

THE INFLUENCE OF PARENTING STYLES ON SOCIAL ADJUSTMENT PROBLEMS OF FRESH UNDERGRADUATE STUDENTS OF TAI SOLARIN UNIVERSITY OF EDUCATION, IJEBU ODE, NIGERIA

OMOTESO BONKE ADEPEJU

Department of Educational Foundations and Counselling
Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria

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OYETORO OYEBODE STEPHEN

Department of Arts and Social Science Education
Faculty of Education
Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria
Email: oyebode_oyetoro@hotmail.com

&

BANJOKO OLADAPO EMMANUEL

Department of Educational Foundations and Counselling
Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria

Abstract

This study investigated the major adjustment problems of fresh undergraduate students of Tai Solarin University of Education, Ijebu Ode, Southwestern Nigeria. It examined the parenting styles of parents as perceived by the students. It also established sex differentials in the social adjustment problems of the students. Lastly, it examined the influence of parenting styles on social adjustment of fresh undergraduate students. These are with a view to assisting the students cope with adjustment problems in their first year in the university. The study was a descriptive research. The population consisted of all first year undergraduate students of the University. A sample of 350 students was composed using the disproportionate simple random sampling technique from three Departments in the College of Social and Management Sciences. A validated instrument titled "Students' Adjustment and Perceived Parenting Styles Questionnaire" (SAPSQ) was used to elicit information from the students. Results showed the major social adjustment problems faced by the students included wanting to improve their appearances ($\bar{x}=2.56$), getting worried easily ($\bar{x}=2.52$), and being timid and shy ($\bar{x}=2.50$) and feeling lonely ($\bar{x}=2.41$). Results also indicated that the authoritative parenting style is the dominant parenting style perceived to be used by 60% of the students' parents. There was no significant sex difference in the adjustment problems experienced by the students ($t = -0.76, p > 0.05$). However, parenting styles had significant influence on the social adjustment problems of the students ($F = 5.38, p < 0.05$). The study concluded that the inclusion and whole participation of stakeholders such as parents, Heads of Departments, advisers, lecturers, school administrators and Counselors in the provision of essential advisory services and co-curricular activities for fresh undergraduates may assist them to transit well into the University community and cope effectively with the myriads of challenges therein.

Keywords: Influence, Social Adjustment Problems, Parenting Styles, Fresh Undergraduate Students, University Education.

Introduction

Going to university is expected to be a thing of joy and an appealing experience. However, many students may drop out and may never return to complete their studies without a successful adjustment (Consolvo, 2002). University life demands that students become much more integrated into the university system in a way that they can interact very well with their peer in school and with the society generally so that they will have little or no frictions and conflict.

Before gaining admission into the university, many students have formed their identities. Nevertheless, the university experience requires personal and social changes that many students are unprepared for. There is often a gap between the pre-university identities formed by the students and the reality of experience offered by the university. Many students proceed to university without a clear understanding of tertiary culture. Social adjustment is part of university life and for students to be fully integrated and involved in university life; they need to develop a sense of belonging and appropriate identities as university students. It is in the first year that students are most likely to form lasting values and patterns of behaviour with matching to higher education and life long learning. The first year is notable for the social integration of university students. Social integration entails students seeing themselves as competent members of an academic or social community.

Moving away from home and adapting to a new social environment are just two of the many challenges that new students face as they enter university. For many students, the first year of university poses challenges such as not knowing those around, attending classes with unfamiliar teachers and other students and adjusting to a new environment. There are problems arising from adjusting to university life. These include developing an appropriate identity and becoming socially integrated into the university as well as attaining learning and generic skills and qualities such as critical thinking and intellectual rigour.

Tinto (1996) found that 40% of all students in America who started a four-year college training failed to earn a degree; and nearly 57% of all dropouts left before the start of their second year. In their own study Wintre & Bowers (2007) reported that within six years, 57.9% of the students they studied graduated, 9% remained enrolled and 33.1% were neither enrolled nor graduated.

One of the seven causes of students' withdrawal from college as identified by Tinto (1996) is adjustment difficulties including social adjustment. Others are academic difficulties, uncertain, narrow, or new goals, weak and external commitments, financial inadequacies, incongruence between the students and the institution, and isolation. Egbunike (1988) observed that new students may come face to face with prejudices and attitudes, new habits of eating, loving and faring. These experiences may bring intellectual confusion, heightened emotional tension and crisis. Quite often a number of students may feel dejected, depressed and unhappy about themselves, their academic achievement and life in general.

Freshmen in the university are stripped of all the social and moral supports they are used to at home. They grapple with life alone and this may lead to an increased freedom which can become a problem for them. Whether or not they attend lectures, do their assignments on time remains largely their responsibilities. Although, some may find it hard to adjust, it may come easily to others. It is very pertinent that students adjust properly because if they do not, it can lead to change of school or even failure to pass their examinations.

Developmental psychologists have been interested in how parents influence the development of children's social competence since the 1920s. One of the most robust approaches to the area is the study of what has been called "parenting styles". Parenting is a complex activity that includes many specific behaviour that work individually and together to influence child outcomes. Although specific parenting behaviour, such as spending or reading aloud may influence child's development, looking at any specific behaviour in isolation may be misleading. Researchers (Martin Jr., Swartz & Madson, 1999 and Baxter & Marcia, 1999) noted that specific parenting practices were less important in predicting child well-being than the broad pattern of parenting.

Parents are important in a child's life as sources of life and security, as teachers and role models. They are particularly important in the early years. Laslett (1977) observed that the early years are crucial time when every moment brings a new experience, a new chance to learn and grow. These years are critical for developing the emotional, social, physical, language and thinking skills a child will need throughout life. Parents have major influence on a young child's social and emotional development. A student in the university is considered to be socially adjusted when his behaviour conforms to the norms of the institution or the group to which he belongs. Darling and Steinberg (1993) were of the view that the extent of the conformity is determined by the parenting styles of the parents.

Baumrind (1991) asserted that parenting styles could be categorized according to whether they are high or low on parental demandingness and responsiveness. This scholar thus created a typology of four parenting styles: permissive, authoritarian, authoritative and uninvolved. Each of these parenting styles reflects different naturally occurring patterns of parental valued practices, and behaviours and a distinct balance of responsiveness and demandingness. A home where the father and mother have patience, tolerance, forbearance, appreciate each other, commend each other, communicate well agree on every issue and pray together, the children from such homes would behave very well among their peer groups in the school and in the society at large. The children would be goal-oriented, disciplined, respectful, achievement-oriented and obedient. Yolo (1976) established that parents are the first personality model to which children identify with and that the level of social and moral development of the child depend on the type of model provided by the parents. The type of parenting style such as permissive, democratic, authoritative, uninvolved, all these affect children's behaviour and serve as predictors of well-adjusted or mal-adjusted behaviours among the students.

Clausen (2001) expressed that the personality development of a child depends on the care of adults around him from infancy. Should the child be neglected without proper care at this stage, the child's drives and hopes are shattered. When he is deprived of the basic necessities of life or meet traumatic experiences, he may become withdrawn or suppressed. Such trauma

leads to abnormal behaviour. Morris (2000) affirmed that poor handling of a child could make him fixated, stingy, and obscured and having negative personality that will surely affect his academic pursuits.

Studies (e. g. Consolvo, 2002; Lee, Keough & Sexton, 2002; Enochs & Roland, 2006; and Wintre & Yaffe, 2000) have also shown that gender is a significant predictor of students' adjustment in the university and male students are found to be better adjusted compared to the female students. Female students are found to demonstrate more adjustment problems such as establishing social relationships in campus compared to the male students (Cooks, 1995). They are less involved in campus activities and have fewer opportunities to be appointed as leaders in clubs and societies in campus (McWhiter, 1997). In addition, the ways in which males and females cope with stress and depression differ. Males tend to suppress depression via isolation and escape while females tend to engage in self-blame, crying, and are more likely to seek assistance (Arthur, 1998). Female students also face additional problems with violence that is often denied or even condoned on college campuses. In a study conducted by Sands (1998), female undergraduate students experienced more demeaning, intimidating, and hostile behavior than their male counterparts.

Fresh university students have a lot of social problems which call for adjustments. Some of these problems range from loneliness, disturbances in the hostels, feeling home sick, interpersonal relationship crises, social freedom, mismanagement of time, to academic failure, etc. Home has also been identified as the first socializing agent that determines the behaviour of an individual. At home, parents employ diverse methods and styles to bring up their children. It is thus pertinent to investigate how parenting styles serve as contributing factors to social adjustment of university students. It is for this reason that this study investigated the influence of parenting styles on the social adjustment problems of the students of Tai Solarin University of Education with a view to helping them cope with social adjustment problems they may be facing.

Objectives of the Study

The purpose of this study was to determine the influence of parenting styles on the social adjustment problems of first year undergraduate students in Tai Solarin University of Education. The specific objectives of this study are to:

1. identify the major social adjustment problems which the first year students of Tai Solarin University of Education experience;
2. examine the perception of students about parenting styles used by parents;
3. investigate sex difference in the social adjustment problems of the students; and
4. establish the influence of parenting styles on the social adjustment problems of the students.

Research Questions

The study is guided by the following questions:

1. What are the major adjustment problems of the first year undergraduate students of Tai Solarin University of Education?
2. What are the parenting styles being used by the parents as perceived by the students?

Research Hypotheses

These following hypotheses are postulated and tested.

1. There is no significant sex difference in the social adjustment problems of the students.
2. There is no significant influence of perceived parenting styles on social adjustment of the students.

Methods

Research design

The study adopted a descriptive research design. This design was utilized as the researchers intended to collect data on the social adjustment problems of the students and describe the characteristics of the sample on this variable without any form of manipulation.

Participants

The population for the study consisted of all the fresh undergraduate students of Tai Solarin University of Education, Ijebu-Ode in Ogun State, Southwestern Nigeria who were admitted during the 2018/2019 academic session. The multistage sampling technique was utilized. The first stage comprised the selection of the College of Social and Management Science using the purposive sampling technique. The basis for the selection of this college is the possession of large number of students who are considered to be from varied backgrounds and social orientations. The second stage consisted of the selection of three Departments viz.: Geography and Environmental Management; Economics and Social Studies from the College using simple random sampling technique. Lastly, 350 students were selected from the Departments using disproportionate simple random sampling technique. The sample profile of the respondents are as follows: *Sex*: Female=174, Male=114; *Age*: 15-19 years=119, 20-24 years=146, 25-29 years=14, 30-34 years=2; *Religion*: Christianity=197, Islam= 86; *Course of Study*: Economics=120, Geography=98 and Social Studies= 89.

Instrument

An instrument titled "Students' Adjustment and Perceived Parenting Styles Questionnaire" (SAPSQ) was used to elicit information from the students. The questionnaire was developed by the researchers. The items in the questionnaire were adapted from literature on parenting styles and social adjustment. SAPSQ comprised three sections- A, B and C. Section A consisted of personal data of the students such as college, department and sex. Section B collected information on perceived parenting styles of parents. It has 30 items, five-paired items for both parents for each parenting style of permissive, authoritarian and authoritative. The items were scored on five point Likert-type scale of Strongly Disagree, Disagree, Indifference, Agree and Strongly Agree. The items included such statements as "My parents respect my privacy" (Permissive), "If I do not behave myself my parent will punish me" (Authoritarian) and "My parents spend time just talking to me" (Authoritative). Internal consistencies of the subscales using Cronbach's alpha are: Permissive (.66), Authoritarian (.70) and Authoritative (.70). Section C contained 20 items on students' adjustments problems such as "feeling lonely", "feeling inferior", and "inability to get good friends". The options were "Yes", "No" and "Can't Say". The highest score obtainable from the social adjustment problems scale was 60 while the lowest was 20. The higher the score the more social adjustment problems the student has. The contents of the instrument were validated by lecturers in the Department of Educational Foundations and Counselling of Obafemi Awolowo University. The reliability of the items of the questionnaire was determined using the test re-test reliability technique. A correlation co-efficient of 0.85

which was significant at 0.05 level ($r = 0.85$, $p < .05$) was obtained. Further reliability tests revealed a Cronbach alpha index of .86 and a split half correlation of .68. The instrument was therefore considered valid and reliable for the present study.

Procedure for data collection

The questionnaire was administered on the students during the 2018/2019 academic session at the school premises after permission was received from appropriate authorities. The students were encouraged to fill the questionnaire immediately after which it was retrieved by the researchers.

Results

The results are presented according to the research questions raised and the hypotheses formulated.

Research Questions

Research Question 1: What are the major adjustment problems of the students of Tai Solarin University of Education?

In order to answer this question, the mean values of students' responses to each of the adjustment problem of the students were obtained. The results are presented in Table 1.

Table 1: Ranking of students' adjustment problems

S/ N	Items	N	Total	Mean	Std. Deviation	Ranking
1.	Wanting to improve my appearance (7)*	306	783	2.56	.64	1
2.	I get worried easily (11)	305	768	2.52	.59	2
3.	Being timid and shy (2)	317	793	2.50	.57	3
4.	Feeling lonely (1)	311	749	2.41	.62	4
5.	Finding it hard to talk about my troubles (4)	311	746	2.40	.61	5
6.	Too little social life (9)	306	735	2.40	.66	5
7.	Trouble making up my mind about things (12)	304	718	2.36	.63	7
8.	I think too much of home (13)	301	708	2.35	.61	8
9.	Lack of resources for personal maintenance (6)	307	717	2.34	.62	9
10.	Afraid to speak up in class discussions (15)	309	721	2.33	.62	10
11.	My heart beats fast when I meet many other students (16)	312	709	2.27	.57	11
12.	It is hard for me to ask for help from other students (19)	303	687	2.27	.56	11

13.	I am so independent and free that I feel no one cares much about what happens to me on campus (14)	306	687	2.25	.56	13
14.	My conduct is largely controlled by the customs of those around me (20)	309	695	2.25	.64	13
15.	I often feel restless (17)	307	686	2.23	.57	15
16.	No one to tell my troubles (5)	312	692	2.22	.61	16
17.	Inability to get a good friend (8)	310	688	2.22	.60	16
18.	Feeling inferior (3)	307	675	2.20	.60	18
19.	Trouble making up my mind about religious group to join (10)	305	668	2.19	.56	19
20.	I don't get along with my lecturers (18)	311	679	2.18	.61	20

* The numbers represent the item number in the students adjustment problems section of the instrument

The five problems with the largest mean were designated the major adjustment problems. From the Table 1, these problems are: wanting to improve my appearance, I get worried easily, being timid and shy, feeling lonely and finding it hard to talk about my troubles.

Research Question 2: What are the parenting styles being used by the parents as perceived by the students?

In order to answer this question, the responses of the students to the items on the Perceived Parenting Style section of the questionnaire were scored and added to obtain three scores of parenting styles used by their parents. The parenting style with the highest score was selected as the dominant parenting style perceived used by the parents of the student. The parenting styles were coded as appropriate and their frequency counts was obtained. Following this procedure, 312 were distinctively classified, 12 cases had ties between two parenting styles and were thus excluded from the analysis while 26 cases were missing from the analysis. The results obtained are as presented in Table 2.

Table 2: Descriptive Statistics of the Perceived Parenting Styles of Parents

Parenting Styles	N	percent	Cumulative percent
Authoritative	186	59.6	59.6
Permissive	78	25.0	84.6
Authoritarian	48	15.4	100
Total	312	100	

Table 2 revealed that the dominant parenting style was authoritative parenting style, followed by the permissive parenting style while authoritarian parenting style was reported as least used parenting style.

Research Hypotheses

Research Hypothesis 1: There is no significant sex difference in the social adjustment problems of the students.

In order to determine if significant difference exists in the social adjustment problems of the students based on the male-female dichotomy, the t-test statistics was used. The results obtained are as presented in Table 3.

Table 3: t-test of sex difference in the social adjustment problems of the students

Sex	N	$\bar{x}$	sd	df	t	p
Male	107	44.20	7.32	271	-0.76	.94
Female	166	44.12	8.97			

The result from Table 3 revealed that there is no significant difference between the overall social adjustment problems of male and female students ($p>0.05$). Further analysis was done in order to determine if there will be gender difference in each of the specified social adjustment problem. The results obtained are as specified in Table 4.

Table 4: Cross tabulation of gender differences in each of the social adjustment problems

S/n	Item	Response	Sex of respondents		Total	Chi-square	p
			Femal	Male			
1.	Feeling lonely	Can't Say	12	6	18	2.23	.33
		No	77	42	119		
		Yes	70	55	125		
2.	Being timid and shy	Can't Say	3	6	9	4.88	.087
		No	67	50	117		
		Yes	92	48	140		
3.	Feeling inferior	Can't Say	15	10	25	.19	.91
		No	92	63	155		
		Yes	48	29	77		
4.	Finding it hard to talk about my troubles	Can't Say	11	6	17	.37	.83
		No	72	51	123		
		Yes	75	47	122		
5.	No one to tell my troubles	Can't Say	17	9	26	.23	.89
		No	94	60	154		
		Yes	50	33	83		
6.	Lack of resources for personal maintenance	Can't Say	15	4	19	3.67	.16
		No	84	49	133		
		Yes	60	46	106		
7.	Wanting to improve my appearance	Can't Say	11	8	19	.57	.75
		No	45	34	79		
		Yes	99	61	160		
8.	Inability to get a good friend	Can't Say	16	8	24	2.96	.23
		No	88	69	157		

		Yes	54	27	81		
9.	Too little social life	Can't Say	12	12	24	4.45	.11
		No	60	49	109		
		Yes	84	42	126		
10.	Trouble making up my mind about religious group to join	Can't Say	12	7	19	.16	.92
		No	101	68	169		
		Yes	44	27	71		
11.	I get worried easily	Can't Say	6	6	12	9.86	.007*
		No	48	50	98		
		Yes	100	46	146		
12.	Trouble making up my mind about things	Can't Say	10	11	21	2.15	.34
		No	67	48	115		
		Yes	77	44	121		
13.	I think too much of home	Can't Say	12	6	18	6.49	.039*
		No	69	62	131		
		Yes	72	33	105		
14.	I am so independent and free that I feel no one cares much about what happens to me on	Can't Say	11	5	16	1.11	.58
		No	104	65	169		
		Yes	41	32	73		
15.	Afraid to speak up in class discussions	Can't Say	13	6	19	5.99	.050*
		No	73	65	138		
		Yes	71	34	105		
16.	My heart beats fast when I meet many other students	Can't Say	12	3	15	7.63	.022*
		No	89	76	165		
		Yes	57	26	83		
17.	I often feel restless	Can't Say	11	7	18	.098	.95
		No	96	66	162		
		Yes	49	31	80		
18.	I don't get along with my lecturers	Can't Say	17	11	28	.33	.85
		No	98	62	160		
		Yes	43	32	75		
19.	It is hard for me to ask for help from other students	Can't Say	7	5	12	1.24	.54
		No	91	68	159		
		Yes	53	29	82		
20.	My conduct is largely controlled by the customs of those around me	Can't Say	16	9	25	1.48	.48
		No	79	61	140		
		Yes	60	34	94		

Results from Table 4 revealed that there are gender differences on items 11 (*I get worried easily*); 13 (*I think too much of home*); 15 (*Afraid to speak up in class discussions*) and 16 (*My heart beats fast when I meet many other students*).

Research Hypothesis 2: There is no significant influence of perceived parenting styles on social adjustment problems of the students.

One-way Analysis of Variance (ANOVA) was used to analyze data in order to make inference on whether perceived parenting styles have significant influence on the adjustment problems of the students. The results obtained are as presented in Table 5.

Table 5: One-way ANOVA of influence of perceived parenting styles on social adjustment problems of students

Source of Variation	Sum of Squares	df	Mean Squares	F	p
Between Groups	702.39	2	351.20	5.38	.005
Within Groups	18589.61	285	65.23		
Total	19292.00	287			

Results from Table 5 revealed that parenting styles has significant influence on the social adjustment problems of the students. Scheffe post hoc analysis reveals that the significant influence could have arose as a result of the higher difference between the social adjustment problems of students whose parents used authoritative parenting style and those whose parents used the permissive parenting style.

Table 6: Scheffe post hoc multiple comparisons analysis

Dependent Variable: Social Adjustment

(I) Parenting Style	(J) Parenting Style	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Permissive parenting style	Authoritarian parenting style	-1.02	1.58	.812	-4.92	2.87
	Authoritative parenting style	-3.62*	1.20	.012	-6.58	-.66
Authoritarian parenting style	Permissive parenting style	1.02	1.58	.812	-2.87	4.92
	Authoritative parenting style	-2.60	1.33	.152	-5.88	.68
Authoritative parenting style	Permissive parenting style	3.62*	1.20	.012	.66	6.58
	Authoritarian parenting style	2.60	1.33	.152	-.68	5.88

*. The mean difference is significant at the 0.05 level.

Discussion

The findings of this study showed that the students of Tai Solarin University of Education, Ijebu Ode experienced social adjustment problems. These problems included wanting to improve their appearances, getting worried easily and being shy and timid. Consequent upon

these results, the students should be guided through appropriate group counseling techniques and orientation programmes on the development of positive self-concept, self-esteem and self-efficacy. It should be noted here that the university is a place where one learns to develop independent mind, express oneself through appropriate means and acquire such other abilities and skills to become all that one is capable of becoming. Hence, the students need be guided to acquire skills that could make them overcome these personality associated adjustment problems. Finding it hard to talk about their troubles and too little social life are problems that could be eradicated through the development of appropriate social skills. The major adjustment problems reported by the students are possibly adjustment problems that some of the students might have developed as they might be leaving the comforts of their families of orientation, where they could interact with their parents and siblings, for the first time. These problems are always temporary and would probably be for a few months during their first year as they are expected to develop active social ties and networks with their peers. By the time, they are in the first semester of their second year in the university; they would have adjusted very well with feelings of independence and extroversion. Also, the students must be supported and encouraged to join various organizations and participate in school activities to make them acquire the needed social skills and networks. These results are in line with the findings of Wintre and Yaffe (2000) which established that students face unique problems adjusting to college and the process of adjustment could be frustrating and overwhelming for many students.

The findings of the study also showed that permissive, authoritarian and authoritative parenting styles were being used by the parents of the students as perceived by the students themselves. The authoritative parenting style yet has the highest frequency count. The findings corroborate the findings of Morris (2000) who reported authoritative parenting style as being mostly used by the parents of the students they studied. Further, Morris showed that the best adjusted students particularly in terms of social competence had parents with an authoritative parenting style.

There existed a non-significant sex difference in the social adjustments problems of the students. This means that male and female students have similar levels of adjustment problems and therefore may not need distinct attention. Notwithstanding the non-significant difference between the overall adjustment problems of male and female students, further analysis of individual items revealed gendered differences (with leanings towards females) on the social adjustment problems of *"I get worried easily"*, *"I think too much of home"* *"afraid to speak up in class discussions"* and *"My heart beats fast when I meet many other students"* As such, the findings of this study could be said to align to with the study of Consolvo (2002) which emphasized that the developmental process for male and female college students differ in that women tend to rely on relationship and socialization to aid in adjustments to college more than their male counterparts. Also, Lee, Keough & Sexton (2002) found that college men and women appraised the college experience differently and had different perception of stress relative to social connectedness. Other studies in the literature than amend to the present findings include Lama (2010), Sharma & Saini (2013) and Nidhi & Muntazir (2015).

The significant influence of perceived parenting styles on social adjustment indicates that parenting styles contribute significantly to the social adjustments of students. Baumrind (2002) opined that children from authoritarian families tend to perform moderately well in

school and be uninvolved in problem behaviour but they have poorer social skills, lower self-esteem and higher level of depression, Baumrind stressed further that those whose parents are authoritative were more socially and instrumentally competent than those whose parents are not authoritative. Children and adolescents whose parents are permissive perform most poorly in all domains of students. The findings of this research was also corroborated by the findings of Ishaq (2015) though carried out using high school students where significant influence of parental style was found on social adjustment students. The consistency of the results in spite of differences in the population could be a pointer to the universality of findings that parenting styles will always account for differences in coping and adjustment patterns of adolescents.

Conclusion

This study revealed the adjustment problems encountered by the fresh undergraduate students studied included personality related problems of wanting to improve my appearance, being timid and shy, finding it hard to talk about my troubles and too little social life. The parenting styles of parents as perceived by the students were also established. The parenting styles used by parents were permissive, authoritarian and authoritative styles. Authoritative parenting style was mostly used by the parents. Also, sex of the students did not significantly influence their adjustment problems. Parenting styles however had significant influence on the social adjustment problems of the students.

Implications and Recommendations

This study has yielded a number of implications and recommendations. The transition of students from home to the campus is an important hurdle in life that needs to be well monitored and guided to get the best out of the students. Any society that wants a fully developed and adjusted citizenry that are capable of bringing about the desired societal transformation must from a very young age be actively involved in their well-being. Based on the findings of this study, the following recommendations are needful for parents, academic and administrative staff of the university community, counsellors, government and students themselves to ensure that the fresh university students are socially well-adjusted.

The findings of this study will increase understanding on the adjustment problems of students in their first year in the university. Thus, primacy should be placed first on the identification of the adjustment problems of the students by the university authority in order to plan appropriate counselling interventions for them. These orientation programmes should be effectively organized for the fresh students. In other words, the orientation programmes must be purposively tailored towards improving the efficacy of the students in solving their identified adjustment problems and challenges. Such orientation programmes should also take into consideration the various psycho-social backgrounds of the fresh university students. All university staff including the Heads of Departments and service units and Students' Advisers should be actively involved in the orientation programmes.

University authority should provide continuous counselling for all students especially fresh ones. School counsellors should endeavour to talk to students from time to time. They should also extend counseling services to parents of students who have difficulty adjusting to the university life. Lives are moulded within the crucible of the family. Hence, parents should be good role models for their children to emulate and they should use parenting styles that will

increase and enhance the social adjustment of their children. Parents should also attend seminars on how to improve their parenting skills to their children.

Government should assist in expanding the existing counselling units and services in the universities through the provision of funds for the employment of more counsellors, institutionalization of e-counselling services and acquisition of equipment that will make counselling services available and accessible to freshmen. Considerations should also be given to improving the vitality of moribund co-curricular activities in universities. This later consideration has been the foci of other research as co-curricular activities have been reported to help improve the self-esteem and self-concept of students. The co-curricular activity groups could thus provide the needed peer social supports that could help fresh men eradicate the feelings that no one care about them and help them acquire social, thinking and problem-solving skills that would make them cope effectively in the university.

Senior university students that are of good behaviour can be very effective in helping the new students adjust socially well. Thus, these students should be adequately involved in the orientation programmes and should be mentors as well as peer advisers to the new students.

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