

Gender Effects on Adjustment among Freshmen in One Selected Public University

Peter JO Aloka¹

¹Wits School of Education, University of the Witwatersrand, Private bag 3, Wits, 2050 South Africa
Correspondence: Peter JO Aloka, University of the Witwatersrand, South Africa.
Email: peter.aloka@wits.ac.za

Doi:10.23918/ijsses.v9i3p16

Abstract: The study examined gender effects on adjustment among freshmen in one public university in Kenya. The Cross-sectional survey research design was adopted. The participants comprised of 213 freshmen. The Adjustment Questionnaire was used to measure the adjustment levels of the freshmen. The reliability of Adjustment Questionnaire was ascertained by internal consistency method. The independent-samples t-test was used to test the research hypotheses. The results reported no gender effect on academic adjustment among freshmen [$t(211) = -1.639, p = .103$]; no gender effect on emotional adjustment [$t(211) = 0.268, p = .789$]. There was a significant difference in emotional adjustment scores [$t(211) = -3.526, p = .001$] and on social adjustment scores [$t(211) = -3.914, p < 0.05$] between the two gender. The study recommends that the university counseling center should develop more gender specific orientation programmes to assist the female freshmen.

Keywords: Gender Effect, Adjustment, Freshmen, Public University

1. Introduction

The university environment is regarded as the best place to shape students' thoughts, behaviours and resilience in overcoming life challenges (Siah & Tan, 2015). However, students' admission to universities poses a challenge to their independence and tests their resilience to adjusting to new environments (Dyson & Renk, 2006). The life of freshmen is regarded as very challenging in their academic life at the university (Feldt et al., 2011). The freshmen in trying to adapt to the new systems at universities face with changes in emotional, physical, social, moral, social, and intellectual dimensions (Bakar & Mohamed, 2004). In this case, entry and adapting to new life at universities could lead to stressful life among the freshmen (Dyson & Renk, 2006). Freshmen are thus faced with interpersonal and personal challenges and they attempt to overcome them using various strategies (Gerdes & Mallinckrodt, 1994). Molnar (1993) indicate that the survival of freshmen is dependent on how they navigate the issues that they face within the first six weeks of their arrival at universities. According to Schultz, (2008), while faced with challenges in the new environment, the freshmen adopt various means to cope including personal efforts, making friends, social networking, and religious mechanisms. These strategies are meant to help the freshmen to adjust to

Received: June 7, 2022

Accepted: July 26, 2022

Aloka, P.J. (2022). Gender Effects on Adjustment among Freshmen in One Selected Public University. *International Journal of Social Studies and Educational Studies*, 9(3), 16-28.

the university environment (Salami, 2011) so that their overall growth is enhanced (Malinga-Musamba, 2014).

When students transit to the university/colleges from secondary schools, they are likely to face adjustment challenges due to the exposure to new environments. Adjustment to university can be defined as a person's interaction with their environment and covers academic achievement, personal growth and accomplishments outside the classroom such as in art, music, creativity and leadership (Abdullah et al., 2009). Thus, adjustment poses unnerving problems and few of which are early dropout, difficulty in handling stress and coping with the academic demands, less drive to study and low academic performance (Reddy, et al., 2018). According to Kommers et al. (2011), the universities are meant to be places where students attain optimal development and growth to make them attain their best in academic, social, psychological, emotional and other aspects of life. In this regard, there are major types of adjustment among freshmen including: academic, social and psychological aspects (Yau & Cheng, 2014). The academic adjustment is with regard to how students overcome challenges to attain better grades at the university (Clinciu & Cazan, 2013). However, failure to adjust academically among freshmen would lead to issues such as stress, anxiety, anger, depression, moodiness, and eventually poor mental health (Clinciu, 2012). On the other hand, social adjustment is the extent to which students adapt in a social manner to the new environment as they interact with other students (Rienties et al., 2011). Finally, the psychological adjustment is with regard to personal and interpersonal adaptation to issues within the university (Rienties et al., 2011).

The high school environment is quite different from that of the university because in the latter, students are mostly on their own, they make independent decisions about their lives and plan their things in their own ways. Abdullah et al. (2009) reiterate that this independence leads to anxiety challenges as the students strive to adapt academically, socially and psychologically to the issues that they come across in the new learning environment. Moreover, the freshmen face several challenges because of the shifts in teaching and learning styles that they are exposed to at the universities (Rice, 2009). In addition, there are several demands that are placed on freshmen by the lecturers which requires them to have independent thinking to which most of them struggle to adopt (Robinson, 2009). Moreover, it is reported that transition from secondary schools to university is quite stressful to the freshmen since they are away from parents and family (Bernier, Larose & Whipple, 2005). Thus, the freshmen are poorly prepared to handle adjustment challenges that they encounter at universities despite the support that they receive (Sanoff, 2006).

2. Theoretical Framework

The Stage-Environment Fit Theory by Kurt Lewin was used to guide the study. This theory discusses how individuals develop in relation to their environments. According to the theory, an individual's behavior is dependent on internal personal traits and the environment in which the person functions (Muuss, 1996). According to Lewin, the behaviour of an individual reflects the interactions of the person with varied environments in which they have been (Gutman & Eccles, 2007). Lewin argued that, the behavior of a person is dependent on personal, biological, social and psychological interactions with their environment (Muuss, 1996). Gutman and Eccles, (2007) contend that changes in environments among individuals is likely to bring challenges of adjustments. Moreover, the theory argues that, different individuals adjust in

varied ways to new environments depending on internal and social factors (Eccles & Midgley, 1989). However, it is reported that, the period of adolescence and young adult stages affect the adjustment of students and this has implications on their mental health (Eccles, et al., 1996). The Stage-Environment Fit Theory informed the study because it indicates that behavior is a function of the interaction of an individual with the environment and the present study was about gender effects on adjustment among freshmen at university.

3. Literature Review

Literature on gender and adjustments among students exist, but with varied results in different contexts. For example, Mtshweni (2021) study in South Africa indicated that gender is a significant factor that determines adjustment among students at university hence it also affects dropout rates as more girls struggle to adjust as compared to boys. In another study in South Africa, De Waal et al. (2018) reported that boys had inferior literacy and numeracy skills, significantly poorer manual dexterity and balancing skills and also displayed statistically and large practically significant weaker mid-year grade point averages than girls. Another study in South Africa by Mann (2018) reported that there was a significant difference between the gender groups for social adjustment was found with males having a higher mean score than females. In South Africa, Petersen, (2006) indicate that the significant difference between females and males for adjustment indicates that adjustment was an important predictor of academic performance for males and not for females.

In another study among first year undergraduate students, Yau and Cheng (2014) showed that there are significant gender effects on academic adjustment as females adjusted more than the male counterparts. In another study, Peleg-Oren et al. (2003) reported that there are gender effects on adjustments in the aspects psychological and social dimensions among students in universities. Inman, (2017) indicated that there is effect of gender on adjustment among university students and their attitudes regarding their mental health. However, Winga et al. (2011) in Kenya reported that no gender effects are evident on academic adjustment among students. Similarly, Al-Qaisy (2010) reported that there is better adjustment witnessed among male students but females struggle to adjust socially. In another related study, Nidhi and Kermene (2015) reported that male and female students at colleges adjust in similar ways and magnitudes and no gender was superior to the other. In agreement, Enochs and Roland (2006) reported that gender differences exist in adjustment, and that boys adjust in better ways in all circumstances as compared to girls in learning institutions. Wang and Zhang (2015) indicated that the males' score was better than those of the female students on psychological adjustments. Lippa, (1995) also showed that there are gender effects on psychological and social adjustments through the Big Five personality model.

In addition, Makwana and Kaji (2014) revealed gender differences on social adjustment and that male students have higher adjustments as compared to the females. Joymalya et al. (2014) reported that gender differences exist on adjustments of students and that girls are better adjusted as compared to the boys. Oyefeso and Adegoke (1992) revealed significant effects of gender on adjustment and that males are better adjusted psychologically when compared to the females. However, Salami (2011) indicated that gender did not predict adjustment among student in colleges. Moreover, Al-Khatib et al. (2012) indicated that the college life adjustment is not based on gender, study level, college or interaction between them; rather, it

was related to other factors such as future anxiety about jobs after finishing the university or emotional instability or other problems related to academic achievement.

A study by Clinciu (2013) also found that, when the adjustment of the specific dimensions was considered, the males are socially, psychologically and emotionally well-adjusted while the females have better academic adjustments. Similarly, Mann (2018) in South Africa reported that male students are better adjusted socially while females of similar ages have low social adjustments at colleges. Moreover, Olasupo et al. (2018) reported that gender differences exist on adjustment and social functions among students in universities. Abdullah et al. (2009) indicated that males have better social and academic adjustments as compared to females. However, the study indicated that a significant gender difference was not discovered with respect to adjustments on social and academic aspects among university students. In agreement, Wang and Zhang (2015) indicated that the males' score was better than those of the female students on psychological adjustments. Tarekegn (2018) among first year students at university revealed that no gender differences exist on academic adjustment levels. Similarly, Akande and Ikediashi (2018) in Nigeria reported no gender effects on the emotional adjustment among students in universities.

In another study, Bhagat (2016) reported that gender effects are evident in adjustment among learners, with girls having higher scores on academic and emotional adjustments while there is higher social adjustment among boys. Similarly, Panth et al. (2015) among undergraduate students revealed gender differences in the emotional adjustments and that girls have better scores as compared to boys. Moreover, Makwana and Kaji (2014) revealed gender differences on social adjustment and that male students have higher adjustments as compared to the females. Similarly, Chauhan (2013) agreed that gender plays a major role on adjustment because most female learners adjust better than their male counterparts. On the contrary, Devika (2013) reported that girls adjust well emotionally in comparison to boys, but boys adjust better in academic aspects. Moreover, Olawole and Adesokan, (2021) in Nigeria concluded that most student studying Education courses do not adjust academically well but females showed better adjustments as compared to males. In agreement, Wangeri et al. (2012) reported that there were better social adjustments among female students while the males have challenges of social adjustments at university.

In the Kenyan context, universities have orientation sessions meant to ensure best adjustment to the new learning environment by students. In a study by Wangeri et al. (2012), it was reported that there are adjustment challenges among freshmen in Kenyan universities. This results in first year students being at risk of dropping out and others go into depression due to their inability to cope with the university environment as expected. Most recently, Osoro et al. (2020) add that, freshmen in Kenyan public universities are facing numerous adjustment issues among them including examination malpractices, poor financial management, poor time management, drug and substance abuse, suicidal tendencies and poor academic performance among others. From the above reviewed studies, there are mixed results on gender differences on adjustment among university students. Moreover, the reviewed studies did not focus on the various aspects of adjustment, while the present study examined adjustment on various aspects together. Therefore, the present study sought to examine gender effects on adjustment among freshmen in one university.

4. Research Hypotheses

The following research hypotheses were tested:

Ho1: There is no significant gender effect on academic adjustment among freshmen in one university

Ho2: There is no significant gender effect on psychological adjustment among freshmen in one university

Ho3: There is no significant gender effect on emotional adjustment among freshmen in one university

Ho4: There is no significant gender effect on social adjustment among freshmen in one university

Ho5: There is no significant gender effect on overall adjustment among freshmen in one university

5. Methods

5.1 Research Design

This study was anchored within the positivist research paradigm and it adopted the Cross-sectional survey research design. This design involves gathering and analyzing data from a population of interest at one specific point in time (Connelly, 2016). The participants in this study were selected based on particular variables of interest, but typically the researcher was interested in describing the characteristics of the population, or in explaining the relationship between a particular outcome and some other variable or variables of interest. This research design helped to ascertain the gender effects on adjustment among freshmen in one public university in Kenya.

5.2 Research Sample

The research sample of the study comprised of 213 students in their first year of study at one public university in western Kenya. The study participants included 120 (56.3%) females and 93 (43.7%) males at one university. From a population of 2130 freshmen, the final sample size of 213 freshmen was obtained using the 10% according to the criteria by Krejcie and Morgan (1970). Data from 12 freshmen was deleted because they were incomplete, however, the sample size of 213 freshmen was 94.66% of the anticipated sample size of 225 freshmen. The students were drawn from various faculties within the university. In the selection of the freshmen, both stratified and simple random sampling techniques were used.

5.3 Research Tools

Adjustment was measured on aspects such as, academics, social, emotional and psychological adjustment. Some items on Academic Adjustment Questionnaire are: "I feel confident and relaxed while in class", "I undertake my class work without proper thinking". Some items on Social Adjustment Questionnaire are: "I shouldn't have done that in some areas I absolutely should be more competent". Some items on Emotional Adjustment Questionnaire are: "I feel that my fellow students do things much better than I do", "I feel that people really like to talk with me". Some items on Psychological Adjustment Questionnaire are: "In order to get along and be liked, I tend to be what peers expect me to be rather than anything else". The questionnaires had a 5-point Likert response scale such as; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). The internal validity of the questionnaire was ensured by Kaiser-Meyer-Oklind (KMO) indices as recommended by Gravetter and Wallnau, (2000). The validity results indicate that all measures of the questionnaire have KMO values above 0.5. The reliability of Adjustment

Questionnaire was ascertained by internal consistency method, and that, that, in overall, internal consistent reliability means average rating of .732 confirm that the Adjustment Questionnaire had an acceptable reliability standard.

5.4 Procedure

Permission to conduct the study was sought from the Academic Registrar of the selected public university in western Kenya. The appointment was made to collect data from the freshmen at the selected university. The students were sampled from various faculties and assembled at the assembly hall, then issued with consent forms. After signing consent forms, they were issued with questionnaires to fill after which the researcher collected the questionnaires back. The questionnaires were presented to freshmen from various schools in different orders to nullify a systematic order effect. The students took about 30 minutes to complete the questionnaires, thereafter they were debriefed.

5.5 Data Analysis

The process of data analysis involved modeling, transformation of research-data with an aim of highlighting essential information, suggestions and conclusion and supporting decision making in research (Punch, 2010). The inferential analysis such as independent samples t-test was used to compare gender differences on adjustment scores in the four domains among the students at first year level. The level of significance (p)-value was set at 0.05 level.

5.6 Ethical Considerations

To ensure voluntary participation, the participants were provided with consent forms, which they had to sign to have the interviews recorded. To ensure anonymity of participants, their names were not mentioned in the description of the research. To ensure confidentiality, the participants are not identified by name and the researcher secured the management of data access ensuring that the access is only authorized and granted to those in the process of this research avoiding the exposure of data findings.

6. Analysis Result

The results on both descriptive and inferential analysis on gender effects and adjustment among freshmen is presented in Table 1 below:

Table 1: Gender effect on adjustment level of freshmen at university

Adjustments	Gender	N	Mean	SD	SEM	t-value	Sig. level	Effect Size
Academic	Females	120	1.63	0.595	0.054	-1.639	0.103	0.013
	Males	93	1.76	0.535	0.056			
Emotional	Females	120	1.57	0.561	0.051	-3.526	0.001	0.056
	Males	93	1.84	0.535	0.055			
Social	Females	120	2.54	0.502	0.046	-3.914	0.00	0.068
	Males	93	2.80	0.462	0.048			
Psychological	Females	120	1.08	0.631	0.058	0.268	0.789	0.0003
	Males	93	1.06	0.556	0.058			
Overall Adjustment	Females	120	1.70	0.431	0.039	-2.817	0.005	0.036
	Males	93	1.86	0.379	0.039			

The results are explained as follows:

6.1 Effect of Gender on Academic Adjustment

On academic adjustment, it is evident from Table 1 is that although the male students had relatively higher mean ($M=1.76$; $SD=0.54$) in academic adjustment scale than their female counterparts ($M=1.63$; $SD=0.59$), the difference between the level of their adjustment was not substantial. The inferential results indicated that there is no statistically significant difference in academic adjustment between gender among first year university students [$t(211) = -1.639$, $p = .103$]. The results also indicated that only 1.3% of academic adjustment among first year students could be attributed to gender effects and this is regarded as a very minimal effect. Therefore, the research hypothesis which stated “There is no significant gender effect on academic adjustment among freshmen in one university”, was accepted. Consequently, it was concluded that there is no statistically significant difference in academic adjustment on the basis of gender among the freshmen.

6.2 Effect of Gender on Psychological Adjustment

Equally, with regard to psychological adjustment, findings indicated that the female first year students at university reflected slightly higher ($M=1.08$; $SD=0.54$) psychological adjustments compared to their male counterparts ($M=1.06$; $SD=0.56$). The results of independent samples t-test, indicated that [$t(211) = 0.268$, $p=.789$], there was no differences on psychological adjustment among first year students on the basis of gender. Moreover, the results from eta squared=.0003, which implies that, only 0.03% of psychological adjustment could be attributed to gender of the freshmen at the university. Hence, the research hypothesis which stated that: “There is no significant gender effect on psychological adjustment among freshmen in

one university'', was accepted. As a result, it was concluded that there was no significant gender effect on psychological adjustment on the freshmen at university.

6.3 Effect of Gender on Emotional Adjustment

With regard to emotional adjustment, it's established that gender had significant impact on this aspect of adjustment. From the independent-sample t-test results, male students had comparatively higher mean scores ($M=1.84$; $SD=0.54$) in emotional adjustment scale than their female counterparts ($M=1.57$; $SD=0.56$). The inferential results from independent samples t-test indicate that [$t(211) = -3.526$, $p = .001$], there were significant gender effects on emotional adjustment among freshmen at the university. Moreover, the results of eta squared indicate that 5.6 % of emotional adjustment could be attributed to the gender of the freshmen at the university. Cohen (1992), who presented guidelines for interpreting effect size (eta squared value), recommended that a value of eta squared of .056 suggest that gender factor has a moderate effect on emotional adjustments. Therefore, the research hypothesis which stated that: "There is no significant gender effect on emotional adjustment among freshmen in one university'', was rejected. Therefore, it was concluded that there are significant gender effects on emotional adjustment among the freshmen.

6.4 Effect of Gender on Social Adjustment

On social adjustment, the results indicate that, female participants had statistically significantly lower social adjustment scores ($M=2.54$, $SD=0.50$) compared with male participants ($M=2.80$, $SD=0.46$). The results from independent samples t-test indicate that, the mean difference in social adjustment scores between the two gender was statistically significant [$t(211) = -3.914$, $p = 0.00$]. The results from eta squared indicate that 6.8% of social adjustment could be explained by gender of freshmen. Therefore, the research hypothesis which stated that: "There is no significant gender effect on social adjustment among freshmen in one university'', was rejected. Therefore, the study concludes that there was significant difference in social adjustment on the basis of gender as male students socially adjusted to the university environment faster as compared to their female counterparts.

6.5 Effect of Gender on Overall Adjustment

The findings indicated that female students had statistically significantly lower overall adjustment scores ($M=1.70$, $SD=0.431$) as compared to the male students [$(M=1.86$, $SD=0.38)$, $t(211) = -2.817$, $p = 0.005$]. Thus, the null hypothesis which states "There is no significant gender effect on overall adjustment among freshmen in one university'' was rejected. Overall, 3.6% of adjustment could be attributed to the gender as signified by the eta squared value of 0.036, which indicates small effect. Thus, it is concluded that gender has significant effects on adjustments among the freshmen, with male students overall adjusting to the university environment faster compared to their female counterparts.

7. Discussion and Conclusion

The study examined gender effect on adjustment among freshmen in one selected public university. The findings reported that the males and female students did not differ significantly on their academic adjustments scores. On social adjustment among the freshmen, the male students socially adjusted to the

university environment faster compared to their female counterparts, which implies that the female students were more overwhelmed by the social challenges in the university environment. This finding agrees with Olawole and Adesokan, (2021) who concluded that most student studying Education courses do not adjust academically well although it was revealed that female students adjusted more. However, Yau and Cheng (2014) reported that there are significant gender effects on academic adjustment as females adjusted more than the male counterparts. Similarly, Chauhan (2013) agreed with the finding that gender plays a major role on adjustment because most female learners adjust better than the male counterparts. The results reported that on emotional adjustment, the male students had comparatively higher mean in emotional adjustment scores than their female counterparts. In agreement, Wang and Zhang (2015) indicated that the males' score was better than those of the female students on psychological adjustments. However, Akande and Ikediashi (2018) reported no differences on emotional adjustment among students on the basis of their gender.

The study findings also reported that the mean difference in social adjustment scores between the two gender was statistically significant, female students had statistically significantly lower social adjustment scores compared to male participants. In agreement, Wangeri et al. (2012) reported that there were better social adjustments among female students while the males had challenges of social adjustments at university. Moreover, Makwana and Kaji (2014) revealed gender differences on social adjustment and that male students had higher adjustments as compared to the females. Similarly, Al-Qaisy (2010) reported that there is better adjustment witnessed among male students but females struggle to adjust socially. This finding agrees with Gutman and Eccles, (2007) theoretical assertion which argues that there are adjustment issues which are as a result of developmental changes among students.

Overall, there are gender effects on overall adjustment among the freshmen, with male students adjusting faster and better than female students. This finding agrees with Enochs and Roland (2006) who reported that gender differences exist in adjustment, and that boys adjust in better ways in all circumstances as compared to girls in learning institutions. Moreover, Clinciu (2013) also found that, the males adjust well socially but are poor in academic adjustments while females adjust well academically but have poor social adjustment levels. In addition, Bhagat (2016) reported that gender effects are evident in adjustment among learners, with girls having higher scores on academic and emotional adjustments while there is higher social adjustment among boys. In agreement, Panth et al. (2015) reported that boys have low emotional adjustments when compared to girls of similar age groups. Similarly, Mtshweni (2021) indicated that gender is a significant factor that determines adjustment among students at university hence it also affects dropout rates as more girls struggle to adjust as compared to boys. In agreement, De Waal et al. (2018) reported that boys had inferior literacy and numeracy skills, significantly poorer manual dexterity and balancing skills and also displayed statistically and large practically significant weaker mid-year grade point averages than girls. Moreover, Mann (2018) reported that a significant difference between the gender groups for social adjustment was found with males having a higher mean score than females. On the contrary, Devika (2013) reported that girls adjust well emotionally in comparison to boys, but boys adjust better in academic aspects. Similarly, Nidhi and Kermane, (2015) reported that male and female students at colleges adjust in similar ways and magnitudes and no gender was superior to the other.

The study concludes that gender is a determining factor on adjustment among freshmen, with male students adjusting to the university environment faster and in better ways as compared to their female counterparts. However, gender differences were not evident in both academic and psychological aspects of adjustment. This implies, both male and female students are academically and psychologically prepared to join the new university environment. This study also concludes that, the male students had comparatively higher emotional adjustment than their female counterparts which implies that male students were more prepared emotionally to handle challenges in the university environment as compared to female students. Generally, this study concludes that, female students generally have challenges of adjustment at the university as compared to the male counterparts. The implication of this finding is that more efforts should be put to assist the female freshmen to appropriately adjust at universities. This study therefore recommends that the staff at university counseling centers should develop more gender specific orientation programmes to assist the female and male learners on their unique adjustment styles. Moreover, administration at universities should develop structured counseling programmes targeting female students to enable them adjust well to the university environment. Further studies could focus on moderating effects of psychological factors on gender and adjustment among students in higher education institutions. This study has only one limitation in that only first year students were involved and, possibly, other studies could embark on other years of study. Moreover, since the present study was quantitative in nature, future qualitative studies are suggested.

References

- Abdullah, M.C., Elias, H., Mahyddin, R., & Uli, J. (2009). Adjustment amongst first year students in a Malaysian university. *European Journal of Social Sciences*, 8(3), 496-505.
- Akande, J.A., & Ikediashi, N.N. (2018). Level of emotional adjustment of secondary school students in the Federal Capital Territory. *Quest Journals Journal of Research in Humanities and Social Science*, 6(8), 50-55.
- Al-Khati, B.A., Awamleh, H.S., & Samawi, F.S. (2012). Student's adjustment to college life at Albalqa Applied University. *American International Journal of Contemporary Research*, 2(11), 7-16.
- Al-Qaisy, L.M. (2010). Adjustment of college freshmen: The importance of gender and the place of residence. *International Journal of Psychological Studies*, 2(1), 142-150.
- Bernier, A., Larose, S., & Whipple, N. (2005). Leaving home for college: A potentially stressful event for adolescents with preoccupied attachment patterns. *Attachment and Human Development*, 7(2), 171-185.
- Bhagat, P. (2016). Comparative study of adjustment among secondary school boys and girls. *International Journal of Applied Research*, 2(7), 91-95
- Chauhan, V. (2013). A study on adjustment of higher secondary school students of Durg district. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 1(1), 50-52.
<https://doi.org/10.9790/7388-0115052>
- Cliniciu, A.I. (2012). Adaptation and stress for the first year university students. *Procedia-Social and Behavioral Sciences*, 78, 718-722. <https://doi.org/10.1016/j.sbspro.2013.04.382>
- Cliniciu, A. I., & Cazan, A.M. (2013). Academic adjustment questionnaire for the university students. *Procedia-Social and Behavioral Sciences*, 127,655-660.

- Connelly, L.M. (2016). Cross-sectional survey research." *MedSurg Nursing*, 25(5), 369+. *Gale Academic OneFile*, link.gale.com/apps/doc/A470159876/AONE?u=anon~5fc19e07&sid=googleScholar&xid=93aae59e. Accessed 8 Mar. 2022.
- Devika, R. A. (2014). Comparative study of the adjustment of secondary school students. *I-Manager's Journal on Educational Psychology*, 7(3), 18-22.
- De Waal, E., Pienaar, A.E., & Coetzee, D. (2018). Gender differences in academic achievement of children with developmental coordination disorder. *South African Journal of Childhood Education* 8(1), a515. <https://doi.org/10.4102/sajce.v8i1.515>
- Dyson, R., & Renk, K. (2006). Freshmen adaptation to university life: Depressive symptoms, stress, and coping. *Journal of Clinical Psychology*, 62(10), 1231-1244.
- Eccles, J.S., & Midgley, C. (1989). Stage–environment fit: Developmentally appropriate classrooms for young adolescents. In C. Ames & R. Ames (Eds.), *Research on motivation in education: Vol. 3. Goals and cognitions* (pp. 13–44). New York: Academic Press.
- Eccles, J.S., Lord, S., & Roeser, R.W. (1996). Round holes, square pegs, rocky roads, and sore feet: A discussion of stage–environment fit theory applied to families and school. In D. Cicchetti & S. L. Toth (Eds.), *Rochester Symposium on Developmental Psychopathology: Vol. 7. Adolescence: Opportunities and challenges* (pp. 47–92). Rochester, NY: University of Rochester Press.
- Enochs, W.K., & Roland, C.B. (2006). Social adjustment of college freshmen: The importance of gender and living environment. *College Student Journal*, 40(1), 63-72.
- Feldt, R.C., Graham, M., & Dew, D. (2011). Measuring adjustment to college: Construct validity of the student adaptation to college questionnaire. *Measurement and Evaluation in Counseling and Development*, 44(2), 92-104.
- Gerdes, H., & Mallinckrodt, B. (1994). Emotional, social, and academic adjustment of college students: a longitudinal study of retention. *Journal of Counseling & Development*, 72(3), 281-288
- Gravetter, F.J., & Wallnau, L.B. (2000). *Statistics for the behavioral sciences*, 5th ed. Belmont: Wadsworth – Thomson Learning
- Gutman, L.M., & Eccles, J.S. (2007). Stage-environment fit during adolescence: Trajectories of family relations and adolescent outcomes. *Developmental Psychology*, 43(2), 522-537. <http://dx.doi.org/10.1037/0012-1649.43.2.522>
- Inman, M. (2017). *Behind the stigma: The impact of gender and college adjustment on attitudes towards mental health disorders*. Honors Theses. 116. https://ecommons.udayton.edu/uhp_theses/116
- Joymalya, P., Saha, B., & Mondal, B.C. (2014). Adjustment of Secondary School Students with Respect to Gender and Residence. *American Journal of Educational Research* 2.12 (2014): 1138-1143.
- Kommers, P., Junco, R., & Hills, P. (2011). *Social media for learning by means of ICT*. UNESCO Institute for Information Technologies in Education, UNESCO Moscow
- Krejcie, R.V., & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Kyalo, P.M. (2011). Selected factors influencing social and academic adjustment of undergraduate students of Egerton University; Njoro campus. *International Journal of Business and Social Science*, 2(18), 274 – 290.

- Lippa, R. (1995). Gender-related individual differences and psychological adjustment in terms of the Big Five and circumplex models. *Journal of Personality and Social Psychology*, 69(6), 1184-1202. <http://dx.doi.org/10.1037/0022-3514.69.6.1184>
- Makwana, M.D., & Kaji, S.M. (2014). Adjustment of secondary school students in relation to their gender. *The International Journal of Indian Psychology*, 2(1), 5-12.
- Malinga-Musamba, T. (2014). First-year course experience and college adjustment: A case study. *Journal of Psychology in Africa*, 24(3), 278–280.
- Mann, J.L. (2018). *Role of resilience and related coping in the adjustment of first year psychology students at the University of KwaZulu-Natal, Pietermaritzburg campus* [Unpublished Master of Social Science Thesis, University of KwaZulu-Natal, South Africa].
- Mtshweni, B.V. (2021). Adjustment and socioeconomic status: how do these factors influence the intention to dropout of university? *South African Journal of Psychology*, (00)0, 1–13 December 2021. <https://doi.org/10.1177/00812463211059141>
- Molnar, D. (1993). *The impact of mission effectiveness on student retention*. Annual Forum of the Association for Institutional Research, Chicago, IL. (ERIC Document Reproduction Service No. ED 360940).
- Muuss, R. E. (1996). *Theories of Adolescence*. (6th Ed.) New York: McGraw-Hill.
- Nidhi, M., & Kermane, M. (2015). Adjustment problems of college students in relation to gender, socioeconomic status and academic achievement. *International Journal of Current Research*, 7(04), 14574-14578.
- Olasupo, M.O., Idemudia, E.S., & Dimatkakso, M. (2018). Adjustment, Psychological Well-being and Mental Health of First Year Students in a South African University. *North American Journal of Psychology*, 20(1), 55-62.
- Olawole, O.A., & Adesokan, A. (2021). Gender differences on the academic adjustment of students in the faculty of education in Kwara State University, Malete. *Gender & Behaviour*, 19(2), 18159-18164. https://hdl.handle.net/10520/ejc-genbeh_v19_n2_a46
- Osoro, G., Nyamwange, C., & Obuba, E. (2020). Variability of academic adjustment of first years among public Kenyan universities. *International Journal of Innovative Science and Research Technology*, 5(8), 1456- 1467. <https://doi.org/10.38124/ijisrt20aug707>
- Oyefeso, A.O., & Adegoke, A.R. (1992). Psychological adjustment of Yoruba adolescents as influenced by family type: A research note. *Journal of Child Psychology and Psychiatry*, 33(4), 785-788.
- Panth, M.K., Chaurasia, N., & Gupta, M.A. (2015). Comparative study of adjustment and emotional maturity between gender and stream of undergraduate students. *International Journal of Research in Social Sciences and Humanities (IJRSSH)*, 5(III), 1-12.
- Peleg-Oren, N., Sherer, M., & Soskolne, V. (2003). Effect of gender on the social and psychological adjustment of cancer patients. *Social Work in Health Care*, 37(3), 17-34.
- Petersen, H. (2006). *Psychosocial factors and academic performance among first-year financial aid students: Testing adjustment as a mediator variable* [Unpublished Master's Thesis, University of Cape Town].
- Punch, F.K. (2010). *Introduction to social research quantitative approaches* (2nd Edition). New Delhi: Sage Publications Ltd.

- Reddy, K. J., Menon, K.R., & Thattil, A. (2018). Academic Stress and its sources among university students. *Biomedical and Pharmacology Journal*, *11*, 531-537. <https://doi.org/10.13005/bpj/1404>.
- Rice, K.G. (2009). Separation-individuation and adjustment to college, A longitudinal study. *Journal of Counseling Psychology*, *39*, 203-213. <http://dx.doi.org/10.1037/0022-0167.39.2.203>
- Rienties, B., Beausaert, S., Grohnert, T., Niemantsverdriet, S., & Kommers, P. (2011). Understanding academic performance of international students: The role of ethnicity, academic and social integration. *Higher Education Quarterly*, *63*, 685- 700.
- Robinson, J. (2009). *International students and American university culture: Adjustment Issues*. Paper presented at the meeting of the Washington Area Teachers of English to Speakers of Other Languages Annual Convention, Arlington, VA.
- Salami, S.O. (2011). Psychosocial predictors of adjustment among first-year college of education students. *US-China Education Review*, *8*(2), 239–248.
- Sanoff, A. P. (2006). A perception gap over students' preparation. *Chronicle of Higher Education*, *52*(27), B9-B14.
- Schultz, B.R. (2008). *A descriptive study of freshmen adjustment to college at the University of Alaska*. <http://gradworks.umi.com/33/38/3338012.html>.
- Siah, P.C., & Tan, S.H. (2015). Motivational orientation, perceived stress and university adjustment among first year undergraduates in Malaysia. *Journal of Institutional Research South East Asia*, *13*(1), 19-29.
- Tarekegn, D. F. (2018). *Parenting style and first year students' adjustment at university: Mediation via trait emotional intelligence in higher education institutions- a dimensional and typological approach* [Unpublished PhD Thesis, University of South Africa].
- Wangeri, T., Kimani, E., & Mutweleli, S.M. (2012). Transitional challenges facing university first year students in Kenyan public universities: A Case of Kenyatta University. *Interdisciplinary Review of Economics and Management*, *2*(1), 41-50.
- Wang, Q., & Zhang, Q. (2015). An investigation of psychological adjustment differences among Chinese college students: From the perspectives of their gender, major and grade. *Psychology*, *6*, 2119-2124. <http://dx.doi.org/10.4236/psych.2015.616208>
- Winga, M.A., Agak, J.O., & Ayere, B. (2011). The relationship among school adjustment, gender and academic achievement amongst secondary school students in Kisumu district Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, *2*(6), 493 – 497.
- Yau, H.K., & Cheng, F.A. (2014). An empirical study into gender differences in the relationships among academic, social and psychological adjustments of university support. *Journal of Further and Higher Education*, *38*(2), 268-282. <https://doi.org/10.1080/0309877X.2012.722197>