areas academically and socially this can be achieved through more programmes that promote integration, interaction with each other among students and even staff.

**3. Accommodation** problem and overcrowding in lecture halls and hostels which was revealed to be one of the common difficulties faced on campus can be reduced further if more lecture halls, toilets and hostels are built, those on ground that are in bad condition rehabilitated, it will aid students' accommodation problems as 217(73.8%) stayed on campus and of that number 179(60.9%) got it officially while 26(8.8%) bought bed space, for 89(30.3%) they were squatting with friends, relatives or course mates so problems may arise. Housing arrangements and changes in lifestyle may affect new undergraduate students. Hence the need to provide the necessary assistance required especially on the day of resumption on campus for these new students to settle down and succeed academically.

They should get enough rest. Make time for what is really important and get up in time for breakfast every day. Talk to roommate's openly and early about issues. Roommate issues almost always start with some little things that don't really matter. When you let it fester and build, it is much harder to fix and move on.

Official off campus accommodation: Regardless of differences in backgrounds and educational goals, students staying off campus share a common core of needs and concerns with those on campus. This study showed that 217(73.8%) stayed on campus while 74(26.2%) stayed off campus in their first year on campus. There are issues related to transportation and distance that limit the time those off campus may spend on campus, multiple life roles, the importance of integrating their support systems into the university campus life, and developing a sense of belonging to the campus cannot be underestimated. As such private hostels blocks if built around school environment, maintained and leased to school for students could ease accommodation problem as residential living is an important element in social integration and can make campus life more conducive and hygienic to accommodate and house the number of students admitted into the university. This could be considered and proposed to the public to attract investors and more transportation means be provided such as more buses ,tricycles or even motor bikes reintroduced within school premises to ease transportation problem .

**4.** The University authority should review and strengthen the programmes targeted at helping students adjust smoothly and quickly such as Counseling and orientation done on time. Orientation should be an ongoing process throughout the first semester and beyond. They serve to communicate the values of the institution and what is required to be successful academically on campus. They also help establish consonance between student expectations and actual experiences, perhaps if the main school orientation takes place as soon as new students resume school from the school gates and pamphlets with the needed information's given as was the case before ,even up to 2000-2001 session some stressors such as locating buildings, needed guidance for registration, culture shock, time management problems and others stressors will be better handled by the new students .It is also recommended that

students go to every event during orientation when it holds. They only get to do this in the first year and they can never know where they will meet their best friends or get the information that will give them an edge on campus.

5. An increase in school counselors will make counselors more accessible to students which can increase personal counseling usage and awareness of its benefits and services in the universities to the new students as the resume school on campus and aid them adopt more positive patterns of adjustment and ways of tackling the stressors they may encounter on campus related to social-economic status, the attitudes the students should have and be more informed this will influence and the new students positively and help them emotionally and better informed to make intelligent decisions or choices. . Furthermore, students should not be afraid to try new things, but always remember to be safe and smart about decisions. Think about the person they want to be and make choices that will reflect that value system in them and show their attitudes towards academics and ascertain the influence of their emotional intelligence, attitude on adjustment patterns, creates and support self-identity which is what the objective four of this study sought to ascertain

Counselors in the human development and counseling center should do more in regards to students Support Services both in the departments and Faculties and let the students know the opportunities on campus for them, their talents, achieve their set goals as self-awareness is the key to success. Also more awareness should be created concerning how to handle financial needs such as getting study part time jobs, scholarships and investments opportunities students can engage in while on campus and the time to allot to the jobs or business, academics and social life as social economic status results have shown it can influence a new students pattern of adjustment positively or negatively if not properly handled which is what the third objective of this study sought to ascertain.

6. Health wise it is recommended that people take care of their body and their mind will follow. If they worked out daily as a form of exercise it can help. Humor, laughter, games or plays are natural antidotes to life's difficulties: These lighten your burdens and help you keep things in perspective; survive during hard times and setbacks. Hang out with people who make them happy and help them succeed. Don't hold back on being yourself. You will find friends who appreciate you for who you truly are.

Get involved in at least one extracurricular activity. You may want to take it slow and settle in, but joining just one group can give you a sense of family on campus, help you manage your time (and fill it). This is where to find the people who share their interests.

It is therefore recommended students should focus more on academics and be prepared to open up to new inputs, insights, and understanding so as to effect the needed change. If one is committed to the study and with the help of God, he/she will find ways to be effective on the campus. Hard work pays on ABU campus, the stress declines as students make progress on campus.

Most of the challenges faced by newly admitted undergraduate students like combined lectures with up to three faculties and overcrowding in lecture halls mostly decline from two hundred levels up, there is light at the end of the tunnel, students should work hard to achieve their aim of coming to ABU being focused. You cannot change the direction of the wind, but you can adjust your sails to always reach your destination.

### **5.7 Limitations and Future Study**

The size of the sample is small to make any generalization beyond the sample size itself. However, to broaden the applicability of the findings, this study can serve as a pilot for future studies with bigger samples. Future studies could focus on the study skills and academic cumulative grade point aggregate (CGPA) performance of first year students and the specific influence of Social economic status, emotional intelligence and attitudes of the new students

that is prevalent among new undergraduates on the patterns of adjustment on ABU, Zaria campus .Hypothesis should be tested to make the work more scientific.

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**APPENDIX A**  
**QUESTIONNAIRE**

Dear Répondent,

I am a student in the Department of Sociology conducting a study on: **The patterns of adjustment of fresh undergraduate students to campus life in Ahmadu Bello University Zaria, Kaduna State.** I therefore implore your assistance in responding to the under listed questions as factual as possible. There is no right or wrong answers to the questions, except those that are accurate about you.

The study will only be used for academic purpose. Your anonymity and confidentiality are guaranteed. Thanks for your co-operation.

Sophie U. Abayol

**PATTERNS OF ADJUSTMENT OF FRESH UNDERGRADUATE STUDENTS TO CAMPUS LIFE (PAFUSCL) QUESTIONNAIRE**

**INSTRUCTION:** Please [ $\sqrt{\quad}$ ] tick any option of your choice and write down answers where they are required.

**SECTION A. SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS**

1. Faculty \_\_\_\_\_
2. Department \_\_\_\_\_
3. Mode of entry into the university (a) Direct Entry ( ) (b) UME ( ) (c) Others ( )
4. 200 Level \_\_\_\_\_
5. Gender: Male ( ) Female ( )
6. Age. (a) < 19 ( ) (b) 20-24 ( ) (c) 25-29 ( ) (d) 30 > ( )
7. Previous tertiary institutions attended if any.....
8. State of origin.....
9. Religion: Islam ( ) Christian ( ) Others ( )
10. Is your father alive? Yes ( ) No ( )

11. Is your mother alive? YES ( ) No ( )
12. How many wives does your father have? (a) Only one ( ) (b) More than one ( )
13. Number of siblings(a)An only child ( ) (b)1-5 ( ) (c)5-10 ( ) (d)10>
- 14.Position among siblings.(a) first born ( ) (b)second born ( ) (c)Third born( ) (d)last born( ) (e) others specify.....
15. Father's highest education. (a) University degree ( ) (b) Diploma/NCE ( ) (c) Secondary education ( ) (d) Primary education ( ) (e) No formal education ( )
16. Mother's highest education. (a) University degree ( ) (b) Diploma/NCE ( ) (c) Secondary education ( ) (d) Primary education ( ) (e) No formal education ( )
17. Parents occupation: Father: (a)Farming ( ) (b) Trading ( ) (c)Senior civil servant( ) Junior civil servant ( ) (d) Professor ( ) (e)Blue collar job( ) (f)business ( ) (g)Specify others.....
18. Mothers occupation: (a) Farming (b) Trading (c) Blue collar job (d) Junior civil servant (e) Senior civil servant (d) Business (e) Professors/Doctors/lectures (f) Specify others.....
19. Do you have siblings who graduated from university who gave support that may have aided with the university adjustment experience? (a) NO (b) YES
20. Monthly allowance: (a) I do not have ( ) (b) Below N10, 000( ) (c) <N10, 000-N19, 000 ( ) (d) N20, 000-N29, 000 ( ) (e) N30, 000-N39, 000( ) (f) N40, 000-N49, 000( ) (g) N50, 000 and above ( ).
21. Who is sponsoring your education? (a) In-service (b) Parents and Scholarship (c) Parents (d) Scholarship (e) Relatives (f) Husband/ Wife (j) Self ( h) Specify Others.....
22. Marital status: (a) Single ( ) (b) Married ( c ) Polygynous ( d ) Monogamous

23 .If married: husbands / Wife’s occupation: (a) Farming ( ) (b) Trading ( ) (c) Senior civil servant( d ) Junior civil servant ( ) (e) Professor ( )(g) Blue collar job ( ) (h) business ( ) (i)Specify others.....

24. Type of schools ever attended before coming to university: (a) Primary: Boarding School type and Secondary: Boarding School type ( ) (b) Primary: Day School type and Secondary: Day School type (c) Primary: Day School type and Secondary: Day School type ( ) (d) Primary: Day School type and Secondary: Boarding School type ( )

**SECTION B RESPONDENTS FIRST DAYS IN SCHOOL**

25. On initial arrival on campus were you properly welcomed and oriented by the school authorities? NO/ YES

26. How long did you stay on campus before the school orientation took place ?(a) one-seven days (b) One –four weeks(c) One month-two months(d)Two months and more

27. When you arrived on campus where did you stay before getting accommodation (i.e. prior accommodation)? (a) hostel (b) off campus (c) Specify others.....

28. Where did you stay in hundred level when school resumed fully? (a) On campus (b) Off campus .If in the hostel/on campus how did you get the accommodation? (a) Official allocation

( ) (b) Bought bed space from a fellow student ( ) (c) Specify others.....

29. If off campus why and how much do you pay as rent? Ranges from (a) 20.000-50.000 (b ) 50.000-100.000 (c ) 100.000-150.000 ( d ) 150.000-200.000 ( d )200.000 and above

30. If off campus, where? (a)Samaru ( ) (b) Sabo ( ) (c) Outside Zaria environment ( ) (d) Kaduna city ( ) (e) Specify others.....

**SECTION C. COMMON STRESSORS OF FRESH UNDERGRADUATE STUDENTS IN ABU**

31. Which of the following difficulties did you experience on resumption into ABU? (Tick as many as applicable) (a)Difficulty locating buildings (b)Difficulty in registration(poor network and long queues ) (c) Hostility from staff (d)No proper guidance (e)Accommodation problem (f) Overcrowded lecture rooms ( g)Academic problems (h)Financial problem (I) Poor sanitary condition of toilets on campus\bathrooms in the hostel (k)Transportation problem (L) Security challenges (M) Specify others

.....

32 b. What were the reason(s) for your social adjustment issues? (Tick as many as you like) (a) I did not experience any social adjustments issues (b) Homesick (c) Problems managing time effectively (d) Issues developing new close friendships with other students (e) Worried about meeting new people (f)Felt isolated from campus life (g) Did not feel safe on campus (h) Increased responsibility (i )Change, lost bond in relationships with family and friends from home ( j) Issues with new found freedom (k)Specify Others .....

33. Did you experience culture shock when you first came to ABU? NO/ YES. if yes, What culture shock did you experience on arrival in ABU? (a) Mode of dressing ( ) (b) Gender discrimination (c) Interaction patterns between the sexes ( ) (d) careless attitude in physical Interaction ( ) (e) Specify others .....

34. Were there academic difficulties? NO/ YES. If yes, what were the reason(s) for your academic difficulty? Tick three most important in answering the aforementioned question. (a) Issues understanding what lecturers expect academically (b) Problems developing effective study skills (c) Adjusting to the academic demands of university (d) Felt intimidated by lecturers (e) Focusing too much on social life (f) Had a medical or family crisis (g) Did

not manage time well (h) problems with roommates (i) Unreasonable Bureaucratic hold ups  
Administrative protocol (j) Specify Others .....

35. How is life on campus to you ?(a) Social life interfered with academic work, (b)Isolated from campus life, (c) worried about meeting new people, (d) lonely, missed family bond, missed home friends or felt homesick (e) intimidated by faculty/department staffs (f) I can't get used to the life here (G)Others.....

36. Were you worried about how to survive in a new and unfamiliar environment as a fresh undergraduate? NO/ YES

37. Were you at anytime frustrated? NO/ YES ( ) If yes to the above why? .....

38. I did go through fatigue from going around trying to figure out where to start from, where to go and what to do at what time (excessive activities on campus)? NO/ YES

39. To what extent do you agree with the following (mark all that expresses how you feel or felt)

a. I feel tense or nervous most times when am on campus. ( ) SDA / DA/ NS/ A/ SA

b. I feel blue and moody most times since in school. ( ) SDA / DA/ NS/ A/ SA

c. Being independent has not been easy.( ) SDA / DA/ NS/ A/ SA

g. Sometimes thinking gets muddled too easily. ( ) SDA / DA/ NS/ A/ SA

h. Worries a lot about university expenses. ( ) SDA / DA/ NS/ A/ SA

i. I Have trouble coping with university stress. ( ) SDA / DA/ NS/ A/ SA

j. Feels tired a lot lately. ( ) SDA / DA/ NS/ A/ SA

k. Appetite is good. ( ) SDA / DA/ NS/ A/ SA

l. I have a lot of headaches since I entered university. ( ) SDA / DA/ NS/ A/ SA

m. Gained or lost a lot of weight lately. ( ) SDA / DA/ NS/ A/ SA

n. I am not sleeping well. ( ) SDA / DA/ NS/ A/ SA

o. Feels in good health. ( ) SDA / DA/ NS/ A/ SA

40. What are the challenges/stressors faced by students in ABU?

.....

**Section D. Ways Fresh Undergraduate Students Tackle Stressors In Abu**

41. To what extent do you agree with the following where strongly disagree =SDA,

Disagree =DA, Not Sure =NS, Agree =A, Strongly Agree =SA

(Mark all that expresses how you feel or felt)

---

Views	SDA	DA	NS	A	SA
-------	-----	----	----	---	----

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- a. I am yet to adjust to the new system
  - b. I do not feel at home in the university
  - c. I see myself as an outsider
  - d. I am happy in this university.
  - e. I had to fight feelings of alienation during my initial transition
  - f. I feel free to approach my lecturers any time i have any problem because they assist and are understanding
  - i. I got solace in church/mosque
  - j. I spent a lot of time on the internet minimum of one hour a day
  - k. I am very pleased with the way I live here.
42. A. I have no close friends to confide in since entering the university. ( ) SDA / DA/ NS/ A/ SA
- 42.B. I spent more time on my studies because I had no friends. ( ) SDA / DA/ NS/ A/ SA
- 42.C. How many friends do you have (a) One (b) Two (c) a few (d) Many
43. How many hours did you spend on studies per day? (a) Thirty minutes to an hour (b)One hour to two hours(c)two to four hours(d)four hours and above.....
44. What pattern of adjustment did you adopt in the face of challenges (tick all that applies to you)

s/no	Views	YES	NO
A	I attended lectures/classes regularly		
B	I did class assignments on time.		
C	I defined my academic goals.		
D	I developed interest in learning while in ABU		
E	I love and am satisfied with the course I enrolled in.		
F	I am satisfied with my academic performance.		
G	I enjoy and engaged in group discussions.		
H	Utilizes library services regularly.		
I	I balance extra-curricular activities and academic work		

45. To what extent do you agree with the following (mark all that expresses how you feel or felt)

s/no	Views	SDA	DA/No	NS	A/Yes	SA
A	a. Behave calmly in stressful situations					
B	b. Stays composed and positive even in trying moments					
C	c. Calms others in stressful situations					
D	d. Resists the impulse to act immediately when provoked					
E	e. Behaves consistently with own stated values and beliefs					
G	f. Publicly admits to mistakes even when it is not easy to do so					
H	g. Confronts unethical actions in others					
I	h. Acts on own values even when there is significant risk					
J	i. I effectively participate in class during lectures.					

46. To what extent do you agree with the following (mark all that expresses how you feel or felt)

Views	SDA	DA	NS	A	SA
-------	-----	----	----	---	----

- A I have been able to express several creative works in my everyday life and show pride in my work.
- B I have been able to achieve my set target both academically and otherwise.
- C I am comfortable with change and I embrace new ideas, take calculated risks and try new experiences.
- D I am optimistic, positive minded and able to laugh at myself when I make mistakes
- E I have been able to make independent, informed and no coerced decisions when required
- F I have been able to prove myself as a responsible person who can exercise self-control and attain inner satisfaction
- G I believe I can achieve a great deal even in the face of opposition
- H I believe that, if I put in enough effort, I can overcome challenges that come my way
- I No matter what situation I find myself in, I can remain calm and efficiently deal with it
- J I can easily keep my aim in view and achieve my set goals
- K I can accomplish almost any task if I set my mind to it

47. Which of the following did you turn to in the face of challenges? (a)Religious leaders ( ) (b)Student union leaders ( ) (c)Course mates ( ) (d )Roommates ( ) (e)Students adviser( ) (f)lecturer ( ) (g) Avoidance/faced my books( ) (h)Guidance and Counselors ( ) (i)Tribal association ( ) (j) family and friends from home( ) ( K) specify others

.....

48. To what extent do you agree with the following (mark all that expresses how you feel or felt)

s/no	Views	SDA	DA	NS	A	SA
A	.I am satisfied with social life.					
B	I fit in well with university environment					
C	I am very involved with university social activities.					
D	I am adjusting well to university					
E	I have several close social ties.					
F	I have adequate social skills					
I	I am satisfied with my social participation					

49. To what extent do you agree with the following (mark all that expresses how you feel or felt)

s/no	Views	SDA	DA	NS	A	SA
A	a. I willingly change ideas or perceptions based on new information or contrary evidence.					
B	b.I associate myself with people who were first class like minded or walk alone.					
C	b. I fit in well with the university environment.					
D	c. I am very involved with university social activities					
E	d. I am adjusting well to university					
F	e. I have several close social ties					
G	f. I have adequate social skills.					
H	g. I am satisfied with social participation					
I	h. I am satisfied with social life					
J	I. I share my things with other students					

50. Do you agree with the following (Tick that which expresses how you feel or felt)

s/no	Views	YES	NO
a	.As a fresh Undergraduate did yo try to locate those from your state/tribe by joining some clubs and societies on campus?		
b	I have learnt how to be happy with what I have while I pursue all that I want.		
c	I spend my leisure time around the school campus		
d	I admire the school environment.		
e	Do you have a mentor in ABU		
f	Did the school rules on campus make you to caution yourself?		
g	Did you get a boyfriend/girlfriend because you wanted to relate well with other students?		
h	Do you have a boyfriend/ a girl?		
i	.I always try to understand other people’s perspective by being interactive		
j	k Manage time at university effectively		

51. How successful have you felt at adjusting to the academic demands of the university?

(a)Very Successful, (b) somewhat successful, and (c) not successful

52. Since entering university how successful have you felt at developing effective study

skills? (a) Very Successful (b) somewhat successful, and (c) not successful

53. How successful have you felt at understanding what your lectures expect of you

academically? (a) Very successful (b) Somewhat successful (c) Not successful

54.What would you specify determined your pattern of adjustment on campus?.....

.....

**SECTION E Socio-Economic Influence On Fresh Undergraduate Students Pattern Of Adjustment In ABU**

55. My socio-economic status had a strong influence on my attitude towards the university environment. SDA / DA/ NS/ A/ SA

56. My socio-economic status affected my pattern of social and academic adjustment during my initial transition till date. SDA / DA/ NS/ A/ SA

57. My social-economic status had a strong influence on who I made friends with, could associate/interact with among my course /school mates. SDA / DA/ NS/ A/

58 a. My family gives active help, encouragement, material support and re-enforcement when need arise as well as comfort me in difficulties or distress. ( ) SDA / DA/ NS/ A/ SA

59 b . My family always shows affection, deep interest and enthusiasm in me ( ) SDA / DA/ NS/ A/ SA

**Section F Influence Of Gender, Emotional Intelligence And Attitudes On Fresh Undergraduate Students Pattern Of Adjustment In ABU**

60. As an individual do you find it easy to relate with the opposite sex? NO/ YES

61. Did you find any gender differences in social patterns of behavior among, the undergraduate students at ABU? NO/YES .If yes give examples.

.....  
.....

62. Does your course of study affect your involvement in school activities and pattern of Adjustment in the university ? NO/ YES

63.What is the number of your credit unit ?.....

A

a A .I always do my assignments on time even though I feel there is too much work

b I still have difficulty with the method of teaching in the university

c d. Is not able to control emotions well lately

d e. Has thought about seeking psychological help recently

e . Gets angry too easily lately

64. You are a university student who had hoped to get an A in a course that was important for your future career aspirations. You have just found out you got a C on the midterm. What do you do?

a. Sketch out a specific plan for ways to improve your grade and resolve to follow through.

b. Decide you do not have what it takes to make it in that career.

c. Tell yourself it really doesn't matter how much you do in the course; concentrate instead on other classes where your grades are higher.

d. Go see the professor and try to talk her into giving you a better grade

65. You have been given the task of managing a team that has been unable to come up with a creative solution to a work problem. What is the first thing that you do?

a. Draw up an agenda, call a meeting and allot a specific period of time to discuss each item.

b. Organize an off-site meeting aimed specifically at encouraging the team to get to know each other better.

c. Begin by asking each person individually for ideas about how to solve the problem.

d. Start out with a brainstorming session, encouraging each person to say whatever comes to

mind, no matter how wild.

66. What advice would you give for fresh students being admitted into ABU?

.....

67. What would you do differently if you had the opportunity to do so?

.....

68 .To what extent do you agree with the following (mark all that expresses how you feel or felt)

s/no	Views	SDA	DA	NS	A	SA
A	I am pleased about decision to attend this university.					
B	I enjoy living in the hostel					
C	.I am satisfied with my extracurricular activities					
D	I am pleased with decision to go to university.					
E	I think a lot about dropping out of the university permanently.					
F	I am thinking about taking time off from university					
G	. I am pleased about attending this university					
H	. I would prefer to be at another university					
I	. I expect to finish my bachelor's degree in ABU					
j	I am thinking about transferring to another university					

## **APPENDIX B**

### **IN-DEPTH INTERVIEW GUIDE FOR STAFF**

My name is \_\_\_\_\_ and I would like to talk to you about your experiences as a guidance and counselor/in health center in ABU. The interview should take less than an hour. I will be taping the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I can't possibly write fast enough to get it all down. Because we're on tape, please be sure to speak up so that we don't miss your comments. All responses will be kept confidential and used only for academic purposes. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time. Are there any questions about what I have just explained? Are you willing to participate in this interview?

1. I want to thank you for taking out time to meet with me today.
2. What is your position and rank in this University?
3. For how long have you been a counselor in ABU?
4. What are the stressors of the first year of study of undergraduate students in ABU?
5. How do you advice them to handle the problems they encounter?
6. Are there any gender differences in fresh undergraduate students social and academic patterns of adjustment among undergraduate students in the university?
7. From your experience and observation does the socio-economic factor influence, fresh undergraduate students' pattern of adjustment?
8. What are the factors that influence, students' attitude towards university environment and how long does it take for a student to adjust to campus life?
9. What recommendations will you give to future fresh students who intend to school in ABU on adjustment patterns in ABU? Thank you.

## APPENDIX C

### IN-DEPTH INTERVIEW GUIDE FOR STUDENTS

#### SECTION A: General characteristics of the informant

1) What is your background?

Probe:

- Previous education, secondary education, working experiences, family etc.
- Sex
- Age

2) Could you describe your experiences when you first came to ABU?

Probe;

- His/her experiences

3) Where you given a proper orientation on arrival in ABU?

Probe:

- Orientation by peers
- School authority
- Indicators of motivation from Observable behaviors that can be used towards pattern of adjustment.
- Others

4) What are the perceived stressors in the first year of study of undergraduate students in ABU?

Probe:

- Challenges/problems faced
- Could you try to think what made the situation bad or good?
- Eventually, if needed, was it something the lecturer/staff/student did, how he did it, or what?"

5) Does residential status determine student's patterns of adjustment to university environment? Probe:

- Accommodation status off campus or on campus

- If Problems encountered amongst other students influence the pattern of adjustment and developed a new culture?
  - Hostel situation, if off campus, why?
  - Class/manners of students
- 6) What are the socio-economic factors that influence fresh undergraduates students' pattern of adjust of adjustment to campus life
- 7) Does gender, emotional intelligence and attitude influence fresh undergraduate students pattern to campus life in ABU, Zaria?

### **Environment adjustment pattern ?**

Probe:

- Beliefs and emotions assumed to prompt behavior
  - Factors influencing student motivation to an adjustment pattern
  - Curiosity
  - Family class
  - Income status/allowance
  - Sexual harassment
  - Discrimination
- 8) Are there any gender differences in social and academic adjustment among, the undergraduate students at the university?

Probe:

- Discrimination
- Pride, shame, complex.
- Self-esteem, Personal interest, anxiety
- Receptiveness to change.

9) Does the course of study and number of students in a class influence social and academic patterns of adjustment of fresh students to the university campus in ABU?

Probe:

- Strategies for Studying effectively
- Maintaining effort even when fatigued
- Maintaining effort in face of difficulty
- Maintaining effort on 'boring' tasks
- Priority: If student went jogging, Instead of studying (what the student had planned to study) just to belong with friends or If, on the other hand, the student rather than going to the cinema with friends, she/he prepared for the next day's class by studying.
- Did it matter to the respondent the number of students in their class and how many were they in the class

10) Comments on general situation on campus and what they would do differently if given a chance to start fresh as a students on campus in ABU?

Probe:

- Coherent descriptions of what was appreciated, valued and what was not appreciated.

Thank you for your co-operation.

APPENDIX D

TABLE 1  
*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.  
*S* is sample size.

## Appendix E

**Table 4.1 STATE OF ORIGIN OF RESPONDENT**

State	Frequency	Percent
Abia	2	0.7
Abuja	4	1.4
Adamawa	3	1.0
Akwa Ibom	1	0.3
Anambara	2	0.7
Anambra	3	1.0
Bauchi	12	4.1
Bayelsa	1	0.3
Benue	11	3.7
Borno	4	1.4
Cross River	1	0.3
Delta	1	0.3
Ebonyi	1	0.3
Edo	6	2.0
Enugu	2	0.7
Fct	1	0.3
Gombe	8	2.7
Imo	1	0.3
Jigawa	11	3.7
Jos	9	3.1
Kaduna	64	21.8
Kano	9	3.1
Katsina	22	7.5
Kebbi	3	1.0
Kogi	33	11.2
Kwara	27	9.2
Lagos	3	1.0
Nasarawa	5	1.7
Niger	13	4.4
Ondo	1	0.3
Osun	4	1.4
Oyo	1	0.3
Plateau	4	1.4
Sokoto	3	1.0
Taraba	6	2.0
Yobe	6	2.0
Zamfara	6	2.0
<b>Total</b>	<b>294</b>	<b>100.0</b>

## Appendix F

**Table 4.1. Faculty and Ethnicity by Gender**

Faculty	Gender		Frequency and percent	
	Male	Female	Frequency	Percent
Agriculture	21(7.1)	10(3.4)	31	10.5
Arts	17(5.8)	4(1.4)	21	7.1
Education	19(6.5)	9(3.1)	28	9.5
Engineering	20(6.8)	8(2.7)	28	9.5
Environmental Design	19(6.4)	7(2.4)	26	8.8
Medicine	14(4.8)	17(5.8)	31	10.5
Pharmaceutical Science	16(5.4)	18(6.1)	34	11.6
Science	24(8.2)	10(3.4)	35	11.9
Social Science	21(7.1)	15(5.1)	36	12.2
Veterinary Medicine	23(7.8)	2(0.6)	24	8.2
<b>Totals</b>	<b>194(66.0)</b>	<b>100(34)</b>	<b>294</b>	<b>100</b>
<b>Ethnic group</b>				
Hausa/fulani	39(13.3%)	27(9.2%)	66	22.4
Yoruba	17(5.8%)	19(6.5%)	36	12.2
Igbo	12(4.1%)	4(1.4%)	16	5.4
Minority groups	101(34.4%)	75(25.5%)	176	59.9
<b>Total</b>	<b>169(57.5%)</b>	<b>125(42.5%)</b>	<b>294</b>	<b>100</b>

**Source: Field Survey, 2014.**